



Bishop Fenwick  
HIGH SCHOOL  
Est. 1952

---

# Course of Studies 2016 – 2017

# Bishop Fenwick High School

## Course of Studies 2016-2017

### TABLE OF CONTENTS

Advanced Placement .....	6
Audit Policy .....	7
Cancellation of Courses .....	9
Class Rank .....	5
College Admission .....	4
College Credit Plus .....	6
Credit Flexibility Policy .....	7
Diploma with Honors .....	6
Examinations .....	5
Foreign Exchange Students .....	9
Full Year Course Requirements.....	7
Graduation Requirements.....	3
Honor Roll .....	5
Interim Reports .....	5
Interpreting Grades .....	3
NCAA Requirements .....	8
OGT / Ohio State Tests .....	4
Sample 4-year Course of Study.....	40
Schedule Change Policy .....	6
Study Tables .....	9
Summer School .....	9
Valedictorian/Salutatorian.....	5

### **DEPARTMENT OF STUDY**

Art .....	38
Business & Technology .....	32
English .....	12
Health & Physical Education .....	31
Mathematics .....	16
Music .....	35
Religion .....	10
Science .....	20
Social Studies .....	24
World Languages .....	26

# BISHOP FENWICK HIGH SCHOOL

## 2016 - 2017

### COURSE OF STUDIES

#### GRADUATION REQUIREMENTS

26 credits are required for graduation from Bishop Fenwick High School. Listed below are the required credits and courses:

<b>English</b>	4 credits
<b>Mathematics</b>	4 credits
<b>Religion</b>	4 credits
<b>Science</b>	3 credits
<b>Social Studies</b>	3-1/2 credits
<b>World Languages</b>	2 credits
<b>Fine Arts</b>	1 credit
<b>Technology</b>	1 credit
<b>Physical Education/Health</b>	1 credit
<b>Electives</b>	2-1/2 credits

#### INTERPRETING GRADES

All courses are taught at the college prep 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 and College Credit Plus.

Scholastic Average (unweighted)	4.0 GPA Equivalent (unweighted)	Scholastic Average (unweighted)	4.0 GPA Equivalent (unweighted)	Scholastic Average (unweighted)	4.0 GPA Equivalent (unweighted)
93 - 100	4.000	85	3.000	77	2.000
92	3.875	84	2.875	76	1.858
91	3.750	83	2.750	75	1.715
90	3.625	82	2.625	74	1.572
89	3.500	81	2.500	73	1.429
88	3.375	80	2.375	72	1.286
87	3.250	79	2.250	71	1.143
86	3.125	78	2.125	70	1.000

Advanced Placement Courses –	AP English AP Calculus AB AP Biology AP Physics 1 AP US History AP US Government & Politics AP World History AP Latin AP Spanish Language Culture AP Psychology AP Studio Art
College Credit Plus (CCP) –	College Credit Plus Chemistry
Honors Courses –	Honors English I, II, III Honors French III, IV Honors Latin III Honors Spanish III, IV Honors Biology Honors Chemistry Honors Physical Science Honors Geometry Honors Algebra 2 Honors Pre-Calculus Honors Band Honors Music Theory

## 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 or 3	World Languages
1	Fine Arts (visual or performing arts)

## OHIO GRADUATION TEST / OHIO STATE TESTS

State law requires that all students in the **class of 2017**, unless exempted by a documented handicapping condition, must pass all sections of the Ohio Graduation Test before receiving a high school diploma.

There are new graduation requirements as **students beginning with the class of 2018** are no longer required to take/pass the OGT. The state of Ohio has moved to End-Of-Course exams to fulfill this requirement

### **Ohio's State Tests**

Students earn a cumulative passing score of 18 points, using seven end-of-course state tests. To ensure students are well rounded, they must earn a minimum of four points in math, four points in English and six points across science and social studies.

**End-of-course exams are:**

Algebra 1, Geometry or Integrated Math I and II  
Biology  
American History and American Government  
English I and English II

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

**CLASS RANK**

Bishop Fenwick High School does not provide class rank because of the relatively homogenous abilities within a selective population.

**VALEDICTORIAN / SALUTATORIAN**

Students continuously enrolled for five semesters with the highest weighted 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.

**HONOR ROLL REQUIREMENTS**

**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.

**EXAMINATIONS**

Formal examinations are given at the end of each semester and the semester examination grade is recorded on the student report card. Semester averages are computed as follows:

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

**INTERIM REPORTS**

Interim reports are posted on Edline halfway through each quarter to every student in all courses. 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.

## ADVANCED PLACEMENT

Advanced Placement courses offer students the opportunity to do college-level studies in the tenth, eleventh and twelfth grades. Upon completion of the AP course, students are **required** to take the nationally administered examination in May (approximate cost is \$95 per exam). As a result of their performance on the examination, they may receive college credit hours for each examination taken.

This enables a student who is successful on the exam(s) and in the course(s) to enter college at a level beyond that of a beginning freshman. Entrance into an AP course requires a minimum of an 85 (B) average in the subject and the recommendation of the subject teacher. Currently, Advanced Placement is offered in AP Biology, AP Calculus AB, AP English, AP Government, AP Latin, AP Physics 1, AP Psychology, AP Spanish Language and Culture, AP Studio Art, AP U.S. History, and AP World History,

## DIPLOMA WITH HONORS CRITERIA

<b>High School Academic Diploma with Honors for Graduating Classes of 2011 and Beyond</b> <i>Students need to fulfill 7 of the following 8 criteria</i>	
<b>Subject</b>	<b>Criteria</b>
<b>English</b>	4 units
<b>Mathematics</b>	4 units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
<b>Science</b>	4 units, including physics and chemistry
<b>Social Studies</b>	4 units
<b>World Languages</b>	3 units, including at least 2 units in each language studied
<b>Fine Arts</b>	1 unit
<b>Grade Point Average</b>	Unweighted <b>3.5</b> on a 4.0 scale
<b>ACT/SAT Score [excluding scores from the writing sections]*</b>	<b>27 ACT / 1210 SAT</b>

\*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 CREDIT PLUS

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 Advanced Placement credit. Interested students should attend a CCP information session. Scheduling of required Fenwick courses take precedence over CCP courses.

## SCHEDULE CHANGE POLICY

Students need to understand that 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 impossible to change/drop a course.

- Student initiated schedule changes will only be considered during the first **five** school days. Students must complete and submit a Schedule Change Request Form, which may be found on the Guidance web page or obtained from a counselor.
- Withdrawal from a course will not be honored after the first five days of a class without the recommendation of the classroom teacher, the guidance counselor, and the approval of the parent and member of the Administration. ***Dissatisfaction with grades or teacher is not justification for dropping a class.***
- A course dropped without a recommendation may be shown as a withdrawn/F (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 guidance counselor and the approval of the parent and member of the Administration.
- 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 must accompany the request form 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 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.

## CREDIT FLEXIBILITY POLICY

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 member of the Administration by April 19 (exceptions may be granted by the member of the Administration) of the year preceding the implementation year;
- Obtain the approval of the school for the proposal;
- Demonstrate mastery in the proposed area of study.

The Flexible Credit Proposal Form will require the following elements:

- Name of the student
- Date of the Request

- Signature of the parent
- Approval of member of the Administration
- Description of the proposed curriculum, measurable outcomes, and proposed assessment methods

The member of the Administration 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 of the member of the Administration to the Principal. The Principal's decision is final.

When the student completes his work and demonstrates mastery, the credit will be posted on his Bishop Fenwick transcript but will not factor into his GPA calculation.

## 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



## 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.

## STUDY TABLES

Study Tables are held Monday through Friday from 7:30 to 8:15 a.m. in the Media Center. All students are welcome to attend in order to study or get help with coursework.

## SUMMER SCHOOL

Ordinarily, students may not take required courses in summer school unless they have failed the course during the regular school year. (A 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 provides 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 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 recovery work is not counted in the GPA.

## FOREIGN EXCHANGE STUDENTS

Foreign Exchange students enrolled at Bishop Fenwick will be classified as either Cultural Enrichment students or Diploma Seeking.

**Cultural Enrichment** students may be enrolled at Bishop Fenwick for a maximum of one academic year. Upon completion of that year, they will receive a Certificate of Attendance.

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

# 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 and personal/in-class reflection upon the service.*

**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. We 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 and a written/creative reflection 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 and a reflection project.*

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

### **Grade 11**

**Two semester = 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 and a reflection project.*

## **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.*

# 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 American 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 American literature beginning with Native American 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 II A&B (#1125 & 1126)**

**Grade 10**

**Two semesters = 1 credit**

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

*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 British 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 British literature beginning with Beowulf 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: Students are placed according to performance during sophomore year including grades and teacher recommendation.**

*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 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 1 A&B (#1165 & 1166)**

**Contemporary World Literature**

**Grade 12**

**Two semesters = 1 credit**

*This is a literature course focused on reading and analyzing modern literature from a global perspective. Reading selections will be made using a comprehensive world view to offer students introduction to and experience with a variety of world cultures. 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 2 A&B (#1167 & 1168)**

**Fantasy Literature**

**Grade 12**

**One semester = 1 credit**

*Science fiction and other fantasy novels will act as the basis of this course. Students will have an opportunity to explore the widely varied selections of literature of fantasy and examine the elements that makes this a unique literary form. 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 3 A&B (#1176 & 1177)**

**Investigating Non-Fiction**

**Grade 12**

**One semester = 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**

#### **One 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: Recommendation from current English teacher.**

*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)*

## **English Electives**

### **MYTHOLOGY (#1153)**

#### **Grades 10, 11, 12**

#### **One semester = 1/2 credit**

*Mythology focuses on the Greco-Roman gods and heroes. Students will understand the social and cultural influences surrounding the myths and will be introduced to mythical tales beginning with Gaea. Time will be devoted to developing a working knowledge of the stories and characters and their influences on the modern world.*

### **CREATIVE WRITING (#1162)**

#### **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."*

### **FUN WITH SHAKESPEARE (#1164)**

**Grades 10, 11, 12**

**One semester = 1/2 credit**

**Prerequisite: Successful completion of English II or Honors English II**

*This course is intended to give the motivated student a greater appreciation for the works of William Shakespeare through the study and in-class performance and viewing of several of his comedies and histories. Students will read and analyze his plays, create modern adaptations, and discuss the differing views on the authorship of the plays.*

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

**Grades 10, 11, 12**

**One semester = 1/2 credit**

**Prerequisite: English I**

*This course develops the skills necessary for effective public speaking. Students will be introduced to the process of developing a speech as well as delivering speeches to an audience. The class will provide opportunity for students to become more comfortable and confident in their ability to present ideas and speak in front of a group. Students will be offered a range of speaking opportunities, from a Children's book read aloud to demonstration, interviews, and impromptu speeches.*

### **YEARBOOK A&B (#1181 & 1182) – technology or art credit**

**Grades 10, 11, 12**

**Two semesters = 1/2 credit**

**Prerequisite: Permission of the instructor**

*The students in this course will develop basic skills in layout design, graphic design, copy writing, photography, editing, and sales to produce and publish Bishop Fenwick High School's yearbook, Turre. The Yearbook experience will emulate a professional publication environment that requires staff members to comprehend relevant vocabulary, publication techniques, layouts/designs, and meeting deadlines. Staff members will use an electronic software program called eDesign which is a product of Herff Jones. Counts as an English elective or it can fulfill a technology or art credit.*

### **PUBLICATIONS A&B (#1184 & 1185) – technology credit**

**Grades 11, 12**

**Two semesters = 1/2 credit**

**Prerequisite: Permission of the instructor**

*Students will explore the various forms of publications from newsprint, magazine, and electronic media. They will investigate the different employment opportunities in each form of publications, as well as, the various writing styles of each. The class will focus on, but not limited to, the fundamental skills in journalistic writing, interview process, editing, proofreading, headline writing, feature stories, word processing, desktop publishing, photo management and manipulation, photography, layout, and design of a school newspaper. The culminating project after completion of the fundamentals will be the design, production, marketing, and selling of the Fenwick Connection in conjunction with the Publication II students.*

## **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 Accelerated 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 8th grade math. Student is encouraged to have a TI-nspire CX CAS Calculator. Incoming Freshmen must take a placement test on Saturday, April 16, 2016.**

*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 pre-algebra or algebra course in 8th grade math. Students are required to have TI-nspire CX CAS Calculator. Incoming Freshmen must take a placement test on Saturday, April 16, 2016.**

*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.*

## **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.*

## **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.*

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

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Completion of Algebra 2; teacher recommendation**

*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 II and teacher recommendation. The TI-nspire CX CAS Calculator is recommended for this course.**

*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. The TI-nspire calculator is preferred for the course.*

# 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 Science Fair Project is 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.*

### **HONORS CHEMISTRY A&B (#1335 & 1336)**

**Grades 11**

**Two semesters = 1 credit**

**Prerequisite:** 1) 85 (B) or better in Honors Biology or Honors Physical Science or 93 (A) in Physical Science I; 2) 85 (B) or better in Honors Algebra 2 or 93 (A) in Accelerated Algebra 1 and Geometry; 3) Concurrently enrolled in or have taken Honors Pre-Calculus or Pre-Calculus; 4) Recommendation of current science teacher, math teacher, and honors chemistry teacher; 5) Completion of required summer work

*Honors Chemistry is a fast-paced, detailed exploration of the foundations of chemistry. Topics include physical and chemical properties of substances, atomic structure, electron configuration, periodic law, balancing equations, stoichiometry, solutions, and acids/bases. This course differs from regular Chemistry in that students are expected to be more independent in their learning and be capable of handling many abstract concepts at a more thorough detail in a quicker pace. Therefore students are expected to have well-developed critical thinking skills, a good understanding of the nature of scientific investigation, and be able to solve problems efficiently.*

**Summer work is required for this class. A Science Fair Project is required for this class.**

## **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 Algebra and Trigonometry**

*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 Honors Chemistry or a 93 in Chemistry I; 3) Concurrently enrolled in, or have taken 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 11, 12**

**Two semesters = 1 credit**

**Prerequisite: 1) Successful completion of previous science classes; 2) Teacher recommendation; 3) 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 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 12**

**Two Semesters = 1 credit**

**Prerequisites: 1) Successful completion of previous science classes; 2) 80% average in Honors Chemistry, Chemistry I, or Chemistry 11 or concurrent enrollment in any of these chemistry courses; 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.*

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

**Grade: 12**

**Two semesters = 1 credit**

**Prerequisites: 1) 85 (B) or better in Chemistry 1 or 80 (C) in Honors Chemistry; 2) concurrently enrolled in or have an earned 80 (C) or better in College Algebra and Trigonometry**

*This is a laboratory based, college level class. Content in this class will be the same as the first course for Chemistry Majors. Students enrolled in this class will earn an elective credit at Fenwick AND may elect to earn 5 semester hour collegiate chemistry credits. Collegiate credits are through Miami University Middletown and to receive credit students must meet all application deadlines and requirements. College Credit courses are subject to additional fees and charges by Miami University Middletown. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents.*

# SOCIAL STUDIES DEPARTMENT

## **ECONOMICS (#1408)**

**Grade 9**

**One semester = 1/2 credit, Fulfills state requirement**

*Economics is a required course which introduces students to the study of the choices and decisions individuals and nations make in utilizing the world's resources. The course will examine a variety of economic systems, emphasizing the American Free Enterprise System. The course will also introduce students to basic economic principles such as demand, supply, pricing and market structures. The final part of the course will introduce students to financial literacy and responsibility.*

## **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 I stresses the progress of Western civilization from the medieval times 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.*

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

**Grade 11**

**Two semesters = 1 credit, Fulfills state requirement for U.S. History**

**Students beginning with the Class of 2018 will take a yearlong intensive US History course covering pre-history to the present.**

*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.*

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

**Grade 11**

**Two semesters = 1 credit, Fulfills state requirement for U.S. History**

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

*This course follows the syllabus of the Advanced Placement program for United States History.*

***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, Fulfills state requirement for government**

*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.*



## **ECONOMICS AND FINANCIAL LITERACY (#1444)**

**Grades 12**

**One semester = 1/2 credit, Fulfills state requirement economics**

*Economics/Financial Literacy: Upper level required course which explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants. More specifically, the course examines the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security. Topics covered include: economic decision-making and skills, fundamentals of economics, government and the economy, the global economy, working and earning, financial responsibility and money management, saving and investing, credit and debt, and risk management.*

## **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.*

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

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

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Students need a grade of 93 in World History 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 academic 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.*

*The themes are:*

- \* Interaction between humans and the environment*
- \* Development and interaction of cultures*
- \* State-building, expansion, and conflict*
- \* Creation, expansion, and interaction of economic systems*
- \* Development and transformation of social structures*

*Students will use primary sources, selected readings, and documents in order to provide them with the extensive background knowledge needed to successfully complete the AP Exam given at the end of the year. This class requires considerable outside reading and research in addition to classroom work.*

*The course is divided into five chronological periods.*

- \* 8,000 BCE to 600CE*
- \* 600 to 1450*
- \* 1450 to 1750*
- \* 1750 to 1914*
- \* 1914 to the present*

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

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

**Grades 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. Controversy is encouraged rather than avoided.*

## **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. Topics include abnormal psych, memory, and intelligence.*

## **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**

*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.*

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

# **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: French I with a final grade of 77 (C) or better and teacher recommendation.**

**Incoming Freshmen must take a placement test on Saturday, April 16, 2016.**

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 or no language interference.*

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

# **LATIN**

## **LATIN A/B (#1500 & 1501)**

**Grades 9, 10, 11**

**Two semesters = 1 credit**

**Prerequisite: Language aptitude as indicated by placement test**

*Latin A&B is the first year of a two-year course sequence designed for those students who require more time to develop the foundational skills necessary for foreign language study. The first year of this course introduces the rudiments of Latin declensions and conjugations using simple sentence structure and representative vocabulary for Latin-English and English-Latin translations. A variety of learning tools is used. Students will also be introduced to Roman history and culture.*

*Latin A/B combined with Latin C/D fulfills Fenwick's world languages graduation requirement; however, this program is not designed for continued study of the Latin language.*

## **LATIN C/D (#1502 & 1503)**

**Grades 10, 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Teacher recommendation.**

*Latin C&D is the second year of a two-year course sequence designed for those students who require more time to develop the foundational skills necessary for foreign language study. The second year*

*expands vocabulary in English and Latin and develops more skills in word usage and translation. Students will continue their study of Roman history and culture. Upon completion of Latin A/B and C/D, students will have fulfilled Fenwick's world languages graduation requirement. This program is not designed for continued study of the language.*

### **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: Latin I with a final grade of 77 (C) or better and teacher recommendation.**

**Incoming Freshmen must take a placement test on Saturday, April 16, 2016.**

*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 synchysis.*

### **AP 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**

*The AP Latin IV course focuses on Julius Caesar's *Comentarii de Bello Gallico* and Vergil's *Aeneid*. Students will translate extensively from both works, as well as reading most of them in English. In addition to understanding, in detail, the grammatical function of every word of the prepared translations, students will improve their sight translation, gain an understanding of the metrical rules of dactylic hexameter, grow familiar with Roman poetic devices, and learn and be able to explicate the major themes of both works.*

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

# 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 on 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 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**

**Prerequisite: None**

*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, PowerPoint, 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 placement test on Saturday, April 16, 2016.**

*This level provides an introduction to the fundamentals of grammar structures, reading, writing, listening, and speaking in the Spanish language at a fast pace. Students entering the accelerated level have a basic understanding of the Spanish language. The accelerated class goes more in depth into the present tense, sentence structure, and everyday vocabulary. Hispanic culture is embedded weekly through videos, PowerPoint, and personal accounts. At the end of the year, students should be able to read, write, listen, and speak at a low novice level.*

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

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

**Two semesters = 1 credit**

**Prerequisites: Spanish I or Accelerated Spanish I with a final grade of 77(C) and a teacher recommendation.**

**Incoming Freshmen must take a placement test on Saturday, April 16, 2016.**

*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 in the target language. Students entering into Spanish II from other schools are required to take the placement test to determine their appropriate placement. Students focus on using the present, imperfect and preterit to communicate.*

## **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. In order 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. In order 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.*

**\*\*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 or no language interference.*

**\*\*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.*

# **HEALTH AND PE DEPARTMENT**

## **HEALTH (#1613)**

**Grade 9**

**One semester = 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, 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 visit the “Resources” tab via [fenwickfalcons.org](http://fenwickfalcons.org) or see a guidance 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, and yoga. 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 10, 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 lifetime sports and activities throughout the course.*

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

**Grade 10, 11, 12**

**One semester = 1/4 credit**

**Limit: 20 Students**

**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 basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students will keep a nutrition and training log throughout the semester. 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: 14 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**

*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**

*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.*

# **BUSINESS CAREER & TECHNOLOGY DEPARTMENT**

## **MOBILE COMPUTING (#1715)**

**Grades 9 required**

**One semester = 1/2 credit**

*This course is designed to ensure that students begin high school with the necessary digital literacy skills to effectively use their tablet PC. With the incorporation of 1:1 devices, this class will cover the use of Office 365 in the classroom, including Microsoft OneNote. Students will learn the Windows 10 operating system and Office 2016, basic and advanced features. Students will learn to connect, collaborate and communicate.*



## **STUDY SKILLS (#1193)**

**Grade 9**

**One semester = 1/4 credit**

*This course provides students the opportunity to smoothly transition to high school utilizing the SOAR Study Skills curriculum. Topics covered are Multiple Intelligence Learning styles, organizational skills, interacting with teachers, taking notes effectively, test taking strategies, tracking grades, monitoring goals and writing papers. It also includes the Kuder on-line career exploration system to identify interests, aptitudes, skills, and work values.*

## **LEADERSHIP SKILLS (#1194)**

**Grade 9**

**One semester = 1/4 credit**

*The objective of this course is to develop interpersonal, speaking, and leadership skills. The 7 Habits of Highly Effective Teens by Sean Covey is the foundation of this class. Role models, character traits, and leaders from all walks of life will be analyzed and students will formulate their personal mission statement for success. Students will study the fifteen leadership characteristics outlined by Dr. Joseph Hodel in his "Role Models and Leadership" book.*

## **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 10, 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 art credit**

**Grades 11, 12**

**One semester = 1/2 credit**

**Prerequisite: Computer Information Processing**

*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: Computer Information Processing**

*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.*

## **WEB PROGRAMMING (#1735) – technology credit**

**Grades 11, 12**

**One semester = 1/2 credit**

**Prerequisite: Computer Information Processing**

*This course is an introduction to Internet web page programming including mark-up language, websites, and interactive topics. It will include the use of HTML, XHTML, Javascript, and coding. Topics will include use of hyperlinks, images, lists, tables, frames, forms, cascading style sheets, and debugging techniques. Student will learn the design, creation, and maintenance of web pages and websites.*

## **COMPUTER TECHNOLOGY A & B (#1752/#1753) – 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.*

## **GATEWAY TO CAREERS (#1186)**

**Grades 11, 12**

**One semester = 1/2 credit**

*This collaboration with Warren County Career Center will provide students the opportunity to explore careers via the Kuder Career Inventory System. Students will complete portfolio benchmarks and acquire skills to market themselves to colleges and future employers. Benchmarks addressed include individuality, philosophy of life, college and job applications, money management, education and career goal plans, teamwork, communication, and personal management skills. Final portfolio and powerpoint presentations will be submitted to the Career Mentorship Committee for the semester grade.*

## **GATEWAY TO COLLEGE (#1187)**

**Grade 11**

**One semester = 1/2 credit**

*This collaboration with the Warren County Career Center will provide an opportunity for students to explore what it takes to get into college and what happens when you get there. Students will prepare to take the ACT test for college admission by learning test questions formats, vocabulary, and time restraints as well as test taking strategies and tips. Students will also discuss selecting a college, filling out an application, financial aid, scholarships, grants and loans, dorm life, nutrition and wellness, everyday survival skills, communication skills and decision making.*

# **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 wishing to enter science, technology, or engineering fields are encouraged to take this course. This is the first course in the PLTW series. The course revolves around learning the design process and applying it to problem solving. Students also learn how to communicate their design concepts to peers and members of the professional community through presentations, reports, and*

3D CAD models. Through hands on learning and the use of industry standard 3D modeling software, students utilize the design process to solve a variety of real world problems. Topics covered in this course are the Design process, sketching, measurement, dimensions and tolerances, 3D CAD modeling, visual, functional and structural analysis, and ethics.

### **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**

Students wishing to enter a science engineering field are encouraged to take this course. This is the second course in the PLTW series. The course presents the major concepts that students encounter in a postsecondary engineering course of study through hands on learning and real world problem solving. Students will utilize critical thinking skills while applying science, technology, math, and communications skills to work through engineering problems. Topics covered include mechanisms, energy sources and applications, statistics, material properties and testing, control systems, machine control, fluid power, statics and kinematics. Different types of engineering degrees and engineering careers are also covered in this course. 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 POE instructor.

### **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. Digital Electronics is the foundation of all modern electronic devices. This course is ideal for students that are interested in engineering and electronics. The course introduces students to digital circuitry including binary number systems, logic gates and function, combinational logic, sequential logic, Boolean algebra, counters, latches & flip-flops, decoders, multiplexers, and microprocessors. Students will utilize problem solving skills to build electronic circuits to solve problems. 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 DE 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 3D architecture design software.

## **MUSIC DEPARTMENT**

The study of music contributes in significant ways to the quality of life for every student who elects to participate in organized music making in school. Every musical 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. Music has 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 and chorus at Bishop Fenwick High School to a wide variety of musical styles and composers by offering performance in a variety of musical ensembles. Through these experiences we shall enrich and expand the student's aesthetic awareness of all musical experiences.

# **INSTRUMENTAL MUSIC PERFORMANCE**

## **PRE-BAND A&B (#1802 & 1803) – fine art credit**

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

**One semester = 1/2 credit; Semester course (intended to be repeated once, in consecutive semesters)**

**Prerequisite: Approval from the director**

*This course is designed to give any student grades 9-12 an opportunity to learn to play a wind or percussion instrument to prepare themselves to join the award-winning Fenwick Falcon Force Band program the following year. During the first year the students are taught the fundamentals and techniques that will enable them to become fully participating members of the Fenwick Falcon Force Band during the next school year. Interested students may discuss instrument options with the director prior to signing up—the only restrictions on instrument choice are that the instrument must be one which is considered a “band” instrument and in the case of percussion, students will learn multiple instruments (including melodic/keyboard and battery/drum type instruments). Students earn one full credit for a successful year of study.*

*The purpose of this course is to allow students to participate in band at the high school level. All students taking beginning band are expected to join band the following year. Students who progress quickly through the 1<sup>st</sup> semester may be given the option to move into the band class during 2<sup>nd</sup> semester.*

***No experience is necessary, but high interest and commitment is required!***

*The students may choose to learn any of the following instruments (instruments marked with # will be provided by the school)*

- Flute
- Alto Saxophone
- Baritone #
- Percussion # (students will need to provide sticks/mallets and practice pad)
- Oboe
- Tenor Saxophone
- Trombone
- Bassoon #
- French Horn #
- Tuba #
- Clarinet
- Trumpet

*\*dependent upon a number of factors, including the ability to make the change in the schedule*

## **BAND A&B (#1821 & 1822) – fine art credit**

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

**Two semesters = 1 credit**

**Pre-requisite: Prior experience on the instrument wishing 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. The band class is open to all high school musicians with prior experience on their instrument. Sophomore, Junior and Senior students participating in the band program at Fenwick are expected to fully participate in both the marching band and concert band aspect of the course (it is highly recommended for Freshmen). \*\* Students are responsible for all activities of the band program including all: summer rehearsals, band camp, parades, competitions, festivals, football games and after school rehearsals and sectionals.*

*Band class is held year round during the regular school day. In addition to this class time, band students will receive occasional one-on-one pull out lessons during the academic day for additional instruction. Students in band are eligible to join extra-curricular ensembles including jazz ensemble, pep band, percussion ensemble, etc.*

*\*\*Sophomore, Junior and Senior students may sign up for band class without participating in marching band ONLY WITH APPROVAL OF THE DIRECTOR. Such approval will only be granted when a Fenwick activity prevents the student from participating in marching band. In all cases, effort will be made to allow the student to participate in both band and the other activity. Only when the directors/advisors/coaches of all activities involved find it to be impossible will that activity be considered reason to not participate in marching band. All high school instrumental members of the Falcon Force Marching Band must take band class during the school day.*

## **HONORS BAND A&B (#1828 & 1829) – fine art credit**

**Grades 11, 12**

**Two semesters = 1 credit**

**Prerequisite: Approval of Band Director**

In addition to the requirements in place for 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**

### **CHORUS A&B (#1831 & 1832) – fine art credit**

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

**Two semesters = 1 credit**

*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 performances 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 MUSIC**

### **MUSIC APPRECIATION (#1811) – fine art credit**

**Grades 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.*

### **HONOR MUSIC THEORY (#1846 & 1847) – fine art credit**

**Grades 10, 11, 12**

**Two semester = 1 credit**

**Prerequisite: Approval of teacher; 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 projects. The music theory course will use an advanced text intended for beginning music theory students at the college level.

## **ART DEPARTMENT**

### **ART IA (#1851)** – fine art credit

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

**One semester = 1/2 credit**

Art I is an introductory level course designed to develop visual problem solving skills and an understanding of the Elements of Art and the Principles of Design. This course provides the foundation of vocabulary and concepts for further studies in all visual art courses offered. A variety of media and processes will be explored, such as drawing, painting, ceramics, printmaking and sculpture. Art and design history are incorporated into course assignments.

### **ART IB (#1852)** – fine art credit

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

**One semester = 1/2 credit**

**Prerequisite: Art IA**

Building on the knowledge gained in the Art 1A experience, this course expands art making to include the Principles of Art: balance, contrast, emphasis, movement, pattern, rhythm, and unity. Students explore a wider range of media options and are expected to have the basic skills necessary to utilize those skills in challenging assignment tasks. Concepts of language, vocabulary, reflective writing, examinations, and contextualizing art making practice from art history are continued and reinforced. Care and craftsmanship remain a part of the rigorous assessment process as students are expected to work and show effort in all aspects of the class. The creative challenges of this course offer students the potential for greater creative expression and responsibility.

### **CERAMICS (#1853)** – fine art credit

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

**One semester = 1/2 credit**

**Prerequisite: Art IA**

This course introduces students to basic ceramic construction techniques. The course combines the hand building techniques, pinch, coil and slab construction. Students will have the opportunity to construct, build, and learn about balance and functional art. Student will express themselves by manipulating and working with three-dimensional forms. They will also explore various surface decoration and embellishment technique. The class will explore cultural uses of ceramic through history. Students will critique their own work as well as the work of peers and professionals.

### **ART IIA (#1861)** – fine art credit

**Grades 10, 11, 12**

**One semester = 1/2 credit**

**Prerequisite: Art IA & Art IB**

Art II refines the abilities to creative problem solving in the creation of original works of art. Students will use visual communication and production, cultural content and art history, judgment and criticism, and aesthetics to understand how art functions within a multicultural society. Art II students will improve their abilities to problem solve by completing more advanced problems relating to the elements and principles of design learned in the foundation course of Color & Design

**ART IIB (#1862)** – fine art credit

**Grades 10, 11, 12**

**One semester = 1/2 credit**

**Prerequisite: Art IIA**

*Students will continue elements of line, shape, form, color, texture, and space, and will continue to explore a variety of approaches and media. Students should work on a level that is more difficult and advanced due to the success, skills, and concepts introduced in the foundation projects of Art I.*

**ART III A&B (#1874 & 1875)** – fine art credit

**Grades 11, 12 (11<sup>th</sup> grade with permission of instructor only)**

**Two semesters = 1 credit**

**Prerequisite: Art II A&B**

*Art III is a continuation of Art II with the students using their knowledge of color, principles and elements of design to experiment with their own creative style and conceptual ideas. Students will examine the work of the masters throughout history to assist in the development of their own style of art. Advanced techniques and more professional materials will be introduced.*

**COMPUTER GRAPHICS (#1871)** – technology or art credit

**Grades 10, 11, 12**

**One semester = 1/2 credit**

**Prerequisite: Computer Information Processing #1713**

*This course is designed to acquaint the student with the historical, theoretical, analytical approach, as well as the hands-on experience in art. Students will learn the design elements and principles that apply to artwork. Form, medium, content, and description will be applied to each historical period. Students will use ADOBE PHOTOSHOP. This part of the course is designed to educate students in computer art illustrations using image-editing to produce high quality digital images. The program contains a number of editing tools and special effects capabilities that will allow students to manipulate scanned images, slides, and original artwork.*

**ART IV A&B (#1876 & 1877)** – fine art credit

**Grades 12**

**Two semesters = 1 credit**

**Prerequisite: Art III**

*This course builds on the description listed for Art III A&B. The work level is for students who wish to pursue various art foundations and advanced work that match or meet the demands of a college curriculum. Instruction is individualized with students working at their own pace and needs according to portfolio criteria. Matting and presentation techniques are introduced; painting and drawing are emphasized; and, 3-D media are introduced. Students learn to photograph and document their work to prepare jpg files of artwork for electronic submission purposes and to record a visual library of works completed throughout the year. Superior levels of craftsmanship are encouraged and expected. The completion of works in this course should complete portfolio requirements for college entry requirements.*

**AP STUDIO ART A&B (#1887 & 1888)** – fine art credit

**Drawing, 2D Design, or 3D Design**

**Grade 12**

**Two semesters = 1 credit**

**Prerequisite: Permission of instructor**

*Students develop individual portfolios based on the guidelines of the AP program. The portfolio may emphasize 2D design, 3D design, or drawing, involving approximately 30 works of art. The Advanced Placement Program in Studio Art is intended for **highly motivated students** who are seriously interested in the study of art. Acceptance to the AP program is contingent upon recommendation from one of the art teachers and portfolio review. Work on the portfolio begins in the*

summer prior to the year of admittance to the course. Emphasis on writing and research maintained and expanded for the higher level course content. Photo documentation of work a continued practice and focus.

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

**PHOTOGRAPHY I (#1881) – fine art credit**

**Grades 11, 12**

**One semester = 1/2 credit**

**Prerequisite Supplies: Course requires a 35mm digital SLR camera (Point and shoots/camera phones are NOT acceptable for Photography I)**

*Introduces the aesthetic theories and foundational techniques of photography. Topics include camera and lens operation, manual exposure, lighting, composition, digital capture, image editing software and output. This course is designed to provide students with a basic understanding of photography as an art form while exploring the possibilities of photography as a medium of visual communication and personal expression. Students use their DSLR cameras to take photographs both in and out of school and use these photographs to complete assignments and in making art objects based on photographic procedures and assignment guidelines. Research and written reflections are required along with creative exercises.*

\*\*\*\*\*

**SAMPLE COLLEGE PREP - 4 YEAR PROGRAM**

<b>FRESHMAN</b>	<b>SOPHOMORE</b>	<b>JUNIOR</b>	<b>SENIOR</b>
Hebrew Scriptures and Christian Scriptures	Church History and Sacraments	Morality and Christian Lifestyles	Peace & Justice and Religion Elective
English 9	English 10	English 11	English 12
World Languages	World Languages	Elective	Elective
Algebra 9	Geometry 10	Algebra 11	College Algebra & Trigonometry
Biology 9	Physical Science 10	Chemistry 11	Botany/Zoology or Geology
Economics/World Geography	World History	US History	Government
CIP / Health	Physical Education	Elective	Elective
Study Skills/Leadership	Elective	Fine Art Elective	Technology Elective

\*\*\*\*\*

**SAMPLE ACCELERATED COLLEGE PREP 4 YEAR PROGRAM**

<b>FRESHMAN</b>	<b>SOPHOMORE</b>	<b>JUNIOR</b>	<b>SENIOR</b>
Hebrew Scriptures and Christian Scriptures	Church History and Sacraments	Morality and Christian Lifestyles	Peace & Justice and Religion Elective
English I	English II	English III	Senior English
World Languages	World Languages	World Languages Elective	Elective
Algebra I or Accelerated Algebra I	Geometry	Algebra 2	College Algebra & Trigonometry, Pre-Calculus, or Statistics
Biology I	Physical Science I	Chemistry I	Physics, College Credit Plus Chemistry Physiology, Geology or Botany/Zoology
Economics / World Geography	World History	US History	Government
CIP / Health	PE	Elective	Elective
Study Skills/Leadership	Elective	Fine Arts Elective	Technology Elective

\*\*\*\*\*



## **SAMPLE HONORS COLLEGE PREP 4 YEAR PROGRAM**

<b>FRESHMAN</b>	<b>SOPHOMORE</b>	<b>JUNIOR</b>	<b>SENIOR</b>
Hebrew Scriptures and Christian Scriptures	Church History and Sacraments	Morality and Christian Lifestyles	Peace & Justice and Religion Elective
Honors English I	Honors English II	Honors English III	AP English IV
World Languages	World Languages	World Languages	World Languages
Honors Geometry	Honors Algebra 2	Honors Pre-Calculus	AP Calculus
Honors Biology	Honors Physical Science	Honors Chemistry	College Credit Plus Chemistry, AP Biology, or AP Physics
Economics / World Geography	AP World History	AP US History	AP Government
CIP / Health	Physical Education	Fine Arts Elective	Technology Elective
Study Skills / Leadership or Elective	Elective	Elective	Elective