BISHOP FENWICK HIGH SCHOOL

Academic Policies And Course of Studies

2026-27

Updated: 1/28/2026

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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.***

Additional information regarding these requirements, as well as more in-depth information on the following available graduation Diploma Seals can be found through ***Ohio's Long-term Graduation Requirements***.

Available Diploma Seals

State-Defined Honors Diploma Seal *Class of 2026 and Beyond*	Requirements for a Bishop Fenwick High School Student	
Honors Diploma Seal – Academic *Must meet all but one of the criteria*	**Subject** ***Graduation Credit Requirements***	**Criteria** ***with these added criteria:***
	1. Mathematics	Fourth math must be greater than Algebra 2
	2. Science	+1 credit Advanced Science
	3. Social Studies	+0.5 credit Social Studies
	4. World Languages	+1 credit same language OR no less than 2 sequential credits of 2 world languages
	5. GPA	3.5 on a 4.0 scale
	6. ACT/SAT	27 ACT/1280 SAT
	7. Seal Requirement	Earn *two additional* diploma seals, not including Honors Diploma Seal
	8. Experiential Learning	Field Experience and Portfolio OR OMJ Readiness Seal
Honors Diploma Seal – STEM *Must meet all but one of the criteria*	**Subject** ***Graduation Credit Requirements***	**Criteria** ***with these added criteria:***
	1. Mathematics	Fourth math must be greater than Algebra 2
	2. Science	+1 credit Advanced Science
	3. Electives	Minimum two *additional* STEM courses as electives (can't overlap)
	4. World Languages	+1 credit same language OR no less than 2 sequential credits of 2 world languages
	5. GPA	3.5 on a 4.0 scale
	6. ACT/SAT	27 ACT/1280 SAT
	7. Seal Requirement	Meet requirements to earn the Tech Seal
	8. Experiential Learning	Field Experience and Portfolio OR OMJ Readiness Seal
Honors Diploma Seal – Arts *Must meet all but one of these criteria*	**Subject** ***Graduation Credit Requirements***	**Criteria** ***with these added criteria:***
	1. Mathematics	Fourth math must be greater than Algebra 2
	2. Fine Arts	+3 credit Fine Arts
	3. Electives	Minimum two units of Fine Arts (*may* overlap with general 4 units)
	4. World Languages	+1 credit same language OR no less than 2 sequential credits of 2 world languages
	5. GPA	3.5 on a 4.0 scale
	6. ACT/SAT	27 ACT/1280 SAT
	7. Fine Arts Seal	Meet Fenwick requirements to earn Fine Arts Seal
	8. Experiential Learning	Field Experience and Portfolio OR OMJ Readiness Seal
Honors Diploma Seal – Social Science and Civic Engagement *Must meet all but one of the criteria*	**Subject** ***Graduation Credit Requirements***	**Criteria** ***with these added criteria:***
	1. Mathematics	Fourth math must be greater than Algebra 2
	2. Social Studies	+1.5 credit Social Studies
	3. World Languages	+1 credit same language OR no less than 2 sequential credits of 2 world languages
	4. GPA	3.5 on a 4.0 scale
	5. ACT/SAT	27 ACT/1280 SAT
	6. Community Service Seal	Meet Fenwick requirements to earn Community Service Seal
	7. Citizenship Seal	Meet State requirements to earn Citizenship Seal
	8. Experiential Learning	Field Experience and Portfolio OR OMJ Readiness Seal

STUDENT STRENGTH DEMONSTRATION REPLACEMENT

Students can use the Student Strength Demonstration to replace one of either the ACT/SAT, GPA, *or* World Language requirement for any Honors Diploma. The Student Strength Demonstration options are listed below. The same options exist for each of the honors diplomas, but where relevant, should reflect coursework or experiences relevant to the theme of the Diploma. For example, a student earning the Academic Honors Diploma and using the College Credit Plus option to replace another requirement for the diploma should have College Credit Plus courses relevant to the Academic Honors Diploma.

Options:

- College Credit Plus: 12 total College Credit Plus credit hours
- Advanced Placement: Three courses with score of 3 or higher on AP Tests
- ASVAB: Score of 50 or better

<table>
<tr><th>State-Defined Diploma Seals</th><th>Requirements for a Bishop Fenwick High School Student</th></tr>
<tr><td>Military Enlistment Seal</td><td>Complete one of the following:
- Show evidence of enlistment in a branch of the armed services; or
- Participate in a junior reserve officer training corps (JROTC) program for at least two school years; or
- Provide evidence student accepted scholarship to enter the reserve officer training corps (ROTC); or
- Evidence of appointment into a United States military service academy.</td></tr>
<tr><td>Technology Seal</td><td>Earn a score equivalent to proficient (2 or higher) on the Advanced Placement Exam in Computer Science Principles;
OR
Earn a “B” or higher in an appropriate College Credit Plus technology course meeting the following requirements:
- Have a technology focus that engages students in applying technology tools and processes in real-world situations to effectively design solutions, solve problems and accomplish goals AND critical analysis of the impact of technology development and use, including ethical, legal, and global impacts.
- AND
- Address technology knowledge and skills critical to college and workforce readiness
OR
Complete a technology course that meets criteria established by the Ohio Department of Education
(Through Tech credit approved Warren County Career Center courses in IT and Engineering)</td></tr>
<tr><td>Industry-Recognized Credential Seal
(Through Warren County Career Center courses in IT and Engineering)</td><td>Earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field
OR
Obtain a state-issued license for a practice in a vocation that requires an examination.</td></tr>
<tr><td>Citizenship Seal</td><td>Earn a score of proficient or higher on the Social section of the IOWA E tests;
OR
Satisfy one of the listed American History options and one of the listed American Government options:
<table>
<tr><td>Earn a final course grade of “B” or higher in an American History course</td><td>Earn a final course grade of “B” or higher in an American Government course</td></tr>
<tr><td>Earn a score of proficient (2 or higher) on the AP US History exam</td><td>Earn a score of proficient (2 or higher) on the AP American Government exam</td></tr>
<tr><td>Earn a “B” or higher in appropriate American History CCP course</td><td>Earn a “B” or higher in appropriate American Government CCP course</td></tr>
</table></td></tr>
<tr><td>State Seal of Biliteracy</td><td>Meet the requirements and criteria (within 15 months BEFORE graduation), including proficiency requirements on assessments in a world language and English.
• English Language Proficiency will be demonstrated through proficiency in English II per the graduation requirement or through a remediation-free score on the English and Reading sections of the ACT (18/22) or SAT (480)
AND
Proficiency in World Language(s) through a score of 4 or higher on an Advanced Placement foreign language and culture exam. A student must indicate their intentions to earn the Ohio Seal of Biliteracy before graduation and the seal will be awarded to the transcript after the school has received and verified official scores.</td></tr>
<tr><td>College-Ready Seal</td><td>To earn the college and career readiness seal, a student must earn remediation-free scores on the ACT (English 18; Reading 22; Math 22) or SAT (EBRW 480; Math 530) test.</td></tr>
<tr><td>Science Seal</td><td>Earning a score of proficient or higher in the content area of biology through the IOWA E test
OR
Earn a final course grade of “B” or higher in any of the following advanced science course (AP Biology, any chemistry, any physics, geology, physiology, zoology, astronomy)
OR
Earn a score of Proficient (2 or higher) on the AP Biology or AP Physics exam
OR
Earn a final course grade that is equivalent to a “B” or higher in any College Credit Plus science course, including CCP Chemistry I and CCP Chemistry II offered at Fenwick.</td></tr>
</table>

OhioMeansJobs Readiness Seal	Meet each of the following: 1. Demonstrate proficiency in each of 14 identified professional skills 2. Use the OhioMeansJobs Readiness Seal form to record demonstration of each professional skill (submit to principal by April 1 of senior year); and 3. Work with a minimum of 3 mentors to validate demonstration of each skill across a minimum of two of the three environments (School, Work, Community).

Fenwick-Defined Diploma Seal	**Requirements for a Bishop Fenwick High School Student**
Fenwick Community Service Seal	Meet Fenwick's service requirements for graduation for each year of enrollment at Fenwick. *Beginning with the class of 2028, to be eligible for the Community Service Seal students must submit all of their completed hours ON TIME each year (by April 1st of the academic year).*
Fenwick Fine and Performing Arts Seal	**Subject** Fine Arts Performing Arts Program Participation **Criteria** Minimum 3 credits Consistent participation in year-long performing arts ensembles during grades 10-12 (Marching/Pep Band; Chorus; Concert Band; Falconettes; Theater Program (2 productions per year). Students may combine ensembles to fulfill this criteria.
Fenwick Student Engagement Seal	To show well rounded engagement as a student, a student must meet one of the following requirements to earn this seal. **1 Year/Season Completed** Peer Tutoring Program as a tutor for 1 or more school years Elected as an officer for 1 or more Fenwick clubs/organizations (not all clubs/activities provide this opportunity) Named an official varsity team captain for 1 or more athletic seasons **2 Years/Seasons Completed** 2 or more seasons of Fenwick athletic participation (including as dedicated student trainer) - This includes Fenwick Intramural Programs 2 or more seasons of Fenwick marching band participation Member of performance cast or support crew for 2 or more theater productions Actively participate for 2 or more years in the Fenwick Ambassador Program (Shadow hosting excluded) Actively participate for 2 or more years in Student Council or Sources of Strength

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
20% Semester Exam
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

Advance Placement (AP)	College Credit Plus (CCP)	Honors
AP English Literature and Composition	CCP Composition I *(Sinclair)* CCP Composition II *(Sinclair)*	Honors English 1, 2, 3
AP Biology AP Physics I: Algebra Based	CCP Chemistry I *(Sinclair)* CCP Chemistry II *(Sinclair)* CCP Anatomy & Physiology *(Sinclair)*	Honors Biology Honors Physical Science
AP Precalculus AP Calculus AB AP Statistics		Honors Geometry Honors Algebra 2
AP World History: Modern	CCP Cultural Anthropology *(Sinclair)*	
AP US History AP US Government & Politics AP Psychology		
AP Spanish Language Culture AP Latin AP French Language and Culture		Honors Spanish 3, 4 Honors Latin 3, 4 Honors French 3, 4
AP Computer Science Principles	CCP Intro to Education *(Sinclair)*	
AP Art (2-D, 3-D, Drawing)	*Non-Fenwick CCP Courses *Online or On College Campus*	Honors Band Honors Music Theory

**Additional CCP courses are offered through colleges and universities throughout the State of Ohio. A student who has been granted CCP credits from the State of Ohio may use study hall time at Fenwick to complete work. Courses taken online for college credit may not replace a Fenwick required course without prior approval from Bishop Fenwick High School. More information on the College Credit Plus program is available on page 14 of this Course of Studies.*

College Admission

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

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

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.

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

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

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

Schedule Change Policy

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

- Student initiated schedule changes will only be considered during the first **five (5)** school days of the semester in which the course is initiated (1st semester for yearlong courses). Students must complete and submit a Schedule Change Request Form, which can be found on PlusPortals, in the main office, and in the Parent/Student Handbook.
- Withdrawal from a course will not be honored after the first **five (5)** days of a class without the recommendation of the classroom teacher or counselor, and the approval of the parent AND the Assistant Principal. *Dissatisfaction with grades or teacher is **not** justification for dropping a class.* For consideration of a change due to placement concern or ability to succeed with the content, the student must have met with the teacher *at least* three (3) times outside the classroom to seek help and guidance. Any withdrawal made after the schedule change deadline may result in being reported as a Withdrawn/Failure (W/F) on the report card and transcript.
- If a student has waived into a course, withdrawal from that course will not be honored without the recommendation of the classroom teacher, the counselor and approval of the parent AND the Assistant Principal. A change based on placement concern or ability to succeed with the content will be evaluated after the student has met with the teacher *at least* three (3) times outside the classroom to seek help and guidance.
- If class size is not balanced at the beginning of a semester, the school may initiate a schedule change (course times, not course selections) to help with the balance.

A $25 schedule change service fee will be applied to the student's tuition account for student/parent-initiated schedule changes.

Full Year Course Requirements

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

Audit Policy

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

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.

Advanced Placement (AP) Courses

Students must have recommendation of the department(s) to enroll in an Advanced Placement course. Students who elect to take AP courses will be billed an additional amount for the AP exam which is taken in May. The fee for the exam is determined by the Advanced Placement program (College Board). **Students who are enrolled in AP courses are required to take the AP exam for that course and are responsible for the fee.** The fee for the AP course is intended to cover the cost of the test for the course and will be set once the test price is known. Charges will be billed to the TUITION account for any student enrolled in an AP course in January of the academic year. ***Students who take an AP course at Fenwick and fail to complete the AP Exam will pay the full fee AND will receive a zero (0) for their semester exam in the class.***

College Credit Plus (CCP)

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

Bishop Fenwick High School believes very strongly in the education we provide our students. Through the state's initiative, more and more students have been reaching out to local colleges to take courses through the CCP Program. Fenwick has established on-campus CCP courses in Chemistry, Anthropology, English, Anatomy and Physiology, and Education through a coordinated effort with Sinclair Community College. Fenwick offers these CCP courses taught by Fenwick faculty, at Fenwick High School. Additionally, students are able to take on-line CCP courses through colleges approved by the State of Ohio. Students must consider that Fenwick activities and events are a priority (for instance, you may have an off-campus Fenwick retreat during your CCP class and you will not be permitted to skip the retreat to complete these assignments). This is a great opportunity for students to explore or go further in depth with topics that interest them, even if there is not enough interest to fill a classroom.

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

CCP courses taken outside of Fenwick High School are not added to the student's transcript until the respective college's add/drop deadline. All CCP course grades will be posted to transcripts at the completion of the Fenwick academic semester in which the CCP courses was completed. A year-long CCP course taken at Fenwick will not have a grade added to records until the completion of the course at the end of Fenwick's second semester.

A student may normally have up to one study hall per semester—the number of CCP courses taken off campus does not impact this policy. See the Study Hall Policy **HERE.**

All students are charged full (Fenwick) tuition and fees regardless of the number of courses taken at Fenwick during the school year.

Appeal Process for CCP Probation and Dismissal

A student who is dismissed from the College Credit Plus program or is put on probation (per the State of Ohio requirements) may appeal the decision to the Academic Committee of Bishop Fenwick High School. The student must request an appeal, in writing, within five (5) business days after being notified of CCP dismissal or probation. When an appeal is received, Fenwick will inform the institution of higher education in which the student is enrolled that the student has requested an appeal. A decision will be made by the Academic Committee and reported to the student within ten (10) business days of the receipt of the appeal. Decisions will be final, and the institution of higher education will be informed of the decision.

Credit Flexibility

All students at Bishop Fenwick High School may propose a plan to pursue college preparatory academic work outside of Bishop Fenwick classrooms, whether it be for an individually designed program, a course offered at Fenwick, or for a course or experience not offered at Fenwick. However, for the sake of accomplishing the formation 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 Fenwick school building, or present at educational programs sponsored by or officially affiliated with Bishop Fenwick High School, for at least 80% of the time during which classes are held each week.

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

1) Submit a Flexible Credit Application Form (available in the main office, through their counselor, and in the parent/student handbook) by April 20th of the previous academic year;
2) Obtain the approval of the school for the proposal;
3) Demonstrate mastery in the proposed area of study.

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

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

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.

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.

Class Rank and Valedictorian/Salutatorian

Bishop Fenwick High School does not provide class rank because of the relatively homogeneous abilities within a selective population. Students continuously enrolled for six (6) semesters with the highest weighted GPA following the completion of senior year will be named valedictorian and with the second highest weighted GPA will be named salutatorian. All students continuously enrolled for six (6) semesters whose cumulative GPA is 4.25 or higher at the end of senior year will be recognized as a Bishop Fenwick Scholar.

Student Speeches at Graduation

Bishop Fenwick High School provides the opportunity for seniors who are in good academic and disciplinary standing to submit a speech to the Faculty Selection Committee (**FSC**) to be given at the Graduation Ceremony for the graduating class. No more than two speeches will be selected for presentation at the Graduation Ceremony.

Students will submit their speeches to the **F**aculty **S**election **C**ommittee for review by May 1st of their graduation year.

National Honor Society (NHS)

Students are determined *eligible* for the National Honor Society (NHS) after the completion of their sophomore year based upon the following criteria:

- Weighted GPA of 3.5 or higher

The application process will begin after the student's sophomore year. Decisions on acceptance will be determined by an appointed faculty council based on:

- the student's academic
- attendance
- discipline records
- completion of the application process
- participation within the Bishop Fenwick community
- completion of service requirements
- signs of leadership
- teacher input regarding the standards held by the National Honor Society.

Appeal of decisions may be made in writing to the Principal of Bishop Fenwick High School.

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

Fenwick Pro Merito Award

Pro Merito medals are awarded to those students who have achieved straight A's for each semester of the previous school year. Medals are awarded as Bronze (first time recipient), Silver (second time recipient) and Gold (third time recipient). Seniors who have achieved straight A's for all semesters of freshman, sophomore, junior, AND senior year will be awarded the Crimson Pro Merito Award.

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.

Absence During Exam

If a student is seriously ill (with written verification from a physician), if there is a death in the immediate family, or if there is another similar emergency situation, the exam may be postponed with the permission of the Assistant Principal. Special arrangements will then be made between the teacher and the student for taking the exam.

A student who misses an exam period due to absence, planned or unplanned, will be required to complete the exam by the end of the first full week back in January (1st semester exam) or by June 15 (2nd semester exam). ***Students will not be permitted to complete an exam early in advance of a planned absence.***

Exam Exemptions

Students may be exempt from final exams in year-long and required courses at the end of the second semester. In order for a student to be exempt, the student must be receiving an "A" average for the second semester ***through the end of the 4th quarter***. Teachers will submit an exemption list to the Assistant Principal two weeks before the end of the 4th quarter and will post a final list during the last week of the quarter. Teachers are permitted to require all students to take an exam regardless of grade average. Exemptions may **only** take place for final exams (following the 4th quarter). *If exempt from an exam, the student may still elect to take it. He/she must realize, however, that the exam will count regardless of the grade earned.*

Exam exemptions for students grades 9-12 will be impacted by the number of absences from class —Students who are absent from a class more than 5 times in a semester will be required to take the exam for that class, without opportunity for exemption.

****Absences due to family emergency, long-term illness with medical documentation, official college visits with required documentation, and official Fenwick sponsored events (Fenwick athletics/activities, retreats, and field trips only) will not count against the student's exemptions.***

2nd Semester Senior Exams

Seniors will take exams/final evaluations in their respective classes within class sessions during their final week of class.

- Seniors who have received 15 demerits or more during their senior year will not be permitted to be exempt from any of their exams.

Study Halls

A study hall may be provided to students as an opportunity to complete work and prepare for class during the school day. Study halls are a privilege meant to facilitate academic work and learning and may be taken away. The general policy is that sophomores may only have a study hall in their schedule with prior approval from the Assistant Principal based on academic needs. Normally, juniors and seniors may have one study hall per semester in their schedule. Any student taking CCP courses online may be granted study hall time for completion of that work with the approval of the Assistant Principal.

In all cases, the maximum number of study halls in any student's schedule will be two per semester, regardless of grade level or CCP courses taken outside of the Fenwick school day.

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.

LanSchool/VPN Usage

Students using school issued computers, or using another device on the school network, are expected to be transparent in their computer use at all times. Bishop Fenwick High School utilizes several software features to help monitor usage and maintain a safe learning environment. Students are expected to be always visible on LanSchool when utilizing their school computer at Fenwick. Use of a VPN, hotspot, or other software (ie LanSchool Killer) is prohibited. Students who are not visible on LanSchool will be directed to the IT Director for immediate resolution. If the student has been found to have altered their device settings, used a VPN, or used software to block LanSchool, the infraction will lead to consequences including, but not limited to demerits, detentions, and suspensions.

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.

Failures

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

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

Students who fail more than two courses for the year may be asked not to return the following school year. The final decision on these matters will be made by the Principal who will consult the teachers concerned, counselor, and the Assistant Principal.

Summer School/Credit Recovery

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

Credit recovery must be completed through a pre-approved credit-granting program. If a student wishes to recover credit through private tutoring, the tutor must be a state-certified teacher and an independent study contract must be arranged by the Assistant Principal.

Summer school courses (enrichment or remedial, including PE) or any make-up courses are not averaged into the student's GPA. **Credit** is awarded for successful recovery of course, but the failing grade remains.

Theology *course credit recovery is completed through the student's theology teacher at Fenwick, per an agreement between the student and the teacher.*

Work While On Retreat

Students participating in the formal retreat program at Bishop Fenwick High School will have the same number of days missed for participating in a retreat to make up the work, tests, quizzes, projects, and assignments missed while on the retreat.

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.

International Students

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

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

Diploma Seeking students enrolled at Bishop Fenwick High School must be proficient in speaking, writing, and reading English. They must attend Fenwick for a minimum of two (2) years and are responsible for all required academic standards, graduation requirements, tuition, and fees. These students will not be accepted mid-year and all grades will be reported as a letter grade—a grade of Pass/Fail is not an option for Diploma Seeking students.

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)

NCAA Approved Courses

List complete as of 2/12/2026

CP English 1
ACP English 1
Honors English 1
CP English 2
ACP English 2
Honors English 2
CP English 3
ACP English 3
Honors English 3
CP English 4
ACP English 4
AP English Lit and Comp
College Credit Plus Comp I
College Credit Plus Comp II
Creative Writing
Journalism 1
Mystery Literature
Public Speaking

World History
AP World History: Modern
US History
AP US History
American Government
AP US Gov. & Politics
Financial Literacy & Economics
American Courts & Legal Proc
History of Warfare
Revolutionary Era
Psychology II
AP Psychology
Archaeology
College Credit Plus Cultural Anthro
Contemporary American Issues
World Religions

CP Algebra 1
ACP Algebra 1
ACP+ Algebra 1
Honors Geometry
Honors Algebra 2
CP Geometry
ACP Geometry
CP Algebra 2
ACP Algebra 2
CP Algebra 3
ACP Algebra 3
ACP Precalculus
AP Precalculus
ACP Calculus
AP Calculus
ACP Statistics
AP Statistics

CP Biology
ACP Biology
Honors Biology
CP Physical Science
ACP Physical Science
Honors Physical Science
CP Chemistry 1
ACP Chemistry 1
College Credit Plus Chem I
College Credit Plus Chem II
Physics
AP Physics
AP Biology
College Credit Plus Anat & Physio
Astronomy: The Solar System
Astronomy: Stars and Galaxies
Geology
Forensic Science
Microbiology
Anatomy
Zoology

CP Latin 1 A/B
ACP Latin 1
CP Latin 1 C/D
ACP Latin 2
Honors Latin 3
Honors Latin 4
AP Latin
CP French 1 A/B
ACP French 1
CP French 1 C/D
ACP French 2
Honors French 3
Honors French 4
AP French Lang & Culture
CP Spanish 1 A/B
ACP Spanish 1
ACP+ Spanish 1
CP Spanish 1 C/D
ACP Spanish 2
ACP+ Spanish 2
ACP Spanish 3
Honors Spanish 3
Honors Spanish 4
AP Spanish Lang & Culture

AP Computer Science Principles

**Pending final approval for 2026-27*

$No longer offered

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.

Sophomores

CHRISTIAN SCRIPTURES (#1012)

GRADE 10 **REQUIRED**

ONE SEMESTER = .5 CREDIT

This course will focus on the person of Jesus as fully God and fully Man who shows us the Father and redeems us. Students 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.

ECCLESIOLOGY (#1021)

GRADE 10 **REQUIRED**

ONE SEMESTER = .5 CREDIT

This course will explore the nature and mission of the Catholic Church, examining a variety of models for understanding the Church and the ways the Church has carried out its mission over the course of its history. We will also explore the Church's ongoing efforts toward Christian unity through Ecumenism, reflect on our role as laity in the Catholic Church, and gain a deeper understanding of the Catholic Church as a way of encountering Jesus.

Juniors

CATHOLIC MORAL THEOLOGY (#1031)

GRADE 11 **REQUIRED**

ONE SEMESTER = .5 CREDIT

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 wills to Christ's. Students will reflect on key moral questions within their own lives and explore a variety of moral issues confronting our society.

SACRAMENTAL THEOLOGY (#1022)

GRADE 11 **REQUIRED**

ONE SEMESTER = .5 CREDIT

This course will guide students to develop a deeper, richer faith life by learning new ways of encountering Christ in our daily life. In the first half of this semester, we will explore the sacramental nature of creation of the Church, and of one another; discover the vast number of ways we encounter the Love of God present in the world, especially in the Eucharist; and examine how Jesus asks us to live a sacramental life. In the second half of the semester, students will examine the liturgical tradition of the Catholic Church; explore the meaning of liturgy and the way in which liturgical actions form our daily life; and discover the connections between sacramental and liturgical theology.

Seniors

VOCATIONS (#1034)

GRADE 12 **REQUIRED**

ONE SEMESTER = .5 CREDIT

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 a choose one of the following as their theology course for the second semester.

WORLD RELIGIONS (#1042)

GRADE 12

ONE SEMESTER = .5 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 = .5 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.

Electives

CHRISTIAN LEADERSHIP SEMINAR (#1047)

GRADES 11, 12

ONE SEMESTER = .5 CREDIT

This elective invites students to reflect deeply on what it means to lead as a disciple of Christ in today's world. Rooted in the theological and moral tradition of the Catholic faith, the course explores leadership as a form of service ordered toward the good of others. Students will engage with Scripture, Church teaching, and real-life examples of servant leadership to examine how faith shapes character, decision-making, and responsibility. While not tied to a specific extracurricular leadership role, the seminar seeks to form students who lead with humility, courage, and a genuine concern for the common good—both within the Fenwick community and beyond.

CATHOLIC IMAGINATION (#1049)

GRADES 11, 12

ONE SEMESTER = .5 CREDIT

This is a discussion-based course for students who enjoy reading, writing, and thinking deeply about stories, films, and ideas. Students will read novels, short stories, essays, and poetry by well-known Catholic writers and watch films that explore themes such as grace, suffering, forgiveness, and hope. Class time will focus on conversation and interpretation, while assessments will include analytical essays and creative writing assignments that allow students to respond personally and thoughtfully to the material. This course is well suited for students who like literature, film, and open-ended discussion—and who are curious about how faith shapes the way stories are told.

THEOLOGY OF BEAUTY: TRUTH, GOODNESS, AND THE ART OF SEEING (#1057)

GRADES 11, 12

ONE SEMESTER = .5 CREDIT

What if theology wasn't just something you read, but something you *noticed*?

In this elective, students will explore the philosophy of beauty as a pathway to truth and goodness. Through art, nature, architecture, music, and prayer, we will ask one central question: *Why does beauty move us, and what is it revealing about God, the world, and ourselves?* Students will engage in hands-on art projects, meditative and reflective practices, and discussions that connect theology to lived experience. We'll examine patterns of beauty in the natural world and human design, such as the Fibonacci sequence, symmetry, and proportion, and consider how these patterns point toward meaning and order. The class will include guided prayer walks, nature-based reflection, and creative contemplative practices that invite stillness, attention, and wonder. This course is designed for students who enjoy thinking deeply, creating boldly, and slowing down in a fast-paced world. No artistic experience is required, just curiosity, openness, and a willingness to see differently.

If you've ever felt moved by a piece of music, a sunset, a cathedral, or a quiet moment of peace; this class is for you.

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.

COLLEGE PREP ENGLISH 2 A & B (#1121 & 1122)

GRADE 10

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: STUDENTS ARE PLACED ACCORDING TO PERFORMANCE DURING PREVIOUS SCHOOL YEAR THROUGH DEPARTMENT RECOMMENDATIONS.

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

ACCELERATED COLLEGE PREP ENGLISH 2 A & B (#1123 & 1124)

GRADE 10

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: SUCCESSFUL COMPLETION OF ACP ENGLISH 1 OR A MINIMUM OF 90% IN CP ENGLISH 1.

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

HONORS ENGLISH 2 A & B (#1125 & 1126)

GRADE 10

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: MINIMUM 88% IN HONORS ENGLISH 1 OR 93% IN ACP ENGLISH 1.

This course is similar in content to ACP English 2 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.

COLLEGE PREP ENGLISH 3 A & B (#1131 & 1132)

GRADE 11

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: STUDENTS ARE PLACED ACCORDING TO PERFORMANCE DURING PREVIOUS SCHOOL YEAR THROUGH DEPARTMENT RECOMMENDATIONS

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

ACCELERATED COLLEGE PREP ENGLISH 3 A & B (#1133 & 1134)

GRADE 11

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: SUCCESSFUL COMPLETION OF ACP ENGLISH 2 OR A MINIMUM OF 90% IN CP ENGLISH 2.

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

HONORS ENGLISH 3 A & B (#1135 & 1136)

GRADE 11

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: MINIMUM 90% IN HONORS ENGLISH 2 OR 95% IN ACP ENGLISH 2.

This course is similar in content to English 3 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.

College Prep English 4 A & B (#1141 & 1142)

Grade 12

Two Semesters = 1.0 Credit

Prerequisite: Students are placed according to performance during previous school year through department recommendations

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. The course takes a thematic approach, incorporating classics in British Literature. 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.

Accelerated College Prep English 4 A & B (#1144 & 1145)

Grade 12

Two Semesters = 1.0 Credit

Prerequisite: Successful completion of ACP English 3 or a minimum of 90% in CP English 3.

This course includes a chronological survey of British Literature beginning with the epic Beowulf and ending with 19th and 20th century authors. Special attention is given to writing expanded essays, timed essays, and a research paper as well as vocabulary development and preparation for post-secondary education. Reading lists will be provided on the course syllabus.

AP English Literature and Composition A & B (#1147 & 1148)

Grade 12

Two Semesters = 1.0 Credit

Prerequisite: Minimum 93% in Honors English III or 97% in English III.

This course fosters analytical thinking and carefully developed writing skills through the study of a wide range of classic literature. It is a college-level literature and writing course intended to prepare students for taking the AP English Literature and Composition Exam in May which can earn college credit or advances status in college English classes. Summer reading assignments will be provided by the teacher prior to the end of the student's junior year.

Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is $95). If a student does not take this exam, it will result in a zero for the class's semester exam grade.

College Credit Plus English 4 – Composition I (#1117)

**This course is weighted as AP Level*

Grade 12

One Semester = 1.0 Credit

Prerequisite: Meet the standards of Sinclair Community College for acceptance into the College Credit Plus program and acceptance into the course.

Content in this class will be the same as the English Composition I at Sinclair College [ENG 1101 English Composition I]. Students enrolled in this class will earn one credit at Fenwick AND may earn three semester hours of collegiate credit. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents. **Eligibility for the CCP Program is dependent on a student's GPA. Eligibility for a specific CCP class is dependent on the course's pre-requisites which may be earned through either standardized test scores or specific high school credits/grades in English and/or Math. Any student interested in taking a CCP course must attend a CCP Informational/Counseling Night. Please see Mrs. Snyder with questions.**

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

Electives

REAL TALK LITERATURE (#1162)

GRADES 10, 11, 12

ONE SEMESTER = .5 CREDIT

Real Talk Literature is built around the stories, voices, and issues that matter *right now.* Students will dive into modern novels, powerful memoirs, spoken word poetry, articles, and media that explore real-life topics—who am I becoming in this time and place, how do my relationships matter, what is justice, and how are mental health challenges, technology, and the rapid pace of change affecting our lives. In short, what does it mean to grow up in today's world. This is a class where the student voice matters. Students will have real discussions, debate big ideas, and connect what they have read to their own experiences. Expect engaging activities like Socratic seminars, creative projects, group discussions, and choice-based reading. Students will continue to build skills necessary to future success—strong writing, critical thinking, and analysis—in a way that feels meaningful and useful beyond the classroom.

CREATIVE WRITING (#1169)

GRADES 10, 11, 12

ONE SEMESTER = .5 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.

PUBLIC SPEAKING (#1170)

GRADES 10, 11, 12 *CLASS SIZE LIMIT IS SET AT 24*

ONE SEMESTER = .5 CREDIT

PREREQUISITE: ENGLISH I

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

JOURNALISM 1 A & B (#1176 & 1177)

GRADES 11, 12 ***TECHNOLOGY CREDIT***

TWO SEMESTER = 1.0 CREDIT

PREREQUISITE: DEPARTMENT APPROVAL

This course will explore the evolving world of journalism as it moves towards a digital landscape. Students will be exposed to the various types of both print and broadcast media, as well as publishers and producers of both forms of media. Special interest is placed on the creation of digitally edited videos for Fenwick's *From Roots to Wings* project while utilizing cameras, different lighting techniques, and Adobe Premiere Pro for editing. Students will also work on different forms of appropriate print media for each project within the class.

JOURNALISM 2 A & B (#1178 & 1179)

GRADES 12 ***TECHNOLOGY CREDIT***

TWO SEMESTERS = 1 CREDIT

PREREQUISITE: SUCCESSFUL COMPLETION OF JOURNALISM I A & B.

This course will be a continuation of Journalism I, exploring the evolving world of journalism as it moves towards a digital landscape. Students will be provided opportunities in leadership with the creation and editing of different forms of appropriate print and digital media.

COLLEGE CREDIT PLUS COMPOSITION 2 (#1118)

**THIS COURSE IS WEIGHTED AS AP LEVEL*

GRADE 12

ONE SEMESTER = 1.0 CREDIT

PREREQUISITE: COMPLETION OF CCP COMPOSITION I; MEET THE STANDARDS OF SINCLAIR COMMUNITY COLLEGE FOR ACCEPTANCE INTO THE COLLEGE CREDIT PLUS PROGRAM AND ACCEPTANCE INTO THE COURSE.

Content in this class will be the same as Composition II at Sinclair College [ENG 1201 English Composition II]. Students enrolled in this class will earn one credit at Fenwick AND may earn three semester hours of collegiate credit. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents. **Eligibility for the CCP Program is dependent on a student's GPA. Eligibility for a specific CCP class is dependent on the course's pre-requisites which may be earned through either standardized test scores or specific high school credits/grades in English and/or Math. Any student interested in taking a CCP course must attend a CCP Informational/Counseling Night. Please see Mrs. Snyder with questions.**

English Composition 2 builds on the skills in English Composition I, developing rhetorical literacy through research, critical reading and multi-genre writing tasks. Through major and minor, cumulative, and stand-alone assignments, students construct arguments and analyses, ethically incorporating academic sources while developing their own voices as writers and citizens.

MATHEMATICS DEPARTMENT

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.

College Prep Geometry A & B (#1221 & 1222)

Grade 10

Two Semesters = 1.0 Credit

Prerequisite: Department 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.

Accelerated College Prep Geometry A & B (#1223 & 1224)

Grade 10

Two Semesters = 1.0 Credit

Prerequisite: ACP Algebra 1 or ACP+ Algebra 1, with at least a 77% (C) average; Department recommendation

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

Honors Algebra 2 A & B (#1225 & 1226)

Grade 10

Two Semesters = 1.0 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.

College Prep Algebra 2 A & B (#1231 & 1232)

Grade 11

Two Semesters = 1.0 Credit

Prerequisite: Department 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.

Accelerated College Prep Algebra 2 A & B (#1233 & 1234)

Grade 11

Two Semesters = 1.0 Credit

Prerequisite: ACP Algebra 1 or ACP+ Algebra 1, with at least a 77% (C) average; Department 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.

College Prep Algebra 3 A & B (#1235 & 12362)

Grades 11, 12

Two Semesters = 1.0 Credit

Prerequisite: Completion of CP or ACP Algebra 2 ***AND*** Recommendation of department.

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

Accelerated College Prep Algebra 3 A & B (#1253 & 1254)

Grades 11. 12

Two Semesters = 1.0 Credit

Prerequisite: 1) Completion of Honors Algebra 2 OR ACP Algebra 2 with at least a 77% (C) average OR CP Algebra 2 with at least a 93% (A) average **and** 2)Department 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.

Accelerated College Prep Precalculus A & B (#1221 & 1222)

Grades 11, 12

Two Semesters = 1.0 Credit

Prerequisite: 1) Completion of Honors Algebra 2 OR completion of Geometry and ACP Algebra 2 with at least an 88% (B+) average in *both courses* **and** Department 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.

AP Precalculus A & B (#1249 & 1250)

Grades 10, 11

Two Semesters = 1.0 Credit

Prerequisite: 1) Completion of Honors Algebra 2 with at least an 85% (B) average **and** 2) Department recommendation; Students are required to have a TI-Nspire CXII CAS Calculator.

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health, science, social science, and data science. The formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, and analytical), coupled with the application of the function to a variety of contexts, provides students with a rich study of precalculus. Function types include polynomial, rational, exponential, logarithmic, logistic, trigonometric, and polar, as well as conic sections. Students are expected to be proficient with a graphing calculator, as it is required for the AP Exam.

Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is $95). If a student does not take this exam, it will result in a zero for the class's semester exam grade.

ACCELERATED COLLEGE PREP CALCULUS A & B (#1246 & 1247)

GRADE 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: COMPLETION OF PRE-CALCULUS COURSE WITH AT LEAST 85% (B) AVERAGE; DEPARTMENT RECOMMENDATION.

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, including business and physics examples.

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

GRADE 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: COMPLETION OF AP PRECALCULUS COURSE WITH AT LEAST 85% (B) AVERAGE; DEPARTMENT RECOMMENDATION. STUDENTS ARE REQUIRED TO HAVE A TI-NSPIRE CXII 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). IF A STUDENT DOES NOT TAKE THIS EXAM, IT WILL RESULT IN A ZERO FOR THE CLASS'S SEMESTER EXAM GRADE.

ACCELERATED COLLEGE PREP STATISTICS A & B (#1271 & 1272)

GRADES 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: ALGEBRA 2 OR ALGEBRA 11 AND DEPARTMENT RECOMMENDATION.

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

AP STATISTICS A & B (#1275 & 1276)

GRADES 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: ALGEBRA 2 OR HIGHER WITH AT LEAST 88% (B) AVERAGE AND DEPARTMENT RECOMMENDATION.

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

UPON COMPLETION OF THE AP COURSE, STUDENTS ARE REQUIRED TO TAKE THE NATIONALLY ADMINISTERED EXAMINATION IN MAY (APPROXIMATE COST IS $95). IF A STUDENT DOES NOT TAKE THIS EXAM, IT WILL RESULT IN A ZERO FOR THE CLASS'S SEMESTER EXAM GRADE.

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.**

COLLEGE PREP PHYSICAL SCIENCE A&B (#1321 & 1322)

GRADE 10

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: PLACEMENT BASED ON DEPARTMENT 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.

ACCELERATED COLLEGE PREP PHYSICAL SCIENCE A&B (#1323 & 1324)

GRADE 10

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: 1) 80% (C) AVERAGE IN ACP BIOLOGY 1; 2) 80% (C) AVERAGE OR BETTER IN ACP ALGEBRA 1 OR ACP+ ALGEBRA 1 OR EQUIVALENT; 3) RECOMMENDATION OF CURRENT SCIENCE AND MATH DEPARTMENTS

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 students actively gather data and then interpret 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 = 1.0 CREDIT

PREREQUISITES: 1) 85% (B) AVERAGE OR BETTER IN HONORS BIOLOGY OR 93% (A) AVERAGE IN ACP BIOLOGY 1; 2) 85% (B) OR BETTER IN HONORS GEOMETRY; 3) CONCURRENT ENROLLMENT IN ACP OR HONORS ALGEBRA 2; 4) MATH AND SCIENCE DEPARTMENT RECOMMENDATIONS; 5) SUCCESSFUL 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 to investigate the principles of motion, forces, mechanical energy, thermal energy and phase changes, and chemical changes. As an honors level class, students will experience a faster pace in the class, a more detailed depth of content coverage, and higher expectations in their work and math skills. Honors Physical Science is designed as a pre-AP Physics class. Concepts and skills taught in Honors Physical Science will be essential for success in AP Physics. Students are encouraged to take AP Physics 1 their senior year in order to enhance their physics background.

SUMMER WORK IS REQUIRED FOR THIS CLASS.

A RESEARCH PROJECT WILL BE REQUIRED FOR THIS CLASS

COLLEGE PREP CHEMISTRY A&B (#1330 & 1331)

GRADE 11

TWO SEMESTERS = 1.0 CREDIT

Chemistry 11 is less dependent on math skills. 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.

ACCELERATED COLLEGE PREP CHEMISTRY A&B (#1332 & 1334)

GRADE 11

TWO SEMESTERS - 1.0 CREDIT

PREREQUISITES: 1) 80% OR BETTER IN CURRENT SCIENCE CLASS; 2) 80% OR BETTER IN ACP ALGEBRA 1; 3) CONCURRENTLY ENROLLED IN OR HAS COMPLETED ALGEBRA 2; 4) MATH AND SCIENCE DEPARTMENT RECOMMENDATIONS.

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

COLLEGE CREDIT PLUS CHEMISTRY 1 A & B (#1368 & 1369)

This course is weighted as AP Level

GRADES 11, 12

TWO SEMESTERS = 1.0 CREDIT

RECOMMENDATIONS FOR SUCCESS: HAVE OBTAINED AN 85% (B) OR HIGHER IN HONORS BIOLOGY AND HONORS PHYSICAL SCIENCE OR 93% (A) IN BIOLOGY AND PHYSICAL SCIENCE; 85% (B) OR HIGHER IN HONORS ALGEBRA 2 OR 93% (A) OR HIGHER IN ALGEBRA 1 AND GEOMETRY; CONCURRENTLY ENROLLED IN OR HAVE SUCCESSFULLY COMPLETED HONORS PRE-CALCULUS OR PRE-CALCULUS; MEET THE STANDARDS OF SINCLAIR COMMUNITY COLLEGE FOR ACCEPTANCE INTO THE COURSE; HAVE RECOMMENDATION OF THE SCIENCE DEPARTMENT.

This course is a laboratory based, college class. Content in this class will be the same as the first course for Chemistry Majors at Sinclair Community College [CHE 1211 General Chemistry I, CHE 1251 Lab for General Chemistry I]. Sinclair students enrolled in this class will earn credit at Fenwick AND may earn 5 semester hours collegiate chemistry credits. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair Community College. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents. **Eligibility for the CCP Program is dependent on a student's GPA. Eligibility for a specific CCP class is dependent on the course's pre-requisites which may be earned through either standardized test scores or specific high school credits/grades in English and/or Math. Any student interested in taking a CCP course must attend a CCP Informational/Counseling Night. Please see Mrs. Snyder with questions.**

COLLEGE CREDIT PLUS CHEMISTRY 2 A & B (#1370 & 1371)

This course is weighted as AP Level

GRADE 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: 1) SUCCESSFUL COMPLETION OF COLLEGE CREDIT PLUS CHEMISTRY I; 2) MEET THE STANDARDS OF SINCLAIR COMMUNITY COLLEGE FOR ACCEPTANCE INTO THE COURSE.

This course is a laboratory based, college class. Content in this class will be the same as the second semester course for Chemistry Majors at Sinclair Community College [CHE 1221 General Chemistry II, CHE 1261, Lab for General Chemistry II]. Students enrolled in this class will earn credit at Fenwick AND may earn 5 semester hours collegiate chemistry credits. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair Community College. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents. **Eligibility for the CCP Program is dependent on a student's GPA. Eligibility for a specific CCP class is dependent on the course's pre-requisites which may be earned through either standardized test scores or specific high school credits/grades in English and/or Math. Any student interested in taking a CCP course must attend a CCP Informational/Counseling Night. Please see Mrs. Snyder with questions.**

PHYSICS A & B (#1343 & 1344)

GRADE 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: 1) 80% AVERAGE IN PREVIOUS SCIENCE AND MATH CLASSES; 2) DEPARTMENT RECOMMENDATION; 3) CONCURRENTLY ENROLLED IN, OR HAVE TAKEN AT LEAST COLLEGE ALG & TRIG

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

Electives

AP Physics 1: Algebra Based A & B (#1347 & 1348)

Grade 12

Two semesters = 1.0 credit

Prerequisites:1) Department Recommendation; 2) Grade of 85% (B) or higher in CCP Chemistry I or a 93% (A) in Chemistry I; 3) Concurrently enrolled in, or have taken Calculus, Honors Pre-Calculus or Pre-Calculus; 4) Department Recommendation; 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 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). If a student does not take this exam, it will result in a zero for the class's semester exam grade.

Zoology A&B (#1355 & 1356)

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

Two semesters = 1.0 credit

Prerequisite: 1) Successful completion of previous science classes; 2) Department recommendation; 3) Sophomores and juniors must have concurrent enrollment in a Physical Science or Chemistry course 4) Priority will be given to seniors

Zoology is offered to students wishing to complete a detailed study of the Animal Kingdom. Linnean classification, cladistic analysis, phylogeny, and comparative anatomy are recurring themes throughout this course. First semester covers invertebrates including sponges, cnidarians, worms, and echinoderms. Second semester covers vertebrates including fish, mammals, avian species, and reptiles. **Dissections of representative organisms from each of the major animal phyla are completed throughout the course**.

Anatomy A&B (#1376 & 1378)

Grades 11 and 12

Two semesters = 1.0 credit

Prerequisite: 1) 85% average or better in ALL previous science classes for junior, 80% or better for senior; 2) Department Recommendation

This Anatomy course is designed to provide students with a survey of the basic anatomy and physiology concepts of the human body. This class is intended to introduce basic anatomy and physiology concepts to those curious about pursuing a career in healthcare or are interested in an introduction before taking CCP Anatomy and Physiology their senior year. Students are expected to be motivated learners and review material and complete work outside of class meeting times. Anatomy and Physiology is a lab science that will have hands-on activities to explore physiology of senses, reflexes, cardiovascular and respiratory systems as well as anatomy of body students. **Students will participate in multiple dissections, including the dissection of various organs and a whole mammal** that will allow us to compare to human anatomy and demonstrate the interconnectedness of body systems.

AP BIOLOGY A&B (#1387 & 1388)

GRADE 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: 1) 85% (B) FINAL AVERAGE OR HIGHER IN HONORS BIOLOGY OR 93% (A) FINAL AVERAGE OR HIGHER IN BIOLOGY I; 2) 85% (B) FINAL AVERAGE OR HIGHER IN HONORS CHEMISTRY OR 93% (A) FINAL AVERAGE OR HIGHER IN CHEMISTRY I; 3) DEPARTMENT RECOMMENDATION; 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). IF A STUDENT DOES NOT TAKE THIS EXAM, IT WILL RESULT IN A ZERO FOR THE CLASS'S SEMESTER EXAM GRADE.

GEOLOGY A&B (#1380 & 1381)

GRADES 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: *GRADE 12: SUCCESSFUL COMPLETION OF THREE HIGH SCHOOL SCIENCE COURSES;*

GRADE 11: SUCCESSFUL COMPLETION OF TWO HIGH SCHOOL SCIENCE COURSES AND CONCURRENT ENROLLMENT IN A PHYSICAL SCIENCE OR CHEMISTRY COURSE; 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.

ASTRONOMY: THE SOLAR SYSTEM (#1382)

GRADES 11, 12

ONE SEMESTER = .5 CREDIT

PREREQUISITES: 81% OR HIGHER IN PHYSICAL SCIENCE; DEPARTMENT RECOMMENDATION

Astronomy: The Solar System is available as a one semester, independent course. We will use videos, short lectures, presentations, and activities supplemented by out-of-class observations (with class telescopes available to check out) to provide an introduction to planetary astronomy. These topics include the night sky and constellations; tides, eclipses and lunar cycles; light properties and telescopes; a brief overview of historical astronomy; and the formation, contents, and evolution of our solar system. We'll compare our own solar system to recent discoveries of exoplanets and other solar systems.

ASTRONOMY: STARS AND GALAXIES (#1383)

GRADES 11, 12

ONE SEMESTER = .5 CREDIT

PREREQUISITES: 81% OR HIGHER IN PHYSICAL SCIENCE; DEPARTMENT RECOMMENDATION

Astronomy: Stars and Galaxies is available as a one semester, independent course. We will use videos, short lectures, presentations, and activities supplemented by out-of-class observations (with class telescopes available to check out) to provide an introduction to stars, galaxies and cosmology. These topics include the night sky and constellations, light, the electromagnetic spectrum and tools of astronomers; solar features and properties; stellar classes, groupings and properties; stellar evolution from molecular clouds and nebula to the formation of neutron stars, black holes and supernovae; galaxies and quasars. We will also consider cosmological theories about the evolution of the universe.

FORENSIC SCIENCE (#1397)

GRADES 10, 11, 12

ONE SEMESTER = .5 CREDIT

PREREQUISITES: SUCCESSFUL COMPLETION OF BIOLOGY

Forensic Science is a laboratory-based science elective that introduces students to the scientific principles and analytical techniques used in the investigation of crime. Students will explore how biology, chemistry, physics, and Earth science are applied to the collection, analysis, and interpretation of physical science evidence. Topics include crime scene investigation, observation and documentation, fingerprint analysis, bloodstain pattern analysis, DNA and basic genetics, toxicology, trace evidence, and forensic anthropology. Emphasis is placed on ethical considerations, limitations of forensic evidence, and the role of science in the legal system. This course strengthens scientific reasoning, problem-solving skills, and scientific literacy while offering insight into careers in science, medicine, and criminal justice.

MICROBIOLOGY (#1398)

GRADES 10, 11, 12

ONE SEMESTER = .5 CREDIT

PREREQUISITES: 1) 80 AVERAGE OR BETTER IN ALL PREVIOUS SCIENCE CLASSES; 2) DEPARTMENT RECOMMENDATION; 3) SOPHOMORES AND JUNIORS MUST HAVE CONCURRENT ENROLLMENT IN HONORS PHYSICAL SCIENCE, PHYSICAL SCIENCE I, CHEMISTRY I OR CCP CHEMISTRY 4) PRIORITY WILL BE GIVEN TO SENIORS

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

COLLEGE CREDIT PLUS ANATOMY AND PHYSIOLOGY A&B (#1392 & 1393)

This course is weighted as AP Level

GRADE 12

TWO SEMESTERS = 1.0 CREDIT

RECOMMENDATIONS FOR SUCCESS: HAVE OBTAINED AN 93% (B) OR HIGHER IN ALL PREVIOUS SCIENCE CLASSES; MEET THE STANDARDS OF SINCLAIR COMMUNITY COLLEGE FOR ACCEPTANCE INTO THE COURSE; DEPARTMENT RECOMMENDATION.

CCP Anatomy and Physiology is a laboratory based, college class. Content in this class will be the same as the first lecture and lab course for biology majors at Sinclair Community College (BIO 1141 and BIO 1171). Sinclair students enrolled in this class will earn one high school credit at Fenwick AND may earn four semester hours collegiate biology credits. Collegiate credits are through Sinclair Community College. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio through the College Credit Plus program. **Eligibility for the CCP Program is dependent on a student's GPA. Eligibility for a specific CCP class is dependent on the course's pre-requisites which may be earned through either standardized test scores or specific high school credits/grades in English and/or Math. Any student interested in taking a CCP course must attend a CCP Informational/Counseling Night. Please see Mrs. Snyder with questions.**

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 HISTORY A & B (#1413 & 1414)

GRADE 10

TWO SEMESTERS = 1.0 CREDIT

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

AP WORLD HISTORY: MODERN A & B (#1457 & 1458)

GRADES 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: STUDENTS NEED A GRADE OF 93 IN FRESHMEN LEVEL SOCIAL STUDIES COURSES AND ENGLISH AND RECOMMENDATION BY SOCIAL STUDIES DEPARTMENT

This AP World History course is designed for any 10th, 11th, or 12th grade student recommended for the heavy reading and writing curriculum in a rigorous college level environment. This course will cover from 1200 C.E. (A.D.) up to the present broken into nine units and will be based on five themes as outlined in the AP World History Modern Course and Exam Description.

UPON COMPLETION OF THE AP COURSE, STUDENTS ARE REQUIRED TO TAKE THE NATIONALLY ADMINISTERED EXAMINATION IN MAY (APPROXIMATE COST IS $95). IF A STUDENT DOES NOT TAKE THIS EXAM, IT WILL RESULT IN A ZERO FOR THE CLASS'S SEMESTER EXAM GRADE.

US HISTORY A&B (#1427 & 1428)

GRADE 11

TWO SEMESTERS = 1.0 CREDIT

This college preparatory course traces the history of the United States from Civil War Reconstruction to the present. Students will examine how the United States emerged from the Civil War. The course will then shift to the role of immigration and industrialization of the late nineteenth-century and early twentieth-century. As the influence of the United States grew in the twentieth century, topics such as Imperialism, the First World War and Second World War will be studied. The course will conclude with the Civil Rights Era of the 1960s, the Vietnam War and a brief study of the United States from 1980 to the present. Primary source documents will be utilized. Finally, students will be introduced to historiography and the methods historians use to examine events over the course of time.

AP US HISTORY: MODERN A&B (#1437 & 1438)

GRADE 11

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: RECOMMENDATION BY THE SOCIAL STUDIES AND ENGLISH DEPARTMENTS.

This course follows the syllabus of the Advanced Placement program for United States History through 9 units beginning in 1491 and ending after 2001. This AP US History course is designed for any 11th grade student recommended for the heavy reading and writing curriculum in a rigorous college level environment.

UPON COMPLETION OF THE AP COURSE, STUDENTS ARE REQUIRED TO TAKE THE NATIONALLY ADMINISTERED EXAMINATION IN MAY (APPROXIMATE COST IS $95). IF A STUDENT DOES NOT TAKE THIS EXAM, IT WILL RESULT IN A ZERO FOR THE CLASS'S SEMESTER EXAM GRADE.

FINANCIAL LITERACY & ECONOMICS (#1441)

GRADES 11, 12 ***REQUIRED***

ONE SEMESTER = .5 CREDIT

This ***simultaneous credit*** course covers fundamentals of personal finance, economics, and the connection of the two. Units emphasize students' skills and knowledge in money management, spending and credit, saving and investing, becoming a critical consumer, financial responsibility and decision making, and risk management and insurance. Students will explore economic systems, fundamentals of micro and macro-economics, and the principles of scarcity and supply and demand.

***Simultaneous Credit Course**: A course that integrates the content from multiple subject areas into a single course. In this case, the content of Financial Literacy meets the state's requirement for Financial Literacy coursework and the content of Economics meets the requirements to count as a social studies credit.*

GOVERNMENT (#1443)

GRADE 12

ONE SEMESTER = .5 CREDIT

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

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

GRADE 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: 1) SUCCESSFUL COMPLETION OF AP US HISTORY OR GRADE OF 85% (B) IN US HISTORY AND 2) RECOMMENDATION OF THE SOCIAL STUDIES DEPARTMENT

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

UPON COMPLETION OF THE AP COURSE, STUDENTS ARE REQUIRED TO TAKE THE NATIONALLY ADMINISTERED EXAMINATION IN MAY (APPROXIMATE COST IS $95). IF A STUDENT DOES NOT TAKE THIS EXAM, IT WILL RESULT IN A ZERO FOR THE CLASS'S SEMESTER EXAM GRADE.

Electives

US History on Film (#1402)

Grades 10, 11, 12

One Semester = .5 credit

Course will cover US history as depicted in movies. Beginning with the plight of the colonists, students will be introduced to an era of history as a background before viewing a Hollywood-made film. Discussion of the context and content of the film follows each. As this is a course in which the student watches films in class, there may be a requirement for minimum class attendance.

Archaeology (#1403)

Grades 10, 11, 12

One Semester = .5 credit

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

World History on Film (#1404)

Grades 10, 11, 12

One Semester = .5 credit

Film has become one of the most common and accessible ways people encounter history. In this course, students examine world history through movies set in ancient, medieval, and modern eras. Students compare cinematic portrayals with historical evidence, asking what films get right, what they change, and how those changes become historical myths that persist over time. Class discussions focus on perspective, bias, storytelling, and how cultural values influence the way history is presented on screen. In addition to guided viewing and analysis, students complete regular written reflections and analytical writing assignments that challenge them to think critically and clearly about history. By the end of the course, students gain a stronger understanding of global history while also developing their ability to evaluate sources, express ideas in writing, and reflect on how film shapes memory, interpretation, and our view of the past.

History of Warfare: Conflict, Strategy and Technology (#1417)

Grade 11, 12

One semester = .5 credit

Why do wars start, and how do they change the world? This class explores warfare from ancient battles to modern conflicts, looking at how weapons, tactics, leadership, and evolving military technology shape history. Students will examine how innovations such as metallurgy, gunpowder, industrial weapons, air power, nuclear arms, cyber warfare, and drones have transformed how wars are fought and how societies function. Students will analyze famous battles, debate ethical questions of war, and explore how conflict impacts societies, governments, and everyday people. Expect strategy, real stories, tough decisions, and a deeper understanding of how war and technology together have shaped the world we live in today.

Only in Ohio: Local and State History of Ohio and the Miami Valley (#1419)

Grade 10, 11, 12

One semester = .5 credit

Have you ever wondered why your town looks the way it does or how big national events played out right here at home? This class takes a close look at Ohio's history with a special focus on southwest Ohio and the Miami Valley. Students will explore the stories of Indigenous peoples, early settlers, industry, neighborhoods, schools, and local traditions, and connect them to larger moments in U.S. history. Using maps, photos, primary sources, and local landmarks, students will uncover the real people and decisions that shaped our communities. Expect stories you can relate to, hands on research, class discussions, and a better understanding of how the past still shows up in daily life today.

AMERICAN REVOLUTIONARY ERA (#1425)

GRADE 10, 11, 12

ONE SEMESTER = .5 CREDIT

Students will explore the political, social, and cultural changes starting with the French and Indian War and continuing through the early years of the new republic. Students will examine key events (Before, during, and after the Revolution), significant individuals of the period (Washington, Jefferson, Hamilton, Adams, etc.), various perspectives (Women, African American, Native American), and the Revolution's enduring global impact going forward. Students will view and analyze several films depicting this time period.

AMERICAN COURTS AND LEGAL PROCEDURE (#1454)

GRADES 10, 11, 12

ONE SEMESTER = .5 CREDIT

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

CONTEMPORARY AMERICAN ISSUES (#1461)

GRADES 10, 11, 12

ONE SEMESTER = .5 CREDIT

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

MEDIA, PROPAGANDA, AND FILM: POWER, PERSUASION, AND STORY TELLING (#1462)

GRADE 11, 12

ONE SEMESTER = .5 CREDIT

Images and stories influence how people think, feel, and act. This course explores the role of media, propaganda, and film in shaping public opinion and culture across time. Students will study everything from early propaganda posters and political cartoons to major films, documentaries, and modern digital media. Through close analysis, students will learn how sound, visuals, editing, narrative, and technology are used to persuade audiences. The class also examines bias, credibility, and representation while asking who controls the message and why. Students can expect active discussion, real world examples, and practical tools for becoming more thoughtful and critical media consumers.

HISTORY OF SPORTS (#1463)

GRADE 10, 11, 12

ONE SEMESTER = .5 CREDIT

This course explores the origins, development, major events, and modern impact of sports in the United States. Students examine how sports reflect American values, influence social change, shape the economy, and unite diverse communities.

PSYCHOLOGY (#1471)

GRADES 11, 12

ONE SEMESTER = .5 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. This course is a junior/senior course only.

PSYCHOLOGY 2 (#1472)

GRADES 11, 12

ONE SEMESTER = .5 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. This course is a junior senior course only.

AP PSYCHOLOGY A&B (#1477 & 1478)

GRADES 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: RECOMMENDATION BY THE SOCIAL STUDIES AND ENGLISH DEPARTMENTS.

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

UPON COMPLETION OF THE AP COURSE, STUDENTS ARE REQUIRED TO TAKE THE NATIONALLY ADMINISTERED EXAMINATION IN MAY (APPROXIMATE COST IS $95). IF A STUDENT DOES NOT TAKE THIS EXAM, IT WILL RESULT IN A ZERO FOR THE CLASS'S SEMESTER EXAM GRADE.

COLLEGE CREDIT PLUS INTRO TO CULTURAL ANTHROPOLOGY (#1492)

This course is weighted as AP Level

Grades 11, 12

ONE SEMESTER = 1.0 CREDIT

PREREQUISITE: MEET THE STANDARDS OF SINCLAIR COMMUNITY COLLEGE FOR ACCEPTANCE INTO THE COLLEGE CREDIT PLUS PROGRAM AND ACCEPTANCE INTO THE COURSE.

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

CCP Intro to Cultural Anthropology is a college class. Content in this class will be the same as the Introduction to Cultural Anthropology at Sinclair College [SOC 1145 Introduction to Cultural Anthropology]. Students enrolled in this class will earn credit at Fenwick AND may earn 3 semester hours collegiate credit. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents. **Eligibility for the CCP Program is dependent on a student's GPA. Eligibility for a specific CCP class is dependent on the course's pre-requisites which may be earned through either standardized test scores or specific high school credits/grades in English and/or Math. Any student interested in taking a CCP course must attend a CCP Informational/Counseling Night. Please see Mrs. Snyder with questions.**

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

COLLEGE PREP FRENCH 1 C/D (#1537 & 1538)

GRADES 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT PER YEAR

PREREQUISITE: DEPARTMENT RECOMMENDATION

This class is a continuation of French A/B. Students will continue to develop their reading, writing, speaking, and listening skills in the French language with new vocabulary and grammar. Students is French 1 C/D are also responsible for the information learned in French 1 A/B. Like the second semester of French 1, this class focuses on irregular verbs and more advanced sentence structures. At the end of French 1 C/D, students will have earned their language credit needed to graduate.

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.**

ACCELERATED COLLEGE PREP FRENCH 2 A&B (#1543 & 1544)

GRADES 9, 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: SUCCESSFUL COMPLETION OF FRENCH 1.

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

This course builds upon skills learned in French 1 by providing the students with additional vocabulary and more complex grammatical structures. Students will advance their skills by incorporating near future, present, irregular, and past tense construction while incorporating daily life, leisure, and discussing daily routines, health, and travel. Students will continue to develop their communication skills in the areas of reading, writing, listening, and speaking. Culture will be expanded at this level and students will learn to compare differences in the life of Francophone people. Students finish their second year of French performing at a mid-novice level of proficiency.

HONORS FRENCH 3 A & B (#1545 & 1546)

GRADES 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: ACP FRENCH 2 WITH A FINAL GRADE OF 85% (B) OR BETTER AND DEPARTMENT RECOMMENDATION.

The ability to discuss a variety of topics in present and past tenses is the starting point for this honors level class. A wider scope of vocabulary is introduced such as education, employment, health, daily routine, housing, and environment. Students begin the year with review of present and past tense but additional tenses such as conditional and future are introduced and reinforced through further development of reading, writing, speaking, and listening skills. By the end of this course, students are able to discuss current and past events using complex sentences structures and differentiate between American and French lifestyles. Students in Honors French 3 typically perform at the high novice-low intermediate level of proficiency.

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

HONORS FRENCH 4 A & B (#1547 & 1548)

GRADES 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: ACPFRENCH 3 WITH A FINAL GRADE OF 85% (B) OR BETTER AND DEPARTMENT RECOMMENDATION.

Advanced level vocabulary addresses social issues and the environment. Students are expected to communicate in French in daily conversation as well as during in-class presentations. More sophisticated grammar structures are presented as well as further development of previously learned concepts in order to present essays on a variety of topics and maintain conversations with little language interference. Students who complete this course will be at a mid-high intermediate level of proficiency.

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

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.

COLLEGE PREP LATIN 1 C/D (#1502 & 1503)

GRADES 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT PER YEAR

PREREQUISITE: DEPARTMENT RECOMMENDATION

This class is a continuation of Latin 1 A/B. Students will continue to develop their reading, writing, speaking, and listening skills in the Latin language with new vocabulary and grammar. Students is Latin 1 C/D are also responsible for the information learned in Latin 1 A/B. At the end of Latin 1 C/D, students will have earned their language credit needed to graduate.

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.**

ACCELERATED COLLEGE PREP LATIN 2 A&B (#1523 & 1524)

GRADES 9, 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: COMPLETION OF ACP LATIN 1

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

Latin 2 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 3 A & B (#1525 & 1526)

GRADES 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: COMPLETION OF ACP LATIN 2 WITH A FINAL GRADE OF 85% (B) OR BETTER AND DEPARTMENT RECOMMENDATION.

Honors Latin 3 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.

HONORS LATIN 4 A&B (#1527 & 1528)

GRADES 11, 12

TWO SEMESTER = 1.0 CREDIT

PREREQUISITES: COMPLETION OF HONORS LATIN 3 WITH A FINAL GRADE 85 (B) OR BETTER AND DEPARTMENT RECOMMENDATION

Latin 4 is a continuation of Latin 3: students will build their Latin vocabulary, focusing on linguistic connections, contextual nuances of meaning, and English cognates. Students will learn complex and compound sentences, new grammatical concepts, and additional uses of nouns and participles. Latin composition is a significant component of the course. In terms of ancient Roman culture, students will focus on festivals, family dynamics, and coming-of-age ceremonies.

Spanish

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 fo 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.

College Prep Spanish 1 C/D (#1552 & 1553)

Grades 10, 11, 12

Two semesters = 1.0 credit per year

Prerequisite: Department recommendation

This class is a continuation of Spanish 1 A/B. Students will continue to develop their reading, writing, speaking, and listening skills in the Spanish language with new vocabulary and grammar. Students is Spanish 1 C/D are also responsible for the information learned in Spanish 1 A/B. Like the second semester of Spanish 1, this class focuses on irregular verbs and more advanced sentence structures. At the end of Spanish 1 C/D, students will have earned their language credit needed to graduate. If they wish to continue to Spanish 2, they will need to take the Spanish 1 exam and speak with their language teacher.

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.

ACCELERATED COLLEGE PREP SPANISH 2 A & B (#1573 & 1574)

GRADES 9, 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: COMPLETION OF ACP OR ACP+ SPANISH 1

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

This course builds upon skills learned in Spanish 1 by providing the students with additional vocabulary and more complex grammatical structures. Students will advance their skills in sentence construction and vocabulary by discussing daily routines, health, and travel. Students will continue to develop their communication skills in the areas of reading, writing, listening, and speaking. Culture will be expanded at this level and students will learn to compare differences in the life of Hispanic people. Students finish their second year of Spanish by performing at a mid-novice level of proficiency.

ENRICHED ACCELERATED COLLEGE PREP SPANISH 2 A & B (#1577 & 1578)

GRADES 9, 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: COMPLETION OF ACP SPANISH 1 WITH A FINAL GRADE OF 93% (A) OR ACP+ SPANISH 1 WITH A FINAL GRADE OF 87% (B) AND A DEPARTMENT RECOMMENDATION.

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

This course builds upon Accelerated Spanish 1 by engaging students in more complex grammar structures and vocabulary. The challenging pace of this class prepares students for Honors Spanish 3. Students express individual thoughts through written and oral assignments. The course focuses on using present tense and an introduction to the past tense to discuss daily life, personal experience, and opinions. Students will finish the year at a mid-novice level of proficiency and be prepared to enter Honors Spanish 3.

ACCELERATED COLLEGE PREP SPANISH 3 A&B (#1583 & 1584)

GRADES 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: COMPLETION OF ACP OR ACP+ SPANISH 2 WITH A FINAL GRADE OF 80 (C) AND A DEPARTMENT RECOMMENDATION

This course expands students' knowledge of vocabulary and grammar knowledge presented in Spanish 1 & 2. Students who enroll in Spanish 3 have a genuine interest in the language and culture while showing strong proficiency in concepts presented in the previous two years. While exploring the diverse cultures of the Spanish-speaking world, students will enhance their listening, reading, writing, and speaking abilities. Students will continue their use of expression of past events while introducing the future and conditional tenses as well as perfect tenses.

HONORS SPANISH 3 A & B (#1585 & 1586)

GRADES 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: COMPLETION OF ACP OR ACP+ SPANISH 2 WITH A FINAL GRADE OF 85% (B), A DEPARTMENT RECOMMENDATION, AND SUMMER WORK COMPLETED BY THE FIRST DAY OF SCHOOL.

The ability to discuss a variety of topics in present and past tense is the starting point for this honors level class. A wider scope of vocabulary is introduced such as education, employment, health, and environment. Students begin the year with review of present and past tense but additional tenses such as conditional, future and subjunctive are introduced and reinforced through further development of reading, writing, speaking, and listening skills. By the end of this course, students are able to discuss current and past events using complex sentences structures and differentiate between American and Hispanic lifestyles. Students in Honors Spanish 3 typically perform at the high novice-low intermediate level of proficiency.

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

HONORS SPANISH 4 A & B (#1587 & 1588)

GRADES 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: HONORS SPANISH 3 WITH A FINAL GRADE OF 85% (B) AND DEPARTMENT RECOMMENDATION.

Advanced level vocabulary addresses social issues and the environment. Students are expected to communicate in Spanish in daily conversation as well as during in-class presentations. More sophisticated grammar structures are presented as well as further development of previously learned concepts in order to present essays on a variety of topics and maintain conversations with little language interference. Students who complete this course will be at a mid-high intermediate level of proficiency.

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

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

GRADE 12 DEPENDENT UPON MINIMUM NUMBER OF 4 STUDENTS ENROLLED

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: HONORS SPANISH 4 WITH A FINAL GRADE OF 85% (B) AND A DEPARTMENT RECOMMENDATION.

AP Spanish Language and Culture is a rigorous course taught almost entirely in the target language. The course is divided into six thematic units which focus on the integration of authentic resources including film, literary pieces, promotional materials, audio recordings and simulated conversation. High-interest topics are selected in order to stimulate the desire for students to express themselves in class. Presentational and writing assessments accompany each thematic unit.

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

UPON COMPLETION OF THE AP COURSE, STUDENTS ARE REQUIRED TO TAKE THE NATIONALLY ADMINISTERED EXAMINATION IN MAY (APPROXIMATE COST IS $95). IF A STUDENT DOES NOT TAKE THIS EXAM, IT WILL RESULT IN A ZERO FOR THE CLASS'S SEMESTER EXAM GRADE.

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.

UPPER-CLASS LIFETIME SPORTS A & B (#1632 & 1633)

GRADES 11, 12 ***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.

LIFETIME FITNESS (#1643)

GRADE 12 *NUMBER LIMITED TO 12 PER SECTION BY YMCA* ***HEALTH OR PE CREDIT***

ONE SEMESTER = .25 CREDIT

LIMIT: 12 STUDENTS; CLASS MEETS OFF CAMPUS FREQUENTLY

Lifetime Fitness is a senior-only elective designed to help students develop healthy habits that support lifelong physical, mental, and spiritual well-being. This unique off-campus course meets at the YMCA, giving students the opportunity to learn and train in a real-world fitness environment. Students will participate in a variety of lifetime fitness and recreational activities including strength training, cardiovascular workouts, swimming, and the use of YMCA fitness equipment, along with activities such as bowling, golf, and pickleball. Through these experiences, students build self-confidence, discipline, cooperation, and respect for others while learning the value of commitment and balance in daily life. The course emphasizes personal responsibility, positive decision-making, and stewardship of one's health, skills that extend well beyond graduation. Fitness is ideal for seniors looking to stay active, grow in confidence, and prepare for a healthy, purpose-driven lifestyle after high school.

INTRODUCTION TO ATHLETIC TRAINING 1 (#1644)

GRADES 11, 12 ***HEALTH CREDIT***

ONE SEMESTER = .5 CREDIT

DOES NOT SATISFY PE REQUIREMENT

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

INTRODUCTION TO ATHLETIC TRAINING 2 (#1645)

GRADES 11, 12 ***SCIENCE OR HEALTH CREDIT***

ONE SEMESTER = .5 CREDIT

PREREQUISITE: SUCCESSFUL COMPLETION OF ATHLETIC TRAINING I WITH 85% (B) FINAL GRADE OR HIGHER. ***DOES NOT SATISFY PE REQUIREMENT.***

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

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.

AP COMPUTER SCIENCE PRINCIPLES A&B (#1737 & 1738) *CTAG*

***This course is weighted as AP Level**

GRADES 10, 11, 12 ***TECHNOLOGY CREDIT***

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: 85% (B) OR HIGHER IN ALGEBRA 2; DEPARTMENT APPROVAL; STRONGLY RECOMMEND COMPLETION OF INTRODUCTION TO COMPUTER SCIENCE IN THE AGE OF AI

AP Computer Science Principles introduces students to foundational concepts in computer science through hands-on problem-solving and real-world applications. Students learn to develop algorithms and programs, analyze and use data, and apply abstraction to create effective computational solutions. The course also explores how computing technologies impact society and emphasize ethical, collaborative, and inclusive practices in computing.

Upon completion of the AP course, students are required to take the nationally administered examination in May (approximate cost is $95). If a student does not take this exam, it will result in a zero for the class's semester exam grade.

BUSINESS FOUNDATIONS (#1741)

GRADES 10, 11, 12 ***TECHNOLOGY CREDIT***

ONE SEMESTERS = .5 CREDIT

Students are introduced to the core principles of business and are prepared for their roles as consumers, employees, and entrepreneurs in a modern economy. Students explore key business areas including marketing, finance, accounting, operations, management and entrepreneurship while examining real-world economic trends and business practices. Through hands-on projects, students begin developing a business plan, analyze real companies and markets, and build presentation and communication skills. This course emphasizes critical thinking, collaboration, and problem-solving, culminating in an entrepreneurial capstone experience such as a simulated *Shark Tank*. This course serves as a foundation for advanced marketing, digital business, and management courses.

DIGITAL MARKETING AND MANAGEMENT (#1711)

GRADES 10, 11, 12 ***TECHNOLOGY CREDIT***

ONE SEMESTERS = .5 CREDIT

Prerequisite: Successful Completion of Business Foundations OR Marketing Principles; Department Approval

This course provides students with hands-on experience and practical knowledge in modern digital marketing. Students explore social media marketing, search engine optimization (SEO), email marketing, website and content development, and campaign planning while integrating artificial intelligence tools to enhance strategy, creativity, and data analysis. Through real-world projects, students create professional portfolio pieces that prepare them to be competitive candidates for internships, part-time positions, and entry-level roles in the workforce.

MARKETING PRINCIPLES (#1745) *OFFERED IN ODD NUMBERED GRADUATION YEARS*

GRADES 10, 11, 12 ***TECHNOLOGY CREDIT***

ONE SEMESTER = .5 CREDIT

PREREQUISITE: RECOMMENDED SUCCESSFUL COMPLETION OF BUSINESS FOUNDATIONS

This course introduces students to the core strategies and practices of modern marketing. Students explore market research, branding, product development, promotion, and distribution while completing hands-on projects and campaigns. The course emphasizes real-world applications and portfolio development, preparing students for advanced marketing courses, internships, and entry-level career opportunities in marketing and business.

MARKETING STRATEGY AND PROJECT MANAGEMENT (#1747) *OFFERED IN ODD NUMBERED GRADUATION YEARS*

GRADES 11, 12 ***TECHNOLOGY CREDIT***

ONE SEMESTER = .5 CREDIT

PREREQUISITE: SUCCESSFUL COMPLETION OF MARKETING PRINCIPALS; DEPARTMENT APPROVAL

This course teaches students how to plan, execute, and manage marketing campaigns across multiple channels, including social media, advertising, email, and public relations. Students develop skills in strategic planning, project management, content creation, and performance evaluation, applying market research to make data-driven decisions. Hands-on projects allow students to build portfolio-ready work and prepare for advanced marketing courses, internships, and entry-level careers in business and marketing.

STRATEGIC ENTREPRENEURSHIP (#1749) *OFFERED IN EVEN NUMBERED GRADUATION YEARS* ***CTAG***

****This course is weighted as AP Level***

GRADES 11, 12 ***TECHNOLOGY CREDIT***

ONE SEMESTER = .5 CREDIT

PREREQUISITE: RECOMMENDED SUCCESSFUL COMPLETION OF BUSINESS FOUNDATIONS OR MARKETING PRINCIPLES

This course introduces students to the principles and practices of starting, managing, and growing a business. Students explore idea generation, business planning, market analysis, financial strategy, and risk management while learning to make strategic decisions that drive business success. Through hands-on projects, case studies, and real-world simulations, students develop critical thinking, problem-solving, and leadership skills, producing portfolio-ready work that prepares them for advanced business courses, internships, or launching their own ventures.

PROFESSIONAL AND TECHNICAL SALES (#1751) *OFFERED IN EVEN NUMBERED GRADUATION YEARS*

GRADES 10, 11, 12 ***TECHNOLOGY CREDIT***

ONE SEMESTER = .5 CREDIT

PREREQUISITE: RECOMMENDED SUCCESSFUL COMPLETION OF BUSINESS FOUNDATIONS OR MARKETING PRINCIPLES

This course introduces students to the skills and strategies needed to succeed in sales across professional and technical industries. Students learn about customer relationships, prospecting, needs analysis, presentation techniques, negotiation, and closing strategies. The course also emphasizes customer service, quality assurance, and quality control, showing how maintaining high standards supports long-term client satisfaction and business success. Hands-on activities and real-world simulations help students develop communication, problem-solving, and critical thinking skills while building portfolio-ready experience, preparing them for advanced business courses, internships, or entry-level sales careers.

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.

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

GRADES 10, 11, 12 ***TECHNOLOGY CREDIT***

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: INTRODUCTION TO ENGINEERING & DESIGN (IED) AND DEPARTMENT RECOMMENDATION

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

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

This course is weighted as AP Level

GRADES 11, 12 ***TECHNOLOGY CREDIT***

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: INTRODUCTION TO ENGINEERING DESIGN AND PRINCIPLES OF ENGINEERING.

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

CIVIL ENGINEERING AND ARCHITECTURE A & B (#1782 & 1783)

GRADES 11, 12 ***TECHNOLOGY CREDIT***

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: SENIORS PREFERRED, DEPARTMENT RECOMMENDATION AND ONE OTHER PLTW COURSE

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. Articulated college credit is possible through Sinclair Community College CAT 1161.

COLLEGE CREDIT PLUS INTRO TO EDUCATION (#1798)

This course is weighted as AP Level

GRADES 11, 12

ONE SEMESTER = 1.0 CREDIT

PREREQUISITE: MEET THE STANDARDS OF SINCLAIR COMMUNITY COLLEGE FOR ACCEPTANCE INTO THE COLLEGE CREDIT PLUS PROGRAM AND ACCEPTANCE INTO THE COURSE.

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

CCP Intro to Education is a college class. Content in this class will be the same as the Introduction to Education course for Education Majors at Sinclair College [EDU 1100 Introduction to Education]. Students enrolled in this class will earn credit at Fenwick AND may earn 3 semester hours collegiate credit. Collegiate credits are through Sinclair Community College and to receive credit students must apply and be accepted at Sinclair. College Credit Plus courses are subject to additional fees and charges by Sinclair Community College. Some of these expenses may be absorbed by the State of Ohio, depending on the promptness with which students provide required documents. **Eligibility for the CCP Program is dependent on a student's GPA. Eligibility for a specific CCP class is dependent on the course's pre-requisites which may be earned through either standardized test scores or specific high school credits/grades in English and/or Math. Any student interested in taking a CCP course must attend a CCP Informational/Counseling Night. Please see Mrs. Snyder with questions.**

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.

Beginning 2027-28 School Year

THE DEVELOPING LEADER – LET 2 A & B (#1790 & 1791)

GRADES 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: SUCCESSFUL COMPLETION OF LET 1, THE EMERGING LEADER

Beginning 2028-29 School Year

THE SUPERVISING LEADER – LET 3 A & B (#1792 & 1793)

GRADES 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: SUCCESSFUL COMPLETION OF LET 2, THE DEVELOPING LEADER

Beginning 2029-30 School Year

THE MANAGING LEADER – LET 4 A & B (#1794 & 1795)

GRADES 11, 12

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: SUCCESSFUL COMPLETION OF LET 3, THE SUPERVISING LEADER

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 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.

HONORS PERFORMING ARTS PORTFOLIO A & B (#1848 & 1849)

GRADES 10, 11, 12 ***FINE ART CREDIT***

TWO SEMESTERS = 1.0 CREDIT

PRE-REQUISITE: MUSIC DEPARTMENT APPROVAL AND AUDITION (IN APRIL)

THIS COURSE CAN BE TAKEN IN PLACE OF BAND OR CHORUS IN THE STUDENT'S SCHEDULE.

In addition to the requirements in place for Concert Band or Chorus, students enrolled in Honors Performing Arts Portfolio must complete at least 3 of the following 10 options **each semester**. Failure to complete an item will result in a lowering of the semester grade by 10 points (Each).

Students with scheduling conflicts that would otherwise prevent them from enrolling in Concert Band or Chorus may enroll in this course through an adjacent class period with approval from the Music Department. Enrollment in the course will allow the student to perform alongside ensembles for performances while not able to attend class during the school day. Students with no scheduling conflicts will otherwise be placed in the respective performing arts course.

At the beginning of each semester, students will meet with the department chair to go over a lessons schedule and appropriate course level content and repertoire. Students will also be performing members of the ensemble for Christmas, Spring, and Graduation performances, as well as any other performances during the school day.

___ Complete a weekly practice journal

___ Compile a list of performed solos and ensemble music from all performing arts activities

___ Audition for OMEA District group

___ Participate in basketball Pep Band

___ Perform the National Anthem as soloist at public event

___ Participate in Marching Band

___ Participate in the Fall Play

___ Participate in the Spring Musical

___ Minimum of 5 hours (in semester) tutoring junior high musicians

___ Take a solo or ensemble to OMEA District Solo/Ensemble event

___ Participate in at least one honors ensemble not requiring audition (BGSU, Capital University, OSU, SWOCHB)

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.

MUSIC TECHNOLOGY A: PODCASTING (#1835)

GRADES 10, 11, 12 ***FINE ART OR TECHNOLOGY CREDIT***

ONE SEMESTER = .5 CREDIT

Students will explore sound design, acoustics, recording technology, music editing software, and other facets of the music industry that are unseen but always heard in the final product, with a special emphasis on creating and producing podcasts. Students will also be given extension assignments during or after school to assist in sound set up for sporting events, concerts, plays, musicals, masses, and assemblies throughout the year.

MUSIC TECHNOLOGY B: MUSIC PRODUCTION (#1836)

GRADES 10, 11, 12 ***FINE ART OR TECHNOLOGY CREDIT***

ONE SEMESTER = .5 CREDIT

Students will explore sound design, acoustics, recording technology, music editing software, and other facets of the music industry that are unseen but always heard in the final product, with a special emphasis on creating and producing digital music compositions with computer software. Students will also be given extension assignments during or after school to assist in sound set up for sporting events, concerts, plays, musicals, masses, and assemblies throughout the year.

HONORS MUSIC THEORY (#1846 & 1847)

GRADES 10, 11, 12 ***FINE ART CREDIT***

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: 1. APPROVAL OF MUSIC DEPARTMENT AND 2. PRIOR EXPERIENCE IN INSTRUMENTAL/VOCAL MUSIC

Music theory is offered to music students wishing to advance their knowledge in music and prepare for the study of music after high school. Students will be able to comprehend and notate music by receiving both written and aural training. This course will also cover basic composition skills. Students will learn about music through class lectures, 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.

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 craftmanship. This course prepares students for advanced studio art.

STUDIO ART 2 (#1867)

GRADES 10, 11, 12 ***FINE ART CREDIT***

ONE SEMESTER = .5 CREDIT

PREREQUISITE: SUCCESSFUL COMPLETION OF ART I OR DRAWING AND PAINTING 1

Studio Art builds on foundational studio skills with an emphasis on technical growth, creative decision-making, and independent work. This course prepares students for advanced studio (honors) and portfolio-based art courses.

HONORS VISUAL ARTS 3 A&B (#1883 & 1884)

GRADES 11, 12 ***FINE ART CREDIT***

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: VISUAL ARTS 2/STUDIO ART 2 AND DEPARTMENT APPROVAL

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

AP STUDIO ART (DRAWING: 2D DESIGN; 3D) A&B (#1887 & 1888)

GRADE 12 ***FINE ART CREDIT***

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: HONORS VISUAL ARTS III/ART III AND DEPARTMENT RECOMMENDATION BASED ON REVIEW OF STUDENT'S PORTFOLIO

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

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

UPON COMPLETION OF THE AP COURSE, STUDENTS ARE REQUIRED TO TAKE THE NATIONALLY ADMINISTERED EXAMINATION IN MAY (APPROXIMATE COST IS $95). IF A STUDENT DOES NOT TAKE THIS EXAM, IT WILL RESULT IN A ZERO FOR THE CLASS'S SEMESTER EXAM GRADE.

YEARBOOK: PHOTOJOURNALISM (#1894)

GRADES 10, 11, 12 ***FINE ART OR TECHNOLOGY CREDIT***

ONE SEMESTER = .5 CREDIT

PREREQUISITE: PERSONAL OWNERSHIP OF A DIGITAL CAMERA AND DEPARTMENT APPROVAL THROUGH APPLICATION PROCESS; SELECTION MAY BE BASED ON STUDENT PERFORMANCE IN PRIOR ENGLISH, TECHNOLOGY, AND ART COURSES

This course, offered to students in grades 10-12. Students in this course will develop skills in photojournalism, including photography and photo editing. Students will be assigned to record the Fenwick student experience through the school day and outside events and take a primary role in the production of Fenwick's yearbook, **Turres**. Yearbook photojournalists will be required to attend events/activities both during and outside of the regular school day. Students may take this course multiple times.

YEARBOOK: EDITORS A&B (#1896 & 1897)

GRADES 10, 11, 12 ***FINE ART OR TECHNOLOGY CREDIT***

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITE: DEPARTMENT APPROVAL THROUGH APPLICATION PROCESS; SELECTION MAY BE BASED ON STUDENT APPLICATION, PERFORMANCE IN PRIOR ENGLISH, TECHNOLOGY, AND ART COURSES

This course, offered to students in grades 10-12. Students in this course will develop skills in computer technology and formatting, layout design, artistry, graphic design, copy writing, photography, journalistic writing, editing, and sales to produce and publish Fenwick's yearbook, **Turres**. Yearbook Editors will assist with layout, design, overall theme, and editing for accuracy. Students may take this course multiple times.

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.

Process for Referring a Student to the Intervention Program

The Bishop Fenwick High School Intervention Assistance Team (IAT) has established a process available to all students. This process is designed to help all students be successful in the classroom.

Our intervention program at Bishop Fenwick High School reflects our unwavering 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 challenges that hinder their personal growth and academic success.

We foster a collaborative partnership between the school and families, ensuring a nurturing and 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, embodying the teachings of Christ in their daily lives.

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:

Entrance into Tutorial Program

- 2 consecutive quarters with unweighted GPA below 2.0, and
- Consistently missing 5 or more assignments on a weekly basis, and
- Recommendation from the Intervention Assistance Team

Exit from Tutorial Program

- 2 consecutive semesters with unweighted GPA above 2.0, and
- Consistently completing and submitting assignments, and
- Scheduled Tutorial time not necessary for completion of academic work, and
- Student not utilizing provided resources

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.*