



# Stephen T. Badin High School

Dear Students and Parents:

The contents of this catalogue are very important to you. This course catalogue provides course offerings and descriptions of courses that will be offered during the 2017-2018 school year. The courses that you select will affect you now and also in your future. You and your parents should review this catalogue together in order to select the courses which will best meet your needs in the coming school year and in your future. Once courses have been selected, you should work closely with your guidance counselor and classroom teachers to insure that the selected courses are appropriate for your academic ability and will fulfill your post-high school plans.

As you continue your studies at Badin, your post-high school plans may change; however, you must think realistically now in order to make the most of your high school education. My hopes for each of you are that you will take advantage of the many challenging and interesting courses offered and that you will benefit from the excellent Catholic education available to you.

If you or your parents have questions, please contact the guidance counselors, Mr. Treadway or Mrs. Bucheit; or your current course teachers.

Very truly yours,  
Brian Pendergest  
Principal

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## **Graduation Requirements\***

Classes 2018 and beyond must pass End of Course (EOC) exams in English I and II, Algebra I, Geometry, Biology, US History and Government. Scores range from 1 – 5 with students needing a total of 18 points over all 7 tests to earn their diploma. Additional requirements include at least 4 total points in English and 4 total points in math and 6 total points across Social Studies and Science.

A student must also have 20 credits of academic studies plus one credit of Religious Studies for each year of attendance at Badin High School. The twenty units of Academic Study must include the following:

- Four credits of English
- Three and one half credits of Social Studies including World History, US History and Government
- Four credits of Mathematics. (Must include Algebra II) Students are required to take math each year as a Badin student
- Three credits of science
- One credit of Visual/Performing Arts
- One-half credit of Health
- One-half credit of Physical Education (One full year of Physical Education)
- One Unit of Computer Technology (All Badin students are required to take this course at Badin as it include Financial Literacy standards)
- Two and one-half unit of additional elective credits

### **Plus**

One year of Religious Studies for each year of attendance at Badin High School.

**\*Peterson Scholarship students are required to take EOC tests beginning in the spring of 2016.**

**\*To qualify for senior academic awards a student must have been enrolled at Badin High School for a minimum of 6 full semesters. College Credit Plus (CCP) classes taken off campus or online will not be factored into earning a Senior Academic Awards.**

## **SAFE CURRICULUM FOR COLLEGE BOUND STUDENTS**

A great deal of confusion has been generated about the courses needed for unconditional acceptance into a university in the state of Ohio for the pursuit of a four-year baccalaureate degree. To eliminate confusion, the Ohio Admissions Counselors have recommended that students take the following safe curriculum in high school. The safe curriculum includes the following:

- Four credits of English
- Four credits of Science
- Four credits of Math
- Three and one-half credits of Social Studies
- Two units of a foreign language minimum and three years is recommended
- One unit of visual/performing Arts

Completion of these units along with the required elective credit (Foreign Language is an elective) provides a base for acceptance to college. If a student does not have the required credit he/she may be forced to take additional coursework which may or may not count towards their college graduation. Parents and Students are encouraged to thoroughly investigate and understand the different requirements for admission at colleges and universities they are interested in attending.

## **ACADEMIC ELIGIBILITY FOR STUDENTS PARTICIPATING IN ATHLETICS**

An athlete must be academically eligible to participate in sports. The Ohio High School Athletic Association by-law states that an athlete must have passing grades in a minimum of five one-credit courses in the immediately preceding grading period to participate in sports. An athlete who did not pass five one-credit courses at the end of the previous school year shall be ineligible to play for the first quarter of the following school year.

An athlete must pass five one-credit courses from the previous quarter to participate in sports. The academic eligibility of an athlete will be checked biweekly during a sport's season. An athlete must maintain passing grades in five of his/her one-credit courses to be eligible to continue playing. An athlete who fails to meet this requirement will be benched for one week. The athlete will practice during that time. After one week the grades will be checked and eligibility re-determined. The grade the student receives biweekly will reflect the grade the student would receive in that class, should the student withdraw from school at that point.

According to the Ohio High School Athletic Association, for eligibility purposes, summer school grades may not be used to substitute for failing grades received in the final grading period.

An athlete enrolled in the first grading period after advancement from the eighth grade must have passed 75% of those subjects carried the preceding grading period in which the student was enrolled.

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

## NCAA Division I Initial-Eligibility Requirements

### **Core Courses: (16)**

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

### **Test Scores: (ACT/SAT)**

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

### **Core Grade-Point Average:**

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

#### DIVISION I

##### Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

#### DIVISION I – 2016

##### Qualifier Requirements

*\*Athletics aid, practice, and competition*

- 16 core courses
  - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
    - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

#### DIVISION I – 2016

##### Academic Redshirt Requirements

*\*Athletics aid and practice (no competition)*

- 16 core courses
  - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

3. Earn a sum of scores of at least 68 on the ACT or a combined score of at least

Sliding Scale A		
Use for Division I <i>prior to August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B		
Use for Division I <i>beginning August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



## Division II Initial-Eligibility Requirements

### Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

### Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

### Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for **competition on or after August 1, 2018**, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive **athletics aid and practice as a partial qualifier on or after August 1, 2018**, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses	
3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
3	years of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy).

<b>DIVISION II COMPETITION SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT</b> <small>Verbal and Math ONLY</small>	<b>ACT Sum</b>
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

<b>DIVISION II PARTIAL QUALIFIER SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT</b> <small>Verbal and Math ONLY</small>	<b>ACT Sum</b>
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).



# ***COURSE OFFERINGS OF THE BUSINESS/TECHNOLOGY DEPARTMENT***

## **INTEGRATED TECHNOLOGY**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	9	Non-Leveled Course

Prerequisite: None

This class provides students beginning high school with a full range of basic technology competencies while emphasizing skills that will integrate with other classes. Students will employ their personal iPads while learning basic word processing, presentation, spreadsheet and database concepts. Web sites are created for class use. Professional-appearing research papers and letters are produced. Students work with a variety of software platforms, with the goal of developing a basic skill set in a collaborative environment.

Students receive training in computer and Internet security and are instructed to demonstrate safe, legal and ethical behaviors regarding the use of technology and information. They will develop proficiencies in the use of online research, collaboration and communication tools. Additionally, students will master hardware concepts such as component identification, diagnostics, installation and repair.

## **PROGRAMMING AND APPLIED TECHNOLOGIES I**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	10-12	Non-Leveled Course

Prerequisite: Integrated Tech or Instructor Approval

This course provides fundamental and advanced concepts in computer programming and development of skills by practical application using the component-based approach. Course of study includes HTML, Cascading Style Sheets, scripting languages, and Python. Graphic design and digital photography are incorporated in our studies.

Students practice their skills creating individual domains that provide immediate feedback as to degree of success in achieving desired goals. Problem definition and analysis, approaching solutions with logical planning, and application of learned skills to real-day problem solving are emphasized and are transferable to other areas of study.

## **PROGRAMMING AND APPLIED TECHNOLOGIES II**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	10-12	Non-Leveled Course

Prerequisite: Programming and Applied Technologies I **and** permission of instructor

This course builds on the programming skills acquired in Programming and Applied Technologies I.

Students will practice their programming skills on more advanced projects. New coding and language skills are acquired, including Java, Python, the Bootstrap framework, and advance scripting.

Each student will also hone his or her code writing and analysis proficiencies while mentoring a group of first-year students. All students are expected to generate new and original content in support of the Badin site, as well as create a final site project.

## **PROGRAMMING AND APPLIED TECHNOLOGIES III**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	11-12	Non-Leveled Course

Prerequisite: Programming and Applied Technologies II and permission of instructor

Programming 3 students continue in their studies of programming, now in the Apple OS environment, using Xcode, Swift; and Git (Github). Students create a diverse variety of applications that run cross-device, both individually and collaboratively.

Students must be active members of Badin's INTERalliance chapter, and participate in the larger Cincinnati INTERalliance group activities. Students are expected to take a lead position in the creation, development, and completion through presentation, of a showcase entry in the 2017 Tech Olympics

## **ROBOTICS I**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 semester	10-12	Non-Leveled Course

Prerequisite: Integrated Tech

This course will engage the student with the basics of planning, designing, building and programming the Lego EV3 robotic hardware and software systems. Topics will include:

- The processes of problem analysis and definition
- Design and construction of task-specific robots
- Programming and control of robots
- History of robots in literature and film
- Ethical, legal, and sociological implications of robots
- Cyborgs - melding of man and robot
- Current applications in fields such as manufacturing, law enforcement, agriculture, medicine, art, music, military, space, retail, education, elder care, and construction

## ROBOTICS II

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	10-12	Non-Leveled Course

Prerequisite: Robotics I

This course builds and expands upon the concepts studies in Robotics I, engaging the student with planning, designing, building and programming Lego EV3 robots and additional). Topics will include:

- Complex, multi-stage problems, analysis and definition
- Design and construction of task-specific robots
- Advanced programming and control of robots
- Ethical, legal, and sociological implications of robots
- Cyborg – melding of man and robot
- Final project will include original design and build of robot to answer a societal need in choice of fields such as manufacturing, law enforcement, agriculture, medicine, art, music, military, space, retail, education, elder care, or construction.

## GAME THEORY AND DESIGN I

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	10-12	Non-Leveled Course

Prerequisite: Integrated Tech

Conceived to meet the needs of students who wish to explore the complexities of building applications for education, management and amusement, from a designer's perspective. Students create both graphi and text-based games for both Android and Windows platforms. Topics will include:

- Elements of the successful gaming experience throughout history
- Strategic thinking
- Cooperative and competitive strategies
- Leveraging gender differences
- Game theory in management, finance, education, and the marketplace
- Design, programming, testing and launch of web and mobile game applications.

## GAME THEORY AND DESIGN II

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	10-12	Non-Leveled Course

Prerequisite: Game Theory and Design I

Focus of this course is to increase, strengthen, and expand upon coding skills developed in Game Theory and Design I, using the Minecraft.EDU software Skills previously developed such as strategic thinking, game theory, and elements of successful gaming experiences are reinforced. New topics include:

- Elements of the successful gaming experience throughout history
- Strategic thinking
- Cooperative strategies

- Leveraging gender differences
- Game theory in management, finance, education, and the marketplace
- Utilization of the Unity platform interface to build 3D games.
- Additional 3D tools like Maya and ZBrush are employed, from basic techniques through advanced modeling, rendering, and animation techniques.
- Element design with Adobe Photoshop and Illustrator

## AP COMPUTER SCIENCE PRINCIPLES

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11-12	Advanced Placement

Prerequisite: Integrated Technology and Instructor Approval.

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving, and real-world applications, AP Computer Science Principles prepares students for college and careers. Integrated Technology and instructor approval are the only prerequisites for the course however the College Board recommends that students have taken and completed Algebra I. This course requires a significant amount of expository writing as well as writing computer code. The curriculum itself does not assume any prior knowledge of computing concepts before entering the course.

## PRINCIPLES OF BUSINESS “A”

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	10-12	Non-Leveled Course

Prerequisite: None

This course serves to familiarize students with the basic principles and practices that form the framework for the modern business enterprise and provides students with a broad overview of the activities that provide goods and service to society. Principles of Business “A” is one of a paired, complimentary series of classes offered over two years; each class delivers unique materials and students may take one or both.

Topics covered in POB “A” include operating businesses in a global environment; the history of business; ethical behavior and social responsibility; and global and economic forces affecting business. Additional topics include organizing small and large businesses; the role of the entrepreneur; electronic commerce and online businesses; management types and leadership; strategic planning; corporate culture; human resource management and motivation; labor-management relations; and improving performance through empowerment, teamwork, and communication

# ***COURSE OFFERINGS OF THE ENGLISH DEPARTMENT***

## **HONORS ENGLISH I—INTRODUCTION TO LITERATURE**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	9	Honors

Prerequisite: Placement determined by recommendation of eighth grade English teacher and level of proficiency demonstrated by scores on the IOWA tests and the high school placement test

Student activities in Honors English I will emphasize a development of vocabulary, an understanding of basic grammar concepts, a working knowledge of the structure of a paragraph and a composition, an understanding of the short story as a literary genre, and an exploration of themes in literature through reading novels. Vocabulary development involves using and recognizing a given set of words. Students will be required to write sentences using the vocabulary words within the context of a sentence. Students will be required to recognize and use basic grammatical concepts. Students will be able to analyze the short story on both literal and interpretive levels. Students will demonstrate an ability to write a variety of written assignments. Compositions may include narrative essays, responses to tests, expository essays, research assignments, and a multi-genre composition. Honors students will also be required to give oral presentations on topics taken from the literature. Finally, students will be able to interpret common themes in literature.

## **ACP ENGLISH I—INTRODUCTION TO LITERATURE**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	9	ACP

Prerequisite: Placement determined by recommendation of eighth grade English teacher and level of proficiency demonstrated by scores on the IOWA tests and the high school placement test

Student activities in ACP English I will emphasize a development of vocabulary, an understanding of basic grammar concepts, a working knowledge of the structure of a paragraph, an understanding of the short story as a literary genre, and an exploration of themes in literature through reading novels. Vocabulary development involves using and recognizing a given set of words. Students will be required to recognize and use basic grammatical concepts. Students will be able to analyze the short story on both literal and interpretive levels. Students will demonstrate an ability to write a correctly structured paragraph. Finally, students will be able to interpret common themes in literature.

## **CP ENGLISH I —FUNDAMENTALS OF ENGLISH AND WRITING**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	9	CP

Prerequisite: Placement determined by recommendation of eighth grade English teacher and level of proficiency demonstrated by scores on the IOWA tests and the high school placement test

Student activities in CP English I will emphasize a development of vocabulary, an understanding of basic grammatical concepts, a working knowledge of the structure of a paragraph, and an understanding of short stories and novels as literary genres. Vocabulary development involves using and recognizing a

given set of words. Students will be required to recognize and use basic grammatical concepts. Students will be able to answer literal-level questions and explore interpretive meanings based upon his/her reading of a short story or novel. The student will demonstrate the ability to write a correctly structured paragraph.

## **HONORS ENGLISH II—AMERICAN LITERATURE**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	10	Honor

Prerequisite: Successful completion of English I honors or teacher recommendation

American literature is studied from a historical perspective. Students learn about historical events, culture, literary genre, authors, techniques, and vocabulary. Interpretation as well as comprehension is emphasized. Accompanying the literature study are grammar, vocabulary, and composition.

## **ACP ENGLISH II—AMERICAN LITERATURE**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	10	ACP

Prerequisite: Successful completion of English I ACP or teacher recommendation

American literature is studied in chronological order (1607 to the present), noting historical events, culture, genre, authors, literary techniques, and vocabulary. While studying the material students are taught interpretation skills. Grammar, vocabulary, and composition are studied. ACP differs from honors in the depth and scope of study.

## **CP ENGLISH II—FUNDAMENTALS OF ENGLISH AND WRITING**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	10	CP

Prerequisite: Successful completion of English I at the same level or teacher recommendation

This course is a survey of American literature. The chronological study of American literature from the founding of the nation to the present is explored. Literature is examined with an emphasis on the historical context and literary value of works as they contribute to the development of the national character. There is an emphasis on basic grammar and writing skills, as well as the development of vocabulary.

## AP ENGLISH LANGUAGE AND COMPOSITION

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 year	11	Advanced Placement

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purpose, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The college composition course that the AP English Language and Composition course is intended to parallel is one of the most varied in the curriculum.

## ACP ENGLISH III—BRITISH LITERATURE

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 year	11	ACP

Prerequisite: Successful completion of English II at the same level or teacher recommendation

This course is a survey study of British literature in chronological order. It considers cultural and literary history, genre, literary techniques, and content. A combination of teacher-guided and independent comprehension is employed to elevate students from literal level to interpretive level thinking skills. Compositions and evaluations address both literal and interpretive level thinking skills. Students strengthen basic writing techniques and begin to refine and polish their composition abilities. Vocabulary is also addressed.

## CP ENGLISH III—FUNDAMENTALS OF ENGLISH AND WRITING

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 year	11	CP

Prerequisite: Successful completion of English II at the same level or teacher recommendation

This course is a survey of British literature. With teacher guidance, cultural values and ideas are discussed in conjunction with literal comprehension of the content. Evaluations consist primarily of literal level questions. Solid basic writing skills are stressed. Vocabulary is also addressed.

## AP ENGLISH LITERATURE AND COMPOSITION

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 year	12	Advanced Placement

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The works chosen serve to invite and gratify rereading. (more)

*Students enrolled in AP English courses are required to sign an attendance contract and to take the AP exam given in May at their cost.*

## **ACP ENGLISH IV—WESTERN LITERATURE**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year*	12	ACP

Prerequisite: Successful completion of English III at the same level or teacher recommendation

Students of senior ACP courses will be required to study advanced and expanded vocabulary words, to review and master grammar, to study various methods of compositions and to read genres of literature. Students will be required to study a given set of literary terms and philosophies. Each student will write a book analysis on an assigned or approved novel or play; each student will write a research paper on an assigned or approved topic from Western literature, history or science. In the writings of these papers, students will demonstrate the proper usage of grammar and methods of composition. The students will study various philosophies, beliefs, and styles of writers dating from Greek literature to contemporary literature.

## **CP ENGLISH IV—FUNDAMENTALS OF ENGLISH AND WRITING**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	12	CP

Prerequisite: Successful completion of English III at the same level or teacher recommendation

Students of CP English IV will be required to study vocabulary, grammar, composition, and Western literature. Vocabulary development requires recognizing and using a given set of words. Students will be required to apply basic grammatical concepts to their compositions. Students will be able to analyze works of Western literature on both the literal and interpretive levels. In addition to a research paper based upon an approved topic from Western literature, students will provide written analysis of several novels.

## **JOURNALISM**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	10-12	Non-leveled course

Prerequisite: Recommendation of current English teacher Preference is given to returning journalism students and seniors.

The class works to complete a number of articles in a given section and to sell an ad for each issue of the paper. Students will be given a journalism test each quarter over topics pertaining to Microsoft Publisher, libel, journalists, and journalism in general. Also, students may be asked to stay after school at least one day per issue. Five regular issues and one senior issue are produced each year. This course will enhance one's computer/typing, writing skills, and broaden critical thinking skills.



## STORYCRAFT (CREATIVE WRITING)

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 semester	9-12	Non-leveled course

Prerequisite: None

This course will blend the study of the craft of storytelling with the creation of the story. Stories are everywhere – from jokes to poems to dreams, commercials to novels. Students will engage with published stories and write their own, learning how stories work and how they best work as writers, individually. This class is intended as an elective offering of the English Department and is a semester course open to all grades.

# ***COURSE OFFERINGS OF THE FINE ARTS DEPARTMENT***

## **Art I**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	9-12	Non-Leveled Course

Prerequisite: None

The fundamentals of art, including composition and the elements and principles of art and design, will be explored. Work will be both non-objective and representational. A wide range of media, such as paint, pastel, collage, and clay will be employed. Students will also learn rudimentary drawing skills and color theory. Students will learn about art history and contemporary art. Students will also use their iPads to create several pieces.

The Visual Arts Department Faculty highly recommends incoming freshmen take Art I if they have any interest in a career in design, architecture, art, illustration and animation.

## **Art II**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	10-12	Non-Leveled Course

Prerequisite: Art I and a strong commitment to developing skills, creating meaningful and well crafted artwork. (freshmen may be admitted through a portfolio review by the visual art department faculty.)

The focus of this class will be to strengthen drawing and painting skills. Traditional and non-traditional media will be used while students begin to establish a personal style and stretch their artistic vision. 3D work will also be included. This class is strongly recommended for future art majors.

This class is strongly recommended for students who enjoy art and may be future art design majors.

## **Art III**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	11-12	Non-Leveled Course

Prerequisite: Art II, Portfolio review and teacher recommendation and acceptance to continue into the course. Students must display a strong commitment to developing skills, creating meaningful and well crafted art work.

The concentration of this class will be on individual style and themes of interest to the student, while students develop their technical skills. Mastery of drawing and painting skills and media will be emphasized with an eye toward portfolio preparation and admission to a post-secondary art program. Students will be expected to keep a video journal of their work throughout the year. Students in this class will be required to participate in the InsideOut Studio collaboration; as well as enter and attend several area art competitions. Students may be asked to provide framing for some pieces of artwork. Students will be expected to spend time outside of class to research and complete projects. There will be summer assignments.

This class is strongly recommended for future art and design majors.

## Art IV

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	12	Non-Leveled Course

Prerequisite: Art III, Portfolio review, teacher recommendation and acceptance to continue into the course. Students must display a strong commitment to developing skills and creating meaningful and well crafted artwork.

Students will be challenged by project objectives, while developing a strong understanding of advance media skills. There is a concentration on the preparation and completion of a portfolio for admission to a post-secondary art program. Students will explore individual themes of interest and continue to gain mastery of media, while developing their personal style. Students will be expected to keep a video journal of their work throughout the year. Students in this class are required to participate in the InsideOut Studio collaboration; as well as enter and attend several area art competitions. Students may be ask to provide framing for some pieces of artwork. Students will be expected to spend time outside of class to research and complete projects. There will be summer assignments.

This class is strongly recommended for future art and design majors.

## AP STUDIO ART 2D

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	12	Non-Leveled Course

Prerequisite – Art III, Portfolio review, teacher recommendation and acceptance to continue into the course. Students must display a strong commitment to developing skills and creating meaningful and well crafted artwork.

AP Studio Art 2D is an intensive study of art and design. Through studio practice, application of design concepts and informed decision making, these students will assemble a body of artwork that demonstrates a high level of quality and growth over time of content, technique, and process. Students will investigate all three parts of their portfolios as required by the College Board for AP Studio Art 2D: Quality, Concentration, and Breadth. Students will begin working on their portfolios over the summer prior to the commencement of this course. Students are expected to work a great deal outside of class and meet all deadlines. Students will be expected to take quality photographs, including titles, media and dimensions of their art work on a flash drive and to keep this flash drive updated. Students considering this course should visit the AP website to look over student portfolios and get more details as to the requirements of the course.

[http://apcentral.collegeboard.com/apc/members/exam/exam\\_information/220017.html](http://apcentral.collegeboard.com/apc/members/exam/exam_information/220017.html)

## Ceramics

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	10-12	Non-Leveled Course

Prerequisite: None

(more)

Students will explore multiple aspects of creating art work in clay. Students will learn both hand-building and sculptural techniques. Students will create functional ceramics and sculptures.

## Digital Photography

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	Semester	10-12	Non-Leveled Course

Prerequisite: None

The goal of this class is digital photography beyond the snapshot. Learn camera handling, composition, effects produced by different lighting and fundamental Adobe Photoshop. The creation of a slideshow with music is the culmination of this class. Student must provide his/her own camera of 5 mgs or more.

## Art Exploration\*

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	Semester	9-11	Non-Leveled Course

Prerequisite: None

This class is designed for those who are unsure of their drawing skills, but who really want to gain an understanding of art and art appreciation. Most projects are completed in abstract/non-objective style while students learn the Elements and Principles of Design. Projects will be both 2D and 3D. Students will use a wide variety of media, including their iPads. Students will learn about various movements and styles from Art History and contemporary art. Students may be asked to collect objects to be used as part of some projects.

*\*This course is not designed for students who have already taken Art I or higher. This is a beginning level course.*

## Fashion Illustration

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	Semester	11-12	Non-Leveled Course

Prerequisite: Art I or instructor permission

This course will teach students to create images of apparel, shoes, and accessories for use in fashion illustrations, magazines, and other fashion media. Coursework emphasizes artistic skills of proportion, composition, color use, and texture rendering, as well as developing the personal style of the individual student. Students will also develop a strong understanding of the Garment Industry. Students will use their iPads to generate some illustrations and to video journal their work. Students will be required to purchase additional portions of Style Studio App.

There is not sewing in this class.

## THEATER I AND THEATER II

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	Semester	9 - 12	Non-Leveled Course

Students will be provided with an overview of the concepts involved in acting and drama production. The course begins with the study of one's inner resources, voice, and body movement. Characterization is then developed through various dramatic products. Elements of direction and production will be addressed. Theater II offers students who have completed Theater I the opportunity to continue to refine and improve their acting skills via interaction and group work with Theater I students.

## “BADIN ROCKS” ENSEMBLE

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 Year	9-12	Non-Leveled Course

Prerequisite: Advanced Guitar or Music Technology  
No Prerequisite for Horns, Percussion, Keyboards, or Singers

“Badin Rocks” Ensemble is a full year course that will consist of musicians collaborating to develop multi-genre stage performances. The ensemble will consist of Male and Female Vocalists, Guitar, Bass, Keyboard, Horns, Percussion, and Advanced Music Technology Students. The class will develop each student's ability to prepare for performances, read music, improvise, collaborate with others and ultimately perform musically at a high level. The ensemble will perform at Badin football and basketball games, as well as seasonal concerts and other special events.

## MUSIC TECHNOLOGY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	10 - 12	Non-Leveled Course

Prerequisite: None

This course will provide an overview of various contemporary modes of music technology, how they work, and how each has influenced the production, distribution and reproduction methods of American popular music. Students will explore these technologies through projects and hands-on application. NO prior music knowledge is necessary for this course. Some topics covered include: MIDI, synthesizers, music notation software, desktop recording, mixers, amplification systems and music file formats.

## BEGINNER GUITAR

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	9 - 12	Non-Leveled Course

Prerequisite: None

- It is strongly recommended students provide their own guitar for this course which promotes at home practice and care of the instrument. The instructor must approve students without an

instrument in advance and approval will be on a limited basis.

The beginner guitar class starts from the very basics of how to hold a guitar and pick. Ultimately the class teaches students how to enjoy the guitar through songs the students choose to learn. It is important that the students learn to play chord progressions and melodies from songs they enjoy that are appropriate for a learning environment. The class also covers, how to read music, how to read chord diagrams, the 12 bar blues, picking hand technique, Major and minor scales, octaves, tuning the guitar, barre chords, finger exercises, good practice habits and how to read guitar tablature.

## **INTERMEDIATE/ADVANCED GUITAR**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 semester	10 – 12	Non-Leveled Course

Prerequisite: Minimum of 1 year of private lessons, disciplined self-teaching, or beginner guitar class. Director approval is required for admission to this class.

- Students must provide their own guitar for this course.

In this class students are encouraged to learn popular songs that they enjoy, while gaining a broad understanding of the guitar and music in general. The students will learn a variety of guitar songs, styles and genres. This class includes how to play advanced chords, an understanding of scale degrees, relative minor relationships, pentatonic scales, fretboard note memorization, improvisation using scales over chord progressions, original song composition and ear training. Students will graduate from this class armed with the knowledge and tools to learn nearly anything they would like, on their own. The goal is for the student to be able to express themselves through the guitar and enjoy it for their lifetime.

## **PIANO**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 semester	9-12	Non-leveled course

Prerequisites: None

Piano class is open to all students with an interest in playing piano/keyboard, regardless of their level of experience. Classes and repertoire will move at the pace of each individual student. The curriculum will consist of major and minor scales, chords, accompaniment patterns, reading musical notation, following a “lead” sheet, improvising, as well as effective practice habits, all while playing songs of their choosing. Assessments will be based on class participation, practice discipline, and performance.

## **JAZZ BAND**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	9-12	Non-leveled course

Prerequisites: Approval from the director is required.

This course is designed to give existing music students a challenging and rewarding

experience rooted in music reading and advanced improvisation skills. The course will give students a greater knowledge of the Jazz genre by playing challenging and fun pieces of music. Through daily class participation, students will become more confident in improvisation, chord comping, and overall music theory understanding and application. This course will be extremely beneficial to students considering the pursuit of a music degree at the college level and for those who want to enjoy and play music at a high level and improve their individual music performance skills.

The group will perform at the discretion of the Jazz Band Director.

## **PUBLICATIONS**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	11 - 12	Non-Leveled Course

Prerequisite: Recommendation of current English teacher and completion of application process (please see current publications teacher). Preference, but no guarantee, is given to returning publication students and seniors.

The purpose of the publications course is to create a yearbook that is a comprehensive record of the people, organizations, and events at Badin High School and to also provide yearbook staff members with publishing skills. All students learn the basics of digital photography, including taking and recognizing well-made photographs, understanding and applying composition principles, choosing an image to tell a story, and using Adobe Photoshop to edit and prepare photographs for publication. Students will develop skills in writing and layout design. Using a web-based program, students will utilize written copy and typography as design elements, conduct interviews, gather information, edit information, and proofread. Students will prepare pages for uploading to our publication company. Students will be responsible for all financial aspects of the book, such as organizing sales and distribution of the book, selling advertising, and establishing and meeting publication deadlines.

## **FINE ARTS OFFERINGS IN CCP (College Credit Plus)**

### **MUSIC APPRECIATION (MUS 1121) (CCP\*) 3 hours of college credit\***

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	Semester	11 - 12	Non-Leveled Course

Prerequisite – Any prior music course at Badin High School

Basic parameters of music through a survey of styles from Gregorian Chant to Jazz and current popular styles focusing on melody, rhythm, harmony, performance media and form.

\*Students must meet entrance requirements and follow all CCP guidelines as outlined by the Ohio Department of Education.

**ART APPRECIATION (ART 1110) (CCP\*)** 3 hours of college credit\*

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	Semester	11 - 12	Non-Leveled Course

Prerequisite - Art Exploration, Digital Photography and/or Ceramics

Emphasis on the language of art, exposure to many different art forms, formulative ideas about what is viewed and exploration of specific media.

\*Students must meet entrance requirements and follow all CCP guidelines as outline by the Ohio Department of Education.



# ***COURSE OFFERINGS OF THE FOREIGN LANGUAGE DEPARTMENT***

## **FRENCH I**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	9-12	Non-Leveled Course

Prerequisite: Grade 9: Recommendation of eighth grade English teacher and proficiency demonstrated by satisfactory scores on the IOWA tests and the High school placement test for English

The four communication skills are introduced in this beginning course: listening, speaking, reading and writing. Vocabulary acquisition, study of basic grammar, pronunciation and conversational competence are stressed. Students are introduced to Francophone culture and language through the use of authentic media materials in addition to the textbook.

## **FRENCH II**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	10-12	Non-Leveled Course

Prerequisite: a grade of C or better in French I **and** recommendation of French teacher

This course further develops the four basic language skills using both a traditional textbook and authentic materials. Writing and speaking skills are specifically targeted and students engage in many presentational and conversational activities.

## **FRENCH III & IV HONORS**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	11-12	Honor

Prerequisite: a grade of C or better in French II **and** recommendation of French teacher

For these two levels there is an alternating bi-yearly program. Communication skills acquired during the first two years are reinforced and improved. Language comprehension and communication abilities are increased by selected reading in the language and by extensive use of French in class. Study of adapted versions of French literature adds to the ability to communicate. Various cultural activities continue the encouragement of appreciation of French culture.

## SPANISH I

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	9-12	Non-Leveled Course

Prerequisite: Grade 9: Recommendation of eighth grade English teacher and proficiency demonstrated by satisfactory scores on the IOWA tests and the High school placement test for English

Grades 10, 11, 12: Recommendation of English teacher

Spanish I focuses on the basic communication skills: listening, speaking, reading, and writing. Along with the active practice of conversation and composition, basic vocabulary and the fundamentals of Spanish grammar are stressed. Appreciation of the culture of Spanish-speaking countries is cultivated through reading, discussions, and the use of audio-visual aids.

## SPANISH II

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	10-12	Non-Leveled Course

Prerequisite: A grade of at least C in Spanish I **and** recommendation of Spanish teacher

Further vocabulary study stresses the practical use of Spanish, and expanded grammatical knowledge adds to the skills developed in Spanish I. Cultural knowledge and understanding are encouraged through reading, projects, and other activities.

## SPANISH III & IV HONORS

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11-12	Honor

Prerequisite: A grade of at least B in Spanish II **and** recommendation of Spanish teacher

The purpose of the advanced levels is to enhance and refine the use of the skills learned during the first two years. Along with an intensive review, there is a continuation of vocabulary study and an introduction to advanced grammatical concepts. Reading of everyday situations and stories, short novels, and literary selections helps broaden knowledge of Hispanic culture and increase the ability to use the language.

# AP SPANISH

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	12	Honor

Prerequisite: Spanish III, Instructor Approval

The purpose of this course is to continue to enhance and refine listening, speaking, writing, and reading skills in the language with a focus on preparation for the AP test in Spanish given in May. Students will improve in all four domains and continue to broaden and enhance their knowledge of the Hispanic culture as well as their conversation skills in a variety of settings. Students will be exposed to a wide variety of authentic language resources. All students are expected to take the AP test in May.

# ***COURSE OFFERINGS OF THE MARKETING EDUCATION DEPARTMENT***

**Marketing Education is dividing its course offerings into semester classes. A sophomore can either take marketing as a one-semester class or take it for the whole year. In order for a student to sign up for the program in their junior and or senior years they must sign up for two semester courses in that year. Students must earn 4 full credits in the program to be considered a full time Career Technical Education (CTE) student.**

## **ACCOUNTING I**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	10-12	Non-Leveled Course

Prerequisite: None

Accounting I incorporates learning manual accounting skills with computer application accounting skills. Students learn the accounting cycle of service businesses and partnership and corporate merchandising businesses through the use of general journals, special journals, general ledgers, and subsidiary ledgers. This is a course for students who have a variety of career objectives. Students acquire accounting knowledge and skills needed for beginning accounting careers as well as for careers in related business fields. This course serves as a foundation on which to continue the study of accounting at the college level. Accounting information will also be used by students to make personal financial decisions about how to earn a living and how to use their personal income.

## **ACCOUNTING II**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	11-12	Non-Leveled Course

Prerequisite: Accounting I **and** permission of instructor

This course expands on topics learned in Accounting I while adding new topics about management accounting, cost accounting, not-for-profit accounting, and financial analysis. Accounting II helps qualify students for jobs and careers at higher levels than one year of study. It is an excellent background and preparation for college business and accounting courses and business majors. Research has proven that students who have successfully completed two years of high school accounting are more successful in their first year of college accounting than students without that background. The information acquired also provides useful tools for the new entrepreneur.

## MARKETING —BUSINESS & MANAGEMENT FOUNDATION

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	10-12	Non-Leveled Course

Prerequisite: None

This course is an introductory course on the fundamentals of business and marketing technology. A technology driven class, the student will be exposed to new forms of doing business using the Internet. The student will analyze the role of technology in business. The class will be open to students in grades 9 and 10.

## MARKETING I—BUSINESS & MARKETING MANAGEMENT LAW AND ETHICS

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	10-12	Non-Leveled Course

Prerequisite: None

The course is designed to give the student an understanding of the relationship between law and business. They will also explore and analyze present day ethical issues in the media and marketplace. The student will have the opportunity to be part of DECA.

## MARKETING I—FINANCIAL MANAGEMENT

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	10-12	Non-Leveled Course

Prerequisite: None

This one semester course will cover introductory accounting, pricing, insurance and financial risks. We plan to open Credit Union run by students in the class. This gives them hands on experience of the financial industry. The student will have the opportunity to be part of DECA.

## MARKETING I—ECOMMERCE/SIMULATION

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	10-12	Non-Leveled Course

Prerequisite: None

A technology driven class, the student will be exposed to new forms of doing business using the Internet. The student will analyze the role of technology in business. They will setup a virtual business on the internet. The student will have the opportunity to work with a number of simulation programs, Virtual Sports, Stocks & Bonds, Virtual Management and a number of gaming programs

## MARKETING II

**Note: a student signing up for marketing II will automatically be registered for both semesters.**

### SEMESTER ONE: MARKETING/ECONOMICS

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	11-12	Non-Leveled Course

Prerequisite: None

One semester interactive economics course using “Thinking Economics’ and the Junior Achievement Program. The student will gain a working knowledge of our economic system of supply and demand as well as micro and macro-economics. The student will also be online competing in the “HP Global Challenge”.

The students participate in DECA and junior students have the opportunity to attend a marketing field trip to Chicago. Only students who take Marketing II will be eligible for work release as seniors.

### SEMESTER TWO: EFFECTIVE COMMUNICATION

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	11-12	Non-Leveled Course

Prerequisite: None

This interactive course will deal with effective communications and self-development. A student will participate in International DECA.

## MARKETING III—MARKETING PRACTICES

**Note: a student MUST sign up for two semesters of marketing technology.**

### ONE SEMESTER: Small Business Marketing Management/Entrepreneurship

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	12	Non-Leveled Course

Prerequisite: Marketing II

The students will develop a new business of their choice. The program is designed to be part interactive with the use of SCAN software on developing a business plan and software developed by the Maryland Department of Education. The student will use an interactive software program “Go Venture”: a business simulation.

The students will participate in International DECA-an association of marketing students.

## **ONE SEMESTER: Marketing Advertising & Social Media**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 semester	12	Non-Leveled Course

Prerequisite: Marketing II

This one semester course is designed to give the student an understanding of the elements, e-marketing, promotion and social media. The student will be able to develop promotional plans using not only traditional media but also electronic media. They will create QR codes, develop mobile apps, launch Facebook Pages, and develop promotions on Twitter. The student will be part of DECA.

## **ONE SEMESTER: Sports and Entertainment Marketing**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 semester	12	Non-Leveled Course

Prerequisite: Marketing II

The students will receive an introductory course in the sports and entertainment industry. They will analyze the growth and trends in the industry and the impact on the community.

The student s will participate in International DECA—an association of marketing students.

## **ONE SEMESTER: Business and Marketing Math**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 semester	11-12	Non-Leveled Course

The student will receive a review of basic math skills as well as learning basic budgeting, insurance, inventory, depreciation, interest rates, opening and maintaining checking accounts as well as marketing pricing.

## **ONE SEMESTER: Marketing Ethics**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 semester	12	Non-Leveled Course

The course will be designed to help the student become more sensitive to the ethical issues in everyday life and at work. It will encourage them to think more clearly, critically, and logically about difficult ethical issues and questions. Offering them the tools necessary to make more mature and responsible decisions on which they can look back later with, pride, rather than regret.

# ***COURSE OFFERINGS OF THE MATHEMATICS DEPARTMENT***

## **HONORS MATH I**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	9	Honors

Prerequisite: Placement determined by recommendation of eighth grade math teacher and level of proficiency demonstrated by scores on the IOWA tests and the High School Placement Test.

This course is designed for the advanced freshman. This accelerated course covers all that is covered in Algebra I ACP, but in greater depth, and approximately the first five chapters of Algebra II.

## **ACP ALGEBRA I**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	9	ACP

Prerequisite: Placement determined by recommendation of eighth grade math teacher and level of proficiency demonstrated by scores on the IOWA tests and the High School Placement Test.

This course is designed for the students with strong mathematical ability. Topics include the language of algebra, signed numbers, and solving equations, including the quadratic. Also covered are graphing functions, systems of equations, polynomials, and rational numbers.

## **ALGEBRA I CP**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	9	CP

Prerequisite: Placement determined by recommendation of eighth grade math teacher and level of proficiency demonstrated by scores on the IOWA tests and the High School Placement Test.

This course sequence is designed to prepare the student to pursue a future course of study with moderate math content. While this level follows the same sequence as the ACP level, the breadth and depth of course content is reduced to focus on key fundamental algebra and geometry concepts and skills.

This course is designed to develop student skill proficiency and understanding of fundamental concepts through significant repetition and a structured progression from basic to complex problems. Early courses will work on test-taking strategies, while student critical thinking skills will be developed in upper class courses.



## HONORS MATH II

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 year	10	Honors

Prerequisite: Honors Math I and teacher recommendation

This course is designed for the student to complete the remaining chapters of Algebra II not covered in Honors I. The emphasis is on conic sections, logarithms, and trigonometry. During the second semester Euclidean geometry is studied. A graphing calculator is required for this course.

## ACP GEOMETRY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 year	10	ACP

Prerequisite: A grade of C in ACP Algebra I and teacher recommendation.

This course is designed so the student uses deductive thinking in the development of the basic theorems and postulates of Euclidean geometry. It integrates these formal concepts with problem solving involving triangles, polygons and circles and their application in area and volume. Some emphasis on proofs remains.

## CP GEOMETRY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 year	10, 11	CP

Prerequisite: Introductory Algebra I

This course is designed for the student whose college or vocational plans involve minimal math content. Geometry is presented informally, placing emphasis on visualization and application of geometric concepts, and on the development of deductive reasoning, while omitting formal methods of proof. Students will expand algebra skills through geometric exercises. Major topics include the properties of points, lines, angles, polygons (specifically triangles) and circles in the plane.

## HONORS PRE-CALCULUS

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 year	11	Honors

Prerequisite: Honors Math II

This course is designed for students intending to take calculus or to enter any technical field of math or science. It is an extension of topics mastered in Algebra II and provides a broad background in several topics of advanced math including polynomial functions, analytic geometry, logarithms, trigonometry, matrices, probability and statistics. Real world applications are emphasized in each topic covered.

There is extensive use of the graphing calculator in this course.

## ACP ALGEBRA II AND TRIGONOMETRY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 year	11	ACP

Prerequisite: Algebra I

This course is designed to prepare students to work with more advanced mathematics and to give them the tools to apply algebraic concepts in other courses they may study. Topics of study include, but are not limited to, quadratic functions, polynomial functions, exponential and logarithmic functions, sequences and series, and trigonometry. Probability and statistics are also introduced. Graphing calculators are required for this course.

## CP ALGEBRA II AND TRIGONOMETRY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 year	11	CP

Prerequisite: Algebra I

This course is designed to introduce students to more advanced mathematics and to give them the basic tools to apply algebraic concepts in other courses they may study. Topics of study include, but are not limited to, quadratic functions, polynomial functions, exponential and logarithmic functions, sequences and series, and trigonometry. Probability and statistics are also introduced. Graphing calculators are required for this course.

## ADVANCED PLACEMENT CALCULUS/HONORS CALCULUS

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	12	Honors

Prerequisite: Honors Pre-Calculus and teacher's recommendation

This course is equivalent to college calculus I and II courses. Concepts are introduced, basic proofs are demonstrated, and common differentiation and integration techniques are introduced. Real world applications are studied. Group work is emphasized. There is extensive use of the graphing calculator.

Students enrolled in this course are required to sign an attendance contract. Students may take the Advanced Placement Test at their own cost.

## ACP PRE-CALCULUS

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year*	12	ACP

Prerequisite: ACP Algebra II

This course is designed to offer an advanced study and in depth exploration of Algebra topics including polynomials, trigonometry, exponential equations, logarithms and matrices. Various science and business applications are included. There is extensive use of the graphing calculator. Students who successfully complete this class are expected to be prepared for a college pre-calculus class.

## PROBABILITY AND STATISTICS

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year*	12	ACP or AP

Prerequisite: ACP Algebra II

This course is designed to offer a survey of topics and techniques in Probability and Statistics. Methods used in college and professional research studies will be introduced. Topics includes: discrete and continuous probability functions, sampling, functions of sample statistics, statistical decision-making, curve fitting, design of experiments, and analysis of variance. There is extensive use of the graphing calculator.

**Note: This course is offered both on the ACP and the AP level. Please see your math teacher for more details.**

## ACP ALGEBRA III

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	12	ACP

Prerequisite: ACP Algebra II

This course is designed to offer a detailed review of Algebra I and II topics including polynomials, trigonometry, logarithms, and matrices. Various applications are included. There is extensive use of the graphing calculator. Students who successfully complete this class are expected to be prepared for a college pre-calculus class.

## CP ALGEBRA III

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	12	CP

Prerequisite: CP Algebra II

This course is designed to offer a complete review of high school algebra. Various applications are included. There is some use of the graphic calculator. Students who successfully complete this class are expected to require no remedial math classes before beginning college level classes.

# ***COURSE OFFERINGS OF THE PHYSICAL EDUCATION AND HEALTH DEPARTMENT***

## **PHYSICAL EDUCATION**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	10	Not applicable

Prerequisite: None

**Physical Education Credit is not given for participation in varsity sports or band.**

In this course students are taught the basic skills and rules for the team sports of volleyball, basketball, kickball, team handball, flag football, Frisbee football, softball, “tennis ball” baseball, badminton, pickle ball, corn hole, Frisbee golf, wiffle ball, and speed-a-way. To help develop rhythmic abilities as well as physical fitness, the aerobics and exercise units are presented. Archery will be taught during the first semester. Fitness skills in cardiovascular endurance, flexibility, agility, and strength are emphasized throughout the entire course.

## **HEALTH**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 semester	9	Not applicable

Prerequisite: None

This is a flexible health program stressing up-to-date topics with varied informal group work. Students are motivated to take responsibility for their own health and well-being. The subject matter of this course includes nutrition, mental and emotional health, substance use and abuse, physical fitness, communicable and noncommunicable diseases, and basics in first aid. A series of guest speakers will present a selection of topics.

**P.E. Waiver: Please contact the Badin’s Athletic Director for more information**

# ***COURSE OFFERINGS OF THE RELIGION DEPARTMENT***

## **HEBREW SCRIPTURES (Religion I)**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	Semester (first)	9	Non-Leveled Course

Prerequisite: None

This course introduces students to the Hebrew Scriptures. Modern methods of biblical study and interpretation are utilized to teach students how to understand the Scriptures from a historical, literary, and theological background. People, places, events, and ideas are studied as interconnected parts of God's saving activity in history

## **CHRISTIAN SCRIPTURES (Religion I)**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	Semester (second)	9	Non-Leveled Course

Prerequisite: None

The focus of this course is the Christian Scriptures. While emphasis is placed on the person of Christ and the content of the Gospels, the letters of Paul and other select writings will be studied. Attention is paid to authorship and properly interpreting the Scriptures in light of their literary forms.

## **ECCLESIOLOGY (Religion II)**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	Semester	10	Non-Leveled Course

Prerequisite: None

This course is designed to provide students a brief overview of the Catholic faith. The invisible qualities of God, the nature of the Church, and human destiny will be explored.

## **CHURCH HISTORY/SACRAMENTS AND LITURGY (Religion II)**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	Semester	10	Non-Leveled Course

Prerequisite: None

This course focuses on the development and history of the Catholic Church from Judaism to the present. By studying how the Church responded to unique challenges through history, such as the Roman persecutions, the Protestant Reformation, and the modern world, students will gain a better understanding of the significance of the Church in their lives and the world today. This course aims to teach students about the mystery of the Catholic Sacraments. Students will become versed in liturgy and the time honored teachings and values of the Gospel.

## CATHOLIC MORAL TEACHING (Religion III)

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	Semester (first)	11	Non-Leveled Course

Prerequisite: None

This course examines how humans should act based on being created in the image of God. Grounded in the Catholic moral tradition of virtue and character development, emphasis is placed on the interior decision-making process. Additionally, this course is designed to help students clarify and articulate what the Catholic Church teaches about various moral issues of the day.

## CATHOLIC SOCIAL TEACHING (Religion III)

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	Semester (second)	11	Non-Leveled Course

Prerequisite: None

This course investigates social issues that call for a Christian response. Specifically, it seeks to teach students how to respond to concerns such as poverty, hunger, war, capital punishment, and immigration in light of Catholic social teaching. These teachings become especially important when human lives and human dignity are at stake.

## WORLD RELIGIONS (Religion IV)

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	Semester (first)	12	Non-Leveled Course

Prerequisite: None

This course offers students an objective study of the basic beliefs, symbols and rituals of several non-Christian religions. Students will be given tools to examine both the common themes and the differences between religions. Because Vatican II affirmed that the Catholic Church rejects nothing which is "holy and true" in other religions, this course will challenge students to be accepting, respectful, and understanding of people from different religious backgrounds.

## CHRISTIAN LIFESTYLES (Religion IV)

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	Semester (second)	12	Non-Leveled Course

Prerequisite: None

This course explores the many decisions Christian men and women face in life. The basic human need for genuine love, intimacy, communication and careers are taught in the context of single, married, and religious lifestyles. Emphasis is placed on celibacy, chastity, sexuality, and dating within a solid foundation of Catholic values.

## Service Learning Independent Study Course\*

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11-12	Non-Leveled Course

**\*This is an elective course that does not count as credit for courses in Religion.**

Prerequisite: None

Service learning provides meaningful ways for students, teachers, administrators, and community agencies to move together with deliberate thought and action toward a common purpose that has mutual benefits. By encouraging and supporting thoughtful civic involvement and participation by young people, the entire community benefits.

Students who choose to participate in this independent study course are required to contact one or more of the approved local service agencies to arrange for volunteer opportunities. Students are required to complete a minimum of 30 hours of service to this agency or additional service providers. These are 30 hours over and above the service hours Badin students need to qualify for high school graduation. The time frame for completion of hours is from September 1<sup>st</sup> through May 1<sup>st</sup> of a given school year. Students who participate will be required to meet with Mrs. Helms during an activity period once per month to have their service logs checked and for progress monitoring of their volunteer activities. An evaluation form completed by the service agencies where the volunteer served is due by May 1<sup>st</sup>. A final project will be completed between May 1 and May 15<sup>th</sup> and submitted to Mrs. Helms by the May 15<sup>th</sup> deadline. Students who successfully complete the requirements will receive ½ credit and a 'P' for passing as a grade. The class will be run on a Pass/Fail grading format.

# ***COURSE OFFERINGS OF THE SCIENCE DEPARTMENT***

## **HONORS BIOLOGY**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	9	Honors

Prerequisite: Placement determined by recommendation of eighth grade science teacher and level of ability demonstrated by scores on the IOWA tests and the high school placement test

Honors biology is for the top students in the class. It is a survey course that includes biochemistry, cell structure and function, genetics, evolution, classification, ecology, and a presentation of the kingdoms. Lab work and research methods are stressed. Students are encouraged to see the link between their attitudes and behaviors and the natural world. Several projects are required throughout the year.

## **ACP BIOLOGY**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	9	ACP

Prerequisite: Placement determined by recommendation of eighth grade science teacher and level of ability demonstrated by scores on the IOWA tests and the high school placement test

ACP Biology fulfills the requirement for freshman science and is the study of life and will include learning about biochemistry, the cell, genetics, evolution, taxonomy and a survey of the kingdoms. The students will strengthen learning by performing various laboratory activities, writing lab reports and completing projects.

## **CP BIOLOGY**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	9	CP

Prerequisite: Placement determined by recommendation of eighth grade science teacher and level of ability demonstrated by scores on the IOWA tests and the high school placement test

CP biology is a life science course that fulfills the freshman science requirement. Topics studied include, but are not limited to, biochemistry, ecology, the cell, cellular processes, evolution, taxonomy and genetics. The students will strengthen learning by performing various lab activities, writing lab reports, and completing projects.

## **INTRODUCTION TO ENGINEERING**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 year	9-12	Non-Levelled Course

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.



## PRINCIPLES OF ENGINEERING DESIGN

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	10-12	Non-Levelled Course

Prerequisite: Introduction Engineering Design or currently enrolled in Physics or has completed physics.

This is a broad-based survey course to help students understand engineering technology and identify possibilities. This course provides an overview of engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change.

## COMPUTER INTEGRATED MANUFACTURING

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	10 - 12	Non-Levelled Course

Prerequisite: Principles of Engineering Design

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time it also teaches about the manufacturing process, product design, robotics, and automation. Students can earn a manufacturing badge recognized by the National Manufacturing Badge System

## ENGINEERING DESIGN AND DEVELOPMENT

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11-12	Non-Levelled Course

Prerequisite: Computer Integrated Manufacturing or Instructor Approval

The knowledge and skills students acquire throughout the PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards.

## INTEGRATED SCIENCE

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 year	10	CP, ACP

Prerequisite: Signature of biology teacher

Integrated science will show the relationships among the environmental, physical, chemical, and biological factors of the Earth. This course will review and build on concepts learned in previous science courses. Students will explore various issues in science. Extensive lab opportunities will help students explore these relationships.

## HONORS CHEMISTRY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	10-11	Honors

Prerequisite: Signature of biology teacher **and** current math teacher

This course is an independent work-oriented survey course of major topics in chemistry for top academic students. Topics covered include matter and energy, atomic theory, chemical bonding, chemical reactions, acid/base chemistry and oxidation-reduction. Lab work, monthly projects, and independent reading supplement the material covered in the course.

## ACP CHEMISTRY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11	ACP

Prerequisite: Signature of current science teacher required and concurrent enrollment in or completion of Algebra II-Trigonometry strongly recommended

This course is a traditional survey course of major topics in chemistry. Topics covered include matter and energy, atomic theory, chemical bonding, chemical reactions, acid/base chemistry and oxidation-reduction. This course is lecture-based and also includes laboratory work and projects.

## CP CHEMISTRY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11	CP

Prerequisite: Signature of current science teacher

This is a general chemistry course for the student not planning a science-related career. The mathematics of chemistry is not emphasized. The course will cover the topics of atomic structure, chemical structures, properties and reactions of materials. There will be a strong emphasis on the type of chemical knowledge that will be meaningful in daily life and in the decision making of an informed citizen. The course is lecture-based but also includes lab work and projects.

## HONORS CHEMISTRY II

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	12	Honors

Prerequisite: Completion of Honors Chemistry or ACP Chemistry with an A or B average and signature of current science teacher

This course is a second level course of major topics in chemistry for top academic students. First semester topics include review topics of matter and energy, atomic theory, chemical bonding, chemical reactions, acid/base chemistry and oxidation-reduction, along with new topics of electrochemistry, thermochemistry and nuclear chemistry. Second semester will focus primarily on organic chemistry. Lab work will supplement the material covered in the course. Students will be prepared for and have the option of taking the AP Chemistry test but will not be required to do so.

## AP BIOLOGY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11 or 12*	Advanced Placement

Prerequisite: Successful completion of biology and chemistry and recommendation of current science teacher.

\*(The course is open to juniors and seniors, but seniors will be given first priority.)

This revised AP Biology course is equivalent to a two semester college introductory biology course. Students who take AP Biology will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses.

## ACP PHYSICS

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11 or 12	ACP

Prerequisite: Concurrent enrollment in calculus, pre-calculus, or statistics and recommendations of the student's math and science teachers

This course is a study of the concepts and processes critical to understanding matter and energy and the physical universe. Emphasis is placed on mechanics (two quarters), wave phenomena, with a survey of chemical physics, heat, wave phenomena, electricity, magnetism, and modern physics and relativity. The course will stress concept understanding, problem-solving fundamentals, reading comprehension, and technical writing.

## AP PHYSICS

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11 or 12	AP

Prerequisite: Concurrent enrollment in calculus or pre-calculus and recommendations of the student's math and science teachers

This course is a study of the concepts and processes critical to understanding matter and energy and the physical universe. Emphasis is placed on mechanics (two quarters), wave phenomena, electricity, magnetism, and modern physics and relativity. The course will stress problem-solving skills, reading comprehension, and technical writing.

All students will take the AP Physics test in May.

## HONORS PHYSIOLOGY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11 or 12	Honors

Prerequisite: Chemistry and the signature of the chemistry teacher

Honors physiology is an intense and detailed study of the anatomy, physiology and pathology of the human body. Long and short-term research projects are required. Laboratory work and other hands-on activities will be used to reinforce the concepts presented.

## ACP PHYSIOLOGY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11 or 12	ACP

Prerequisite: Chemistry and the signature of the chemistry teacher

This course is a survey of the systems of the human body. The emphasis is on the anatomy, physiology and the pathology of each system. Various laboratory and research activities will be used to reinforce basic concepts.

## PHYSIOLOGY II

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	12	Honors

Prerequisite: Physiology

Physiology II is a course for students who have already taken physiology but desire additional in-depth information about those systems they have previously studied and an introduction to those areas that are new to them, such as the excretory system, body metabolism, body membranes, and the immune response. Additionally, there will be an emphasis on professional medical career opportunities with speakers and field trips. Lab work and medical vocabulary will be used to increase and enhance understanding of the material presented.

## SENIOR SCIENCE: Human Body

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	12	CP

Prerequisite: Signature of most recent science teacher

This course is structured for the non-science major. The students will gain an overall knowledge of the systems of the human body. The students will also learn more about the various medical tests and procedures that they have already experienced or may experience later in life. The course is structured to include hands-on laboratory experiences, lecture and small research projects.

## **SENIOR SCIENCE: Earth and Space**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Elective	1 semester	12	CP

Prerequisite: Signature of most recent science teacher

This course is structured for the non-science major. The students will study the basic factors of weather, the climate change debate, and some severe weather systems in addition to studying the universe and the U.S. Space Program. The course is structured to include hands-on laboratory experiences, lecture, and small research projects.

# ***COURSE OFFERINGS OF THE SOCIAL STUDIES DEPARTMENT***

## **WORLD HISTORY**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	9	Non-Leveled Course

Prerequisite: None

This History/Social Science course examines the major turning points of the modern world from approximately 1500 to the present. Components of this class include the rise of nation-states, the Enlightenment, Age of Revolution (military, scientific, industrial), imperialism and colonialism, WWI, totalitarianism, WWII, and modern revolutions (China, Iran). Students will explore the themes of historical linkage, political organization, human and physical geography, and cultural diversity. Critical skill practice will include proactive reading, the study of causal relationships, research and document analysis, expository writing, and graph and chart analysis.

## **UNITED STATES HISTORY I:**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 year	10	Non-Leveled Course

Prerequisite: None

This is a survey course that covers the following: beginning in 1870 just after the Civil War, political and social reform movements, the Industrial Revolution, the Civil War, Reconstruction, post-Civil War industrialization, imperialism, the Progressive movement, World War I, the Great Depression, and World War II, foreign and domestic policy during the Cold War, the War on Terror, Civil Rights Movement, and major legislation from Congress post 1945 to the present day. The course includes the study of the social, political, and economic issues of these time periods as well as an in depth look at current events

## **ECONOMICS**

<b>Required/Elective</b>	<b>Course Length</b>	<b>Grade Level(s)</b>	<b>Academic Level</b>
Required	1 semester	11	Non-Leveled Course

Prerequisite: None

This course introduces students to the major forces that act on individuals and nations as they make choices about how to use limited resources. Students also learn basic financial literacy. Topics of study include the making of fiscal and monetary policy, the relationship between buyers and sellers, the structure and function of the global economy, the dynamics of working and earning, saving and investing, credit and debt, and money management.

## AP UNITED STATES HISTORY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	11	AP

Prerequisite: Students must have a recommendation from both a Social Studies teacher and an English teacher. Parents must also consent to admittance in the course.

This course is designed to provide student with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students will learn to assess historical materials—their relevance to a given interpretive problem, reliability and importance—and to weigh the evidence and interpretations presented in historical scholarship. Themes in AP U.S. history include: American Diversity, American Identity, Culture, Economic Transformations, Politics and Citizenship, Religion, and War and Diplomacy.

Students enrolled in this course are required to sign an attendance contract and to take the AP exam given in May at their cost.

## AMERICAN GOVERNMENT

Required/Elective	Course Length	Grade Level(s)	Academic Level
Required	1 semester	12	Non-Leveled Course

Prerequisite: None

This course introduces students to the philosophical foundations and inner workings of American government. Students learn the fundamentals of civic involvement, the contents of the U.S. Constitution, the structure and functions of the federal government, the broad role of the individual in a free society, the influence of federalism in Ohio's state and municipal governance, the creation and implementation of public policy, and government's role in the economy.

## AP GOVERNMENT

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year	12	AP

Prerequisite: Recommendation of social studies teacher.

This course covers the following seven topic areas in United States government: the Constitutional underpinnings of the United States Government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policy; civil rights and civil liberties; and economics/personal finance.

The narrow goal of this course is to equip students with the essential knowledge and skills for scoring 3 or higher (scale 15) on the AP Exam. The broad goal of this course is to improve students' knowledge of the structure and function of government in the U.S. and to cultivate an analytical understanding of the major issues in American politics.

Students enrolled in this course are required to sign an attendance contract and to take the AP exam given in May at their cost.

*\*Students enrolled in AP Government are exempted from the otherwise required Economics course.*

## CURRENT ISSUES

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	12	Non-Leveled Course

Prerequisite: None

This course will examine major issues in current affairs in the nation and world. The historic background, causes, and potential results of important issues will be analyzed.

## PSYCHOLOGY

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 year *	11-12	Non-Leveled Course

Prerequisite: None

This course is equivalent to an introductory Psychology course at the college level.

Students are introduced to the following topics: consciousness; nature versus nurture; learning; memory; motivation; personality; psychological disorders and modes of therapy; and social psychology.

## HISTORY OF WORLD WAR II (THE WORLD IT CREATED)

Required/Elective	Course Length	Grade Level(s)	Academic Level
Elective	1 semester	12	Non-Leveled Course

Prerequisite: US History I, U.S. History II (1945 to present)

This course offers a study of the causes, strategies, leading personalities, and the domestic and international consequences of World War II. The war is examined from a global perspective and includes an in depth look at all sides in the conflict



# POLICY FOR DROPPING/ADDING COURSES

## **Early Course Change:**

A student dropping a course and adding a different course may do so during the first two weeks of the school year with no fee charge and no record of the course on his/her transcript.

## **Academic Level Change:**

A **teacher** may request that a student change academic levels at any time. The teacher will initiate the change by contacting the student's guidance counselor. The student will not be charged a fee if the course change is made. A meeting of the student, parents, teachers and counselor may be required.

A **student** initiating a change of academic level in the areas of science, math or English from **week three through week six** of the school year must complete the following: attend a meeting of student, parent(s), teachers involved with the course change and counselor/administrator; pay a fee of fifty dollars; and agree to no change in academic level for that subject for the next school year. The change in level will be recorded on the student's transcript with a WP (withdraw passing) or a WF (withdraw failing). The designation of WP or WF will not affect the student's rank or GPA.

A **student** initiating a change of academic level in the areas of science, math or English from **week seven through week twelve** of the school year must complete the following: attend a meeting of student, parent(s), teachers involved with the course change and counselor/administrator; pay a fee of one hundred dollars; and agree to no change in academic level for that subject for the next school year. The change in level will be recorded on the student's transcript with a WP (withdraw passing) or a WF (withdraw failing). The designation of WP or WF will not affect the student's rank or GPA.

## **Course Drop:**

A student requesting to drop a course from **week three through week six** of the school year must attend a meeting of student, parent(s), teacher(s) involved with the course change and counselor/administrator and pay a fee of fifty dollars. The dropped course will be recorded on the student's transcript with a WP (withdraw passing) or a WF (withdraw failing). The designation of WP or WF will not affect the student's rank or GPA. If the student wishes to add a new course, it will be at the discretion of the teacher of the course to be added. If the student cannot add a course at the time of the drop, the student will be placed in study hall for the remainder of the semester. If the student already has a study hall, the student will be placed in a second semester class that is least disruptive to the student's schedule.

A student requesting to drop a course from **week seven through week twelve** of the school year must attend a meeting of student, parent(s), teacher(s) involved with the course change and counselor/administrator and pay a fee of one hundred dollars. The dropped course will be recorded on the student's transcript with a WP (withdraw passing) or a WF (withdraw failing). The designation of WP or WF will not affect the student's rank or GPA. If the student wishes to add a new course, it will be at the discretion of the teacher of the course to be added. If the student cannot add a course at the time of the drop, the student will be placed in study hall for the remainder of the semester. If the student already has a study hall, the student will be placed in a second semester class that is least disruptive to the student's schedule.

**NO STUDENT INITIATED CHANGES WILL BE PERMITTED AFTER WEEK TWELVE EXCEPT FOR MEDICAL REASONS.**



**Begin here. Belong here.**

## **Credit Flexibility Plan and Applications**

### **Rationale:**

Badin High School recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their individual learning styles and interests. Credit Flexibility is a method designed to motivate and increase student learning by allowing access to more resources, customization around individual student need and the use of outside resources to facilitate learning.

### **Definition:**

Credit Flexibility means that student may earn high school graduation credit by demonstrating subject area competency through the completion of traditional coursework, testing out or otherwise demonstrating master of course content and/or pursuing an approved educational option pursuant to the model for credit flexibility adopted by the Ohio State Board of Education.

### **Legal References:**

Badin High School had developed a credit flexibility plan consistent with:

Carnegie Design Team Report to the State Board of Education, *New Emphasis on Learning: Ohio's plan for credit flexibility shifts the focus from "seat time" to performance.* (March 2009)

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.614; 3313.90; 3321.04, Chapter 3324, Chapter 3365

OAC Chapter 3301-34, 3301,35-06, Chapter 3301-46, Chapter 3301-51, Chapter 3301-61

### **Policy:**

- All students will have opportunities to earn credits through flexible methods. There is no implication that every student must be permitted to earn Flex Credit for every course. Students interested in earning credit must submit a personalized learning plan and have it pre-approved by the school. The personal learning plan must identify the learning outcomes of the course. This plan must be submitted to the student's counselor for approval by March 15 for the upcoming academic school year.
- Methods chosen to earn credit must be approved by the school and cannot rewrite the school's mission or curricular requirements. The Diocese and/or school retain the rights and responsibility to determine what counts as curricular content, learning outcomes, methods of learning, assessments, a criteria for assigning grades.
- Students participating in an off-site activity related to an educational option (e.g. while participating in an internship or mentorship at a business) must submit a liability waiver signed by his/her parents or legal guardian before approval is granted.
- Badin High School will not limit the number of credits earned by a student through the demonstration of mastery or completion of educational options, however, this does not mean that a course can be completed in any way an individual student wishes. The school's mission and curriculum requirements can impact requests for approval. In order to remain a Badin High School enrolled student, eligible for a Badin High School diploma, the student must be enrolled in at least six Badin campus courses (one course must be religion) or the student must

be a full-time student at Butler Tech (taking a Badin provided religion curriculum). Extra credit in religion may be earned through credit flexibility.

- Badin High School does not permit early graduation.
- All credit assigned to a student must be awarded by a teacher of record (one who is in possession of a state approved license or certificate).
- Badin High School may require a student to complete examination in a proctored environment. In such cases, the district shall provide an opportunity for the student to take the assessment during the regular school day in an appropriate setting.
- Grades earned by a student through an approved personalized learning plan will be calculated in the student's GPA and class ranking. (Please note: this policy does not apply to students obtaining remedial credits.)
- All course work, including credits being earned through an approved personalized learning plan, are subject to school and state policies regarding eligibility. Educational option plans for student participating in extracurricular activities governed by the Ohio High School Athletic Association (OHSAA) shall include procedures for documenting ongoing participation and satisfactory progress on the part of the student for the purpose of satisfying academic eligibility requirements established in OHSAA bylaws.
- Students with disabilities shall not be excluded from opportunities to earn credit through educational options or by demonstrations of mastery. Accommodation and supports for students with disabilities participating in education options and online course shall be provided consistent with students' service plan or SEGO.
- Badin High School reserves the right to reassign a student participating in an educational option to a traditional course or other placement at its discretion if the student fails to meet the standards for ongoing participation and satisfactory progress described in the student's educational options plan.
- Students are responsible for any costs associated with the personalized learning plan, including assessment fees and transportation fees. These incurred fees are in addition to Badin High School's tuition cost.
- Students who enroll in online AP courses must provide proof that the courses have a syllabus approved by The College Board in order to receive the weighting assigned to Badin High School AP courses.
- If a student desires to appeal a course decision made by the school, he/she has the right to discuss the decision with the principal, teacher of record and/or the CreditFlex committee. The decision of the committee will be final.

**Procedures:**

- A student or parent/guardian making a request for approved personalized learning plan must submit a written description of the course or experience, along with a justification for its inclusion on the student's transcript, to the student's counselor. A timeline for completing the learning plan must also be included. If the course is intended to replace a core course, it must have comparable learning objectives and outcomes. Proof of this must then be included in the personalized learning plan.
- The personalized learning plan will be reviewed by the counselor and then submitted to the Academic Dean. The Academic Dean or the Principal reserves the right to amend the plan prior to implementation.

- Options for earning high school credit:
  - a. Successfully completing traditional high school level course for which one credit shall be granted per 120 hours (a Carnegie Unit) of class time.
  - b. Successfully completing an education option plan as described by the Ohio Department of Education.
  - c. Successfully completing a college-level course for dual credit in accordance with the Post Secondary Enrollment Option Program (PSEOP).
  - d. Successfully completing an online course offered by a provider approved by the Principal of Badin High School.
  - e. Successfully completing an examination, providing a portfolio of work that demonstrates mastery of academic content standards, or a combination of these methods.
  
- A student with an approved personalized learning plan will have the following responsibilities:
  - a. Meet the attendance requirements set forth in the plan
  - b. Schedule and attend meetings with his/her counselor to check progress
  - c. Monitor and meet Badin High School graduation requirements as stated in the student handbook
  - d. Immediately inform their counselor if a course is dropped in order to review impact on the student's credit count toward graduation
  - e. Student athletes should speak with their counselor to evaluate the impact of their personalized learning plan on athletic eligibility for high school and college participation. Students who anticipate continuation in sports at the college level should carefully consider that the NCAA Initial Eligibility Center may not include some Credit Flexibility options as part of the qualifying core courses required for Division I and Division II eligibility.
  - f. Provide the school with grade verification upon completion of coursework

**Communication Plan:**

Opportunities and requirements related to credit flexibility shall be publicized annually using the school's newsletter, bulletins, websites and promotional materials. The principal or his/her designees(s) shall develop a cumulative database of approved educational options and standards for awarding grades and credits based on demonstrations of mastery to assist students, parents, and teachers with understanding available options and to help ensure equity and consistent standards or rigor beginning in the 2010-2011 school year.

**Data Collection and Reporting:**

The principal or his/her designee(s) shall develop and implement procedures for monitoring and annually reporting to the Ohio Department of Education data regarding:

- Methods and frequency of communicating credit flexibility information to students and parents
- The number of students participating in educational options and earning credit based on demonstration of mastery
- The total number of credits earned by students through successful completion of educational options and demonstrations of mastery.
- The extent to which student participation in flexible credit options reflects the diversity of the student body as a whole.

**References:**

Ohio Department of Education  
 Ohio Catholic Conference  
 Ohio Policy Reference Manual  
 Auglaize County District Draft Policy  
<http://learningconnective.org/ohio-credit-flexibility/>



**Begin here. Belong here.**

## **Credit Flexibility Athletic Waiver Form**

**High School Athletics** – to be eligible to play interscholastic high school sports, a student must be currently enrolled and must have been enrolled in school in five full-credit courses during the immediately preceding grading period (semester, quarter, etc). A student enrolled in Credit Flexibility courses must, at the conclusion of the grading period, be “passing” all credit flexibility courses used to determine athletic eligibility. The student may not yet have completed the courses, but it must be determined that the student was “passing” the course(s) at the time the grading period ended. If it is determined that the student is not passing, no credit toward the five credits (or equivalent) required for eligibility can be awarded, and the student may not be eligible for athletics.

**College Athletics** – *Students who anticipate continuation in sports at the college level should carefully consider that the NCAA Initial Eligibility Center may not include some Credit Flexibility options as part of the qualifying core courses required for Division I and Division II eligibility.* For potential college student athletes, the NCAA eligibility requirements specifically address the types of learning opportunities available through Credit Flexibility policy (for example, online/distance learning, independent study, one course taken over two years). The NCAA does not allow credit by exam (or mastery assessment) courses to be applied to course eligibility requirements.

I have carefully read this information and understand that accessing Credit Flexibility options might **negatively impact** high school and college athletic opportunities/eligibility.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name:  
(Print) \_\_\_\_\_

Parent Name:  
(Print) \_\_\_\_\_

# Credit Flexibility Application

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Current Grade Level: \_\_\_\_\_

Student E-mail: \_\_\_\_\_

How much credit do you expect to receive for this work? \_\_\_\_\_

***Attach a detailed Credit Flex Access Plan. The plan should include the following:***

- Title of your option (include content areas; for example, English, Science, Art, etc.)
- A detailed outline of the scope of your project
- Your specific learning goals
- A detailed explanation of the evidence you will provide of your learning
- An explanation as to how this Credit Flexibility option will help you to reach your immediate and post-secondary goal(s)
- An outline of the resources/support you will need to successfully complete the Credit Flexibility option
- If the course is being offered by a credit-granting program, attach a course description provided by the program. It should include the amount of credit being offered, and the terms of enrollment and participation.



**Begin here. Belong here.**

## Credit Flexibility Application

*Please read the following statements. Sign below indicating that you understand and agree to the policies and procedures outlined in this document.*

I understand and agree that:

- If my credit flexibility application is accepted, I will earn \_\_\_\_\_ credit for my work.
- I am responsible for scheduling and attending meetings with my counselor and Credit Flexibility Advisor to meet the following requirements: check points, project guidance, work completion, presentations and/or attendance.
- The grade I earn will appear on my transcript.
- The drop date for a Credit Flexibility class is no more than five days after the course begins. If I drop a Credit Flexibility class, it may not be possible to enroll in a traditional class already in process.
- Passage of required state testing (Ohio Graduation Tests and End of Course Exams) may impact the approval of my application.
- Academic honesty rules apply, just as they do in a traditional class setting. (*See the Stephen T. Badin Student Handbook*).
- I must meet the attendance requirements set forth in my plan.
- I am responsible for monitoring and meeting graduation requirements.
- I am responsible for verifying graduation requirements with my counselor and completing all procedures necessary for the ceremony (seniors only).
- Any Credit Flexibility option I select must meet the athletic participation requirements set forth by the OHSAA and/or NCAA Initial Eligibility Center and that I must speak with my counselor to evaluate the impact of accessing Credit Flexibility on my eligibility for high school or collegiate athletics.
- My Credit Flexibility application is subject to approval by the Badin High School Credit Flexibility Committee. I understand that completion of this form and application does not guarantee approval.
- 

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Credit Flexibility Committee members:

\_\_\_\_\_  
\_\_\_\_\_

Committee Action: \_\_\_\_\_ Approval \_\_\_\_\_ Disapproval \_\_\_\_\_ Date: \_\_\_\_\_

## COLLEGE CREDIT PLUS (CCP)

Badin High School will be offering two on campus College Credit Plus (CCP) courses for the 2017-2018 school year. As with all courses minimum enrollment numbers are required for Badin to offer the class. Sinclair Community College will serve as our formal CCP partner and our on campus CCP classes will align with college coursework at Sinclair. The Ohio Board of Regents, now known as the Ohio Department of Higher Education, has guaranteed that all college credit earned can be applied to any public university in Ohio. Some private colleges are also participating in the program. CCP on campus classes at Badin High School will be offered to junior and senior students who meet the entrance requirement for acceptance at Sinclair Community College. Students can meet those requirements via minimum ACT scores, A/B averages in specific classes of ACP level or higher, or through a placement score on the Accuplacer test offered by Sinclair. Students and parents can arrange to take the Accuplacer test at Sinclair Community College. Parents and students can work directly with Sinclair Community College to arrange testing in the spring if needed. Parents and students must also follow the application process as outlined by the Ohio Department of Education for submission of the following forms by the dates listed:

**February 15 – April 1, 2017** – Submit Letter of Intent – parents notify school of their intent to participate and then submit the letter as per ODE guidelines.

Gain admission to the college that offers the CCP coursework the is interested in pursuing.

Create a SAFE account with Ohio Department of Education via their website.

Apply for and be awarded funding by April 15th.

(<http://www.ohiohighered.org/ccp>) – All forms and guidelines along with submission information can be found on this web site. This site continues to be updated and is the best resource for students and parents seeking the latest information and changes to CCP in Ohio.

**NOTE:** Parents and students are responsible for adhering to deadlines and completing all necessary paperwork and forms as required by the Ohio Department of Education and the college the student has selected for their CCP classes.

CCP continued:



Parents and students are free to seek CCP options starting as early as grade 7 in Ohio provided the student can demonstrate via the entrance test they are ready for college level coursework. Classes offered on a campus after school hours or online may be an option to consider. The student is still required to follow all CCP guidelines and meet all CCP deadlines as required by the Ohio Department of Education.

Badin High School reserves the right to decide what courses will run and what courses will not run dependent on enrollment and student interest. Courses may be offered or deleted right up until the start of the 2017-2018 school year. Students opting to take classes outside of Badin, either online or on campus, should know the daily Badin High School schedule **will not** be altered and the tuition will not be lowered in order to accommodate a student's CCP class schedule outside of Badin High School.

CCP classes offered at Badin High School **MAY BE** considered for Academic Awards in the spring of each school year. CCP classes taken online or at a college campus will count toward high school and college credits earned and will appear on their high school and college transcript. However, off campus and online CCP courses will not be counted towards the criteria for Academic Awards in the spring of each school year.

Student scheduling sheets will have the following designation next to any course that may be offered for CCP credit at Badin:

**(CCP\*)**

Badin High School, in cooperation with Sinclair Community College, hopes to offer several on campus courses for high school and CCP credit for our juniors and seniors during the 2017-2018 school year. As previously stated, Badin High School reserves the right to not offer planned courses that don't meet enrollment criteria and don't reflect a high level of interest among junior and senior students.

CCP courses under consideration for the 2017-2018 school year:\*

ART 1110	Art Appreciation	3 Hours
MUS 1121	Music Appreciation	3 Hours

\*Course details on the next page

**ART 1110 Art Appreciation – Introduction to Art and Art Media 3 credit hours.**

Emphasis on the language of art, exposure to many different art forms, formulative ideas about what is viewed and exploration of specific media.

**MUS 1121 Music Appreciation 3 credit hours**

Basic parameters of music through a survey of styles from Gregorian Chant to jazz and current popular styles focusing on melody, rhythm, harmony, performance media and form.

# School Fees for the 2017-2018 School Year

## **Required Fees:**

Tuition (Includes \$300 registration fee) \$9425

Technology Fee \$250

Activity Fee \$100

Kitchen Fee \$30

Graduation Fee (seniors only) \$100

## **Retreat Fees: (Required)**

Freshman \$30

Sophomore \$30

Junior \$60

Senior (Kairos) \$400

## **Participation Fees:**

Academic Support Fee \$3600

Art Fee (per class) \$65/semester class; \$125/year-long class

### Athletic Participation

1st sport \$200

2nd sport \$150

3rd sport \$50

DECA Fee \$75

Parking Fee \$75

Saturday School Fee \$30

Scholar Leader Academy \$50

## **Miscellaneous Fees:**

Uniforms varies

Books (varies by class) \$9 to \$40