



Introduction to Academic
Policies and Freshman
Course of Studies
2026-27

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INTRODUCTION TO ACADEMIC POLICIES

State of Ohio Graduation Requirements Class of 2023 and Beyond

(1) **Cover the Basics:** 26 credits are required for graduation from Bishop Fenwick High School in specific subjects:

Religion	1.0 credit/year at BFHS	English Language Arts	4 credits
Mathematics	4 credits	Science	3 credits
Social Studies	3.5 credits	World Languages	2 credits (same language)
Fine Arts	1.0 credit	Technology	1.0 credit
PE/Health	1.0 credit	Electives	2.5 credits

AND

(2) **Show Competency:** Bishop Fenwick High School students will earn a passing score, based on the requirements of the State of Ohio, on the IOWA test in the areas of Algebra 1 and English Language Arts 2. Students who do not receive a passing score on the test will be offered additional opportunities to test, and additional support after a second attempt. Students may also show competency through ACT/SAT testing with remediation-free scores in the English/Reading and/or Math sections, respectively.

Testing Requirement: Bishop Fenwick High School, through approval by the state Board of Education and Ohio Revised Code 3301.0712, will continue to administer the IOWA E battery of tests to all students in grade 9. These tests will cover the seven required end-of-course test content areas of Algebra 1, Geometry, English Language Arts 1, English Language Arts 2, Biology, American Government, and American History. Students can also achieve competency in coursework by passing a non-remedial CCP course in that field.

Bishop Fenwick High School will continue to administer the required state-funded ACT or SAT (Fenwick administers the ACT) to all juniors during the spring of their junior year.

Competency can also be achieved by meeting the requirements to enlist in the military, which can be demonstrated by a contract with the military to enlist upon graduation (including delayed entry options).

AND

(3) ***Show Readiness:** Students will demonstrate readiness for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, social and emotional competencies, and leadership and reasoning skills (Page 2 of “Ohio’s Long-term Graduation Requirements” document linked [HERE](#)).

OhioMeansJobs Readiness Seal (Ohio)	Military Enlistment Seal (Ohio)	Honors Diploma Seal (Ohio)
Citizenship Seal (Ohio)	Science Seal (Ohio)	Technology Seal (Ohio)
Seal of Biliteracy (Ohio)	Industry Credential Seal (Ohio)	
Community Service Seal (Local)	Fine/Performing Arts Seal (Local)	Student Engagement Seal (Local)

Students will demonstrate readiness by earning **at least two diploma seals, one of which must be state defined. Seals help students develop an array of critical skills that are valuable to them as they transition to the next steps after high school. Fenwick will provide earned seals with the student’s diploma.*

More detailed information can be found in the full [2026-27 Academic Policies and Course of Studies](#).

Interpreting Grades

Grading Scale

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

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

Bishop Fenwick High School reports the Cumulative Scholastic Average of students via all transcripts. The Cumulative Scholastic Average is the average earned by a student on a scale of 0-100 without attachment of letter grade. This calculation removes the concern of different grading scales used by other schools.

Awarding Credit

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

40% Quarter Grade
40% Quarter Grade
<u>20% Semester Exam</u>
100% Semester/Final Average

GPA Computation

All courses are taught at the college preparatory level. Students are not ranked. Bishop Fenwick High School uses a numeric percentage for the unweighted scholastic average. To calculate 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 courses and CTAG courses. CCP course weights are determined by content area.

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

High School Classes Prior to 9th Grade

To earn a Fenwick diploma, students must accumulate 26 credits and fulfill state testing, competency, and seal requirements. Credits are earned by completing required coursework.

Students may enter Fenwick High School already having taken high school level courses prior to 9th grade. For credit to be awarded, courses taught at the grade school level must meet the following requirements:

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

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

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

Placement: The goal of Bishop Fenwick High School is to place students in the classes which will lead them to the highest level of growth and success. Initial placement is based upon the High School Placement test scores as well as documentation provided by the student's grade school. Students wishing to move ahead in the sequence of courses in the areas of Math and World Languages will be given the opportunity to take a placement test in those specific areas in the spring. Freshmen placed in the 2nd level of a language or in Geometry instead of Algebra 1 is based solely on this Fenwick specific placement test. Students who have prior experience in the subject (for example, Algebra 1) but do not place into the next level via this placement test may be put into an enriched version of the content (for example, Enriched Accelerated College Prep Algebra 1).

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

Scheduling

The Assistant Principal oversees the student scheduling process. The program for each freshman is determined through grade school/junior high achievement and the results of standardized tests on file. Each year, the individual student's program is reviewed, evaluated, and directed according to his/her abilities, grades and interests. Grade placement requirements are as follows:

Freshmen—A committee composed of the Assistant Principal, counselor, and department chairs review the incoming student's previous academic records. Course recommendations are made after reviewing the student's High School Placement Test scores and elementary school records, including standardized tests.

Cancellation of Courses

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

Awarding Credit

Credits are awarded at the end of each semester based on successful completion of courses.

College Prep Curriculum

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

College Prep (CP)

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

Accelerated College Prep (ACP)

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

Honors College Prep (Honors)

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

Honor Roll

Honor Roll is based on semester grades (beginning 2024-25), including two quarters and exam grades. Requirements for being listed on the Fenwick Honor Roll are as follows:

First Honors: Weighted Average ≥ 3.75

Second Honors: Weighted Average ≥ 3.25

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

Report Cards and Interim Reports of Academic Progress

Updated grades are available to students and parents/guardians at all times via PlusPortals. For this reason, there are no official interim report dates within the school year.

Academic achievement is reported quarterly via report cards. Report cards are emailed to the primary parent account that is provided on the registration form.

Parents are encouraged to reach out to their child's teachers throughout the year. Formal parent-teacher conferences take place during the first and third quarters. Parents are urged to remain informed of their child's progress throughout the year by utilizing PlusPortals, the primary mode of communication from teachers and staff to your family.

Non-custodial Parent

In the absence of a court order to the contrary, Bishop Fenwick High School will provide the non-custodial parent with access to academic records and to other school-related information regarding his/her child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

PlusPortals

Bishop Fenwick High School uses a web-based program called PlusPortals (Portals). The program allows parents to check their child's up-to-date grades, see assignments and other school information, and receive automated emails regarding academic changes. Parents and students will receive an email with activation information prior to the beginning of the school year. These accounts will remain operational for all four years at Bishop Fenwick High School. There is a link to Portals from the school website. It is expected that this resource will be used as a primary tool in forming and maintaining a partnership between parents and the school! Communication of grades, student struggles, discipline concerns, etc. will be done through the Portals system.

Homework Policy

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

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

Summer Work

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

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

Exam Policy

Semester comprehensive exams are administered in all year-long and required courses following the 2nd and 4th grading periods. Students should realize the seriousness of these exams and plan plenty of time for extensive long-range reviewing and studying. *Teachers are given the autonomy to utilize exam periods for a final test/assessment of the 2nd or 4th quarter. In this case, each quarter counts as 50% of the semester/final average in the course*

Exams may be in the form of any combination of comprehensive examination, project, presentation, performance, group assignment, etc. All examinations are to be taken at their scheduled time; exams may not be taken early.

Academic Integrity

Academic integrity is a serious expectation, and dishonesty will not be tolerated. Cheating, attempted cheating, and plagiarism are offenses which violate the spirit of trust and respect among members of the school community while going against our formational Talon of Integrity. With advances in technology, new ways to complete assignments without doing the work intended are available; Fenwick High School will continue to keep up to date with modern technology and best practices within the academic community. Each content department will provide specific content related instruction to students.

Academic Support

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

Academic tutoring is available to freshman and sophomores for required non-honors courses through the Fenwick Peer Tutoring Program. Students may request a peer tutor through their teacher or their counselor. More information on peer tutoring can be found in the next section.

Peer Tutoring Program

The transition to high school can be challenging. The Fenwick Peer Tutoring Program can help a student with the transition when they are struggling in a freshman or sophomore required course that is not at the honors or accelerated level. Here are a few details about how to qualify for the program, and requirements to continue in the program once a tutor is assigned.

- 1) Peer tutoring is provided for freshmen and sophomores struggling in a required year-long course that is not honors or accelerated.
- 2) To qualify for a peer tutor, a student must meet the following requirements:
 - a. Follow directions and complete assigned work in class. Ask questions when needed.
 - b. Complete assigned homework to the best of your ability. Ask questions when needed.
 - c. Meet with the teacher before or after school and/or in flock block to receive help with things you do not understand.
 - d. After completing the above steps (a-c) for at least the first half of quarter 1 (through mid-term parent-teacher conferences), a student or their parent can request a tutor by talking with the teacher or counselor.
 - e. A tutor can be assigned later in the course if the student begins to struggle, as long as conditions a-c are being met.
 - f. A peer tutor will not be assigned if the student is not completed steps a-c above.
- 3) When a peer tutor is assigned, the student and parent will sign a form agreeing to the student's requirements to maintain the tutor. Those requirements are:
 - a. Continuing to follow directions and complete assigned work in class, completed assigned homework to the best of your ability, ask questions when needed, and meet with the teacher before and/or after school in addition to tutoring if needed.
 - b. Attend tutoring each Wednesday flock block and be an active participant in the entire 40-minute session (Missing all or part of a tutoring session is permitted in these limited circumstances: excused absences from school; making up a quiz/test after an absence; attending a meeting requested by a teacher).
 - c. Do not disrupt others in the tutoring room in Wednesday flock block.
 - d. A student who misses 3 tutoring sessions without one of the excused reasons described (part b above) will be dismissed from the program and will not be able to reapply during that school year.
 - e. A student who does not fulfill classroom requirements (part a above), or who disrupts students in tutoring (part c above) will be dismissed from the program and will not be able to reapply during that school year.
- 4) If a student misses a Wednesday flock tutoring session, it may be possible to reschedule on Monday or Tuesday flock, or before or after school, depending on the availability of the student and the tutor.
- 5) Peer tutoring normally occurs one session per week.

Selection of the Curriculum and Instructional Material

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

NCAA Requirements (Academic-Eligibility Requirements)

For more information, visit the NCAA Eligibility Center website [HERE](#).

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, nondoctrinal religion or philosophy)
- Earn a minimum required grade-point average in your core courses (2.3)

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 (10 core courses to be completed prior to seventh semester)
 - 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 extra core courses (from any category above, or world languages, nondoctrinal religion or philosophy)
- Earn a minimum required grade-point average in your core courses (2.2)

THEOLOGY DEPARTMENT

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

The Theology Department strives to form the student with a holistic approach to forming disciples of Jesus. Therefore, the service requirements outside of class are tied to each student's Theology grade. If the service requirement is not met at the end of the year (April 1st), an Incomplete ("I") will be recorded as the Theology grade for the second semester. Grades will be released once the service requirement is met through the Community Service Director in the Office of Campus Ministry.

Freshmen

INTRODUCTION TO CATHOLICISM (#1013)

GRADE 9

REQUIRED

ONE SEMESTER = .5 CREDIT

This course is an overview and exploration of the central teachings and practices of the Catholic Church. Designed for students with a wide array of familiarity with Catholicism, this course will examine the basic tenets of the Catholic faith found in the Nicene Creed, including the doctrine of the Trinity, Incarnation, and the Paschal Mystery; the celebration of the Mystery of Faith in the sacramental and liturgical life of the Church, the importance of cultivating a habit of prayer, and basic moral thinking in the tradition of virtue ethics. In a sense, this course provides a brief overview of the rest of the theology curriculum students will student in their time at Fenwick.

OLD TESTAMENT (#1014)

GRADE 9

REQUIRED

ONE SEMESTER = .5 CREDIT

This course is an introduction to the study of Scripture and an overview of the Old Testament, or Hebrew Scriptures. Students will explore the major sections of the Old Testament, discovering the history of salvation as it unfolds in the Scriptures from creation through the covenant with Israel. Students will examine the historical, literary, and theological aspects of biblical texts. Students will also be trained in the use of Scriptural texts in personal prayer and within the practice of the Church.

REQUIRED

ENGLISH LANGUAGE ARTS DEPARTMENT

COLLEGE PREP ENGLISH 1 A & B (#1111 & 1112)

GRADE 9

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: STUDENTS ARE PLACED ACCORDING TO STANDARDIZED TEST SCORES, EIGHTH GRADE ENGLISH LANGUAGE ARTS SCORES, AND DEPARTMENT 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. Summer reading assignments may be required.

ACCELERATED COLLEGE PREP ENGLISH 1 A & B (#1113 & 1114)

GRADE 9

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: STUDENTS ARE PLACED ACCORDING TO STANDARDIZED TEST SCORES, EIGHTH GRADE ENGLISH LANGUAGE ARTS SCORES, AND DEPARTMENT 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. Summer reading assignments may be required.

HONORS ENGLISH 1 A & B (#1115 & 1116)

GRADE 9

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: STUDENTS ARE PLACED ACCORDING TO STANDARDIZED TEST SCORES, EIGHTH GRADE ENGLISH LANGUAGE ARTS SCORES, AND DEPARTMENT 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. Summer reading assignments may be required.

MATHEMATICS DEPARTMENT

COLLEGE PREP ALGEBRA 1 A & B (#1201 & 1202)

GRADE 9

TWO SEMESTERS = 1.0 CREDIT

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

ACCELERATED COLLEGE PREP ALGEBRA 1 A & B (#1203 & 1204)

GRADE 9

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: AVERAGE PERFORMANCE ON STANDARDIZED TESTS AND 8TH GRADE MATHEMATICS.

Students will 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.

ENRICHED ACCELERATED COLLEGE PREP ALGEBRA 1 A & B (#1205 & 1206)

GRADE 9

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: SUPERIOR TO ABOVE AVERAGE PERFORMANCE ON STANDARDIZED TESTS AND CERTIFIED ALGEBRA I COURSE AT THE ELEMENTARY/MIDDLE SCHOOL LEVEL.

Incoming Freshmen must take a MATH placement test in the Spring.

Students will 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. Students will focus on word problems and the application of the topics.

HONORS GEOMETRY A & B (#1207 & 1208)

GRADE 9

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: SUPERIOR PERFORMANCE ON THE HIGH SCHOOL PLACEMENT TEST AND OTHER STANDARDIZED TESTS WITH CERTIFIED ALGEBRA 1 COURSE AT THE ELEMENTARY/MIDDLE SCHOOL LEVEL. STUDENTS ARE REQUIRED TO HAVE TI-NSPIRE CXII CAS CALCULATOR.

Incoming Freshmen must take a MATH placement test in the Spring.

Students will cover the entire Geometry curriculum during the first 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, 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.

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

GRADE 10

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: SUCCESSFUL COMPLETION OF HONORS GEOMETRY WITH 85% (B) AVERAGE OR BETTER; DEPARTMENT RECOMMENDATION. STUDENTS ARE REQUIRED TO HAVE A TI-NSPIRE CXII CAS CALCULATOR

Students 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.

INCOMING 9TH GRADERS WHO HAVE COMPLETED BOTH ALGEBRA 1 AND GEOMETRY PRIOR TO HIGH SCHOOL ARE REQUIRED TO TAKE THE FENWICK HONORS MATHEMATICS PLACEMENT TEST FOR BOTH ALGEBRA 1 AND GEOMETRY; TESTS ARE GIVEN ON THE SAME DAY IN THE SPRING.

SCIENCE DEPARTMENT

COLLEGE PREP BIOLOGY 1 A&B (#1311 & 1312)

GRADE 9

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: PLACEMENT BASED UPON STANDARDIZED PLACEMENT TEST SCORES AND DEPARTMENT RECOMMENDATION.

This class covers the same curriculum as ACP Biology 1 (#1313/#1314). CP Biology 1 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.

ACCELERATED COLLEGE PREP BIOLOGY 1 A&B (#1313 & 1314)

GRADE 9

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: 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 1 A&B (#1315 & 1316)

GRADE 9

TWO SEMESTERS = 1.0 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.**

SOCIAL STUDIES DEPARTMENT

BIG HISTORY (#1401)

GRADE 9

ONE SEMESTER = .5 CREDIT

Big History introduces freshmen to the study of history through big questions about the universe, humanity, and change over time. Students develop essential historical reasoning skills including making evidence-based claims, analyzing cause and effect, and evaluating sources, while exploring history across multiple time scales. The course provides a strong foundation for success in future World History, U.S. History, and advanced social studies courses.

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 world language, we strongly encourage students to take 3-4 years to ensure they are adequately prepared to take language at the college level.

French

ACCELERATED COLLEGE PREP FRENCH 1 A&B (#1533 & 1534)

GRADES 9, 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

This level introduces the fundamentals of grammar structures, reading, writing, listening, and speaking in the French language. Students will also cover basic vocabulary used in everyday life such as school, food, family, etc. Students will use present tense and irregular verbs to express their actions with simple sentence formation. Francophone culture will be presented on a weekly basis through videos, PowerPoints and personal accounts. By the end of the year, students should be performing at a low/mid novice level of proficiency.

****PLEASE NOTE**:** All students with previous exposure to the French language who wish to place beyond ACP French 1 are required to take a placement test before beginning their language study to ensure that they are placed in the appropriate course level.

Latin

COLLEGE PREP LATIN 1 A/B (#1500 & 1501)

GRADES 9, 10, 11

TWO SEMESTERS = 1.0 CREDIT PER YEAR

PREREQUISITE: LANGUAGE APTITUDE AS INDICATED BY PLACEMENT TEST OR DEPARTMENT TEST.

This level introduces the fundamentals of grammar structures, reading, writing, listening, and speaking in the Latin language, but at a slower pace than Latin 1. Students in Latin 1 A/B cover half of the material that is covered in Latin 1. This class is designed for highly motivated students who struggle with grammatical structure and need additional time to process material. Students who successfully complete Latin 1 A/B will continue to Latin 1 C/D the following year.

ACCELERATED COLLEGE PREP LATIN 1 A&B (#1513 & 1514)

GRADES 9, 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

Latin 1 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.

****PLEASE NOTE**:** All students with previous exposure to the Latin language who wish to place beyond ACP Latin 1 are required to take a placement test before beginning their language study to ensure that they are placed in the appropriate course level.

Spanish

COLLEGE PREP SPANISH 1 A/B (#1550 & 1551)

GRADES 9, 10, 11

TWO SEMESTERS = 1.0 CREDIT PER YEAR

PREREQUISITE: LANGUAGE APTITUDE AS INDICATED BY PLACEMENT TEST OR DEPARTMENT TEST.

This level introduces the fundamentals of grammar structures, reading, writing, listening, and speaking in the Spanish language, but at a slower pace than Spanish 1. Students in Spanish 1 A/B cover half of the material that is covered in Spanish 1. This class is designed for highly motivated students who struggle with grammatical structure and need additional time to process material. This first year focuses on the conjugation 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 1 A/B will continue to Spanish 1 C/D the following year.

ACCELERATED COLLEGE PREP SPANISH 1 A&B (#1563 & 1564)

GRADES 9, 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

This level introduces 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 for everyday life such as school, family, food, etc. Students also spend time learning how to structure sentences and questions to enhance communication skills. Hispanic culture is embedded in the weekly curriculum through videos, PowerPoints, and personal accounts. At the end of this year, students should be able to use the language at a low-mid novice level of proficiency.

****PLEASE NOTE**:** All students with previous exposure to the Spanish language who wish to place beyond ACP Spanish 1 are required to take a placement test before beginning their language study to ensure that they are placed in the appropriate course level.

ENRICHED ACCELERATED COLLEGE PREP SPANISH 1 A & B (#1565 & 1566)

GRADES 9, 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: PREVIOUS EXPOSURE TO SPANISH AS INDICATED BY PLACEMENT TEST RESULTS. INCOMING FRESHMEN MUST TAKE THE SPANISH LANGUAGE PLACEMENT TEST AND BE PLACED AS INDICATED BY THE TEST RESULTS.

Incoming Freshmen must take a LANGUAGE placement test in the Spring.

Students entering Accelerated Spanish 1 have already been introduced to the basics of Spanish. Present tense structures and vocabulary are reviewed before being expanded upon. The accelerated class follows the same curriculum as Spanish 1, but goes more in depth into the vocabulary, grammatical structures and culture while maintaining a challenging pace. Students should be more comfortable expressing themselves in the target language. Hispanic culture is embedded weekly through videos, PowerPoints, and personal accounts. At the end of the year, students should perform at a mid-novice level of proficiency.

HEALTH SCIENCES & PE DEPARTMENT

HEALTH (#1613)

GRADE 9

REQUIRED

ONE SEMESTER = .5 CREDIT

Health class develops a solid understanding and awareness of how to properly care for the human body and mind. This class helps students develop mentally, socially, emotionally, and physically to help them make good lifelong choices. The course encompasses education on achieving good mental health, good healthy habits, practicing safety, and keeping up with major health problems in our society. There is an emphasis on drugs, tobacco, and alcohol education; nutrition, eating disorders, human sexuality, sexually transmitted diseases, bullying, and domestic violence.

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

LIFETIME SPORTS A & B (#1630 & 1631)

GRADES 9, 10

HEALTH OR PE CREDIT

TWO SEMESTERS = .5 CREDIT

Physical Education supports the mental, social, physical, and spiritual development of high school students. This course emphasizes the fundamental skills, knowledge, and attitudes necessary for lifelong participation in team, individual, and recreational sports. Through structured, age-appropriate activities, students will strengthen leadership, teamwork, self-discipline, physical fitness, and sportsmanship. Rooted in faith-based values, the course promotes respect, responsibility, integrity, and stewardship of the body, encouraging students to make healthy choices, compete with character, and build positive relationships that prepare them for life beyond high school.

BUSINESS, CAREERS & TECHNOLOGY DEPARTMENT

INTRODUCTION TO COMPUTER SCIENCE IN THE AGE OF AI (#1702)

GRADES 9, 10, 11, 12

TECHNOLOGY CREDIT

ONE SEMESTER = .5 CREDIT

This course introduces students to how computers work and how technology shapes the world around us. Students learn how to think like computer scientists by solving problems, creating simple programs, and exploring topics such as coding, data, the internet, and artificial intelligence. The course focuses on building confidence with programming through hands-on activities and projects, while also discussing real-world uses of technology and ethical issues like privacy and AI bias. This class is designed to prepare students with the skills and mindset needed to be successful in the yearlong AP Computer Science Principles course.

Project Lead The Way

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

CTAG

**This course is weighted as AP Level*

GRADES 9, 10, 11, 12

TECHNOLOGY CREDIT

TWO SEMESTERS = 1.0 CREDIT (FULFILLS A .5 CREDIT TOWARD TECHNOLOGY)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work. Articulated college credit is possible through Sinclair Community College MET 1231.

Army JROTC Leadership and Character Development

Bishop Fenwick Army JROTC Program

Bishop Fenwick High School is proud to be a certified U.S. Army JROTC program. At its core, JROTC is a high school leadership and citizenship program that focuses on whole-person education. While accredited and administered by the U.S. military, JROTC is not a recruitment pipeline focused on enlistment. The values-driven program enriches Fenwick's Catholic tradition of service, providing students with a holistic formation—mind, body and spirit—while delivering life lessons, camaraderie and value for the purpose of personal growth, altruism and skills exploration. Program key benefits include:

- Leadership and Character Development: Building confident leaders and team players with a service mindset.
- Civic and Community Engagement: Developing and reinforcing the value of community service and engagement.
- Enhanced Student Experience: Offering transformational pursuits during the formative high school years with unique leadership opportunities and training, competitions, travel, service projects, and more.
- Pathways of Opportunity: Delivering JROTC graduates broad exposure to varied career pathways while building participant resumes with leadership roles, service projects and experiences that give them a competitive edge for college admissions and scholarships.

THE EMERGING LEADER – LET 1 A & B (#1788 & 1789)

GRADES 9, 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

Provided through the Army JROTC Leadership Education and Training program, all freshmen at Bishop Fenwick High School will take this year-long course to build a foundation for success throughout high school and beyond. Behavior traits covered will include: Acting with integrity and personal accountability; engaging in civic and social concerns in the community; making decisions that promote positive social, emotional, and physical health; valuing the role of civil and service organizations in society.

MUSICAL AND PERFORMING ARTS DEPARTMENT

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

INSTRUMENTAL MUSIC PERFORMANCE

GUITAR AND KEYBOARD (#1804)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5

PRE-REQUISITE: 1. SUCCESSFUL COMPLETION OF A MUSIC PERFORMANCE COURSE OR MUSIC APPRECIATION OR 2. APPROVAL FROM MUSIC DEPARTMENT CHAIR

ENROLLMENT NUMBER FOR THIS COURSE IS LIMITED WITH A PREFERENCE GIVEN TO FINE ARTS NEED AND SENIORITY.

This course is designed to give students in grades 9-12 the opportunity to learn and play both guitar and piano. It serves as preparation to join the Concert Band and/or Falcon Force Marching Band courses and activities in subsequent semesters. Students are taught the fundamentals and techniques to become fully participating musicians in ensembles.

Students will be split between guitar and piano, alternating instruments at the end of the quarter. The curriculum emphasizes the basics of guitar and keyboarding in a small class setting, building upon foundational knowledge from prior music courses. Students will explore a variety of popular music genres, including British Rock, Blues, Classic Rock, Pop, Country, and Jazz. Instruction includes reading sheet music, lead sheet notation, tablature, and other forms of music literacy on acoustic guitar, electric bass, and piano.

GUITAR AND KEYBOARD 2 (#1808)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5

PRE-REQUISITE: 1. SUCCESSFUL COMPLETION OF GUITAR AND KEYBOARDING 1

ENROLLMENT NUMBER FOR THIS COURSE IS LIMITED WITH A PREFERENCE GIVEN TO FINE ARTS NEED AND SENIORITY.

This course is designed to further enhance the skills and knowledge gained in Guitar and Keyboard I, offering students in grades 10-12 an opportunity to develop intermediate abilities on both guitar and piano. Students will have the option to rotate between guitar and piano during the semester—or pick an instrument to specialize on, continuing to build proficiency in each instrument.

The curriculum focuses on advancing skills such as intermedia chords, music notation, and improvisation techniques. Students will explore popular music genres, including British Rock, Blues, Classic Rock, Pop, Country, and Jazz, while learning to read sheet music, lead sheet notation, tablature, and other forms of music literacy for guitar, bass guitar, and piano.

By the end of the course, students will be equipped with the technical and musical skills necessary for solo and ensemble performance, laying a strong foundation for further study or participation in larger ensembles such as the Concert Band or Falcon Force Marching Band.

INSTRUMENTAL METHODS (#1813)

GRADES 9, 10, 11

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

PREREQUISITE: DEPARTMENT APPROVAL

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

CONCERT BAND A & B (#1821 & 1822)

GRADES 9, 10, 11, 12

FINE ART CREDIT

TWO SEMESTERS = 1.0 CREDIT

PRE-REQUISITE: PRIOR EXPERIENCE ON THE INSTRUMENT TO BE PLAYED, DIRECTOR APPROVAL

AFTER-SCHOOL COMMITMENTS: PARTICIPATION IN THE FALCON FORCE MARCHING BAND PROGRAM

This year-long course is the foundation of instrumental music at Bishop Fenwick High School. Students will develop their skills in instrumental performance while exploring the history, theory, and cultural significance of music through the preparation and performance of diverse musical literature.

Co-Curricular Components:

Falcon Force Marching Band is a required co-curricular component during the fall semester for Concert Band students. Marching Band provides students with an opportunity to perform at football games, competitions, and community events, fostering teamwork and leadership while reinforcing musical growth.

CONTINGENCY FOR STUDENT-ATHLETES AND CONFLICTING COMMITMENTS:

Students involved in fall sports or other extracurricular activities outside of the school day may request an alternative arrangement to fulfill their co-curricular requirement. These alternatives may include:

1. Reduced Marching Band Commitment: *Students may participate in Marching Band on a modified schedule (e.g. performing at home games or select events).*
2. Supplemental Assignments: *Students may complete alternate projects such as:*
 - a. *Assisting with marching band logistics (e.g. equipment setup, uniform management).*
 - b. *Preparing solo or small ensemble pieces to be performed at school events or community gatherings.*
 - c. *Developing a written or recorded presentation on marching band music or history.*
3. Pep Band Participation: *Students may substitute participation in the winter Pep Band for Marching Band if their fall schedule precludes marching activities.*

Concert Band Focus

Following the Fall season, Concert Band students will rehearse and prepare for performances in Fenwick Concert Winds, the school's primary concert ensemble. This ensemble performs classical, contemporary, and popular music at school concerts and adjudicated events.

Students are encouraged to remain in Concert Band for all four years of high school to continue their development as musicians and leaders in the program.

VOCAL MUSIC PERFORMANCE

FORTISSIMO CHORUS A & B (#1831 & 1832)

GRADES 9, 10, 11, 12

FINE ART CREDIT

TWO SEMESTERS = 1.0 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 will take this class for more than one year, so as to better their ability over time. Students who exhibit higher levels of ability may be asked to form small ensembles to enhance their learning experience in the choral area and to expand their performance experience. The chorus class performs annually at the Christmas Concert and Spring Pops concert in addition to other travel performances and for the school community (i.e. school assemblies, mass, sporting events, etc.). 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.

VISUAL PERFORMANCE

DANCE PERFORMANCE WITH FALCONETTES ENSEMBLE A & B (#1818 & 1819)

GRADES 9, 10, 11, 12

FINE ART CREDIT

TWO SEMESTERS = 1 CREDIT

RECOMMENDED: STUDIO DANCE EXPERIENCE (NOT REQUIRED)

AFTER-SCHOOL COMMITMENTS: PARTICIPATION IN FALCONETTES ENSEMBLE, INCLUDING FALL VISUAL ENSEMBLE (MARCHING BAND), DANCE TEAM (BASKETBALL SEASON), AND DANCE TROUPE (SPRING MUSICAL)

This year-long course is designed for students who want to immerse themselves in the art of dance performance while being active members of the Falconettes Ensemble. The primary focus of this course is on refining technical skills, learning and executing choreography, and preparing for live performances.

Students will train in a variety of dance styles, including jazz, contemporary, hip-hop, and musical theatre. They will learn choreography for numerous school events and community performances, with an emphasis on stage presence, synchronization, and audience engagement. Regular rehearsals, both during class and after school, will prepare students for performances with the Falconettes Ensemble, including marching band visual routines, halftime shows, and spring musical productions. *Participation in these extra-curricular activities will fulfill PE Waiver requirements.*

Students will be graded based on their class participation, skill development, performance evaluations, and commitment to after-school rehearsals and performances.

INTRODUCTION TO ACTING 1 (#1842)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

This course introduces students to some of the fundamental skills and tools required for developing the acting process. Through performance of basic characterization and dramatic skills, students will build self-awareness, develop their imagination, foster creativity, and heighten awareness of this art form. First quarter will focus on a brief history of the performing arts, development of acting skills, and enhance behind the scenes knowledge pivotal for producing a show. Second quarter will be the development and performance of a One-Act play performed for families as the semester exam.

Performing in front of peers during the school day is a requirement.

INTRODUCTION TO ACTING 2 (#1844)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

PRE-REQUISITE: SUCCESSFUL COMPLETION OF INTRODUCTION TO ACTING 1

This course expands upon the foundational skills developed in Acting 1 and is designed for students seeking deeper exploration of the acting process and performance craft. Students will refine characterization, vocal and physical expression, and ensemble work through advanced scene study and structured improvisation. The course introduces students to a variety of acting methods and styles, helping them analyze text, make intentional performance choices, and respond authentically on stage.

In addition, students will learn audition techniques, including monologue selection, cold readings, and professional rehearsal practices. Emphasis will be placed on collaboration and production elements such as costuming, stagecraft, and technical awareness. Throughout the course, students will apply their skills to the development and performance of a one-act play, demonstrating growth in creativity, discipline, confidence, and artistic expression.

Performing in front of peers during the school day is a requirement.

NON-PERFORMANCE ELECTIVES

MUSIC IN FILM AND STAGE (#1809)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

Why does movie music make us cry, feel scared, or jump out of our seats? How does music help tell a story on stage? *Music in Film and Stage* explores how music shapes storytelling in movies, television, Broadway, and live theatre. Students will study iconic film scores, musical theatre productions, and stage works while learning how composers and directors use music to create emotion, build tension, and define characters. Through guided listening, film clips, class discussion, and creative projects, students will analyze music from genres including film scores, Broadway musicals, contemporary cinema, and animated films. This course is perfect for students interested in movies, theatre, soundtracks, storytelling, or behind-the-scenes creative work, and no prior music experience is required.

HISTORY OF ROCK AND ROLL (#1810)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

From blues and gospel roots to stadium rock, punk, metal, hip-hop influences, and modern pop—*History of Rock and Roll* traces the evolution of one of the most influential musical movements in American history. Students will explore how rock music developed through the decades while examining its connections to social change, youth culture, civil rights, technology, fashion, and identity. Artists and styles studied may include early blues and rock pioneers, the British Invasion, classic rock, punk, alternative, and modern crossover genres. Through listening labs, documentaries, lyric analysis, and research projects, students will learn how rock and roll didn't just change music—it changed culture. This course is ideal for students who love music, enjoy cultural history, or want to better understand how today's music connects to the past.

VISUAL ARTS DEPARTMENT

Non-Studio Art Electives

ART HISTORY SURVEY (#1855)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

This semester-long course introduces students to major works of art, artists, and movements from prehistoric times through the modern era. Students examine how art reflects historical context, cultural values, religion, politics, and social change across a variety of civilizations.

Studio Art Electives

VISUAL ARTS LITERACY (#1850)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

This course introduces students to the elements of art and the principles of design through studio-based projects, critiques, and assessments. Students develop the ability to analyze, interpret and create visual imagery while strengthening foundation studio skills across multiple media.

DRAWING AND PAINTING 1 (#1865)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

This course introduces students to foundational drawing and painting techniques through studio projects focused on observation, composition, color, and craftsmanship. This course prepares students for advanced studio art.

INTERVENTION PROGRAM

Mission

The intervention program at Bishop Fenwick High School reflects our commitment to academic excellence, rooted in Catholic values, and the holistic development of each student. Guided by faith and reason, we aim to support students in overcoming the challenges that hinder their personal growth and academic success.

We foster a collaborative partnership between the school and families, ensuring a supportive environment where students can thrive spiritually, intellectually, and emotionally. Together, we prepare our students to navigate life's challenges with resilience, integrity, and a deep sense of responsibility.

As a college preparatory institution, we offer interventions that are either designed to enable students to overcome challenges and no longer require support or align with common practices at the collegiate level, ensuring our students are well-equipped for their future academic endeavors.

Intervention Assistance Team (IAT)

The Intervention Assistance Team (IAT) may be composed of the principal/designee, assistant principal, school counselor, intervention specialist and other personnel with areas of expertise, as well as a classroom teacher who has established successful learning environments for all students. The purpose of the IAT is to improve student academic and behavior performance. The team seeks creative ways to maximize the use of available resources, within the college preparatory high school model. This collaborative model provides a forum for routine and timely problem solving.

New/Incoming Students

All students applying to Bishop Fenwick High School are screened by the admissions department in coordination with the Assistant Principal through submission of academic records, standardized testing scores, and teacher recommendations to determine if they will be able to find academic success at Fenwick through the supports Fenwick offers as a college preparatory school. The following students are reviewed specifically by the IAT during the application process:

- Students who provide documentation of a current 504 or IEP;
- Students who provide information about interventions being provided by their current school which are not documented on an official 504 or IEP;
- Students who score in the 20th percentile or lower on the High School Placement Test.

Following a review by the IAT, a meeting will be coordinated by the admissions office to include the student, their parent/guardian, and members of the IAT to further discuss the student's specific experiences and needs, what intervention is provided by Bishop Fenwick High School, and whether Bishop Fenwick High School can meet the needs of the student to find academic success. Based on this discussion, a student may be:

- Accepted to Bishop Fenwick High School without a plan in place (if they do not currently have a documented plan);
- Accepted to Bishop Fenwick High School with continuation of prior 504/IEP;
- Accepted to Bishop Fenwick High School on conditional terms to further determine the placement;
- Rejected for enrollment at Bishop Fenwick High School.

Limitations

Acceptance into the Fenwick intervention program may be limited to the following circumstances:

- Fenwick only provides accommodations/interventions based on what is reasonably accepted at the collegiate level;
- Space and staffing limitations;
- Schedule limitations;
- Additional services limited by Franklin City Schools.

Tutorial Program

Tutorial is a class period during the student's schedule for those with a current ISP/IEP. Special consideration for placement in Tutorial will be given to students on a Bishop Fenwick Accommodation Plan on a case-by-case basis. Tutorial is a scheduled block of academic instruction given to an individual student based on their goals and objectives derived from their ISP/IEP/Plan. It is a time for students to receive reteaching of concepts and skills presented in class, gain study skills, and sharpen organization skills.

Students on plans *may be* entered into or exited from the Tutorial Program during their time at Fenwick High School as noted below:

TYPES OF INTERVENTION PLANS

Student Medical Plan

A Medical Plan is a written document that outlines a student's specific needs while at school related to a medical diagnosis. It includes any necessary accommodations or medical interventions required to manage their condition, created and monitored by the school nurse in collaboration with the student's parents, and healthcare providers. Depending on the specific needs, the Intervention Specialists may be included in the collaboration.

Fenwick Assistance Plan

A Fenwick Assistance Plan may be used when a student needs special consideration such as some interventions and/or accommodations, but not based upon a medically diagnosed disability. This plan is typically reserved for students who will need assistance from the intervention team from time to time but will not be placed into the intervention Tutorial Program.

Fenwick Accommodation Plan

A Fenwick Accommodation Plan is derived from Section 504 of the Rehabilitation Act of 1973, which prevents discrimination based on a disability. This is Fenwick's version of a written document outlining accommodations or interventions a student may need to access the same education as their peers in a regular classroom. A Fenwick Accommodation Plan provides necessary accommodations for students with disabilities that may impact their learning, like hearing impairments, ADHD, anxiety, or medical conditions, without requiring special education services. **To qualify, a student must have a disability that substantially limits a major life activity, including learning.**

A Fenwick Accommodation Plan should be implemented as necessary, as directed by the IAT.

Individual Service Plan (ISP)

An Individual Service Plan (ISP) is the private school version of what is usually referred to as an IEP (Individual Education Plan), based upon the Individuals with Disabilities Act (IDEA) of 1975 (renamed to IDEA in 1990). The ISP outlines the specific support and accommodations a student with special needs will receive to address their unique learning challenges. ISPs are created and maintained in coordination with our local public school district, Franklin City Schools.

SAMPLE CURRICULUM

Sample College Prep - 4 Year Program			
Freshman	Sophomore	Junior	Senior
Catholicism/Hebrew Scrip	Christian Scrip/Ecclesiology	Moral Theology / Social Teaching	Vocations / Religion Elective
CP English 1	CP English 2	CP English 3	CP English 4
CP World Language (A/B)	CP World Language (C/D)	Elective	Elective
CP Algebra 1	CP Geometry	CP Algebra 2	CP Algebra 3
CP Biology	CP Physical Science	CP Chemistry	Science Elective
Health/Big History	World History	US History	Government
The Emerging Leader	Physical Education OR Elective	Personal Finance or Elective	Personal Finance or Elective
Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective

Sample Accelerated College Prep - 4 Year Program			
Freshman	Sophomore	Junior	Senior
Catholicism/Hebrew Scrip	Christian Scrip/Ecclesiology	Moral Theology / Social Teaching	Vocations / Religion Elective
ACP English 1	ACP English 2	ACP English 3	ACP English 4
ACP World Language	ACP World Language	ACP World Language	Elective
ACP or ACP+ Algebra 1	ACP Geometry	ACP Algebra 2	Math Elective
ACP Biology 1	ACP Physical Science	ACP Chemistry	Science Elective
Health/Big History	World History	US History	Government
The Emerging Leader	Physical Education OR Elective	Personal Finance or Elective	Personal Finance or Elective
Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective

Sample Honors College Prep - 4 Year Program			
Freshman	Sophomore	Junior	Senior
Catholicism/Hebrew Scrip	Christian Scrip/Ecclesiology	Moral Theology / Social Teaching	Vocations / Religion Elective
Honors English 1	Honors English 2	Honors English 3	AP English/CCP Composition
ACP or Honors World Language	ACP or Honors World Language	Honors World Language or Elective	Honors World Language or Elective
Honors Geometry	Honors Algebra 2	AP PreCalculus	AP Calculus, AP Statistics
Honors Biology	Honors Physical Science	CCP Chemistry I	CCP Chem II, AP Bio, AP Phys, CCP A&P
Health/Big History	AP World History	AP US History	AP Government
The Emerging Leader	Physical Education OR Elective	Personal Finance or Elective	Personal Finance or Elective
Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective	Pathway or Other Elective

**The freshman year elective is intended to be utilized for obtaining required graduation credits in the areas of technology and/or fine arts while opening up the possibility for a student to follow specific interest-based pathways such as visual arts, performing arts, or engineering.*