

**PROGRAM OF STUDIES
2022-2023**

Fontbonne

The Early College of Boston

A sponsored ministry of the Sisters of St. Joseph of Boston

930 Brook Road

Milton, Massachusetts 02186

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www.FontbonneBoston.org

Dear Students and Parents/Guardians,

We are pleased to present our Program of Studies 2022-2023, outlining our academic course offerings. These descriptions of our courses will help you to choose your program for next school year. Likewise, you will find a listing of the graduation requirements and an explanation of the grading system.

In making your selections, keep in mind the prerequisites for each course and our graduation requirements. As you plan, think long range about the colleges and universities to which you might apply once you complete your years at Fontbonne. We encourage you to challenge yourself by taking courses beyond the minimum graduation requirements. Reading the Program of Studies and consulting teachers, department chairpersons, school counselors, or administrators will help you to make wise choices. We urge you to make your selections carefully as course changes in September may disrupt your entire schedule and balanced class enrollment overall. The course selection process begins in February. Students make their selections online in www.plusportals.com/fontbonne. Parents will be able to view these choices as well. Final course placements for school year 2022-2023 will be confirmed in June when final grades are complete. During the spring and early summer you may be notified if there are any conflicts in your schedule.

Beyond the classroom, we encourage you to develop your gifts by participating actively in all aspects of school life. You play a vital part in the spirit that makes Fontbonne, the Early College of Boston, unique. For some specific ways to get involved, consult Student Activities in our Student/Parent Handbook and on our school website www.fontbonneboston.org

We promise our support along the way as you grow in wisdom and grace and become, in the words of our alma mater, “a woman of courage made strong.”

Sincerely,

Barbara Ryder
Assistant Head of School

MISSION

Fontbonne Academy, sponsored by the Sisters of Saint Joseph of Boston, is a Catholic, college-preparatory high school for young women. Fontbonne Academy fosters Gospel values and educational excellence. This inclusive community embraces diversity in many forms. Through the values of respect, responsibility, reconciliation, and reverence, Fontbonne Academy promotes growth of young women in spirituality, scholarship, and leadership in the changing world.

Therefore, Fontbonne Academy:

- Offers the opportunity for all students to have a spiritual experience in education that opens them to the Catholic heritage of the search for God and the expression of faith through concern for the *dear neighbor*.
- Empowers students to claim their identity and voice as women and develop qualities of leadership that they may live fully, courageously, and healthfully in a challenging world.
- Promotes a safe, diverse learning environment which welcomes students of all faiths, fosters intellectual openness and social connection, and prepares students to become active, participatory citizens of the world.
- Cultivates an atmosphere of academic integrity and high expectation and instills a work ethic that encourages students to be self-directed, active participants in their learning.
- Provides high caliber instruction and attentive individualized academic support that allows students to discover the true reach of their abilities.
- Enables students to integrate learning in ways that derive from and apply to real world contexts.
- Prepares students for higher learning with 21st century skills and knowledge to support high academic achievement in a college curriculum.

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COURSE SELECTION PROCESS

Read this Program of Studies carefully. Share it with your parents.

- Refer to page 13 for lists of required and elective courses by grade level.
- Check the prerequisites for the courses you are considering.
- You will receive Course Selection Process Information and a Course Selection Request Form during the course selection assemblies. Please be sure to read these carefully and fill out both sides of the Request Form, which should be signed and returned to your school counselor once you have made your selections in PlusPortals.
- Seek advice from your present teachers, parents, and school counselor.
- Consult the directives in the Course Selections Tab in Plus Portals. There will be some departments where you will see a course being recommended. This has come from your teacher, and you will select from this list of recommended courses to complete six majors. You may not need to select a course from each department; you must select six major courses.
- If you are interested in a course that is not recommended for you, you must consult with the subject department chairperson for approval.
- If you are interested in a 7th subject, you first need a signature on the Course Selection Request Form from a teacher/department chairperson of the subject you are hoping to take, and then you need to meet with Mrs. Ryder for her signature of approval.
- If you are interested in enrolling in a Virtual High School course, you will need to complete the VHS application and receive the appropriate signatures on this application. (see below)
- After you and your parent sign your completed Course Selection Request Form, bring it to the School Counseling Office, where it will be dated and timed. Elective courses with limited enrollment are offered on a first come, first served basis.
- Once the course selection process has ended, a confirmation form will be printed with your course selections that must be signed by both you and your parents.
- You will be notified if there are any conflicts in your schedule.

VHS Learning/Online Courses

Virtual High School (VHS) and other online courses have been an effective supplement to the Fontbonne curriculum for many years. These are the policies which are in place regarding VHS/online courses.

- For the most part, VHS/online courses cannot be used to fulfill one of the graduation requirements. They are available as elective courses only.
- As an exception, our AP science courses and occasionally other courses (e.g. upper language courses) are offered through VHS or another online provider, with a mentor teacher at Fontbonne assigned to the students in these classes. The school will pay the full cost of these courses, including AP and lab fees when applicable, and the mentor teacher stipend. These are not considered elective classes.

- As with any AP course, students who take an AP course online must take the AP exam in order to earn AP credit. A student who does not take the exam will receive Honors credit for the course, which will affect the GPA.
- In certain cases the school will pay the full cost for a VHS/online course if it is the only means to solve a scheduling conflict. These are not considered elective classes.
- **Because every seat in an online course is an added expense to the school, any student who drops a VHS/online course is responsible to reimburse Fontbonne the full cost of the course.**
- Fontbonne will pay the full cost of a VHS course if a student, especially a senior, is taking it as her sixth major course for the year.
- Because every seat in a VHS/online course is an added expense to the school, the number of students who can be enrolled in these courses may be limited by the academic budget. If the VHS/online budget will not cover all requests, Seniors, Juniors, and Sophomores will be enrolled in that order, on a first come/first served basis.
- In addition, no student can take more than two online courses in a given semester.
- Every full time student at Fontbonne is required to take six major classes. Some students request seven major classes at Fontbonne, which can be approved since it is at no added expense to the school. If a student is taking seven classes, and one of her electives is a VHS/online course, she is responsible to pay the full cost of the course and all fees by May 1 before students are enrolled in VHS courses.
- Fontbonne will transfer the grade and the credit earned in a VHS/online course for credit on a student transcript. All course requirements, deadlines, and grading policies of VHS or another online provider are determined by the provider. Fontbonne will not change or modify the work or the grade a student earns.
- Fontbonne has a VHS coordinator on site to process student applications and to monitor student progress and submit student grades during the year.
- Courses with other online providers are handled by Administration and the school counselors.
- It is sometimes possible to use VHS or another online provider for credit recovery.

PROCEDURE FOR COURSE CHANGE/DROP

Departments try to assure that students are placed appropriately in their classes. Parents/guardians should work with their daughters to choose courses carefully during the course selection process. Once the school year has begun, course changes are discouraged because they are very disruptive not only for the student involved but also for the scheduling of balanced classes overall.

- Changes made during the first two weeks of classes do not appear on the first quarter report card or the permanent transcript.
- Changes made after the first two weeks of classes but before interim reports are issued appear as a W (Withdrawn) on the first quarter report card but do not appear on the student's permanent record.

- Changes made after interim reports for the first quarter have been issued appear as WP (Withdrawn Passing) or WF (Withdrawn Failing) both on the quarter report card and the permanent transcript.
- If students change to a different course in another discipline, they are responsible for making up, in a timely manner, all the work which had been assigned up to the time that they entered the class.

Parent/Student Initiated *during* the first two weeks of classes NOT involving a level change (i.e. from honors to college prep, from college prep to honors, etc.):

- The student speaks with her school counselor to ascertain that the proposed change can be accommodated in the schedule.
- The parent/guardian and student fill out a Parent/Student Initiated Course Change form, which the student gets from her school counselor, indicating the rationale for such a change.
- The student gathers all appropriate signatures and submits the completed form to her school counselor along with a non-refundable \$25 fee. A copy of this form is kept in the student's file.
- The school counselor will inform the student when a new schedule has been programmed.

Parent/Student Initiated *during* the first two weeks of classes involving a level change (i.e. from honors to college prep, from college prep to honors, etc.) – OR – *after* the first two weeks of classes

- If a parent or guardian feels that a student should change a class, the student and parents should discuss the reasons with the teacher.
- If the teacher agrees, he/she will begin the process with a Teacher-Initiated Course Change form.
- If the teacher or the department chairperson does not approve the change, the parent/guardian and student may fill out a Parent/Student Initiated Course Change form, with the rationale for a change.
- The student gathers all appropriate signatures and submits the completed form to her school counselor along with a non-refundable \$25.00 fee. A copy of this form is kept in the student's file.
- The school counselor confers with the teacher/s, the chairperson/s, and the Assistant Head of School to determine if the request can be honored.
- The school counselor will notify students and parents whether or not the course change has been approved.

SCHOOL COUNSELING DEPARTMENT

The Program of Studies, grade-specific course selection process assemblies, consultation with the school counselors, and recommendations from teachers will assist students as they make decisions regarding their course selections and specific academic programs. The school counselors encourage all students to make informed decisions, in consultation with their parent(s)/guardian(s), regarding course selection.

Throughout the course selection process, the school counselors provide students with information which will aid in the development of an appropriately challenging educational program for the upcoming year as well as for the student's entire high school experience. Since both colleges and careers have unique and specific requirements, it is imperative that students learn about and understand the significance of their choices of courses and course levels. Usually 100% of every graduating class pursues some form of higher education; therefore, it is important for students to recognize that colleges and universities take into account the students' overall academic record as well as the strength of their curriculum throughout their four years at Fontbonne. Students are encouraged to "max-out" in all subject areas. This means that students should consider enrolling in four years of each subject. Although this may not be an appropriate decision for some students, we ask that all students discuss this with their parents, teachers, and counselors before any decisions are made. Students may also consider doubling up in particular disciplines; however, conversations with department chairs, teachers, counselors, and the Asst. Head of School are highly recommended. There is no guarantee that students may be placed into a requested second course within a specific academic discipline as it is dependent upon various factors within the scheduling process.

All students will attend semester-long developmental seminars at each grade level. Each seminar is targeted to the needs of that particular grade.

The following resources are available to all students.

- Students are encouraged to schedule individual meetings with their school counselor to discuss the student's overall program, recommended courses and levels, and next steps especially as it relates to college admission requirements, a particular major, or a pre-professional program.
- Students and parents/guardians will be invited to attend workshops related to post-secondary planning including all aspects of the college application and admission process including but not limited to developing and crafting college essays, creating a college list, sifting through admissions plans, standardized testing, recommendations, college visits, interviews, financial aid, and other areas impacting course and college selection.
- Students will be invited to attend in-person or virtual meetings with college admission representatives to familiarize interested students about the college's specific admission and application requirements as well as educating students regarding specific majors, minors, and unique programs.

- Students will be given access to and training on Naviance, You Science, Khan Academy, and other resources that will be helpful throughout the student's tenure at Fontbonne.

Naviance/Family Connection is a powerful web based platform used to enhance students' understanding about their interests, strengths, and needs to help guide the college application process. This program allows students to search thousands of colleges throughout the country and the world. The program helps students develop college lists based on student selected variables such as size, location, programs, admissions selectivity, cost, diversity, extracurricular activities. Naviance assists students in accessing important information regarding specific admissions criteria.

Each student, beginning in sophomore year, has access to **You Science**, and **Khan Academy**. You Science, which is an aptitude and interest inventory program, helps students to identify career clusters and associated college majors. During sophomore seminar, students will explore how to connect identified academic strengths against suggested You Science college majors and minors with potential career aspirations. This unique program encourages students to research potential career choices, majors and minors, and colleges that match the results of their assessment. You Science yields an in-depth report summary in which the results may assist students as they begin to answer the question of "what do you want to be when you grow up?"

Students with specific career aspirations should choose courses to support that choice; however, most high school students are not at a point in their development where they can, or should, make firm career decisions. Therefore, Fontbonne's graduation requirements have been established for this reason – to provide all students with a comprehensive and rigorous academic background fostering strong academic skills indicating college readiness.

School counselors service individual student needs through direct individual counseling and small group work. The members of the department see the student holistically and provide academic and social-emotional student-centered services. Counselors are proactive, data driven, and professionally trained. Counselors use national and local standards as well as continued education to stay up to date with their work and on what it means to be a school counselor.

FONTBONNE EARLY COLLEGE LIBRARY

The Fontbonne Early College Library endeavors to be the academic center of the school and utilized by the entire school community. The physical space of the library is set up for individual or large and small group study.

The materials and resources found here strive to support Fontbonne's curriculum. A broad range of digital materials – including a wide array of academic databases – are carefully

selected to provide a comprehensive collection that supports the ever increasing academic needs of the students. These materials are presented via an up-to-date resource page.

Classic and contemporary print materials (both fiction and nonfiction) that complement our digital resources are available for all to use. In order to supplement our print resource collection, The Fontbonne Early College Library is part of a collaborative of other independent schools in the Boston area, which allows for resource sharing of print materials through interlibrary loan. Classroom teachers and librarians collaborate to provide experiences that broaden and deepen student understanding of the research process. As students progress through the school's curriculum, the librarian continues to work closely with classroom teachers to guide students to develop increasingly more complex information and content-producing skills.

The aim of the Fontbonne Early College Library is to fortify all students with the resources and information in order to empower them to take the lead in their present and future education and subsequently their worldly endeavors.

THE NATIONAL HONOR SOCIETY

The National Honor Society was established in 1921 to recognize and foster academic achievement while developing the characteristics essential to citizens in a democracy. Scholarship, character, service, and leadership are ideals that remain as relevant today as they were in 1921. The Fontbonne chapter of the National Honor Society expects members to uphold these ideals and live the mission of Fontbonne. NHS serves the learning community through peer tutoring, fundraising for AP exams, and hosting coffeehouses. NHS serves organizations outside of the community such as the Sisters of St. Joseph and Brookview House in Dorchester.

The prerequisites for membership in the National Honor Society are determined by the National Council and defined in its handbook. The Fontbonne Chapter By-Laws which delineate our Chapter's policies are available under Resources in PlusPortals. Accordingly, a student is invited to apply for membership into Fontbonne Academy's National Honor Society based on her academic achievement. Students in grades 11 and 12 are invited to apply if they meet a minimum cumulative GPA of 3.5 and have fulfilled their service requirement. Through the application process, they must demonstrate outstanding character, leadership, and service. Based on information submitted on the Student Activity Form, a student essay, and input from the Learning Community, the Fontbonne Academy National Honor Society Faculty Council votes to induct those students who satisfy the requirements.

Every inducted member is expected to maintain her cumulative GPA of 3.5 and to sign a contract which outlines the expectations for attendance at meetings and involvement in service activities sponsored by the Fontbonne Chapter throughout the year.

OFFICE OF MISSION & MINISTRY

The Office of Mission & Ministry at Fontbonne is dedicated to the spiritual education, enrichment, and engagement of past, present, and future members of our community as a Catholic, all-girl, college preparatory high school and early college. In collaboration with academic departments, school counselors, Wellness, athletics, and student organizations and clubs, the Office of Mission & Ministry offers opportunities for students to nourish their relationship with the Divine as individuals and as a community.

Prayer and Worship: Together we seek strength in the Holy Spirit to deepen and to guide our faith through daily prayer, liturgies, and prayer services. Training for liturgical ministries is offered throughout the year. All members of the Fontbonne community serve in a variety of ministries to enrich our liturgies and prayer services as music ministers, lectors, altar servers, and extraordinary ministers of communion.

Spiritual Formation: Pastoral outreach is extended throughout the year to the entire community. Fostering spiritual ministry on campus to both the students and adults in the community, the Office of Mission & Ministry organizes the Fontbonne retreat program. All students and adults in the learning community attend an annual retreat.

The retreats for students in Grades 7 and 8 are scheduled during the Midterm Exam Week in January. In the fall, grade 9 students attend an on-campus retreat on service. Junior Retreat Leaders are trained to plan and facilitate the sophomore retreat. Senior Retreat Leaders plan and facilitate the Junior Ducks-in-Service Retreat during which the entire 11th grade spends a morning volunteering at local non-profit organizations and return to campus for an afternoon of reflection and prayer. Senior students have access to unique retreat experiences in the early fall and again in the spring as a way for the graduating class to bring to a close their years as students at Fontbonne. Administrators, faculty, and staff attend a retreat each academic year as well. Alumnae are also encouraged to nourish their spirit. The retreat experience offers our community opportunities to explore and to share their faith with others in a personal and profound way.

Service: Participation in service opportunities is an integral part of the education and spiritual enrichment offered through the Office of Mission & Ministry. In collaboration with the Theology Department, students in Grade 7 and 8 will select an issue that is of interest to them. They will then plan, organize and implement a service project directly related to this issue during the academic year. Students in grade 7 and 8 are not required to complete service hours in addition to the service project they will engage in as a class.

Beginning in the 9th grade, students are required to perform at least twenty-five hours of service each year for a total of one hundred hours required for graduation. Hours earned beyond the annual twenty-five hour requirement will be carried over to the following year. If a student does not complete the mandatory hours for the year, she will receive a permanent incomplete on her

report card and official transcript. The one hundred hours of service must be completed by April of her senior year in order for the student to receive her diploma and to participate in graduation exercises. Please note that the service requirement for graduation has been waived for academic years 2019-20, 2020-21 and 2021-22 because of COVID-19. Parents or students with questions about the service requirement for graduation, should contact the Director, Maria Sarte at msarte@fontbonneboston.org.

The Office of Mission & Ministry seeks to enable the larger mission of Fontbonne to serve the dear neighbor within and outside the school community. Having grown in prayer, spiritual formation, and service, our current students, alumnae and their families are better prepared to address the challenges facing our world.

ACADEMIC GRADING SYSTEM

REPORT CARDS

Report cards are issued four times a year, using letter grades which have been determined from a numeric average.

A to A- Excellent	F Failure	W Withdrawn
B+ to B- Good	P Pass	WP Withdrawn/Passing
C+ to C- Average	I Incomplete	WF Withdrawn/Failing
D+ to D- Poor	M Excused for medical reasons	

COURSE LEVELING

The college preparatory courses offered at Fontbonne Academy are leveled according to the following code: Advanced Placement (AP), Honors (H), College Prep (CP). Please note these levels in selecting courses. Prerequisites are listed in this Program of Studies and are integral to the sequence of one's program.

Students who enroll in an AP course are required to take the AP exam for that course in May. **Students who do not take the AP exam will be given honors credit for the course.**

GRADE POINT AVERAGE

The following chart indicates the Quality Points received in computation of the Grade Point Average (GPA):

GRADE**QUALITY POINTS**

Numeric Grade	Letter Grade	College Prep	Honors	AP
100-94.5	A	4.00	4.5	5.00
94.49-89.5	A-	3.67	4.17	4.67
89.49-86.5	B+	3.33	3.83	4.33
86.49-82.5	B	3.00	3.50	4.00
82.49-79.5	B-	2.67	3.17	3.67
79.49-76.5	C+	2.33	2.83	3.33
76.49-72.5	C	2.00	2.50	3.00
72.49-69.5	C-	1.67	2.17	2.67
69.45-66.5	D+	1.33	1.83	2.33
66.49-62.5	D	1.00	1.50	2.00
62.49-59.5	D-	0.67	1.17	1.67
59.49-0	F	0.00	0.00	0.00

HONOR ROLL

HEAD OF SCHOOL'S LIST: GPA 4.000 or above with no grade below A- in college prep and honors courses or B+ in an A.P. course in a given quarter

FIRST HONORS: GPA 3.750 - 3.999 with no grade below B- in college prep and honors courses or C+ in an A.P. course in a given quarter

SECOND HONORS: GPA 3.500 - 3.749 with no grade below B- in college prep and honors courses or C+ in an A.P. course in a given quarter

In addition to the Honor Roll, students will receive recognition within school for the following:

HONORABLE MENTION: GPA 3.250 - 3.499 with no grade below B- in college prep and honors courses or C+ in an A.P. course in a given quarter

NB: For information on Interim Reports, Homework Policies, and Failure Policies, please refer to the Student/Parent Handbook which can be found in PlusPortals.

DIPLOMA REQUIREMENTS

Subject	Credits	Subject	Credits
Theology	4	English (1 in US Literature)	4
Global History	1	Science (Physical Science, Biology req.)	3
U.S. History	2	Foreign Language (in one language)	3
Mathematics	3	Health Physical Education Wellness	1.5
Fine Arts	1		
Electives	3		

Graduation requires a total of 25.5 credits beginning in Grade 9. A credit is granted for a year's work in a subject meeting 6, 7, or 8 times in a cycle accompanied by home assignments. In

addition, over four years students are required to complete one hundred hours (25 hours per year) of service outside of school to fulfill graduation requirements.

COURSE SEQUENCE

FRESHWOMEN

Required Subjects:

- Theology 1
- English 1 or 1 Honors
- Global History or Honors
- Mathematics
- Science
- Language
- Physical Education 1 (.25 credit)
- Health Education 1 (.25 credit)

Optional Elective:

- Select Chorus (audition only)

SOPHOMORES

Required Subjects:

- Theology 2
- English 2 or US Literature Honors
- Mathematics
- Science
- Language
- Physical Education 2 (.25 credit)
- Health Education 2 (.25 credit)

Choose to complete six (6) majors:

- Fine Arts
- Language (an additional Language)
- Technology
- US History 1 Honors

Optional elective in addition to six (6) majors:

- Select Chorus (audition only)
- Jazz Choir (audition only)
- Technology mini course

JUNIORS

Required Subjects:

- Theology 3
- US Literature or British Literature Honors
- US History 1 or 1 H or AP US History
- Mathematics
- Science
- Language
- Physical Education 3 (.25 credit)

Optional elective in addition to six (6) majors:

- Select Chorus (audition only)
- Jazz Choir (audition only)
- Technology mini course

SENIORS

Required Subjects:

- Theology 4
- English
- U.S. History 2 or Honors (if needed)
- Fine Arts (if needed)
- Physical Education 4 (.25 credit)

Choose to complete six (6) majors:

- Fine Arts
- Language
- Mathematics
- Science
- Social Studies
- Technology

Optional elective in addition to six (6) majors:

- Select Chorus (audition only)
- Jazz Choir (audition only)
- Technology mini course

ENGLISH DEPARTMENT

The English Department fosters a love for and an appreciation of the written word. The department gives students the tools to become critical thinkers who can articulate opinions within the classroom, express their thoughts in their written papers, and add their voices to discussions in public settings. Department and level meetings, as well as current educational research, influence the English Department's curriculum. The department works closely together to construct the foundation of literary analyses and the basics of persuasive writing. Each course teaches students to understand better the content and deeper meanings of literature, to construct a cogent argument in a thesis paper, and, ultimately, to evaluate and appreciate literature. Courses focus on literary genres, great writers, major themes in American, British, and World literature, along with a close reading of significant literary passages. Formal and informal essays and research papers also serve as vehicles for intellectual development. Grammar, mechanics, and usage are reviewed as part of the writing process, which follows the MLA standard used in colleges and universities. Vocabulary enrichment forms a part of each course. At the conclusion of her study of English at Fontbonne Academy, a student will think critically, write coherently with a clear writer's voice, appreciate fine literature, and be well prepared for the next level of her education.

***Note:** Most of the prerequisites for English courses are given as semester 1 grades. Students who meet these prerequisites are expected to maintain their grades for the remainder of the school year. Students who do not maintain their grades may be moved to a lower level course at the discretion of the department chairperson.

ENGLISH 7

7th Grade

College Prep

Required

This course helps students develop the basic skills in reading and interpreting literary texts representing a variety of genres, cultures, and perspectives. Students will write routinely and gain confidence in producing clear and coherent exposition; they will explore ideas and respond to literature through analytical, persuasive, reflective, and creative writing. Interdisciplinary projects related to *The Children of Willesden Lane* as well as *A Dog in the Cave: the Wolves Who Made Us Human* will help students discover connections and themes across the curriculum and strengthen their writing through careful research, precise documentation, and planning. Students will study vocabulary, a practice that will continue through a student's six years at Fontbonne. The course will help students develop strategies to use when they encounter complex texts and to also nurture the love of reading for pleasure. In addition to writing about literature, students will participate in poetry readings, staging scenes from literary texts, and writing and speaking in the voice of individual characters. They will also practice speaking in front of a group while using details from their reading to support an opinion.

ENGLISH 8

8th Grade

College Prep

Required

This course is designed to help students become critical thinkers and independent learners. It will help students continue to hone close reading and writing skills as they consider the challenges and triumphs faced by characters in assigned texts. Understanding that our ability to empathize and connect with others is what makes us human, students will work with multiple genres, including fiction, nonfiction, poetry, drama, short stories, newspaper and web articles, media clips, and illustrations. Students will develop insights on a variety of topics as they read critically, actively participate in discussions, and practice responding to prompts citing textual evidence. Encouraged to read texts independently, students will be exposed to a range of supportive teaching strategies, including traditional lecture and collaborative learning as well as writing and reading conferences.

010 ENGLISH 1

Freshwomen

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of Grade 8 English.

The focus of this course is the development of effective reading, writing, and thinking skills, pursued through two major areas: the study of literature and the transferring of students' ideas into written form, encouraging proper grammar, a formal tone, and appropriate vocabulary. The literature text is used to introduce the short story, poetry, and drama, with an emphasis on the tragic form. This course teaches students the major terms needed to analyze literature. Readings focus on helping students achieve better comprehension, which then may be shared in class discussion or written assignments. Regular course readings are supplemented with outside readings. Writing assignments are designed to encourage students to think critically about the literature and then to articulate and develop a thesis through prewriting, drafting, and revising. While the course assumes a competence in the basic language arts skills, writing assignments may also be used to reinforce rules of grammar.

011 ENGLISH 1 HONORS

Freshwomen

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Recommendation by Department based on STS High School Placement Test scores, middle school grades, and previous standardized test scores, Fontbonne English/Social Studies placement writing sample. In order to facilitate interdisciplinary learning, the English department partners with the Social Studies department and places the same students in the English I Honors and Global History Honors courses.

English 1 Honors examines the different genres of literature (i.e., prose, poetry, and drama), emphasizing the different forms and techniques utilized by authors. Frequent writing assignments and oral presentations encourage students to use their own critical thinking skills and demonstrate them in written form and in daily class discussions. The introduction and

This course approaches the literature of the United States from the perspective of the great American writers such as Nathaniel Hawthorne, Edgar Allan Poe, Emily Dickinson, Mark Twain, Toni Morrison, August Wilson, F. Scott Fitzgerald, John Steinbeck, and Arthur Miller. Students are taught that each writer is a voice for the age as well as a product of the time. Students will become familiar with the cultural/historical background of each era and its influence upon the literature of that respective time period. At the conclusion of this course they will have a greater understanding of our cultural roots, unique American themes, and concepts that define us as a people. Critical analysis, the continued development of writing skills, and vocabulary generated from the literary texts are the focal points of the course. Grammar review will be addressed based on student needs. Literary analysis is integral to the course, and stress is placed on strengthening thesis statements and polishing style while maintaining unity, clarity, and coherence. Quarterly outside readings and an end-of-the-year research paper are required of every student.

051 BRITISH LITERATURE HONORS

Juniors/Seniors

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Minimum Semester 1 grade of B- in U. S. Literature Honors; strong academic motivation on the part of the student; departmental approval. Note: Course is offered every other year (alternating with Masterworks of Literature Honors).

This course approaches the literature of England chronologically from the Anglo-Saxon period to the late nineteenth century, possibly into the twentieth century. Students will examine the ways in which the cultural/historical background of each era influences the literature of that respective time period. Major texts by William Shakespeare, Jane Austen, George Orwell, and Aminatta Forna are studied alongside a range of poetry. Critical analysis, the continued development of writing skills, and vocabulary enrichment are the focal points of the course. Grammar review will be addressed based on student needs. Analytical essays are integral to the course, and stress is placed on polishing style while maintaining unity, clarity, and coherence. Frequent outside readings and an end-of-the-year research paper are required of every student. The writing of the college essay is a requirement of Quarter 1. As this course receives honors credit, more is expected of the student regarding independent study, motivation, and desire to learn.

*Please note that British Literature Honors and Masterworks of Literature Honors will run alternating years. In school year 22-23, British Literature Honors will run.

040 WOMEN IN LITERATURE

Seniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of U.S. Literature or British Literature Honors.

The literature in this course features strong female protagonists who face a variety of issues and conflicts. Combining a historical approach with an intersectional lens, we will consider how the social mores of the time period, as well as the overlapping identities of race, class, religion, gender, and geographic location impact why the character makes particular decisions or how

she reacts to circumstances foisted upon her by society. Frequently the works of female authors, such as Jane Austen, Kate Chopin, Alice Walker, Toni Morrison, Joyce Carol Oates, Margaret Atwood, Anita Diamant, and Chimamanda Ngozi Adichie, are used as vehicles to explore the issues of importance to women. This course incorporates a global perspective, featuring literature from many parts of the world.

Through the course of study, students will sharpen literary analysis skills, gain a greater enthusiasm for literature, and develop a strong, articulate voice in their written and oral expression. The college essay is a requirement of Quarter 1. Nightly reading assignments, varied writing assignments, regularly assigned outside readings per quarter, and the continuation of vocabulary enrichment will be integral parts of the course. A research paper is a course requirement.

031 MASTERWORKS OF LITERATURE HONORS

Seniors/Juniors

Credit: 1.00

Honors

Required/ Elective

PREREQUISITES: Minimum grade of A- in U.S. Literature or B- in British Literature Honors at the end of semester 1; a strong interest in achieving on the part of the student; departmental approval. Note: Course is offered every other year (alternating with British Literature Honors).

What makes a piece of literature a classic or masterwork? Why do some works written hundreds of years ago have a lasting power to impact readers to this day? Do these timeless pieces have some common themes or insights into life? How do they differ from popular fiction that has little to no staying power? This course will attempt to shed light on these questions and offer some possible explanations as to why some works are considered canonical while others are considered simply commercial. Throughout the course of the year, students will study many world classics with the expectation that they will be able to draw their own conclusions as to what comprises a masterwork. Major texts by William Shakespeare, Mary Shelley, John Steinbeck, Toni Morrison, James Joyce, and Khaled Hosseini are accompanied by a range of poetry and short stories. Critical analysis and the continued development of writing skills are the focal points of the course. Grammar review and vocabulary will be addressed based on student needs. Expository writing is integral to the course and stress is placed on polishing style while maintaining unity, clarity, and coherence. Frequent outside readings and a final research paper are required of every student. The writing of the college essay is a requirement of Quarter 1. As this course receives honors credit, more is expected of the student regarding independent study, motivation, and desire to learn.

*Please note that British Literature Honors and Masterworks of Literature Honors will run alternating years. In school year 22-23 British Literature Honors will run.

041 ADVANCED PLACEMENT ENGLISH

Seniors

Credit: 1.00

Advanced Placement

Required/Elective

PREREQUISITES: Minimum Semester 1 grade of A- in previous college prep courses or B+ in honors courses; strong recommendations of teachers; excellent writing skills; high level of motivation and ability to work independently. A sample of each candidate's written work will be required prior to selection.

Advanced Placement English deepens the student's appreciation for and understanding of fine literature through studying such writers as Jane Austen, Charlotte Brontë, Chinua Achebe, William Faulkner, Ernest Hemingway, Henrik Ibsen, James Joyce, Cormac McCarthy, Tim O'Brien, William Shakespeare, Sylvia Plath, Chimamanda Ngozi Adichie, Sophocles, John Steinbeck, and a variety of poets. Close readings of such acclaimed authors improve a student's strong analytical skills and enjoyment of literature. The A.P. English student is expected to be an independent learner who loves to read insightfully and contribute to class discussions. Students have many varied opportunities to develop a more mature voice and sophisticated writing style.

Summer readings are required and discussed in class. The writing of the college essay is required in Quarter 1. In Quarter 2 a student will argue a position that compares or contrasts two novels or plays. A major component of Quarter 3 is an independent poetry project featuring a research essay and media presentation.. Students study poets such as Matthew Arnold, Billy Collins, Mary Oliver, John Donne, T.S. Eliot, Seamus Heaney, Marge Piercy, William Shakespeare, Wallace Stevens, and William Butler Yeats.

Throughout this course students are required to answer sample questions from the A. P. exam, read outside novels and/or plays, write shorter papers based on the literature studied, and present oral and written analyses of works studied independently. Consequently, through this course of study, students are prepared for success on the Advanced Placement Examination in May. If a student does not take the AP exam, she is given honors credit for the course. As this course receives advanced placement credit, it is expected that a student can study independently, desires to learn, loves to read, and is highly motivated.

SOCIAL STUDIES DEPARTMENT

The Social Studies Department is committed to student-centered learning and teaches through encouragement in an inclusive classroom environment where student opinions are respected and valued. We develop in our students the skills and habits of scholarship—critical reading, researching, thinking, writing, and speaking—so that they may form and express their own historical interpretations. Our curriculum and pedagogy reflect an appreciation of diverse cultures, experiences, and viewpoints. We prepare students for lives of intelligent decision-making and morally responsible citizenship. We strive to partner with other academic departments to take, wherever possible, an interdisciplinary approach to teaching and learning.

***Note:** Most of the prerequisites for Social Studies courses are given as Semester 1 grades. Students who meet these prerequisites are expected to maintain their grades for the remainder

of the school year. Students who do not maintain their grades may be moved to a lower level course at the discretion of the department chairperson.

WORLD CULTURES: The Individual and the Community

7th Grade

College Prep

Required

This course provides a solid foundation in diverse world cultures in ancient, classical, and early modern times. Against the backdrop of the importance of place in history--physical and political geography--the curriculum explores the theme of the individual within the community. What are both the rights and also the responsibilities of human beings living in society? What is the role of conscience? What is a moral compass? What is the just relationship between a government and its people? This theme and its attendant essential questions inform and drive content, pedagogy, and assessment, all of which focus on the development and constant practice of key academic skills which position the student for success in the Early College program. Materials used include mainly primary sources, supported by secondary sources, such as texts and relevant historical scholarship.

CIVICS, CITIZENSHIP, & AMERICAN GOVERNMENT

8th Grade

College Prep

Required

The main goal of this course is to prepare the student to be an informed and active citizen of conscience. Through detailed study of both the overall themes and specific framework of American government, the student explores such essential questions as: What is democracy? What is the role of the citizen in a democratic society? What does it mean that the source of all power and authority in America lies in its people? What are both the rights and also the responsibilities of citizenship? This theme and its attendant essential questions inform and drive content, pedagogy, and assessment, all of which focus on the development and constant practice of key academic skills which position the student for success in the Early College program. The Constitution is the main "text" of this course, supported by a variety of primary and secondary sources.

110 GLOBAL HISTORY SEMINAR

Freshwomen

Credit: 1.00

College Prep

Required

PREREQUISITES: None

Semester 1 Theme: Worldview

Semester 2 Theme: War & Peace

This course promotes understanding and appreciation of the historical and current aspects of the global world. The emphasis is on modern global history but with connections made to foundational aspects of older historical eras. Each semester has its own thematic focus. The curriculum is based upon historical thinking and writing skills and has as one of its main goals to teach students to be historians. Students learn the vocabulary of historical study and work

extensively with primary sources. Assignments stress content, theme, and historical interpretation. All students will complete a Global History Research Project as part of the department's overall goal to ensure students acquire and maintain research skills throughout their Social Studies experience.

111 GLOBAL HISTORY HONORS

Freshwomen

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Recommendation by Chair based on evidence of strong writing skills, STS High School Placement Test scores, middle school grades, previous standardized test scores, performance on Fontbonne English/Social Studies placement test. In order to facilitate interdisciplinary learning, the Social Studies department partners with the English department and places the same students in the Global History Honors and English I Honors courses.

In addition to the goals and concepts of Global History, this honors course requires more independent reading and study, more writing assignments, and more class participation, with an emphasis on critical thinking and writing skills. All students will complete a Global History Research Project as part of the department's overall goal to ensure students acquire and maintain research skills throughout their Social Studies experience.

121 U.S HISTORY 1 HONORS

Sophomores

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Minimum Semester 1* grade of A- in Global History Honors or A in Global History, approval of Chair as well as current and future teacher, strong writing skills, excellent work ethic, strong class participation. Grade alone does not qualify students for this class. Application & writing sample required.

NOTE: This course is required as preparation for AP US History.

Students taking this course intend to take Advanced Placement U.S. History as Juniors. In addition to the goals and concepts of U. S. History 1, this honors course requires more independent reading and study, extensive critical and analytical writing, and substantial class participation. There will be at least one research paper assigned as part of the department's overall goal to ensure students acquire and maintain research skills throughout their Social Studies experience.

130 U.S. HISTORY 1

Juniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of Global History College Prep or Honors.

Semester 1 Theme: Becoming Independent

Semester 2 Theme: Conflicts & Divisions

The goals of this course are to familiarize the student with basic historical ideas and concepts, United States history vocabulary, chronological thought, analytical thinking, and writing about historical events. Each semester has its own thematic focus. The course begins with the Colonial Period and ends with the Civil War. Themes emphasized throughout the year include the balancing of liberty and order in politics and society, the growth of representative government, national versus state power, changing definitions of freedom and equality, the roles and challenges of women, African-Americans, and Native Americans in American history, the American reform tradition, America and the world. Students will work to improve their analytical reading, writing, and discussion skills, in addition to gaining an appreciation of history and an understanding of the duties of citizenship. There will be at least one research paper assigned as part of the department's overall goal to ensure students acquire and maintain research skills throughout their Social Studies experience.

131 ADVANCED PLACEMENT U.S. HISTORY (APUSH)

Juniors

Credit: 1.00

Advanced Placement

Required/Elective

PREREQUISITES: Minimum Semester 1* grade of A in U.S. History 1 Honors, approval of chairperson and teacher of course, excellent writing skills, strong class participation, high level of motivation, ability to work independently. **Grade alone does not qualify students for this class. Application & writing sample required. This is a junior class and seniors may be admitted only at the discretion of the Chair and the teacher of the class and only space permitting.**

AP US History stresses not only factual historical knowledge but analysis skills, critical writing skills, and analytical reading skills. The majority of the course is on post Civil War to present day U.S. history. The second half of the course contains a review of U.S. history from early settlement to the Civil War. After the AP exam in May, students complete work on special projects. The class requires independent study and extensive reading and writing. Successful completion of the national AP exam may make the student eligible for college credit in history. If a student does not take the AP exam, she is given honors credit for the course.

140 U.S. HISTORY 2

Seniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of U.S. History 1.

Semester 1 Theme: A Changing Society

Semester 2 Theme: War & Peace

The goals and themes of this course are the same as in U.S. History 1. Each semester has its own thematic focus. The course begins with Reconstruction and ends with the current time period. There will be at least one research paper assigned as part of the department's overall

goal to ensure students acquire and maintain research skills throughout their Social Studies experience.

142 LIBERTY, JUSTICE, AND SECURITY: AMERICA AT HOME AND ABROAD

Seniors

Credit: 2.00

Honors

Required/ Elective

PREREQUISITES: Minimum semester 1* grade of A- in U.S. History 1 Honors or A in U.S. History 1, approval of Social Studies Chair, past, current, and future teachers, strong writing skills, excellent work ethic, strong class participation. ***Grade alone does not qualify students for this class. Application & writing sample required.***

The course is open to seniors who would normally be taking Theology 4 and US History 2 Honors and replaces those courses for those enrolled. Students meet for a double period and are team-taught by a teacher of Theology and a teacher of Social Studies. Double credit (Theology and Social Studies) is awarded for a passing grade and satisfactory completion of the Social Justice Project.

Since 9/11 Americans have struggled with the irrevocable changes that have taken place both in American society and the global community. In light of the continued rise of fringe fundamentalist groups and lone wolf radicalized individuals, the risks to human freedom and peace are enormous both at home and abroad. This course is designed to develop a historical and critical consciousness of how the world in which we live came to be and to empower students to be women of faith, hope, and courage as they apply the principles of Catholic Social teaching to build our future as both American and Global citizens. Beginning with post Civil War America and moving forward to the current day, we will apply both American ideals and the teachings of Catholic Social Justice to past, current, and future political, diplomatic, and military choices made by the United States, with a particular emphasis on the development of the modern Middle East. This course requires completion of the senior Social Justice Project in relation to the historical and political themes of the course. The class will also include the opportunity for experiential learning such as a trip to New York to tour the United Nations and the 9/11 memorial at Ground Zero. (Travel and field trips for this class will require additional cost.)

150 GREAT DEBATES IN AMERICA--Historical & Current

Sophomores/Juniors/Seniors

Credit: 1.00

College Prep

Elective

PREREQUISITES: None

This course focuses on public speaking, mastery of evidence, development of persuasive arguments, analysis and appreciation of varying viewpoints. It is designed as a full section (elective) and develops the above skills through the study and reenactment of key trials and policy debates in American history and in current times. It provides an immersion into the workings of the various branches of the American government, as well as knowledge of important current issues, to prepare students for responsible citizenship and possible careers in

public service. It may include field trips to the Massachusetts Legislature and to the Edward M. Kennedy Institute.

MATHEMATICS DEPARTMENT

The aim of the Mathematics Department is to teach the student to appreciate Mathematics as a logical, sequential system of thought, applicable to the many aspects of everyday life. Three years of Mathematics are required of every student at Fontbonne Academy. In the fourth year a student may choose from the elective courses. Courses are offered in an integrated sequence and at the college prep, honors, and advanced placement levels. All courses meet a minimum of seven times each cycle. Incremental development builds on concepts and brings the student to a higher cognitive level. It also permits long-term practice of concepts.

Extra help is available during the school day in the Academic Success Center (ASC). In addition to math teachers, students who have achieved some proficiency and skill in the subject serve as tutors in the ASC, helping their peers strengthen their math skills. Students find the informal style and nondirective approach a positive way of reinforcing basic techniques and important concepts. These meetings are flexible and adaptable to a variety of student needs.

The Department seeks to achieve the following instructional goals:

1. Maintain and extend computational skills.
2. Use formulas with competence.
3. Express an appreciation for the validity of the deductive reasoning process and use it in problem solving situations.
4. Think more effectively in the abstract.
5. Write with ease about math topics and concepts.
6. Solve problems successfully, including computations, narrative, and non-routine problems.
7. Use technology to strengthen math concepts.
8. Use the graphing calculator with proficiency.
9. Apply learning of mathematics to everyday situations and other disciplines.

***Note:** Most of the prerequisites for Mathematics courses are given as semester 1 grades. Students who meet these prerequisites are expected to maintain their grades for the remainder of the school year. Students who do not maintain their grades may be moved to a lower level course at the discretion of the department chairperson.

MATH 7

7th Grade

College Prep

Required

This course incorporates the grade 7 standards as well as the department's enhancements to the curriculum. Topics include: proportional relationships, operations with signed numbers, inequalities, solving equations, and probability. Students will also work with 2-dimensional and 3-dimensional shapes and basic geometry formulas, such as, circumference, area, surface area

and volume. Teachers emphasize developing excellent mathematical habits that will help the students be successful in grades 9 - 12, such as good study skills, organization, and doing neat, complete work.

MATH 8

8th Grade

College Prep

Required

This course incorporates the grade 8 standards as well as the department's enhancements to the curriculum. Topics include: transformations, dilations, similarity, slope, graphing linear equations, solving a system of linear equations, functions, volume, properties of exponents, scientific notation, data analysis, pythagorean theorem and irrational numbers. Teachers emphasize developing excellent mathematical habits that will help the students be successful in grades 9 - 12, such as good study skills, organization, and doing neat, complete work.

211 ALGEBRA 1, PLANE GEOMETRY

Freshwomen/Sophomores

Credit: 1.00

College Prep

Required

PREREQUISITES: Average scores on the STS High School Placement Test; successful completion of Grade 8 Mathematics; departmental test placement; **and** departmental approval.

Algebra 1/Plane Geometry bridges the gap between the near concrete ideas of arithmetic and the more abstract ideas of higher mathematics. This course approaches the study of algebra in an integrated manner. Once a new topic is introduced, it is then spiraled throughout the remainder of the text. Segments of a particular topic are introduced in small units so that they may be practiced for a period of time before the next part of the same concept is introduced. Word problems; geometry concepts of perimeter, area, volume, and surface area; unit conversions; and solving equations are introduced early and practiced for the rest of the year. Techniques of problem-solving are carefully taught, along with fractions, properties of real numbers, equations, inequalities, functions, and graphs. Practice achieved through outside and online assignments and ASC sessions play an important role in reinforcing skills presented in this course.

210 ALGEBRA 1A, PLANE GEOMETRY

Freshwomen

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of Grade 8 Mathematics with evidence of a need for strengthening basic skills and departmental test placement.

This course is designed to provide the student with a review of the fundamentals of arithmetic as well as an incremental development of the beginning abstractions encountered in algebra. The introduction to algebra is presented in a gradual manner and at a pace that is conducive to strengthening skills. Most importantly, the homework problems provide practice in every fundamental math skill for the entire year. Special emphasis is given to reading word problems and translating the written sentence into an algebraic expression or equation, as well as

translating numerical expressions to algebraic expressions. Conceptualization of area, surface area, volume, and perimeter is given considerable emphasis along with unit conversions of area, surface area, and volume. Word problems and simple concepts in algebra are introduced early and practiced for the rest of the year. This course is aimed at providing an excellent foundation in Algebra 1/Plane Geometry by beginning the course during this year and completing the course the following year in the Algebra 1.5 course.

220 ALGEBRA 1.5, PLANE GEOMETRY

Sophomores

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of semester 1 of Algebra 1A, Plane Geometry **and** departmental approval.

Algebra 1.5/Plane Geometry bridges the gap between the near concrete ideas of arithmetic and the more abstract ideas of higher mathematics. This course approaches the study of algebra in an integrated manner and allows students time to grasp concepts. Once a new topic is introduced, it is then spiraled throughout the remainder of the text. Segments of a particular topic are introduced in small units so that they can be practiced for a period of time before the next part of the same concept is introduced. All topics in a college prep Algebra 1/Plane Geometry course are covered but at a slower pace. Practice achieved through outside and online assignments and math support center sessions play an important role in reinforcing skills presented in this course. This course leads to Algebra 2A #237.

230 ALGEBRA 2A, GEOMETRY & TRIGONOMETRY

Sophomores/Juniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of semester 1 of Algebra 1.5 or successful completion of semester 1 of Algebra 1 with evidence of a need for strengthening skills; **and** departmental approval.

This course contains all standard topics in an Algebra 2/Geometry/Trigonometry course presented in an integrated manner. Algebra 2A/Geometry/Trigonometry starts with signed numbers and reviews all of the Algebra 1/Plane Geometry topics practicing them incrementally, progressing toward more advanced topics and moving at a slower pace. Included in this course are the geometric topics of perimeter, area, volume, surface area, as well as unit conversions. More practice in the fundamental topics of algebra—equations, graphs, basic techniques of solving word problems, percent, ratio, and exponents—will promote success in and enjoyment of higher level mathematics and science courses in the future.

221 ALGEBRA 2, GEOMETRY & TRIGONOMETRY

Freshwomen/Sophomores/Juniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Above average scores on the STS High School Placement Test; above average marks received in Grades 7 and 8; departmental placement test; or

successful completion of semester 1 of Algebra 1, Plane Geometry **and** departmental approval.

Algebra 2, Geometry, Trigonometry starts with the topic of signed numbers and quickly reviews all of the topics of Algebra 1, Plane Geometry, practicing these topics incrementally while progressing toward more advanced topics. This course includes a thorough treatment of the geometric concepts of perimeter, area, volume, and surface area, as well as unit conversions within systems and from system to system, similar triangles, parallel lines, and right triangle trigonometry. More practice in the fundamental topics of algebra—equations, graphs, basic techniques of solving word problems, percent, ratio, and exponents—will promote success in and enjoyment of advanced mathematics and science. This course leads into Advanced Mathematics #233.

222 ALGEBRA 2, GEOMETRY, & TRIGONOMETRY HONORS

Freshwomen/Sophomores

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Excellent scores on STS High School Placement Test; above average marks received in Grades 7 and 8; and departmental test placement; or a minimum of A- or better each quarter and on Semester Exams in Algebra 1, Plane Geometry #213 **and** departmental approval.

Algebra 2, Geometry, Trigonometry Honors starts with the topic of signed numbers and quickly reviews all of the topics of Algebra 1, Plane Geometry, practicing these topics incrementally while progressing toward more advanced topics. This course includes a thorough treatment of the geometric concepts of perimeter, area, volume, and surface area, as well as unit conversions within systems and from system to system, similar triangles, parallel lines, and right triangle trigonometry. The study of geometry, right triangle trigonometry and circular trigonometry, including polar coordinates, is integrated in the study of algebra. More practice in the fundamental topics of algebra—equations, graphs, basic techniques of solving word problems, percent, ratio, and exponents—will promote success in and enjoyment of advanced mathematics and science. This course leads to Advanced Mathematics Honors course #231.

240 ALGEBRA 3, TRIGONOMETRY

Juniors/Seniors

Credit: 1.00

College Prep

Required/Elective

PREREQUISITES: Successful completion of semester 1 of Algebra 2A or successful completion of semester 1 of Algebra 2 with evidence of a need for strengthening skills; **and** departmental approval.

The purpose of the first quarter of this course is to reinforce previously studied topics in geometry and algebra, while preparing the seniors for the fall SATs. The rest of the year will continue with topics of algebra and geometry including systems of equations, right triangle trigonometry, data analysis, exponentials, logarithms, and other standard topics at a reduced pace, with more emphasis on applications. A brief introduction to statistics and probability will be included, and other concepts will continue to be spiraled throughout the course. This course is designed for students who need remediation in Algebra 2, Geometry, Trigonometry concepts

as well as additional time and practice to master those concepts needed for successful completion of Advanced Mathematics. This course will complete Algebra 2A, Geometry, Trigonometry topics and prepare the students for higher level mathematics.

231 ADVANCED MATHEMATICS

Sophomores/Juniors/Seniors

Credit: 1.00

College Prep

Required/Elective

PREREQUISITES: Successful completion of semester 1 of Algebra 2, Geometry, Trigonometry or Algebra 3, Trigonometry, **and** departmental approval.

This course is the third in a sequence of high school mathematics which is designed to prepare students for a comprehensive pre-calculus course. Practice in the fundamental skills of algebra, geometry, and trigonometry is provided while advanced topics are introduced and practiced, including logarithms, exponentials, trigonometric equations, trigonometric identities, matrices, determinants, arithmetic series, geometric series, conic sections, and higher order polynomial functions. Geometric concepts are introduced early, and the vocabulary of geometry is given continued emphasis. Proofs, scale factor, congruent polygons, and multi-step word problems are covered in detail throughout the year.

232 ADVANCED MATHEMATICS HONORS

Sophomores/Juniors/Seniors

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Minimum grade of B- in semester 1 of Algebra 2, Geometry, Trigonometry Honors or a minimum of A- or better each quarter and on Semester Exams in all previous college prep courses; **and** departmental approval.

This course is in a sequence of high school mathematics which is designed to prepare students for a comprehensive pre-calculus or calculus course. Practice in the fundamental skills of algebra, geometry, and trigonometry is provided while advanced topics are introduced and practiced, including logarithms, exponentials, trigonometric equations, trigonometric identities, matrices, determinants, arithmetic series, geometric series, conic sections, higher order polynomial functions, probability, curve sketching, and limits. Geometric concepts are introduced early, and the vocabulary of geometry is given continued emphasis. Proofs, scale factor, congruent polygons, and multi-step word problems are covered in great detail throughout the year. This course leads into Pre-Calculus, Calculus Honors #230 as a junior or Calculus Honors #241 as a senior.

241 PRE-CALCULUS

Seniors/Juniors

Credit: 1.00

College Prep

Elective/Required

PREREQUISITES: Minimum grade of C- in semester 1 of Advanced Mathematics **and** departmental approval.

This course is the fourth in a series of incremental developmental math and follows the Advanced Mathematics course. This course includes a substantial treatment of probability, statistics, curve sketching, problem solving, logarithms, and more advanced mathematical

topics. The emphasis is on integrating upper level algebra, geometry, and trigonometry so that the student may obtain the math skills necessary to achieve success on the college level.

242 PRE-CALCULUS/CALCULUS HONORS

Juniors Credit 1.00

Honors Required

PREREQUISITES: Minimum grade of B- in semester 1 of Advanced Mathematics Honors **and** departmental approval.

This course is the third in a sequence which leads to the Advanced Placement Calculus course offered senior year. Students will complete pre-calculus topics during the first quarter and move on to beginning concepts of Advanced Placement Calculus during the second quarter. Emphasis is on problem solving and the development of productive thought patterns. This course contains an in-depth coverage of trigonometry, logarithms, analytic geometry, and upper-level algebraic concepts, including the use of a grapher. Students will begin to look at upper-level math concepts graphically, numerically, and analytically. By the end of this course students will have covered the equivalent or more of the concepts in Calculus Honors. This course leads into Advanced Placement Calculus AB #240.

239 FINITE MATHEMATICS

Seniors Credit: 1.00

College Prep Elective

PREREQUISITES: Successful completion of semester 1 of Algebra 3 **and** departmental placement.

This course offers a fourth year of mathematics which covers concepts such as functions, equations and inequalities, matrices, personal banking strategies, and the mathematics of finance, beginning with a review of key algebraic topics. Ample opportunities for the use of technology offer the student more chances to visualize concepts and, therefore, achieve a better understanding of challenging concepts.

250 CALCULUS HONORS

Seniors Credit: 1.00

Honors Elective/Required

PREREQUISITES: Minimum grade of C in semester 1 of Advanced Mathematics Honors or Pre-calculus, **and** departmental approval.

The primary purpose of this course is to prepare students for the accelerated courses in the math and/or science fields in college. Emphasis is placed on derivatives and integrals. The course follows the concepts for calculus of the single variable with emphasis placed on calculus applications. Concepts will include limits and continuity, multiple derivatives, word problem application, concavity, first and second derivative tests, and solids of revolution. Students may earn college credit for this course through the Regis College Dual Enrollment program.

252 A.P. CALCULUS, AB

Seniors

Credit: 1.00

Advanced Placement

Elective

PREREQUISITES: Minimum grade of B- in Pre-Calculus/Calculus Honors **and** departmental approval.

The primary goal of this course is to prepare students for accelerated courses in math and/or science fields in college. The course includes a substantial treatment of applications of the derivative, the definite integral, and differential equations along with the concepts for calculus of the single variable with emphasis placed on calculus applications. Concepts will include limits and continuity, multiple derivatives, word problem application, concavity, first and second derivative tests, and solids of revolution. The secondary purpose is to prepare students for the A. P. Calculus AB Exam and to earn potential college credit for one semester of college calculus. This integrated approach to calculus covers all topics which are required for the A. P. Calculus AB Exam. If a student does not take the AP exam, she is given honors credit for the course. Some students have the option of taking Calculus AB Honors.

255 A.P. CALCULUS, BC

Seniors

Credit: 1.00

Advanced Placement

Elective

PREREQUISITES: Successful completion of A.P. Calculus AB **and** departmental approval.

This independent study, offered as a VHS course, continues the preparation for A.P. Calculus covering the extended BC topics. It prepares students for accelerated courses in math and/or science fields in college. Students have the potential of earning credit for college calculus by placing well on the A. P. Calculus BC Exam. If a student does not take the AP exam, she is given honors credit for the course. Students in this course will be scheduled to meet with a Fontbonne faculty mentor several times each cycle for any needed assistance with course materials.

SCIENCE DEPARTMENT

The Science Department offers a range of courses in the biological and physical sciences. These courses stress the development of logical problem solving skills and analysis through experimentation in the lab, independent work, student presentations, and critical writing. Although increasing numbers of our students pursue careers in science, a primary goal of the Science Department is to give all students an appreciation of the importance of science in their daily lives and an understanding of the potentials, limitations, and social responsibilities associated with current developments in science. Students will become aware of the biological and physical world around them, its effects on their lives, and their role in using scientific knowledge to preserve the environment and to participate in the events and issues that will affect them in society in the future.

Writing is an integral tool in all sciences. The evaluation of scientific literature and the communication of new developments in science depend on clear, concise, and critical writing skills. To foster the development of these writing skills, all courses offered by the Science Department require a variety of different types of writing. These assignments will include laboratory reports, summaries of science related newspaper and magazine articles, summaries of Internet research materials, book reports, short essays, and research papers. The number of each type of these writing assignments will vary depending on the year, level, and interests of the class.

The Science Department offers AP Biology, AP Chemistry, and AP Physics online through the Virtual High School program. A Fontbonne teacher mentors students enrolled in these courses to help them with the course material and prepare for the advanced placement exams.

Three credits of science are required for graduation from Fontbonne Academy although many students take four credits of science. Most students will satisfy this requirement by taking Introduction to Physics, Biology, and an elective during her junior or senior year. Honor students will take Introduction to Chemistry, Chemistry Honors, Biology Honors, and an elective in her senior year. Some students are able to enroll in two science electives in their senior year.

* **Note:** Most of the prerequisites for science courses are given as semester 1 grades. Students who meet these prerequisites are expected to maintain their grades for the remainder of the school year. Students who do not maintain their grades may be moved to a lower level course at the discretion of the department chairperson. All course placements require final approval of the department chairperson.

317 INTEGRATED SCIENCE I

7th Grade

College Prep

Required

Students will begin to explore the complex systems and cycles that characterize the natural world around them using a variety of qualitative analyses of concrete processes to develop an appreciation of more abstract, underlying patterns from the Earth and space sciences, life sciences and physical sciences. This will include a study of historical geological events that shaped the world, global interactions between the sun and Earth, the evolution of reproductive adaptations in plants and animals, the dynamic interactions of organisms in different ecosystems, the cycling of matter and energy through ecosystems, magnetic and gravitational fields between objects, basic behavior of kinetic energy and the transfer of energy, and basic atomic structure and organization of the periodic table. Throughout the course emphasis will be placed on the role of human activity on these processes and the use of technology to study these processes and moderate the negative impact of human activity on the natural world.

318 INTEGRATED SCIENCE II

8th Grade

College Prep

Required

PREREQUISITES: Successful completion of Integrated Science I or its equivalent.

Students will build upon the analytical skills developed in their previous science course to explore cause and effects relationships in complex systems. Students will develop the skills needed to evaluate quantitative data, formulate hypotheses and test their predictions. This will be accomplished with studies from the Earth, life, and physical sciences. Focus areas of study will include the dynamics of global geological processes, analysis of weather patterns, basic patterns of genetic inheritance, natural selection and the evolutionary history of life, atomic and molecular structure, chemical bonding, behavior of gasses, Newton's laws of motion and the relationship between forces and movement of objects. Throughout the course emphasis will be placed on the role of human activity on these processes and the use of technology to study these processes and moderate the negative impact of human activity on the natural world.

301 INTRODUCTION TO SCIENCE

Freshwomen

Credit: 1:00

College Prep

Required

PREREQUISITES: Students will be assigned to this course based on their performance on the STS High School Placement Test, departmental placement test, and middle school grades.

This is a highly structured course that will introduce students to the basic skills and concepts of scientific methodology used to study the physical and biological sciences. This course is designed for the student who has had little or no previous experience with science in middle school or whose placement test scores demonstrate a need for introductory work in the sciences. Topics covered in this course will include the use of the Scientific Method, basic data analysis and graphing skills, use of the metric system and measurements, unit conversions, and scientific notation. Content areas will focus on basic principles of chemistry and physics. Students will learn how to conduct laboratory experiments safely and effectively and present their work in properly written reports. This content will be presented in the context of a long term project based learning format in which students will be expected to research a selected topic and develop experimental procedures to evaluate their hypotheses. In addition, this course will reinforce basic study skills such as effective note taking, mathematical computation, writing, and punctual completion of assigned homework and lab reports.

310 INTRODUCTION TO PHYSICS

Freshwomen/Sophomores

Credit: 1.00

College Prep

Required

PREREQUISITES: Students will be assigned to this course based on their performance on the STS High School Placement Test, departmental placement test, and middle school grades or successful completion of Introduction to Science.

This course is designed to give students the scientific foundation for their subsequent courses in biology, chemistry, and physics. Students will learn the basic physical principles that govern the

world around them as well as the methods used to explore and acquire scientific knowledge. This course will concentrate on the basic principles of the scientific method, analysis and interpretation of quantitative data. Students will learn the principles of physics including the study of Newton's Laws of motion, energy, and work. Students will also study topics in electricity, magnetism, machines, heat, and sound. Topics in basic chemistry needed for subsequent courses in biology will include Bohr's model of atomic structure, isotopes, and energy considerations in chemical reactions. The laboratory in this course will teach students the essential rules of laboratory safety and give them an opportunity to conduct simple experiments, collect and analyze data, and use their classroom knowledge in a hands-on setting.

311 INTRODUCTION TO CHEMISTRY

Freshwomen

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Students in this course must demonstrate above average ability as evidenced by scores on the STS High School Placement Test, departmental placement test, and excellent middle school grades. An A- semester 1 grade* for students currently enrolled in Introduction to Science.

Concurrent enrollment in Algebra 2 Honors is highly recommended. This course will give the honors level student a strong introductory background in chemistry that will prepare them for the more advanced topics they will study in Chemistry Honors and Biology Honors. Topics introduced in this course will include properties of matter, atomic structure, chemical bonding, chemical reactions, and basic principles of stoichiometry.

320 BIOLOGY

Sophomores/Juniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of Introduction to Physics or Introduction to Chemistry.

Biology is designed to give students an understanding of the basic structure and corresponding functions of living organisms, their relationships to one another, and their interdependence with other living and non-living things. The overarching theme of this course is the Theory of Evolution as the mechanism and explanation for biological diversity. Students have an opportunity to explore important advances in modern biological sciences through a combination of class work, independent reading, laboratory, and group work. This course will focus on the areas of cellular structure and function, environmental biology, classical and molecular genetics, cell physiology, and evolution. Where possible, these topics will be related to the ethical, social, and economic impact they have on the students' lives and our society in general.

321 BIOLOGY HONORS

Sophomores/Juniors

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Minimum semester 1 grade* of A- in Chemistry CP or a minimum semester 1 grade* of a B- in Chemistry Honors and approval of the Chairperson.

Students enrolled in this course should expect to cover the principles of biology at an accelerated pace, covering more topics with a greater depth of understanding, and a higher level of expectation for achievement and independent work than the college prep level Biology course.

393 ADVANCED PLACEMENT BIOLOGY

Juniors/Seniors

Credit 1.00

Advanced Placement

Required/Elective

PREREQUISITES: High A- semester 1 grade* in Chemistry CP or B+ in Chemistry Honors; High A- semester 1 grade* in Biology or B+ in Biology Honors; approval of the Chairperson.

Students enrolled in this course should expect to cover the principles of biology at the first year college level. AP Biology will be offered to students as an online VHS course. These students will be scheduled to meet with Fontbonne faculty mentors several times each cycle for assistance with the course material, labs, and preparation for the advanced placement exam. If a student does not take the AP exam, she is given honors credit for the course. The Science Department highly recommends that seniors faced with a choice of enrolling in either Physics Honors or AP Biology select Physics Honors as their first choice for a more comprehensive science background in preparation for college.

345 HUMAN ANATOMY AND PHYSIOLOGY

Juniors/Seniors

Credit: 1.00

College Prep

Elective

PREREQUISITES: Minimum semester 1 grade* of D+ in Biology college prep or honors. Students will be expected to be familiar with the basic principles of chemistry, physics, and biology from their previous science courses.

This course is designed to give students an in-depth introduction to the anatomy and physiology of the human body. Students will study the relationships between the structure and function of several organ systems from the molecular level to the level of the entire body. Emphasis will be given to the body functions, the maintenance of normal functions, and the consequences of injury and disease. Important lifestyle and health related issues will be studied to provide students with the information they can use when making choices about their own lifestyle. Applications of the course material to forensic science will be studied in class and the laboratory. This course will combine lectures, classroom discussions, laboratory work, independent projects, and outside readings. Animal dissection is a required element of the laboratory curriculum.

360 CHEMISTRY

Juniors/Seniors

Credit: 1.00

College Prep

Elective

PREREQUISITES: Minimum semester 1 grade* of C- in Biology college prep or honors; minimum semester 1 grade* of C in Algebra 2 or C- in Algebra 2 Honors; departmental approval based on demonstrated aptitude in previous science courses.

Chemistry is concerned with a study of the structure and composition of matter and the changes that matter undergoes. The course is designed to study basic concepts, principles, and processes of chemistry in a framework of textual materials, laboratory experiments, review, and evaluation. It fosters the development of good problem solving skills and analytical reasoning. An understanding of the chemical processes in nature is enhanced by the use of laboratory exercises, demonstrations, and independent projects. This course is recommended for applicants to college or nursing school and anyone interested in health-related careers.

331 CHEMISTRY HONORS

Freshwomen/Sophomores/Juniors
Honors

Credit: 1.00
Elective

PREREQUISITES: Minimum semester 1 grade* of A in Introduction to Physics or B- in Introduction to Chemistry Honors; minimum semester 1 grade* of C+ in Algebra 2 Honors or a B in Algebra 2; and departmental approval. Semester 1 grade* of a high A- for students currently enrolled in Biology CP. Concurrent enrollment in Advanced Mathematics is highly recommended. Students who would be concurrently enrolled in Algebra 2 Honors will be considered for enrollment on a case by case basis. Exceptionally well prepared 9th graders may be placed in Chemistry Honors based on their STS high school placement exam, the departmental placement exam, and approval of the Chairperson.

The objective of Chemistry Honors is to acquaint students with the classification of chemical elements, their properties, behavior, and processes of interaction. In general, an honors student interested in pursuing further study in science or math would benefit from this course; however, an honors student interested in a non-science field may also benefit. Through laboratory exercises, students will further develop their analytical and logical thought processes as scientific relationships are reinforced with mathematical skills. Students who enroll in Chemistry Honors may be required to complete review assignments during the summer prior to taking this course.

391 ADVANCED PLACEMENT CHEMISTRY

Juniors/Seniors
Advanced Placement

Credit 1.00
Required/Elective

PREREQUISITES: High A- semester 1 grade* in Chemistry CP or B+ in Chemistry Honors; approval of the Chairperson.

Students enrolled in this course should expect to cover the principles of chemistry at the first year college level. AP Chemistry is offered to students as an online VHS course. These students will be scheduled to meet with a Fontbonne faculty mentor several times each cycle for assistance with the course material, labs, and preparation for the advanced placement exam. If a student does not take the AP exam, she is given honors credit for the course. The Science

Department highly recommends that seniors faced with a choice of enrolling in either Physics Honors or AP Chemistry select Physics Honors as their first choice for a more comprehensive science background in preparation for college.

340 PHYSICS

Juniors/Seniors

Credit 1.00

College Prep

Elective

PREREQUISITES: Successful completion of Biology CP or Biology H. Minimum semester 1 grade* of C- in Advanced Mathematics with a knowledge of trigonometry. Students who would be concurrently enrolled in Advanced Mathematics will be considered for enrollment in Physics on a case by case basis.

The Physics course is a laboratory science course covering the basic concepts of physics. Topics include mechanics, heat, wave motion, sound, light, energy, electricity, and magnetism. Much time is devoted to the development of an analytical approach to problem solving. Lectures, laboratory experiments, discussions, and videos are included to assist the student in gaining an understanding of the concepts and methods of physics.

341 PHYSICS HONORS

Seniors

Credit: 1.00

Honors

Elective

PREREQUISITES: Successful completion of Biology CP or Biology H. Minimum semester 1 grade* of B+ in Advanced Mathematics Honors or A- in Advanced Mathematics with a basic knowledge of trigonometry. Students who would be concurrently enrolled in Advanced Mathematics will be considered for enrollment in Physics Honors on a case by case basis.

The Science Department highly recommends that seniors faced with a choice of enrolling in either Physics Honors or A.P. Biology or A.P. Chemistry select Physics Honors as their first choice for a more comprehensive science background in preparation for college.

The Physics Honors course is a non-calculus based introductory course in physics. The content will emphasize the nature and technology of our physical world. Students must have strong math skills and a willingness to persevere in problem solving. General topics covered include: straight-line motion, vectors, motion in two dimensions, heat, energy, waves, electricity, magnetism, and light. Physics Honors covers the subject material with a greater range of topics and a deeper level of understanding than Physics CP.

392 ADVANCED PLACEMENT PHYSICS

Juniors/Seniors

Credit 1.00

Advanced Placement

Required/Elective

PREREQUISITES: Concurrent enrollment in Calculus: B+ in Physics Honors; Physics CP students will be considered on a case by case basis; approval of the Chairperson.

Students enrolled in this course should expect to cover the principles of calculus-based physics at the first year college level. A.P. Physics is offered to students as an online VHS course.

These students will be scheduled to meet with a Fontbonne faculty mentor several times each cycle for assistance with the course material, labs, and preparation for the advanced placement exam. If a student does not take the AP exam, she is given honors credit for the course. The Science Department highly recommends that seniors faced with a choice of enrolling in either Chemistry Honors or AP Physics select Chemistry Honors as their first choice for a more comprehensive science background in preparation for college.

352 SCIENCE SEMINAR: THE COLUMBIAN EXCHANGE

Juniors/Seniors	Credit 1.00
College Prep	Elective

PREREQUISITES: Successful completion of Biology CP or Biology Honors and approval of the Science Department Chairperson.

The arrival of Europeans into the New World had enormous long term effects on the ecology of North and South America, the indigenous people of those regions and the world economy. This course will study the Columbian Exchange from a multidisciplinary point of view by examining the complex global interactions that reshaped the economies, culture, and ecology of Europe, the Americas and Asia as these regions became more dependent on one another starting with early colonial outposts such as Jamestown to the growth of the international trade in silver, tobacco, other crops and people. These complex interactions continue to shape the economic, political, cultural and ecology of nations across the globe.

CAPSTONE SEMINARS

The Capstone Seminars are designed to give individual students an opportunity to explore a well defined, focused topic in Biology, Chemistry or Physics. The goal of these courses is to give our seniors an experience with a course that demands a high level of independent work, close consultation with a faculty mentor, and productive collaboration with their peers. Students will accomplish these goals by mastering the skills needed to conduct an in-depth literature review, use that review to design a meaningful experiment, and present their work to the learning community. The class will meet 4 times per cycle. Students will be expected to conduct guided independent work during their unscheduled time, with a total time commitment equivalent to a standard science course. At the end of the year, each student will be required to display a detailed summary of her work in a venue open to the learning community.

370 CAPSTONE SEMINAR HONORS, BIOLOGY: FOOD SCIENCE, NUTRITION AND FOOD SAFETY

Seniors	Credit: 1.00
Honors	Elective

PREREQUISITES: Successful completion of Biology CP or Honors, two additional science courses and approval of the Science Department chairperson. The third science course may be taken concurrently with the Capstone Seminar.

Where does the food on your table come from and how does it impact your health and the environment? This course will allow seniors to experience the demands of high level independent work while exploring topics in Food Science and Nutrition. These include farming practices, food processing, food nutrition, fast food, food allergies, ecology, and food safety. Students will accomplish these goals by mastering the skills needed to conduct an in-depth literature review, use that review to design an experiment, and present their work to the learning community. While exploring the Scientific Literature review process students will explore various themes in Food Science and decide on a topic they want to explore using guided inquiry. They will work in close consultation with a mentor and will have productive collaboration with their peers.

374 CAPSTONE SEMINAR HONORS, BIOLOGY: HUMAN EVOLUTION

Seniors Credit: 1.00
Honors Elective

PREREQUISITES: Successful completion of Biology CP or Honors, two additional science courses and approval of the Science Department chairperson. The third science course may be taken concurrently with the Capstone Seminar.

The sciences of paleontology, anthropology, genetics and biogeography have made great advancements over the last several decades in revealing the complex history of *Homo sapiens* and our related hominid ancestors. This course will give students an opportunity to explore selected topics in these sciences by bringing together diverse lines of evidence as they research the current status of the scientific theories underpinning their own deep biological history.

375 CAPSTONE SEMINAR HONORS, CHEMISTRY: WATER QUALITY

Seniors Credit: 1.00
Honors Elective

PREREQUISITES: Successful completion of Chemistry CP or Honors, two additional science courses and approval of the Science Department chairperson. The third science course may be taken concurrently with the Capstone Seminar.

Water quality is an issue that affects us all. This course will give students an opportunity to explore topics related to water quality, including causes of water quality issues, drinking water regulations, water quality monitoring, water contaminants, water softening, natural purification and processes employed in the treatment of water and wastewater.

373 CAPSTONE SEMINAR, PHYSICS (Not offered in 2022-2023)

Seniors Credit: 1.00
Honors Elective

PREREQUISITES: Successful completion of Physics CP or Honors, two additional science courses and approval of the Science Department chairperson. The third science course may be taken concurrently with the Capstone Seminar.

WORLD LANGUAGE DEPARTMENT

The World Language Department offers students the opportunity to increase awareness and appreciation of other cultures by developing proficiency in another language. Students must successfully complete the study of three years of the same language (French, Latin, or Spanish) during grades 9-12 to satisfy the minimum language graduation requirement.

The goal of world language courses in grades 7 and 8 is for students to develop communicative and interpretive skills in the target language, a foundation of vocabulary and grammar, an understanding and appreciation of cultures where the language is spoken so that they will be ready to begin their high school language journey in the 2nd year of their chosen language. In a supportive and positive learning environment, students will be actively involved in their classes, through role plays of real world situations, cultural projects, reading, viewing, and listening to authentic resources, and demonstrating compassion for those who speak the language around the world.

The Fontbonne language placement test is given in the spring to all incoming freshmen who have previously studied a foreign language. Membership in honors classes and advanced classes for freshmen is based upon department placement test scores, STS High School Placement Test scores, overall academic record, and previous language course results. Beyond the first year, honors level assignment is contingent upon previous language course results. Since Latin is offered only at the honors level, students opting for Latin must have Department approval.

In keeping with the goals of Fontbonne and in light of the current global situation, the World Language Department encourages its students to study four years of a language during high school in order to attain the highest possible level of competency and to consider studying two languages at Fontbonne. Students will have a tremendous advantage as real life participants when they are able to communicate in other languages and demonstrate cultural awareness and knowledge of social and political issues around the world.

Fontbonne's digital language laboratory is designed to increase speaking and listening proficiency skills and to access current and authentic materials which strengthen the experience of studying another language.

***Note:** Most of the prerequisites for World Language courses are given as semester 1 grades. Students who meet these prerequisites are expected to maintain their grades for the remainder of the school year. Students who do not maintain their grades may be moved to a lower level course at the discretion of the department chairperson.

GRADE 7 SPANISH

7th Grade

College Prep

Required

The course will provide the beginning building blocks of language acquisition, including essential vocabulary for interacting with other speakers of the language, understanding of basic grammar, and a basic knowledge of where Spanish is spoken in the world.

GRADE 8 SPANISH

8th Grade

College Prep

Required

PREREQUISITES: None

The course will expand upon the vocabulary, grammar, and cultural material covered in grade 7, with the goal of a higher level of proficiency and cultural acquisition. At the end of the two year sequence, students should be prepared for Spanish 2 CP / Spanish 2 Honors.

410 SPANISH 1

All levels

Credit: 1.00

College Prep

Required/Elective

PREREQUISITES: None

Spanish 1 is an introductory course in language and culture, enabling students to build basic skills of listening, speaking, reading, and writing, laying the foundation for future Spanish study. Spanish language is presented within the context of the contemporary Spanish-speaking world and its culture. The activities and vocabulary are designed to promote self-expression.

420 SPANISH 2

All levels

Credit: 1.00

College Prep

Required/Elective

PREREQUISITES: Successful completion of semester 1 of Spanish 1; for entering freshmen, departmental approval based on transcript evaluation and performance on our Spanish placement examination.

Spanish 2 presents the more complex structures of the Spanish language and expands the cultural themes of the first level. Upon completion of this course, students will have acquired a command of the key vocabulary and the structures necessary for personal communication as well as an appreciation of the breadth and variety of the Spanish speaking world. Through this course, students will increase their level of proficiency in the four skills of listening, speaking, reading, and writing.

421 SPANISH 2 HONORS

All levels

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Minimum grade of A- in semester 1 of Spanish 1 and/or departmental approval; for entering freshmen, departmental approval based on transcript evaluation and performance on Spanish placement examination.

as reading, writing, oral, and listening assignments relating to the contemporary themes and cultural content of the AP Spanish curriculum. If a student does not take the AP exam, she is given honors credit for the course. The class is conducted exclusively in the target language.

490 ARGENTINA EXCHANGE

Rising Juniors/Seniors

Credit: 0.5

College Prep

Elective

PREREQUISITES: Successful completion of 2-3 years of Spanish at the high school level; application process.

This exchange program with a school in Buenos Aires, Argentina is open to applicants in the fall for the following spring. Students who have been accepted to the program will be expected to host an Argentine student and will meet in the spring in order to prepare for the exchange. Students will travel to Argentina in June, stay for up to three weeks with a host family, and attend classes with host families' daughters. Immersion in the Spanish language is a key component of this program, and students will be evaluated on the improvement of their speaking and writing skills. Students will also be expected to share their experience through written reflection and through presentation in Spanish classes in the fall.

GRADE 7 FRENCH

7th Grade

College Prep

Required

NOTE: Availability of this course depends upon adequate enrollment.

This course will provide the beginning building blocks of language acquisition, including essential vocabulary for interacting with other speakers of the language, understanding of basic grammar, and a basic knowledge of where French is spoken in the world.

GRADE 8 FRENCH

8th Grade

College Prep

Required

NOTE: Availability of this course depends upon adequate enrollment.

This course will expand upon the vocabulary, grammar, and cultural material covered in grade 7, with the goal of a higher level of proficiency and cultural acquisition. At the end of the two year sequence, students should be prepared for French 2 CP / French 2 Honors.

GRADE 7 / 8 ADVANCED FRENCH

7th/8th Grade

College Prep

Required

NOTE: Availability of this course depends upon adequate enrollment.

This course is taught exclusively in the target language and will allow students coming from a French immersion program to review and build upon the vocabulary and grammar material acquired in the past. Students will read and view authentic sources in the target language. They will have opportunities to communicate orally and in writing throughout the class and will

continue to grow their understanding of the francophone world. At the end of the two year sequence, students should be prepared for French 3 Honors.

413 FRENCH 1

All levels

Credit: 1.00

College Prep

Required/Elective

PREREQUISITES: None

French 1 is an introductory course in language and culture, enabling students to build basic skills of listening, speaking, reading, and writing, laying the foundation for future French study. Vocabulary and grammar are presented thematically, emphasizing culture. Readings include cultural topics expressing the diversity of the modern French-speaking world. A current day video is shown in each chapter enhancing vocabulary and culture.

423 FRENCH 2 / 424 FRENCH 2 HONORS

All levels

Credit: 1.00

College Prep

Required/Elective

PREREQUISITES: For French 2 successful completion of semester 1 of French 1; for entering freshmen, departmental approval based on transcript evaluation and departmental placement examination. For French 2 Honors, minimum grade of A- in semester 1 of French 1 and/or departmental approval; for entering freshmen, departmental approval based on transcript evaluation and department placement examination.

The French 2 course is designed to enhance the listening, speaking, reading, and writing skills introduced during the previous year's course. More sophisticated grammatical concepts will be introduced, including emphasis on additional verb tenses. As in French 1, the language is presented within the context of the contemporary French-speaking world and its culture. French 2 Honors is offered to selected students. Honors students are given assessments based on a higher level of mastery of vocabulary and grammar.

433 FRENCH 3 / FRENCH 4

All levels

Credit: 1.00

College Prep

Required/Elective

PREREQUISITES: Successful completion of semester 1 of French 2 or French 3; minimum grade of C in semester 1 of French 3 and/or departmental approval.

This course is a two-year sequence in which students review and expand upon previous grammar, acquire new vocabulary, and increase proficiency skills. The course includes readings and discussion of modern topics including family life, professional careers, ethnic diversity, natural resources, science and technology. In addition, students read excerpts of literature. Video is used throughout the course as a means of improving listening comprehension and cultural awareness. Students are expected to speak French in class and to strive to achieve a higher level of speaking proficiency.

434 FRENCH 3 HONORS / FRENCH 4 HONORS

All levels

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Minimum grade of A- in semester 1 of French 2 or B in French 2 Honors, and/or departmental approval; for entering freshmen, departmental approval based on transcript evaluation and departmental placement examination. For French 4 Honors, minimum grade of B in semester 1 of French 3 Honors or A- in semester 1 of French 3 and/or departmental approval.

This class is conducted in the target language. French 3/4 Honors is a fast-paced course with study focused on vocabulary acquisition, the cultures of the modern French-speaking world, and contemporary themes. Students review previously learned grammar, hone its application, and study new, more complex topics, especially with regard to the subjunctive mood. Frequent paired conversations, language lab listening activities, extended writing assignments, readings, and short films nourish comprehension and language production skills. Upon completion of the two-year cycle, students will be prepared to take the Advanced Placement French or French Literature class the following year.

444 FRENCH LITERATURE 5 HONORS / 6 HONORS

Juniors/Seniors

Credit: 1.00

Honors

Elective

PREREQUISITES: Minimum grade of B+ in semester 1 of French 4 Honors or B in semester 1 of AP French and/or departmental approval.

NOTE: *Availability of this course depends upon adequate enrollment. It is offered in years when AP French is not.*

This course may be taken before or after Advanced Placement French. A chronological approach to literature includes an overview of works from the Middle Ages to the 20th Century. Selections are not limited to literature from France, but may include African, Haitian, or French Canadian literature. Students should be able to function at a sophisticated level in the target language. They discuss literature, build vocabulary based upon texts, and enhance writing skills. Students continue to sharpen grammar skills in order to prepare for the following year's language study, either in AP or in college. Class is conducted entirely in French.

455 ADVANCED FRENCH HONORS

Juniors/Seniors

Credit: 1.00

Honors

Elective

PREREQUISITES: Minimum grade of B in semester 1 of French 4 Honors or French 5 Honors and/or departmental approval.

NOTE: *Availability of this course depends upon adequate enrollment in each academic year.*

The honors level French course is designed to enhance students' ability to function in listening, speaking, reading, and writing at a highly sophisticated level. Students are expected to use French in class at all times, to do much independent work outside of class, and to function at a high level of responsibility. Coursework includes independent reading, writing, speaking, and

432 LATIN 2 HONORS

All levels

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Minimum grade of B in semester 1 of Latin 1 and/or departmental approval; for entering freshmen who have previously studied Latin, departmental approval based on transcript evaluation and departmental placement examination.

Since each succeeding course in a language is based on the fundamentals taught in the first year, Latin 2 begins with a thorough review of the material covered in Latin 1. The aim of this course is to guide students as soon as possible to the reading of longer and more sophisticated passages in Latin with the realization that a true understanding of the reading requires a thorough knowledge of basic forms and syntax.

442 LATIN 3 HONORS/ LATIN 4 HONORS

Sophomores/Juniors/Seniors

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Successful completion of semester 1 of Latin 2 Honors; minimum grade of B in semester 1 of Latin 3 Honors and/or departmental approval.

The class is usually small in size, and the course content alternates every year; one year the study is based on Cicero's orations against Cataline and his personal letters, and the following year on Virgil's *Aeneid*.

Each of these courses presupposes an extensive background in Latin vocabulary, grammar, and syntax. The goal of each course is to enable the students to read the authors intelligently and critically enough to enjoy them as literature. When the reading of poetry is begun, in addition to vocabulary and syntactical review, the elementary principles of versification are carefully studied. All principles learned or reviewed are continually applied as the course proceeds.

THEOLOGY DEPARTMENT

The Theology Department subscribes to the following statement:

The education mission of the Church is an integrated ministry embracing three interlocking dimensions: the message revealed by God which the Church proclaims (*didache*); fellowship in the life of the Holy Spirit (*koinonia*); service to the Christian community and the entire human community (*diakonia*).

(To Teach As Jesus Did, page 4, #4)

In essence, it is our conviction as Catholic educators that we should provide a curriculum, which will enable the student to know:

- what Catholics believe (*Creed*) in relation to the spirit and the particular charism of the Sisters of St. Joseph;

- how to express one's belief in one's personal life and in the life of the Church (*Cult*);
- how to live one's life in accord with the Christian message (*Ethical Code*).

As a sponsored ministry of the Sisters of St. Joseph, the school has a unique charism and mission that:

- Supports the importance of inclusion of all in society by uniting neighbor with neighbor and neighbor with God.
- Rejects violence in all forms
- Promotes unity and reconciliation
- Upholds our core values of Respect, Responsibility, Reconciliation and Reverence

Finally, we also view Theology as an academic subject, which supports Fontbonne's early college program. To this end, we endeavor to develop critical thinking, writing, oratory, and technology skills. We develop these skills over the course of the six-year program through the use of simple summaries, essays, reflection papers, research papers, oral presentations, and the integration of technology in instruction.

7th GRADE THEOLOGY: Christianity - The Early Years

7th Grade

College Prep

Required

Students will begin their study of Christianity by learning about significant events, movements and figures from the Church's history in the first millennium. The course will start with a detailed examination of the life, teachings, death and resurrection of Jesus of Nazareth. Subsequent units of study will focus on the development of the Church community, sacraments, Mass, scripture, and doctrine up to the year 1000 CE. Special attention will be paid to great women in the tradition.

8th GRADE THEOLOGY: The Catholic Church in the Second Millenium

8th Grade

College Prep

Required

Students will continue their study of Christianity by learning about significant movements and events from the Church's history in the second millennium, including the Great Schism, the Protestant Reformation, and Vatican II. The course will focus on the Church's role in modern affairs with special attention given to great women in the tradition, especially the Sisters of St. Joseph.

510 THEOLOGY 1: Spirituality in the 21st Century World

Freshwomen

Credit: 1.00

College Prep

Required

PREREQUISITES: None.

Semester I – ***Experiencing the Divine in the Catholic Tradition*** – In the first Semester of Theology 1, students will learn about the fundamental elements of religious experience and how it has developed over time in the Catholic Church. Units of study will include: the person of

Jesus, the growth of essential doctrines and sacraments, and the experience of faith throughout the ages. This course concludes with Vatican II and the efforts to bring its reforms to fruition and pays particular attention to the rise of ecumenism.

Semester II – ***Experiencing the Divine in a Global Society*** – In the second semester of Theology 1, students continue to explore the Church’s ecumenical tradition and the importance of interfaith dialogue with diverse religious traditions. Students will learn about the belief systems, moral tenets and rituals of these traditions to understand the spiritual experience of other peoples and cultures in the world today. Units of study will include both Western and Eastern traditions and will pay particular attention to the rise of fundamentalism.

511 THEOLOGY 1A: Introduction to Catholic Thought, Experience, and Scripture

Transfer Students

Credit: 1.00

College Prep

Required

PREREQUISITES: None.

This class is designed for transfer students who do not enter Fontbonne in grade 9. The course ensures that all transfer students will be able to reach Theology 4 and complete the Senior Capstone Project as required for graduation.

Semester I - **Introduction to Catholic Thought and Experience** - Students will learn about the fundamental elements of religious experience and how it has developed over time in the Catholic Church.. Units of study will include: the person of Jesus, the growth of essential doctrines and sacraments, the experience of faith throughout the ages, and the history and charism of the Sisters of St. Joseph. This semester concludes with Vatican II and the efforts to bring its reforms to fruition, especially the growth and development of Catholic Social Teaching.

Semester II - **Introduction to Scripture** - The second semester focuses on the knowledge of scripture essential for completion of the Senior Capstone Project as required for graduation. Units of Study will include: the process of scripture formation, formation of the Canon, authorship in the Old Testament, the implications of Genesis, Exodus and the Prophets for social justice, Synoptic Theory, the Evangelists’ unique presentation of Jesus, the passion and resurrection as a paradigm for liberation. This course concludes with a selection of biblical texts that demonstrate the foundations of Catholic Social teaching themes.

520 THEOLOGY 2: The People, The Call, The Journey

Sophomores

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of Theology 1.

Theology 2 is a yearlong course in OLD TESTAMENT. Students explore the development of Judaic religious thought through the study of the Old Testament. The course traces the development of Israel through the Biblical literature’s presentation of the relationship between God and the Hebrew people. Students learn about the human quest for meaning, the search for

understanding suffering, and the need for liberation through Israel's journey for salvation. This journey follows the story of a people called by God up through the post-exile period so that students may understand the theological traditions and state of the world into which Jesus will be born. Finally, students will discover their own faith journeys by learning that they too are a people called.

530 THEOLOGY 3: Living the New Testament

Juniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of Theology 2 or Theology I A and B.

A thorough grounding in scripture is important to the growth and development of Faith and its expression in the lives of Christians. In particular, the foundations for Catholic moral development are intricately linked to the teachings of Jesus presented in the New Testament, as well as to traditional Church teaching. Theology 3 thus begins with an exploration of the person of Jesus as a historical figure and as the Christ of Faith. We will study the Gospels to understand their formation, each one's distinct presentation of Jesus in relation to the community for whom it was written and the values each Gospel emphasizes. In turn, we will seek the wisdom of the early Christian community via the study of the Epistles and other historical texts. By exploring the fundamental question who is Jesus, we then can ask how the living God guides our lives and decision making today. The course concludes with the question of discipleship on both the personal and social levels by studying primacy of conscience and the foundations of justice.

540 THEOLOGY 4: Social Justice

Seniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of Theology 1-3 or Theology I A and B

This course challenges students to explore the application of Catholic social teaching to today's world. As such, seniors learn theology both within the classroom setting and on their own through independent research and experience outside of the classroom. Throughout the year, students engage in a project-based learning opportunity on a social issue that they have chosen to explore. They then integrate their classroom learning with academic research and produce a systemic analysis of their issue. This academic work comprises the mid-semester and final exam grades. Seniors learn to be solutionaries by developing a plan of action to seek justice and put their learning into practice. Their work culminates by presenting their learning and sharing their experiences from this year long endeavor with the entire Fontbonne Community. Students are to note the Capstone Fair date listed in the School's Calendar as presenting at the Fair is mandatory. ****The culmination of this project is the final step for satisfactory completion of the 100 hour Service Requirement for graduation.****

542 LIBERTY, JUSTICE, AND SECURITY: AMERICA AT HOME AND ABROAD

Seniors

Credit: 2.00

Honors

Required/ Elective

PREREQUISITES: Minimum semester 1 grade: B+ in Theology 2, B+ U.S. History 1 Honors or A- in U.S. History 1; approval of Social Studies Chair, current, and future teacher; strong writing skills, excellent work ethic, and strong class participation. Grade alone does not qualify students for this class, and an application and writing sample are also required.

The course is open to seniors who would normally be taking Theology 4 and US History 2 Honors and replaces those courses for those enrolled. Students meet for two periods for seven out of eight days and are team taught by a teacher of Theology and a teacher of Social Studies. Double credit (Theology and Social Studies) is awarded for a passing grade and satisfactory completion of the Social Justice Project.

Since 9/11 Americans have struggled with the irrevocable changes that have taken place both in American society and the global community. In light of the continued rise of fringe fundamentalist groups and lone wolf radicalized individuals, the risks to human freedom and peace are enormous both at home and abroad. This course is designed to develop a historical and critical consciousness of how the world in which we will live came to be and empower students to be a women of faith, hope, and courage as they apply the principles of Catholic Social teaching to build your future as both American and Global citizens. Beginning with post Civil War America and moving forward to the current day, we will apply both American ideals and the teachings of Catholic social justice to past, current, and future political, diplomatic, and military choices made by the United States, with a particular emphasis on the development of the modern Middle East. This course requires completion of the senior Social Justice project in relation to the historical and political themes of the course. Students are to note the Capstone Fair date listed in the School's Calendar as presenting at the Fair is mandatory. ****The culmination of this project is the final step for satisfactory completion of the 100 hour Service Requirement for graduation.****

The class will also include the opportunity for experiential learning such as a trip to New York to tour the United Nations, the 9/11 memorial at Ground Zero, Ellis Island, and the Statue of Liberty. (Travel and field trips for this class are required and will require additional cost. This component of the course will resume when the school deems it safe to do so in light of the pandemic)

TECHNOLOGY DEPARTMENT

The Technology Department exists to assist students in learning and using various types of technology. Students can apply their skills across the curriculum to benefit their educational needs. In addition, these skills can be an asset in the working environment where technology is a valuable resource.

Technology is an integrated and essential component in the high school curriculum. As a result, time is dedicated to teaching students about the necessary hardware and software technology skills that are required in their educational and career environments. Ninth grade students are provided with Chromebooks to use during their time at Fontbonne. All ninth grade students are enrolled in an Introduction to Technology class, which provides not only device-specific instruction but also guidance with Fontbonne technology use. Ongoing support and training are provided to all students, in formal and informal settings.

The technology department seeks to achieve the following goals:

- Promote digital literacy, navigating students through the constantly evolving digital landscape.
- Teach ethical use of technology and responsibility for their digital footprint.
- Explore aspects of digital safety and cyberbullying awareness.
- Develop proficiency in effective use of various types of technology.
- Promote critical thinking and problem solving skills by applying technology to curriculum related projects throughout departments.
- Introduce concepts of programming and logical thinking to prepare students for careers in a more diverse technology world.

611 GRAPHIC DESIGN

Sophomores/Juniors/Seniors
College Prep/Full Year

Technology/Fine Arts

Credit: 1.00
Elective

PREREQUISITES: None. Art experience and computer skills suggested.

This course focuses primarily on graphic design principles using Photoshop to create materials for print media such as brochures, trademarks, logos, packaging, publication layouts, and promotion literature. This course will include: universal fundamentals of design; elements of digital photography, with an emphasis on lighting, composition, and technique; instruction and use of Photoshop. Students will end the first semester with a high quality portfolio of their work. In the second semester, students become actual graphic designers. Students will create products for their client. This course offers outstanding experience for those students interested in marketing, communications, and graphic design courses in college and their careers.

621 ADVANCED GRAPHIC DESIGN HONORS

Juniors/Seniors
Honors/Full Year

Technology/Fine Arts

Credit: 1.00
Elective

PREREQUISITES: Successful completion of Graph Design

The design center is an inhouse design studio giving students first hand experience working in a professional office. The design center will focus on experiential learning. Students will meet with clients, make presentations and work under deadlines. Students will not only work on projects for Fontbonne they will also have the opportunity to do other non-profit work.

The design center accepts high achieving students who have been successful in graphic 1 or art2H. This is a course that will feel more like an internship. Students will leave with professional pieces and lots of on the job experience.

631 AP 2D DESIGN

Seniors

AP Credit/Full Year

Technology/Fine Arts

Credit: 1.00

Elective

PREREQUISITES: Successful completion of Advanced Graphic Design, summer work.

This third year will focus on the concentration section of the AP 2D Design portfolio, which is a representation of a student's idea that is expressed in visual terms. The work should show exploration and growth while investigating a theme and remaining a cohesive body of work. Students will also be asked to respond to specific AP questions in essay format. Working together with their teachers, students will define what it means to have a concentration that grows and changes over time. They will learn to investigate in depth a single topic, and they will explore and develop this topic fully. The class meets four times in the eight-day cycle; students are expected to complete significant portions of work in between class sessions. If a student does not take the AP exam, she is given honors credit for the course.

800 21ST CENTURY WELLNESS SKILLS

Freshwomen

College Prep/Full Year

Health Ed/ Phys Ed/Technology

Credit: 0.75

Required

PREREQUISITES: None.

This course will work to make your transition to the Fontbonne Community successful. This course will guide you on a deep exploration of Fontbonne, support your practice of vital 21st Century wellness skills and encourage you to build healthy relationships within your school, family and community. This interdisciplinary course aims to focus on your holistic development through the integration of health, physical education, technology and study skills.

837 EXPLORING TECHNOLOGY

7th Grade

College Prep/Full Year

Technology

Required

PREREQUISITES: None.

This course introduces the basic operating, safety and analytical skills to use technology successfully. This course will focus on exposing students to many forms of technology used at Fontbonne and beyond as well as the responsibilities that come with this access. Students should expect to leave this year with a basic understanding of Google tools, media literacy and online safety. There will be a brief introduction to computer science and applied digital skills.

838 DIGITAL SKILLS

8th Grade

College Prep/Full Year

Technology

Required

PREREQUISITES: None.

This course explores a vast collection of digital skills needed to succeed in High School. This course will explore creation tools (ex. docs, sheets, web design, video and graphic design), troubleshooting strategies, survey basics and data analytics. Students will participate in project based learning to show mastery of these digital skills as well as expand on their understanding of media literacy and digital citizenship.

FINE ARTS/PERFORMING ARTS DEPARTMENT

The Fine Arts/Performing Arts Department encourages students to develop a positive, creative insight into themselves and the world around them. It also encourages, on an academic level, creative and critical thinking. By experiencing the technical and aesthetic skills of all the arts, young women, whatever their future professions, learn to appreciate and become enthusiastic supporters of the arts. The Fine Arts/Performing Arts Department is a life-giving department to the school. It enjoys a great connective network within the disciplines of each department. All fine arts courses are elective; however, a requirement of one credit in this area is necessary for graduation from Fontbonne Academy. The following courses will fulfill this requirement.

EXPLORATIONS IN FINE ARTS

7th Grade

College Prep

Required

PREREQUISITES: None

This full year introduction course will allow students to explore all aspects of the Fine Arts. Students will spend a semester focusing on the elements of art and the principles of design in the visual arts. As well as a semester exploring theater techniques, music, public speaking and communications.

EXPLORATIONS IN FINE ARTS II

8th Grade

College Prep

Required

PREREQUISITES: None

This full year continuation of the Explorations in Fine Arts course will allow students to pursue more advanced aspects of the Fine Arts curriculum. Students will learn to apply the elements of art and the principles of design to real world applications as well as explore and develop their creativity. Students will also explore more in depth theater, music and communications experiences.

745 SELECT CHORUS 1, 2, 3, 4

All levels

Credit: 0.50

College Prep

Elective

PREREQUISITES: Audition only.

Select Chorus is an audition only choral group of young women. This course meets after school and evenings. Music theory and sight reading are introduced in Select Chorus 1 and will continue at the intermediate level for Select Chorus 2, 3, and 4. Select Chorus performs

throughout the year for all school functions and liturgies, as well as at private functions. Members are eligible to participate in the Milton Young Musicians Festival and to audition for the Massachusetts Southeast District Music Festival. This course is taken in addition to six major subjects.

Requirements: Purchase of performance attire, participation in Christmas Concert, Afternoon of the Arts, with three dress rehearsals before each concert, and outside performances as arranged by the Music Director.

746 JAZZ CHOIR 1, 2, 3 HONORS

Sophomores/Juniors/Seniors

Credit: 0.50

Honors

Elective

PREREQUISITES: Audition only, Select Chorus Member.

Jazz Choir, an audition only choir, is a very select group of 10-12 young women. Rehearsals are held after school and evenings following Select Chorus rehearsals. Music theory and sight reading are introduced in Jazz Choir 1 and will continue at the intermediate level for Jazz Choir 2 and 3. The concentration is on the jazz style and close four part harmonies. At least half the repertoire is a cappella. Jazz Choir performs throughout the year for all school functions as well as private functions. Members are eligible to participate in the Milton Young Musicians Festival and to audition for the Massachusetts Southeast District Music Festival. This course is taken in addition to six major subjects.

Requirements: Purchase of performance attire, participation in the Christmas Concert, Afternoon of the Arts, all Fontbonne Academy functions, and outside performances and competitions as arranged by the Music Director.

714 ELEMENTS OF THEATRE 1

Sophomores/Juniors/Seniors

Credit: 1.00

College Prep

Elective

PREREQUISITES: None.

This course will focus primarily on what is referred to as legitimate theatre or onstage acting. In the first semester students will be introduced to the traditional aspects of the theatre starting with stage work in improvisation and mime, then moving on to voice, diction, and acting, specifically in short scenes and monologues. Second semester will be devoted to incorporating all learned elements into one or two one-act plays. Students will be responsible for designing their scenery, lighting, and costume plots. Students will also have the opportunity to work on actual sets for Fontbonne's spring musical. It is mandatory that Elements of Theatre students attend Fontbonne's Fall Play and Spring Musical. Students who take this course will learn to appreciate the craft of acting and to apply what they have learned to real life situations. They will become expressive, communicative people, both onstage and off, and will learn to share their talent and enthusiasm with others.

724 ELEMENTS OF THEATRE 2

Sophomores/Juniors/Seniors
College Prep

Credit: 1.00
Elective

PREREQUISITES: Successful completion of Elements of Theatre 1 and/or Department Chair approval.

The Elements of Theatre 2 class is a continuation of Elements of Theatre 1. In Semester 1 we will begin with a review of character analysis and development and move onto dramatic and comic roles where students will write and perform their own scenes. Students will also learn how to critique a performance. Students will then explore what it takes to move a play from the page to the stage and will participate in projects that help students understand the elements of drama and the personnel involved in a production. For Semester 2 we will explore the history of the theatre from primitive people to the present. We will also produce a one act or full-length play. Students will have the opportunity to work on actual sets for Fontbonne's Fall Play and Spring Musical. It is mandatory that students attend both the above-mentioned plays and write a review. Students who take this class will become more knowledgeable in many aspects of the theatre around the world and will continue to appreciate the dedication of the craft whether it is from their seat or on the stage.

610 ART 1

All levels
College Prep

Credit: 1.00
Elective

PREREQUISITES: None.

Art 1 is the foundation course, which is a prerequisite for all other art courses. In the first semester of this course, students will explore a wide range of media and techniques, including drawing, painting, and printmaking. Individualized instruction in a studio atmosphere allows students to explore their own artistic creativity while learning the fundamental concepts, methods, and skills of the visual arts. In the second semester students are placed in one of the following courses:

ADVERTISING AND ILLUSTRATION

This course includes basic concepts of graphic design and illustration. Students will learn basic concepts of type design, page layout, book design, editorial illustration, and costume design. Students will work with traditional drawing and painting media. The focus of this course will be on creating pictures, which are connected with a message or idea.

COLLAGE/ SCULPTURE

If you enjoy art but are not comfortable with the traditional style of drawing and painting, this course is for you. This class focuses on 3D sculpture and collage styles. Students will develop a collage/sculpture based on a specific theme or idea. They will learn to express themselves through 3D media.

620 ART 2 HONORS

Sophomores/Juniors/Seniors
Honors

Credit: 1.00
Elective

PREREQUISITES: Successful completion of Art 1, demonstrated abilities, strong work ethic, and departmental approval.

Students in the advanced arts will work toward producing a portfolio. They will choose a particular concentration on which they will work to gain a higher level of achievement. Students in the advanced arts will learn to shoot their own slides, write a resume, and complete a finished portfolio. Students signing for these classes should have a serious interest in art.

694 ADVANCED ART HONORS

Juniors/Seniors
Honors

Credit: 1.00
Elective

PREREQUISITES: Successful completion of Art 1 and Art 2 Honors, demonstrated abilities, strong work ethic, and departmental approval.

Students in Advanced Art Honors will develop a thesis project. They will spend the year working on their concentration, developing 12-20 pieces based around a topic. They will work to put the body of work together into a show to be seen during the Afternoon of the Arts. Students will work in a variety of media and will also do some writing and independent work.

630 ADVANCED PLACEMENT ART

Seniors
Advanced Placement

Credit: 1.00
Elective

PREREQUISITES: Successful completion of Art 1 and Art 2 Honors, dedication and ability in the study of art, strong work ethic, and teacher approval.

Students will create a 24 piece portfolio to be sent in at the end of the year for Advanced Placement credit consideration by the College Board. If a student does not take the AP exam, she is given honors credit for the course. Students will create three sections of work. A breadth section will show their range and skill, a concentration section will focus on a specific subject or theme, and a quality section will show off their strongest pieces. This class is very involved and requires summer homework as well as a large time commitment.

611 GRAPHIC DESIGN

Sophomores/Juniors/Seniors
College Prep/Full Year

Technology/Fine Arts
Credit: 1.00
Elective

PREREQUISITES: None. Art experience and computer skills suggested.

This course focuses primarily on graphic design principles using Photoshop to create materials for print media such as brochures, trademarks, logos, packaging, publication layouts, and promotion literature. This course will include: universal fundamentals of design; elements of digital photography, with an emphasis on lighting, composition, and technique; instruction and use of Photoshop. Students will end the first semester with a high quality portfolio of their work. In the second semester, students become actual graphic designers. Students will create

products for their client. This course offers outstanding experience for those students interested in marketing, communications, and graphic design courses in college and their careers.

621 ADVANCED GRAPHIC/DESIGN CENTER HONORS Technology/Fine Arts

Juniors/Seniors

Credit: 1.00

Honors/Full Year

Elective

PREREQUISITES: Successful completion of Graph Design and department approval.

The design center is an inhouse design studio giving students first hand experience working in a professional office. The design center will focus on experiential learning. Students will meet with clients, make presentations and work under deadlines. Students will not only work on projects for Fontbonne they will also have the opportunity to do other non-profit work.

The design center accepts high achieving students who have been successful in graphic 1 or art2H. This is a course that will feel more like an internship. Students will leave with professional pieces and lots of on the job experience.

631 AP 2D DESIGN

Technology/Fine Arts

Seniors

Credit: 1.00

AP Credit/Full Year

Elective

PREREQUISITES: Successful completion of Advanced Graphic Design, summer work.

This third year will focus on the concentration section of the AP 2D Design portfolio, which is a representation of a student's idea that is expressed in visual terms. The work should show exploration and growth while investigating a theme and remaining a cohesive body of work. Students will also be asked to respond to specific AP questions in essay format. Working together with their teachers, students will define what it means to have a concentration that grows and changes over time. They will learn to investigate in depth a single topic, and they will explore and develop this topic fully. The class meets four times in the eight-day cycle; students are expected to complete significant portions of work in between class sessions. If a student does not take the AP exam, she is given honors credit for the course.

HEALTH, PHYSICAL EDUCATION, AND WELLNESS DEPARTMENT (HPEW)

The Fontbonne Health and Physical Education curriculums align with both the National Health/Physical Education Standards and the Massachusetts Comprehensive Health Curriculum Frameworks. Two full-year courses in Health Education (10th/12th grade) are required for graduation. Two full-year courses in Physical Education (9th/10th grade) and two semester long Physical Education electives (11th/12th grade) are required for graduation.

Our skill-based approach implements a planned, sequential, comprehensive, and relevant curriculum that encourages students to develop skills, attitudes, and functional knowledge needed to lead health-enhancing lives. The 21st century skills taught through these courses are transferable to all areas of students' lives.

Fontbonne values the health and well-being of all of its students and has created a unique opportunity for students to apply their health-enhancing skills in the Ellen Sullivan Wellness Center. This fully equipped and staffed fitness center allows students to develop the life long practice of self-care by allowing them to create, manage, and evaluate personal fitness, nutrition, and stress management goals. The Wellness Center is open to all students, faculty, and staff and offers a full year of wellness programming and special events.

HEALTH 7/8

7th Grade

College Prep

Required

These interactive, hands-on courses encourage students to participate in class discussions, group activities, and active research. All units incorporate a wide variety of activities providing a varied learning experience for each student. The objective of the Health 7 and Health 8 curriculum is to teach fundamental concepts, promote healthy habits and guide students' efforts to enhance their overall wellness.

Through the study of the 10 Dimensions of Wellness (physical, social, emotional/mental, financial, environmental, sexual, multicultural, occupational, intellectual and spiritual) students will be introduced to and develop the following health skills;

- Analyzing influences
- Accessing valid health information, products and services
- Interpersonal communication
- Decision Making
- Goal Setting
- Practicing health-enhancing behaviors
- Advocating for self and others

PHYSICAL EDUCATION 7/8

8th Grade

College Prep

Required

The Fontbonne Physical Education program develops physically literate students who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. The program offers students a positive learning environment that meets the needs and abilities of all students and encourages them to maintain a physically active lifestyle.

At the completion of Physical Education 7/8 students will be able to;

- Demonstrate competency in a variety of motor skills and movement patterns
- Apply knowledge of concepts, principles, strategies and tactics related to movement and performance
- Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- Exhibit responsible personal and social behavior that respects self and others
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

826 HEALTH 10

Sophomores

Credit 0.50

College Prep

Required for graduation

PREREQUISITES: None

This interactive course will challenge students to think critically and practice valuable health skills over the course of three units; Personal Wellness - Physical/Mental Health, The Teenage Brain - Addictive Behaviors/Risk Taking and Healthy Relationships - Sexual Wellness. Students will build self-esteem and resilience, learn to make responsible, value-driven decisions and develop the coping and communication skills needed to lead healthy lifestyles.

848 HEALTH 12

Seniors

Credit 0.50

College Prep

Required for graduation

PREREQUISITES: Successful completion of HEALTH 10

This innovative course aims to prepare students for a healthy and successful transition to college. Learning to assess their own health needs, gain access to valid and reliable resources, and create their own health care team will empower them to take charge of their own well-being. Guest speakers from various health and safety agencies, hands-on experiences, and the study of the National College Health Assessment will give students a closer look at the norms, behaviors, and attitudes of college students today. Participation in relevant projects, guided self-reflection, and healthy risk taking opportunities will allow students to develop the confidence and skills they need to navigate their post-secondary experience.

811 PHYSICAL EDUCATION 9

Freshwomen

Credit: 0.25

College Prep

Required for graduation

PREREQUISITES: None.

This course will introduce students to a variety of physical activities including; basketball, fitness, cooperation games, team building, lacrosse, soccer, speedball, and volleyball. Each unit of instruction includes basic motor skills, team play, sportsmanship, and individual instruction to encourage and motivate students to progress to their best ability. Students are introduced to the Wellness Center and will focus their learning on the value and benefits of incorporating regular physical activity into their daily lives. Vision and scoliosis screenings are conducted by the Nursing Office in this course as part of our Comprehensive Health Education Program.

821 PHYSICAL EDUCATION 10

Sophomores

Credit: 0.25

College Prep

Required for graduation

PREREQUISITES: Successful completion of Physical Education 9

This course will provide students the opportunity to expand their collaboration and leadership skills through various sports and activities such as field hockey, softball, orienteering, flag football, personal fitness, and tumbling. All activities are designed to foster a healthy lifestyle and encourage lifelong physical well-being. Students will have the opportunity to become CPR/AED certified during the first semester of this course.

831/841 PHYSICAL EDUCATION 11/12

Juniors and Seniors

Credit: 0.125 (total of 0.25 for both years)

College Prep

Required for graduation

PREREQUISITES: Juniors: Successful completion of Physical Education 10

Seniors: Successful completion of Physical Education 11/12

Students will participate in one physical education elective either semester one OR semester two in **both their junior and senior years**. Two electives are offered each semester. Each elective will meet once per cycle. Students may not take the same elective twice.

Semester One

Team Sports/Activities

Students in this course will participate in activities such as flag football, speedball, soccer, volleyball, basketball and floor hockey. A great deal of emphasis will be placed upon demonstration of good sportsmanship, becoming a knowledgeable spectator, using good judgment and contribution as a teammate to team success.

Studio Fitness

Students will explore various studio fitness offerings such as yoga, pilates, barre, boxing and dance. This course is designed to give students the opportunity to experience various types of physical activity that promote joyful movement, stress reduction and self-management.

Semester Two

Personal Fitness and Wellness

Designed for students who have a strong interest in completing personal fitness workouts during class time, this course will meet both in the Wellness Center and outdoors. Workouts will include cardiovascular, strength and flexibility training. Students will design their own fitness plan and must be self-motivated to complete their workouts each class.

Outdoor and Recreational Activities

This course is for students who would like to experience a less competitive form of physical activity. The focus of this course includes the learning and knowledge of skills that are associated with individualized and lifetime activities. These activities include but are not limited to archery, tennis, pickleball, badminton, volleyball and golf.

SPECIAL PROGRAMS

903 ACADEMIC SUCCESS PROGRAM

Freshwomen

Credit 0.25

College Prep

Required

PREREQUISITES: Students are placed based on STS High School Placement Test, other standardized testing, and middle school transcript.

This course begins as a week-long program in August before school opens and continues to meet during the regular school day cycle. In addition, students are required to participate in an after school program twice a week. The course is designed to support students who need extra help with basic study skills by introducing and reinforcing such skills as organization, time management, note taking, reading comprehension, and learning & memory tools, among others. Students are also introduced to the concept of learning styles and how to identify and work with their own strengths. Study strategies for particular courses are addressed, specifically for ninth grade subject areas: English, Health, Language, Mathematics, Science, Social Studies, and Theology. Some time is devoted to preparation for semester exams. Academic integrity, cheating, and plagiarism are also addressed.

Note: The Administration reserves the right to cancel a course if deemed necessary. Courses will run based on enrollment and some courses do not run every year.