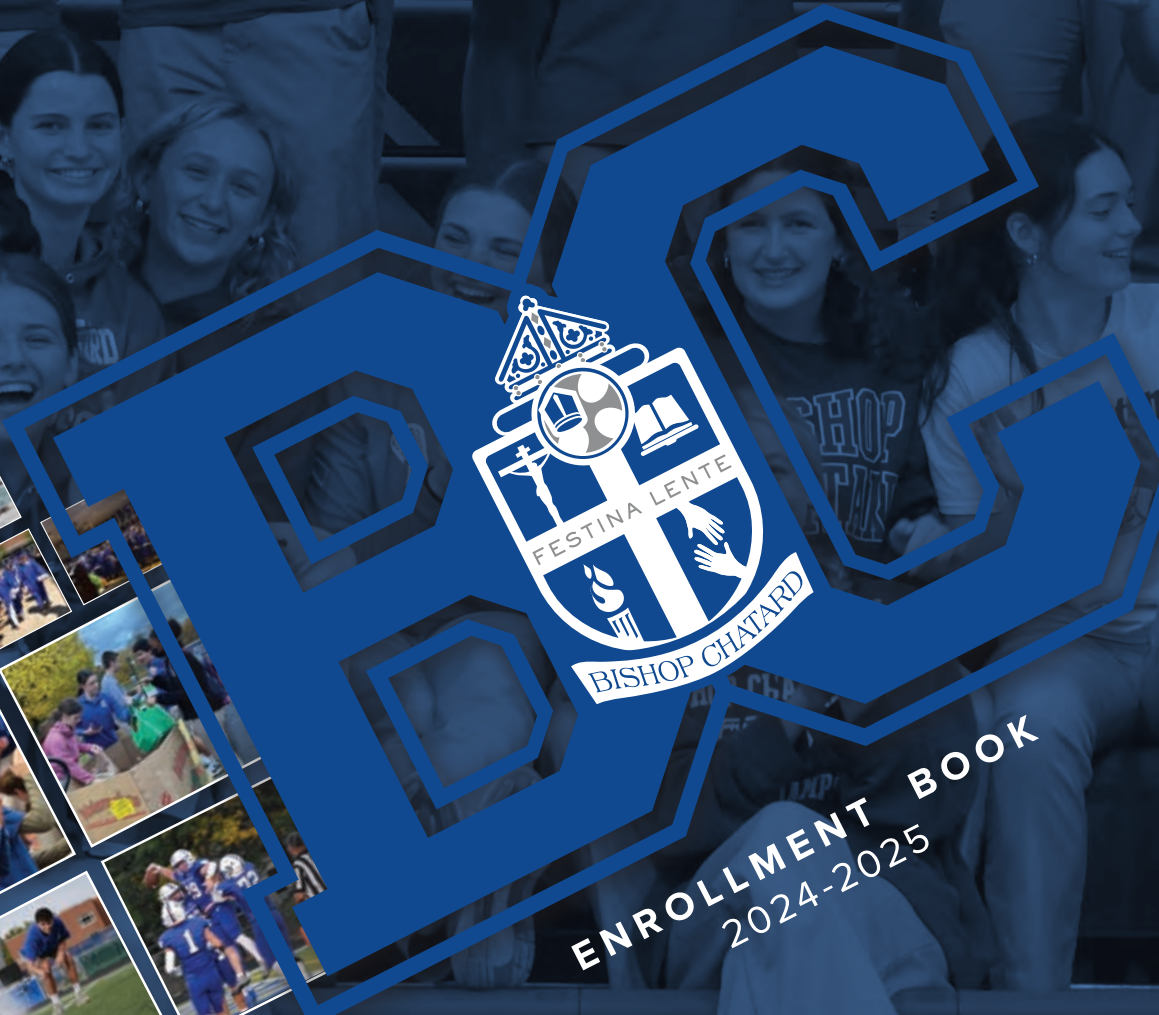


YBALL

# BCHS

## TROJANS

for *Life*



ENROLLMENT BOOK  
2024-2025





Visit our  
**PROSPECTIVE  
STUDENT  
JOURNEY**

page to learn more  
about our programs,  
view videos, sign up  
for visits and more!



Take a  
**VIRTUAL TOUR**  
of Bishop Chatard  
High School! From  
our classrooms to  
our athletic facilities,  
let our student and  
faculty tour guides  
show you around.



# YOUR JOURNEY STARTS HERE!



Hear from  
students, faculty,  
administrators, and  
school parents about  
what makes Bishop  
Chatard the best  
choice for your child.

**CHECK US OUT!**



Visit our  
**VISUAL AND  
PERFORMING  
ARTS**

video to learn  
more about  
how students  
can explore and  
grow in the the  
world of music,  
theater, painting,  
sculpture and so  
much more.



Visit  
**BISHOPCHATARD.ORG**

for everything  
you need to know  
about becoming  
a Trojan!

# TABLE OF CONTENTS

02	<b>YOUR JOURNEY STARTS HERE</b>
04	<b>JOIN US!</b>
05	<b>BECOME A TROJAN: ENROLLMENT OPPORTUNITIES</b>
06	<b>BY THE NUMBERS: ACADEMIC EXCELLENCE, FORMED IN FAITH</b>
07	<b>OUR MISSION</b>
09	<b>THE WHOLE PERSON: CAMPUS MINISTRY</b>
10	<b>ENGAGE IN BISHOP CHATARD: EXTRACURRICULAR ACTIVITIES</b>
12	<b>CHARTING A COURSE TO COLLEGE</b>
13	<b>PREPARATION FOR COLLEGE AND BEYOND: AP &amp; DUAL CREDIT</b>
14	<b>AN INCLUSIVE LEARNING ENVIRONMENT: ACADEMIC SUPPORT</b>
15	<b>A FOUR-YEAR JOURNEY</b>
16	<b>AN AFFORDABLE CATHOLIC EDUCATION</b>
19	<b>COURSE GUIDE</b>



# WE CAN'T WAIT FOR YOU TO JOIN US!

**J.T. FUNK**

*Vice President of Institutional Advancement*

Being a Bishop Chatard Trojan means a commitment to faith, to academic success, and to being involved inside and outside the BCHS community. Our students are supported by over sixty years of history and tradition. In our role as the North Deanery high school for the Archdiocese of Indianapolis, it remains our mission to serve the nine parishes of the North Deanery and other students who seek a rigorous and authentic Catholic education. We achieve this by maintaining a robust learning environment and innovative programs including over fifty honors, Advanced Placement and Dual Credit courses, along with a comprehensive Academic Support Program. In addition, our College Career & Readiness Score is well above the state average!

Bishop Chatard students enjoy the benefits of a low student-to-teacher ratio at 13:1. This affords our students the necessary attention from our amazing faculty to succeed and excel in their academics.

With our expansive list of extracurricular clubs, service opportunities and athletic programs, there is something for everyone! Research shows that participation in extracurricular activities can increase students' sense of engagement and even their GPA! With our average grade point average of 3.5, we can attest that our students with the highest GPAs are typically those involved in the most extracurriculars – with some involved in five or more activities!

We offer clubs ranging from improv comedy to robotics - a team we affectionately refer to as "Trobotics." Our students have abundant and affirming opportunities for service work, and we are proud to offer 28 different athletic teams where students can compete on the field, course, diamond, pitch, pool and rink.

Not only do our students engage in clubs, athletics and the performing and visual arts, but they actively build leadership skills through service. In 2023-2024, students completed 17,890 hours of service. We have more than 245 Student Ambassadors who serve the BCHS community by helping us host our Annual Fund Dinner, Chatard-a-Bration, Freshman Orientation and much more. We also have seniors and Student Ambassadors that serve as Peer Ministers to our newest Trojans.

Among the class of 2028, BCHS was the #1 high school preference by North Deanery families with 46% of North Deanery 8th graders choosing Bishop Chatard. I invite you to come see why, and discover how you can deepen your faith, push yourself academically and be involved in all that we have to offer. These things and more are what make Bishop Chatard such a special place. If you're ready to apply to be a BCHS Trojan, visit [www.BishopChatard.org/enrollment](http://www.BishopChatard.org/enrollment). There you'll find all you need to know. With growing enrollment numbers please don't wait until the deadline to apply.

We'd love to have you join us, and we think you'd make a great addition to the Trojan family.

God Bless,

**J.T. FUNK**

*Vice President of Institutional Advancement*

Learn more about enrolling your student at [www.BishopChatard.org/enrollment](http://www.BishopChatard.org/enrollment).





# BECOME A TROJAN!

At Bishop Chatard High School, we strive to make the admissions process as transparent and easy to navigate as possible. Diverse opportunities are available for parents and students to learn more about our school, and we invite you to participate in one or all of them!

Start your student journey at [www.BishopChatard.org/prospective-students](http://www.BishopChatard.org/prospective-students) to learn all about BCHS. Take a virtual tour, schedule a visit and find answers to any questions you may have. Then start your application process at [www.BishopChatard.org/enrollment](http://www.BishopChatard.org/enrollment). Email Bishop Chatard's Admissions Team at [admissions@BishopChatard.org](mailto:admissions@BishopChatard.org) for any questions you may have.

## SHADOW DAYS AT BCHS

All 8th graders are encouraged to spend a day shadowing a current high school, student to experience firsthand what a typical day as a Trojan is like. Attend some classes! Meet teachers, club leaders and coaches. Enjoy lunch in the school cafeteria and more. Dates fill up quickly! Register for a shadow date today at [www.BishopChatard.org/enrollment/shadowing](http://www.BishopChatard.org/enrollment/shadowing).

## WEDNESDAY WALK-THRU

Parents of middle school students who are exploring their child's high school options are invited to join us for a Wednesday Walk-Thru! This is one of Bishop Chatard's most popular enrollment events for parents because it provides an opportunity to be in the school building while classes are in session. You will hear from student and school leaders and tour the campus.

## 2024-2025 WEDNESDAY WALK-THRU DATES

August 21  
September 4 & 18  
October 2 & 30  
November 13  
February 12 & 26  
April 9 & 23

Make your Wednesday Walk-Thru reservation today at [www.BishopChatard.org/enrollment/parents](http://www.BishopChatard.org/enrollment/parents).



## CLASS OF 2029 ADMISSIONS KEY DATES

AUGUST 27  
Shadow Dates Begin!

OCTOBER 24  
Open House  
5:30 to 8 p.m.

NOVEMBER 16  
High School Placement Test at BCHS

DECEMBER 5  
Class of 2029 Admissions  
Application Deadline

Class of 2029 Financial Aid  
Application Deadline

# Academic Excellence, FORMED IN FAITH

Bishop Chatard's academic program builds strong foundations for success. The program is rooted in a vision that every student will reach his or her academic potential while contributing to the life of the school in a significant way. Weaknesses are challenged, strengths are supported and young people are led by caring and compassionate educators to discover new interests. Bishop Chatard students are encouraged to be who they truly are, while learning who God is calling them to be.

# 19

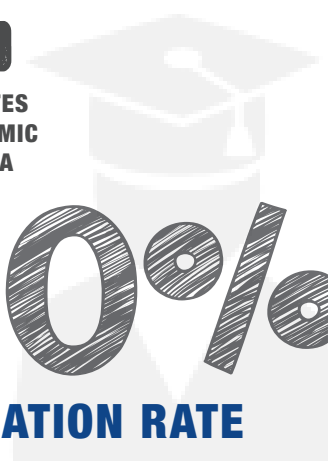


AVERAGE CLASS SIZE

MEMBERS OF THE CLASS OF 2024  
EARNED MORE THAN  
\$28 MILLION IN COLLEGE SCHOLARSHIPS & GRANTS,  
AVERAGING NEARLY  
\$178,700 PER STUDENT.

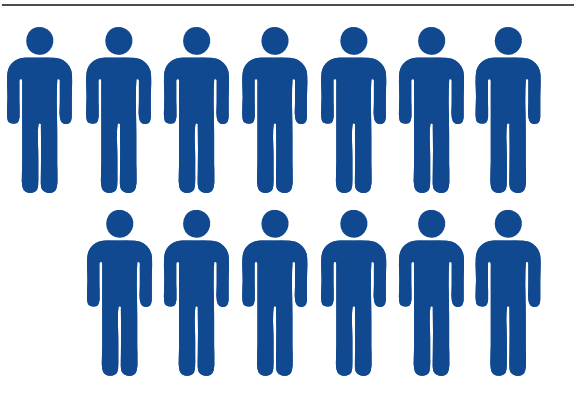
# 66%

OF 2024 GRADUATES  
EARNED AN ACADEMIC  
HONORS DIPLOMA



# 100%

GRADUATION RATE

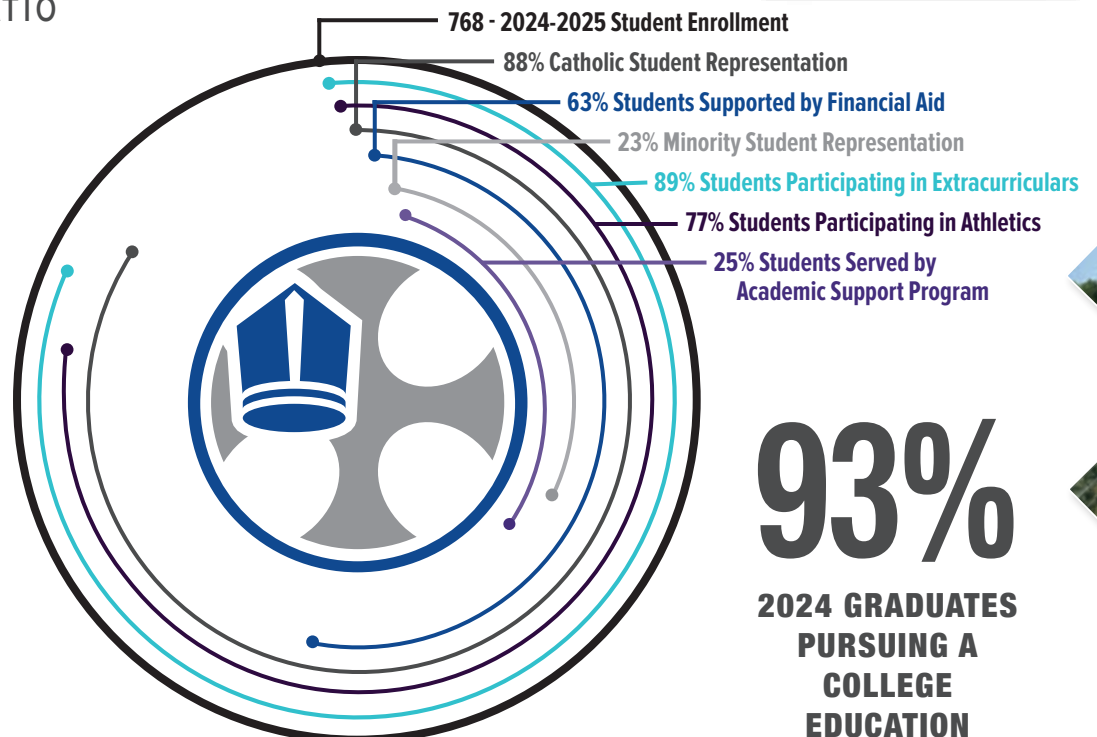


# 13 : 1

STUDENT-TO-TEACHER RATIO

# 3.5

AVERAGE STUDENT GPA



# 93%

2024 GRADUATES  
PURSUING A  
COLLEGE  
EDUCATION



## OUR MISSION

BISHOP CHATARD HIGH SCHOOL, a dynamic educational environment for young men and women with different life experiences, is directed to the success of each student, focused on the growth of the whole person, and modeled on the teachings of Jesus Christ and the Catholic Church.

Bishop Chatard High School prepares students for a life-long commitment to faith, learning, leadership and service.







**WHATEVER YOU  
DID FOR ONE OF  
THESE LEAST  
BROTHERS OF MINE,  
YOU DID FOR ME.**

*(Matthew 25:40)*







# FORMING THE WHOLE PERSON

Bishop Chatard's mission statement emphasizes formation of the whole person: mind, body, and spirit. Campus Ministry programming is designed to build up the "spiritual toolbox" of our students, giving them the building blocks for an integrated, flourishing spiritual life. The Bishop Chatard Campus Ministry program is comprised of four primary areas:

## CHRISTIAN SERVICE

At Bishop Chatard, everything we do is rooted in faith in Jesus Christ. Trojans serve others because Jesus shows us and tells us that loving others is the way to build the Kingdom of Heaven on Earth. The class expectations for Christian Service vary from year to year to provide a holistic formation for our students. Each year of the Bishop Chatard experience expands students' scope and understanding of what it means to serve as Jesus calls us to in the Gospel.

## LITURGICAL CELEBRATIONS

Bishop Chatard provides students with a variety of opportunities to enter into the rich liturgical life of the Church. All-school Masses offer a regular rhythm of participating in the Sacrament of the Eucharist. The Sacrament of Reconciliation and Eucharistic Adoration are presented to students as essential ways to grow closer to Christ. Prayer services, led by students and guided by staff members, offer the opportunity to pray in diverse ways. Liturgical celebrations provide many opportunities for students to get involved and lead their peers in prayer.

## RETREATS

Campus Ministry at Bishop Chatard can be thought of as a spiritual workout, and retreats are one way that Trojans can exercise their spiritual muscles. Students are expected to attend their yearly retreats, which begin as one-day experiences for freshman and expand to three-day retreats in the junior and senior years. The retreats build on one another, and these experiences are essential for creating a culture of welcome and faith within the student body.

## FAITH IN ACTION

Immersion trips, clubs, conferences, and other engagement opportunities are offered regularly to encourage students to put their faith into action. At Bishop Chatard High School, we form Servant Leaders, young men and women prepared to meet the challenges of a world in need of their unique gifts.

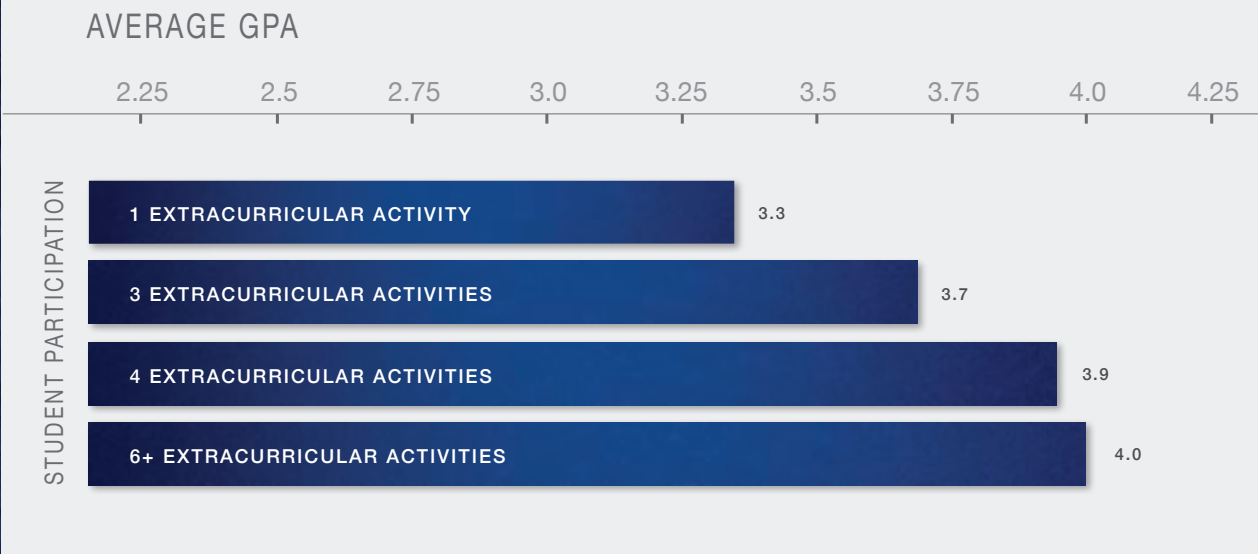
We chose Bishop Chatard because it prepares our children for life. They receive a high-quality education that challenges them to think critically. They are involved in sports and extracurricular activities that help them grow physically and socially. Finally, they are surrounded by the faith and role models that sustain them spiritually.

– Mike and Amy Borchers  
Parents of Mary '20, Michael '22, Nick '23 and Tommy '26

# ENGAGE IN BISHOP CHATARD

Students are more successful inside the classroom when they are involved in activities outside the classroom. Last year at BCHS, 89% of our students participated in a club, sport or leadership opportunity during the school year. Most participated in multiple activities. With that increased participation came greater academic success.

## AVERAGE GRADE POINT AVERAGE (GPA) OF STUDENTS BY INVOLVEMENT:



Bishop Chatard’s focus on the growth of the Whole Person requires that we make student engagement a priority. To facilitate that, our school offers more than fifty clubs and athletic teams. When we say that we provide something for everyone, we mean it.

A mid-day seminar period is incorporated into the school day to give every student the opportunity to break from the rigors of academic work and explore an interest or develop a new passion. Bishop Chatard students learn that there is nothing wrong with trying something that others may not expect of you. In fact, that is encouraged. Instilling the confidence and desire to try new things supports success when Bishop Chatard graduates leave our campus.



## CLUB & LEADERSHIP OPPORTUNITIES

Arts Service Club  
BCHS for Kids  
Best Buddies  
Black Student Union  
Book Club  
Creative Writing Club  
Gaming Club  
History Club  
Green Team  
Improv Comedy Team  
International Food Club  
Investment Club  
Latin Club  
Latino Student Union  
Math Club  
Mock Trial  
Model United Nations  
National Honor Society  
Pro-Life Club  
Spanish Club  
Spanish National Honor Society  
Speech Team  
Student Ambassadors  
Student Council  
Thespian Society  
Trivia Club  
Robotics Club  
Trojan Wellness Club  
Ultimate Frisbee Club

To learn more about club offerings, visit  
[www.BishopChatard.org/arts/clubs/](http://www.BishopChatard.org/arts/clubs/)

## ATHLETIC TEAMS

Baseball  
Basketball  
Bowling  
Cheerleading  
Cross Country  
Football  
Golf  
Hockey  
Lacrosse  
Rugby  
Soccer  
Softball  
Swimming & Diving  
Tennis  
Track  
Volleyball  
Wrestling

To learn more about Trojan athletics, visit  
<https://BishopChatardathletics.org>

Bishop Chatard High School offers an outstanding blend of academic rigor, Catholic identity, and a high quality social environment for each student. BCHS delivers on the commitment to developing the “whole person.”

— Dr. Rob & Anne Shumaker  
*Parents of William '20 and Carly '24*



# CHARTING A COURSE TO COLLEGE

Your path to college, a career and beyond may seem daunting and full of unknowns, but small steps taken each year during high school will prepare you for success on whatever path you choose. Bishop Chatard provides a College & Career Roadmap to help students and their parents get started. On this roadmap, you will find personality and career assessment tools, study aids, college fair and visit opportunities, and much more.

Bishop Chatard's school counseling team engages with students as early as freshman registration to ensure that all Trojans are positioned for success. Throughout the high school journey, students meet regularly with school counselors. A dedicated college counselor assists students with the college selection and application process as well as in finding scholarship opportunities. Counselors are available to assist each student in building an academic foundation and then create momentum that will achieve their desired post-secondary plans.



**SCAN THIS QR CODE  
TO VISIT BISHOP  
CHATARD'S COLLEGE  
& CAREER ROADMAP.**



## WHAT COLLEGE ADMISSIONS DIRECTORS SAY ABOUT BISHOP CHATARD ...

We love recruiting students from Chatard to attend our university. They are well prepared for the rigor to earn their degree and are leaders in and out of the classroom.

– Senior Associate Director at a public Kentucky university

I've worked with many students from Bishop Chatard who are self-motivated and typically great self-advocates. It is not uncommon for these students to receive extra scholarships because of their experiences and dedication to academics during their time in high school. Truly, I enjoy having the opportunity to work with students from Bishop Chatard during the college admission process, because I know that they are going to have a solid educational foundation that will not only lead to further success at the university level, but also make them a great fit for our school.

– Admission Counselor at a private Indiana university

Bishop Chatard students show up to our campus prepared academically and ready to serve their college community through collaboration, connection, and communication. We appreciate the academic and service foundation BC builds within its student body.

– Associate Director of Admissions at a public Indiana university

Chatard students are stand-outs! Time and time again, they've demonstrated their ability to think critically, problem solve, build meaningful relationships, and self-advocate, and to do so with humility – a huge testament to the Chatard staff and fellow Chatard families.

– Assistant Director of Admission at a private Indiana university



# PREPARATION FOR COLLEGE AND BEYOND

Bishop Chatard offers 27 Advanced Placement and Dual Credit Courses. The diversity of coursework offered gives every student the opportunity to explore college-level classes while in high school. BCHS has been repeatedly recognized by the Indiana Department of Education (IDOE) as among the best in the state for student performance on AP exams.

## ADVANCED PLACEMENT CLASSES

Art and Design: AP  
Art History: AP  
Biology: AP  
Calculus (AB): AP  
Calculus (BC): AP  
Chemistry: AP  
Computer Science Principles: AP  
English Language and Composition: AP  
English Literature and Composition: AP  
Environmental Science: AP  
European History: AP  
Latin: AP  
Macroeconomics: AP  
Physics I: AP  
Spanish Language: AP  
Psychology: AP  
Statistics: AP  
United States History: AP  
United States Government and Politics: AP  
World History: Modern: AP

Through the many rigorous Honors, AP and Dual Credit classes offered at Bishop Chatard, we found that our children are being challenged and pushed to their full potential academically. The low student-to-teacher ratio promotes communication and working relationships that prepare our children for college and beyond in the workplace. Bishop Chatard is the perfect fit for our family.

— Brad and Eileen Countryman  
Parents of Olivia '20, Patrick '22 and Katie '26

## DUAL CREDIT CLASSES

Basic College Accounting: Dual Credit  
Introduction to Education: Dual Credit  
Introduction to Entrepreneurship: Dual Credit  
Introduction to Health Care: Dual Credit  
Introduction to Public Speaking: Dual Credit  
Theology IV, Moral Issues: Dual Credit  
W131 Reading, Writing and Inquiry 1: Dual Credit

# 13.2

THE AVERAGE  
NUMBER OF  
COLLEGE CREDITS  
EARNED BY CLASS  
OF 2024 GRADUATES  
TAKING AP OR DUAL  
CREDIT CLASSES.



of Bishop Chatard's Class of 2024 graduated with college credit earned through either AP or Dual Credit classes.



Bishop Chatard's  
**DIPLOMA  
REQUIREMENTS**

Scan the QR Code  
to view Bishop  
Chatard's Diploma  
Requirements

# AN INCLUSIVE LEARNING ENVIRONMENT

Academic Support at Bishop Chatard is an inclusive four-year program that ensures students with a wide range of documented learning challenges are included in all aspects of school life. Students enrolled in the Academic Support Program are offered the opportunity to take courses ranging from Academic to Honors to AP and Dual Credit. Direct support is provided by the school's Academic Support team within classroom settings and in the Academic Resource Center.

Accommodations are an integral part of each student's educational success. Each year, the parents and student will meet with Bishop Chatard's Director of Academic Support to create an individualized education plan. Services offered to students as a part of their education plan can include things like peer note-taking systems to less distracting testing environments and national exam accommodations.

To learn more about Bishop Chatard's Academic Support Program, visit [www.BishopChatard.org/academics/academic-support](http://www.BishopChatard.org/academics/academic-support).



AMONG THE  
CLASS OF 2024  
GRADUATES  
SERVED BY  
THE ACADEMIC  
SUPPORT  
PROGRAM,

**48%**

EARNED AN  
ACADEMIC  
HONORS  
DIPLOMA.

**25%**

OF BISHOP CHATARD STUDENTS WERE SERVED  
BY THE ACADEMIC SUPPORT PROGRAM IN THE  
2024-2025 SCHOOL YEAR.



# A FOUR-YEAR JOURNEY

As a Bishop Chatard student progresses through high school, the number of electives a student may include in their class schedule increases. As the course listing for each year illustrates, all students are required to take a math, English and theology course during each of their four academic years. Other subject areas, including science, social studies and health/physical education have limited requirements.

Bishop Chatard offers an ample number of course electives, allowing each student to explore his or her unique interests and prepare for post-secondary education. Students work closely with Bishop Chatard counselors to ensure that they select classes that maximize their high school experience.

FRESHMAN YEAR
1. THEOLOGY
2. ENGLISH
3. MATH
4. BIOLOGY
5. SOCIAL STUDIES OR ELECTIVE(S)*
6. WORLD LANGUAGE OR ELECTIVE(S)
7. PHYSICAL EDUCATION

SOPHOMORE YEAR
1. THEOLOGY
2. ENGLISH
3. MATH
4. SCIENCE
5. SOCIAL STUDIES OR ELECTIVE(S)*
6. WORLD LANGUAGE OR ELECTIVE(S)
7. ELECTIVE(S)

JUNIOR YEAR
1. THEOLOGY
2. ENGLISH
3. MATH
4. SCIENCE
5. SOCIAL STUDIES
6. WORLD LANGUAGE OR ELECTIVE(S)
7. ELECTIVE(S)*

SENIOR YEAR
1. THEOLOGY
2. ENGLISH
3. MATH
4. SCIENCE OR ELECTIVE(S)
5. SOCIAL STUDIES
6. WORLD LANGUAGE OR ELECTIVE(S)
7. ELECTIVE(S) OR STUDY HALL

\* Health is a required semester class that is offered in summer school or can be taken during the school year. The first of the three required social studies classes can be taken either freshman or sophomore year. Some electives are one-semester classes while others are year-long.

\* Personal Finance is a required semester course that is taken sophomore or junior year.

# AN AFFORDABLE CATHOLIC EDUCATION

A Catholic school education is an investment that you make in your child. As the North Deanery high school of the Archdiocese of Indianapolis, it is our mission to provide a Catholic education for all families who seek that, and we take that mission very seriously. School leaders, faculty, and staff, with the help of a very generous school community, work with our school families to ensure that a Bishop Chatard education is attainable.

Over half of all Bishop Chatard students currently receive need-based financial aid to assist them in paying school tuition. Recent changes made by the Indiana Legislature to the Indiana Choice Scholarship Program will likely increase that number. As the chart below shows, a significant increase in income eligibility now qualifies many families for this state scholarship assistance. Coupled with other sources of assistance, income-qualifying families have reason to be confident that they can afford a Catholic school education for their children.

HOUSEHOLD SIZE	INCOME ELIGIBILITY
1	\$111,444
2	\$151,256
3	\$191,068
4	\$230,880
5	\$270,692
6	\$310,504
7	\$350,316
8	\$390,128
9	\$429,940
10	\$469,752

School leaders are humbled by the financial sacrifice that they see many families make to send their children to Bishop Chatard High School. This school exists to partner with you, as a parent, to unlock your child's potential. We believe that the return on investment in Catholic education will be evident as your student progresses through our halls and into the real world.

To learn more about tuition and financial aid at Bishop Chatard, visit [www.BishopChatard.org/business/tuition](http://www.BishopChatard.org/business/tuition).



Learn more about  
**INDIANA CHOICE  
SCHOLARSHIPS**











# COURSE CATALOG



THEOLOGY

20-22



BUSINESS AND TECHNOLOGY

23-24



ENGLISH

26-33



HEALTH AND WELLNESS EDUCATION

36-37



MATHEMATICS

38-42



SCIENCE

43-47



SOCIAL STUDIES

48-53



UNIFIED ARTS

54-64



WORLD LANGUAGES

65-71





The theology curriculum of Bishop Chatard is designed to encompass all major points and to advance further topics suggested by the United States Council of Catholic Bishops (USCCB).



**CURRENT COURSE OFFERINGS:**

- THEOLOGY I
- THEOLOGY II
- THEOLOGY III
- SENIOR - CHOOSE TWO:
- THEOLOGY IV:
  - SACRED SCRIPTURE
  - THEOLOGY IV: HISTORY OF THE CATHOLIC CHURCH
  - THEOLOGY IV: LIVING AS A DISCIPLE OF JESUS CHRIST IN SOCIETY
  - THEOLOGY IV: ECUMENICAL AND INTERRELIGIOUS ISSUES
  - THEOLOGY IV: MORAL ISSUES

**THEOLOGY I**

**The Revelation of Jesus Christ in Scripture; Who Is Jesus Christ?**

Grade 9

Two semesters/Required

The first semester will give students a general knowledge and appreciation of the Sacred Scriptures. Students will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. Students will pay particular attention to the Gospels where they may grow to love and know Jesus more personally. Second semester explores the Mystery of Jesus Christ, the Living Word of God, the second person of the Blessed Trinity. Students will understand that Jesus Christ is the ultimate revelation from God. The students will also learn who Jesus calls them to be.

**THEOLOGY II**

**The Paschal Mystery: Jesus' Mission Continues in the Church (Ecclesiology)**

Grade 10

Two semesters/Required

The first semester is designed to help students understand all that God has done and accomplished through Jesus Christ, most notably the redemption of humanity. They will be introduced to what it means to be a disciple of Jesus Christ. In the second semester they will learn how the Church, founded by the apostles through Jesus Christ, is sustained by both human and divine elements. They will learn about the sacredness of the Church in all her dimensions: as mystery, sacrament, servant, herald, community and institution.



**THEOLOGY III****Sacraments as Privileged Encounters:  
Life In Christ (Morality)**

---

Grade 11

Two semesters/Required

First semester students will learn how they can encounter Christ in full and real ways in and through the sacraments, especially the Eucharist. Students will examine all seven sacraments in detail to learn how to encounter Christ throughout their lives. Second semester will help students see that it is only through Christ that they can fulfill God's plan for their lives. Students will learn the moral concepts and precepts that govern the life of a disciple.

**THEOLOGY IV: SACRED SCRIPTURE**

---

Grade 12

Semester/Required

*Note: Seniors must choose two different semester theology courses.*

The purpose of this course is to give an overview of Sacred Scripture with an introduction to the basic principles for understanding and interpreting the Bible. The course will examine Scripture as the narrative of Salvation History, exploring the presence of God's action in this record of His Revelation, and recognizing God's desire to share his merciful love with us.

**THEOLOGY IV: HISTORY OF THE  
CATHOLIC CHURCH**

---

Grade 12

Semester/Required

*Note: Seniors must choose two different semester theology courses.*

The purpose of this course is to supply the students with a general knowledge of the Church's history from apostolic times to the present. This course introduces the fact that the Church was founded by Christ through the Apostles and is sustained by Him throughout history through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today and, as such, has both divine and human elements. In this course, students will learn about the Church's 2,000 years of history and about how the Church is led and governed by the successors of the Apostles.

**THEOLOGY IV: LIVING AS A DISCIPLE  
OF JESUS CHRIST IN SOCIETY**

---

Grade 12

Semester/Required

*Note: Seniors must choose two different semester theology courses.*

The purpose of this course is to introduce students to the Church's social teaching. In this course, students will learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. Issues such as capital punishment, immigration, discrimination and stewardship of the earth will be explored through writings of popes, bishops and lay people who are recognized as leaders in the area of social justice.

## THEOLOGY IV: ECUMENICAL AND INTERRELIGIOUS ISSUES

Grade 12

Semester/Required

*Note: Seniors must choose two different semester theology courses.*

The purpose of this course is to help the students understand the manner in which the Catholic Church relates to and differs from non-Catholic Christians as well as other religions of the world. The course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions.

## THEOLOGY IV: MORAL ISSUES THL216 DUAL CREDIT

Grade 12

Semester/3 credit hours/fulfills 1 high school theology credit

Cost: \$25 per credit hour through Indiana University (\$75)

*Note: Seniors must choose two different semester theology courses.*

A study of Christian moral theology; especially in relationship to current moral issues, with a particular emphasis on: the dignity of the human person, conscience formation, and the struggle to live authentically in our culture. Moral issues concentrate on a consistent ethic of life encompassing the personal, social, economic, and ecological dimensions. This course partially fulfills the general education requirement in the theological and philosophical reasoning category.







## BUSINESS AND TECHNOLOGY

### **PERSONAL FINANCIAL RESPONSIBILITY**

---

Grade 10 – 12

Semester/Required

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; and understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt.

### **MARKETING**

---

Grade 10 – 12

Semester/Elective

Marketing is a business course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing information management, pricing, and product/service management. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects focused on various marketing functions.

Students in business and computer courses acquire life-long survival skills. These skills give students an opportunity to excel in the business world through exposure to current events and a base of business and computer concepts, which they can expand upon in higher-level courses.



## **BASIC COLLEGE ACCOUNTING: ACCT 100 - DUAL CREDIT**

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Grade 11 – 12

Two semesters/Elective/Dual Credit

Prerequisite: Algebra I

Cost: \$75 for 3 college credits through Vincennes University

*Note: This course does NOT count toward the AP/dual credit requirement for the Academic Honors Diploma.*

Basic College Accounting is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Instructional strategies should include the use of computers, projects, simulations, case studies, and business experiences requiring the application of accounting theories and principles.

## **INTRODUCTION TO BUSINESS**

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Grade 9 – 12

Semester/Elective

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or

international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

## **INTRODUCTION TO ENTREPRENEURSHIP: ENTR-221 DUAL CREDIT**

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Grades 11 – 12

Semester/Elective/3 college credits

Prerequisite: 2.6 cumulative GPA

Cost: \$25 per credit hour through Vincennes University (\$75)

Introduction to Entrepreneurship provides an overview of what it means to be an entrepreneur. Students will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant or business of any kind.



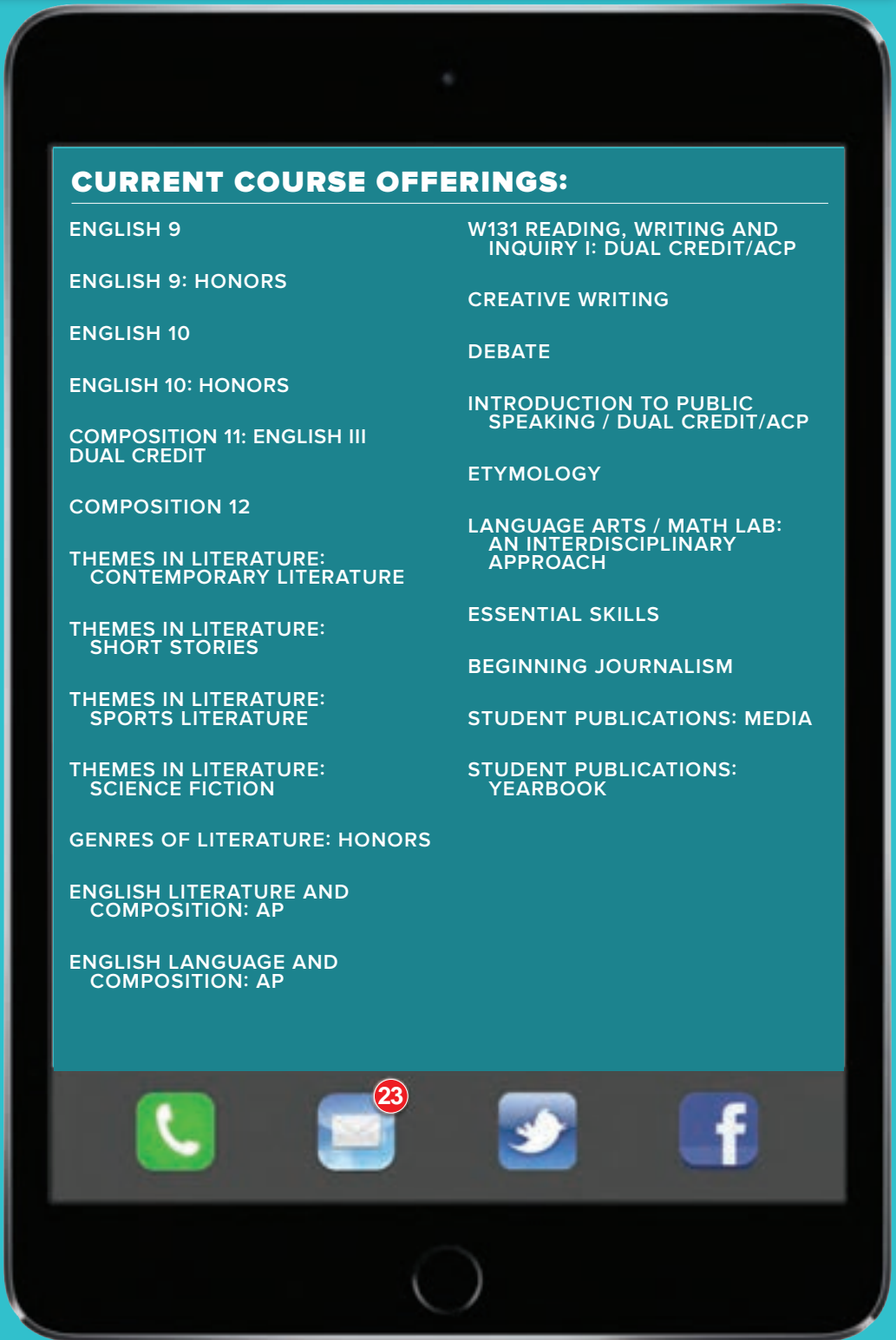






# ENGLISH

The English Department supports the mission statement of Bishop Chatard High School and provides courses of study in which students 1) use language, both oral and written, while working with others to learn and solve problems; 2) communicate clearly using oral language and effective listening techniques; 3) read for understanding; 4) select and use appropriate strategies for writing; and 5) use prior knowledge and content area information to reason, apply concepts, and make critical judgments.





## ENGLISH 9

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Grade 9

Two semesters/Required

Prerequisite: Placement test score or grade school recommendation

English 9, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

## ENGLISH 9: HONORS

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Grade 9

Two semesters/Required

Prerequisite: Placement test score or grade school recommendation

English 9 Honors, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and

respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. Additionally, the curriculum of this course is designed to address the College Board objectives and to utilize AP Vertical Team strategies for Advanced Placement English courses in an effort to lay important foundation work for future enrollment and success in AP English classes.

## ENGLISH 10

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Grade 10

Two semesters/Required

English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

## ENGLISH 10: HONORS

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Grade 10

Two semesters/Required

Prerequisite: B or higher in English 9 Honors or A in English 9

English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. Additionally, the curriculum of this course is designed to address the College Board objectives and to utilize AP Vertical Team strategies for Advanced Placement English courses in an effort to lay important foundation work for future enrollment and success in AP English classes.

## COMPOSITION 11: ENGLISH III DUAL CREDIT

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Grade 11

Semester/Required

*Note: Students must also enroll in a semester literature class.*

Composition, a course based on Indiana's

Academic Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature. Students will also write a research paper during the course of the semester as well as develop a personal statement, resume, and college essay.

## COMPOSITION 12

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Grade 12

Semester/Required

*Note: Students must also enroll in a semester literature class*

Composition, a course based on Indiana's Academic Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature. Students will also write a research paper during the course of the semester.



## **THEMES IN LITERATURE: CONTEMPORARY LITERATURE**

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Grade 11 – 12

Semester/Required

Contemporary Literature, a course based on Indiana’s Academic Standards for English/Language Arts, is a study of how post-1950s literature from around the world, such as North and South America, Europe and Great Britain, the Middle East, and post-colonial Africa and Asia, addresses contemporary issues. Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events. Students analyze different theories and methods of textual criticism, especially theories popular currently. Students analyze how the interpretations and themes of contemporary literature read in this course relate to the time period and to historical issues.

## **THEMES IN LITERATURE: SHORT STORIES**

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Grade 11 – 12

Semester/Required

Short Stories is a study of the distinct features of the short story, such as being tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as the novel, epic, romance, biography, and others.

## **THEMES IN LITERATURE: SPORTS LITERATURE**

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Grade 11 – 12

Semester/Required

Themes in Literature, a course based on Indiana’s Academic Standards for English/Language Arts, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. Students will examine sports-based literature of representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity’s struggle to understand the human condition.

## **THEMES IN LITERATURE: SCIENCE FICTION**

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Grade 11 – 12

Semester/Required

Themes in Literature: Science Fiction is a course based on Indiana’s Academic Standards for English/Language Arts. This course is designed to increase students’ knowledge of literary genre known as Science Fiction. Emphasis will be on the study of literature—novels and short fiction—that depicts the future world, visionary scientific endeavor, and conflicts between humans, aliens, and sentient technology.

## GENRES OF LITERATURE: HONORS

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Grade 12

Semester/Required

Prerequisites: C or higher in W131, AP Language/Literature, or an A in Composition 11/junior literature

Genres of Literature, a one-semester course based on the Indiana Academic Standards for English/Language Arts, is designed to help students learn how to read, think, and write critically and cogently about literature. Students will study four genres—poetry, short story, the novel, and drama—to understand how each genre shapes literary understanding or experiences differently and how different genres enable or constrain the expression of ideas. Students will focus on how to argue about literature, especially when compared with other literary texts or critical commentaries.

## ENGLISH LANGUAGE AND COMPOSITION: AP

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Grade 11 – 12

Two semesters/Required

Prerequisite: B or higher in Honors English 10 or A in English 10. Enrolling in AP US History simultaneously is highly recommended.

Cost: \$95

AP English Language and Composition is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages

students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students are required to take the AP English Language and Composition exam in May.

## ENGLISH LITERATURE AND COMPOSITION: AP

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Grade 11 – 12

Two semesters/Required

Prerequisite: B or higher in Honors English 10 or A in English

Cost: \$95

AP English Literature and Composition is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Students are required to take the AP English Literature and Composition exam in May.



## **W131 READING, WRITING AND INQUIRY 1: DUAL CREDIT/ACP**

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Grade 12

Semester/3 college credits/fulfills high school English requirement

Prerequisite: 2.7 cumulative GPA and B or higher in junior English classes

Cost: \$25 per credit hour through Indiana University (\$75)

This course prepares students for writing in a variety of college courses. The focus of this course is on writing from multiple sources to analyze an issue and argue a position. Skills include evaluating sources of information, summarizing sources, adopting a thoughtful position, advancing a clear thesis, and supporting one's views with evidence.

## **CREATIVE WRITING**

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Grade 10 – 12

Semester/Elective

Creative Writing, a course based on Indiana's Academic Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing.

## **DEBATE**

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Grade 10 – 12

Semester/Elective

Debate, a course based on Indiana's Academic Standards for English/Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). Debate Project: Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

## **INTRODUCTION TO PUBLIC SPEAKING/ DUAL CREDIT / ACP**

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Grade 12

Semester/Elective/3 college credits

Prerequisite: 2.7 cumulative GPA

Cost: \$25 per credit hour through Indiana University (\$75)

Speech, a course based on Indiana's Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

## ETYMOLOGY

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Grade 10 – 12

Semester/Elective

Etymology, a language studies course based on Indiana's Academic Standards for English/Language Arts, is a course that helps students build vocabulary through a knowledge of Greek and Latin prefixes, roots, and suffixes. The course also provides connotative and denotative meanings of words in written and oral contexts. Emphasis is on the practical use of derivatives, including increased writing skills and better understanding of written material. Recommended for college, this course does require rigorous memorization, daily homework, and weekly quizzes.

## LANGUAGE ARTS/MATH LAB: AN INTERDISCIPLINARY APPROACH

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Grades 9 – 12

Two semesters/Elective

Prerequisite: Support services committee recommendation

Language Arts/Math Lab will focus on elements of the writing process across different genres. Students in LA/Math Lab are also enrolled in grade level English and math courses. The focus for this class will be to provide students with organizational, analytical, and practical language and math-based strategies throughout the curriculum.

## ESSENTIAL SKILLS

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Grade 9

Semester/Elective

Essential Skills is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's individual needs.

## BEGINNING JOURNALISM

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Grade 9 – 11

Semester/Elective

Prerequisite: B average in English required. Strong writing skills recommended.

Beginning Journalism emphasizes journalistic writing and design skills. Students will write news, features, sports, editorials, press releases, broadcasts, columns and yearbook features. Journalism law, ethics, and news judgment are also addressed. Yearbook/newspaper design, graphics, staff management, time management and computer skills are also included in the class. It is highly recommended students take this course before applying for any of the journalism staffs. Students may be recommended for a staff position on Newspaper or Yearbook.



## **STUDENT PUBLICATIONS: MEDIA**

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Grade 11 – 12

Two Semesters/Elective

Prerequisite: Photography and staff application

The Media class will be an advanced photography class where the student photographers cover all events for yearbook, magazine, website, and school functions as well as produce more advanced projects. This course is part of the publications program and is an application-only class.

## **STUDENT PUBLICATIONS: YEARBOOK**

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Grade 10 – 12

Two semesters/Elective

Prerequisite: Beginning Journalism is highly recommended, but students with strong English skills may have the Beginning Journalism requirement waived with permission of the publications adviser. A staff application is required.

The members of this class are the staff members of The Citadel, the school yearbook. The staff produces the 240+ page yearbook for the school and community. The yearbook will cover all aspects of school life including student life, activities, clubs, sports, academics, advertising, and photography. Journalistic skills of writing, editing, interviewing, desktop publishing, digital and film photography, and computer graphics are all hands-on in the application course. Students will work on both individual and staff assignments. Credit can be received for class during the sophomore, junior, and senior years.





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## HEALTH AND WELLNESS EDUCATION

The goal of the Health and Physical Education curriculum is to help students acquire and implement the necessary knowledge and skills for life-long health and fitness. Current health and physical education courses offer students a varied selection of courses designed to help them attain these skills.

### CURRENT COURSE OFFERINGS:

HEALTH AND WELLNESS EDUCATION

SECONDARY PHYSICAL EDUCATION I

PHYSICAL EDUCATION II: LIFETIME FITNESS

PHYSICAL EDUCATION II: ATHLETIC WEIGHT TRAINING



## HEALTH & WELLNESS EDUCATION

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Grade 9 – 10

Semester/Required

Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support healthy behaviors; develop group norms that value a healthy lifestyle; and develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors.

This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle, and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.



## **SECONDARY PHYSICAL EDUCATION I**

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Grade 9

Two semesters/Required

Physical Education I is designed to help students become more aware of the purpose and value of physical fitness for an active and healthy future. Students will gain an appreciation and understanding of a variety of team and individual sports, which will enable them to enjoy the role of participant or spectator. Physical Education class will include units in flag football, soccer, speedball, basketball, volleyball, softball, tennis, bowling, ice-skating, conditioning, weight training, and floor hockey. Adaptive physical education is offered as needed in the least restricted environment and on individual assessment.

## **PHYSICAL EDUCATION II: LIFETIME FITNESS**

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Grade 10 – 12

Semester/Elective

Physical Education II: Lifetime Fitness is an advanced physical education course emphasizing the development and maintenance of physical fitness of the total body through aerobic instruction, individual and team activities/sports, cardiorespiratory endurance, and muscular strength. This course is designed for students of all athletic levels and abilities who desire a physically fit lifestyle.

## **PHYSICAL EDUCATION II: ATHLETIC WEIGHT TRAINING**

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Grade 10 – 12

Semester/Elective

Physical Education II: Athletic Weight Training is an advanced physical education course featuring instruction in the techniques of weight training and conditioning as they pertain to athletic competition. This course involves a physically demanding program of weight training and fitness activities designed to enhance strength, speed, agility, flexibility, jumping, and coordination. This course is designed for students participating in competitive sports and is not designed for those with casual interest.





The Math Department has established many courses and various levels of these courses to meet the individual needs and ability levels of all students. Realizing that math skills permeate all facets of life, it is essential that each student develop his or her potential and feel confident and successful when applying math concepts.



## CURRENT COURSE OFFERINGS:

ALGEBRA I

ALGEBRA I: HONORS

GEOMETRY

GEOMETRY: HONORS

ALGEBRA II

ALGEBRA II: HONORS

PROBABILITY & STATISTICS

PRE-CALCULUS: HONORS

STATISTICS: AP

CALCULUS: HONORS

CALCULUS (AB): AP

CALCULUS (BC): AP





## **ALGEBRA I**

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Grade 9

Two semesters/Required unless Algebra I was taken in middle school and student has passed the BCHS Algebra I proficiency exam.

Prerequisite: Placement test score or grade school recommendation

Algebra I formalizes and extends the mathematics that students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **ALGEBRA I: HONORS**

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Grade 9

Two semesters/Required unless Algebra I was taken in middle school and student has passed the BCHS Algebra I proficiency exam.

Prerequisite: Placement test score or grade school recommendation

Algebra I Honors is an accelerated, more in-depth treatment of material taught in Academic

Algebra I with a higher degree of difficulty in problem solving requirements. Students will display mastery of the following topics: data analysis, graphing, inequalities, radicals, linear functions, quadratic functions, exponential functions, polynomial functions and rational functions.

## **GEOMETRY**

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Grade 9 – 12

Two semesters/Required

Prerequisite: Algebra I or student has passed the BCHS Algebra I proficiency exam. Placement test score, proficiency exam score, and grade school recommendation will determine level.

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **GEOMETRY: HONORS**

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Grade 9 – 10

Two semesters/Required

Prerequisite: B or higher in Honors Algebra I or A in Algebra I or student has passed the BCHS Algebra I proficiency exam. Placement test score, proficiency exam score, and grade school recommendation will determine level.

Geometry Honors is an accelerated course in Euclidean geometry. This course covers all the material in Academic Geometry plus coordinate geometry and some solid geometry.

## **ALGEBRA II**

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Grade 10 – 12

Two semesters/Required

Prerequisite: Geometry or teacher recommendation

Algebra II emphasizes the structure of the number system. It includes a review of Algebra I, increases skill and speed in handling processes, and provides familiarity with advanced principles and methods. Exponents and logarithms are covered in this course. The expanded topics of the course include: the theorems and algorithms of algebra, polynomials and polynomial functions, rational exponents, complex numbers, sequence and series, matrices, and exponential and logarithmic functions. A graphing calculator is required.

## **ALGEBRA II: HONORS**

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Grade Level: 10 – 11

Two semesters/Required

Prerequisite: B or higher in Honors Algebra I or A in Algebra I.

Algebra II Honors emphasizes the structure of the number system. It includes a review of Algebra I, increases skill and speed in handling processes, and provides familiarity with advanced principles and methods. Exponents and logarithms are covered in this course. The expanded topics of the course include: the theorems and algorithms of algebra, polynomials and polynomial functions, rational exponents, complex numbers, sequence and series, matrices, and exponential and logarithmic functions. This course is an accelerated, more in-depth treatment of the material taught in Algebra II. A graphing calculator is required.

## **PROBABILITY & STATISTICS**

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Grade 11 – 12

Two semesters/Required

Prerequisite: Algebra II

Probability & Statistics is designed for students wishing to take an applied math course. Topics studied include Venn diagrams, combinatorics, data gathering, statistical measurements, simple to complex probability, sampling, and statistical distributions. Whenever possible, students will plan and conduct experiments or surveys and analyze the resulting data. A graphing calculator is required.



## **PRE-CALCULUS / TRIGONOMETRY**

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Grades 11 – 12

Two semesters/Required

Prerequisite: C or higher in Algebra II

Pre-Calculus builds on algebraic functions and extends them to new concepts. Conic sections, trigonometry, and polar coordinates will be explored in this course. Emphasis will be on the basic equations, graphs, and theory behind these topics. Trigonometric identities and applications will also be covered. This course will meet the trigonometric requirements for many universities.

## **PRE-CALCULUS: HONORS**

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Grade 11 – 12

Two semesters/Required

Prerequisite: A or B in Honors Algebra II or A in Algebra II

Pre-Calculus Honors is a synthesis and expansion of algebraic and geometric ideas previously learned. Students will study college algebra topics which include more complex functions, sequences and series, vectors and conic sections. One semester of this course is devoted to trigonometry with emphasis on triangular relationships, identities, and equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. This is a more rigorous course requiring more complex thought processes and rationalizing answers.

## **STATISTICS: AP**

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Grade 10 – 12

Two semesters/Elective

Prerequisite: Honors Algebra II and teacher recommendation

Cost: \$95

Statistics Advanced Placement introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inferences. Projects and work outside of the classroom will be required, and students are required to take the AP exam in May. This course is an advanced placement course based on content established by the College Board. A graphing calculator is required.

## **CALCULUS: HONORS**

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Grade 11 – 12

Two semesters/Elective

Prerequisite: C or higher in Honors Pre-Calculus; B or higher in Pre-Calculus; B or higher in Honors Algebra II or Algebra II.

Calculus Honors is primarily concerned with developing the students' understanding of the concepts of calculus. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals.

## **CALCULUS (AB): AP**

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Grade 12

Two semesters/Elective

Prerequisite: B or higher in Honors Pre-Calculus and teacher recommendation

Cost: \$95

Calculus (AB) Advanced Placement presents a rigorous study of all functions and their limits, derivatives, integrals, and the corresponding applications of each. Students can expect at least one hour per night of individual study. This course is an advanced placement course based on content established by the College Board. Students are required to take the AP exam in May. A graphing calculator is required.

approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB.

## **CALCULUS (BC): AP**

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Grade 12

Two Semesters/Elective

Prerequisite: Calculus (AB): AP

Cost: \$95

Calculus (BC) Advanced Placement is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to







**CURRENT COURSE OFFERINGS:**

BIOLOGY I

BIOLOGY I: HONORS

EARTH AND SPACE SCIENCE

INTEGRATED CHEMISTRY - PHYSICS

CHEMISTRY I

CHEMISTRY I: HONORS

PHYSICS I

PHYSICS I: AP

ENVIRONMENTAL SCIENCE: AP

ANATOMY AND PHYSIOLOGY: HONORS

BIOLOGY: AP

CHEMISTRY: AP

PRINCIPLES OF ENGINEERING

COMPUTER SCIENCE PRINCIPLES: AP

INTRODUCTION TO HEALTHCARE



The Science Department offers a variety of classes at various levels to meet the individual needs and abilities of all students. Knowledge of science permeates all facets of life, and it is essential that students realize their potential and feel confident about their understanding of scientific principles.



## **BIOLOGY I**

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Grade 9 – 10

Two semesters/Required

Prerequisite: Placement test score or grade school recommendation

Biology I introduces the student to the distinguishing properties of living organisms. Students will explore more deeply the unique nature of life, classification, cell structure and function, genetics, microbiology, multi-cellular plants, animals, ecology, and evolution. Laboratory experiments will emphasize problem-solving techniques with hands-on experiences such as dissection and proper microscope usage.

## **BIOLOGY I: HONORS**

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Grade 9

Two semesters/Required

Prerequisite: Placement test score or grade school recommendation

Biology I Honors introduces the student to the distinguishing properties of living organisms. Students will explore more deeply the unique nature of life, classification, cell structure and function, genetics, microbiology, multi-cellular plants, animals, ecology, and evolution. Laboratory experiments will emphasize problem-solving techniques with hands-on experiences such as dissection and proper microscope usage. Additionally, the curriculum of this course is designed to address the College Board objectives and to utilize AP Vertical Team strategies for Advanced Placement Science courses in an effort to lay important foundation work for future enrollment and success in AP Science classes.

## **EARTH AND SPACE SCIENCE**

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Grade 11 – 12

Two semesters/Elective

Earth and Space Science is a Core 40 physical science course. It provides students with a basic understanding of the four areas of Earth and Space Science: meteorology, geology, astronomy, and oceanography. Students will examine Earth's interconnected systems that may be changing or may be in equilibrium. Topics of study will include plate tectonics, weather maps, rock & mineral systems, earthquakes, stars, and planets.

## **INTEGRATED CHEMISTRY – PHYSICS**

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Grade 10 – 12

Two semesters/Required

Prerequisite: Algebra I

Integrated Chemistry-Physics is for students who are interested in Chemistry and Physics but choose not to take Chemistry and instead take this lab-based course to fulfill Core 40 requirements. Students will be exposed to practical applications of Chemistry and Physics. With an emphasis on common scientific processes, studies will include: velocity, momentum, acceleration, thermal energy, periodic table, chemical bonds, laws of motion, electricity and different forms of energy. A working knowledge of algebra is required.

## **CHEMISTRY I**

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Grade 10 – 12

Two semesters/Required

Prerequisite: Biology

Chemistry I will fulfill Academic Honors Diploma requirements. This course will be less rigorous



than Chemistry: Honors. This course will provide a background for success in college chemistry, though will not strive for as much depth of study as Chemistry: Honors by meeting the following objectives: 1) students will develop a lesser sense of memorization, to be replaced by independent formation of concepts, scientific reasoning, and common sense; 2) students will develop competency in solving word problems by the factor-label method; 3) values achieved from the course will be of a practical nature, of an aesthetic nature, and of a preparatory nature for the study of any discipline. Subject matter will include the metric system, atomic theory, chemical nomenclature, writing formulas, balancing chemical equations, periodic trends of the elements, chemical bonding, and gas laws. Students should expect to move through the textbook rapidly, making this more of a chemistry survey course.

### **CHEMISTRY I: HONORS**

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Grade 10 – 12

Two semesters/Required

Prerequisite: 80% or higher in Honors Biology; teacher recommendation if in Biology; currently enrolled in Honors Algebra II or a higher-level math class

Chemistry I Honors provides students a background for success in college Chemistry by meeting the following objectives: 1) students will develop a lesser sense of memorization, to be replaced by independent formation of concepts, scientific reasoning, and common sense; 2) students will develop competency in solving word problems by the factor-label method; 3) values achieved from the course will be of a practical nature, of an aesthetic nature, and of a preparatory nature for the study of any discipline. Subject matter will include the metric system, atomic theory, chemical nomenclature, writing formulas, balancing chemical equations, periodic trends of the elements, chemical bonding, and gas laws. Students successfully completing

this course will be able to think critically about their physical world and be prepared to study Chemistry at the next level.

### **PHYSICS I**

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Grade 10 – 12

Two semesters/Required

Prerequisite: Algebra II, may be taken concurrently

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

### **PHYSICS I: AP**

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Grade 11 – 12

Two semesters/Required

Prerequisite: Honors Chemistry; Honors Pre-Calculus, may be taken concurrently; and teacher recommendation

Cost: \$95

Physics I, Advanced Placement is organized around seven foundational big ideas in physics and is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; an introduction to electric circuits; and mechanical waves and sound. Students are required to take the AP exam in May.

**ENVIRONMENTAL SCIENCE: AP**

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Grade 11 – 12

Two semesters/Elective

Cost: \$95

Environmental Science, Advanced Placement is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students are required to take the AP exam in May.

**ANATOMY AND PHYSIOLOGY: HONORS**

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Grade 11 – 12

Two semesters/Elective

Prerequisite: Biology and Chemistry

Anatomy and Physiology Honors will introduce students to the anatomy, physiology and development of the human body. The course begins with an introduction to the human organism, approaching the human body in terms of overall layout: body plan, organization, and the systems that maintain life and regulation, or homeostasis. Next, various organ systems and their related processes will be discussed. Finally, students will explore disease, how it disrupts the natural flow of the body systems, and the best routes to health. Approximately 25 percent of class time will be spent in lab.

**BIOLOGY: AP**

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Grade 11 – 12

Two semesters/Elective

Prerequisite: Biology and Chemistry

Cost: \$95

Biology Advanced Placement is a course based on the content established and copyrighted by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. Students will be required to take the College Board AP Biology exam.

**CHEMISTRY: AP**

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Grade 11 – 12

Year/Elective

Prerequisite: Biology; Honors Chemistry; Pre-Calculus, may be taken concurrently; and teacher recommendation

Cost: \$95

Chemistry Advanced Placement is offered for those students who are willing to accept the challenge of a rigorous, in-depth academic course. It will use a college text, and will mimic the experience of a quality first-semester college chemistry course. Topics will include nomenclature, stoichiometry, acid-base and redox reactions, gas laws, thermodynamics, bonding (VSEPR) and molecular geometry, rates and equilibrium, electrochemistry, and organic



chemistry. Students should expect one hour of homework each night. Chemistry Advanced Placement is based on content established by the College Board. Students will be required to take the College Board AP Chemistry exam.

## **PRINCIPLES OF ENGINEERING**

Grade 11 – 12

Semester/Elective

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to allow students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, and production systems in developing and presenting solutions to engineering problems.

## **COMPUTER SCIENCE PRINCIPLES: AP**

Grades 10 – 12

Two semesters/Science Elective

Prerequisite: Algebra I

Cost: \$95

The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life.

## **INTRODUCTION TO HEALTHCARE**

Grades 11 - 12

Semester/Elective

Prerequisite: 2.7 cumulative GPA

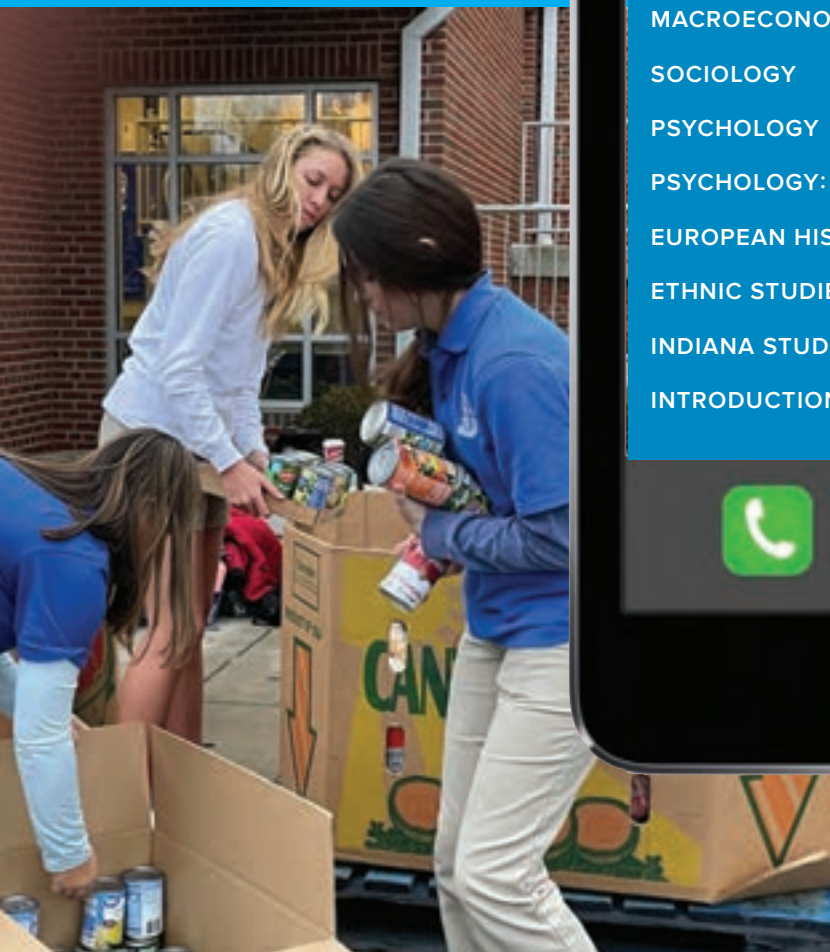
Note: This course does NOT count toward the AP/dual credit requirement for the Academic Honors Diploma. Three college credits/fulfills high school elective credit.

Presents information on the health care system and employment opportunities at a variety of entry levels. Includes an overview of health care development, how health delivery systems are organized, legal and ethical considerations of health care delivery, and an overview of various health care professions. Students are encouraged to explore health professions through assignments, observations and interviews.



## SOCIAL STUDIES

The goal of the social studies curriculum is to educate students about the physical, political, economic, social, cultural, and historical world. Social studies teaches students to be life-long learners, leaders and active citizens living Catholic values. Students develop written and verbal communication skills and critical thinking abilities. The social studies curriculum strives to educate all students to have an understanding of the world and its people.



### CURRENT COURSE OFFERINGS:

WORLD HISTORY & CIVILIZATION  
GEOGRAPHY & HISTORY OF THE WORLD  
WORLD HISTORY: MODERN: AP  
UNITED STATES HISTORY  
UNITED STATES HISTORY: HONORS  
UNITED STATES HISTORY: AP  
UNITED STATES GOVERNMENT  
UNITED STATES GOVERNMENT & POLITICS: AP  
ECONOMICS  
MACROECONOMICS: AP  
SOCIOLOGY  
PSYCHOLOGY  
PSYCHOLOGY: AP  
EUROPEAN HISTORY: AP  
ETHNIC STUDIES  
INDIANA STUDIES  
INTRODUCTION TO EDUCATION: EDUC-101 DUAL CREDIT





## **WORLD HISTORY & CIVILIZATION**

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Grade 9 – 10

Two semesters/Required

World History and Civilization is a general survey course of the world’s historical development from the beginnings of civilization to the present. Major components of the course include religion, exploration, feudalism, monarchy, democracy, dictatorship, revolution, nationalism, industrialism, and imperialism.

## **GEOGRAPHY & HISTORY OF THE WORLD**

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Grade 9 – 10

Two semesters/Required

Geography and History of the World is designed to enable students to use the geographic “way of looking at the world” to deepen their understanding of major global themes that have manifested themselves over time—for example, the origin and spread of world religions, exploration, conquest and imperialism, urbanization and innovations and revolutions.

## **WORLD HISTORY: MODERN: AP**

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Grade 9 – 12

Two semesters/Required

Prerequisite: Strong reading comprehension skills highly recommended

Cost: \$95

AP World History Modern is designed to be the equivalent of a two-semester introductory college or university world history course.

According to the College Board, AP World History Modern students “investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students are required to take the College Board AP World History Modern exam in May.

## **UNITED STATES HISTORY**

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Grade 11

Two semesters/Required

United States History builds upon concepts developed in previous social studies classes. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late 19th century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

## **UNITED STATES HISTORY: HONORS**

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Grade 11

Two semesters/Required

Prerequisite: Teacher recommendation

United States History Honors builds upon concepts developed in previous social studies classes. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late 19th century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time. Students enrolled in this honor level U.S. History course pursue a more in-depth study of the material taught in the U.S. History class. Additional outside reading, discussions, research and writing are required.

## **UNITED STATES HISTORY: AP**

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Grade 10 – 11

Two semesters/Required

Prerequisite: Strong reading comprehension skills highly recommended and teacher recommendation; For Grade 10, AP World History is required in Grade 9.

Cost: \$95

United States History Advanced Placement is a rigorous college-level course taught to AP standards. It will require significant home

study and reading as well as serious in-class participation. Summer reading will be required before the first day. The course will include topics such as discovery and settlement, British Empire, colonial society, American Revolution, the Constitution, Jefferson, nationalism, sectionalism, Jackson, territorial expansion, Civil War, reconstruction, industrialization, urban society, Gilded Age, foreign policy, Progressive Era, WWI, Roaring Twenties, Depression, New Deal, WWII, Cold War/Truman, Eisenhower, Kennedy, civil rights, Vietnam, Nixon, Ford, Carter, Reagan, Middle East and today. U.S. History Advanced Placement is a course based on content established by the College Board. Students are required to take the College Board AP U.S. History exam in May.

## **UNITED STATES GOVERNMENT**

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Grade 12

Semester/Required

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, students will be able to explain the role of individuals and groups in government, political and civic activities, and the need for civic and political engagement of citizens in the United States.



## **UNITED STATES GOVERNMENT AND POLITICS: AP**

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Grade 12

Semester/Required

Prerequisite: Strong reading comprehension skills and teacher recommendation

Cost: \$95

Government: Advanced Placement is a rigorous college-level course taught to AP standards. It will require significant home study and extensive in-class participation. The course will analyze American politics by studying public opinion, political behavior, the Constitution, political parties, interest groups, political institutions, and civil rights and liberties. U.S. Government Advanced Placement is a course based on content established by the College Board. Students will be required to take the College Board AP U.S. Government exam in May.

## **ECONOMICS**

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Grade 12

Semester/Required

Economics will provide students with a basic understanding of the American economic system and the role the individual plays in that system. Topics include supply and demand, monetary and fiscal policy, taxes, business, labor, business cycle, inflation, consumer economics, communism, and international economics. This course also includes instruction concerning personal financial literacy and responsibility in accordance with state requirements.

## **MACROECONOMICS: AP**

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Grade 12

Semester/Required

Prerequisite: Strong reading comprehension skills recommended and teacher recommendation

Cost: \$95

Macroeconomics Advanced Placement is a rigorous college-level course taught to the College Board AP standards. It will require significant home study and extensive in-class participation. This course will study the U.S. economy as a whole in a global context. Topics covered will include aggregate supply and demand, national income accounting, unemployment, inflation, business cycle, money and banking, monetary and fiscal policy, economic growth, international trade and finance. This course also includes instruction concerning personal financial literacy and responsibility in accordance with state requirements. Students will be required to take the AP Macroeconomics exam in May. This class fulfills the economics requirement for graduation.

## **SOCIOLOGY**

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Grade 10 – 12

Semester/Elective

Sociology, the study of human societies and social behavior, provides students opportunities to study the greater world and context in which they live. Students will look at this greater context by studying significant sociological contributions, social structure, social stratification, social groups, and social change among other topics. Students will also explore how this greater world and context impacts them as individuals now and in the future. Students will have the opportunity to develop a sociological imagination, which enables them to view their own lives within a larger social and historical context.

**PSYCHOLOGY**

Grade 11 – 12

Semester/Elective

*Note: Students may not receive credit in both Psychology and Psychology: AP*

Psychology is a general introduction into the study of human behavior. General topics discussed include social interaction, life span development, social cognition and methods of therapy. Specific components studied include perception, learning, memory, motivation, emotion, personality, stress, consciousness and prejudice. Students will also be introduced to the steps involved in conducting psychological research.

**PSYCHOLOGY: AP**

Grade 11 – 12

Two semesters/Elective

Prerequisite: Strong reading comprehension skills highly recommended

*Note: Students may not receive credit in both Psychology and Psychology: AP*

Cost: \$95

Psychology Advanced Placement is a course that provides students with the content established by the College Board. Topics include 1) history and approaches, 2) research methods, 3) biological bases of behavior, 4) sensation and perception, 5) states of consciousness, 6) learning, 7) cognition, 8) motivation and emotion, 9) developmental psychology, 10) personality, 11) testing and individual differences, 12) abnormal psychology, 13) treatment of psychological disorders, and 14) social psychology. Students are required to take the College Board AP Psychology exam in May.

**EUROPEAN HISTORY: AP**

Grade 10 – 12

Two semesters/Elective

Prerequisite: Strong reading comprehension skills highly recommended

Cost: \$95

European History Advanced Placement develops an understanding of the main themes in modern European history, including political and diplomatic, intellectual and cultural, and social and economic history. Analyzing historical evidence and reading critical literary narratives are integrated into the chronologically ordered whole picture of the modern history of Europe. Using a college-level textbook, this course begins with the Renaissance and concludes with the demise of communism in Eastern Europe, the reunification of Germany, and the crisis of global terrorism. European History Advanced Placement is a course based on content established by the College Board. Students will be required to take the College Board AP European History exam in May.

**ETHNIC STUDIES**

Grade 10 – 12

Semester/ Elective

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.



## **INDIANA STUDIES**

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Grade 10 – 12

Semester/Elective

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Students will examine the participation of citizens in the political process.

## **INTRODUCTION TO EDUCATION: EDUC-101 DUAL CREDIT**

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Grade 11 – 12

Semester/3 college credits/fulfills high school elective credit

Prerequisite: 2.7 cumulative GPA and B or higher in junior English classes

Cost: \$25 per credit hour through Ivy Tech Community College (\$75)

*Note: This course does NOT count toward the AP/ dual credit requirement for the Academic Honors Diploma.*

A course that provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined.

*VOLUNTEER SERVICE LEARNING/FIELD EXPERIENCE STATEMENT: A 20-hour (minimum) volunteer service learning/field work experience is required for successful completion of this course.*





The curriculum in the Unified Arts Department supports the mission of the school by providing a foundation for students who are particularly interested in practical arts and performing arts. Students enrolled in these classes develop self-esteem through creative expression while simultaneously acquiring life-long skills that will help them in many related careers. Practical Arts courses emphasize drafting and family and consumer science classes. Performing Arts courses allow students to meet Fine Arts graduation requirements while developing their skills in the areas of art, choir, band or drama.



### CURRENT COURSE OFFERINGS:

THEATER ARTS I

THEATER ARTS II

THEATER IMPROV

TECHNICAL THEATER AND DESIGN

CONCERT BAND

CONCERT BAND 3/4: HONORS

PIANO & ELECTRONIC KEYBOARD: BEGINNING

APPLIED MUSIC: GUITAR

APPLIED MUSIC: UKELELE

ADVANCED CHORUS A CAPELLA CHOIR: HONORS

BEGINNING CHORUS (MENS OR WOMENS)





## **THEATER ARTS I**

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Grade 9 – 12

Semester/Fine Art Directed Elective

Theater Arts is recommended for grades 9-12 and no prerequisite is required. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. This is a one-semester course with students earning one credit per semester. This class counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

## **THEATER ARTS II**

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Grade 9-12

Semester/Fine Art Directed Elective

Prerequisite: Theater Arts I

Students in Theater Arts II research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies.

## **THEATER IMPROV**

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Grades 10-12

Semester/Fine Art Directed Elective

Theater Improv allows students to develop skills of teamwork, collaboration, listening, communication, and the ability to adapt and problem-solve. The mastery of this course can translate to social and professional skills sought after in many workplaces.

## **TECHNICAL THEATER AND DESIGN**

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Grades 9-12

Semester/Fine Art Directed Elective

Students enrolled in Technical Theatre and Design actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies.



## **CONCERT BAND**

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Grade 9 – 12

Two semesters/Fine Art Directed Elective

Students enrolled in Concert Band are provided with a balanced comprehensive study of music, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students will acquire the musical skills necessary to participate in instrumental performances. Students develop tone production, technical skills, intonation, music reading skills, listening skills, analyzing music and performances, and studying historical musical literature. School performances, ensemble, concerts, contest and solo activities are also part of this class and help students develop as musicians.

## **CONCERT BAND 3/4: HONORS**

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Grade 11 – 12

Two semesters/Fine Art Directed Elective

Prerequisite: 4 semesters of Concert Band

Students enrolled in Concert Band 3/4 are provided with a balanced comprehensive study of music, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students will acquire the musical skills necessary to participate in instrumental performances. Students develop tone production, technical skills, intonation, music reading skills, and listening skills, and they analyze music and performances, and study historical musical literature. School performances, ensemble, concerts, contest and solo activities are also part of this class and help students develop

as musicians. In order to enroll in the course, students must have previously taken Concert Band for two years.

## **PIANO AND ELECTRONIC KEYBOARD: BEGINNING**

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Grade 9 – 12

Semester/Fine Art Directed Elective

Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions. This course is for students with little or no experience in piano.

## **APPLIED MUSIC: GUITAR**

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Grade 9 – 12

Semester/Fine Art Directed Elective

Applied Music: Guitar is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. The focus of this course is developing instrumental skills in guitar. Students are required to provide their own guitar.



## **APPLIED MUSIC: UKELELE**

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Grade 9 - 12

Semester/Fine Art Directed Elective

Applied Music: Ukelele is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. The focus of this course is developing instrumental skills in ukelele. Students are required to provide their own ukelele.

## **ADVANCED CHORUS A CAPPELLA CHOIR: HONORS**

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Grade: 10 – 12

2 Semesters/Directed Elective

Note: Audition required

A Cappella Choir is a small, audition-only ensemble made up of highly talented individuals who enjoy singing a cappella music. Students in this class will be self-motivated and able to work on their own and with a small group. Pitch retention, music reading, sight singing, musical collaboration, rhythm training and “beat box” techniques will be implemented daily. Students will be given accompanied music to sing with the Concert Choir performances as well as their own music for this class. Performances with the Concert Choir are required as well as other performances both in and out of school.

## **BEGINNING CHORUS (MEN'S & WOMEN'S COURSES)**

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Grades: 9 – 12

2 Semesters/Directed Elective

Beginning Chorus classes are composed of young men and women with beginning choral backgrounds. Students will study a wide variety of music, which ranges in level of difficulty. Some music reading skills are required, as the focus is on music reading, interpretation, and vocal technique. The group will participate in a number of performances throughout the year. Required performances include school functions, the Christmas programs, and other concerts throughout the year. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. This course also provides students opportunities to develop musicianship and specific skills through ensemble and solo singing. Activities create the development of quality repertoire in the diverse styles of choral literature, which is appropriate in difficulty and range for the student.













### **INTRODUCTION TO TWO-DIMENSIONAL ART**

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Grade 9 – 12

Semester/Fine Art Directed Elective

Introduction to Two-Dimensional Art is an introduction to art through a working understanding of the Elements and Principles of Design and provides students with the fundamentals of art appreciation, art evaluation, and art production skills. Studio work includes drawing, painting, perspective, pencil rendering, color and design principles. Although no previous art instruction is necessary, students must be highly motivated. Students are graded primarily on the quality of work they hand in as well as personal improvement. This class is one of the introductory courses required before selecting advanced art classes.

### **DRAWING**

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Grade 10 – 12

Semester/Fine Art Directed Elective

Prerequisite: Introduction to Two-Dimensional Art

Drawing concentrates on developing the student's drawing and observational skills. Students will engage in sequential learning experiences that encompass an advanced understanding of the Elements and Principles of Design, art history, art criticism, aesthetics and production. Students will learn shading, perspective, figure drawing and observational work. The emphasis will be on realistic rendering and craftsmanship while enhancing visual perception. Students will use and develop a personal sketchbook. This course is designed for students who are interested in the field of art and requires drawing and work outside of class.





## **PAINTING**

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Grade 10 – 12

Semester/Fine Art Directed Elective

Prerequisite: Introduction Two-Dimensional Art

Students in Painting will develop their knowledge of the fundamentals of watercolors and acrylics. Major areas of emphasis include selecting a subject, planning a painting, using color, uniting a picture and completing a painting. Students who master these areas of painting will develop the skills that will allow them to progress from an uncertain amateur to a mature painter. The components of this course encompass art history, art criticism, aesthetics, production and an advanced understanding of the Elements and Principles of Design. Students will search for meaning, significance, and direction in their work. This course is designed for students who are interested in self-expression.

## **PHOTOGRAPHY**

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Grade 10 – 12

Semester/Fine Art Elective

Photography provides an introduction to the tools, procedures, concepts and application of photography. Students will use digital cameras to stimulate the students' creative capacities for personal expression and communication. The course includes working procedures and critical skills in looking at photographs and introduces equipment, techniques, skills, and concepts of photography. Students will reflect upon and refine their work; explore cultural and historical connections; analyze, interpret and make informed judgments about photography and the nature of photographic imagery; relate it to other disciplines and discover opportunities for integration; and incorporate literacy and

presentational skills. Students are encouraged to provide their own camera with adjustable focus, shutter speeds and aperture. This course requires shooting and computer work often outside of the class period.

## **INTRODUCTION TO THREE-DIMENSIONAL ART**

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Grade 9 – 12

Semester/Fine Art Directed Elective

Introduction to Three-Dimensional Art offers the student a chance to create three-dimensional artwork, while exploring a variety of media, including paper-mâché, plastic, paper, wire and found objects. Techniques include carving, molding and assembly. Emphasis will be placed on design principles, the studio aspect, as well as working with art history, aesthetic and critical issues. Students will learn both realistic and abstract processes. This course is designed for students who are interested in the field of art and requires drawing and work outside of class.



## CERAMICS

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Grade 9 – 12

Semester/Fine Art Directed Elective

Ceramics is designed for students who are interested in learning how to create ceramic artwork through an understanding of the Elements and Principles of Design. Students will create works of art in clay utilizing the process of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. Students will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary ceramics from a variety of cultural groups. Students will critically examine the relationships between context, form, function and meaning in their own work and in historical and contemporary ceramic works. This class is one of the introductory classes required before selecting advanced art classes.

complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement.

- Drawing : The Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media.
- 2-D Design Art and Design: This portfolio is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency in 2-D design using a variety of art forms.
- 3-D Art and Design: This portfolio is intended to address a broad interpretation of sculptural issues in depth and space. A variety of approaches to representation, abstraction, and expression may be part of the student's portfolio.

## ART & DESIGN: AP

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Grade 10 – 12

Year/Fine Art Directed Elective

Prerequisite: Teacher recommendation

Cost: \$95

Art and Design Advanced Placement is a course based on the content established by the College Board. Portfolios are designed by students who are seriously interested in the practical experience of art. AP Art & Design is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The AP program is a cooperative endeavor that helps high school students

## ART HISTORY: AP

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Grade 10 – 12

Year/Fine Art Directed Elective

Cost: \$95

Art History Advanced Placement is designed to allow students to examine major forms of artistic expression relevant to a variety of cultures evident in wide variety of periods from present times into the past. Students acquire an ability to examine works of art critically, with intelligence and sensitivity, and to articulate their thoughts and experiences. In this course, students examine major forms of artistic expression from the past and the present from a variety of cultures (historical context) to gain



an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. They learn to look at works of art critically (artistic perception), with intelligence and sensitivity (aesthetic valuing), and analyze (art criticism) what they see. All students successfully completing the AP Art History course should gain an in-depth knowledge of the subject, as well as form disciplined study habits that can contribute to continued success at the college level. This course requires a high degree of commitment to academic work (including writing skills) and to the purposes of a program designed to meet the College Board standards. All students enrolled in this course are required to take the AP Exam as part of the course requirement.

## **DIGITAL DESIGN**

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Grade 10 – 12

Semester/Fine Art Directed Elective

Prerequisite: Introduction to Two-Dimensional Art

Digital Design introduces computers to students as an art tool. Students will create artwork with graphic art software, digital cameras and scanners. Along with design and color theory, students will use a variety of design approaches anchored in both art history and in contemporary production. Artwork will be a result of computer generated images in conjunction with 2-D drawing skills and an understanding of design principles. Students will participate in aesthetic discussions and critiques. Additionally, students will reflect upon the outcome of these experiences, write about the process, and make presentations about the progress or projects. They will also be challenged to solve compositional layouts and sequencing events in order to achieve desired effects. Projects will range from simple one-day tutorials to multiple-week projects. Students will learn about current artists and careers in the field of computer art.





## UNIFIED ARTS : PRACTICAL ARTS

*(These courses do NOT count as a fine art requirement)*



### **ARCHITECTURAL DRAFTING & DESIGN I**

Grade 10 – 12

Semester/Elective

Architectural Drafting and Design I introduces the student to the basic principles of mechanical drawing. The scope of work students perform ranges from basic lettering and sketching to the drawing of complex assembly of machines. The mastery of this course may provide a solid background for students entering trades that require the reading and interpretation of blue prints.

### **ARCHITECTURAL DRAFTING & DESIGN II**

Grade 10 – 12

Semester/Elective

Prerequisite: C average in Architectural Drafting and Design I

Architectural Drafting and Design II provides students with knowledge in these areas: machine design through a study of special views, fasteners, assembly drawings, cams, gears and welding. House construction and design gives some depth in the architectural field and will also broaden the scope of the student's drawing skills. Technical illustration and surface developments, as used in sheet metal work, are also studied.







**CURRENT COURSE OFFERINGS:**

LATIN I

LATIN II

LATIN I HONORS

LATIN II: HONORS

LATIN III: HONORS

LATIN: AP

SPANISH I

SPANISH I: HONORS

SPANISH II

SPANISH II: HONORS

SPANISH III

SPANISH III: HONORS

SPANISH IV: HONORS

SPANISH LANGUAGE: AP

SPANISH V: HONORS

AMERICAN SIGN LANGUAGE I

AMERICAN SIGN LANGUAGE II

AMERICAN SIGN LANGUAGE III

The World Language Department fosters the development of communication skills in Latin, Spanish, and American Sign Language. The World Languages Department nurtures the awareness and appreciation of different cultures.



## LATIN I

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Grade 9 – 12

Two semesters/Directed Elective

The curriculum of teaching the classical language Latin includes the following: primary emphasis on fundamental grammatical concepts and constructions, study of Latin etymology, limited study of Roman history including famous statesmen and writers, and limited study of mythology. The culture of the Roman Empire is a large emphasis of the course. The students follow a Roman family through its daily living routine.

## LATIN II

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Grade 9 – 12

Two semesters/Directed Elective

Prerequisite: Latin I and teacher recommendation

Latin II continues the study of the basic elements of Latin grammar as well as introducing students to the study of Roman art and archaeology. Grammar study will include a review of all major grammatical points covered in Latin I as well as introducing students to advanced grammatical concepts and constructions. These skills and concepts will culminate in the fourth quarter when the class will read an edited and abridged version of the story of Jason and the Argonauts. Students will also explore Roman history by examining the material remains of the Roman world.

## LATIN I HONORS

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Grade 9 – 12

Two semesters/Directed Elective

The curriculum for Latin I Honors will consist of a rigorous introduction to the language and culture of the Ancient Romans. By the end of the year students will have learned most of the basic grammatical forms of Latin and be able to apply them to the translation of adapted Latin passages. This class is intended for those who plan to take three to four years of Latin as part of the Honors or Summa diplomas.

## LATIN II: HONORS

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Grade 9 – 12

Two semesters/Directed Elective

Prerequisite: Latin I and teacher recommendation

Latin II Honors continues the study of the basic elements of Latin grammar as well as introducing students to the study of Roman art and archaeology. Grammar study will include an accelerated review of all major grammatical concepts and constructions from Latin I followed by a detailed study of advanced grammatical concepts. Students will read edited and abridged versions of Livy's *Ad Urbe Condita* and the story of Jason and the Argonauts. The skills and concepts of this course culminate in the study of the unedited and unabridged text of Julius Caesar's *de Bello Gallico* in preparation for Honors Latin III and Latin AP. Students will also explore Roman history by examining the material remains of the Roman world.



### **LATIN III: HONORS**

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Grade 11 – 12

Two semesters/Directed Elective

Prerequisite: Latin II and teacher recommendation

Latin III Honors is a survey of Latin literature of the Golden Age with special emphasis on original Roman writings including writings of Eutropius, Cicero and their orations, philosophical works, and letters. Grammar and syntax are studied as part of the Latin readings. A study of the Roman political system, the Roman electoral process, and the Roman government during the period of the Roman Republic and their influences on modern civilizations are covered in the Latin readings of Sallust, Cicero, and others. Students conduct individual research on particular eras of the Republic. They also study historical individuals, such as Caesar, Cleopatra, Mark Anthony, and Octavian.

### **LATIN: AP**

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Grade 11 – 12

Two semesters/Directed Elective

Prerequisite: Honors Latin III and teacher recommendation

AP Latin is a course which follows the College Board course guidelines for AP Latin and prepares students to be successful on the AP Latin exam. The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life

through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

### **SPANISH I**

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Grade 9 – 12

Two semesters/Directed Elective

Spanish I provides an introduction to the Spanish language and to the culture of the Spanish-speaking world. Students will develop an elementary degree of proficiency in speaking, reading, writing, and listening in the target language. Mastery of basic grammar skills will be demonstrated through oral and written performance, role-playing, group work, and projects. Students will also study the geography, history and culture of various Spanish-speaking countries.

### **SPANISH I: HONORS**

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Grade 9 – 12

Two semesters/Directed Elective

Spanish I Honors provides an introduction to the Spanish language and to the culture of the Spanish-speaking world at an advanced pace. Students in Spanish I Honors generally have previous Spanish experience but are not ready to be placed in Spanish II. Students will develop a degree of proficiency in speaking, reading, writing, and listening in the target language. Mastery of basic grammar skills will be demonstrated through oral and written performance, role-playing, group work, and projects. Students will also study the geography, history and culture of various Spanish-speaking countries.

**SPANISH II**

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Grade 9 – 12

Two semesters/Directed Elective

Prerequisite: Spanish I and a teacher recommendation

Spanish II emphasizes listening, speaking, reading, writing and comprehension. It enhances fundamental grammar, vocabulary, and communication skills and builds on what students learn in Spanish I. A variety of techniques will be used to become more creative and more proficient in the language. Students will develop an appreciation of the different Hispanic cultures.

**SPANISH II: HONORS**

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Grade 9 – 12

Two semesters/Directed Elective

Prerequisite: Spanish I and a teacher recommendation

Spanish II Honors emphasizes listening, speaking, reading and writing of the Spanish language as well as a deep appreciation of the Spanish culture. This course builds upon previously learned fundamentals of grammar, vocabulary, and communication skills learned in Spanish I. Instruction moves at a faster pace than a regular Spanish II class. Content will be partially instructed in the target language of Spanish.

**SPANISH III**

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Grade 10 – 12

Two semesters/Directed Elective

Prerequisite: Spanish II and a teacher recommendation

Spanish III is partially conducted in the target language. Students will continue to build on their vocabulary while also demonstrating proficiency in grammar, composition, listening, speaking, and reading. Students will also gain knowledge and appreciation of Hispanic culture, history, and geography. *Leyendas de España*, which is a collection of tales about the history, geography, culture, customs, and values of Spain, will be used to reinforce reading comprehension during the second semester.

**SPANISH III: HONORS**

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Grade 10 – 12

Two semesters/Directed Elective

Prerequisite: Spanish II and a teacher recommendation

Spanish III: Honors is conducted primarily in the target language. Students will continue to build on their vocabulary while also demonstrating advanced proficiency in grammar, composition, listening, speaking, and reading. There will be an intensive focus on writing, listening, and speaking in the target language. This course is geared toward the student who is on the AP track. Students will also gain knowledge and appreciation of Hispanic culture, history, and geography. *Leyendas de España*, which is a collection of tales about the history, geography, culture, customs, and values of Spain, will be used to reinforce reading comprehension and vocabulary throughout the year.



## **SPANISH IV: HONORS**

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Grade 11 – 12

Two semesters/Directed Elective

Prerequisite: Spanish III and a teacher recommendation

Spanish IV Honors is a directed study for advanced students. It is conducted primarily in the target language. Along with renowned artists and authors, students are exposed to the history and civilization of the Spanish-speaking world. Listening, reading, writing and speaking skills will be used in the interpretation and analysis of the literature studied. The second semester adds the study of Miguel Cervantes' novel *Don Quixote* and the preparation for advanced placement in college.

## **SPANISH LANGUAGE: AP**

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Grade 11 – 12

Two semesters/Directed Elective

Prerequisite: Spanish III and a teacher recommendation

Cost: \$85

Spanish Language Advanced Placement is a course based on the content established by the College Board. Spanish Language AP covers the equivalent of a third-year college course in advanced Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. The class emphasizes the use of Spanish for active communication and has as its objective the development of the following competencies: 1) the ability to comprehend formal and informal spoken Spanish; 2) the acquisition of vocabulary and a grasp of structure to allow the easy,

accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish; 3) the ability to compose expository passages, and 4) the ability to express ideas orally with accuracy and fluency. Students are expected to take the AP exam in May.

## **SPANISH V: HONORS**

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Grade 12

Two semesters/Directed Elective

Prerequisite: AP Spanish

Spanish V Honors seeks to develop language skills that are useful in themselves and that can be applied to various activities, disciplines, and writing activities. Students enrolled in this class participate in activities beyond the classroom that could include concerts, theater performances, and community activities. Students will: 1) initiate and participate in conversations on current or past events that are of significance in the world culture; 2) promote among their peers, and others, the benefits of world language study and the study of the cultures in which the language is spoken; 3) analyze the main plot, subplot, characters and their descriptions, roles, and significance in authentic literary texts. Additionally, students gain a general knowledge of the major literary and artistic movements within the cultures being studied.



## **AMERICAN SIGN LANGUAGE I**

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Grade 10 – 12

Two semesters/Directed Elective

American Sign Language I is a language used by the majority of people who are deaf or hard of hearing in the United States and Canada. By learning ASL, students gain access to the deaf culture and insights into features of spoken language. The curriculum is designed to take students who have no knowledge of ASL to the point where they can function comfortably in a wide variety of situations in the deaf community. Deaf language, culture, and history are taught throughout the curriculum. Students must train their eyes, body movements, and facial expressions in order to communicate effectively. ASL I exposes the student to the basics of signing, vocabulary, sentence structure and basic conversation.

## **AMERICAN SIGN LANGUAGE II**

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Grade 10 – 12

Two semesters/Directed Elective

Prerequisite: ASL I and a teacher recommendation

American Sign Language II builds upon the topics, vocabulary, and grammar introduced in previous lessons in ASL I. Emphasis is placed on the art of deaf conversation, grammar, and ASL gloss (sentence structure). Additional insights into deaf culture and history will be incorporated throughout the curriculum. Students will build on the art of storytelling introduced in ASL I. In addition to in-class activities, students are highly encouraged to attend 10+ hours of outside events in the deaf community during the year and commit to the total immersion into the deaf or hard-of-hearing world while in class.



## **AMERICAN SIGN LANGUAGE III**

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Grade 11 – 12

Two semesters/Directed Elective

Prerequisite: ASL I, II and a teacher recommendation

American Sign Language III is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the deaf community.

OVER THE PAST TWO YEARS,  
BISHOP CHATARD STUDENTS  
HAVE BEEN ADMITTED TO THESE  
OUTSTANDING COLLEGES AND  
UNIVERSITIES. CLASS OF 2024  
GRADUATES WERE COLLECTIVELY

**AWARDED MORE  
THAN \$28 MILLION  
IN SCHOLARSHIPS  
AND GRANTS.**

ALABAMA A&M UNIVERSITY

ALBION COLLEGE

ALCORN STATE UNIVERSITY

ALFRED UNIVERSITY

AMERICAN UNIVERSITY

ANDERSON UNIVERSITY

ARCADIA UNIVERSITY

ARIZONA STATE UNIVERSITY

AUBURN UNIVERSITY

AURORA UNIVERSITY

BALDWIN WALLACE UNIVERSITY

BALL STATE UNIVERSITY

BAYLOR UNIVERSITY

BELLARMINE UNIVERSITY

BELMONT ABBEY COLLEGE

BELMONT UNIVERSITY

BENEDICTINE COLLEGE

BENNINGTON COLLEGE

BERRY COLLEGE

BETHANY COLLEGE

BOWLING GREEN STATE UNIVERSITY

BUTLER UNIVERSITY

CARNEGIE MELLON UNIVERSITY

CARTHAGE COLLEGE

CENTRAL MICHIGAN UNIVERSITY

CLAFLIN UNIVERSITY

CLARK ATLANTA UNIVERSITY

CLEMSON UNIVERSITY

COASTAL CAROLINA UNIVERSITY

COLLEGE OF CHARLESTON

COLLEGE OF MOUNT SAINT VINCENT

COLORADO STATE UNIVERSITY

CURRY COLLEGE

DEAN COLLEGE

DENISON UNIVERISTY

DEPAUL UNIVERSITY

DEPAUW UNIVERSITY

DETROIT MERCY

DICKINSON COLLEGE

DOMINICAN UNIVERSITY

DRAKE UNIVERSITY

EMBRY-RIDDLE AERONAUTICAL  
UNIVERSITY

EMERSON COLLEGE

EMMANUEL COLLEGE

FISHER COLLEGE

FISK UNIVERSITY

FLORIDA GULF COAST UNIVERSITY

FLORIDA STATE UNIVERSITY

FURMAN UNIVERSITY

GRAND VALLEY STATE UNIVERSITY

HANOVER COLLEGE

HARVARD UNIVERISTY

HAWAI'I PACIFIC UNIVERSITY

HOLY CROSS COLLEGE

INDIANA INSTITUTE OF TECHNOLOGY

INDIANA STATE UNIVERSITY

INDIANA UNIVERSITY (BLOOMINGTON)

INDIANA UNIVERSITY (EAST)

INDIANA UNIVERSITY INDIANAPOLIS

INTERNATIONAL BUSINESS COLLEGE

IVY TECH COMMUNITY COLLEGE

JACKSON STATE UNIVERSITY

JARVIS CHRISTIAN UNIVERSITY

JOHN CARROLL UNIVERSITY

JOHNSON C. SMITH UNIVERSITY

KENT STATE UNIVERSITY

KENTUCKY STATE UNIVERSITY

KENTUCKY WESLEYAN COLLEGE

KENYON COLLEGE

KETTERING UNIVERSITY

LAKE FOREST COLLEGE

LEWIS UNIVERSITY

LIPSCOMB UNIVERSITY

LOYOLA UNIVERSITY CHICAGO

LOYOLA UNIVERSITY NEW ORLEANS

LYNN UNIVERSITY

MANCHESTER UNIVERSITY

MARIAN UNIVERSITY

MARQUETTE UNIVERSITY



MCKENDREE UNIVERSITY  
MIAMI UNIVERSITY (OXFORD)  
MICHIGAN STATE UNIVERSITY  
MILLIKIN UNIVERSITY  
MONMOUTH COLLEGE  
MUSKINGUM UNIVERSITY  
NEW YORK UNIVERSITY  
NORTH CAROLINA A & T STATE UNIVERSITY  
NORTH CAROLINA CENTRAL UNIVERSITY  
NORTH PARK COLLEGE  
NORTHERN ILLINOIS UNIVERSITY  
NORTHERN KENTUCKY UNIVERSITY  
NOVA SOUTHEASTERN UNIVERSITY  
OAKLAND UNIVERSITY  
OBERLIN COLLEGE  
OHIO UNIVERSITY  
OHIO WESLEYAN UNIVERSITY  
OREGON STATE UNIVERSITY  
PENN STATE UNIVERSITY  
PORTLAND STATE UNIVERSITY  
PURDUE UNIVERSITY  
QUINCY UNIVERSITY  
RINGLING COLLEGE  
ROLLINS COLLEGE  
ROME CITY INSITUTE  
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SAINT AUGUSTINE'S UNIVERSITY  
SAINT LOUIS UNIVERSITY  
SAINT MARY OF THE WOODS  
SAINT MARY'S COLLEGE  
SALVE REGINA UNIVERSITY  
SAMFORD UNIVERSITY  
SAVANNAH COLLEGE OF ART AND DESIGN  
SETON HALL UNIVERSITY  
SHAW UNIVERSITY  
SOUTH CAROLINA STATE UNIVERSITY  
SOUTHERN UNIVERSITY AND A&M COLLEGE  
SPELMAN COLLEGE  
ST. ANDREWS UNIVERSITY  
ST. JOHN'S UNIVERSITY  
ST. MARY'S COLLEGE OF CALIFORNIA  
ST. OLAF COLLEGE  
SYRACUSE UNIVERSITY

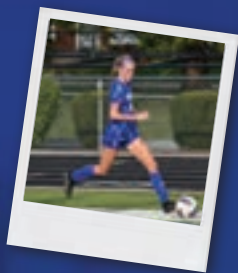
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THOMAS MORE UNIVERSITY  
TOWSON UNIVERSITY  
TRANSYLVANIA UNIVERSITY  
TRINE UNIVERSITY  
TUSKEGEE UNIVERSITY  
UC SANTA BARBARA  
UC SANTA CRUZ  
UNITED STATES NAVAL ACADEMY  
UNIVERSITY OF ALASKA FAIRBANKS  
UNIVERSITY OF CALIFORNIA (DAVIS)  
UNIVERSITY OF CALIFORNIA (SAN DIEGO)  
UNIVERSITY OF CALIFORNIA (SANTA BARBARA)  
UNIVERSITY OF CHICAGO  
UNIVERSITY OF CINCINNATI (BLUE ASH)  
UNIVERSITY OF CINCINNATI (CLERMONT COLLEGE)  
UNIVERSITY OF CINCINNATI (MAIN CAMPUS)  
UNIVERSITY OF COLORADO BOULDER  
UNIVERSITY OF COLORADO DENVER  
UNIVERSITY OF DAYTON  
UNIVERSITY OF DENVER  
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UNIVERSITY OF FLORIDA  
UNIVERSITY OF GEORGIA  
UNIVERSITY OF ILLINOIS AT CHICAGO  
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN  
UNIVERSITY OF INDIANAPOLIS  
UNIVERSITY OF KANSAS  
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UNIVERSITY OF LOUISVILLE  
UNIVERSITY OF MAINE  
UNIVERSITY OF MARYLAND EASTERN SHORE  
UNIVERSITY OF MINNESOTA  
UNIVERSITY OF MISSISSIPPI  
UNIVERSITY OF MISSOURI  
UNIVERSITY OF NEBRASKA  
UNIVERSITY OF NORTH CAROLINA

UNIVERSITY OF NOTRE DAME  
UNIVERSITY OF PITTSBURGH  
UNIVERSITY OF SAINT FRANCIS  
UNIVERSITY OF SAN DIEGO  
UNIVERSITY OF SAN FRANCISCO  
UNIVERSITY OF SOUTH CAROLINA  
UNIVERSITY OF SOUTHERN INDIANA  
UNIVERSITY OF TAMPA  
UNIVERSITY OF VERMONT  
UNIVERSITY OF WASHINGTON  
UNIVERSITY OF WISCONSIN  
VALPARAISO UNIVERSITY  
VILLANOVA UNIVERSITY  
VINCENNES UNIVERSITY  
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY  
VIRGINIA WESLEYAN UNIVERSITY  
WABASH COLLEGE  
WAKE FOREST UNIVERSITY  
WASHINGTON STATE UNIVERSITY  
WEST VIRGINIA STATE UNIVERSITY  
WEST VIRGINIA UNIVERSITY  
WESTERN MICHIGAN UNIVERSITY  
WESTMONT COLLEGE  
WILBERFORCE UNIVERSITY  
WILLIAM & MARY  
WINTHROP UNIVERSITY  
WITTENBERG UNIVERSITY  
XAVIER UNIVERSITY  
XAVIER UNIVERSITY OF LOUISIANA

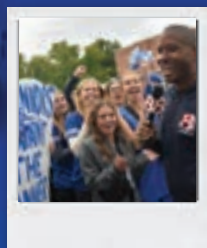








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FOR LIFE!**



**BCCHS**



*A faith  
community...*

**LEARNING.  
LEADING.  
SERVING.**

