



# BISHOP CHATARD HIGH SCHOOL

## Freshman Course Descriptions 2026-27

### 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.

### BUSINESS AND TECHNOLOGY

***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.***

#### **Computing Foundations**

Grade 9-12

Semester/Required beginning with class of 2029

Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is designed to introduce students to five major topics within computer science including computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem solving, and other important skills that are invaluable for life in a global and technologically advancing society.

## **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.

### **Basic Skills Development 9**

Grade 9

Two semesters/Elective

Prerequisite: Case Conference/Teacher Recommendation

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 Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

### **Beginning Journalism**

Grade 9-12

Semester/Elective

*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 the yearbook staff.

## **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.***

### **Integrated Health & Physical Education**

Grade 9

Two semesters/Required

This course will focus on the correlation between behavior and well-being. It will integrate foundational concepts of physical movement and concepts of leading a healthy lifestyle. Synthesizing Indiana's Academic Standards for Physical Education, Health, and Wellness, the course will educate students on the interconnectedness of all aspects of a healthy lifestyle. Essential concepts include determining personal values that support healthy behaviors and developing values for a healthy lifestyle while applying these concepts into physical movement and team play. Students will gain the skills, knowledge, and confidence needed for a lifetime of healthful physical activity and fitness. This full year course will satisfy 1 Physical Education Credit and 1 Health Credit.

## **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 develops his or her potential proficiency and feel confident and successful when applying math concepts.***

**Algebra I**

Grade 9

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

*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.

**Geometry**

Grade 9-10

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

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.

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## **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.***

### **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 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.

### **World History Modern: AP**

Grade 9-10

Two semesters/Required

Prerequisite: Taken concurrently with Honors English 9 or Honors English 10 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.

## **PERFORMING ARTS**

### **Concert Band**

Grade 9-12

Offered during morning SILAS period from 7:45-8:30am

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.

### **Beginning Chorus**

Grade 9 – 12

Two semesters/Fine Art Directed Elective

*Beginning Chorus* is composed of students 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.

## **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.

### **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.

### **Digital Design**

Grade 9 –12

Semester/Fine Art Directed Elective

Prerequisite:None

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

## **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 (not available Freshman year)**

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.