

PROGRAM OF STUDIES
2026-2027

Fontbonne
The Early College of Boston
A sponsored ministry of the Sisters of St. Joseph of Boston
930 Brook Road
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Dear Students and Parents/Guardians,

We are pleased to present our Program of Studies 2026-2027, outlining our academic course offerings. The course descriptions included in this document will help you to choose your program for next school year. In addition, 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 in the future. We encourage you to challenge yourself by taking courses beyond the minimum graduation requirements. Reading the Program of Studies and consulting with 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 March. Students make their selections online at www.plusportals.com/fontbonne and are required to submit a hard copy Course Selection Request Form to their school counselor, as well. Parents/Guardians will be able to view course selections on PlusPortals. Final course placements for school year 2026-2027 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
Dean of Academics

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 parent/guardian.

- 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 assembly for your current grade level. 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 and school counselor.
- Consult the directives in the Course Selections Tab in PlusPortals. Some academic departments list a recommended course for each student. This recommendation comes 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, but 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 a school counselor **or** the Assistant Head of School for Academics 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/guardian 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 parent/guardian.
- 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.
- If a withdrawal or course change is requested after the drop add period ends in early September, the parent/guardian and student must fill out a Parent/Student Initiated Course Change form, which the student gets from her counselor, indicating the rationale for such a change/withdrawal. For these course changes/withdrawals, the student must attach a \$10 non-refundable fee. No withdrawals or changes will be granted without the proper signed paperwork and payment.
- 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 parent/guardian 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 students' overall academic record as well as the strength of their curriculum throughout their four high school 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 parent/guardian, 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 Assistant Head of School for Academics are strongly 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 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 supporting Fontbonne's curriculum include a broad range of digital materials – including a wide array of academic databases – that support students' diverse academic and research needs. These materials are presented via an up-to-date library website available to the Fontbonne Learning Community from any location.

Classic and contemporary print materials (both fiction and nonfiction) that complement our digital resources are available for all to use, with recent additions to encourage a culture of reading. 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, the Greater Boston Collaborative Library Association, which allows for resource sharing. 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 complex information and content-producing skills.

The primary focus of the Fontbonne Early College Library is to fully support the Mission of the Sisters of Saint Joseph of Boston. In addition, the Library and Library Program aim 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 an annual coffeehouse, which supports an organization outside of the community.

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 holy 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 our 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 due to the pandemic the service requirement was prorated beginning in academic year 2022-23. Therefore, the total number of hours needed to fulfill the service requirement has been adjusted for several classes. Parents or students with questions about the service requirement for graduation, should contact the Dean of Mission Integration & Student Experience at msarte@fontbonneboston.org.

Servant Leadership: Women of courage made strong are prepared for leadership in the changing world. The Office of Mission & Ministry provides opportunities to build unique leadership skills that emphasize empathy and active listening. Many students in their Sophomore, Junior and Senior years are trained to lead retreats, Courageous Conversations, and Community Circles. Growing in knowledge of their identity, story, and call along with developing their spiritual life, they are prepared to engage with the wider community on a variety of social justice issues with humility rooted in respect, responsibility, reconciliation, reverence, wisdom, grace and gospel values.

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 today by caring for creation and by serving *every kind of neighbor without distinction*.

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

B+ to B- Good

C+ to C- Average

F Failure

P Pass

I Incomplete

W Withdrawn

WP Withdrawn/Passing

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).

<u>GRADE</u>		<u>QUALITY POINTS</u>		
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

Grades 9 - 12:

<i>HEAD OF SCHOOL'S LIST:</i>	GPA 4.000 or above with no grade below A-
<i>FIRST HONORS:</i>	GPA 3.750 - 3.999 with no grade below B-
<i>SECOND HONORS:</i>	GPA 3.500 - 3.749 with no grade below B-

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

<i>HONORABLE MENTION:</i>	GPA 3.250 - 3.499 with no grade below B-
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Grades 7 & 8:

<i>HEAD OF SCHOOL LIST:</i>	No grade below A-
<i>HONORS:</i>	No grade below B-

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	1.75
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 9 (.25 credit)

Chorus (audition only)

SOPHOMORES

Required Subjects:

Theology 2
 English 2 or US Literature Honors
 Mathematics
 Science
 Language
 Physical Education 10 (.25 credit)
 Health 10 (.5 credit)

Choose to complete six (6) majors:

Optional Elective:

Fine Arts
 Language (an additional Language)
 US History 1 Honors
 Optional elective in addition to six (6) majors:
 Chorus (audition only)

JUNIORS

Required Subjects:

Theology 3
 US Literature or British Literature Honors
 US History 1 or 1 H or AP US History
 Mathematics

SENIORS

Required Subjects:

Theology 4
 English
 U.S. History 2 or Honors (if needed)
 Fine Arts (if needed)

Science	Physical Education 11/12 (.25 credit/2yr)
	Healthy U (.5)
Language	Choose to complete six (6) majors:
Physical Education 11/12 (.25 credit over 2 years)	Fine Arts
Optional elective in addition to six (6) majors:	Language
Chorus (audition only)	Mathematics
	Science
	Social Studies
	Optional elective in addition to six (6) majors:
	Chorus (audition only)

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 better understand 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

7 Grade

Required

This course helps students develop the basic skills in reading and interpreting literary texts representing a variety of genres, cultures, and perspectives. The goal of this course is to provide students with skill development in grammar, reading, comprehension, written and oral communication as well as executive functioning skills. 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 and short story 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

8 Grade

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. Literature will focus on specific time periods in history and interdisciplinary projects with Social Studies will broaden students' perspectives about world history and the impact on society today. 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. Character analysis and motivation are studied and examined. The importance of quoting and using citations are reviewed and paraphrasing skills are sharpened. 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, previous standardized test scores, and a 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 implementation of writing as a process form the basis for the writing program. Assignments are structured to utilize this process with specific guidelines and time frame. Vocabulary enrichment is an integral part of the course. Vocabulary skills are developed to reach the caliber of writing required for this course. Outside readings will be expected of each student throughout the year. The scope, depth, and pace of this course exceed those of the college prep English 1 course.

020 ENGLISH 2

Sophomores

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of English 1 or English 1 Honors.

English 2 builds upon the foundations established in English 1 in the areas of literature, writing, and vocabulary. Through the study of novels, memoirs, short stories, poetry, non-fiction, and drama, which includes a Shakespearean play, the literary terms taught in English 1 are reinforced to deepen a student's literary analysis skills. The concepts of an argument are reviewed; a thesis paper is the major type of writing assigned since mastery of this style of writing is a major twenty-first century skill. An outside reading is assigned periodically. Upon her completion of English 2, the student has increased confidence in her writing and analytical skills and should reflect more deeply on literature.

021 U.S. LITERATURE HONORS

Sophomores/Juniors

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Minimum Semester 1 grade of A- in English 1, A- in English II, or B- in English 1 Honors, plus departmental approval.

Students who excel in English and who are interested in Honors and A.P. courses are the prime candidates for this survey course of American Literature. Students study the literature of the

United States from the colonial period to the end of the 20th century, paying particular attention to the various ways in which American history and culture have influenced writers and literary movements. Students read and interpret works by such authors as Nathaniel Hawthorne, Emily Dickinson, Herman Melville, Mark Twain, Ernest Hemingway, F. Scott Fitzgerald, Toni Morrison, and John Steinbeck. Outside reading, often a work of literature by a new American voice, is required every quarter. A student's ability to interpret and evaluate literature in oral and written form is central to this course. The acquisition of advanced composition skills is fostered through frequent writing assignments. The study of vocabulary is generated from the literary texts. Assessment will be based on frequent quizzes, tests, formal essays, outside reading, oral presentation, and one literary research paper.

030 U. S. LITERATURE

Juniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of English 2.

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 or A- in English II; 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 Jamaica Kincaid and others 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 26-27, British Literature Honors will run.

040 WOMEN IN LITERATURE

Seniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of U.S. Literature, US Literature Honors, 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. Female literary voices 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.

052 LANGUAGE AND COMPOSITION

NOTE: *Availability of this course depends upon adequate enrollment. In the event that the course does not run, students who are recommended for and request this course will be placed in either Women in Literature CP or Masterworks of Literature Honors depending on department chair recommendation.*

Seniors

Credit: 1.00

College Prep

Required/Elective

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

Students enrolled in this course will form a community of writers who work together to develop their skills as critical readers, writers, and thinkers. Students learn strategies of critical academic writing in genres such as analysis, argument, and research writing and are provided opportunities to reflect on the choices they make as writers. The course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context including issues of power, history, difference, and

community. Students explore the ways in which their writing might extend beyond the classroom and are prepared for effective engagement with the local community and global society.

This is a dual enrollment course with Syracuse University; students have the opportunity to apply for college credit.

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 2026-27, 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 William Shakespeare, Jane Austen, Charlotte Brontë, Chinua Achebe, Chimamanda Ngozi Adichie, Leslie Marmon Silko, 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.

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 an Early College curriculum. Our approach to teaching and learning is student-centered and we encourage our students to participate 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

7 Grade

Required

PREREQUISITES: None

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. How do humans interact with their environment? How did ancient civilizations develop and go into decline? How do we understand geography and its impact on civilization, in terms of how civilizations ruled their citizens both before and after they were conquered? How does geography influence culture and economy? What was the legacy of ancient empires? 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

8 Grade

Required

PREREQUISITES: None

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. **Application & writing sample required.** *In order to facilitate interdisciplinary learning, the Social Studies department often 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 I, 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 and writing skills throughout their Social Studies experience.

130 U.S. HISTORY I

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 and writing 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 I 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 II

Seniors

Credit: 1.00

College Prep

Required

***PREREQUISITES:** Successful completion of U.S. History I.*

Semester 1 Theme: A Changing Society

Semester 2 Theme: Unity in Diversity

The goals and themes of this course are the same as in U.S. History I. 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, along with an accompanying presentation, as part of the department's overall goal to ensure students acquire and maintain research and writing skills throughout their Social Studies experience.

141 US HISTORY II Honors

Seniors

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Successful completion of U.S. History I; Minimum Semester 1 grade of A- in U.S. History I Honors, or an A in US History II, excellent writing & participation skills, recommendations of teacher & Chair. ***Grade alone does not qualify students for this class. Application & writing sample may be required.***

Theme: Unity In Diversity

The course begins with Reconstruction and ends with the current time period. The thematic focus is on the American motto of E Pluribus Unim (Out of Many, One). Students explore time periods with the goal of understanding how & why Americans were United or Disunited at those times. There is an emphasis on analysis through class discussion. Two major interdisciplinary projects with the Fine Arts department are included in the curriculum. There will be at least one research paper and/or project assigned, along with an accompanying presentation, as part of the department's overall goal to ensure students acquire and maintain research and writing skills throughout their Social Studies experience.

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.

*Please note that this course may not run every year.

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 six 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 Math Excellence Center. In addition to math teachers, students who have achieved some proficiency and skill in the subject serve as tutors in the MEC, 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.

217 Math 7

7 Grade

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.

218 Math 8

8 Grade

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.

205 Algebra 1

Freshwomen/Sophomores

Credit: 1.00

College Prep

Required

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

This course incorporates the Algebra 1 standards as well as the department's enhancements to the curriculum. Topics include: Solving linear equations & inequalities, writing & graphing linear functions, solving a system of linear equations. The class will also examine exponential functions, polynomial functions, and solving polynomial equations. Teachers emphasize developing excellent mathematical habits that will help the students be successful in grades 10 - 12, such as good study skills, organization, and doing neat, complete work.

215 Geometry

Freshwomen/Sophomores/Juniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Above average scores on the 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 **and** departmental approval.

This course incorporates the Geometry standards as well as the department's enhancements to the curriculum. Topics include: perimeter, area, constructing angles, proofs, transformations, congruent triangles, similarity, surface area, volume, and circles. Teachers emphasize developing excellent mathematical habits that will help the students be successful in grades 10 - 12, such as good study skills, organization, and doing neat, complete work.

216 Geometry Honors

Freshwomen/Sophomores

Credit: 1.00

Honors

Required

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

This course incorporates the Geometry standards as well as the department's enhancements to the curriculum. Topics include: perimeter, area, constructing angles, proofs, transformations, congruent triangles, similarity, surface area, volume, and circles. This course will cover more challenging and complex problems than the College Prep course and move at a faster pace. Teachers emphasize developing excellent mathematical habits that will help the students be successful in grades 10 - 12, such as good study skills, organization, and doing neat, complete work.

221 Algebra 2

Freshwomen/Sophomores/Juniors
College Prep

Credit: 1.00
Required

PREREQUISITES: Successful completion of semester 1 of Geometry or Geometry Honors **and** departmental approval.

This course incorporates the Algebra 2 standards as well as the department's enhancements to the curriculum. Topics include: Linear functions, quadratic functions, quadratic equations, complex numbers, polynomial functions, rational exponents, radical functions, exponential & logarithmic functions. Teachers emphasize developing excellent mathematical habits that will help the students be successful in grades 10 - 12, such as good study skills, organization, and doing neat, complete work.

222 Algebra 2 Honors

Freshwomen/Sophomores
Honors

Credit: 1.00
Required/Elective

PREREQUISITES: A minimum of B- for each quarter in Geometry Honors or a minimum of A- for each quarter in Geometry CP **and** departmental approval. Students must also demonstrate exceptional Algebra 1 and/or 8th Grade foundational skills.

This course incorporates the Algebra 2 standards as well as the department's enhancements to the curriculum. Topics include: Linear functions, quadratic functions, quadratic equations, complex numbers, polynomial functions, rational exponents, radical functions, exponential & logarithmic functions, rational functions, & probability. This course will cover more challenging and complex problems than the College Prep course and move at a faster pace. Teachers emphasize developing excellent mathematical habits that will help the students be successful in grades 10 - 12, such as good study skills, organization, and doing neat, complete work.

241 Pre-Calculus

Juniors/Seniors
College Prep

Credit: 1.00
Elective/Required

PREREQUISITES: Minimum grade of C- in semester 1 and 2 of Algebra 2 **and** departmental approval.

This course incorporates the Pre-Calculus standards as well as the department's enhancements to the curriculum. Topics include: Transformations of graphs, inverse functions, polynomial & rational functions, complex numbers, exponential & logarithmic functions, trigonometric functions. Teachers will build on enhancing the student's math skills and encourage students to take responsibility for their own learning in order to prepare them for the college level.

242 Intro to Calculus Honors

Juniors/Seniors

Credit 1.00

Honors

Required

PREREQUISITES: Minimum grade of B- for each quarter of Algebra 2 Honors **and** departmental approval.

This course incorporates the Pre-Calculus standards as well as the department's enhancements to the curriculum. Topics include: Transformations of graphs, inverse functions, polynomial & rational functions, piecewise functions, complex numbers, exponential & logarithmic functions, and trigonometric functions. In the second semester, the students will cover various Calculus topics such as limits, derivatives, and integrals. This course will cover more challenging and complex problems than the College Prep course and move at a faster pace. Teachers will build on enhancing the student's math skills and encourage students to take responsibility for their own learning in order to prepare them for the college level.

250 Calculus Honors

Seniors

Credit: 1.00

Honors

Elective/Required

PREREQUISITES: Minimum grade of B- in semester 1 and 2 of Pre-Calculus CP, **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 Intro to Calc 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.

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.

ECN 305 Personal Finance

Juniors and Seniors

Credit: 1.00

College Prep

Elective

PREREQUISITES: Minimum grade of C- in semester 1 and 2 of Algebra 2 CP or Pre-Calculus CP **and** departmental approval.

This course covers the basics of consumer personal finance, including record keeping, budgeting and income statements, banking, saving, borrowing, using credit, investing, acquiring insurance, doing taxes, and planning for retirement and end-of-life considerations. Students will learn about different types of bank deposits; mutual funds; bonds, including US Savings Bonds; stock; mutual funds; loans, including credit cards, fixed and adjustable rate mortgages, car loans, and student loans; retirement accounts, such as Individual Retirement Accounts and 401 (k) plans; tax deductions and credits; and aspects of health, property, and life insurance.

This is a dual enrollment course with Syracuse University and students have the opportunity to apply for college credit.

SCIENCE DEPARTMENT

The Science Department offers a wide 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, understand disease, and participate in the events and issues that will affect them as citizens in our society.

Writing and oral presentation are integral tools 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 Science Department courses require a variety of writing tasks. These assignments will include laboratory reports, summaries of science-related newspaper and magazine articles, summaries of research articles from peer-reviewed journals, book reports, and short essays. Development of writing and skills helps develop students' critical thinking skills, promotes evaluation of scientific literature and experiments, designs and creates projects, and communicates findings to their peers. The number of each type of writing assignment will vary depending on the year, level, and class goals and interests.

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 them 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, Chemistry, and Physics, and electives during their junior and senior years. Honor students typically will take Introduction to Physics Honors, Chemistry Honors, Biology Honors, and AP classes and electives in their senior year. Some students can enroll in two science electives in their senior year.

**** Note:** 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 the final approval of the department chairperson.

317 INTEGRATED SCIENCE I

7th Grade

Required

PREREQUISITES: None

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. Students will study physical science, life science, and Earth science. This will include basic behavior of kinetic energy and the transfer of energy, 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, 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. Students will develop the skills needed to evaluate quantitative data, formulate hypotheses, and test their predictions. This will require students to conduct research for an independent science project.

318 INTEGRATED SCIENCE II

8th Grade

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 effect 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 physical, life, and Earth sciences. Focus areas of study will include Newton's laws of motion, the relationship between forces and movement of objects, atomic and molecular structure, chemical bonding, behavior of gases, basic patterns of genetic inheritance, natural selection and the evolutionary history of life, and the dynamics of global geological processes. 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

9th grade

Credit: 1:00

College Prep

Required

PREREQUISITES:

- Performance on the STS High School Placement Test/Departmental placement test
- 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 students who have 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, the 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

9th grade/10th grade

Credit: 1.00

College Prep

Required

PREREQUISITES: Student placement depends on:

- Performance on the STS High School Placement Test
- Departmental placement test
- Middle school grades
- For Sophomores, 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 focus on the basic principles of the scientific method, as well as the 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. Topics in basic chemistry needed for subsequent biology courses 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 allow them to conduct simple experiments, collect and analyze data, and use their classroom knowledge in a hands-on setting.

311 INTRODUCTION TO PHYSICS Honors

9th grade

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Students' placement depends on:

- Demonstrate above-average ability on the STS High School Placement Test
- Departmental placement test
- Excellent middle school grades.
- Concurrent enrollment in Geometry or Geometry Honors
- Semester 1 grade* of A- for students currently enrolled in Introduction to Science.

This course will give the honors-level student a strong introductory background in physics 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 kinematics, Newton's laws of motion, energy, electrostatics, and quantum physics.

320 BIOLOGY

10th grade/11th grade

Credit: 1.00

College Prep

Required

PREREQUISITES:

- Successful completion of Introduction to Physics/Introduction to Physics Honors.

Biology is designed to provide students with an understanding of the basic structure and corresponding functions of living organisms, their relationships to one another, and their

interdependence with other living and nonliving things. The overarching theme of this course is the Theory of Evolution as the mechanism and explanation for biological diversity. Students have the opportunity to explore important advances in modern biological sciences through a combination of classwork, independent reading, laboratory work, 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

10th grade/11th grade

Honors

Credit: 1.00

Required/Elective

PREREQUISITES:

- Minimum semester 1 grade* of A- in Chemistry CP/B+ in Chemistry Honors.

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. Focus topics will include cell structure and function, photosynthesis, cell respiration, and molecular biology.

345 HUMAN ANATOMY AND PHYSIOLOGY

11th grade/12th grade

College Prep

Credit: 1.00

Elective

PREREQUISITES:

- Minimum semester 1 grade* of C- in Biology college prep or honors.
- Students should 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 lifestyles. 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 ADVANCED PLACEMENT BIOLOGY

11th grade/12th grade

Credit 1.00

Advanced Placement

Required/Elective

PREREQUISITES:

- High A- semester 1 grade* in Chemistry CP/B+ Chemistry Honors
- High A- semester 1 grade* in Biology /B+ in Biology Honors.

Students enrolled in AP Biology will cultivate their understanding through inquiry-based investigations (25% course is lab-based) and by in-depth exploration of these topics: evolution, cellular processes, energy and communication, genetic information transfer, ecology, and interactions. This course is offered in person this year and will be rigorous and require independent work. These units include content and skills colleges and universities typically expect from their students in order to qualify for College credit and/or placement. Students will develop inquiry and reasoning skills, design experiments to collect and analyze data, and apply mathematical and statistical analysis to solve problems based on scientific evidence. If a student does not take the AP exam, she is given honors credit for the course.

*******The Science Department strongly recommends that seniors considering 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.**

393 ADVANCED PLACEMENT BIOLOGY (VHS)

11th grade/12th grade

Credit 1.00

Advanced Placement

Required/Elective

PREREQUISITES:

- High A- semester 1 grade* in Chemistry CP/B+ Chemistry Honors
- High A- semester 1 grade* in Biology /B+ in Biology Honors.

Students enrolled in this course should expect to cover the principles of biology at the first-year college level. If AP Biology does not run as an in-person class (above course), this course 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 strongly recommends that seniors considering 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.**

360 CHEMISTRY CP

11th grade/12th grade

College Prep

Credit: 1.00

Elective

PREREQUISITES:

- Minimum semester 1 grade* of C- in Biology college prep/ honors;
- Minimum semester 1 grade* of C in Algebra 2/C- in Algebra 2 Honors
- Concurrently taking Algebra 2 Honors with a minimum B in Geometry or a B- in Honors Geometry
- (Departmental approval based on demonstrated aptitude in previous science courses.)

Chemistry is concerned with the 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

All grades

Honors

Credit: 1.00

Elective

PREREQUISITES:

- Minimum semester 1 grade* of A in Introduction to Physics/B- Introduction to Physics Honors
- Minimum semester 1 grade* of C+ in Algebra 2 Honors/ B in Algebra 2/ A- Geometry Honors
- Concurrent with Algebra 2 and departmental approval.
- Semester 1 grade* of a high A- in Biology CP.
- Concurrent enrollment in PreCalculus is highly recommended.
- **Exceptionally well-prepared 9th graders may be placed in Chemistry Honors based on their STS high school placement exam and the departmental placement exam.**

The objective of Chemistry Honors is to acquaint students with the classification of chemical elements, their properties, behavior, and processes of interaction. 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 before taking this course.

391 ADVANCED PLACEMENT CHEMISTRY

11th grade/ 12th grade

Credit 1.00

Advanced Placement

Required/Elective

PREREQUISITES:

- High A- semester 1 grade* in Chemistry CP/ B+ in Chemistry Honors.
- Students should complete pre-calculus before taking this course.
- Concurrent enrollment in Pre-Calculus will be considered on a case-by-case basis.

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

11th grade/12th grade

Credit 1.00

College Prep

Elective

PREREQUISITES:

- Successful completion of Biology CP or Biology H.
- Minimum semester 1 grade* of C- in Pre Calculus- (knowledge of trigonometry).)
- Algebra 2 CP grade of C-
- Concurrently enrolled Pre-Calculus will be considered for enrollment in Physics CP on a case-by-case basis.

The Physics course is a laboratory science course covering the basic concepts of physics. Topics include mechanics, wave motion, sound, light, energy, and magnetism. The development of an analytical approach to problem-solving is a major part of this course. 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

11th grade/12th grade

Credit: 1.00

Honors

Elective

PREREQUISITES:

- Successful completion of Biology CP or Biology H.
- Minimum semester 1 grade* of B+ in Pre-Calculus Honors/A- in Pre-Calculus CP (basic knowledge of trigonometry).
- Concurrently enrolled in Pre-Calculus (considered on a case-by-case basis)

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

The Physics course is a non-calculus-based physics course. The content will emphasize the nature and technology of our physical world. Students must have strong math skills, especially in trigonometry, and a willingness to persevere in problem-solving. General topics covered include: statics, dynamics, vectors, 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

11th grade/12th grade

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.

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.

354 SCIENCE SEMINAR: Epidemics and Pandemics

11th grade/12th grade

Credit 1.00

College Prep

Elective

PREREQUISITES:

- Successful completion of Biology CP/Biology Honors.

In recent years, the outbreak of epidemics such as the Zika virus and measles has brought attention to the global consequences of these diseases. In this class, students will study historical epidemics such as the plague and smallpox, as well as ongoing global threats like cholera and malaria, and more recent pandemics such as COVID. Students will be expected to do extensive reading on these topics, write weekly essays detailing their research, and engage in class discussions/presentations to share their insights with classmates. The semester 1 assessment will be an extensive research paper detailing the epidemiology of a disease of their choice. Skills and techniques of critical reading and analytical writing will be stressed throughout the course.

CAPSTONE SEMINARS

The Capstone Seminars are designed to allow individual students 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 (students and faculty). 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. All courses will be capped at 8 students.

NOTE: *Availability of the Seminar courses offered in an academic year depends upon adequate enrollment.*

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

12th grade

Credit: 1.00

Honors

Elective

PREREQUISITES:

- Successful completion of Biology CP/Honors + two additional science courses
- Concurrently taking a third Science course.

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 Food Science and Nutrition topics. These include farming practices, food processing, nutrition, fast 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 (Not offered in 2026-27)

12th grade

Credit: 1.00

Honors

Elective

PREREQUISITES:

- Successful completion of Biology CP/Honors + two additional science courses
- Concurrently taking a third Science course.

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 allow students 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 deep biological history.

375 CAPSTONE SEMINAR HONORS, CHEMISTRY: WATER QUALITY (Not offered 2026-27)

12th grade

Credit: 1.00

Honors

Elective

PREREQUISITES:

- Successful completion of Chemistry CP/Honors +two additional science courses.
- Concurrently taking a third Science course.

Water quality is an issue that affects us all. This course will allow students 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.

376 CAPSTONE SEMINAR HONORS, CHEMISTRY: ENVIRONMENTAL IMPACT

Human impact on air, water, and soil quality.

12th grade

Credit: 1.00

Honors

Elective

PREREQUISITES:

- Successful completion of Chemistry CP/Honors +two additional science courses.
- Concurrently taking a third Science course.

Human impact on the environment is one of the biggest issues affecting the future of life on this planet. Students will be able to evaluate research articles and general press articles on air, water, and soil quality. This course will allow students to explore topics related to air, water, and soil quality. Students will explore the regulations, the bodies responsible for making the regulations, monitoring of contamination, contaminants, water softening, natural purification, agricultural and industrial processes, war, nuclear power plants, mining of minerals, coal mines, oil drilling techniques that affect the planet earth.

373 CAPSTONE SEMINAR, PHYSICS (Not offered in 2026-27)

12th grade

Credit: 1.00

Honors

Elective

PREREQUISITES:

- Successful completion of Physics CP/Honors +two additional science courses.
- Concurrently taking a third Science course.

This course would be an Introduction to Engineering.

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 Academy. 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

7 Grade

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

8 Grade

Required

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.

The objectives are the same as those for Spanish 2, but all areas are covered more rapidly and in more depth. Spanish 2 Honors students are expected to acquire a higher level of proficiency in listening, speaking, reading, and writing Spanish.

430 SPANISH 3

All levels

Credit: 1.00

College Prep

Required/Elective

PREREQUISITES: Successful completion of semester 1 of Spanish 2 and/or departmental approval.

In this course significant vocabulary and grammar points will be taught and reviewed. Conversation is stressed throughout the year. A video series, *Isabel*, will be used during the first semester and another series, *La Catrina*, in the second semester in order to synthesize much of what students have already learned in their study of the Spanish language.

431 SPANISH 3 HONORS

All levels

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Minimum grade of A- in semester 1 of Spanish 2 or a B in semester 1 of Spanish 2 Honors and/or departmental approval.

In this course students will study challenging language structures and read advanced material. They will continue to work toward a higher level of proficiency in listening and speaking. They will be encouraged to express their ideas in writing with a greater degree of maturity.

440 SPANISH 4

Juniors/Seniors

Credit: 1.00

College Prep

Required/Elective

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

This course provides students an opportunity to improve proficiency skills through the video series *Destinos I*. The video series enables students to work with grammar concepts in context. Students are required to speak and write about the material covered. They will deepen and broaden their insight into the culture, history, and civilizations of Spain, Argentina, and Puerto Rico.

441 SPANISH 4 HONORS

Juniors/Seniors

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Minimum grade of A- in semester 1 of Spanish 3 or B in semester 1 of Spanish 3 Honors and/or departmental approval.

This course is a very intensive course using only the target language. In addition to review and refinement of grammatical structures, students are introduced to the themes of the AP Spanish curriculum, developing an understanding of vocabulary and culture relative to each theme. Authentic videos and films, cultural and literary readings, oral presentations, discussions, and

writing assignments are used throughout the course to increase all areas of proficiency and to deepen cultural understanding. The successful completion of this course should motivate the students to continue their study of Spanish and avail themselves of the many career opportunities that are open to those who are bilingual.

450 SPANISH 5

NOTE: *Availability of this course depends upon adequate enrollment.*

Seniors

Credit: 1.00

College Prep

Elective

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

This course continues the language and culture of Spanish 4 and Spanish 4 Honors. Students are expected to interpret readings and view cultural videos in order to participate in class discussions and to produce written work on these topics. Grammar is reviewed throughout the course. The successful completion of this course should motivate the students to continue their study of Spanish at the college level and avail themselves of the many career opportunities that are open to those who are bilingual.

451 SPANISH 5 HONORS

NOTE: *Availability of this course depends upon adequate enrollment.*

Seniors

Credit: 1.00

Honors

Elective

PREREQUISITES: Minimum grade of A- in semester 1 of Spanish 4 or B in semester 1 of Spanish 4 Honors and/or departmental approval.

This advanced Spanish course is designed to enhance students' ability to function in listening, speaking, reading, and writing at a high level. The class will be taught in the target language. Coursework will include grammatical structures as well as reading, writing, oral, and listening assignments.

461 ADVANCED PLACEMENT SPANISH

Seniors

Credit: 1.00

Advanced Placement

Elective

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

The AP level Spanish course is designed to enhance students' ability to function in listening, speaking, reading, and writing at a highly sophisticated level. Students will be expected to use Spanish in class at all times, to do much independent work outside of class, and to function at a college level of responsibility. Coursework will include advanced grammatical structures as well as reading, writing, oral, and listening assignments relating to the contemporary themes and cultural content of the AP Spanish curriculum. The class is conducted exclusively in the target language.

492 MEXICO EXCHANGE

Sophomores/Juniors

Credit: 0.5

College Prep

Elective

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

NOTE: *Availability of this course depends upon adequate interest of Fontbonne Academy students as well as students at our partner school in Mexico.* This exchange program with a school in Mexico is open to applicants in the fall for the following spring. Students who have been accepted to the program will be expected to host a student from the partner school and to meet on a regular basis in the spring in order to discuss Mexican culture and to plan for the exchange experience. Students will travel to Mexico and stay for one week with a host family. 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

NOTE: *Availability of this course depends upon adequate enrollment.*

7 Grade

Required

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

NOTE: *Availability of this course depends upon adequate enrollment.*

8 Grade

Required

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 IMMERSION

NOTE: *Availability of this course depends upon adequate enrollment.*

7-8 Grade

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

NOTE: *Availability of this course depends upon adequate enrollment.*

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.*

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

listening activities based on contemporary themes, grammar review, and vocabulary building. This class meets in conjunction with Advanced Placement French, but students are not expected to take the AP Exam.

454 ADVANCED PLACEMENT FRENCH

Juniors/Seniors

Credit: 1.00

Advanced Placement

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 AP 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 college level of responsibility. Coursework includes independent reading, writing, speaking, and listening activities based on contemporary themes of the AP French curriculum, grammar review, and vocabulary building. If a student does not take the AP exam, she is given honors credit for the course. Students must diligently work to improve all four skill areas in order to be successful in the course.

491 FRANCE EXCHANGE

Sophomores/Juniors

Credit: 0.5

College Prep

Elective

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

NOTE: *Availability of this course depends upon adequate interest of Fontbonne Academy students as well as students at our partner school in France.* This exchange program with a school in France is open to applicants in the fall for the following spring. Students who have been accepted to the program will be expected to host a student from our partner school and to meet on a regular basis in the spring in order to discuss French culture and to plan for the exchange experience. Students will travel to France in June and stay for 10 days with a host family. Immersion in the French 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 French classes in the fall.

422 LATIN 1 HONORS

All levels

Credit: 1.00

Honors

Required/Elective

PREREQUISITES: Departmental approval; for entering freshmen, based on verbal and reading scores on the STS High School Placement Test.

The goals of Latin 1 are to teach the fundamental concepts of Latin grammar, to enable students to read and translate beginning Latin selections, and to produce Latin forms. In

learning Latin, students invariably strengthen their vocabulary, review or learn for the first time the principles of grammar, and develop good study habits.

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

In the Theology department, we aim to empower young women for a future of spirituality, scholarship, and leadership. As an academic subject, Theology intentionally develops a girl's creative, critical thinking, speaking, and writing skills through proven pedagogical strategies, a student-centered approach to learning, and experiential learning opportunities within and beyond the classroom.

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

- what Catholics believe (*creed*)
- 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 accordance 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

Our curriculum focuses on the development of the whole person - fostering spiritual, intellectual, social, and emotional growth. It reflects an appreciation of diverse cultures and traditions.

At the conclusion of her six years of theological studies, a Fontbonne student will have deep knowledge of the Church's history, Scripture, and Catholic social teaching, as well as a sound understanding of other religious traditions.

7th Grade THEOLOGY: Christianity - The Early Years

7 Grade

Required

PREREQUISITES: None.

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

8 Grade

Required

PREREQUISITES: None.

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: Religions of the World

Freshwomen

Credit: 1.00

College Prep

Required

PREREQUISITES: None.

Students will learn about numerous religious traditions from the Western and Eastern world. They will explore the belief systems, moral tenets and rituals of a broad range of religious traditions - from primal religions to modern-day systems. This course will give students a solid understanding of the diverse spiritual experiences of other peoples and cultures in the world.

520 THEOLOGY 2: Exploring the Riches of the Old Testament

Sophomores

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of Theology 1.

Theology 2 traces the development of Israel as that story is presented in the Bible. This journey extends through the post-exilic period so that students may understand the world into which Jesus was born. The course explores themes of sin, oppression and liberation, suffering, hope, and relationships. Students will reflect upon their own lives, relationships, and faith journeys throughout the year. Special attention will be paid to the stories and situations of women in the Old Testament.

530 THEOLOGY 3: Living the New Testament

Juniors

Credit: 1.00

College Prep

Required

PREREQUISITES: Successful completion of Theology 2.

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. Students 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, the course explores 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.

This course challenges students to apply Catholic social teaching to today's world. To this end, 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 at the Social Justice Fair where they present their learning and share 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.****

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 in many departments 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

This course is cross listed in the Fine Arts section and the description can be found there.

621 ADVANCED GRAPHIC DESIGN HONORS

Juniors/Seniors
Honors/Full Year

Technology/Fine Arts
Credit: 1.00
Elective

This course is cross listed in the Fine Arts section and the description can be found there.

631 AP 2D DESIGN

Seniors
AP Credit/Full Year

Technology/Fine Arts

Credit: 1.00
Elective

This course is cross listed in the Fine Arts section and the description can be found there.

905 Introduction to Technology

Freshwomen
College Prep/Full Year

Technology

Credit: 0.25
Required

PREREQUISITES: None.

All incoming grade 9 students are required to take Introduction to Technology. This is a mini course designed to both onboard students to the technology used at Fontbonne and expose them to the creative, educational, and organizational tools needed to succeed in a higher education setting today. Students will learn basic computer skills, Google Workspace tools, troubleshooting skills, digital literacy, responsible AI use/digital citizenship, and much more. Students will participate in class activities and seminar style lessons.

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

7 Grade

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

8 Grade

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.

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. This course meets after school and evenings. In Focus will be on music theory, sight reading and performance evaluation. Select Chorus performs throughout the year for all school functions and liturgies.

Requirements: Participation in the Christmas Concert, Liturgies, Baccalaureate Mass and Graduation with extra rehearsals before each concert, and outside performances 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.

*Please note that this course may not run every year.

610 ART 1

All levels

Credit: 1.00

College Prep

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.

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 I

Sophomores/Juniors/Seniors
College Prep/Full Year

Technology/Fine Arts
Credit: 1.00
Elective

PREREQUISITES: None. Art experience and computer skills suggested.

This introductory course builds foundational skills in graphic design through the study of design principles and digital image creation. Students learn core concepts—including balance, contrast, hierarchy, typography, and composition—while developing proficiency in digital design software. Projects focus on creating materials for print media such as logos, branding concepts, packaging, publication layouts, and promotional graphics. Students develop photo editing and digital manipulation skills, learning how to enhance, composite, and transform images to communicate a clear visual message. Throughout the year, students strengthen both technical

skills and creative problem-solving abilities. By the end of the course, students compile a curated portfolio that demonstrates growth in craftsmanship, design thinking, and visual communication.

621 ADVANCED GRAPHIC/DESIGN CENTER HONORS Technology/Fine Arts

Juniors/Seniors

Credit: 1.00

Honors/Full Year

Elective

PREREQUISITES: Successful completion of Graphic Design I and department approval. Advanced Graphic Design Honors builds on the technical foundation developed in Graphic Design I and challenges students to apply their skills in more complex and concept-driven projects. This course emphasizes independent creative development, refinement of technique, and deeper exploration of visual communication. Students create a range of design work including branding systems, editorial layouts, digital graphics, and promotional materials. Greater emphasis is placed on originality, conceptual thinking, and intentional design choices. Students are expected to demonstrate increased independence in planning, executing, and revising their work. In addition to independent projects, students may complete select design work for school-based initiatives, gaining experience applying their skills in authentic contexts. By the end of the course, students produce a polished portfolio that reflects advanced technical ability, creative growth, and readiness for AP-level study or further design coursework.

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.

AP 2D Design is a rigorous, college-level studio course centered on the development of a sustained investigation. Students create a cohesive body of work that explores a focused visual idea through experimentation, revision, and critical reflection. Throughout the year, students investigate a self-directed theme, demonstrating growth, risk-taking, and conceptual depth. Emphasis is placed on process documentation, critique, artistic decision-making, and refinement. Students also complete written responses that articulate their inquiry, artistic intent, and evolution of ideas. The course culminates in submission of the AP 2D Design portfolio. Students who choose not to submit the AP portfolio receive honors credit for successful completion of the course.

HEALTH, PHYSICAL EDUCATION, AND WELLNESS DEPARTMENT (HPEW)

The Fontbonne Health, Physical Education, and Wellness curriculum aligns with both the National Health and Physical Education Standards and the Massachusetts Comprehensive Health and Physical Education Framework. 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 courses (11th/12th grade) are required for graduation.

Our educational approach develops students' skills for research, reasoning, decision-making, critical thinking, problem-solving, and the habits of mind needed to be healthy across their lifespan. This includes being able to differentiate among a variety of factors affecting behavior, such as culture, community, peers, and group dynamics.

At Fontbonne, we are committed to fostering holistic student well-being, recognizing that optimal health extends beyond the classroom. The Ellen Sullivan Wellness Center, open to all students, serves as a hub for comprehensive wellness initiatives. Staffed by fitness professionals, this facility is equipped with amenities to cater to diverse wellness goals, ensuring that every student—regardless of fitness level or background—feels welcomed and supported on their wellness journey.

HEALTH 8

8th Grade

Required

The Health 8 curriculum centers on three essential domains. In the **physical wellness** component, students practice the health skills of informed decision making and self-management as they grasp the significance of regular physical activity, balanced nutrition, healthy sleep habits, personal hygiene, and human growth and development.

The **mental and emotional wellness** segment ensures students cultivate skills for analyzing influences, managing stress, fostering resilience, and nurturing positive self-esteem. As part of this segment, students explore anxiety disorders and depression, gaining an understanding of these conditions, their impact on overall wellness, and strategies for seeking support and promoting mental health.

The **social wellness** aspect emphasizes interpersonal skills, effective communication, and responsible decision-making within diverse relationships.

Throughout the curriculum, students also practice critical **executive functioning skills**—such as organization, time management, goal setting, and prioritization—equipping them to thrive academically, socially, and personally at the high school level. These comprehensive skills provide a robust foundation for their transition to high school, empowering them to navigate new challenges and make informed, healthy choices as they grow into young adults.

826 HEALTH 10

Sophomores

Credit 0.50

College Prep

Required for graduation

PREREQUISITES: None

Students will learn how to take control of their own health and wellness by examining the various factors that influence overall well-being. Through an exploration of the **10 Dimensions of Wellness**, students will develop a deeper understanding of how nutrition, physical activity, stress management, and sleep support a healthy lifestyle.

The course also addresses **human growth and development**, **substance use prevention**, and **healthy relationships**, helping students build skills related to communication, boundaries, consent, and making safe, responsible choices. Students will be introduced to the principles of goal-setting and decision-making, and practice applying these skills to real-life situations.

Through interactive lessons and reflection, students will build a foundation of knowledge and practical skills that empower them to make informed decisions and support their health, relationships, and overall well-being now and in the future.

848 HEALTHY U

Seniors

Credit 0.50

College Prep

Required for graduation

PREREQUISITES: Successful completion of HEALTH 10

This innovative, senior-level course prepares students to maintain and improve their health and wellness as they transition into adulthood and postsecondary life. Using current data from the National College Health Assessment, the course focuses on key areas related to college student well-being, including the prevention of high-risk behaviors. Students explore topics such as **self-care**, **stress management**, **healthy relationships**, **responsible decision-making**, **financial wellness**, **time management strategies**, and essential life skills that support success at the college level.

The course also examines substance use in college settings, with an emphasis on safety, harm reduction, and the development of refusal and help-seeking skills. Students will analyze how social, cultural, financial, and environmental factors influence health-related decisions and outcomes.

During Semester 2, the course shifts to a more college-minded learning model, with less direct instructor-led teaching and greater emphasis on independent, self-directed work. Students are expected to manage their time, engage in inquiry-based learning, and take ownership of their progress, with support, guidance, and office hours available as needed.

Throughout the year, guest speakers and alumni working in a variety of health and wellness professions will share their experiences, exposing students to potential career pathways and inspiring students to reflect on their own interests and passions.

By the end of the course, students will have a well-rounded understanding of personal wellness, practical life skills, and the independence needed to successfully navigate college, careers, and life beyond high school.

PHYSICAL EDUCATION 7/8

7th and 8th Grade

Required

1 Semester

In this semester-long course, students engage in physical activities, sports, and games to support their physical literacy journey and will begin to recognize the value of physical activity across their lifespan. Students will be given opportunities to use physical movement for health, enjoyment, challenge, self-expression, and/or social interaction.

811 PHYSICAL EDUCATION 9

Freshwomen

Credit: 0.25

College Prep

Required for graduation

In this dynamic course, students will explore a diverse array of physical activities. From the fast-paced action of basketball to the strategic teamwork of soccer and the exhilarating pace of speedball, this course offers a variety of team sport experiences. Additionally, students will engage in cooperation games and team-building activities that will not only enhance their physical fitness but also cultivate valuable life skills such as sportsmanship and cooperation. Each unit of instruction is carefully crafted to develop fundamental motor skills, foster teamwork, and provide individualized guidance to empower students to achieve their personal best. Additionally, students will be introduced to the Wellness Center, where they will uncover the significance and advantages of integrating regular physical activity into their daily routines, setting the stage for a lifetime of health and well-being.

821 PHYSICAL EDUCATION 10

Sophomores

Credit: 0.25

College Prep

Required for graduation

Students will engage in a thoughtfully designed course designed to nurture collaboration and leadership skills through a variety of sports and activities. Students will delve into sport experiences such as field hockey, softball, pickleball, flag football, and orienteering aimed at fostering teamwork, effective communication, and individual skill refinement. Rooted in the principles of a healthy lifestyle, all activities are geared towards fostering lifelong physical well-being. Additionally, students will have the valuable opportunity to attain CPR/AED certification during this course, equipping them with essential life-saving skills.

This course has a \$15 activity fee.

831/841 PHYSICAL EDUCATION 11/12

Juniors and Seniors

Credit: 0.125 (total of 0.25 for both years)

College Prep

Required for graduation

In both their junior and senior years, students will engage in a single physical education course, either during semester one or semester two. Each semester, two different course options are available, with each course meeting once per cycle. To tailor the courses offered to student preferences, students will complete a course selection survey before the start of each new school year.

Lifetime Activities

This course centers on learning and practicing skills relevant to individualized and lifelong activities. Students will explore a range of engaging pursuits, including archery, tennis, pickleball, badminton, volleyball, and golf, among others. The emphasis is on acquiring skills that can be enjoyed both now and in the future, promoting a healthy and active lifestyle beyond high school.

This course has a \$15 activity fee.

Studio/Personal Fitness

This course offers a comprehensive exploration of studio fitness and personal wellness practices. Students will engage in various studio fitness offerings such as yoga, pilates, barre, boxing, and dance, alongside personalized fitness workouts encompassing cardiovascular, strength, and flexibility training. The curriculum aims to promote joyful movement, stress reduction, and self-management. Students will design their own fitness plans and must be self-motivated to complete their workouts each class.

This course has a \$15 activity fee.

Team Sports/Activities

In this course, students will engage in a variety of team sports and activities, including flag football, speedball, soccer, volleyball, basketball, and floor hockey. The focus will be on fostering good sportsmanship, developing insight into gameplay dynamics, exercising sound judgment, and actively contributing to the success of the team.

This course has a \$15 activity fee.

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.

Early College Programming

Our early college program has four components: Curriculum, Pedagogy, Culture, and Student Experience. Our curriculum is designed to both prepare students for success when they graduate from Fontbonne and also provide them with collegiate learning experiences while attending Fontbonne. Our pedagogy is student- centered, project-based, and experiential. As a part of our Early College programming, we are continuously working to build partnerships with colleges and universities. We currently have a partnership with Regis College that offers Dual Enrollment for many of our courses. In addition to the Dual Enrollment Program, we currently have partnerships with institutions such as Syracuse University and Stonehill College that allow students to take college level courses both for Fontbonne credit and college credit. Students will be provided with information regarding these opportunities.

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.