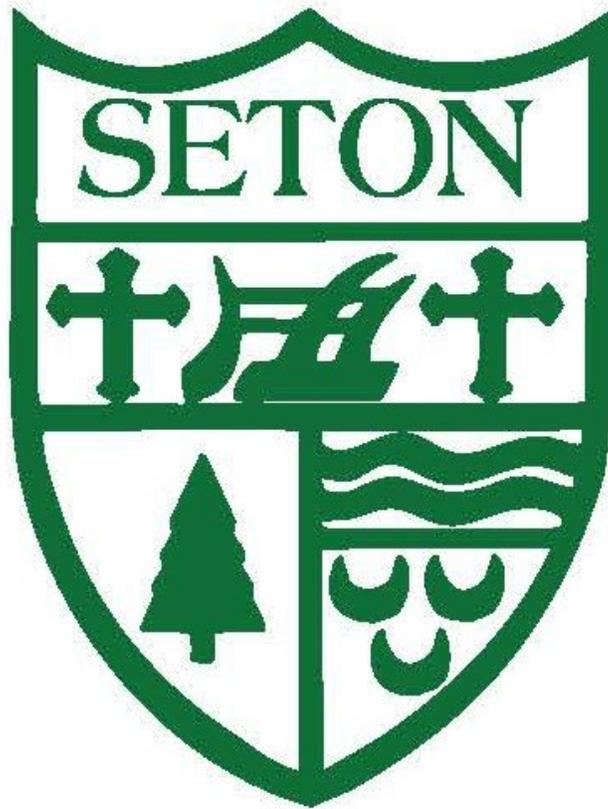


Seton High School

COURSE DESCRIPTIONS AND ACADEMIC POLICY HANDBOOK



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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 2019-2020 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.
2. Register to take the High School Placement Test (HSPT). Students must have their scores sent to Seton. Applications of students performing at or below the 9th percentile may not be granted admission to Seton High School. In these cases, administration may require further review of student records.
3. Submit previous elementary school records (if available and applicable) including report cards, standardized test scores and attendance 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, Counselor, Social Worker, School Psychologist, Principal and/or Associate Principal.
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.

Together with academic advisors and department chairs, the Associate Principal reviews each freshman's previous school records and performance on the HSPT to determine a student's first year schedule. Seton may not accept students scoring at or below the 9th percentile on the HSPT. Admission decisions and potential course selections are determined according to standardized test performance, End of Course Assessment results from the elementary

school, prior academic performance, including attendance, and appropriate departmental sequencing charts. 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 will be established if the Student Support Services program is filled.

Timeline for Admission

Seton High School will consider transfer requests during the regular admissions process between September and December. Students who apply after the regular admissions process has passed, between December and June, will be placed on a wait list. To apply, contact Susan Hollenbach, Associate Principal at 513.471.2600 ext. 2406 or hollenbachs@setonincincinnati.org to schedule a family interview and time to take the HSPT. Forward the most recent report card, attendance records, standardized test scores, IEPs or other student records to Seton High School, attention Susan Hollenbach, Associate Principal. Students may be required to pay up to three months of tuition in full prior to enrolling.

TRANSFERRING STUDENTS

All 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 has passed are expected to complete all steps of the admissions process before their applications are approved. 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. Transferring students must have good attendance, good behavior records, and have the necessary credits and sequencing per grade level to be accepted.

Final acceptance of students is contingent upon (i) the successful completion of the student's current academic school year; (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. A wait list will be established if the Student Support Services program is filled. All students, including transferring students, are required to take the High School Placement Test (HSPT) open test if HSPT scores are not available. Transferring students take the closed version of the test which may be offered throughout the year. Admissions and/or placement decisions are based on the results of the HSPT and school records. An interview between the Principal, Associate Principal, the Director of Admissions, and the student and her parent(s) or guardian(s) is required of all students who wish to transfer and who have the necessary credits and sequencing.

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. A determination will be made after an interview process with both the student and her parent(s) or guardian(s) and after completion of the admissions process.

Athletics

According to the OHSAA, if a student transfers at any time after the fifth day of the student's ninth grade year or after having established eligibility by playing in a contest (scrimmage, preview/jamboree, Foundation games or regular season/tournament contests), until the one-year anniversary of the date of enrollment in the school to which the student transferred, the student shall be ineligible for all contests (including all scrimmages, preview/jamboree/Foundation games) until after the first 50% of the maximum allowable regular season contests in those sports in which the student participated (participation being defined as playing in an interscholastic contest) during the 12 months immediately preceding this transfer have been completed.

For specific information regarding athletic eligibility, visit the OHSAA website at <http://www.ohsaa.org/Eligibility/Transfer>

Ed Choice (Voucher) and CISE Scholarship Application

Transferring students applying for the Ed Choice 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.

Jon Peterson Scholarship

Transferring students with a formalized Individual Educational Plan (IEP) may apply for the Jon Peterson Scholarship and be 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.

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 GPA on a student's transcript.

Grading Scale

Beginning with the 2018-2019 school year, 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 grades are converted to the 4.0 scale accordingly, with a corresponding weight factor as follows:

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, 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 GPA	14.00/4 = 3.5 GPA

Grade Point Conversion Method

For students in the Classes of 2019, 2020, and 2021, GPAs will remain unchanged for prior academic years. A student's GPA for the academic year of 2018-2019 will be calculated to represent the new college grading scale. A student's final cumulative GPA will be averaged and will blend the old and the new models. A weighted GPA will appear on all student transcripts beginning with the 2018-2019 school year.

For students in the Class of 2022 and transfer students, GPAs will be calculated according to the new college grading scale.

AWARDS AND RECOGNITION

Saint Elizabeth Ann Seton Award

The 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:

- 1. Promoting Seton High School in the community
- 2. assisting with maintaining an engaging student environment
- 3. 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 recommendation of the teachers within each of Seton High School’s academic departments: English, Fine Arts, 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:

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

2nd Honors – overall GPA 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 the following criteria must be met:

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 in the 2018-2019 school year, 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.

Students will be recognized during an all-school assembly. All awards and pins are distributed in Mentor Group each semester.

State of Ohio Honors Diploma

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 (excluding Computer Science)
- 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

NET CLASSROOM

Parents and students are encouraged to check Net Classroom accounts regularly for current information regarding classes such as grades, assignments and discipline records. Parents can obtain their log-in information from the Main Office. Grades for classes taken at Elder High School may not appear on Net Classroom 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. Except for Medical Terminology, 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 calamity (or "blizzard bag") days, 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 Calamity Days.

REPORT CARDS

Report cards are issued within two weeks of the end of the quarter. The exception is second quarter where report cards will be issued within two weeks after school resumes from Christmas break. Report cards are mailed to parents. 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 account is in arrears. The transcript includes the following information:

1. A student's name, address, telephone number, 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, Standardized Test Scores, including State Testing, ACT and SAT scores.
4. Student absences by school year.

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, community service, and State of Ohio graduation criteria. Minimum graduation requirements include:

Religion	4 credits
English	4 credits
Social Studies	3 credits
a. World History	0.5 credit
b. American History	1 credit
c. Government	1 credit
d. Social Studies elective	0.5 credit (Economics - Class of 2020 and beyond)
Mathematics	4 credits
Science	3 credits
a. Biology	1 credit
b. Physical Science or Chemistry	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	
+ Community Service Hours – 15 hours of approved general service per year, one additional hour of House Service, plus required reflections	
+ Completion of the Senior Capstone	

- Students must acquire seven credits before promotion to grade 10, 13.5 before promotion to grade 11, and 19.75 before promotion to grade 12.
- Students must earn a cumulative passing score of 18 points, using seven State Graduation AIR tests, including a minimum of four points in Math, four points in English, and six points across Science and Social Studies.

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.

Coursework at Elder High School

Seton students may take certain courses at Elder High School. Seating in Elder courses may be dependant upon whether there is room in the course(s). Seton students must also meet any prerequisites, if any, of the course(s). When taking a course at Elder, students are expected to follow all policies as outlined in both the Student Handbook and Course Descriptions and Academic Policies Handbook. This includes to adhering to Seton's add/drop policies, attendance, tardy and conduct policies. Should a student drop a course after Seton's stated deadline or fail a course for unsuccessful performance or attendance she may receive a "W" or a failing grade on her Seton report card. Elder courses are included in Seton's GPA with the exception of art and music courses. Grades from Elder are available at

the end of each quarter and transcribed to a student's Net Classroom at that time. As students may not have access to their grades throughout the quarter on their Net Classroom account, students are responsible for monitoring their academic performance and communicating with their parents. Descriptions of available Elder 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 9th 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 or full-time 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 50 students per summer. 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. 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.

Seton's Online Coursework

Seton High School's online offerings have been developed by the faculty and staff of Seton High School to ensure academic excellence and help prepare students to be successful in an online environment. Seton currently offers Health and Medical Terminology in an online format. Students may also be required to pay non-refundable enrollment or materials fees. Students who are not successful in the course after the second week may be asked to withdraw. Online Health and Medical Terminology are included in honor roll and GPA. Descriptions of Seton's online courses can be found in the Course Descriptions section of this Handbook.

Studio Voice

This course is a private session between voice student and teacher. Students must receive an evaluation and prior permission from the Studio Voice instructor in order to participate. 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. Students may meet during the school day or before or after school. Students are responsible for fees, materials or other expenses and may not be able to earn credit if fees are not paid.

Physical Education Flex Credit

Physical Education (PE) is available as flexible credit to students 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 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 Academic Advisor prior to participation. Please visit the [Ohio Department of Education Credit Flexibility Website](#) for more information.

Physical Education Waiver

To be eligible for a PE waiver, a student must actively play two full seasons of a sport. Should a student not fulfill the requirements of a sport she may not be eligible for a PE 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 PE waiver requests from students who will be completing the second season of a sport no later than their Junior year in order to allow that student 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.

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 52 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 semester) and BIO 112A Principles of Biology I (spring semester)	4 4	1 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 1
AP US History	HIS 109 U.S. History to 1877 and HIS 110 U.S. History Since 1877	6	1
ECO 211 Principles of Macroeconomics	ECO 211 Principles of Macroeconomics	3	.5
ECO 212 Principles of Microeconomics	ECO 212 Principles of Microeconomics	3	.5
SPM 150 Introduction to Sport Management	SPM 150 Introduction to Sport Management	3	.5

WST 150 HerStory	WST 150 HerStory	3	.5
		<u>52</u>	<u>12</u>

Participation Requirements through Mount St. Joseph University (MSJU)

1. Students enroll in an eligible course during the course registration process. This course is taken at Seton High School.
2. Students are given an enrollment form in their classes at the beginning of the upcoming school year – payment and enrollment information will be included.
3. Students register directly with MSJU at the beginning of the upcoming school year by sending in the completed form with payment to MSJU’s Registrar.
4. 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 institution 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 also carefully investigate the 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 and a complete listing of courses, students should view the College Credit Plus policy on our website.

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
BANA 2081 Business Analytics I (Formerly Business Statistics)	BANA2081 Business Analytics I	3	1
BANA 2082 Business Analytics II	BANA2082 Business Analytics II	3	1
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>4.0</u>

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

Advanced Placement Courses

Seton offers 13 Advanced Placement (AP) courses, many of which are offered as Early College Credit through Mount Saint 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 Art 3	AP Statistics
AP Art 4	AP US Government
AP Biology	AP US History
AP Chemistry	
AP English 3 Language and Composition	
AP English 4 Literature and Composition	

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 up to 61 college credits on Seton High School's campus through College Credit Plus and Mount Saint Joseph University's Early College Credit Program. Students have an opportunity to earn an additional 15 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 7 Honors courses to students in their Freshman and Sophomore years. These courses include Honors English 1 and 2, Honors Biology, Honors Chemistry, Honors Algebra, Honors Geometry, and Honors Algebra II. 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 Academic Advisor 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

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 excused 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 and Tardies

Students are expected to maintain good attendance in all classes to receive a diploma from Seton High School. Excessive absences and/or tardies (three or more days in a row or five or more absences within a quarter and/or eight excused tardies for the year) daily or from an individual class, even with a doctor's note, may be cause for a quarter failure, final failure of a course, and/or dismissal from the school. Please refer to the Attendance policies on pages 8 and 9 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 excused absence to turn in missing work (up to one week). Late or missed assignments are denoted in Net Classroom with 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. Work missed due to unexcused absences (failure to call the Main Office, truancy, vacation) or excessive absences may not be able to be made up.

Missed Tests and Quizzes

Students who miss a test or quiz due to an excused 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 will receive a zero for the test or quiz. Tests and quizzes missed due to unexcused absences may not be able to be made up.

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 no later than the last day of the quarter. Late assignments from earlier in the quarter will not be accepted.

Extra Credit

At the discretion of the teacher, extra credit may be given as a timely and supplemental assignment or alternative assignment that enhances key concepts, ideas or understandings as it relates to the course curriculum. In this case, extra credit assignments can be valuable, meaningful, and offer students deeper understanding of the content they are reviewing in class. Extra points given to enhance a grade or an assessment are not permitted.

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. 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: 1) failure of one or more courses at the end of the quarter; 2) failure of two or more courses during a

quarter; and/or 3) five or more unexcused absences in a quarter. In the case of academic probation, parents will be notified and certain interventions may take place depending upon the circumstances: The student may be placed on a learning and/or attendance agreement, be assigned a mentor, and her performance may be monitored as evidenced by weekly meetings with her Academic Advisor. A student may be limited in her ability to participate in extracurricular activities, athletics or field trips until she is passing all of her grades. Students and her parents or guardians may also be required to meet with the Associate Principal, the Director of Student Life and/or her Academic Advisor.

ACADEMIC SUSPENSION

Students who fail two or more courses and/or who have five or more unexcused absences at the end of the quarter may be placed on academic suspension. Additionally, any student previously on academic probation who fails one or more courses at the end of the quarter and/or who have five or more unexcused absences at the end of the quarter may be placed on academic suspension. In this case, the student may be placed on a learning and/or attendance agreement, be assigned a mentor, and her performance may be monitored as evidenced by weekly meetings with her Academic Advisor. A student on academic suspension may also not participate in extracurricular activities, athletics or field trips until she is passing all of her classes and has demonstrated good attendance as demonstrated on her next report card.

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 advisement of the recommending teacher, her Academic Advisor and/or the Associate Principal must have the Seton High School waiver form signed by her parents or guardians and submitted to her Academic Advisor. 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.

PLAGIARISM AND CHEATING (ACADEMIC INTEGRITY)

Plagiarism is the use of or sharing another person's words or ideas without giving that person credit. Examples of plagiarism include copying text from a book, another student or person, or the internet. It also includes group work without being specifically assigned or stated, copying from or sharing a peer's homework assignment, rewording or replacing words from a student or text, or submitting a previously submitted assignment as a new assignment. It is cheating and will not be tolerated. Plagiarism 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 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.

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, working with a mentor, 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 Academic Advisor 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 Academic Advisor.

Students will be able to view their courses in May. Schedule changes may be made only for errors or for serious reasons between May 13 and May 24. Any change in schedule needs to be approved by the Associate Principal. 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 \$25 charge for any schedule change thereafter. Full schedules showing class sections will be released 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 extenuating circumstances not present at the time of course scheduling. The drop period for full-year and first semester courses ends at noon on August 28. The drop period for second-semester courses ends at noon on January 15.

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. 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 AIR end of course assessments. Students may not opt out of State AIR tests 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.

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 Academic Advisor who will then work directly with the Associate Principal 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, 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 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 6th bell on a 3-bell day or 7th bell on a 7-bell or a 4-bell day. No schedule changes will be made for this privilege.

HONOR SOCIETIES, HONOR PROGRAMS, AND EXTRACURRICULARS

Students who are members of an Honor Society, Honors Program, or other Leadership program 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).

Participation in extracurricular activities, including athletic programs, clubs, and field trips may be limited or suspended based on poor attendance or academic standing.

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 encouraged to choose their courses carefully. Students should meet with their Academic Advisors 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
Science	3 credits
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 use 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

Students are prepared for college through an academically rigorous curriculum offering opportunities to earn over 62 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/SAT AND TEST PREP

Because standardized test scores such as the ACT or SAT remain the primary admission criteria for most colleges, every Seton student has an opportunity to participate in a test preparation program as part of the school day beginning their Freshman 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 Academic Advisors are available to provide help with every step of the college admission process.

ACADEMIC ADVISING AND COUNSELING

ACADEMIC ADVISING

The primary goal of Academic Advising 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 Academic Advisor is to enable students to become independent learners and develop skills such as problem-solving, time management, collaboration, and effective communication. Academic Advisors strive to help each student discover her abilities and make good decisions in educational, vocational and personal areas.

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

Mrs. Cindy Bihl – O'Connell House Advisor
Mrs. Erin Lind – Emmits House Advisor
Mrs. Melanie Richardson – Cedar House Advisor
Mrs. Robyn Schwarz – Segale House Advisor

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. Academic Advising also makes available scholarship, internship, work-study and other employment opportunities.

Testing

Academic Advisors, 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:

- 9th Grade – ACT test prep for all students
- 10th Grade – PSAT and ACT test prep for all students
- 11th Grade – PSAT/NMSQT and ACT for all students
- 12th 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 Academic Advising include personal counseling and 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, Academic Advisors 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 who are 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 Academic Advisor 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. 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 Academic Advisor. 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 Academic Advisor.

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.

POLICY DISCLAIMER: Any exception to the academic policies requires the prior approval of the Associate Principal. 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.

COURSE DESCRIPTIONS

RELIGIOUS STUDIES

(*Denotes Courses That Fulfill Graduation Requirement)

	Class of 2023 and Beyond	Classes of 2020, 2021 and 2022
Grade 9	The Revelation of Jesus Christ in Scripture (Old Testament/Hebrew Scripture)* The Mission of Jesus Christ (Christology/New Testament)*	Understanding of Catholicism* Hebrew Scriptures*
Grade 10	Jesus Christ's Mission Continues in the Church (Ecclesiology) & History of the Catholic Church* Sacraments as Privileged Encounters with Jesus Christ (Sacraments & Liturgy)*	Jesus Christ's Mission Continues in the Church (Ecclesiology) & History of the Catholic Church* The Mission of Jesus Christ (Christology/New Testament)*
Grade 11	Life in Jesus Christ (Catholic Morality)* Living as a Disciple of Jesus Christ in Society (Catholic Social Teaching)*	Life in Jesus Christ (Catholic Morality)* Living as a Disciple of Jesus Christ in Society (Catholic Social Teaching)*
Grade 12	Responding to the Call of Jesus Christ (Catholic Lifestyles/Vocations)* Interreligious and Eccumenical Issues (Religions of the World)*	Responding to the Call of Jesus Christ (Catholic Lifestyles/Vocations)* Interreligious and Eccumenical Issues (Religions of the World)*
Elective	Leadership Scholars (Grades 11, 12)	Leadership Scholars (Grades 11, 12)

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

0004

Grade 9

0.5 Credit

This first-semester course introduces the student to a study of the Hebrew Scriptures using a contextual approach guided by the teaching and tradition of the 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: *The Old Testament, Our Call to Faith & Justice* - Ave Maria Press

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

0014

Grade 9, 10

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 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: *Encountering Jesus in the New Testament* - Ave Maria 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 major events in the history of the Church and the effects these events continue to have on the Church today. Emphasis is placed on the evolutionary nature of current church problems and positions. By studying the Catholic Church in its changing environments through the ages, the student will understand the vital role the Church plays in modern life and that they can encounter the living Christ in and through the community of the Church.

Text: *Church History - Apostolic Times to Today* - Saint Mary's 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 Church. Students will appreciate the sacraments as a means of encountering Christ today as God's gifts to us through the Church. Some of life's most profound questions will be explored from birth through death while exploring how we can accept life and death as Jesus did through the grace of the sacraments. Students will develop the skills and dispositions for participating in the sacraments, especially the Eucharist. Text: *Our Catholic Faith, Living What We Believe* - Ave Maria 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: *Growing in Christian Morality* - Saint Mary's 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 Church's position on justice, current social issues, and finding just solutions to these problems.

Text: *Learning & Living Justice - Catholic Social Teaching* - Ave Maria 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: *Theology of the Body for Teens; Called for Love* - Ave Maria 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.

Text: *World Religions - A Voyage of Discovery* - St. Mary's Press

LEADERSHIP SCHOLARS

7344/7444

Grades 11, 12

1 Credit

Leadership Scholars' vision is "To produce exemplary young leaders of character who will serve their schools and communities as leaders and role models, positively impacting both their educational and socio-economic environments." Seton students will be matched with students from local schools to help achieve the mission and vision of Leadership Scholars. Advisors from the Leadership Scholars Program will come to Seton to assist our students on a weekly basis. The Seton students will then meet with their students from the assigned school on a weekly basis to help those students achieve the goals and mission of Leadership Scholars. Seton students must attend the weekly advisement sessions and weekly meetings with their assigned students. Through prayer, reflection and processing of service experiences, students will become more aware, not only of the challenges in society, but with the mission and charisms of the Sisters of Charity of Cincinnati, the contributions of Saint Elizabeth Ann Seton and how each student's gifts and talents can be shared within the larger community. Additional structured service activities may also be incorporated in this course. **This class does not fulfill Seton religious studies requirements and is not included in GPA calculations.**

LEADERSHIP SEMINAR

LEADERSHIP SEMINAR I

7915

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, 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. 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. 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)*

BUSINESS ANALYTICS I

BANA2081

Grades 11, 12

1 Credit

Prerequisite: 85% average in Algebra or successful performance on UC's Math Placement Test as required for College Credit Plus

This semester-long College Credit Plus course is offered through the University of Cincinnati on the campus of Seton High School. This class is a business statistics course where students learn how to use Excel spreadsheets to manage and analyze data and make data-driven decisions. Topics include sorting, pivot tables, data sets, variables, distributions, probabilities, standard deviations, and making hypothesis. It is highly recommended for those students who wish to pursue a career in business, industry, information systems or analytics. Students who register and enroll in this course will receive 3 credit hours through the Lindner College of Business upon successful completion of the course. Students must pass a math placement exam demonstrating proficiency in Algebra to enroll for college credit.

BUSINESS ANALYTICS II

BANA2082

Grades 11, 12

1 Credit

Prerequisite: Business Analytics I

This semester-long College Credit Plus course is offered through the University of Cincinnati on the campus of Seton High School. In this class students apply mathematical skills learned in Business Analytics I to risk analysis, problem solving, decision making, distribution and network models. Students who register and enroll in this course will receive 3 credit hours through the Lindner College of Business upon successful completion of the course. Students must pass a math placement exam demonstrating proficiency in Algebra to enroll for college credit.

FOUNDATIONS OF ENGINEERING DESIGN THINKING I

ENED1100

Grades 11, 12

1 Credit

Prerequisite: 85% average in Algebra or successful performance on UC's Math Placement Test as required for College Credit Plus

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 is for students who wish to apply engineering principles to "hands-on" experiments and explore mechanical, chemical and electrical systems. Students will also receive training in engineering ethics and in professional skills such as communication, teamwork, problem-solving and synthesis. Representatives from degree-programs in the College of Engineering and Applied Science will provide additional information concerning career opportunities in engineering to students. Students who register and enroll in this course with the University of Cincinnati will receive 2 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.

FOUNDATIONS OF ENGINEERING DESIGN THINKING II

ENED1120

Grades 11, 12

1 Credit

Prerequisite: Foundations of Engineering Design Thinking I

This intensive semester-long college-level course builds on Engineering Foundations 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 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 culminate in a design project. Students who register and enroll in this course with the University of Cincinnati will receive 2 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.

COMPUTER SCIENCE

4604

Grades 11, 12

1 Credit

Please see the full course description in the Mathematics section of the Curriculum Guide. This course may also fulfill a fourth-year Mathematics graduation requirement approved by the Ohio Department of Education.

PRINCIPLES OF MICROECONOMICS

ECO212

Grades 11, 12

0.50 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. (Limit: five students.)

PRINCIPLES OF MACROECONOMICS

ECO211

Grades 11, 12

0.50 Credit

This Mount Saint Joseph University second semester fully online course concentrates on macroeconomics theory; a study of the economic system as a whole. Topics include employment, inflation, financial institutions, monetary and budget policy. This course will be instructed by a member of Mount St. Joseph faculty. 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. (Limit: four students.)

SPORT MANAGEMENT

SPM150

Grades 11, 12

0.50 Credit

This Mount St. Joseph University second semester course is available to Seton students in a blended format. Students will participate in the class online most days and directly on MSJU's campus approximately 1 day per week at times scheduled by Mount Saint Joseph faculty and scheduled into the Seton school day. This course introduces the components of sport and the sport industry including an introduction to business concepts applied to sport. Career opportunities and competency skill sets will also be discussed as well as the many different settings in which sporting activities occur. This is a second-semester college class and 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 sport management, sport medicine, business, or related field. (Limit: four students.)

FINE ARTS

*(*Denotes Courses That Fulfill Graduation Requirements)*

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.

CONCERT CHOIR

6204/6304/6404

Grades 10, 11, 12

1 Credit

6214/6314/6414

Grades 10, 11, 12

0.5 Credit

Prerequisite: Teacher approval

Various styles of good quality choral music are studied, both SSA and SATB (when combining with Elder Glee Club). The goals are to raise the level of vocal production and musical expression as well as to share in the enjoyment of making music and performing with and for others. Performances include the Seton Showcase, Talent Show, Celebrate Seton, and the Christmas and spring concerts of the Seton/Elder Performing Arts Series. Students MUST attend several additional rehearsals and concerts outside of school time. 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. These courses are pass/fail courses and 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 also 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. This course is a pass/fail course not included in GPA calculations.

PRIVATE PIANO STUDY

6166/6266/6366/6466

Grades 9, 10, 11, 12

0.25 Credit

This elective music course is a private session between piano student and teacher. It is designed for students concurrently enrolled in Concert Choir or Chorus who wish to develop basic piano playing skills. The primary goal of this course is for students to gain an understanding of musical notation, learn basic music theory, develop individual playing skills, and develop effective practice techniques. No previous experience is required. It is *highly* recommended that students have an instrument on which to practice. Practice is expected! A piano student leaves her Concert Choir or Chorus class once per week for this private instruction. An additional semester fee is required. This course is a pass/fail course not included in GPA calculations.

WORLD LANGUAGES

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.

LATIN 1**5114****Grades 9, 10, 11****1 Credit**

This course starts students off on a journey into Ancient Rome. Students will be introduced to the beginning grammar, vocabulary and syntax of the Latin language. We will begin a study of mythology and Roman cultural norms. Each class will work on learning new material as well as strengthening prior lessons. Students will gain confidence in pronunciation, dictation and listening comprehension.

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.

LATIN 2**5214****Grades 10, 11, 12****1 Credit**

Prerequisite: Latin 1. This course embraces a review of first-year material and the introduction of new forms and syntax, grammar and vocabulary. Students continue the study of Roman culture and history as well as an introduction into new mythological tales. Each class will work on learning new material as well as strengthening prior lessons. Students will gain confidence in pronunciation, dictation and listening comprehension.

SPANISH 3 OR FRENCH 3 (HONORS)**Spanish 3 5325****French 3 5305****Grades 10, 11, 12****1 Credit**

Prerequisite: Spanish or French 2. 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.

LATIN 3**5315****Grades 11, 12****1 Credit**

Prerequisite: Latin 2. This course begins to delve into authentic Latin texts. Students will focus this year on reviewing grammatical structures from the first two years in order to decipher the writings of more difficult Roman authors. A deeper exploration of Roman history will be introduced this year, and students will gain confidence in arguing and defending the actions of Roman political and cultural figures. This course may not be offered if there is limited enrollment.

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

Prerequisite: Spanish or French 3. 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.

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 enrolled in this course will be expected to complete readings during the summer and engage in the target language while in class.

Students who have earned a 93% or better for three consecutive semesters of Spanish are eligible for membership in the Spanish National Honor Society.

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

	College Preparatory and Honors	Accelerated	Electives
Grade 9	Health	Health online Health Flexible Credit	
Grade 10	Health	PE Waiver (two full seasons of a sport)* PE Flexible Credit	
Grade 11	Physical Education 1 Physical Education 2		Foods and Nutrition Child Development Sports Medicine
Grade 12	Physical Education 1 Physical Education 2		Foods and Nutrition Child Development Sports Medicine

HEALTH***0164****Grades 9****0.5 Credit**

Health Education stresses the concept of total body wellness. It encompasses the physical, mental, emotional, social and spiritual aspects of an individual's well-being. It is the purpose of this course for students to develop and instill 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. This course is also available online.

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

3214

Grades 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)

SPORTS MEDICINE

3304

Grades 11, 12

0.5 Credit

This 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 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.

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 50 students per

summer. 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.

ENGLISH/LANGUAGE ARTS

(*Denotes Courses That Fulfill Graduation Requirements)

	Intervention	College Preparatory	Honors and Advanced Placement	Elective Offerings
Grade 9	Bayley Institute I	CP English 1	Honors English 1	
Grade 10	Bayley Institute II	CP English 2	Honors English 2	Journalism 1 Yearbook
Grade 11	Bayley Institute III	CP English 3	Advanced Placement English 3 (Language and Composition)	Journalism 1 or 2 Yearbook HerStory
Grade 12	Bayley Institute IV	CP English 4	Advanced Placement English 4 (Literature and Composition)	Journalism 1 or 2 Yearbook HerStory

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

YEARBOOK 2**1644****Grade 12****1 Credit**

This course continues the production of the yearbook (*The Setonian*) and will continue to develop skills in graphic design and advertising. Students can apply for the positions of senior editor and business manager. Work outside of class time is expected. This course may be combined with Journalism if there is limited enrollment.

HERSTORY**2705****Grades 11, 12****.5 credit**

This semester course explores literature authored by women in England and America. It covers both poetry and fiction in various historical periods. The course acquaints students with the contribution of women writers to the English literary tradition and investigates the nature of this contribution. 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.

MATHEMATICS

(*Denotes Courses That Fulfill Graduation Requirements)

	College Preparatory	Honors and Advanced Placement	Honors and Advanced Placement - Accelerated
Grade 8			Honors Algebra 1 (Early High School Credit)
Grade 9	Algebra 1	Honors Algebra 1	Honors Geometry
Grade 10	Geometry	Honors Geometry	Honors Algebra 2
Grade 11	Algebra 2	Honors Algebra 2	Advanced Placement AB Calculus
Grade 12	Precalculus Probability and Statistics Algebra 3	Advanced Placement AB Calculus	Advanced Placement BC Calculus
Grades 11, 12 Elective	Advanced Placement Statistics Computer Science	Advanced Placement Statistics Computer Science Probability and Statistics	Advanced Placement Statistics Computer Science Probability and Statistics

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.

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.

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.

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.

COMPUTER SCIENCE* (elective)

4604

Grades 11, 12

1 Credit

This yearlong course is designed to offer an introduction to computer science in a blended learning classroom. Students will learn the basics of computer programming along with the basics computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming such as Computer Basics, Number Calculations and Data, Repetition and Looping, and Text and String Processing, along with other central elements of computer science such as Graphics, Functions, Arrays, The Internet, and Web Design. The course gives a foundation in the tools used in computer science and prepares students for further study in computer science. This course may also fulfill a fourth-year Mathematics graduation requirement under the Ohio Department of Education and can be taken as a Math credit or a general elective credit. If taken as a Math credit necessary for graduation, the prerequisite is Algebra

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.

SCIENCE

*(*Denotes Courses That Fulfill Graduation Requirements)*

	College Preparatory	Honors and Advanced Placement
Grade 9	CP Biology	Honors Biology
Grade 10	CP Chemistry Physical Science Medical Terminology (elective)	Honors Chemistry
Grade 11	CP Chemistry CP Physics Anatomy & Physiology Medical Terminology Environmental Science	AP Chemistry AP Physics AP Biology Honors Anatomy & Physiology Medical Terminology
Grade 12	CP Chemistry CP Physics Environmental Science Anatomy & Physiology Medical Terminology	AP Chemistry AP Physics AP Biology Honors Anatomy & Physiology

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 is a course involving the fundamental principles of two branches of science---Chemistry and Physics. Chemistry is the study of the properties, composition, structure and interactions of matter. Physics is the study of the relationship between matter and energy using motion and force. This course is designed for students who need additional preparation with physical science skills and concepts before taking Chemistry.

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**

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: Chemistry

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.

MEDICAL TERMINOLOGY

8004-10

Grades 10, 11, 12

0.5 Credit

Medical Terminology is a one semester blended online 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.

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. There is also a community service component to this course which requires service to the Price Hill area, the Beech Avenue Community Garden and the Seton Community.

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: CP Physics or recommendation of the Physics teacher

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. AP Physics is an algebra-based, introductory college-level physics course that explores topics such as

Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introductory, simple circuits. 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 apply the science practices.

ADVANCED PLACEMENT BIOLOGY*

8405

Grades 11, 12

1 Credit

Prerequisite: Chemistry and Algebra II

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. This course may be taken as a dual enrollment course with Mount St. Joseph University.

ADVANCED PLACEMENT CHEMISTRY*

8425

Grades 11, 12

1 Credit

Prerequisite: Algebra II and Honors Chemistry

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. This course may be taken as a dual enrollment course with Mount St. Joseph University.

SOCIAL STUDIES

*(*Denotes Courses That Fulfill Graduation Requirements)*

	College Preparatory	Honors and Advanced Placement
Grade 9	Modern World History	
Grade 10	CP Government	Advanced Placement U.S. Government and Politics
Grade 11	CP American History	Advanced Placement American History
Grade 12	Economics and Personal Finance	Economics and Personal Finance
Electives:	Women’s Studies General Psychology Cincinnati History	Women’s Studies General Psychology Cincinnati History

be taken as a dual enrollment course with Mount St. Joseph University. Students must earn a “C” average to receive college credit.

ECONOMICS AND PERSONAL FINANCE*

9574

Grades 10, 11, 12

0.5 Credit

This course strives to provide students with relevant information to promote personal financial literacy to aid students in planning and making sound decisions throughout their lives. This course is designed around Dave Ramsey's personal finance curriculum. This course also includes topics such as students learning to balance a realistic budget, tips about credit and debt, college and student loans as well as researching potential career paths. Students will be offered an in-depth look at their role in the United States economy and its market structure, role of government in the economy, along with engaging in real life investments and stock exchanges.

CINCINNATI HISTORY*

9244

Grades 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 course will provide a chronologically-developed political, economic and social picture of the city from prehistoric Native Americans to the present. It will include an introduction to locations and landmarks of the city, both historical and contemporary.

GENERAL PSYCHOLOGY*

9284

Grades 10, 11, 12

0.5 Credit

This is a college preparatory course with high-level verbal content that acquaints students with psychology as a discipline. Topics covered include learning theories, the brain and behavior, altered states of consciousness, stages of life, intellectual, social and moral development. Outside readings are required.

WOMEN'S STUDIES*

9294

Grades 10, 11, 12

0.5 Credit

This course will trace the roles and changing attitudes toward women from the 19th century through the present. The aim of this course is for students to gain a better understanding of the contributions that women have made to the political, economic and social heritages of the United States.

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, priority will generally be given to Seton students 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. All courses are calculated in Seton's Honor Roll and GPA. These courses and their availability are subject to change.

*Courses denoted with a * meet Seton High School's graduation requirements.

GENERAL EDUCATION COURSES

3-D COMPUTER ANIMATION IN ALICE

2924

Grades 9, 10

0.5 Credit

This semester course offers students a taste of computer programming using a 3-D animation environment called Alice. Students build programs which manipulate objects in a virtual world using a drag-and-drop editor which prohibits syntax errors. The result is an on-screen movie or simple game. The concepts learned here will help those who choose to continue in courses using real-world languages such as Visual Basic or Java. There is limited seating available for this course.

ACCOUNTING

4154

Grades 11, 12

1 Credit

Students learn the basics of financial accounting for proprietorships and corporations by preparing journals, ledgers, worksheets, and financial statements. There is limited seating available for this course.

COLLEGE PSYCHOLOGY

0476

Grades 11, 12

.5 Credit

This course is a college psychology course with dual credit offered through Thomas More College. The course serves as an in depth introduction to psychology. This history of psychology as well as basic research methods are surveyed. Course topics include biological bases for behavior, sensation, and perception, learning, cognition, developmental psychology, and other topics. An additional fee is associated with earning dual credits.

GERMAN I*

2114

Grade 9

1 Credit

*This course is available to incoming Freshmen only.

The first-year German course is an introduction to the language with an emphasis in grammar as well as oral, listening, reading and written comprehension. It offers a firm foundation in the basic forms of the language. Videos, listening, pair and group work as well as online exercises help in understanding and learning German. A strong emphasis is placed on a fundamental vocabulary. German culture and geography will also be taught as well as the differences between everyday life in D A CH (Germany, Austria and Switzerland) and the USA. Genial Klick A1 is used and this multimedia German course for adolescents is designed according to both the US National Standards and the Common European Framework of Reference for languages (CEFR)

GERMAN II***2214****Grade 10****1 credit**

This second-year German course continues the foundational skills emphasized in German I.

GRAPHIC DESIGN SOFTWARE USE**2974****Grades 9, 10, 11, 12****0.5 Credit**

This semester course is intended for students who wish to use the computer as a productivity tool with an emphasis on aesthetic visual presentation. In addition to MS Word, Excel, and PowerPoint, students will become familiar with Adobe PhotoShop, and various drawing tools. There is limited seating available for this course.

HISTORY OF MUSIC**Grades 11, 12****0.5 Credit****7894**

This course takes a historical look at Western Classical Music. It will introduce students to the following time periods: Baroque, Classical, Romantic, and Modern. The student will learn the characteristics of each of these time periods, as well as learn about many of the most important composers of these periods, and how they have helped evolve music through the past 400 years. This course will entail lecture, discussion, and listening to pieces.

MUSIC THEORY**Grades 11, 12****0.5 Credit****7864**

This course will provide students with a deeper understanding of the components of music. Students will be able to comprehend and notate music by receiving both written and aural training. This course will also cover basic composition skills. The students must have at least one year of experience in either vocal or instrumental music.

INSTRUMENTAL MUSIC**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.

BEGINNING INSTRUMENTAL BAND MUSIC**6134****Grades 9, 10, 11****1 Credit**

This course is designed to give any student who enters Seton or Elder the opportunity to learn to play a band instrument. During the freshman year the students are taught the fundamentals and techniques that will enable them to become members of the Marching Band at the beginning of their sophomore year. There is no restriction regarding the choice of an instrument, except in the case of drums. The student earns one full credit for a successful year of study. Students other than freshmen can take the course with the approval of the band director. This course is 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 2019-2020 SCHOOL YEAR

1. Department Chairs review the Curriculum Guide for courses needed for scheduling – due at the end of the First Quarter.
2. Students attend a registration process presentation (electives, due dates and curriculum guide) the week of November 27.
3. Teachers will share with students and the Academic Advising Chair their recommendations for student placements by January 8.
4. Students participate in group advising sessions on January 17th to discuss the scheduling process and course options. Students register for courses through individual academic advising sessions from January 18-February 16th.
5. During individual academic guidance sessions, students log in to their Net Classroom account to schedule for the 2019-2020 school year.
6. Parents approve student course requests and pay a \$100 deposit per family no later than March 2.
7. Teaching staff approves student requests by March 9.
8. Academic Advisors review requests, meet with students and make necessary changes from March 12-March 23.
9. All course conflicts are resolved by May 4.

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. 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 _____