



**Bishop Fenwick**  
HIGH SCHOOL  
Est. 1952

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**2019-20**

**Academic Policies  
and  
Course of Studies**

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## ACADEMIC POLICIES

### Graduation Requirements

26 credits are required for graduation from Bishop Fenwick High School. A comprehensive listing of requirements (including the breakdown of which specific courses are required) can be found in the course of studies on [www.fenwickfalcons.org](http://www.fenwickfalcons.org). Listed below are the required credits:

English	4 credits	Mathematics	4 credits
Religion	1 credit/year at BFHS	Science	3 credits
Social Studies	3.5 credits	World Language	2 credits (same language)
Fine Arts	1 credit	Technology	1 credit
PE/Health	1 credit	Electives	2.5 credits

### Ohio Testing Requirement

In addition to earning 26 credits, students must also earn a cumulative passing score of 18 points using subject based IOWA testing. To ensure students are well rounded, they must earn a minimum of four points in math, four points in English and six points a cross science and social studies. The IOWA testing is an approved substitute for the state's end-of-course exams, lining up as shown below:

State Exam	IOWA Test
Algebra 1	IOWA Mathematics
Geometry	
American History	IOWA Social Studies
American Government	
English 1	IOWA English Language Arts
English 2	
Biology	IOWA Science

Students studying Advanced Placement (AP) courses in Biology, American History or American Government may take and substitute test scores for state exams to avoid double testing. Students also may substitute grades from College Credit Plus courses in these subjects for state exams.

Students who earn at least an 18 on English AND 22 for Math and Reading on the ACT are exempt from the above.

### Interpreting Grades

Bishop Fenwick High School uses a 7-point grading scale.

<b>A</b>	93-100
<b>B</b>	85-92
<b>C</b>	77-84
<b>D</b>	70-76
<b>F</b>	Less than 70

Interim reports are posted in Portals halfway through each quarter. Dates for interims will be published on the school calendar. Eligibility for all co-curriculars, including athletics, may be lost or gained (provided State minimum requirements are maintained) on the basis of interims.

Bishop Fenwick High School rewards credit by semester. Semester averages are computed as follows:

- 40% quarter grade
- 40% quarter grade
- 20% semester exam
- 100% semester average

All courses are taught at the college preparatory level. Students are not ranked. Bishop Fenwick High School uses a numeric percentage for the unweighted scholastic average. To calculate the GPA on a 4-point scale, final course grades are converted using the following equivalents. Weighted GPA's are adjusted by adding 0.5 for honors courses and 1.0 for AP. CCP Course weights are determined by content area.

Scholastic Average (unweighted)	4.0 GPA Equivalent (unweighted)	Scholastic Average (unweighted)	4.0 GPA Equivalent (unweighted)
93 – 100	4.000	81	2.500
92	3.875	80	2.375
91	3.750	79	2.250
90	3.624	78	2.125
89	3.500	77	2.000
88	3.375	76	1.858
87	3.250	75	1.715
86	3.125	74	1.572
85	3.000	73	1.429
84	2.875	72	1.286
83	2.750	71	1.143
82	2.625	70	1.000

Advance Placement (AP)	College Credit Plus (CCP)	Honors
AP English	Chem I ( <i>Sinclair</i> )	Honors English I, II, III
AP Calculus A/B	Chem II ( <i>Sinclair</i> )	Honors French III, IV
AP Statistics	Cultural Anthropology ( <i>Sinclair</i> )	Honors Latin III, IV
AP Biology	Intro to Education ( <i>Sinclair</i> )	Honors Spanish III, IV
AP Physics 1	Composition I & II ( <i>Sinclair</i> )	Honors Biology
AP US History		Honors Physical Science
AP US Gov & Politics	<b>* Online College Courses,</b>	Honors Geometry
AP World History	<b>available through Sinclair</b>	Honors Algebra II
AP Spanish Language Culture	<a href="#">Click Link</a>	Honors Pre-Calculus
AP Psychology		Honors Band
AP Studio Art		Honors Music Theory

\* Online CCP courses are offered through Sinclair Community College. A student who has been granted CCP credits from the State of Ohio may use a study hall block to complete work for any online college course offered by local universities as CCP credit. Course taken online for college credit during study hall may not replace a Fenwick required course. More information on College Credit Plus available on page 8 of this Course of Studies.

## Academic Honors Diploma

High School Academic Diploma with Honors for Graduating Classes of 2011 and Beyond <i>Students need to fulfill 7 of the following 8 criteria</i>	
Subject	Criteria
English	4 units
Mathematics	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Languages	3 units, or no less than 2 units of each of 2 world languages
Fine Arts	1 unit
Grade Point Average	Unweighted 3.5 on a 4.0 scale
ACT/SAT Score [excluding scores from the writing sections]*	27 ACT / 1280 SAT

\*Writing sections of either standardized test should not be included in the calculation of this score.

Diploma with Honors requirements pre-suppose completion of all high school diploma requirements in Ohio Revised Code including: ½ unit physical education; ½ unit health; ½ unit in American history; ½ unit in government

## College Admission

Most state/private universities recommend or require the following units of high school study, in addition to ACT/SAT scores:

4	English	4	Mathematics
3	Sciences	3	Social Studies
2-3	World Languages	1	Fine Arts (Visual or Performance)

## High School Classes in Grade School

To earn a Fenwick diploma, students must accumulate 26 credits and fulfill state testing requirements (points). Credits are earned by completing required coursework and are not based on the outcome of end-of-course exams.

Students may enter Fenwick already having taken high school courses at the grade school level. In order for credit to be awarded, courses taught at the grade school level must meet the following requirements:

- 1) Courses must follow the appropriate curriculum standards for a high school level course
- 2) Courses must use high school level materials (texts, assessments, etc.)
- 3) Courses must be taught by an appropriately licensed teacher.

Credit: Previously earned high school credit will be indicated on an official transcript from the granting institution/district. Earned credit remains with the student and will be reflected on the student's official high school transcript. For those students entering Fenwick from a non-public school (or a school that does not issue credit on an official high school transcript), upon completion of a 2<sup>nd</sup> tier class, credit will be awarded retroactively for the entry level course taken prior to enrollment at Fenwick. Credit is not based upon completion of or score on the state's end-of-course exams nor will credit determine course placement at Fenwick.

Required Courses: Regardless of courses taken, or credit earned prior to enrollment at Fenwick, there are some courses which are found to be an integral part of a Bishop Fenwick education. Though students may have previous experience with a course prior to freshman year, he/she may be required to complete coursework with a different scope and content while attending Fenwick as part of requirements for earning a diploma.

Placement: The goal of Bishop Fenwick High School is to place students in the classes which will lead them to the highest level of success. Initial placement is based upon the High School Placement Test scores as well as documentation provided by the student's grade school. Students wishing to move ahead in the sequence of courses in the areas of Math and World Languages will be given the opportunity to take a placement test in those specific areas in the spring. Freshman placement in the 2<sup>nd</sup> level

of a language or in Geometry instead of Algebra 1 is based solely on this Fenwick specific placement test. Students who have prior experience in the subject (for example, Algebra 1) but do not place into the next level via this placement test may be put into an accelerated version of the content (for example, Accelerated Algebra 1).

Graduation Points: All points earned on high school level end-of-course exams through the State of Ohio will remain with the student. These points will count toward state testing requirements.

### **Scheduling**

The program for each freshman is determined through grade school/junior high achievement and the results of the High School Placement Test (HSPT). Each year, the individual student's program is reviewed, evaluated, and directed according to his/her abilities, grades and interests. Grade placement requirements are as follows:

*Freshmen*—A committee composed of the Assistant Principal, counselor, and department chairs review the incoming freshman's previous academic records. Courses are chosen after reviewing the student's placement test performance and elementary school records including standardized test scores.

*Sophomores, Juniors, and Seniors*—Scheduling for many subjects is based on course prerequisites and departmental recommendations. Each year, the individual student's program is reviewed, evaluated, and directed according to his/her abilities, grades and interests. The student plans a list of course requests for the following school year and submits it on Portals. Counselors review the student's request for final approval.

During the fourth quarter of each school year, the assistant principal and counselors confer with the head of each department (as needed) to confirm placement of students.

Certain upper-level courses demand that a particular average in the lower-level courses of the same field is attained. In order to schedule an honors course, the student must have permission from the teacher.

The Assistant Principal oversees the student scheduling process.

### **Schedule Change Policy**

Curriculum and staffing decisions are based on student course selections. Courses should be selected with care—once classes have begun, it is extremely difficult and often not possible to change/drop a course.

- Student initiated schedule changes will only be considered during the first **five** school days of a course. Students must complete and submit a [Schedule Change Request Form](#), which can be found on the resources tab of [www.fenwickfalcons.org](http://www.fenwickfalcons.org).
- Withdrawal from a course will not be honored after the first **five** days of a class without the recommendation of the classroom teacher, the counselor, and the approval of the parent AND the Assistant Principal. *Dissatisfaction with grades or teacher is **not** justification for dropping a class.* For consideration of a change due to placement concern, the student must have met with the teacher *at least* three times outside the classroom to seek help and guidance. Any withdrawal made before first quarter interims (3 weeks for semester-long courses) will be recorded as a Withdrawn (W) on the report card and transcript. A course dropped after interims (3 weeks for semester-long courses) may be shown as a Withdrawn/Failing (W/F) on the report card and transcript.
- If a student has waived into a course, withdrawal from that course will not be honored without the recommendation of the classroom teacher, the counselor and the approval of the parent AND the Assistant Principal. For a change due to placement concern to be considered, the student must have met with the teacher *at least* three times outside the classroom to seek help and guidance.
- In the event that class size is not balanced at the beginning of a semester, the school may initiate schedule changes (course times, not course selections) to help with the balance.

**A \$20 schedule change service fee will be applied to the student's FACTS account for student/parent-initiated schedule changes.**

### Full Year Course Requirements

Students who are enrolled in a full year course and fail the first semester may still earn credit for that course if the average of the two semesters equates to a passing grade.

### Audit Policy

Audits will be approved **only under unusual circumstances**. Students auditing a course will be required to do all work, tests, etc. An audit form requiring signatures from the assistant principal, teacher, parent and student must be completed. Students with a grade of 70 (D) or lower, under unusual circumstances, might be granted permission to repeat the course, but the original grade will stand.

### Cancellation Of Courses

An elective class may not be offered in a given year or semester if low enrollment in the class or staffing shortage warrants its cancellation.

### College Prep Curriculum

Bishop Fenwick High School offers three levels of college preparatory classes intended to challenge the student and help them reach their highest potential. Class placement is based on a number of factors, including standardized tests, prior teacher recommendations, and information received from previous schools for new students. Returning students are placed in courses based upon pre-requisite completion and teacher recommendation. Students may be scheduled into different college prep level courses based on their specific skill sets in that area.

**College Prep** courses are provided for students who achieve better in a slower paced, more differentiated environment.

**Accelerated College Prep** courses are provided for the majority of our students at Bishop Fenwick High School.

**Honors/Advanced College Prep** courses are provided for students with advanced ability in a particular subject area. These courses have a higher level of demand on the students, require more self-guided reading, and (in the case of AP and CCP courses) are taught at a college level.

### Advanced Placement (AP) Courses

Students must have the recommendation of the teacher(s) to enroll in an Advanced Placement course. Students who elect to take AP courses will be billed an additional amount for the AP exam in May. The fee for the exam is determined by the Advanced Placement program. **Students who are enrolled in AP courses are required to take the AP exam for that course, and are responsible for the fee.** The fee for the AP course is intended to cover the cost of the test for the course and will be set once the test price is known (\$95 in 2016-17). Charges will be billed to the FACTS account for any student enrolled in an AP course on September 1 of the academic year.

### College Credit Plus (CCP)

College Credit Plus (CCP) is an approved program by the Ohio Legislature whereby students can earn high school and college credit(s) while at Fenwick. A minimum of three college hours will translate to one high school credit. The weight of the high school credit is based on the department of the course at the college level and course offerings in that subject at the high school level. Click [HERE](#) for information from the State of Ohio regarding the CCP program.

Bishop Fenwick High School believes very strongly in the education we provide our students. Through the state's initiative, more and more students have been reaching out to local colleges to take courses through the CCP Program. Fenwick has established on-campus CCP courses in Chemistry through a coordinated effort with Miami University – Middletown. Through a relationship with Sinclair Community College, Fenwick has added CCP options to the offerings on campus. Fenwick offers several CCP courses taught by Fenwick faculty, at Fenwick High School. Additionally, Fenwick promotes on-line courses through Sinclair. These courses allow students to do their coursework during a study hall while being present on Fenwick's campus, monitored by Fenwick faculty. Students interested in on-line CCP courses will have a study hall in their schedule for the completion of on-line coursework. This is a great opportunity for students to explore or go further in depth with topics that interest them, even if there is not enough interest to fill a classroom.

Bishop Fenwick High School reserves the right to deny request for an off-campus CCP class to fulfill a Fenwick graduation requirement. The process for taking CCP courses begins in January, and involves firm deadlines set by the State of Ohio and partnering institutions. Interested students and parents should attend a CCP information session scheduled by the school counselors.

### **Credit Flexibility**

All students at Bishop Fenwick High School may propose a plan to pursue college preparatory academic work outside of Bishop Fenwick classrooms, whether it be for an individually designed program, a course offered at Bishop Fenwick, or for a course or experience not offered at Bishop Fenwick. However, for the sake of accomplishing the formational and social aspects of education essential to the school's mission as articulated in the requirements of graduation, the student ordinarily must be present in the Bishop Fenwick High School building, or present at educational programs sponsored by or officially affiliated with Bishop Fenwick, for at least 80% of the time during which classes are held each week.

To receive credit at Bishop Fenwick for this work, a student must:

- Submit a [Flexible Credit Application Form](#) to the Assistant Principal by April 20;
- Obtain the approval of the school for the proposal;
- Demonstrate mastery in the proposed area of study.

The Assistant Principal will review the request with the assistance of the appropriate department head or his/her delegate, in order to render a decision about whether the school finds merit in the proposal. The school may accept the proposal as submitted, communicate additional requirements and/or modify the proposal, or deny the proposal. If accepted or modified, the school will then decide on the unit of credit to be awarded at the completion. A student may appeal the decision to the Principal. The Principal's decision is final.

When the student completes his/her work and demonstrates mastery, the credit will be posted on the Bishop Fenwick High School transcript but will **not** factor in to GPA calculation.

Students who have been awarded high school credit for work done prior to coming to Fenwick *may* be required to take a similar course at Fenwick to assure appropriate mastery within the established norms of the Bishop Fenwick High School curriculum. Work done for high school credit prior to attending Fenwick will NOT be included in GPA.

### **Honor Roll**

Requirements for listing on the Honor Roll are:

- First Honors: Weighted Average  $\geq 3.75$
- Second Honors: Weighted Average  $\geq 3.25$

A student may **not** receive a grade below 70 and still make Honor Roll. Attendance will be reviewed before Honor Roll selection is finalized.

### **Class Rank and Valedictorian/Salutatorian**

Bishop Fenwick High School does not provide class rank because of the relatively homogeneous abilities within a selective population. Students continuously enrolled for five semesters with the highest GPA following 3<sup>rd</sup> quarter of senior year will be named valedictorian and with the second highest weighted GPA will be named salutatorian. All students continuously enrolled for five semesters whose cumulative GPA is 4.25 or higher at the end of the 3<sup>rd</sup> quarter will be recognized as a Bishop Fenwick Scholar.

### **National Honor Society**

Students are determined *eligible* for the National Honor Society (NHS) following the first quarter of their junior year based upon the following criteria:

- Weighted GPA of 3.5 or higher

Decisions on acceptance will be determined by an appointed faculty counsel based on the student's academic, attendance, and discipline records, the application, participation within the Bishop Fenwick community, completion of service requirements, signs of leadership, and teacher input in regards to the standards held by the National Honor Society. Decisions made by the faculty counsel are final.

To remain in good standing as a member of the NHS, students will work with the faculty moderator to uphold the responsibilities that accompany the honor.

### **Fenwick Pro Merito Award**

Pro Merito medals are awarded to those students who have achieved straight A's for all four quarters for the previous school year. Medals are awarded as Bronze (first time recipient), Silver (second time recipient) and Gold (third time recipient).



### **Report Cards and Interim Reports of Academic Progress**

Teachers inform parents of their child's progress with the quarterly report cards. Report cards are emailed to the primary parent account that is provided on the registration form. Progress interims are posted on Portals at mid-quarter. Parents are encouraged to reach out to their child's teachers throughout the year. Formal parent-teacher conferences take place during the first and third quarter. Parents are urged to remain informed of their child's progress throughout the year by utilizing Portals, the primary mode of communication from teachers and staff to your family.

### **Homework Policy**

Students are expected to do work outside class for each academic subject. Teachers will use a number of different methods to communicate, collect, and grade assignments in their courses. It is the student's responsibility to bring issues related to technology to the attention of the teacher, The F.I.T. Help Desk or the IT Coordinator as soon as the problem arises. Students must realize that written homework is not the only kind of work that requires attention. Students are expected to review class activities each day, whether or not work is assigned. Each teacher may hold different homework policies/expectations. Homework/assignments/assessments will be communicated from teachers to students/parents via Portals as well as other programs such as Microsoft 365 and OneNote based on teacher preference.

Students are responsible for all assignments given during an absence from school. At the end of each grading period, teachers will calculate grades for each student according to work required. If the student has not handed in assignments or taken tests/quizzes, this will be reflected in his/her quarter grade. The student will be expected to complete the work and/or tests missed by the final day of the quarter. Vacations do NOT extend the deadline.

**Summer Work:** Summer work completion may be required for some courses. The purpose of this work is typically to reactivate prior knowledge and continue practice of reading and writing skills. In some cases, summer work is utilized as a pre-assessment tool. AP and other advanced courses may require summer work to help cover materials due to the AP testing in April/May, prior to the end of the school year.

Work assigned over the summer is considered **required** work. Due dates are determined by the teacher and communication between the student and the teacher is highly encouraged. Summer assignments will be graded as part of the first quarter work, equal to no more than 15% of the first quarter grade.

### **Failures**

Each student's progress will be evaluated at the end of each quarter. If a student has a failing grade, in two or more academic subjects (including religion), he/she may be placed on Academic Probation or asked to leave Bishop Fenwick High School. Academic Probation means that the student's grades, effort, and attendance will be carefully monitored. The Assistant Principal will develop an academic contract to be signed by the parent and student.

Failures in required courses must be made up at the earliest possible date through credit recovery. Credit recovery for most courses must be done via on-line options or through local public schools.

Students who fail more than two courses for the year will be asked not to return the following school year.

The final decision on these matters will be made by the Principal who will consult the teachers concerned, counselor and the Assistant Principal.

### **Academic Support**

Bishop Fenwick is committed to the academic success of all students. PlusPortals (Portals) is used as a means for constant, multi-directional flow of information between the school and the family. There are a number of options available at school when students are struggling academically.

Academic tutoring is available to all Bishop Fenwick students through the National Honor Society (NHS). Students may request a private peer tutor through the NHS moderator or with the counselor. Fenwick teachers will also meet with individual students before and after school when possible—it is best to make an appointment whenever possible. Fenwick offers study tables every morning before school (7:30 am – 8:15 am) and every afternoon after school (3:15 pm—4:00 pm). Study Tables are monitored by a faculty member and are designed to give students a quiet place to complete work. Students achieving at or below a 77 (2.0) average will be required to attend one of the Academic Support programs available.

### Summer School

Ordinarily, students may not take required courses in summer school or online classes unless they have failed the course during the regular school year (the failing grade is counted in the GPA).

Students who take a summer school course may have credit from any accredited high school program transferred to Fenwick. Summer school and online courses provide students with the opportunity to take enrichment courses, improve achievement, develop skills, and recover credit in courses that were failed or only partially completed.

If a student wishes to recover credit through private tutoring, the tutor must be a state-certified teacher. An independent study contract must be arranged by the assistant principal.

Summer school courses (enrichment or remedial, including PE) or any make-up courses are not averaged in the GPA. **Credit** is awarded for a successful recovery course, but the grade is not included in the GPA.

### Selection of the Curriculum and Instructional Material

The school recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials. ***The school does not permit any individual or group to exercise censorship over instructional materials and library collections.*** Criticism of a book or other materials used at Bishop Fenwick may be expected from time to time. In such instances, *the parent(s) need to address their concern with the teacher first in resolving the issue(s)*. Parent(s) can then address the issue(s) with the Administration if the issue(s) have not been resolved.

### International Students

International students enrolled at Bishop Fenwick High School will be classified as either Cultural Enrichment students or Diploma Seeking.

*Cultural Enrichment* students may be enrolled at Bishop Fenwick High School for a maximum of one academic year. Upon completion of that year, they will receive a Certificate of Attendance. These students will not be accepted mid-year and are responsible for all tuition and fees. Cultural Enrichment students may receive a grade of a Pass/Fail at the teacher's discretion.

*Diploma Seeking* students enrolled at Bishop Fenwick High School must be proficient in speaking, writing, and reading English. They must attend Fenwick for a minimum of two years and are responsible for all required academic standards, graduation requirements, tuition, and fees. These students will not be accepted mid-year and all grades will be reported as a letter grade – a grade of Pass/Fail is not an option for a Diploma Seeking student.

## NCAA REQUIREMENTS Academic-Eligibility Requirements

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

### Division I

If you want to participate in Division I athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school;
- Complete these **16** core courses (**10** core courses to be completed prior to seventh semester):
  - 4 years of English
  - 3 years of math (algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science if offered by your high school)
  - 1 extra year of English, math, or natural or physical science
  - 2 years of social science
  - 4 years of extra core courses (from any category above, or world languages, non-doctrinal religion or philosophy)
- Earn a minimum required grade-point average in your core courses; and
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale

### Division II

If you want to participate in athletics Division II or receive an athletics scholarship during your first year, you must:

- Graduate from high school;
- Complete these **16** core courses:
  - 3 years of English
  - 2 years of math (algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science if offered by your high school)
  - 3 additional years of English, math, or natural or physical science
  - 2 years of social science
  - 4 years of additional core courses (from any category above, or world languages, non-doctrinal religion or philosophy);
- Earn a minimum required grade-point average in your core courses; and
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale

## NCAA Approved Courses

*As of 1/31/18*

World Religion	Psychology II	CCP Chemistry I
English 9	AP Psychology	Geology
English I	Archaeology	Botany/Zoology
Honor English I	Algebra 9	Physics
English 10	Algebra I	Physiology
English II	Acc Algebra I	Microbiology
Honor English II	Geometry 10	AP Biology
English 11	Geometry	AP Physics
English III	Honor Geometry	Spanish A/B
Honor English III	Algebra II	Spanish I
English 12	Honor Algebra II	Acc Spanish I
English IV	Pre Calculus	French I
AP English IV	Honor Pre Calculus	Latin I
Creative Writing	Calculus	Spanish C/D
Journalism	AP Calculus	Spanish II
Mystery Lit	Advanced Alg and Trig	Acc Spanish II
Public Speaking	College Alg and Trig	French II
World Geography	Finite Math	Latin II
Economics	Statistics	Spanish III
World History	Biology 9	Honor Spanish III
AP World History	Biology I	Honor French III
US History	Honor Biology	Honor Latin III
AP US History	Physical Science 10	Honor Spanish IV
Government	Physical Science I	AP Spanish IV
AP Government	Honor Physical Science	Honor French IV
Cont. American Issues	Chemistry 11	Honor Latin IV
Psychology	Chemistry I	

# RELIGION DEPARTMENT

**Bishop Fenwick High School follows the  
Archdiocesan High School Religion Graded Course of Study.**

**FRESHMEN will take Hebrew Scriptures for  
one semester and Christian Scriptures for one semester.**

*Freshmen are required to participate in four service projects.*

**HEBREW SCRIPTURES (#1011) / CHRISTIAN SCRIPTURES (#1012)**

**Grade 9**

**Two semesters = 1 credit**

“Hebrew Scriptures”

*This course is an introduction to the study of Scripture and an overview of the Hebrew Scriptures. Students will be introduced to the contextual approach to interpreting the Scriptures. They will examine the history of the Hebrew people, the essential stories of faith in Scripture, and the lessons of faith that Jews and Christians continue to learn from living the tradition of the Hebrew Scriptures.*

“Christian Scriptures”

*This course will focus on the person of Jesus as fully God and fully Man who shows us the Father and redeems us. They will also look at the Christian Scriptures (New Testament) considering its origin and purpose and examining its meaning for Christians today. Students will continue the contextual approach to interpreting Scriptures.*

**SOPHOMORES will take The Catholic Church for  
one semester and Sacraments for one semester.**

*Sophomores are required to complete 4 service hours each quarter.*

**THE CATHOLIC CHURCH (#1021) / SACRAMENTS (#1022)**

**Grade 10**

**Two semesters = 1 credit**

“The Catholic Church”

*This course explores the origin and mission of the Catholic Church. Students will explore the Church’s ongoing efforts to gather all People of God through Ecumenism. Students will reflect on their role in the Catholic Church and gain a deeper understanding of the Catholic Church as a means to encountering Jesus.*

“Sacraments”

*This course explores the Sacraments as gift from God and a means of encountering Christ today. Students will gain and understanding of the spiritual meaning of each Sacrament and the symbols used to show that meaning.*

**JUNIORS will take Morality for one semester and  
Christian Lifestyles for one semester.**

*Juniors are required to complete 6 hours of service each quarter.*

**MORALITY (#1031) / CHRISTIAN LIFESTYLES (#1034)**

**Grade 11**

**Two semesters = 1 credit**

“Morality”

*This course uses the gifts of Sacred Scripture, Living Tradition, and Natural Law to explore why Catholic Morality is a lifelong pursuit of converting our will’s to Christ’s. Students will reflect on key moral questions within their own lives and explore a variety of moral issues confronting our society.*

“Christian Lifestyles”

*This course provides students with the opportunity to explore the vocations of single life, married life, religious life, and ordained ministry. The focus is on developing a realistic and positive understanding of the issues relevant to each lifestyle choice in the context of faith. Much of the course will be looked at through the lens of Saint Pope John Paul II’s Theology of the Body.*

**SENIORS will take Peace & Justice for one semester.  
For the other semester, seniors will choose between  
World Religions OR Prayer & Spirituality.**

*Seniors are required to complete 6 hours of service each quarter.*

**PEACE & JUSTICE (#1032)**

**Grade 12**

**One semester = 1/2 credit**

*This course introduces students to the Catholic Church’s social teaching. In this course, students learn how Christ’s concern for others, especially the poor and needy, is present today in the Church’s social teaching and mission. Students will explore and evaluate different kinds of injustice in the world and explain how the Gospel message can bring about justice in the world.*

**WORLD RELIGIONS (#1042)**

**Grade 12**

**One semester = 1/2 credit**

*This course will explore the ways in which the Catholic Church relates to non-Catholic Christians as well as the other religions of the world. Building on the foundation that Christ established the Church and entrusted to her God’s revelation, this course is intended to help students recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and non-Christian religions. It is also intended to help them recognize the ways in which other systems of belief and practice differ from the Catholic faith.*

**PRAYER & SPIRITUALITY (#1043)**

**Grade 12**

**One semester = 1/2 credit**

*This course will examine how prayer has been understood and practiced throughout the tradition of Catholic Christianity. This course explores the Scriptural roots of prayer, prayer lives of particular saints, and different Catholic prayer traditions. Prayer will be studied as an essential means to growth in self-knowledge, one’s relationship to God, and strengthening believers to bring gospel-centered values into our world as a disciple of Christ. The course will include a variety of prayer experiences incorporating prayers from Catholic traditions such as personal prayer, communal prayer, and praying with Scripture.*

## **RELIGION ELECTIVES**

### **PASTORAL THEOLOGY (#1046)**

**Grade 12** \*Class size limit is set at 20

**One semester = 1/2 credit**

**Prerequisite: Minimum grade of 85% in Christian Lifestyles**

*This course is designed for students who are drawn to positions of leadership, both in the community here at Fenwick and beyond. We will explore foundational theological truths of the Catholic faith and examine how these intersect with real-world experiences of servant leadership. Though this course is not directly connected to any extra-curricular leadership positions, the content we cover will strengthen student's pastoral and ministerial skills.*

### **Christian Environmental Ethics (#1052)**

**Grade 12** \*Class size limit is set at 20

**One semester = 1/2 credit**

**Prerequisite: Minimum grade of 85% in Morality**

*Christian Environmental Ethics (CEE) is concerned with Christian approaches to moral reasoning about life in the Anthropocene and human responsibility for our common home. We will investigate a variety of styles of reasoning about these issues and the duty of humans to address them with particular attention to sources that shape the Christian life and story. We will investigate the Christian doctrines of creation, incarnation, and redemption and how these doctrines shape the ways Christians describe the creation itself, care for the creation, damage to the creation, and human responsibility for the creation.*

# ENGLISH DEPARTMENT

## **ENGLISH 9 A&B (#1111 & 1112)**

**Grade 9**

**Two semesters = 1 credit**

**Prerequisite: Students are placed according to standardized test scores (High School Placement Test), eighth grade language arts scores, and teacher recommendation.**

*This course is designed as a fundamental approach to all phases of first-year English. Areas of concentration include composition, reading comprehension, grammar skills, and literature. Literature is taught in the general genre approach with units on the short story, the novel, drama, and poetry. Reading material is chosen to develop basic reading skills with the appropriate maturity level for freshmen in mind. Reading lists will be provided on course syllabus.*

## **ENGLISH I A&B (#1113 & 1114)**

**Grade 9**

**Two semesters = 1 credit**

**Prerequisite: Students are placed according to standardized test scores (High School Placement Test), eighth grade language arts scores, and teacher recommendation.**

*This course focuses on the study of communication and literary skills. Basic grammatical structure, sentence and paragraph development, the writing of short essays, vocabulary development, and a variety of literary genres are the basis of the first-year course. Poetry, the short story, the novel, and drama are the vehicles through which writing and literary skills are taught. Reading material is chosen to develop basic reading and analytic skills with the appropriate maturity level for freshmen in mind. Reading lists are generally available on the Fenwick website in the mid-summer prior to the beginning of the school year.*

## **HONORS ENGLISH I A&B (#1115 & 1116)**

**Grade 9**

**Two semesters = 1 credit**

**Prerequisite: Students are placed according to standardized test scores (High School Placement Test), eighth grade language arts scores, and teacher recommendation.**

*The content and objectives of this course are similar in nature to those of English I. Higher standards prevail for writing and reading; there is also a greater focus on literary analysis rather than simple comprehension and basic analysis. Reading material is chosen to develop basic analytic skills with the appropriate maturity level for freshmen in mind. Reading lists will be provided on course syllabus.*

## **ENGLISH 10 A&B (#1121 & 1122)**

**Grade 10**

**Two semesters = 1 credit**

**Prerequisite: Students are placed according to performance during freshmen year including grades and teacher recommendation.**

*This course is designed as a fundamental approach to all phases of sophomore English with the intent of strengthening students' abilities in the area of reading and writing and grammar. Areas of concentration include composition, reading comprehension, grammar skills, and literature. The literature focus for the sophomore year is World/British literature. Reading material is chosen to develop more advanced reading skills and basic analytic skills with the appropriate maturity level for sophomores in mind. Reading lists will be provided on course syllabus.*

## **ENGLISH II A&B (#1123 & 1124)**

**Grade 10**

**Two semesters = 1 credit**

**Prerequisite: Students are placed according to performance during freshmen year including grades and teacher recommendation.**

*This course includes a chronological survey of World/British literature beginning with world mythology and ending with 20th century authors. Special attention is given to writing expanded essays and a research paper as well as vocabulary development and preparation for post-secondary education. Reading lists will be provided on course syllabus.*



## **HONORS ENGLISH II A&B (#1125 & 1126)**

**Grade 10**

**Two semesters = 1 credit**

**Prerequisite: Minimum 85% in Honor English I OR 93% in English I**

*This course is similar in content to English II but has a greater emphasis on analysis and critical thinking and writing. Activities are designed to encourage writing, editing, and revision of one's work. Reading material is chosen to develop more advanced analytic skills with the appropriate maturity level for sophomores in mind. Reading lists will be provided on course syllabus.*

## **ENGLISH 11 A&B (#1131 & 1132)**

**Grade 11**

**Two semesters = 1 credit**

**Prerequisite: Students are placed according to performance during sophomore year including grades and teacher recommendation.**

*This course is designed to help students develop greater reading comprehension through readings in American Literature and practical writing and research skills needed for post-secondary education. Reading lists will be provided on course syllabus.*

## **ENGLISH III A&B (#1133 & 1134)**

**Grade 11**

**Two semesters = 1 credit**

**Prerequisite: Students are placed according to performance during sophomore year including grades and teacher recommendation.**

*This course includes a chronological survey of American Literature beginning with colonial literature and ending with 20th century authors. Special attention is given to writing expanded essays and a research paper as well as vocabulary development and preparation for post-secondary education. Reading lists will be provided on course syllabus.*

## **HONORS ENGLISH III A&B (#1135 & 1136)**

**Grade 11**

**Two semesters = 1 credit**

**Prerequisite: Minimum 85% in Honor English II OR 93% in English II**

*This course is similar in content to English III with a greater emphasis on critical analytic thinking and writing as well as background information and philosophy which gives historical relevance to the literature of the time. Special attention is given to writing expanded essays and a research paper as well as vocabulary development and preparation for post-secondary education. Reading lists will be provided on course syllabus.*

# **SENIOR ENGLISH**

Seniors students have the opportunity to choose the focus and type of literature on which their class is based. Each course combines literature and writing as in the English I, II, and III classes.

## **ENGLISH 12 A&B (#1141 & 1142)**

**Grade 12**

**Two semester = 1 credit**

**Prerequisite: Students are placed according to performance during junior year including grades and teacher recommendation.**

*This course is designed to help students develop greater reading comprehension through short readings in fiction and non-fiction with an emphasis on practical reading skills. This course incorporates process-based writing focused on developing effective communication and writing skills for real world situations. Students will develop writing proficiency necessary for success in writing extended prompt-response essays, self-selected topics, creative writing assignments.*

## **ENGLISH IV LITERATURE 3 A&B (#1176 & 1177)**

**Investigating Non-Fiction**

**Grade 12**

**Two semesters = 1 credit**

*This course offers students a new perspective on literature with a focus on non-fiction writing. Students will devote time to reading, analyzing, and understanding non-fiction as a form of literature very different from, but complimentary to, traditional fiction. Readings will be, but are not limited to, adventure, autobiography, biography, informational text, journalism, and sports writing. This course incorporates college preparatory writing tasks such as argumentation, cause/effect, evaluation, critique, and research with emphasis on mastery as the foundation for movement into to post-secondary coursework and college level writing.*

## **ENGLISH IV LITERATURE 4 A&B (#1178 & 1179)**

**Literature, Drama, and Film**

**Grade 12**

**Two semester = 1 credit**

*This course emphasizes reading and analyzing literature and drama with visualization in mind in the form of film. Students will compare literature that has already been translated into film with its film version and analyze the suitability of literature that does not already exist in a film version for transformation onto the screen. This course incorporates college preparatory writing tasks such as argumentation, cause/effect, evaluation, critique, and research with emphasis on mastery as the foundation for movement into to post-secondary coursework and college level writing.*

## **AP ENGLISH A&B (#1147 & 1148)**

**Grade 12**

**Two semesters = 1 credit**

**Prerequisite: Minimum 90% in Honor English III OR 95% in English III**

*This course fosters analytical thinking and carefully developed writing skills through the study of a wide range of classic literature. It is a college-level literature and writing course intended to prepare students for taking the AP English Literature and Composition Exam in May which can earn college credit or advances status in college English classes. Reading lists are generally available on the Fenwick website in the mid-summer prior to the beginning of the school year.*

***Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)***

## **COLLEGE CREDIT PLUS ENGLISH IV - COMPOSITION I (#1117)**

**Grade: 12**

**One semester = 1 credit**

**Prerequisite: Pre-enrollment as a student at Sinclair Community College (required ACT exam taken by February of the prior year or take the Accuplacer to show college readiness). Deadlines, established by the State of Ohio, will be communicated yearly at a mandatory CCP informational meeting.**

*Content in this class will be the same as the English Composition I at Sinclair College [ENG 1101 English Composition I]. Students enrolled in this class will earn one credit at Fenwick AND may earn three semester hours of collegiate credit. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair and register for the course before the start of the summer semester and before taking the course at Fenwick. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents.*

**In English Composition I** students learn reflective, analytical and argumentative writing strategies, incorporating sources and personal experience. Students will negotiate between public and private rhetorical situations and purposes to achieve academic literacy. They will write multiple drafts using a recursive writing process as they work toward fluence in style and mechanics.

## **English Electives**

### **CREATIVE WRITING (#1169)**

**Grades 10, 11, 12**

**One semester = 1/2 credit**

*This course will highlight traditional, though not specifically academic, forms of writing. With assignments ranging from creating original poems, letters, writing inspired by pictures and music, and a culminating project which involves writing and illustrating an original short children's story. The goal of the course is to experience an array of writing practices and styles which are not considered part of a traditional writing curriculum. Although the course involves many non-traditional styles, many of the skills and practices will be beneficial in academic settings.*

### **MYSTERY LITERATURE (#1163)**

**Grades 10, 11, 12**

**One semester = 1/2 credit**

*Mystery literature is a study of the development of the mystery genre of fiction from Edgar Allan Poe to the present. One quarter will be spent examining the development of the "detective" story through the study of short stories and film versions of longer works analyzing the development of the formula and its variations for the genre. The second quarter will be spent examining the development of the "tale of terror" with a focus on the psychological thriller and the intersection of the detective story and the "tale of terror."*

### **PUBLIC SPEAKING (#1170)**

**Grades 10, 11, 12** \*Class size limit is set at 24

**One semester = 1/2 credit**

**Prerequisite: English I**

*This course develops the confidence and basic skills necessary for effective public speaking. Students will be introduced to speech development via the delivery of traditional speeches, debate, and group presentations. Students will also be provided with the opportunity to develop resumes, interviewing skills, and "real-life" professional interviews.*

## **JOURNALISM A&B (#1190 & 1191)**

Technology Credit

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Permission of the instructor**

*This course will explore the history of Journalism and the role and impact that a free press has in a democratic society. Students will be exposed to the various types of both print and broadcast media, as well as publishers and producers of both forms of media. Special emphasis will be placed on the writing process as it applies to journalism and the various forms of writing that can be found in print media. The students will be required to learn positions held in each media form, as well as important technical terms and methodologies associated with each media form. Students will complete research, be required to learn journalism vocabulary and produce articles in various styles.*

## **PUBLICATIONS A&B (#1107 & 1108)**

Technology Credit

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Successful completion of Journalism A&B**

*This course will be a continuation of Journalism, in which students will take the methodologies learned and apply them to a real-world setting. Students work to complete three publications for the school in various media forms. The course will require students to produce The Talon or school newspaper, to work with the Communications Director as well as the Athletic office to promote the **FAST** program and promote the school academically through the Pre-Connect program. Over the course of the year, each student will work within each area, while at the same time, collaborate and share with the other two media outlets. The Talon will also feature, at times, articles presented by the Journalism class for publication.*

## **COLLEGE CREDIT PLUS COMPOSITION II (#1118)**

**Grade 12**

**Prerequisite: Completion of CCP Composition I; Pre-enrollment as a student at Sinclair Community College (required ACT exam taken by February of the prior year or take the Accuplacer to show college readiness). Deadlines, established by the State of Ohio, will be communicated yearly at a mandatory CCP informational meeting.**

*Content in this class will be the same as Composition II at Sinclair College [ENG 1201 English Composition II]. Students enrolled in this class will earn one credit at Fenwick AND may earn three semester hours of collegiate credit. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair and register for the course before the start of the summer semester and before taking the course at Fenwick. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents.*

**English Composition II** builds on the skills in English Composition I, developing rhetorical literacy through research, critical reading and multi-genre writing tasks. Through major and minor, cumulative and stand-alone assignments, students construct arguments and analyses, ethically incorporating academic sources while developing their own voices as writers and citizens.

# MATHEMATICS DEPARTMENT

## **ALGEBRA 9 A&B (#1201 & 1202)**

**Grade 9**

**Two semesters = 1 credit**

*Students will study the basics of Algebra, order of operations, linear equations, exponents, factoring, rational expressions, graphing linear equations and inequalities, systems of linear equations, and irrational numbers. Less emphasis will be placed on statistics and other applications than the Algebra I course.*

## **ALGEBRA 1 A&B (#1203 & 1204)**

**Grade 9**

**Two semesters = 1 credit**

**Prerequisite: Average performance on High School Placement exam and other standardized tests and 8th grade math**

*Students study real number properties applied to algebraic expressions and solve equations and inequalities. Other topics include polynomials, factoring, rational expressions, graphing, systems of equations, functions, inequalities in two variables, irrational numbers, quadratic formula, and statistics.*

## **ACCELERATED ALGEBRA 1 A&B (#1205 & 1206)**

**Grade 9**

**Two semesters = 1 credit**

**Prerequisite: Superior to above average performance on High School Placement exam and other standardized tests and certified Algebra 1 course at the elementary/middle school level. Student is encouraged to have a TI-Nspire CX CAS Calculator.**

**Incoming Freshmen must take a MATH placement test on Saturday, April 6, 2019.**

*Students study real number properties applied to algebraic expressions, solving equation and inequalities. Other topics include polynomials, factoring, rational expression, graphing, systems of equations, functions, two-variable inequalities, irrational numbers, quadratic formula, statistics and trigonometry. Students will focus on word problems and the application of the topics.*

## **HONORS GEOMETRY A&B (#1207 & 1208)**

**Grade 9**

**Two semesters = 1 credit**

**Prerequisite: Superior performance on the High School Placement exam and other standardized test with Algebra I course in 8th grade. Students are required to have TI-nspire CX CAS Calculator.**

**Incoming Freshmen must take a MATH placement test on Saturday, April 6, 2019.**

*Students will cover the entire Geometry curriculum during the three quarters of the year. Topics will include postulates, definitions and theorems of two-dimensional figures, angle relationships, parallel and perpendicular lines, polygons, reflections and composites of reflections, congruent and similar figures, perimeter, area, the Pythagorean Theorem, relationships with triangles, right triangle trigonometry, surface area and volume, circles. The Fourth Quarter of the class will switch to algebra topics and cover properties of real numbers, solving equations and inequalities, graphing, systems of equations, and quadratics.*

## **GEOMETRY 10 A&B (#1221 & 1222)**

**Grades 10**

**Two semesters = 1 credit**

**Prerequisite: Teacher recommendation**

*Students will study lines, angles, parallel and perpendicular lines, polygons, triangles, quadrilaterals, measurements of angles, segments, perimeter, area, surface area, and volume; congruence and similarity; and right triangle trigonometry. Less emphasis will be placed on formal proofs and coordinate geometry than the Geometry course.*

## **GEOMETRY A&B (#1223 & 1224)**

**Grades 10**

**Two semesters = 1 credit**

**Prerequisite: Algebra I or Accelerated Algebra I, with at least a 77 (C) average; teacher recommendation**

*Students study definitions, postulates and theorems of two-dimensional and three-dimensional Euclidean geometry. Topics include relationships between angles, parallel and perpendicular lines, polygons, reflections and composites of reflections. Other topics include congruent figures, similar figures, perimeter, area, surface area, volume, Pythagorean Theorem, coordinate geometry, right triangle trigonometry, constructions, and proofs.*

## **HONORS ALGEBRA 2 A&B (#1225 & 1226)**

**Grade 10**

**Two semesters = 1 credit**

**Prerequisite: Successful completion of Honors Geometry with 85 (B) average or better; teacher recommendation. Students are required to have a TI-nspire CX CAS Calculator.**

*Student will study rational functions, composition of functions, inverses, systems of equations, matrices, combinatorics, probability, statistics, Binomial Theorem, logarithms, exponents, and conic sections including their translations, and eccentricity.*

## **ALGEBRA 11 A&B (#1231 & 1232)**

**Grades 11**

**Two semesters = 1 credit**

**Prerequisite: teacher recommendation**

*Students will study the topics of real number operations, linear equations and inequalities, graphing, polynomials, exponents, factoring, rational expressions, radical equations, quadratic equations, exponential and logarithmic functions, and trigonometry. An emphasis will be placed on applications of the topics to a variety of fields of study.*

## **ALGEBRA 2 A&B (#1233 & 1234)**

**Grades 11**

**Two semesters = 1 credit**

**Prerequisite: Algebra I or Accelerated Algebra I, with at least a 77 (C) average; teacher recommendation**

*Students study real number operations; equations and inequalities; graphs, functions and variation; polynomials, exponents and factoring. Other topics may include rational expressions; irrational and complex numbers; radical equations; quadratic equations; quadratic graphs of systems of equations; conic sections; exponential and logarithmic functions; arithmetic and geometric series; triangle trigonometry, and matrices.*

## **ADVANCED ALGEBRA & TRIGONOMETRY A&B (#1235 & 1236)**

**Grades 11, 12; elective**

**Two semesters = 1 credit**

**Prerequisite: 1. Completion of Algebra 2 or Algebra 11 AND 2. Recommendation of teacher**

*Students consider problems of a more advanced nature than covered in Algebra 2. Topics include the Fundamental Theorem of Algebra, linear functions, rational roots, matrices, vectors, sequences and series, exponential functions, and conic sections. The Trigonometry portion of the class discusses radian measure, circular functions, graphs, the Law of Sines, Law of Cosines, and right triangle measures.*

## **COLLEGE ALGEBRA & TRIGONOMETRY A&B (#1253 & 1254)**

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisite: 1. Completion of Honors Algebra 2 OR Algebra 2 with at least a B (85%) AND 2. Recommendation of teacher**

*Students will study topics that include polynomials, rational expressions, functions (linear, quadratic and trigonometric), and theory of equations. The class is designed to prepare students to develop strong algebraic skills with expressions, equations and inequalities. The class is also designed to develop a general understanding of functions, their properties and graphs. Students will develop a knowledge base of a broad range of specific types of functions and their uses, including: polynomials; rational; logarithmic; exponential; and trigonometric functions.*

### **PRE-CALCULUS A&B (#1251 & 1252)**

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Completion of Honors Algebra 2 or both Geometry and Algebra 2 with an A (93) average in both courses; teacher recommendation**

*Students will study trigonometric functions and their inverses with respect to domain and range, graphing, solving equations, odd/even, cofunctions, solving right triangles, Law of Sines, Law of Cosines, and sum and difference, double angle and half angle, triangle area, as well as polar coordinates and complex numbers, vectors and their algebraic and geometric representations, exponents and logarithms, sequences and series, and several aspects of limits.*

### **HONORS PRE-CALCULUS A&B (#1255 & 1256)**

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Completion of Honors Algebra 2 with at least an 85 (B) average; teacher recommendation. Students are required to have a Ti-nspire CX CAS Calculator.**

*Students study the topics listed above in Pre-Calculus. It is the expectation that students will be able to solve problems of greater complexity and with a deeper analytical perspective so as to be prepared for AP Calculus.*

### **CALCULUS A&B (#1246 & 1247)**

**Grade 12**

**Two semesters = 1 credit**

**Prerequisite: Completion of Pre-Calculus course with at least a B (85) average; teacher recommendation. The TI-nspire CX CAS Calculator is recommended for this course.**

*Students will prepare for college-level calculus. Topics include limits, continuity, derivatives, and antiderivatives of functions. The course will focus on various applications of derivatives, include business and physics examples.*

### **AP CALCULUS A&B (#1257 & 1258)**

**Grade 12**

**Two semesters = 1 credit**

**Prerequisite: Completion of Honors Pre-Calculus course with at least a B (85) average; teacher recommendation. Students are required to have a TI-nspire CX CAS Calculator.**

*Students complete the **AB** syllabus of the Advanced Placement Program. Topics include limits, continuity, derivatives and antiderivatives of elementary and transcendental functions, applications of derivatives, techniques of integration, applications of definite integrals, and differential equations.*

***Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)***

### **STATISTICS A&B (#1271 & 1272)**

**Grades 11, 12; elective**

**Two semesters = 1 credit**

**Prerequisite: Algebra 2 or 11 and teacher recommendation.**

*Students will explore statistics through a series of calculator-based activities. Topics include: sampling, validating and interpretive data; measures of central tendency and dispersion; confidence intervals; and regression methods.*

### **FINITE MATHEMATICS A&B (#1273 & 1274)**

**Grades 11, 12; elective**

**Two semesters = 1 credit**

**Prerequisite: Algebra 1**

*This course is designed for students who want to explore applications of a variety of mathematical topics as they relate to the fields of business, economics, social science, life science, and others. Topics will include: methods of conducting elections; fair division of property; population growth; traveling salesman-type problems, mazes and routings; game theory and simulations; savings, loans and annuities.*

**AP STATISTICS A & B (#1275 & 1276)**

**Grades 11, 12;** \*Class size limit of 24

**Two semesters = 1 credit**

**Prerequisite: Completion of Algebra 2 course or higher with at least a B (85) average; teacher recommendation**

*This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.*

***Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)***



# SCIENCE DEPARTMENT

## **BIOLOGY 9 A&B (#1311 & 1312)**

**Grade 9**

**Two semesters = 1 credit**

**Criteria: Placement based upon standardized placement test scores and teacher recommendation.**

*This class covers the same curriculum as Biology I (#1313/#1314). Biology 9 is designed for the student who can benefit from alternative teaching methodologies and whose basic scientific skills need strengthening. The curriculum includes: scientific method and measuring, cell structure, function and processes, evolution, genetics, and ecology. Laboratory, inquiry and critical thinking skills will be developed.*

## **BIOLOGY I A&B (#1313 & 1314)**

**Grade 9**

**Two semesters = 1 credit**

**Criteria: Enrollment is based upon average and above average placement test scores in mathematics and reading.**

*Biology is a life science course designed to develop the student's organization and thinking skills. Emphasis in this class will be on lab skills, mathematical skills, critical thinking skills and inquiry skills. The course curriculum includes: scientific method and measuring, cell structure, function and processes, evolution, genetics and ecology. This class requires a solid foundation in mathematics with above average reading and writing ability. Biology students will normally move on to Physical Science.*

## **HONORS BIOLOGY A&B (#1315 & 1316)**

**Grade 9**

**Two semesters = 1 credit**

**Prerequisites: 1) Selection by a committee of teachers based upon high achievement on High School Placement test in Math and Reading; 2) Completion of required summer work.**

*Students entering the honors science program should have a serious interest in the sciences. This class is designed to be a pre-AP Biology course. Students entering this program must be self-motivated to complete self-directed, independent work and have excellent study and analytical skills. Honors Biology has a laboratory-based curriculum that includes topics in The Science of Biology, Organic Chemistry, Ecology, Genetics, Evolution, and Structure vs. Function with a focus on plant and animal structure. Students will be expected to bring together ideas and information from several different areas. An integral part of the curriculum will be quarterly projects that will include laboratory and research work. **A research project will be part of the grade. Summer work is required for this class.***

## **PHYSICAL SCIENCE 10 A&B (#1321 & 1322)**

**Grade 10**

**Two semesters = 1 credit**

**Criteria: Placement based on teacher recommendation**

*This class covers the same curriculum as Physical Science I (#1323/#1324). Laboratory, inquiry and critical thinking skills will be developed. Topics that are covered include: creation, interpretation, and analysis of graphs; matter and energy, motion, velocity, and acceleration; forces, kinetic and potential energy transformations.*

## **PHYSICAL SCIENCE I A&B (#1323 & 1324)**

**Grade 10**

**Two semesters = 1 credit**

**Prerequisites: 1) 80 (C) average in Biology I; 2) 80 (C) average or better in Algebra I or Accelerated Algebra I or equivalent; 3) Recommendation of current science and math teachers**

*In Physical Science, students will learn about the concepts involved in forces, motion, and several types of energy. The course is built around lab situations in which student's actively gathering data and then interprets that data as it applies to forces, motion, and energy. Students are required to have a good foundation in algebra, as the graph interpretations involve mathematical skills. Therefore, placement into this class is not only dependent upon science skills, but also on math skills. Topics that are covered include: creation, interpretation, and analysis of graphs; motion, velocity, and acceleration; forces, kinetic and potential energy transformations.*

## **HONORS PHYSICAL SCIENCE A&B (#1325 & 1326)**

**Grade 10**

**Two semesters = 1 credit**

**Prerequisites:** 1) 85 (B) average or better in Honors Biology or 93 (A) average in Biology I; 2) 85 (B) or better in Honors Geometry OR 93 (A) in Accelerated Algebra I; 3) Concurrently in Honors Algebra 2 or dual enrollment in Geometry AND Algebra 2; 4) Recommendation of current science and math teachers; 5) Completion of required summer work.

*This course is equivalent to a physics level course that addresses the concepts of forces, motion, energy, matter, and basic chemistry. At the Honors level, students are required to have a working knowledge of graphical analysis and a sound understanding of algebra. Students will utilize hand-on activities and labs in order to investigate the principles of motion, forces, mechanical energy, thermal energy and phase changes, and chemical changes. Being an honors level class, student will experience a faster pace in the class, a more detailed depth of content coverage, and higher expectations in their work and math skills. Students are encouraged to take AP Physics 1 their junior or senior year in order to enhance their physics background.*

**Summer work is required for this class.**

**A research project will be required for this class**

## **CHEMISTRY 11 A&B (#1330 & 1331)**

**Grade 11**

**Two semesters = 1 credit**

*Chemistry 11 is less dependent on math skills and follows same areas of study as Chemistry I.*

## **CHEMISTRY I A&B (#1332 & 1334)**

**Grade 11**

**Two semesters - 1 credit**

**Prerequisites:** 1) 80 or better in current science class; 2) 80 or better in Algebra 1  
3) Concurrently enrolled in, or has completed Algebra 2; 4) Recommendation of current science and math teacher

*In theoretical chemistry the properties and behavior of matter is stressed. The topics include physical and chemical properties of substances, atomic structure, periodic law, formulas, equations, stoichiometry, solutions, acids and bases, and titration. Labs accompany topic areas. Emphasis is placed on recognizing patterns and relationships that occur in chemistry. Students must have a strong background in mathematics (particularly algebra) because major emphasis is placed on theory and problem solving.*

## **COLLEGE CREDIT PLUS CHEMISTRY I A&B (#1368 & 1369)**

**Grade: 11, 12**

**Two semesters = 1 credit**

**Prerequisite:** 1) 85 (B) or better in Honors Biology and Honors Physical Science or 93 (A) in Biology I and Physical Science I or 85 (B) or better in Chemistry 1; 2) 85 (B) or better in Honors Algebra 2 or 93 (A) in Algebra 1 and Geometry; 3) Concurrently enrolled in or have taken Honors Pre-Calculus or Pre-Calculus 4) Recommendation of current science teacher 5) pre-enrollment as a student at Sinclair Community College (required ACT exam taken by February of the prior year or take the Accuplacer to show college readiness). Deadlines, established by the State of Ohio, will be communicated yearly at a mandatory CCP Informational meeting.

*CCP Chemistry I A & B is a laboratory based, college class. Content in this class will be the same as the first course for Chemistry Majors at Sinclair Community College [CHE 1211 General Chemistry I, CHE 1251 Lab for General Chemistry I]. Sinclair students enrolled in this class will earn credit at Fenwick AND may earn 5 semester hours collegiate chemistry credits. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair Community College and register for the course before the start of the summer semester and before taking the course at Fenwick. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents*

## **COLLEGE CREDIT PLUS CHEMISTRY II A&B (#1370 & 1371)**

**Grades: 12**

**Two semesters = 1 credit**

**Prerequisites: 1) Successful complete of College Credit Plus Chemistry I, A and B AND 2) to earn college credits, pre-enrollment as a student at Sinclair Community College. Deadlines, established by the State of Ohio, will be communicated yearly at a mandatory CCP Informational meeting.**

*CCP Chemistry II A & B is a laboratory based, college class. Content in this class will be the same as the second semester course for Chemistry Majors at Sinclair Community College [CHE 1221 General Chemistry II, CHE 1261, Lab for General Chemistry II]. Students enrolled in this class will earn credit at Fenwick AND may earn 5 semester hours collegiate chemistry credits. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair Community College, and register for the course before the start of the summer semester and before taking the course at Fenwick. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents.*

## **PHYSICS A&B (#1343 & 1344)**

**Grade 12**

**Two semesters = 1 credit**

**Prerequisites: 1) 80 average in previous science and math classes; 2) Recommendation of the science and math teachers; 3) Concurrently enrolled in, or have taken at least College Alg & Trig**

*Students planning careers in physical sciences, mathematics, medicine or computer technology are encouraged to take this course. This course puts significant emphasis on mathematical computation in supporting problem exercises. The topics covered are: mechanics (including force, motion, work, power, energy), gravity, electricity, waves and sound, light, and optics. Laboratory experiments, with emphasis on critical thinking, accompany these topics. Theory is introduced and emphasis is on problem solving in each area. Enrollment may be limited in this class.*

## **AP PHYSICS 1 (#1347 & 1348)**

**Grades 12**

**Two semesters = 1 credit**

**Prerequisites: 1) Permission of instructor; 2) Grade of 85 or higher in CCP Chemistry I or a 93 in Chemistry I; 3) Concurrently enrolled in, or have taken Calculus, Honors Pre-Calculus or Pre-Calculus; 4) Recommendation of current science and math teachers; 5) Completion of required summer work**

*AP Physics 1 is equivalent to an introductory college course that serves as a foundation in physics for students wishing to enter into the fields of science or engineering. The course is focused on intensive studies of Newtonian mechanics and electricity/magnetism. A laboratory component reinforces concepts with a hands-on experience. Students are expected to be independent learners and have a basic mastery of mechanics through previous courses. Students must have strong reasoning and math skills (algebra and trigonometry). Students should take AP Physics 1 concurrent with Pre-Calculus and/or AP Calculus.*

**Summer work is required for this class.**

**Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)**

## **BOTANY/ZOOLOGY A&B (#1353 & 1354)**

**Grades 10, 11, 12 \*Class size limited to 24**

**Two semesters = 1 credit**

**Prerequisite: 1) Successful completion of previous science classes; 2) Teacher recommendation; 3) Sophomores and juniors must have concurrent enrollment in Honors Physical Science, Physical Science I, Chemistry I or CCP Chemistry 4) Priority will be given to seniors**

*Botany/Zoology is offered for students wishing to complete a detailed study of the six kingdoms. In the first quarter the curriculum includes origin of life and an overview of evolution and classification. In the second quarter, students study viruses including a unit on AIDS and the Archaeobacteria, Eubacteria, Fungi and Protista kingdoms. During the third quarter a detailed study of the Animal kingdom is completed. During the fourth quarter, students study ecology and the Plant kingdom. **Dissections of representative organisms from each of the major animal phyla are completed throughout the course.** A major laboratory project is completed during the second semester of this course.*

## **PHYSIOLOGY A&B (#1373 & 1374)**

**Grade 12**

**Two semesters = 1 credit**

**Prerequisite: 1) 80 average or better in ALL previous science classes; 2) Successful completion of Chemistry I; 3) Recommendation of current science teacher**

*Physiology is an upper level science course that is designed to provide students with a survey of the basic **physiological and anatomical concepts of the human body**. This class is intended for students who don't necessarily meet the requirements for AP Biology, yet still want to participate in a challenging curriculum that focuses on the human body. Chemistry and biochemistry are an important part of this class. Students are expected to be motivated learners and be able to handle a fair amount of work outside of the class. A major research project is conducted during the second semester of this course. Physiology is a lab science. The lab portion of this class will be centered on the anatomy of the body; therefore, **students will participate in multiple dissections, including the dissection of a cat**. This class is recommended for those who are seriously interested in pursuing a health career.*

## **AP BIOLOGY A&B (#1387 & 1388)**

**Grade 12**

**Two semesters = 1 credit**

**Prerequisites: 1) 85% final average or higher in Honors Biology or 93% final average or higher in Biology I; 2) 85% final average or higher in Honors Chemistry or 93% final average or higher in Chemistry I; 3) Permission of Biology and Chemistry teachers; 4) Completion of summer work**

*AP Biology is equivalent to two semester introductory college course that serves as a foundation in Biology for students wishing to enter into life science study in college. The course is focused on intensive studies of cellular structure, cellular chemistry, genetics and information transfer, evolution and the interactions of biological systems. A laboratory component reinforces concepts with a hands-on experience. Students are expected to be independent learners and have a mastery of biological and chemical background knowledge through previous courses. Students who take an AP Biology course will also 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.*

**Summer work is required for this class.**

**Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)**

## **GEOLOGY A&B (#1380 & 1381)**

**Grades 10, 11, 12**

**Two Semesters = 1 credit**

**Prerequisites: 1) Successful completion of previous science classes; 2) Sophomores and juniors must have concurrent enrollment in Honors Physical Science, Physical Science I, Chemistry I or CCP Chemistry 3) Priority given to seniors**

*This lab-based class is designed for students interested in expanding their knowledge of the Earth and Earth processes. Geology builds heavily on students' background knowledge from Physical Science and the beginning of Chemistry. Topic covered will include: formation and history of the Earth, composition of the Earth, Plate tectonics, Bowen's reaction series, meteorology, and astronomy. This course will also touch upon other topics that influence or are influenced by the geology of the Earth.*

## **MICROBIOLOGY (#1398)**

**Grades 10, 11, 12**

**One semester = .5 credit**

**Prerequisites: 1) 80 average or better in ALL previous science classes; 2) Teacher recommendation; 3) Sophomores and juniors must have concurrent enrollment in Honors Physical Science, Physical Science I, Chemistry I or CCP Chemistry 4) Priority will be given to seniors**

*Microbiology is an upper level, lab-based science class. Microbiology is offered for students wishing to complete a detailed study of the microscopic organisms in each kingdom. Topics included in this class include the evolution of microorganisms, the anatomy and physiology of organisms, the ecological and economic impacts microorganisms have on humans, other organisms, and the earth. Disease, disease transmission, the importance of vaccinations, and the human immune system will also be covered.*

# SOCIAL STUDIES DEPARTMENT

## **WORLD GEOGRAPHY 9 (#1406)**

**Grade 9**

**One semester = 1/2 credit**

*This class covers the same curriculum as World Geography. World Geography 9 is designed as a fundamental approach to geography. The course is structured for the student who can benefit from alternative teaching methodologies.*

## **WORLD GEOGRAPHY (#1407)**

**Grade 9**

**One semester = 1/2 credit**

*In this course, students will examine the world's regions, countries, and important global issues. They will study the various cultures around the world. Students will also explore how places change over time and how people around the world have caused changes to occur.*

## **WORLD HISTORY A&B (#1413 & 1414)**

**Grade 10**

**Two semesters = 1 credit**

*World History stresses the progress of Western civilization from the Enlightenment to the modern era. Also included in the course of study are units on African history and Asiatic history. The end of the course stresses the relationship between the United States and the Soviet Union/Russia in the post-World War II era.*

## **AP WORLD HISTORY A&B (#1457 & 1458)**

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Students need a grade of 93 in freshmen level Social Studies courses and English and recommendation by current Social Studies teacher**

*This AP World History course is designed for any 10th, 11th, or 12th grade student willing to accept the heavy reading and writing curriculum in a rigorous college level environment. This course will cover from 8000 B.C.E. up to the present and will be based on the 5 overarching themes as outlined in the AP World History Course Description.*

***Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)***

## **US HISTORY A&B (#1427 & 1428)**

**Grade 11**

**Two semesters = 1 credit**

*The emphasis is on understanding how the culture of an era affected events, on why events happened rather than simply what happened, and what makes us uniquely American. Chronologically the course will cover 1877 to present.*

## **AP US HISTORY A&B (#1437 & 1438)**

**Grade 11**

**Two semesters = 1 credit**

**Prerequisite: Recommendation by the Social Studies and English departments.**

*This course follows the syllabus of the Advanced Placement program for United States History. This AP US History course is designed for any 11th grade student willing to accept the heavy reading and writing curriculum in a rigorous college level environment.*

***Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)***

## **GOVERNMENT (#1443)**

**Grade 12**

**One semester = 1/2 credit**

*The study of government begins with the philosophy of government. The next step explores the rights and responsibilities of citizenship. This is accomplished through a thorough reading of the Constitution which includes a detailed study of each branch of government. The course concludes by examining how citizens can participate in Government through political parties, the electoral process, mass media, expression of public opinion, and participation in interest groups.*

## **AP US GOVERNMENT & POLITICS A&B (#1447 & 1448)**

**Grade 12**

**Two semesters = 1 credit**

**Prerequisite: 1) Successful completion of AP US History OR grade of 85 (B) in US History AND 2)**

**Recommendation of the Social Studies teacher**

*This course follows the syllabus of the Advanced Placement Program for United States Government and Politics. This AP Government course is designed for any 12th grade student willing to accept the heavy reading and writing curriculum in a rigorous college level environment.*

**Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)**

## **US HISTORY ON FILM (#1402)**

**Grades 10, 11, 12**

**One Semester = .5 credit**

**No prerequisites**

*Course will cover US history as depicted in movies. Beginning with the plight of the colonists, students will be introduced to an era of history as a background before viewing a Hollywood-made film. Discussion of the context and content of the film follows each.*

## **WORLD HISTORY ON FILM (#1404)**

**Grades 10, 11, 12**

**One Semester = .5 credit**

**No prerequisites**

*This course is a deep dive into Historiography. History is seeing the past through the eyes of today. The main task of the historian/historiographer is not to record facts, but to interpret and evaluate them. History is the selection, arrangement, and interpretation of facts for the purpose of telling "how it really was." This course examines Hollywood feature films and historical dramas as world historical evidence. Students view movies on various topics and participate in discussions, write essays, and complete assignments comparing that film evidence to information in more traditional sources, such as articles, film reviews and critical commentaries.*

## **ANCIENT and CLASSICAL HISTORY (#1430)**

**Grades 10, 11, 12**

**One Semester = .5 credit**

**No prerequisites**

*Ancient and Classical History is recommended to any student who is interested in human transition from the dawn of civilization to the Roman Empire and other classical civilizations in China, the Middle East, India, and Latin America. An analysis of political, economic, social, spiritual, and intellectual development through the centuries will provide a foundation for critical understanding and appreciation of the inherent values of both western and eastern civilizations and their impact upon the modern world. Throughout the course of study, students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. Students investigate the problematic nature of evidence and pose increasingly complex questions about the past. They use their skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses.*

### **AMERICAN COURTS and LEGAL PROCEDURE (#1454)**

**Grades 10, 11, 12**

**One semester = 1/2 credit**

*In this course students will learn the basics of the American court and legal systems, U.S. constitutional law, as well as the fundamentals of American court procedure. In January, students will take part in the Ohio Mock Trial competition sponsored by the Ohio Center for Law Related Education. This competition helps students not only learn these elements of law and the court system, but also sharpen their public speaking skills, learn to think and react quickly and see arguments from multiple viewpoints. This will be a first semester class, with some after school practice required in January prior to completion.*

### **CONTEMPORARY AMERICAN ISSUES (#1461)**

**Grades 10, 11, 12**

**One semester = 1/2 credit**

*This course deals with news, primarily the national news. Through various media - newspapers, magazines, radio and television - the students will learn the facts of various issues in the news and how to formulate their own opinions.*

### **PSYCHOLOGY (#1471)**

**Grades 11, 12**

**One semester = 1/2 credit**

*Psychology is designed to provide students with an introduction into the field of psychology so that they will be more prepared for entry into college level psychology courses. The course of study includes material on the beginning of psychology as a science, developmental psychology, dreams, and conditioning.*

### **PSYCHOLOGY II (#1472)**

**Grades 11, 12**

**One semester = 1/2 credit**

*An in depth look at different topics in Psychology. The course is intended to be more challenging, building on Introduction to Psychology. It is also designed to prepare students for college level Psychology.*

### **AP PSYCHOLOGY A&B (#1477 & 1478)**

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Recommendation by the Social Studies and English departments.**

*The AP Psychology course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This AP Psychology course is designed for any 11th or 12th grade student willing to accept the heavy reading and writing curriculum in a rigorous college level environment.*

***Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)***

### **ARCHAEOLOGY (#1403)**

**Grades 10, 11, 12**

**One Semester = 1/2 credit**

**No Prerequisites**

*This elective course will be a survey of archaeological techniques including data collection, dating, analysis and interpretation using significant sites from around the world. Students will begin with a historical overview of the discipline and trace major changes in theory and technique to current practice. The end of the course will be an examination of the career possibilities and ethics of archaeology.*

**COLLEGE CREDIT PLUS INTRO TO CULTURAL ANTHROPOLOGY (#1492)**

**Grade: 11, 12**

**One semester = 1 credit**

**Prerequisite: Pre-enrollment as a student at Sinclair Community College (required ACT exam taken by February of the prior year or take the Accuplacer to show college readiness). Deadlines, established by the State of Ohio, will be communicated yearly at a mandatory CCP Information meeting.**

*This course is an examination of what is meant by culture and a review of the various theories and methods in Cultural Anthropology. It includes a comparison of the similarities and differences among world cultures as well as comparative analysis of family organization, religious beliefs, educational systems, economics and governmental systems.*

*CCP Intro to Cultural Anthropology is a college class. Content in this class will be the same as the Introduction to Cultural Anthropology at Sinclair College [SOC 1145 Introduction to Cultural Anthropology]. Students enrolled in this class will earn credit at Fenwick AND may earn 3 semester hours collegiate credit. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair and register for the course before the start of the summer semester and before taking the course at Fenwick. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents.*



# WORLD LANGUAGES DEPARTMENT

Recognizing the need for students of the 21st century to be prepared for a global society the world languages department offers an opportunity to not only learn the language but to engage in the cultures from which they come. In each of the world languages we offer, students will actively collaborate with fellow students, teachers and technology to maximize the foreign language learning experience. Although a student is only required to complete two years of a foreign language we strongly encourage students to take 3-4 years to ensure they are adequately prepared to take language at the college level.

## FRENCH

### **FRENCH I A&B (#1533 & 1534)**

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

**Two semesters = 1 credit**

*Basic vocabulary and grammar are the focus at this beginning level. Lessons are taught using French and English. Topics covered: include school, food, family, clothing, weather, calendar, activities, preferences, house and shopping. Students use the present tense of -er verbs and some common irregular verbs. By the end of the year students are able to express opinions and ask for and provide information. Students also have general knowledge of French culture and specific points of interest in Paris.*

### **FRENCH II A&B (#1543 & 1544)**

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

**Two semesters = 1 credit**

**Prerequisites:**

**Incoming Freshmen must take a LANGUAGE placement test on Saturday, April 6, 2019.**

Reading, writing, speaking and listening using basic vocabulary and grammar are the starting points for this level. Lessons are taught partially in French. New topics include daily routine, chores, health and fitness, and travel. Students continue learning regular and irregular verbs. The (passé compose) past tense is introduced second semester.

By the end of the second year, students are able to discuss events in the present, the past and the “futur proche” (aller). Students also compare differences in the daily life of Francophone people.

### **HONORS FRENCH III A&B (#1545 & 1546)**

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisites: French II with a final grade of 85 (B) or better and teacher recommendation.**

*The ability to discuss a variety of topics in the present and the past tenses is the starting point for this level. A wider scope of vocabulary related to: education, family, appearance, leisure, employment, health, and environment are introduced. The passé compose is reviewed and then compared to the imperfect tense. The conditional and future tenses are introduced and the subjunctive using “il faut” is presented second semester.*

*By the end of the third year, students are able to discuss current and past events using complex sentence structures. Culturally, students continue differentiating American and French lifestyles.*

**\*\*Summer work is required for this course\*\***

## **HONORS FRENCH IV A&B (#1547 & 1548)**

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisites: French III with a final grade of 85 (B) or better and teacher recommendation.**

*Advanced level vocabulary addresses social issues and the environment. Students are expected to communicate entirely in French using the present, past, conditional and future tenses. New grammar for this level include: if clauses using present and imperfect tenses, plus-que-parfait, future antérieur, passé simple, and expanded uses of subjunctive. By the end of the fourth year, students are able to present essays on a variety of topics and maintain conversations with little language interference.*

**\*\*Summer work is required for this course\*\***

## **AP FRENCH LANGUAGE AND CULTURE A&B (#1591 & 1592)**

**Grade 12**

**Two semesters = 1 credit**

**Prerequisites: Honors French IV with a final grade of 85 (B) and a teacher recommendation.**

*AP French Language and Culture is a rigorous course taught almost entirely in the target language. The course is divided into six thematic units which focus on the integration of authentic resources including film, literary pieces, magazine and newspaper articles, audio recordings, commercials, etc. High-interest topics are selected in order to stimulate the desire for students to express themselves in class. Presentational speaking and writing assignments accompany each thematic unit.*

**Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)**

# **LATIN**

## **LATIN I A&B (#1513 & 1514)**

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

**Two semesters = 1 credit**

*Latin I focuses on a clear and structured understanding of grammar, and growing accumulation of Latin vocabulary. Students will read, compose, and correctly pronounce Latin sentences and short paragraphs. The course also includes some study of Roman history and culture. Students should expect, by the end of the year, to be familiar with three of Latin's five declensions, the present and perfect systems in all four conjugations, and the indicative and imperative mood.*

## **LATIN II A&B (#1523 & 1524)**

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

**Two semesters = 1 credit**

**Prerequisites:**

**Incoming Freshmen must take a LANGUAGE placement test on Saturday, April 6, 2019.**

*Latin II consists of a more advanced study of Latin grammar and vocabulary. Students will master all Latin verb forms, the remaining two declensions, the passive voice, and will begin to acquire a facility for translating and composing more complex Latin passages. By the end of the year, they should expect to have acquired an extensive vocabulary, to begin to understand Latin literary constructions such as the ablative absolute, and to be familiar with most of Latin's varied case uses. Latin II includes an introduction to Roman literature.*

## **HONORS LATIN III A&B (#1525 & 1526)**

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisites: Latin II with a final grade of 85 (B) or better and teacher recommendation.**

*Honors Latin III students will begin the year by reviewing and solidifying their knowledge of Latin grammar, in addition to learning a few new constructions, such as the active and passive periphrastic. As they master this knowledge, they will translate passages from original texts by a variety of Roman (and some medieval) authors. By the end of the year, students should expect to have attained a level of ease in translation of ancient texts, a familiarity with Roman idiom and some Roman poetic devices such as chiasmus and sychysis.*

## **HONOR LATIN IV A&B (#1529 & 1530)**

**Grades 11, 12**

**Two semester = 1 credit**

**Prerequisites: Honors Latin III with a final grade 85 (B) or better and teacher recommendation**

*Latin IV is a continuation of Latin III: students will build their Latin vocabulary, focusing on linguistic connections, contextual nuances of meaning, and English cognates. Students will learn complex and compound sentences, new grammatical concepts, and additional uses of nouns and participles. Latin composition is a significant component of the course. In terms of ancient Roman culture, students will focus on festivals, family dynamics, and coming-of-age ceremonies.*

## **SPANISH**

### **SPANISH A/B (#1550 & 1551)**

**Grades 9, 10, 11**

**Two semesters = 1 credit per year**

**Prerequisite: Language aptitude as indicated by placement test or department test.**

*This level provides an introduction to the fundamentals of grammar structures, reading, writing, listening, and speaking in the Spanish language at a slow pace. Students in Spanish A/B cover half the material that is covered in regular Spanish I. This class is designed for highly motivated students who struggle with grammatical structure and need extra assistance. The first year focuses on conjugations of regular verbs and basic sentence structure along with everyday vocabulary. Hispanic culture is embedded into the curriculum weekly through videos, PowerPoints, and personal accounts. At the end of the year, students are able to communicate at a basic level. Students who successfully complete Spanish A/B continue to Spanish C/D the next year.*

### **SPANISH C/D (#1552 & 1553)**

**Grades 10, 11, 12**

**Two semesters = 1 credit per year**

**Prerequisite: Teacher recommendation**

*This class is a continuation of Spanish A/B. Students will continue to develop their reading, writing, speaking, and listening skills in the Spanish language. Students in Spanish C/D are responsible for all material learned in the Spanish A/B class. The second half of Spanish I focuses on irregular verbs in the present tense and more advanced sentence structure. At the end of the year, students should be able to read, write, listen, and speak at a low novice level. After the completion of Spanish C/D, students will earn their language credit needed to graduate. Those students who wish to go on to Spanish II must pass a language test in order to continue.*

**\*\*PLEASE NOTE\*\*:** *All students with previous exposure to the Spanish language who wish to place beyond Spanish I are required to take a placement test before beginning their language study to ensure that they are placed in the appropriate course level.*

### **SPANISH I (A&B) (#1563 & 1564)**

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

**Two semesters = 1 credit**

*This level provides an introduction to the fundamentals of grammar structures, reading, writing, listening, and speaking in the Spanish language. The first year focuses on the present tense along with vocabulary that is used in everyday life. Students also spend ample time learning how sentences are formed.*

*Hispanic culture is embedded into the curriculum weekly through videos, PowerPoints, and personal accounts. At the end of the year, students should be able to read, write, listen, and speak at a low novice level.*

### **ACCELERATED SPANISH I (A&B) (#1565 & 1566)**

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

**Two semesters = 1 credit**

**Prerequisite: Previous exposure to Spanish as indicated by placement test results.**

**Incoming Freshmen must take a LANGUAGE placement test on Saturday, April 6, 2019.**

*Students entering Accelerated Spanish 1 have already been introduced to the basics of Spanish. Present tense structures and vocabulary are reviewed before expanded upon. The accelerated class goes more in depth into the present tense, sentence structure, and everyday vocabulary while maintaining a challenging pace. Students become more comfortable expressing themselves in the target language. The grammatical skills at this level include present tense of regular and irregular verbs, present progressive and reflexive verbs. Hispanic culture is embedded weekly through videos, PowerPoints, and personal accounts. At the end of the year, students will be at a low novice level.*

### **SPANISH II (A&B) (#1573 & 1574)**

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

**Two semesters = 1 credit**

**Prerequisites:**

**Incoming Freshmen must take a LANGUAGE placement test on Saturday, April 6, 2019.**

*This course builds upon Spanish I by providing the students with more complex grammar structures and advancing their study of vocabulary. Oral presentations as well as written assignments involving original compositions encourage the students to express individual thoughts and ideas as they develop their communication skills. Spanish II focuses on using the present, imperfect and preterit tenses for communication. Vocabulary topics include daily routine, childhood experiences and community involvement. Students entering Spanish II from other schools are required to take the placement test.*

### **ACCELERATED SPANISH II (A&B) (#1577 & 1578)**

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

**Two semesters = 1 credit**

**Prerequisites: Spanish I with a final grade of 92.5 (A) or Accelerated Spanish I with a final grade of 87 (B) and a teacher recommendation.**

**Incoming Freshmen must take a LANGUAGE placement test on Saturday, April 6, 2019.**

*This course builds upon Accelerated Spanish I by engaging students in more complex grammar structures and vocabulary. The challenging pace of this class prepares students for Honors Spanish III. Students express individual thought through written and oral assignments. The course of studies focuses on using the present, imperfect and preterit, and introduction to future, conditional and the present perfect tense. Vocabulary topics include daily routine, childhood experiences, community involvement and technology. At the end of the year, students will be at a mid-novice level. Students entering Spanish II from other schools are required to take the placement test.*

### **SPANISH III (A&B) (#1583 & 1584)**

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisites: Spanish II with a final grade of 77(C) and a teacher recommendation**

*This course builds upon Spanish I and II by expanding students' knowledge of vocabulary and complex grammatical structures. While exploring the diverse cultures of the Spanish-speaking world, students will enhance their listening, speaking, reading, and writing skills through expanded use of technology (Vista Higher Learning online assignments). Self-motivated students have the opportunity to advance at a faster rate since all materials are accessible at any time. For a student to be proficient in Spanish III, he/she should have earned a minimum accumulative grade of 85% in Spanish II and demonstrated genuine interest in the language and culture.*

### **HONORS SPANISH III (A/B) (#1585 & 1586)**

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisites: Spanish II with a final grade of 85 (B), a teacher recommendation, and summer work completed by the first day of school.**

*Taught primarily in Spanish, this course builds upon Spanish I and II by expanding students' knowledge of vocabulary and complex grammatical structures. While exploring the diverse cultures of the Spanish-speaking world, students will enhance their listening, speaking, reading and writing skills through expanded use of technology (Vista Higher Learning online assignments). Self-motivated students have the opportunity to advance at a faster rate since all materials are accessible at any time. For a student to be proficient in Spanish III Honors, he/she should have earned a minimum accumulative grade of 85% in Spanish II, communicate confidently and demonstrate a genuine interest in the language and culture. At the end of the year, students will be at a high novice level.*

**\*\*Summer work is required for this course\*\***

### **HONORS SPANISH IV (A&B) (#1587 & 1588)**

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisites: Honors Spanish III with a final grade of 85 (B) and teacher recommendation, OR, Spanish III with a final grade of 93 (A) and teacher recommendation.**

*Taught primarily in Spanish, this course teaches advanced level vocabulary, addresses social issues and the environment. Students are expected to communicate entirely in Spanish using the present, past, conditional and future tenses. New grammar for this level include if clauses using present and past subjunctive as well as all perfect tenses. By the end of the fourth year, students are able to present essays on a variety of topics and maintain conversations with little language interference. At the end of this year, students will be ready for the college placement exam.*

**\*\*Summer work is required for this course\*\***

### **AP SPANISH LANGUAGE and CULTURE (A&B) (#1597 & 1598)**

**Grade 12**

**Two semesters = 1 credit**

**Prerequisites: Honors Spanish IV with a final grade of 85 (B) and a teacher recommendation.**

*AP Spanish Language is a rigorous course taught almost entirely in the target language. The course is divided into six thematic units which focus on the integration of authentic resources including film, literary pieces, magazine and newspaper articles, audio recordings, commercials etc. High-interest topics are selected in order to stimulate the desire for students to express themselves in class. Presentational speaking and writing assignments accompany each thematic unit. Students are required to take the AP Spanish Language and Culture exam at the end of this course.*

***Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)***

### **SPANISH AND LATIN AMERICAN CULTURES (#1505)**

**Grades 10, 11, 12** \*Class size limited to 15

**One Semester = .5 credit – Does NOT fulfill World Language requirement**

**Prerequisite: None**

*The objective of this course is to gain a better perspective of Hispanic cultures in today's society. In this course students will explore current events, celebrations, art, music, sports and food. Students will participate in research projects and extra-curricular activities. This course is taught in English and is offered to sophomores and upper-level students.*

# VISUAL ART DEPARTMENT

## **ART I (#1851)**

Fine Art Credit

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

**One semester = 1/2 credit**

*Art I is the foundational and introductory level course for art study throughout high school. The course is primarily devoted to deliberate and systematic presentations in a highly structured class environment. The pivotal goal of the course is to encourage and promote student awareness of their creative capacities and to overcome internal and external fears in making. This course emphasizes visual literacy, visual awareness, the elements and principles of design, visual problem solving and decision making (creative process), and proper studio habits. Course content addresses a variety of media and processes rooted in 2D drawing. Furthermore, art history, art vocabulary, art criticism, and aesthetic studies are explored in both writing and speaking exercises.*

## **ART II A&B (#1861 & 1862)**

Fine Art Credit

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Art I**

*Art II builds upon the knowledge acquired from Art I. This is a highly structured class environment while also the primer for the development of student voice. Personal voice becomes more pronounced as seen by risk taking, experimentation, a passion for art making, and historical and technique-oriented research. Students are refining craft and working to the edge of their competency with creative problem solving to create original works of art. This course emphasizes the conscious awareness of incorporating the elements and principles of design when solving more advanced visual problems. Course content addresses a variety of media and processes rooted primarily in 2D while also expanding to 3D. Students will demonstrate fluency with art vocabulary, art criticism, and aesthetic studies in both writing & speaking.*

## **ART III A&B (#1874 & 1875)**

Fine Art Credit

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Art II A&B**

*Art III builds upon the skills and knowledge of Art II. The development of student voice, or the approach of working in a personal way becomes more pronounced as seen by risk taking, experimentation, command for mediums, and a passion for art making. Students are developing a personal portfolio which embodies student voice. Students continue to refine craft and always work to the edge of their competency. Students are now responding to problems with unique solutions and approaches based on their own experiences, interests and ideas to create work that is distinctly their own. Technique and process is expected to be more advanced. Media use and exploration becomes more professional and challenging. Students will examine the work of other artists, including gallery visits, to assist in their development. Participation, listening, communicating, and responding within the studio community is utmost.*

**AP STUDIO ART A&B (#1887 & 1888)**

Fine Art Credit

**Grade 12****Two semesters = 1 credit****Prerequisite: Art III A&B AND Permission of instructor**

*Advanced Placement Studio Art is equitably accessible to 12th grade students who are seriously interested in transition, discovery, and hunger for college level art making. Acceptance is contingent upon recommendation from the art program and portfolio review. Students enrolled must demonstrate serious commitment as seen by a sustained investigation of portfolio development during class time, after school time, and at home studio space time[SC1].*

*The class meets for one block for two semesters and is taught by an AP certified high school art instructor. The course takes place during additional lower level art courses. As a result, students must work independently, have basic knowledge, and progress with less direct instruction. Proper studio habits and practices are expected as seen by outstanding work ethic, use of time, and care for tools, materials, and studio space. The Assignments are meant to foster the process of the required quality, concentration and breadth sections of the AP Portfolio. The portfolio is to demonstrate a high level of quality and growth over time of content, technique, and process. Students will demonstrate a range of abilities in problem solving, the elements and principles of design, specific art mediums, art techniques, and content. Students will develop a mastery in concept, composition, and execution in their portfolio of choice (either drawing, 2-D, or 3-D). Students are encouraged to coordinate, build upon, and integrate projects and skills from other studio classes into their AP portfolio. Each student will possess their own interest while working together within the same studio setting as others to develop and follow their personal focus. Within this community students will contemplate the same "big ideas" regardless of media and approach. Further, students will be encouraged to provide feedback and support to one another, in addition to remaining open to taking direction from instructors as a part of building their artistic process [SC8]. Students will learn to identify the characteristics of each of the three sections (Quality, Concentration and Breadth) through viewing and discussing example portfolios provided on the AP Studio Art website. Finally, students will submit this body of work to the College Board for grading and possible college credit.*

**Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is \$95)**

**PHOTOGRAPHY and GRAPHIC DESIGN (#1873)**

Fine Art OR Technology Credit

**Grade 10, 11, 12****One semester = 1/2 credit****Prerequisite: Art I**

*Photography and Graphic Design is a hybrid one semester course which addresses photography (first quarter) and graphic design (Second quarter). Despite being separate in nature they are fundamentally linked through visual communication. Photography will introduce students to the fundamentals of digital photography, providing students with a basic understanding of photography as an art form while exploring the possibilities of photography as a medium for communication and expression. Graphic Design is a visual arts course employing both digital medium (Adobe Photoshop) as well as traditional analog design mediums. The course is designed to provide students with a basic understanding of design as a form of communication.*

**YEARBOOK (#1857)**

Fine Art OR Technology Credit

**Grade 10, 11, 12****One semester = 1/2 credit****Prerequisite: Prior approval from teacher**

*This course, offered to students in grades 10-12, will take place second semester of the academic year. Students in this course will develop skills in computer technology and formatting, layout design, artistry, graphic design, copy writing, photography, journalistic writing, editing, and sales to produce and publish Fenwick's yearbook, **Turres**.*

# **BUSINESS, CAREERS & TECHNOLOGY DEPARTMENT**

## **MOBILE COMPUTING and COLLABORATION A & B (#1708 & 1709)**      *Technology Credit*

**Grade 9 required**

**Two semesters = 1/2 credit, required**

*This two-part course is designed to prepare students for use of their mobile computing device through high school and beyond as well as work with students on the utilization of the technology/tools at their disposal.*

*This course is designed to ensure that the students begin high school with the necessary digital literacy skills to effectively use their tablet PC. With the incorporation of 1:1 device program, this class will cover the use of Office 365 in the classroom. This first course is an introduction to the IT career field and is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications. As part of this course, students will also enroll as a Tech Prep student with Sinclair Community College and have the **opportunity** to earn college credit in the BIS 1120 – Computer Applications Course (3 credit hours).*

*Opportunity to test for Microsoft Certification will also be an option for students completing rigorous modules in the Microsoft Applications Suite.*

*Approximately half of the time spent in this class will be utilized for student study time, collaboration time, work with school counseling programs in the area of study and career/college planning, as well as working with students on utilization of their technology in all other courses they take.*

## **MOBILE COMPUTING and COLLABORATION 9 A & B (#1706 & 1707)**      *Technology Credit*

**Grade 9** *\*Students recommended by intervention specialist*

**Two semesters = 1/2 credit, required**

*This two-part course is designed to prepare students for use of their mobile computing device through high school and beyond as well as work with students on the utilization of the technology/tools at their disposal.*

*This course is designed to ensure that the students begin high school with the necessary digital literacy skills to effectively use their tablet PC. With the incorporation of 1:1 device program, this class will cover the use of Office 365 in the classroom. This course is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications.*

*Approximately half of the time spent in this class will be utilized for student study time, collaboration time, work with school counseling programs in the area of study and career/college planning, as well as working with students on utilization of their technology in all other courses they take.*

## **FUNDAMENTAL BUSINESS (#1730)**

*Technology Credit*

**Grades 10, 11, 12**

**One semester = 1/2 credit**

*This course will introduce you to the world of business and help prepare you for the economic role of consumer, worker, and citizen. Business environments and entities to be covered: accounting, finance, marketing, operations, management, careers, and entrepreneurship. This course will allow students to start creating a business plan and become entrepreneurs, concluding in our own Shark Tank experience. Students will look at real-life business and make presentations on what is going on in our economy.*



**ACCOUNTING A&B (#1743 & 1744)**

Technology Credit

**Grades 11, 12****Two semesters = 1 credit**

*Students planning on majoring in the field of business should take this course. Accounting is the language of business. It is the process of analyzing, classifying, recording, summarizing, and interpreting business transactions in money terms. It describes how businesses are doing and how much they are worth. Students will progress through the entire accounting cycle for a sole proprietorship, partnership, and corporation. The course incorporates theory, drill, and applications expanding from manual to up-to-date automated procedures.*

**MULTIMEDIA TECHNOLOGY (#1733)**

Technology OR Fine Art Credit

**Grades 10, 11, 12****One semester = 1/2 credit****Prerequisite: Mobile Computing**

*Students will work with a variety of media including interactive media. Students will develop their skills through direct application and hands-on activities. A variety of software applications will be used throughout the course. The course will include incorporating multimedia and advanced features into presentation software and the creation of digital videos. Students will work with digitized images, Audio files, conversion formats, scanners, cameras, and digital video camcorders in producing their work. This class will come alive! Class size is limited.*

**WEB 2.0 (#1720)**

Technology Credit

**Grades 10, 11, 12****One semester = 1/2 credit****Prerequisite: Mobile Computing**

*Web 2.0 started in 2004—a new era with the uptake of broadband and mature standards. This new level developed different approaches, different expectations, and different outcomes. Students will be active participants as we explore the new world of 2.0. Students will be “connecting, collaborating, creating, and sharing”. Students will discover new tools, new media, and new ways of working—being a learner in the 21<sup>st</sup> Century. The course will include a look at Web 3.0.*

**COMPUTER TECHNOLOGY (#1752)**

Technology Credit

**Grades 10, 11, 12****One Semester = 1/2 credit – (limit 1 semester)****Prerequisite: Approval of teacher**

*This course provides an opportunity for students to advance their skills and gain hands-on experience in troubleshooting, help desk, and supporting technology at Bishop Fenwick. Students will be involved in learning new technologies and how to support them. Experience in maintenance of equipment, support and troubleshooting, reinstall, update or upgrade of hardware and software, creation and maintenance of an IT database, support to faculty and staff, research, development of advanced applications, inventories, and laptops. This course allows the student to be a leader in the school. Student must be motivated and able to stay on task to accomplish goals. Course size is limited and students must be approved by technology chairperson.*

## **COLLEGE CREDIT PLUS INTRO TO EDUCATION (#1797)**

**Grade: 11, 12**

**One semester = 1 credit**      *This course is NOT weighted as AP or Honors level*

**Prerequisite: Pre-enrollment as a student at Sinclair Community College (required ACT exam taken by February of the prior year or take the Accuplacer to show college readiness). Deadlines, established by the State of Ohio, will be announced yearly at the mandatory CCP information meeting.**

*This course is an introduction to the teaching profession. Students will be exposed to a variety of experiences to facilitate exploration of the role of school and its relationships to society. Students will obtain the knowledge, skills, dispositions and performances necessary for an individual to become an effective teacher.*

*CCP Intro to Education is a college class. Content in this class will be the same as the Introduction to Education course for Education Majors at Sinclair College [EDU 1100 Introduction to Education]. Students enrolled in this class will earn credit at Fenwick AND may earn 3 semester hours collegiate credit. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair and register for the course before the start of the summer semester and before taking the course at Fenwick. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents.*

# **EARLY COLLEGE IT PROGRAM**

Early College IT Program is a partnership with the Warren County Career Center. The program consists of college credit opportunity, hands on problem solving of real-world problems, and networking opportunities. Through partnerships with WCCC, the University of Cincinnati, and Sinclair Community College students have *opportunity* to earn transferable college credit hours. Completing requirements of the University of Cincinnati pathway may lead to preferred or automatic acceptance into the University of Cincinnati IT degree program. This opportunity does have additional requirements. Following graduation from high school, students may have the opportunity to enter a UC sponsored co-op and begin their sophomore year of college. Please review this link for more information regarding the UC IT Pathway <http://bit.ly/UCPathSlides>

A presentation for parents will be given at Meet the Teacher night in September.

Below are the courses currently offered at Bishop Fenwick High School at this stage of implementation. New offerings will be added each year.

## **MOBILE COMPUTING and COLLABORATION (#1708 & 1709)**

### **INTRODUCTION TO NETWORKING (#1714)**

#### **IT PATHWAY 1 (#1721 &1722)**

#### **IT PATHWAY 2 (#1723 & 1724)**

*Available 2020-21*

#### **IT PATHWAY 3 (#1725)**

## **INTRODUCTION TO NETWORKING (#1714)**

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

**One semester = 1/2 credit**

*Students will install, configure, and troubleshoot network hardware and peripherals. Students will learn networking by exploring the OSI model, network topologies, and cabling. Students will design simple networks, know how to select physical devices, and be able to configure the equipment. Knowledge and skills relating to the operation and usage of network protocols will be developed. Each student who passes the end of course exam can earn transferable CTAG credit to UC as IT1080 Computer Networking or Sinclair as CIS 1130.*

## **IT PATHWAY 1 A&B (#1721 &1722)**

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Successful completion of Introduction to Networking**

*This project-based, Career Tech program offers the opportunity to learn about programming logic and design, software development, database programming and web design. As part of the program students will become a member of the Business Professionals of America organization where they will be expected to serve in leadership positions and have the opportunity to compete at regional, state and national competitions. Students will have the opportunity to earn credit in CTAG credit for Object Oriented Computer Programming and be enrolled as a Tech Prep student with Sinclair Community College where they can earn proficiency credit through Sinclair in CIS 2165 – Database Management (3 credit hours). Students will create a resume and pursue projects that will allow them to further explore their chosen area of IT for classroom and competitive project opportunities. CTAG credit and Proficiency credit courses are required for the IT Pathway program.*

## **IT PATHWAY 3 (#1725)**

**Grades 11, 12**

**One semester = 1/2 credit**

**Prerequisite: Teacher Approval**

*This student led and teacher advised course will allow time for creative practice and increased skill development in IT specific topics. Students will be able to build skills and take proficiency tests for any remaining courses they are missing for the UC IT Pathway. Students in this course may also work on projects to submit to Tech Olympics, UC IT Expo, Tech Prep Showcase, and BPA regional to national competitions but not required. Each student will develop a plan for learning that is agreed upon between teacher and student.*

# **PROJECT LEAD THE WAY**

## **INTRODUCTION TO ENGINEERING AND DESIGN (IED) A&B (#1771 &1772)**

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

**Two semesters = 1 credit** (Fulfills a 1/2 credit toward Technology)

*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 3-D modeling software and use an engineering notebook to document their work.*

## **PRINCIPLES OF ENGINEERING (POE) A&B (#1774 & 1775)**

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Introduction to Engineering & Design (IED) AND Teacher Recommendation**

*This is the second course in the PLTW series. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This course is open to anyone that has passed Introduction to Engineering Design. Other students (10<sup>th</sup> – 12<sup>th</sup> grade) can request from PLTW instructor. It is recommended that students have knowledge in trigonometry.*

## **DIGITAL ELECTRONICS (DE) A&B (#1777 & 1778)**

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Introduction to Engineering Design and Principles of Engineering.**

*This is the third course in the Project Lead the Way Series. From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. While this course assumes no previous knowledge, a strong foundation in algebra and science knowledge is necessary. This course is open to students (11<sup>th</sup> -12<sup>th</sup> grade) with approval from the PLTW instructor.*

## **CIVIL ENGINEERING and ARCHITECTURE (CEA) A&B (#1782 & 1783)**

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Seniors preferred, Teacher Recommendation AND One other PLTW Course**

*Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.*

# HEALTH & PE DEPARTMENT

## **HEALTH (#1613)**

**Grade 9**

**One semesters = 1/2 credit, required**

*Health class develops a solid understanding and awareness of the human body and how to properly care for and protect it. This encompasses education on achieving good mental health, good health habits, practicing safety and keeping up with the major health problems in our society. There is an emphasis on drug, tobacco and alcohol education, nutrition, eating disorders, human sexuality, sexually transmitted diseases, bullying and domestic violence.*

**Bishop Fenwick students who successfully complete two full seasons of interscholastic athletics, marching band/color guard, or cheerleading may be excused from the high school physical education graduation requirement. For more information and the appropriate paperwork, please see your school counselor.**

## **PHYSICAL EDUCATION A&B (#1623 & 1624)**

**Grade 10, 11, 12**

**Two semesters = 1/2 credit**

*Physical education helps students to develop mentally, socially and physically. Throughout the year, students will successfully learn how to develop a fitness plan that meets their goals, learning different methods of training the body. Fitness units include: training and participating in a 5K marathon, resistant band training, free weight training, stability and medicine ball training. Warm-up and dynamic/static stretching will be implemented daily. At the end of each year, the Presidential Fitness Test is given to measure muscle flexibility, endurance, and muscular strength. Team sport units develop the skills for working together. Each unit emphasizes progressive development of the major motor activities of each sport, rules and regulations, and competitive individual or team participation. Team units include: volleyball, soccer, lacrosse, softball, tennis, basketball, ultimate frisbee and floor hockey. Physical education is taken throughout the entire sophomore year.*

## **HEALTHY LIFESTYLES (#1650)**

**Grade 11, 12**

**One semesters = 1/4 credit**

**Prerequisites: Health**

*Healthy Lifestyles will enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self-esteem and the motivation to pursue a healthy lifestyle beyond high school. Students will gain an understanding of the components of health-related fitness, healthy eating habits, training principles, and the benefits of being physically active. Students will participate in activities that will increase physical fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness. Included with that, students will keep a nutrition log throughout the semester. Students will exhibit a physically active lifestyle through participation in a variety of activities throughout the course.*

## **STRENGTH & CONDITIONING (#1651)**

**Grade 10, 11, 12 \*Limited to 15 students**

**One semester = 1/4 credit**

**Prerequisites: Health**

*Strength and Conditioning is designed to give students the opportunity to learn fitness/strength training concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.*

## **LIFETIME FITNESS (#1643)**

**Grade 12**

**One semester = 1/4 credit**

**Limit: 12 Students**

*Lifetime Fitness is a combination of physical activity consistent with long-term fitness. The class consists of physical fitness at the Atrium YMCA and possible activities at a bowling alley, golf course, and pickleball courts. Activities at the YMCA include exercise machine, weightlifting, and swimming. All activities are geared toward physical activities for later on in life.*

## **INTRODUCTION TO ATHLETIC TRAINING I (#1644)**

**Grades 11, 12**

**One semester = 1/2 credit**

**\*Does NOT satisfy PE requirement**

*Introduction to Athletic Training I is designed as an introductory course for anyone interested in pursuing a career in a health-related field. Students will learn the basics of anatomy, physiology, kinesiology, general nutrition and basic athletic training procedures. Class will cover training room operations, athletic injury assessment, advanced first aid, use of heat and cold modalities, recordkeeping and rehabilitation.*

## **INTRODUCTION TO ATHLETIC TRAINING II (#1645)**

**Grades 11, 12**

**One semester = 1/2 credit**

**\*Does NOT satisfy PE requirement**

*Introduction to Athletic Training II is designed to build on those skills attained in IAT I. Students will become certified in basic first aid and CPR and AED training, expand on their anatomy knowledge and to be able to explain and demonstrate proper evaluation techniques for certain joints of the body. Students must complete Athletic Training I before taking this class. Class size is limited.*

# MUSICAL and PERFORMING ARTS DEPARTMENT

The study of music and performing arts contributes in significant ways to the quality of life for every student who elects to participate in organized music making and dramatic productions in school. Every work is a product of its time and place, although some transcend their original settings and continue to appeal to mankind through their timeless and universal appeal. The Performing Arts have been and always will be a significant factor in man's pursuit of knowledge. It is our primary concern to expose the students in band, chorus, and drama at Bishop Fenwick High School to a wide variety of musical styles, composers, and playwrights by offering performance in a variety of ensembles and settings. Through these experiences we shall enrich and expand the student's aesthetic awareness of all experiences.

## INSTRUMENTAL MUSIC PERFORMANCE

### INSTRUMENTAL METHODS (#1813)

Fine Art Credit

Grades 9, 10, 11

One semester = 1/2 credit

**Prerequisite: None—Scheduled with Department Chair**

*This course is designed to give any student in grades 9-11 a more in-depth and personalized approach to music performance and theory development. Following a six-level curriculum, students will be given lessons over the course of the semester to receive ½ credit in fine arts with their chosen musical instrument (Strings, Woodwind, Brass, Percussion). Level 1-2 is aimed for beginners with little to no experience, but will allow students to enroll in the Concert Band ensemble, or Advanced Instrumental Methods following completion of this course.*

### ADVANCED INSTRUMENTAL/VOCAL METHODS A&B (#1836 & #1837)

Fine Art Credit

Grades 9, 10, 11, 12

Two semester = 1 credit

**Prerequisite: Completion of Instrumental Methods, Department Chair Approval**

*This course is designed to give any student in grades 9-12 a more in-depth and personalized approach to music performance and theory development. Following a six-level curriculum, students will be given lessons over the course of two semesters to receive 1 credit in fine arts. Advanced Methods can be completed as a floating course, for students with scheduling conflicts that would otherwise prevent them from enrolling in Concert Band, Chorus, or Honors Concert Band. Enrollment in Advanced Methods will allow the student to perform alongside ensembles for performances. Students with no scheduling conflicts will otherwise be placed in the respective performing arts course by default. \*At the beginning of each semester, students will meet with the department chair to go over a lessons schedule and appropriate course level content and repertoire. Students will also be a performing member of the ensemble for Christmas, Spring, and Graduation Performances.*

*\*Students may take Advanced Instrumental/Vocal Methods in addition to the performing ensemble if the student is seeking post-secondary plans for a music degree.*

### GUITAR AND KEYBOARD (#1804)

Fine Art Credit

Grades 9, 10, 11, 12

One semesters = Half Credit

**Pre-requisite: 1. Successful completion of Pre-Band or Music Appreciation AND 2. Approval from Music Department Chair**

***Enrollment number for this course is limited with preference given to fine arts need and seniority.***

*This course is designed to give any student in grades 10-12 an opportunity to learn and play guitar and piano. This is in preparation to join the Concert Band and/or the Falcon Force Marching Band courses and activities in following semesters. During this course, students are taught the fundamentals and techniques that will enable them to become fully participating musicians in ensembles. Students will be split in half between piano and guitar, and will switch instruments at the end of the quarter.*

*Students will learn the basics of guitar and keyboarding in a small class setting. This builds upon knowledge acquired from Music Appreciation. The course of study will cover popular music, including but not limited to: British Rock, Blues, Classic Rock, Pop, Country, and Jazz. Students will learn to read sheet music, lead sheet notations, tablature, and other forms of music literacy on acoustic guitar, electric bass, and piano.*



## **CONCERT BAND A&B (#1821 & 1822)**

Fine Art Credit

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

**Two semesters = 1 credit**

**Pre-requisite: Prior experience on the instrument to be played**

*In band, students learn about the history, theory, and people of music through the preparation and performance of various styles of musical literature. Band at Bishop Fenwick High School includes both the Falcon Force Marching Band and the Fenwick Concert Winds. All high school members of the Falcon Force Marching Band must enroll in concert band during the school day. This course is the central thrust of musical development and performance, and co-curricular ensembles cannot improve without the core concert band course.*

*Students enrolled in Concert Band are **not required to participate** in Marching Band, Pep Band, or other ensembles as a co-curricular activity.*

*This course may be repeated all four years of high school.*

## **HONORS BAND A&B (#1828 & 1829)**

Fine Art Credit

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Approval of Band Director and April Audition**

In addition to the requirements in place for CONCERT BAND A & B, students enrolled in honors level band must complete the following. Failure to complete an item will result in a lowering of the semester grade by 10 points (each).

### **1<sup>st</sup> Semester Requirements**

- Complete weekly practice logs
- Audition for OMEA District Honor Band Group
- Participate in Marching Band
- Minimum of 5 hours tutoring junior high instrumentalist

### **2<sup>nd</sup> Semester Requirements**

- Complete weekly practice logs
- Participate in Pep Band
- Minimum of 5 hours tutoring junior high instrumentalist
- Take a solo or ensemble to OMEA District Solo/Ensemble event
- Participate in at least one honor band not requiring audition (BGSU, SWOCHB, etc.)

## **VOCAL MUSIC PERFORMANCE**

### **FRESHMAN CHORUS A&B (#1805 & 1806)**

Fine Art Credit

**Grades 9**

**Two semesters = 1 credit**

*This yearly performance-based course is open to all freshman students at Fenwick. Students are exposed to and learn to sing many different genres of vocal music, especially focused on 4-part choral music. Students receive vocal training in the areas of breath control, vocal tone production, proper singing pronunciation, and others. Elements of music history and music theory are included to give students a better perspective on the music they are studying. It is hoped that the individual students take this class in preparation for participation in the Fortissimo Chorus ensemble.*

*Students who exhibit higher levels of ability may be asked to form small ensembles to enhance their learning experience in the choral area and to expand their performance experience. The chorus class performs annually at the Christmas Concert and Spring Pops concert in addition to other travel performances and for the school community. Evaluations are both written and performance in nature.*

*Students interested in piano accompaniment are welcomed and encouraged to sign up for this class. Your participation grade would be for playing the piano - not singing. Students interested in this option should set up an audition time with the director PRIOR to registering for the class.*

**FORTISSIMO CHORUS A&B (#1831 & 1832)***Fine Art Credit***Grades 9, 10, 11, 12****Two semesters = 1 credit****Prerequisite: Completion of Freshman Chorus; Transfer Credit in Chorus; Successful audition with Music Department Chair**

*This yearly performance-based course is open to all students at Fenwick. Students are exposed to and learn to sing many different genres of vocal music, especially focused on 4-part choral music. Students receive vocal training in the areas of breath control, vocal tone production, proper singing pronunciation, and others. Elements of music history and music theory are included to give students a better perspective on the music they are studying. It is hoped that the individual students take this class for more than one year, so as to better their ability over time. Students who exhibit higher levels of ability may be asked to form small ensembles to enhance their learning experience in the choral area and to expand their performance experience. The chorus class performs annually at the Christmas Concert and Spring Pops concert in addition to other travel performances and for the school community. Evaluations are both written and performance in nature.*

*Students interested in piano accompaniment are welcomed and encouraged to sign up for this class. Your participation grade would be for playing the piano - not singing. Students interested in this option should set up an audition time with the director PRIOR to registering for the class.*

**NON-PERFORMANCE ELECTIVES****THEATRE APPRECIATION (#1843)***Fine Art Credit***Grades 9, 10, 11, 12****One semester = 1/2 credit**

*This course will take you on a theatrical journey of the world of theater. You will learn the basics of theater technology, improvisation, make-up, pantomime, theater history, and playwriting. This is not a performance-based course but is intended to help the student understand and appreciate the skills and creativity necessary for a theatrical production and/or career.*

**INTRODUCTION TO ACTING (#1842)***Fine Art Credit***Grades 9, 10, 11, 12****One semester = 1/2 credit**

*Students will learn about the theatre with an emphasis on performing. Those enrolled will work on improvisation, pantomime, accents, scene work, monologues, and the business side of being a professional actor, audition technique and script analysis. This is a performance-based class.*

**MUSIC APPRECIATION (#1811)***Fine Art Credit***Grades 9, 10, 11, 12****One semester = 1/2 credit**

*Music appreciation is a semester course offered to students wishing to further their knowledge of modern day music through the study and research of music theories and performances throughout history. This course will give a broad outlook on how we have come to create and listen to the music around us today. Students will also be exposed to the many challenges facing musicians in today's world.*

**MUSIC TECHNOLOGY A&B (#1840 & 1841)***Fine Art OR Technology Credit***Grades 10, 11, 12****Two semesters = 1 credit (may be repeated with music department approval)****Prerequisite: Approval of Music Department chair**

***Enrollment number for this course is limited with preference given to fine arts need and seniority.***  
*Students will explore sound design, acoustics, recording technology, music editing software, and other facets of the music industry that are unseen but always heard in the final product. Students will also be given extension assignments during or after school to assist in sound set up for sporting events, concerts, plays, musicals, masses and assemblies throughout the year.*

**HONOR MUSIC THEORY (#1846 & 1847)**

*Fine Art Credit*

**Grades 10, 11, 12**

**Two semester = 1 credit**

**Prerequisite: 1. Approval of teacher AND 2. Prior experience in instrumental/vocal music**

*Music theory is offered to music students wishing to advance their knowledge in music and prepare for the study of music after high school. Students will be able to comprehend and notate music by receiving both written and aural training. This course will also cover basic composition skills. Students will learn about music through class lecture, research, self-guided experimentation, and group project. The music theory course will use an advanced text intended for beginning music theory students at the college level.*

# Sample Curriculum Paths

Sample College Prep - 4 Year Program			
Freshman	Sophomore	Junior	Senior
Hebrew Scrip/Christian Scrip	Church History / Sacraments	Morality / Christian Lifestyles	Peace & Justice / Rel Elective
English 9	English 10	English 11	English 12
World Language (A/B)	World Language (C/D)	Elective	Elective
Algebra 9	Geometry 10	Algebra 11	College Algebra & Trigonometry
Biology 9	Physical Science 10	Chemistry 11	Botany & Zoology OR Geology
Health/World Geography 9	World History	US History	Government
Mobile Computing	Physical Education OR Elective	Economics	Elective
Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective

Sample Accelerated College Prep - 4 Year Program			
Freshman	Sophomore	Junior	Senior
Hebrew Scrip/Christian Scrip	Church History / Sacraments	Morality / Christian Lifestyles	Peace & Justice / Rel Elective
English I	English II	English III	Senior English
World Language	World Language	World Language or Elective	Elective
Algebra I or Accelerated Algebra I	Geometry	Algebra II	Math Elective
Biology I	Physical Science	Chemistry	Science Elective
Health/World Geography	World History	US History	Government
Mobile Computing	Physical Education OR Elective	Economics	Elective
Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective

Sample Honors College Prep - 4 Year Program			
Freshman	Sophomore	Junior	Senior
Hebrew Scrip/Christian Scrip	Church History / Sacraments	Morality / Christian Lifestyles	Peace & Justice / Rel Elective
Honors English I	Honors English II	Honors English III	AP English IV
World Language	World Language	World Language or Elective	World Language or Elective
Honors Geometry	Honors Algebra II	Honors Pre Calculus	AP Calculus, AP Statistics
Honors Biology	Honors Physical Science	CCP Chemistry I	CCP Chem II, AP Bio, AP Phys
Health/World Geography	AP World History	AP US History	AP Government
Mobile Computing	Physical Education OR Elective	Economics	Elective
Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective

*\*The freshman year elective is intended to be utilized for obtaining graduation required credits in the areas of technology and/or art while opening up the possibility for a student to follow specific interest-based pathways.*