



## 2023/24 Diploma Academic Requirements

Area	Core 40 Diploma	Core 40 with Academic Honors Diploma
Theology	8 credits or 2 for each school year in attendance at BCHS	8 credits or 2 for each school year in attendance at BCHS
English	8 credits: English, Literature, Composition	8 credits: English, Literature, and Composition
Mathematics	6-8 credits: Algebra I*, Algebra II, and Geometry. Students must take a math course each year.	8-10 credits: Algebra I*, Algebra II, Geometry. Students must take a math course each year.
Science	6 credits: 2 Biology; 2 Chemistry, Physics or Integrated Chemistry/Physics; and 2 add'l credits from any Core 40 science course.	6 credits: 2 Biology; 2 Chemistry, Physics or Integrated Chemistry-Physics; and 2 add'l credits from any core 40 science course.
Social Studies	6 credits: 2 World History or 2 World Geography/History of the World; 2 U.S. History; 2 Government/Economics	6 credits: 2 World History or 2 World Geography/History of the World; 2 U.S. History; 2 Government/Economics
Directed Electives: World Language, Fine Arts	5 credits total in any combination of World Language*, Fine Arts and/or Career & Technical Education	8 credits total: World Language: 6-8 credits in one language or 4 credits each in two different languages*, Fine Arts 2 credits
Health	1 credit	1 credit
Physical Education	2 credits	2 credits
Electives	Additional courses to bring the total number of credits to 48	Additional courses to bring the total number of credits to 55
Total	48 credits minimum	55 credits minimum

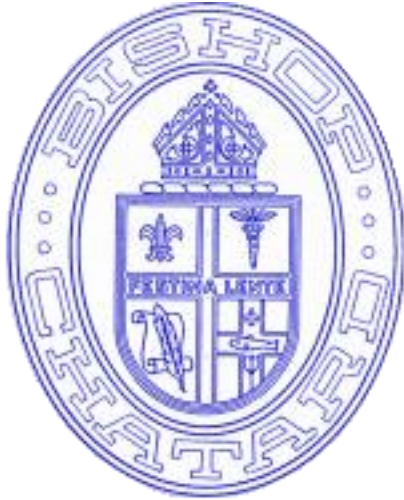
Area	Core 40 Diploma	Core 40 with Academic Honors Diploma
Add'l Requirements	None	Cumulative GPA of 3.0 or above Semester grades of C- or above. Students must complete ONE of the following: <ul style="list-style-type: none"> <li>• Earn 4 credits in 2 or more AP courses and take the corresponding AP exams</li> <li>• Earn 6 verifiable transcribed college credits in dual credit courses</li> <li>• Earn a minimum of 3 verifiable transcribed college credits and 2 credits in AP courses and corresponding AP exams</li> <li>• Earn a composite score of 1250 or higher on combined SAT with a minimum of 530 in each section</li> <li>• Earn an ACT composite score of 26 or higher and complete the writing section</li> </ul>
*Courses that a student tests out of (e.g., Algebra I, Spanish I) are not awarded high school credit, so are not counted in the total required.		

## Honors, Advanced Placement and Dual Credit Courses

**Honors courses** are weighted courses, which mean that a grade achieved in an honors course has a higher grade point attached to it than that of a regular course. This “weighting” recognizes that much more is expected from the student. The weighted average is then used in the calculation of the GPA. Students are selected for admission to honors courses on the basis of aptitude, motivation, teacher recommendations and prior evidence of academic achievement.

**Advanced Placement (AP) and ACP core dual credit courses** also receive a weighted grade. Students enrolled in an AP course are required to take the AP exam in the spring. Only seniors enrolled in four or more AP classes are allowed to opt out of an AP exam. Seniors who opt out still must take at least three of the exams. Any student who does not make arrangements in advance to opt out of an AP exam will be charged the cost of the exam. AP exam scores range from 1 through 5, and students who receive a 3 or higher may receive college credit.

Dual credit courses are based on the curriculum of the university awarding college credit and taught by BCHS teachers. Students who successfully complete a dual credit course will receive high school credit as well as college credit. Students are beginning a college transcript with dual credit courses.



## Summa Cum Laude Program

Based on the Latin expression to indicate academic distinction for “the highest of honor,” the Summa Cum Laude program, a special three-year honors program for the advanced college-bound student, is offered by Bishop Chatard.

The Summa program is designed to meet the needs of academically motivated students by offering courses that are challenging and rewarding. The program encourages involvement and leadership in extracurricular activities and service by focusing on the growth and development of the whole person.

This three-year program, encompassing the sophomore, junior and senior years, will challenge and prepare the most gifted college-bound individuals for a successful postsecondary career.

The Summa Cum Laude student will:

- COMMIT to an intensive course of study at the highest academic level offered by the school;
- ACHIEVE the highest standards of academic success as demonstrated by school exams and standardized testing;
- PARTICIPATE and be a leader in the life of the school and the community; •
- ENGAGE in the Christian Service Program beyond the minimum requirements;
- ATTAIN and sustain no less than a cumulative 4.0 GPA.

Students who have demonstrated a 3.85 GPA at the end their freshman year may apply for acceptance in the program in the fall of their sophomore year.



# BISHOP CHATARD HIGH SCHOOL

## Freshman Course Descriptions

### THEOLOGY

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

#### **Theology I**

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

Grade 9

Two semesters/Required

The first semester of *Theology I* will give students a general knowledge and appreciation of the Sacred Scriptures. They will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. The 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. The students will understand that Jesus Christ is the ultimate revelation from God. The students will also learn who Jesus calls them to be.

### 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**

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**

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.

### **Language Arts/Math Lab: An Interdisciplinary Approach**

Grades 9

Two semesters/Elective/Pre-approval required

Prerequisite: Dual Enrollment in English 9 Language Support and/ or Academic Support recommendation or administrative recommendation

*Language Arts/Math Lab* will focus on elements of the writing process along with reinforcing math concepts and skills. Students in the *Language Arts/Math Lab* are also enrolled in a grade level English course. The focus for this class will be to provide students with organizational, analytical, and practical language/math based strategies throughout the curriculum.

### **Essential Skills**

Grade 9

Two Semester/Elective/Pre-approval required

*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**

Grade 9-12

Semester/Elective

Prerequisite: B average in English courses.

*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.

## **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.***

### **Health Education**

Grade 9 – 10

Semester/Required

*Health Education* presents sufficient knowledge and skills conducive to health. Students learn basic anatomy to understand the structure of the body and enough physiology to understand its functions. The course also presents practical information relating to contemporary problems such as drugs, alcohol, and tobacco. These and other public health problems will be taught to students during the semester.

### **Secondary Physical Education I & II**

Grade 9

Two semesters/Required

*Physical Education* 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. Adapted physical education is offered as needed in the least restricted environment and on individual assessment.

## **MATHEMATICS**

***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 proficiency and feel confident and successful when applying math concepts.***

### **Algebra I**

Grade 9 – 10

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* students will learn to transfer arithmetic skills (fractions, decimals, percents) to various algebraic procedures. Students will be able to perform all operations involving algebraic terms, solve linear and quadratic equations, and learn about factoring and radicals. Problem-solving techniques and the concept of function are incorporated throughout Algebra I. Topics include: properties of real numbers, solution sets, basic operations with polynomials, solving quadratic equations and systems, exponents, and introductory ideas from statistics and probability.

### **Algebra I**

#### **Honors**

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 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.

### **Algebra I Lab**

Grade 9

Two semesters/ Elective

*Algebra I Lab* is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra I. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses.

## **Geometry**

Grade 9-11

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

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

*Geometry* uses a modern approach to Euclidean plane geometry. Students learn to reason logically as they see the system developed from basic undefined terms, definitions, postulates, and theorems.

Geometry emphasizes discovery through both individual and group activities.

## **Geometry**

### **Honors**

Grade 9-10

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

Prerequisite: Prerequisite: 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 designed exclusively for those students enrolled in the Honors math program. This course covers all the material in Geometry plus coordinate geometry and some solid geometry.

## **SCIENCE**

***The Science Department offers a variety of classes to those students who are interested in a science-related field. Students who complete these science classes receive sufficient preparation to successfully take collegiate science courses or pursue science-related careers.***

## **Biology I**

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**

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.

## **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.***

### **World History and Civilization**

Grade 9-10

Two semesters/Required

Note: Students are required to take EITHER World History or Geography & History of the World.

*World History* emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content skills and substance, in the teaching and learning of history.

## **Geography & History of the World**

Grade 9 – 10

Two semesters/Required

Note: Students are required to take EITHER World History or Geography & History of the World.

*Geography and History of the World* is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

## **World History Modern: AP**

Grade 9-10

Two semesters/Required

Prerequisite: Honors English 9 or Honors English 10 with a B average is recommended

Note: AP fee \$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.

## **UNIFIED ARTS**

*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, music or drama.*

## **PERFORMING ARTS**

### **Concert Band**

Grade 9-12

Two semesters/Fine Art 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.

### **Piano and Electronic Keyboard: Beginning**

Grade 9-12

Semester/Fine Art 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**

Grade 9-12

Semester/Fine Art 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 will be developing instrumental skills in guitar.

**Beginning Chorus Men's**

Grade 9 – 12

Two semesters/Fine Art Directed Elective

*Beginning Chorus Men's* is composed of young men 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.

**Beginning Chorus Women's**

Grade 9 – 12

Two semesters/Fine Art Directed Elective

*Beginning Chorus Women's* is composed of young 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.

**Theater Arts I**

Grade 9-12

Semester/Fine art Directed Elective

*Theatre Arts I* provides an opportunity for students to 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.

## **Theater Arts II**

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.

## **Technical Theater and Design**

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.

## **VISUAL ARTS**

### **Introduction to Two-Dimensional Art**

Grade 9-12

Semester/Fine Art 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**

Grade 9-12

Semester/Fine Art 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.

### **Introduction to Three-Dimensional Art**

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**

Grade 9 – 12

Semester/Fine Art Elective

Prerequisite: Introduction to Three-Dimensional Art

*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. Completed work will be displayed. 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.

## **BUSINESS AND TECHNOLOGY**

### **Introduction to Business**

Grades 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.

## **WORLD LANGUAGES**

**The World Language Department fosters the development of communication skills in Latin and Spanish. Most students who study a foreign language for four years are able to receive additional college credits, and they are better prepared for their chosen careers as a result. The World Languages Department nurtures the awareness and appreciation of different ethnic groups.**

### **Latin I**

Grade 9 – 12

Year/Directed Elective

Prerequisite: Placement test score or prior world language experience

The curriculum of teaching the classical language *Latin I* 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 I Honors**

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.

### **Spanish I**

Grade 9 -12

Year/Directed Elective

Prerequisite: Placement test score or prior world language experience

*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**

Grade 9 -12

Two semesters/Directed Elective

Prerequisite: Placement test score or prior world language experience

*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.

**American Sign Language I**

Grade 9 – 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.