



**Introduction to Academic
Policies and
Freshman
Course of Studies
2025-26**

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INTRODUCTION TO ACADEMIC POLICIES

State of Ohio Graduation Requirements Class of 2023 and Beyond

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

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

AND

(2) **Show Competency:** Bishop Fenwick High School students will earn a passing score, based on the requirements of the State of Ohio, on the IOWA test in the areas of Algebra I and English Language Arts II. 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 I, Geometry, English Language Arts I, English Language Arts II, Biology, American Government, and American History.

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

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

AND

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

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

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

More detailed information can be found in the full [2025-26 Academic Policies and Course of Studies](#).

Interpreting Grades

Grading Scale

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

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

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

Awarding Credit

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

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

GPA Computation

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

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

High School Classes Prior to 9th Grade

To earn a Fenwick diploma, students must accumulate 26 credits and fulfill state testing requirements. Credits are earned by completing required coursework and are not based.

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 accelerated version of the content (for example, Accelerated Algebra 1).

Scheduling

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

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

Cancellation of Courses

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

Awarding Credit

Credit is awarded at the end of each semester based on successful completion of courses.

College Pre 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

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

Accelerated College Prep

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

Honors/Advanced College Prep

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

Honor Roll

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

First Honors: Weighted Average ≥ 3.75

Second Honors: Weighted Average ≥ 3.25

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

Report Cards and Interim Reports of Academic Progress

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

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

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

Non-custodial Parent

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

PlusPortals

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

Homework Policy

Students are expected to do work outside the class for each course they are enrolled in. Teachers will use several different methods to communicate, collect, and grade assignments in their courses. It is the student's responsibility to bring issues related to technology to the attention of the teacher, the F.I.T. Help Desk, or to the IT Coordinator as soon as the problem arises. Students must realize that written homework is not the only kind of work that requires attention. Students are expected to review class activities each day, whether or not work is assigned. Each teacher may hold different homework policies/expectations. Homework/assignments/assessments will be communicated from 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.

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. 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.

**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.*

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.***

Selection of the Curriculum and Instructional Material

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

NCAA Requirements (Academic-Eligibility Requirements)

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

Division I

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

- Graduate from high school;
- Complete these 16 core courses (10 core courses to be completed prior to seventh semester)
 - 4 years of English
 - 3 years of math (Algebra 1 or higher)
 - 2 years of natural or physical science (including one year of lab science if offered by your high school)
 - 1 extra year of English, math, or natural or physical science
 - 2 years of social science
 - 4 years of extra core courses (from any category above, or world languages, nondoctrinal religion or philosophy)
- Earn a minimum required grade-point average in your core courses (2.3)

Division II

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

- Graduate from high school;
- Complete these 16 core courses (10 core courses to be completed prior to seventh semester)
 - 3 years of English
 - 2 years of math (Algebra 1 or higher)
 - 2 years of natural or physical science (including one year of lab science if offered by your high school)
 - 3 additional years of English, math, or natural or physical science
 - 2 years of social science
 - 4 years of extra core courses (from any category above, or world languages, nondoctrinal religion or philosophy)
- Earn a minimum required grade-point average in your core courses (2.2)

THEOLOGY DEPARTMENT

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

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

Freshmen

INTRODUCTION TO CATHOLICISM (#1013)

GRADE 9

REQUIRED

ONE SEMESTER = .5 CREDIT

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

OLD TESTAMENT (#1014)

GRADE 9

REQUIRED

ONE SEMESTER = .5 CREDIT

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

ENGLISH LANGUAGE ARTS DEPARTMENT

ENGLISH 9 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. Reading lists will be provided on course syllabus.

ENGLISH I 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. Reading lists are generally available on the Fenwick website in the mid-summer prior to the beginning of the school year.

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

GRADE 9

TWO SEMESTERS = 1.0 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. Reading lists will be provided on course syllabus.

MATHEMATICS DEPARTMENT

ALGEBRA 9 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.

ALGEBRA I 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.

ACCELERATED ALGEBRA I 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 I COURSE AT THE ELEMENTARY/MIDDLE SCHOOL LEVEL. STUDENTS ARE REQUIRED TO HAVE TI-NSPIRE CXII CAS CALCULATOR.

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

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

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

GRADE 10

TWO SEMESTERS = 1.0 CREDIT

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

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

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

SCIENCE DEPARTMENT

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

BIOLOGY I A&B (#1313 & 1314)

GRADE 9

TWO SEMESTERS = 1.0 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 A&B (#1315 & 1316)

GRADE 9

TWO SEMESTERS = 1.0 CREDIT

PREREQUISITES: 1) SELECTION BY A COMMITTEE OF TEACHERS BASED UPON HIGH ACHIEVEMENT ON HIGH SCHOOL PLACEMENT TEST IN MATH AND READING; 2) COMPLETION OF REQUIRED SUMMER WORK.

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

SOCIAL STUDIES DEPARTMENT

WORLD GEOGRAPHY 9 (#1406)

GRADE 9

ONE SEMESTER = .5 CREDIT

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

WORLD GEOGRAPHY (#1407)

GRADE 9

ONE SEMESTER = .5 CREDIT

In this course, students will examine the world's regions, countries, and important global issues through the 5 themes of geography. They will study the various cultures around the world. Students will also explore how places change over time and how people around the world have caused changes to occur.

WORLD 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

FRENCH A/B (#1535 & 1536)

GRADES 9, 10, 11 DEPENDENT UPON A MINIMUM NUMBER OF STUDENT REQUESTS

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 French language, but at a slower pace than French 1. Students in French A/B cover half of the material that is covered in French 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. Francophone culture is embedded into the curriculum weekly through videos, PowerPoints and personal accounts. At the end of the year, students are able to communicate at a basic level. Students who successfully complete French A/B will continue to French C/D the following year.

FRENCH I 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 French I are required to take a placement test before beginning their language study to ensure that they are placed in the appropriate course level.

Latin

LATIN 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 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 A/B will continue to Latin C/D the following year.

LATIN I A&B (#1513 & 1514)

GRADES 9, 10, 11, 12

TWO SEMESTERS = 1.0 CREDIT

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

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

Spanish

SPANISH 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 A/B cover half of the material that is covered in Spanish 1. This class is designed for highly motivated students who struggle with grammatical structure and need additional time to process material. This first year focuses on the conjugation of regular verbs and basic sentence structure, along with everyday vocabulary. Hispanic culture is embedded into the curriculum weekly through videos, PowerPoints and personal accounts. At the end of the year, students are able to communicate at a basic level. Students who successfully complete Spanish A/B will continue to Spanish C/D the following year.

SPANISH I 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 Spanish I are required to take a placement test before beginning their language study to ensure that they are placed in the appropriate course level.

ACCELERATED SPANISH I 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 expanded upon. The accelerated class follows the same curriculum as Spanish 1, but goes more in depth into the vocabulary, grammatical structures and culture while maintaining a challenging pace. Students should be more comfortable expressing themselves in the target language. Hispanic culture is embedded weekly through videos, PowerPoints, and personal accounts. At the end of the year, students should perform at a mid-novice level of proficiency.

HEALTH SCIENCES & PE DEPARTMENT

HEALTH (#1613)

GRADE 9

REQUIRED

ONE SEMESTER = .5 CREDIT

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

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

LIFETIME SPORTS A & B (#1630 & 1631)

GRADES 9, 10

HEALTH OR PE CREDIT

TWO SEMESTERS = .5 CREDIT

Physical education helps students to develop mentally, socially, and physically. This course will emphasize the basic skills, knowledge and attitudes necessary for participation in a variety of lifetime team, individual, and recreational sport activities. Team and individual sport activities will increase self-confidence, cooperation and teamwork, leadership, physical fitness, and sportsmanship.

FOUNDATIONS OF PERSONAL FITNESS (#1649)

GRADES 9, 10

HEALTH OR PE CREDIT

ONE SEMESTER = .25 CREDIT

Foundations of Personal Fitness will allow all participants to enjoy the benefits of personal physical fitness. This course is offered to students interested in improving and maintaining muscular development and strength training through routine participation in the weight room. Students will explore multiple training exercises while learning the benefits of goal-setting, flexibility, progression, and correct lifting techniques. Class days will consist of short lectures, cardiovascular training, nutrition education, active recovery, and explosive training.

BUSINESS, CAREERS & TECHNOLOGY DEPARTMENT

MOBILE COMPUTING AND COLLABORATION A & B (#1708 & 1709)

GRADE 9

TECHNOLOGY CREDIT

REQUIRED

TWO SEMESTERS = .5 CREDIT

This course is designed to ensure that the students begin high school with the necessary digital literacy skills to effectively use their tablet PC. With the incorporation of 1:1 devices, this class will cover the use of Office 365 in the classroom, including Microsoft OneDrive. Curriculum will cover computational thinking, including problem solving and collaboration. Students will gain knowledge on how a computer system works and new knowledge about technology, college, and careers. This course is an introduction to the field of Information Technology including technology concepts, terminology, hardware components and software applications. Students will be introduced to and asked to apply basic skills in the core areas of information technology such as programming, database management, networking, systems administration, and web development and the basic research, problem-solving and decision-making skills required to be successful in this field. The course emphasizes the role of technical communications, project management, languages, tools, models and application architectures within the IT development process.

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

MOBILE COMPUTING AND COLLABORATION 9 A & B (#1706 & 1707)

GRADE 9

TECHNOLOGY CREDIT

TWO SEMESTERS = .5 CREDIT

PREREQUISITE: STUDENTS RECOMMENDED BY INTERVENTION SPECIALIST AND DEPARTMENT

This course is designed to ensure that the students begin high school with the necessary digital literacy skills to effectively use their tablet PC. With the incorporation of 1:1 device, this class will cover the use of Office 365 in the classroom, including Microsoft OneDrive, Microsoft OneNote and Microsoft Outlook. Curriculum will cover computational thinking, including problem solving and collaboration. Students will gain knowledge on how a computer system works and incorporation of technology in the world around us.

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

Project Lead The Way

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

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 (10th – 12th grade) can request from PLTW instructor. It is recommended that students have knowledge of trigonometry.

DIGITAL ELECTRONICS A & B (#1777 & 1778)

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 (11th -12th 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.

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 **AND** 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 Concern 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.

INSTRUMENTAL METHODS (#1813)

GRADES 9, 10, 11

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

PREREQUISITE: DEPARTMENT APPROVAL

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

CONCERT BAND A & B (#1821 & 1822)

GRADES 9, 10, 11, 12

FINE ART CREDIT

TWO SEMESTERS = 1.0 CREDIT

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

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

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

Co-Curricular Components:

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

CONTINGENCY FOR STUDENT-ATHLETES AND CONFLICTING COMMITMENTS:

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

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

Concert Band Focus

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

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

VOCAL MUSIC PERFORMANCE

FORTISSIMO CHORUS A & B (#1831 & 1832)

GRADES 9, 10, 11, 12

FINE ART CREDIT

TWO SEMESTERS = 1.0 CREDIT

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

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

INTRODUCTION TO ACTING (#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/Third quarter will focus on a brief history of the performing arts, development of acting skills, and enhance behind the scenes knowledge pivotal for a production. 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.

NON-PERFORMANCE ELECTIVES

PERFORMING ARTS APPRECIATION I (#1815)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

This course is a semester course offered in the fall to introduce students to modern-day music and theater through the study and research of performances throughout history. Students will be provided with a broad outlook on how we have come to create and listen to music and experience theatrical performances around us today.

PERFORMING ARTS APPRECIATION II (#1816)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

PREREQUISITES: MUSIC APPRECIATION, THEATER APPRECIATION OR PERFORMING ARTS APPRECIATION I

Performing Arts Appreciation II is a second semester course for students wishing to further their knowledge of music and theater through the study and research of performances throughout history. This course will examine the societal impact of music and theater through storytelling such as film and literature, its role in sacred ceremonies and celebrations, and as a vehicle for social change.

VISUAL ARTS DEPARTMENT

Non-Studio Art Electives

ART HISTORY I (#1859)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

This course introduces the visual arts with an emphasis on the study of compositional form, materials, artistic techniques, and the cultural meanings of art artifacts dating from Pre-Historic times to Renaissance. By focusing on artistic traditions from each continent, this course seeks to foster an understanding of art in historical and cultural contexts. The course is presented through slide lectures, discussions, and PowerPoint presentations. Students may be expected to meet requirements outside the school day such as attending art exhibits, presentations, or going to a museum.

ART HISTORY II (#1860)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

PREREQUISITE: SUCCESSFUL COMPLETION OF ART HISTORY I

This course continues the focus on the visual arts with an emphasis on the study of compositional form, materials, artistic techniques and the cultural meanings of art artifacts including periods of Realism to Contemporary Art. By focusing on artistic traditions from each continent, this course seeks to foster an understanding of art in historical and cultural contexts. The course is presented through slide lectures, discussions, and PowerPoint presentations. Students may be expected to meet requirements outside the school day such as attending art exhibits, presentations, or going to a museum.

Studio Art Electives

VISUAL ARTS I (#1853)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

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

VISUAL ARTS II (#1854)

GRADES 9, 10, 11, 12

FINE ART CREDIT

ONE SEMESTER = .5 CREDIT

PREREQUISITE: VISUAL ART I OR PORTFOLIO REVIEW AND APPROVAL BY ART DEPARTMENT

Visual Arts II builds upon the knowledge acquired from Visual Arts I. This is a highly structured class environment while also the primer for the development of student voice. Personal voice becomes more pronounced as seen by risk taking, experimentation, a passion for art making, and historical and technique-oriented research. This course will build drawing and painting skills and techniques through advanced visual problems. Course content addresses a variety of media and processes rooted primarily in 2-D. Students will demonstrate fluency with art vocabulary, art criticism, and aesthetic studies in both writing and research.

GRAPHIC DESIGN (#1872)

GRADES 9, 10, 11, 12

FINE ART OR TECHNOLOGY CREDIT

ONE SEMESTER = .5 CREDIT

PREREQUISITE: PRIOR COMPLETION OF VISUAL ART I

Graphic Design is a foundational and introductory design course. Rooted in the theme of visual communication students solve visual design problems. The employment of a digital medium, Adobe Illustrator & Photoshop, is the primary tool learned and used. Students must demonstrate rigor and an ability to struggle through direct self-learning. The course is designed to provide students with a basic understanding of digital design or digital image-making as an art form, visual communication, marketing and branding, and personal expression. Students will encounter visual problems and themes to solve in a visual manner using photographs, typography, and primitive design elements. Design history is incorporated throughout the year as well as design criticism activities. Students may take this course multiple times. 9th graders may take the course second semester if they have completed Visual Art I during the first semester.

INTERVENTION PROGRAM

Mission

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

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

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

Intervention Assistance Team (IAT)

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

New/Incoming Students

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

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

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

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

Limitations

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

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

Tutorial Program

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

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

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

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
English 9	English 10	English 11	English 12
World Language (A/B)	World Language (C/D)	Elective	Elective
Algebra 9	Geometry 10	Algebra 11	College Algebra & Trigonometry
Biology 9	Physical Science 10	Chemistry 11	Science Elective
Health/World Geography 9	World History	US History	Government
Mobile Computing	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
English I	English II	English III	English IV
World Language	World Language	World Language or Elective	Elective
Algebra I or Accelerated Algebra I	Geometry	Algebra II	Math Elective
Biology I	Physical Science	Chemistry	Science Elective
Health/World Geography	World History	US History	Government
Mobile Computing	Physical Education OR Elective	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 I	Honors English II	Honors English III	AP English IV/CCP Composition
World Language	World Language	World Language or Elective	World Language or Elective
Honors Geometry	Honors Algebra II	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/World Geography	AP World History	AP US History	AP Government
Mobile Computing	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 graduation required credits in the areas of technology and/or art while opening up the possibility for a student to follow specific interest-based pathways such as visual arts, performing arts, or engineering.*