





# You're in!

welcome to the class of 2024

YOUR JOURNEY BEGINS HERE . . .



**TYLER MAYER,**  
*Executive  
Vice President*



**MARILYNN FAGAN,**  
*Director of Enrollment  
Management*

**AT BISHOP CHATARD HIGH SCHOOL, WE STRIVE TO MAKE THE ADMISSIONS PROCESS AS TRANSPARENT AND EASY TO NAVIGATE AS POSSIBLE. IN DOING SO, WE HAVE DEVELOPED A NINE-STEP PROCESS TO HELP FAMILIES UNDERSTAND WHAT BISHOP CHATARD IS ALL ABOUT THROUGH INFORMATION SESSIONS AND HANDS-ON EXPERIENCES. FOR MORE INFORMATION, VISIT [WWW.BISHOPCHATARD.ORG](http://WWW.BISHOPCHATARD.ORG) OR CONTACT DIRECTOR OF ENROLLMENT MANAGEMENT MARILYNN FAGAN AT [MFAGAN@BISHOPCHATARD.ORG](mailto:MFAGAN@BISHOPCHATARD.ORG) OR 317-251-1451, EXT. 2234.**

## Shadow Days

All 8th grade students are encouraged to spend a school day at Bishop Chatard accompanied by a current student with similar interests. Being a Trojan for a Day provides the student an insight as to why our young men and women become Trojans for Life. Shadowing at Bishop Chatard allows 8th grade students to participate in a regular school day and get an early glimpse of what their own high school experience may look like.

## Wednesday Walk-Thrus

Parents are invited to attend an information session including a brief administrator presentation, a school tour while school is in session, and the opportunity to ask questions.

## Information Sessions

6th, 7th and 8th grade families are invited to join us in the Fall for a Bishop Chatard Information Session. These sessions, held on campus at Bishop Chatard, provide families the opportunity to meet and ask questions of Bishop Chatard students, teachers and administrators.

## Open House

Prospective families have the opportunity to join the students and staff of Bishop Chatard High School to discover the opportunities that await their son or daughter as a Bishop Chatard Trojan. Prospective families tour the school with a current student, talk with teachers and administrators, and learn about the over 125 diverse courses and nearly 60 clubs and athletic teams available to students.

## High School Placement Test

All students applying for admission to Bishop Chatard must take the High School Placement exam. We offer the exam once in the Fall and coordinate all exams taken at the North Deanery grade schools.

We do not use the test as an entrance exam but rather as a guide to determine the appropriate placement of the student in their freshman courses.

## Apply to Bishop Chatard

Submit an online application and the following supporting documents:

- 7th grade report card
- 8th grade report card
- 7th grade ISTEP scores
- HSPT results
- Copy of birth certificate
- Academic Support Records *(if applicable)*

## Apply for Financial Aid

Bishop Chatard accepts both the Indiana Choice Scholarships (vouchers) and tax credit scholarships. We can also provide direct financial aid and student work-study opportunities to families who do not qualify for those programs, and additional aid to those who do qualify. Financial aid at Bishop Chatard is based solely on demonstration of financial need.

## One-to-One Appointment

For a more personal experience, prospective families are invited to schedule an appointment to meet during the school day with a school administrator.

These appointments allow families to have a one-on-one discussion with a member of the enrollment team to ask additional questions as needed and tour the campus.

## Registration for Enrollment

Early February is an exciting time for prospective students as our acceptance packet arrives in the mail in the form of our "BIG BLUE ENVELOPE!" This welcomes our new student, and enrollment instructions are enclosed.

**LEARN MORE BY TAKING OUR PROSPECTIVE STUDENT JOURNEY AT [WWW.BISHOPCHATARD.ORG/PROSPECTIVE-STUDENTS/](http://WWW.BISHOPCHATARD.ORG/PROSPECTIVE-STUDENTS/)**





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EXPERIENCE  
BISHOP CHATARD



JOE HANSEN,  
Principal

Lou Holtz, former football coach at the University of Notre Dame, was once asked to describe Notre Dame and the feeling you get when you are on campus. He responded, “Those who know Notre Dame, no explanation is necessary. Those who don’t, no explanation will suffice.”

That is kind of how I feel when people ask me what Bishop Chatard is like. As the principal, I am often asked this question. I frequently think, “Those who know Bishop Chatard, no explanation is necessary. Those who don’t ... well, no explanation will suffice.”

When asked to describe Bishop Chatard it is easy to recognize our past success and tout our current course catalog. This information speaks for itself. For example:

BISHOP CHATARD OFFERS OVER 125 ACADEMIC COURSES, INCLUDING NEARLY 50 HONORS, ADVANCED PLACEMENT, AND DUAL CREDIT CLASSES.

THE CLASS OF 2019 EARNED OVER \$20.8 MILLION IN SCHOLARSHIPS AND GRANTS, AVERAGING CLOSE TO \$125,000 PER STUDENT.

BISHOP CHATARD HAS BEEN NAMED AN “A” RATED SCHOOL FOR THE 8TH CONSECUTIVE YEAR. WE ARE ALSO A “FOUR STAR” SCHOOL AS WELL AS AN “ADVANCED PLACEMENT (AP) DISTINGUISHED” SCHOOL.

OUR CATHOLIC IDENTITY IS SECOND TO NONE, AS WE OFFER WEEKLY ALL-SCHOOL MASS, NUMEROUS RETREAT OFFERINGS, AND THE CONSTANT PRESENCE OF DEACON RICK WAGNER.

Many of the above things can be measured. Very important, yes, but not necessarily the things that, when Lou Holtz said, “ ... no explanation will suffice,” articulate what truly makes this school and community so special.

It is hard to explain the spirit and the love that I feel on a daily basis. We are not a perfect school, but our culture is built around Christ and a desire to form the whole person both academically and spiritually. We have supportive parents, hard-working teachers, fantastic students, and an environment that is welcoming. Culture is what you do, and climate is how you feel. Each day I feel beyond blessed to be a Trojan. I invite you to join me and experience Bishop Chatard High School.



“ Our family chose Bishop Chatard for many reasons, but our No. 1 reason was the sense of community that we felt. We were welcomed with open arms and made to feel like we were cherished.

– Mike & Jennie Tremain,  
parents of Evan '20



# WHY BISHOP CHATARD



**BILL SAHM,**  
*President*



“

The world offers you comfort,  
but you were not made for  
comfort. You were made for  
greatness – for God himself!

”

– Pope Benedict XVI

I am often asked by prospective families, “Why Bishop Chatard?” The answer is simple on the surface. No school better prepares its students for the life God has planned for them – a life distinguished by faith, a perpetual love of learning, a desire to lead others to be the best version of themselves, and by service to their neighbor. A deeper study is required to understand how this is accomplished.

Our mission compels us to accept and educate a wide range of learners and provide them with an individualized educational experience, directed and supported by gifted and dedicated teachers, counselors, administrators and staff who know our students and love them through some of the most important formational years of their lives.

We love them by challenging them to take the most rigorous courses they can handle and then teaching them to take personal responsibility for the outcome. The results are nothing short of remarkable as Bishop Chatard has become one of the elite academic secondary schools in the state of Indiana. We love them by surrounding

them with a culture of faith, in the celebration of weekly Mass, with a dynamic four-year theology curriculum, with a spiritually rich retreat program and with a myriad of service opportunities. We love them with extracurricular activities that require commitment and sacrifice in the pursuit of excellence, but always with the formation of the whole person at the center of our purpose.

Finally, we love them in community, a community of students (yes, they are expected to make significant contributions to the lives of their fellow students) faculty, staff, parents, parishes, the archdiocese, and benefactors, all working together for the common goal of sending our graduates into the world to live lives of meaning and purpose.

The Bishop Chatard ideal of “greatness,” inspired by our faith, awaits your child. May God richly bless you and your family.

**AMONG THE  
CLASS OF 2023,  
BISHOP CHATARD  
WAS THE NO. 1  
PREFERENCE FOR  
HIGH SCHOOL BY  
NORTH DEANERY  
SCHOOL FAMILIES.  
39% OF 8TH  
GRADERS  
CHOSE BCHS.**





# SUCCESS BEGINS IN THE CLASSROOM



ANN TAYLOR,  
Vice Principal  
of Academics

The student academic journey begins every August. The school building comes “back to life” after the quiet days of summer. Smiles, laughter and the thunder of footsteps can be heard up and down the hallways. Students bring a natural energy and positive spirit to learning.

Our students are educated to persevere through challenges, feel comfortable with both success and failure, and to be open to new experiences. Bishop Chatard provides a safe environment for students to recognize their own individual talents, explore unique classes and develop their potential. School counselors and teachers are attuned to recognize the unique gifts that students bring to the classroom learning environment.

Compassionate and caring educators are the backbone of student success. Ten years ago, Bishop Chatard developed the Catholic Educator Advancement Program to support teacher professional development, to empower educators to be lifelong learners and to direct financial compensation. At weekly meetings, teachers meet in small groups to train on strategies, develop course content, analyze student performance and reflect upon successful practice. This process has created a dynamic group of professionals who have greatly contributed to the academic success of this school.

The educators at Bishop Chatard believe that each student should be guided to reach their academic potential. They nurture and guide student independence and accountability. Classrooms are safe spaces for students to embrace new challenges.

Course content is taught with the mindset, “I care about you. I believe you can be successful. I will not give up on you.”

712

2019-2020  
ENROLLMENT

14:1

STUDENT-TO-  
TEACHER RATIO

17

AVERAGE  
CLASS SIZE



“

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

# SUCCESS IN ADVANCED PLACEMENT CLASSES GIVES BC GRADS A HEAD START

Bishop Chatard was one of 54 Indiana high schools to receive the Advanced Placement (AP) Award from the state of Indiana on June 13, 2019. BCHS ranked 13th in the state for success on AP exams, making it the highest-achieving diocesan school in Indiana.

To qualify for this award, a school must have had at least 25 percent of its 2018 graduating class receive a 3, 4 or 5 on an AP exam. 42 percent of Bishop Chatard’s Class of 2018 graduates earned a 3, 4 or 5, placing the North Deanery high school in the top 3 percent of Indiana high schools.

AP is a research-based program designed to facilitate student participation and success through delivery of college-level courses and corresponding exams in the high school setting. According to the Indiana Dept. of Education, qualified students who pass AP courses enroll in college at higher rates, require significantly less remediation, and have higher first-year grade point averages and credit hours earned than other groups of students.

At the majority of colleges and universities, a 3 or above on an AP exam qualifies a student for college credit.

Administrators credit Bishop Chatard’s success to the dedication of its faculty and the willingness of its students to embrace the challenge and rigor of AP classes. Well over half of the Class of 2018 earned AP college credits while in high school, positioning graduates for post-secondary success.

This is the third consecutive year that Bishop Chatard has been recognized for AP success. The state will recognize success by members of the Class of 2019 in Summer 2020.

**134 MEMBERS OF  
THE CLASS OF 2019**  
- 80% OF THE SENIOR CLASS -  
**GRADUATED FROM  
BISHOP CHATARD  
WITH COLLEGE CREDIT  
EARNED THROUGH  
EITHER AP OR DUAL  
CREDIT CLASSES. THE  
AVERAGE NUMBER  
OF COLLEGE CREDITS  
EARNED BY THESE  
STUDENTS: 10.76.**



“

Coming to Bishop Chatard, I thought it would be focused on sports. But since the day I arrived, I knew that wasn’t true. Bishop Chatard excels in academics, providing me with 40+ college credits while also allowing me to have fun with friends under the Friday night lights.

”

— Thomas Hirschfeld '17



# YOUNG MEN AND WOMEN FORMED IN FAITH



**DEACON RICK WAGNER,**  
*Vice President  
of Mission &  
Ministry*



**STEVEN PATZKE,**  
*Director of  
Campus  
Ministry*

The Campus Ministry Department at Bishop Chatard works to provide an authentic Catholic environment wherein students are formed as disciples of Christ. We intentionally use the word “formed” rather than trained or taught. When we are trained, it is what we do. When we are formed, it is who we are.

The Campus Ministry Department focuses on three areas of faith formation: liturgy, retreat experiences and service. There is a capable campus ministry team; however, all Bishop Chatard administrators, teachers, support staff and parents play a role in formation of our young people.

## Liturgy:

The Eucharist is the Source and Summit of our faith. With the support of our North Deanery pastors, we are able to celebrate Mass on a weekly basis. Confessions are heard on a bi-weekly basis, and we offer all-school Reconciliation services during the Advent and Lenten seasons. We offer monthly Adoration in the SBC Chapel. Twice per week, there are prayer opportunities prior to the start of the school day. Those opportunities may include Adoration, praying the Rosary, morning prayer, Communion service, or other such faith activities. All individuals are invited to attend.

## Retreats:

Bishop Chatard offers a structured retreat program designed to enable students at every grade level to reflect on God’s presence in their lives. The retreat experiences are practical, allowing each student to connect their faith with real-life situations, and explore their personal responsibilities as disciples.

Freshmen participate in an onsite Day of Reflection, We Are Called, early in the school year. Sophomores attend a one-day retreat experience, Challenge Yourself, at CYO Camp Rancho Framasa. Juniors attend an overnight retreat, Men and Women of God. Our young men travel to Saint Meinrad Seminary, the ladies to Our Lady of Grace Monastery. During senior year, the retreat program culminates with an extended retreat experience called Christian Awakening.

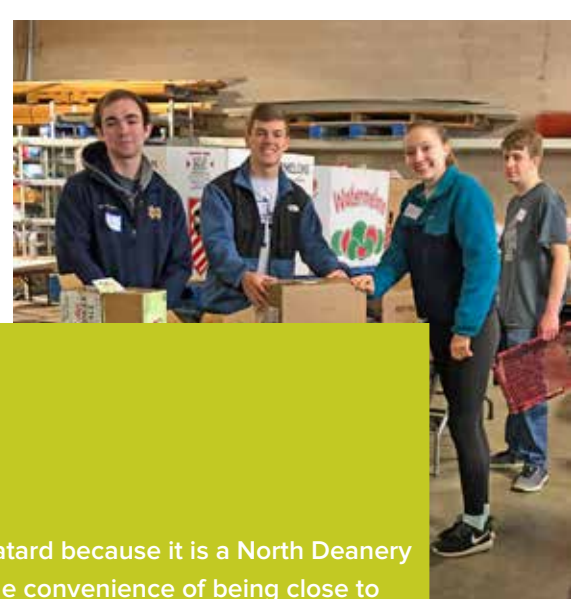
**95% OF BISHOP CHATARD STUDENTS PARTICIPATE IN A CLASS RETREAT DURING EACH OF THEIR FOUR YEARS IN HIGH SCHOOL.**

## Service:

The Bishop Chatard service program utilizes a “just get them started” philosophy. We require a minimum number of service hours so that students are exposed to the gift of serving others. Once immersed in service, students quickly see the benefit to others as well as to themselves – they are being formed as Christian servants.

A natural outcome of faith formation – liturgy, retreats and service – is the development of Christian leaders. Students see the value in what they have experienced and step forward to pass it on to the younger students, truly building the Body of Christ.

**BISHOP CHATARD STUDENTS COMPLETED 16,756 SERVICE HOURS DURING THE 2018-2019 SCHOOL YEAR.**



“ We chose Bishop Chatard because it is a North Deanery school that offered the convenience of being close to home and a reputation as a great school. What’s kept us, however, is the wonderful sense of community that our daughters feel, and the environment in which they can excel academically. It is a unique environment that fosters spiritual, physical, mental and social growth like no other schools we’ve seen. ”

– Jeff & Carmen Stickel  
parents of Miranda '20 and Mayan '22



# INVOLVEMENT IGNITES ACHIEVEMENT



**BEN REILLY,**  
*Vice Principal  
of Student  
Services*

At Bishop Chatard, we believe students are more successful when they are involved in activities outside of the classroom. We consistently see a correlation between student grade point average and involvement in extracurricular activities. The more activities students participate in, the higher their overall GPA.

To facilitate involvement, Bishop Chatard offers over 35 clubs and more than 20 sport teams for students. There is something for everyone! Students who are involved in activities outside of the classroom broaden their view of the world and express their passions. When students are offered unique and diverse paths, they develop behaviors that support success when they leave our campus.

**INVOLVEMENT SUPPORTS ACADEMIC SUCCESS AT BCHS! THE AVERAGE GPA OF A STUDENT INVOLVED IN ONE EXTRACURRICULAR ACTIVITY IS 3.47. THE AVERAGE GPA INCREASES TO 3.56 FOR STUDENTS INVOLVED IN 2 OR MORE EXTRACURRICULARS, AND TO 3.95 FOR 5 OR MORE.**

Service to others is woven throughout a students' four years at Bishop Chatard, and it is a part of our student life program. To help make service personal for students, our clubs and sports teams often complete service projects and assist organizations throughout Indianapolis. Clubs and groups routinely volunteer at the Cathedral Soup Kitchen, Miracle Place, and other organizations. This volunteer work is in addition to the service hour requirement that all BCHS students complete.

Through their involvement in clubs, athletic teams, theatre and music, and student government, Bishop Chatard students enthusiastically participate in events to show their Trojan pride. On more than one occasion,

the Bishop Chatard student body has been recognized and awarded spirit awards from local television stations for having the most spirited student section in the city! Whether it is an early morning tailgate, the annual student walk-a-thon, homecoming week or Catholic Schools Week, Trojan spirit is continually on display throughout campus. It is one of the many reasons that Bishop Chatard students are Trojans for Life!

## 91% OF BISHOP CHATARD'S STUDENT BODY PARTICIPATES IN EXTRACURRICULAR ACTIVITIES.

To learn more about clubs and student organizations, visit [www.BishopChatard.org/arts/clubs/](http://www.BishopChatard.org/arts/clubs/).



**“**  
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

# TROJAN PRIDE

## PERSEVERANCE, RESPECT, INTEGRITY, DISCIPLINE, EFFORT



**MIKE FORD,**  
*Director of  
Athletics*

The goal of the Bishop Chatard Athletic Department is to conduct wholesome and worthwhile programs that are consistent with and contribute to the mission of the school. We host over 25 athletic teams to ensure that the interests of our diverse student body are met.

The role of athletics is kept in perspective at Bishop Chatard, as one component of a total education process. 86% of our students participate in a sports team, and many of these students excel in the classroom as well.

Participation in BCHS athletic programs is not a right, it is a privilege. The acronym 'PRIDE' summarizes the qualities of a successful BCHS student-athlete:

**A BCHS STUDENT-ATHLETE SHOWS PERSEVERANCE - WIN OR LOSE, UP OR DOWN, WHEN THEIR BACKS ARE AGAINST THE WALL ... ALWAYS.**

**A BCHS STUDENT-ATHLETE SHOWS RESPECT FOR THEIR TEACHERS, COACHES, OFFICIALS AND OPPONENTS.**

**BCHS STUDENT-ATHLETES ARE PEOPLE OF INTEGRITY - THEY ARE HONEST AND CONSCIENTIOUS.**

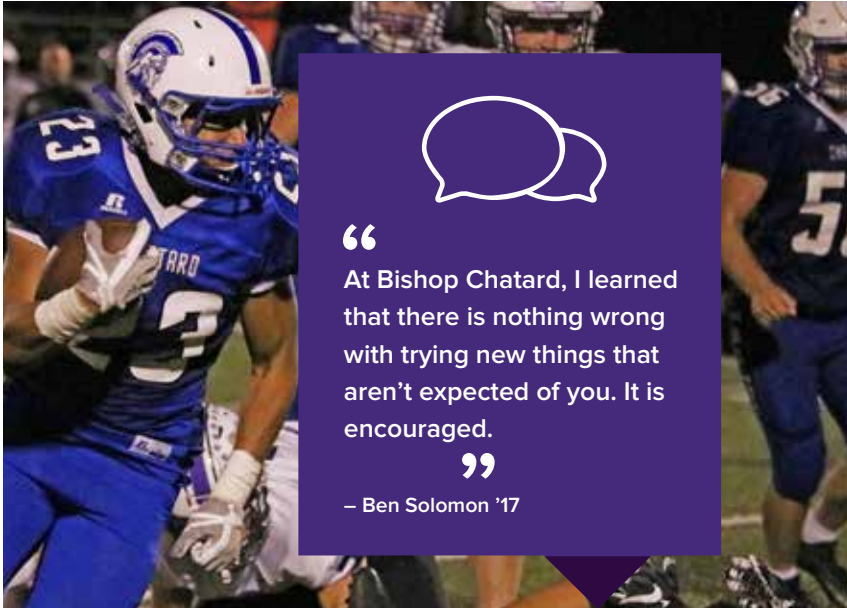
**BCHS STUDENT-ATHLETES ARE DISCIPLINED - IN THE CLASSROOM AND ON THE FIELD.**

**BCHS STUDENT-ATHLETES ALWAYS GIVE MAXIMUM EFFORT.**

“P-R-I-D-E” ... Pride in themselves, their family, their faith, their school and their community.

## 93 STUDENT ATHLETES WERE NAMED ACADEMIC ALL-STATE DURING THE 2018-2019 SCHOOL YEAR, AND 8 WERE NAMED ACADEMIC ALL-AMERICANS.

High School is a time of growth, and Bishop Chatard attempts to challenge our students to grow academically, spiritually and athletically to their fullest potential which is intended to help them with whatever path they choose in life.



**“**  
At Bishop Chatard, I learned that there is nothing wrong with trying new things that aren't expected of you. It is encouraged.  
**”**

— Ben Solomon '17



# PREPARING STUDENTS FOR THE 21<sup>ST</sup> CENTURY



**TOM GROOT,**  
North Deanery  
Chief Information  
Officer

What careers will our young people pursue after they graduate from Bishop Chatard? No matter what direction they choose, technology is guaranteed to be in the picture. Some of them will find careers in fields that don't exist today. How do we prepare them for that?

Technology education is woven into the fabric of school life at Bishop Chatard. Every student experiences learning with iPads, our Canvas learning management system, and many different digital learning applications. They can take elective courses using tools such as AutoCAD and Photoshop from teachers who have professional experience with those. They use 3-D printers, and math and chemistry simulations that run on their iPads. Many teachers assign iPad video production as part of their class projects. Bishop Chatard maintains an extensive technology platform to support student learning. Our faculty and students have access to the entire Apple ecosystem for education, which provides them with a powerful, integrated experience in the classroom.

We don't do this simply because it makes learning fun. This is an intentional approach to foster the skills and behaviors that our young people will need to succeed. When they go to college, or the military or into the workforce, they will perform well with the technology expectations that will be placed on them.

In my role as chief information officer for our North Deanery campuses, I see the courageous work that our schools and parishes do every day to bring Catholic teaching to bear on the complex issues of modern society. Our goal is to make our Catholic schools a safe place for our young people to learn how to make effective, appropriate use of technology in their lives. This work includes moral formation about what we should view and do online. This is no trivial or marginal activity: it is a strategic goal that affects

every class, every teacher, every student, every day. As parents, educators, and community, we are preparing our young people to shape the future direction of technology in society. Our task is to help them develop the skills and conscience required to live faithfully in a future of rapid change driven by technology.



“

There was never any question as to where our children would attend high school. Bishop Chatard was just the best fit of all the available (wonderful) options. Our kids have had the opportunity to be involved in many different activities, and we are delighted with how well each has been prepared for college.

”

— David & Cathy Siler  
parents of Matthew '13, Amelia '13, Mary Claire '15,  
Elizabeth '17 and Anna '21

# MAKING CATHOLIC EDUCATION AFFORDABLE AND ATTAINABLE



**DAN THOMPSON,**  
Director of  
Business  
Operations

A framed tuition envelope dated September 1969 hangs in the Bishop Chatard business office. The cost of a Catholic school education 50 years ago: \$250

Much has changed in our society in 50 years, including the cost to educate a child. That envelope hangs on the wall to serve as a constant reminder of Bishop Chatard's resolve to serve all students who seek a Catholic education while fulfilling our mission to instill in our students a life-long commitment to faith, learning, leadership and service. Making a Bishop Chatard education affordable and attainable for families is an important part of that effort.

Today, total annual costs incurred to educate a student at Bishop Chatard exceed \$12,500. This amount includes the basics such as paying teachers and buying textbooks. It also includes unique expenses associated with providing students an authentic and total Catholic high school experience – costs associated with spiritual retreats, the arts, athletics, service opportunities, academic support resources, guidance and college preparation, clubs, student life and more.

Bishop Chatard's leadership team believes it is important that school families understand the costs incurred by the school to educate children today. We realize, however, that to determine if Catholic education is viable for your family, you need to know what the tuition price tag for your family will be.

Full tuition and fees for an incoming freshman, before discounts, are nearly \$14,000. However, approximately 85 percent of Bishop Chatard families receive an immediate discount close to \$3,000 for being part of an archdiocesan parish. Multi-student discounts and archdiocesan/Bishop Chatard employee discounts reduce the initial

cost further for many families. This takes that starting number to one slightly below \$11,000 for most families.

That is where the financial aid process begins.

**OVER 46 PERCENT OF BISHOP CHATARD STUDENTS RECEIVE SOME FORM OF FINANCIAL AID.**

Bishop Chatard remains committed to assisting any family who desires and is committed to a Bishop Chatard educational experience for their children. All financial aid available at Bishop Chatard is based on need. Indiana Choice Scholarships (vouchers) and Tax Credit Scholarships (SGOs) are available to all income-qualifying families. In addition to these income-qualifying scholarships, Bishop Chatard awards over \$1.1 million in financial aid annually. That is an average of just over \$3,300 per student receiving financial aid.

School leaders understand that a tuition bill, when lumped with other life expenditures, can be a stressor. The goal of Bishop Chatard's financial aid program is to make the application for and the understanding of financial expectations as straightforward as possible. Everyone pays something to attend Bishop Chatard. We strive to lessen the burden by covering as many financial-aid needs as possible.

It humbles us to see the financial sacrifice families make to send their children to Bishop Chatard High School. We believe that our success is defined by the quality of the individuals and community we foster, and we remain committed to making a Bishop Chatard education affordable to all who desire it. We are confident that your family's return on the investment in Catholic education will be evident as your student prepares for college and beyond.



# COLLEGE PREP BEGINS ON DAY 1



**PAM NIXON,**  
College  
Counselor

Bishop Chatard takes a team approach to preparing students for college. Our administrators design a curriculum that allows for academic rigor across disciplines. Our teachers hold students accountable for their learning, preparing them to take initiative at the post-secondary level. In the Guidance and School Counseling office, we work to keep students informed, consider all options, and make themselves competitive for the best opportunities.

Bishop Chatard students are equipped with the knowledge and tools needed to apply and gain acceptance to some of the best colleges and universities in the nation. From Day One, unique opportunities for both students and their parents to engage in the college planning process are offered, and those opportunities build throughout the high school years.

Both in and outside of the classroom, teachers and school counselors work with our students to assess their interests and encourage them to explore their options. College representatives frequently visit Bishop Chatard to meet with students, and information on scholarship opportunities is provided regularly.

93 percent of graduates in the Class of 2019 are now pursuing post-secondary education. View a list of college acceptances and scholarships earned by these accomplished young men and women at [www.BishopChatard.org/seniors/](http://www.BishopChatard.org/seniors/)

While Bishop Chatard takes a comprehensive “team” approach to college counseling, the reality is that much of the process is individualized. Through “Just for Juniors” meetings, I meet with many families in the spring and summer of junior year to help customize the college search and give them an idea of what to expect. During the senior year, I am always available to meet with families to discuss the college search and application process.

When I worked in college admissions, I always said I made dreams come true. Bishop Chatard is fortunate to have relationships with admission counselors and enrollment officers at colleges and universities around the country who also spend countless hours working with our families, getting to know our school, and advocating for the admission of our students to their campuses. As a result, we see our graduates move in the direction of their dreams very successfully. College representatives have expressed a consistent appreciation for the academic preparedness and grit shown by Bishop Chatard students at the college level.

**13 CLASS OF 2019 GRADUATES EARNED SUMMA CUM LAUDE DISTINCTION**

**61% OF CLASS OF 2019 GRADUATES EARNED ACADEMIC HONORS DIPLOMAS**

**MEMBERS OF THE CLASS OF 2019 COLLECTIVELY EARNED OVER \$20.8 MILLION IN SCHOLARSHIP & GRANTS, AVERAGING APPROXIMATELY \$125,000 PER STUDENT.**

Trojans attend a wide variety of outstanding colleges and universities. Turn to page 81 to see a list of colleges attended by the Class of 2019.



## CHARTING A COURSE TO COLLEGE

WORKING WITH BISHOP CHATARD SCHOOL COUNSELORS, STUDENTS USE THE NAVIANCE PLATFORM, AN INNOVATIVE COLLEGE AND CAREER PREP TOOL, TO LOCATE AND ACCESS INFORMATION ABOUT THE POST-SECONDARY OPTIONS THAT BEST FIT THEIR INDIVIDUAL INTERESTS. BISHOP CHATARD'S COMPREHENSIVE, PERSONALIZED FOUR-YEAR COLLEGE PREP PROGRAM HELPS EACH STUDENT EFFECTIVELY PREPARE FOR COLLEGE AND BEYOND.

### FRESHMAN YEAR

- Evaluate interests via Naviance platform personality assessment
- Participate in grade-level meetings to explore colleges & careers
- Create a high school course map using academic planning tools

### SOPHOMORE YEAR

- Attend sessions with career-focused guest speakers
- Create high school schedule focused on college goals
- Take a Naviance career interest profile

### JUNIOR YEAR

- Schedule Just for Juniors meeting with BC college counselor
- Attend college information session & Spring College Night
- Learn about colleges at on-site meetings with admissions representatives
- Gain college exposure at on-site college presentations
- Begin college visits
- Continue to use the Naviance platform to match colleges to individual interests
- Access college database to compare admissions data to individual GPA and test scores

### SENIOR YEAR

- Attend college application information session & Common Application Workshop
- Attend BC-hosted college financial aid presentation
- Learn about unique scholarship opportunities through BC Counseling website
- Continue to explore college opportunities through on-site and college visits

When we review applications from students at Bishop Chatard, we know they have taken a strong college prep curriculum. If they are borderline for admissions, but have good recommendations, we know the student will work hard at our institution just as they did at Chatard.

– Director of Admissions at a private Indiana college

Our mission is to create a challenging and supportive community whose members take responsibility for lifelong inquiry, transformative learning, and meaningful service. A Bishop Chatard education prepares students for this experience through their emphasis on character development, leadership, and service to others.

– Senior Associate Director of Admissions at a private Indiana college

The Bishop Chatard students I have had the privilege of working with over the last 5 years are prepared, enthusiastic, and passionate about their community. The preparation they receive to be leaders in and out of the classroom makes them a great fit at our institution. We look forward to welcoming more Bishop Chatard students in coming years!

– Associate Director of Admissions at a public Indiana university

All students struggle at some point when they get to college, no matter where they go to school. This may be academically, socially, athletically or in another area. When this occurs, I find that students coming from high schools like Bishop Chatard, with a strong background in college prep coursework, tend to overcome these challenges in stride. They are prepared so that they do not derail when confronted with obstacles new to them.

– Associate Director of Admissions at a private Indiana college

WHAT COLLEGE ADMISSIONS DIRECTORS SAY ABOUT BISHOP CHATARD ...



# AN INCLUSIVE LEARNING ENVIRONMENT: ACADEMIC SUPPORT



**BETH  
BROGAN,**  
*Director of  
Academic  
Support*

The Academic Support Program at Bishop Chatard High School is an inclusive four-year program, ensuring that students with a wide range of documented learning challenges are included in all aspects of the Bishop Chatard community. The academic support team encourages students to participate fully in the entire high school experience. This collaborative approach is key to fulfilling our mission as the North Deanery high school. While enrolled, students are offered the opportunity to take courses ranging from academic to Advanced Placement and dual credit. Direct support is provided within classroom settings and in small groups.

Accommodations are an integral part of each student’s educational success. Each year, a student and parent will meet with Bishop Chatard’s director of academic support to create an individualized education plan. Services ranging from a peer note-taking system, to a less distracting testing environment, to national exam accommodations are part of the education plan discussion.

By design, Bishop Chatard’s academic support program supports freshmen to the greatest extent while working toward greater self-advocacy and independence as students approach graduation. Courses are offered to give direct instruction and practice with executive functioning skills, social expectations and to reinforce general course content instruction. Our consistent efforts help students realize that academic support, which will help propel them toward success, may be found in their high school life and beyond.

**18% OF BISHOP  
CHATARD’S  
STUDENT BODY  
ARE SERVED BY THE  
ACADEMIC SUPPORT  
PROGRAM. 38%  
OF SENIORS  
PARTICIPATING  
IN THE  
ACADEMIC  
SUPPORT  
PROGRAM  
IN 2018-2019  
EARNED  
ACADEMIC  
SUPPORT  
DIPLOMAS.**

## MAKING THE GRADE



### 2018 'A' LETTER GRADE

The Indiana Department of Education awarded an 'A' letter grade to Bishop Chatard for the 2017-2018 school year. Indiana's A-F model holds schools and corporations to a higher standard and provides a more accurate picture of their performance by incorporating student academic growth and graduation rates, as well as college and career readiness, as measures of success.



### ACCREDITATION

Bishop Chatard is accredited by AdvancEd, the national accrediting agency, and is committed to the education of the whole person. While emphasis is placed on academics, students deepen their faith through retreats, liturgical celebrations, and service projects. They strive to develop their talents and interests through a broad spectrum of extracurricular activities.



### FOUR STAR SCHOOL

Bishop Chatard High School was named a Four Star School of Indiana for the 2017-2018 school year. Four Star School awards for the 2018-2019 school year are expected in early 2020. In order to achieve this designation, a school must be in the top 25th percentile of schools in two ISTEP-based categories.



### ADVANCED PLACEMENT AWARD

Bishop Chatard High School was recognized in 2019 by the Indiana Dept. of Education for exemplary performance on Advanced Placement exams in 2018. A school must have at least 25 percent of a graduating class receive a 3 or higher on an AP exam to receive the Advanced Placement Award from Superintendent of Public Instruction Dr. Jennifer McCormick, and Bishop Chatard's Class of 2018 had 42 percent reach this level of achievement. BCHS was in the top 3 percent of Indiana high schools.



### A SCHOOL OF EXCELLENCE

Bishop Chatard was honored in 2014 as a School of Excellence by the Catholic Education Honor Roll, part of the Cardinal Newman Society. Schools are awarded the designation based on the integration of Catholic identity throughout all aspects of their programs and excellence in academics.



# A TEAM APPROACH TO INDIVIDUAL SUCCESS



**JAMIE MARX,**  
Director of  
School  
Counseling

An important and complex part of high school is navigating through four years of course selections. Once students reach high school, the courses they choose can have a direct impact on their future plans. At Bishop Chatard, school counselors are committed to spending quality time guiding students in their future plans, and part of that is helping students choose the right courses each year based on their interests, abilities and future goals.

Our curriculum offers a wide range of courses for all ability levels. Because students come to us at all different levels and with a variety of interests, our curriculum supports students at their current skill level and also encourages them to reach further.

As freshmen come into our building, we place them academically in courses that will challenge them but not overwhelm them. The transition to high school can be an adjustment, and we want students to be successful and start building independence and academic confidence.

Each year, students meet with their counselor individually to plan their courses for the next year. As students progress from year to year, the number of classes available to them increases, including the number of AP and dual credit courses from which they can choose. Course selection is individualized for all students based on their interests and abilities. A student who is great in science and math may choose to double up in those subjects in any given year. A student who loves art may choose AP Art History or AP Studio Art.

Although our school counselors strive to place freshmen in classes where they will be comfortable but challenged, each subsequent year we expect students to “raise the bar” a bit and increase the rigor of their academic program as they get ready for college. By the time

students are juniors and seniors, we want their courses to be focused on preparing them for their future goals as well as giving them a good, solid academic foundation.

At Bishop Chatard, our goal is not only to have our students accepted into college, we want them to finish. Taking a strong curriculum for all four years of high school helps to make a college degree a reality.



“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

## A 4-YEAR JOURNEY

As a Bishop Chatard student progresses through high school, the number of electives a student may include in the 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. SCIENCE
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.



# GRADING SCALE

2019-2020 GRADING SCALE AND GPA CALCULATION				
LETTER GRADE	PERCENT	GRADE POINT	HONORS POINT	AP/ACP POINT
A	94-100	4.00	4.50	5.00
A-	93	3.67	4.17	4.67
B+	91-92	3.33	3.83	4.33
B	86-90	3.00	3.50	4.00
B-	85	2.67	3.17	3.67
C+	83-84	2.33	2.83	3.33
C	76-82	2.00	2.50	3.00
C-	75	1.67	2.17	2.67
D+	73-74	1.33	1.83	2.33
D	71-72	1.00	1.50	2.00
D-	70	0.67	1.17	1.67
F	BELOW 70	0.00	0.00	0.00
<b>WEIGHTED COURSES</b>				
Students who take rigorous courses have an additional weight value added to them. Honor courses receive an additional .5 points and AP (Advanced Placement) and ACP Dual Credit courses receive 1 full point. Report cards reflect the actual grade earned in the course. Grade point average (GPA) reflects the weighted value.				

# SUMMA CUM LAUDE PROGRAM

## 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 program, encompassing the sophomore, junior and senior years, will challenge and prepare the most gifted college-bound individuals for a successful postsecondary career. Students who have achieved a 3.85 GPA at the end their freshman year may apply for acceptance in the program in the Fall of their sophomore year.

## PROGRAM BENEFITS

- Emphasizes advanced study in areas of special interest to the student and personal attention to progress and projects offered by the Summa Cum Laude Council
- Gives colleges and universities the opportunity to assess a student’s performance against the most academically challenging program of the school
- Creates opportunity for advanced placement or college credit based on the results of the AP exams
- Offers mentoring by Summa Cum Laude advisors
- Gives students the opportunity to earn as many as 21 college credits while attending high school, thereby reducing college tuition costs.

Learn about more about the Summa Cum Laude program and admission requirements at [www.bishopchatard.org/academics/summa/](http://www.bishopchatard.org/academics/summa/).

# ADVANCED PLACEMENT & DUAL CREDIT COURSES

## ADVANCED PLACEMENT:

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

Psychology: AP  
Spanish Language: AP  
Statistics: AP  
Studio Art: AP  
United States History: AP  
United States Government and Politics: AP  
World History: AP

## DUAL CREDIT:

Introduction to Public Speaking/Dual Credit/ACP  
Finite Math/Dual Credit/ACP  
W131 Reading, Writing and Inquiry 1: Dual Credit/ACP  
Basic College Accounting: ACCT 100



# 2019-2020 DIPLOMA ACADEMIC REQUIREMENTS

TO RECEIVE A DIPLOMA FROM BISHOP CHATARD, STUDENTS ARE REQUIRED TO:

- Complete a total of 8 semesters in high school
- Pass the ISTEP+ Assessment in Math and English/Language Arts or qualify for a state waiver
- Successfully complete all of the academic requirements, including Theology, for one of the following diplomas: Core 40 or Core 40 with Academic Honors

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

AREA	CORE 40 DIPLOMA	CORE 40 WITH ACADEMIC HONORS DIPLOMA
DIRECTED ELECTIVES: WORLD LANGUAGE, FINE ARTS	5 credits total in any combination of World Language*, Career & Technical Education and/or Fine Arts	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	55 credits
ADDITIONAL 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>• 2 AP courses &amp; exams</li><li>• 1750 or higher on combined SAT score with a minimum of 530 in each section</li><li>• 26 ACT composite, including writing section</li><li>• 6 hours of dual credit</li><li>• 1 AP class with exam &amp; 3 hours dual credit</li></ul>

\* Courses 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.





## COURSE CATALOG



THEOLOGY

28-30



BUSINESS AND TECHNOLOGY

31-33



ENGLISH

34-43



HEALTH AND WELLNESS EDUCATION

44-45



MATHEMATICS

46-50



SCIENCE

51-55



SOCIAL STUDIES

56-61



UNIFIED ARTS

62-72



WORLD LANGUAGES

73-80



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).



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 7 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.



PERSONAL FINANCIAL RESPONSIBILITY

Grade 10 – 12  
Semester/Elective

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

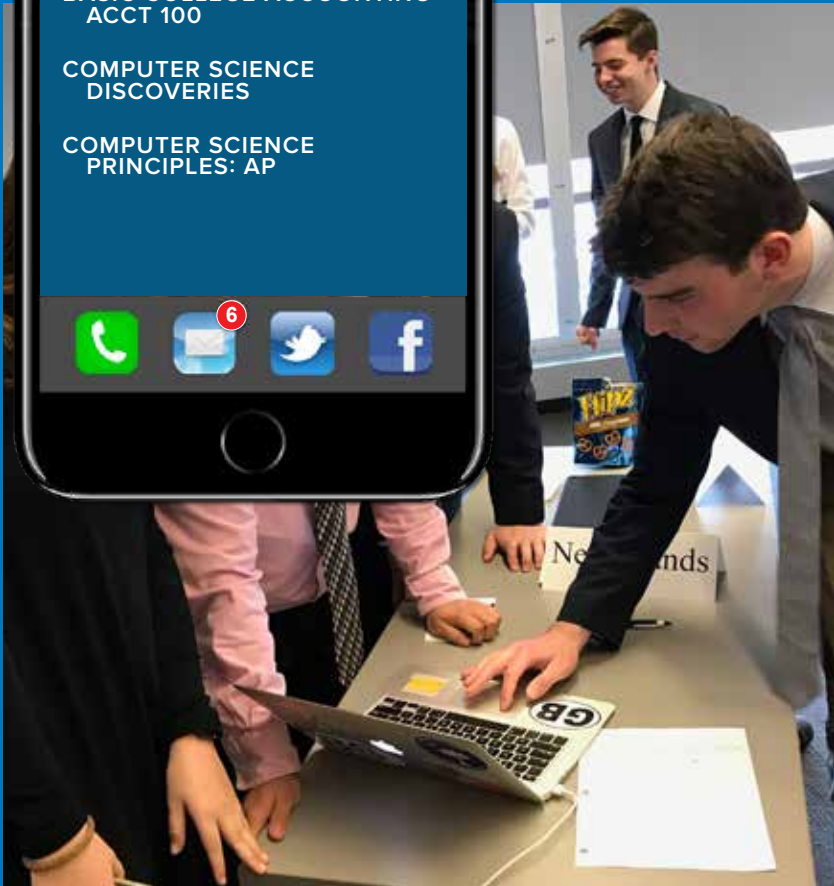
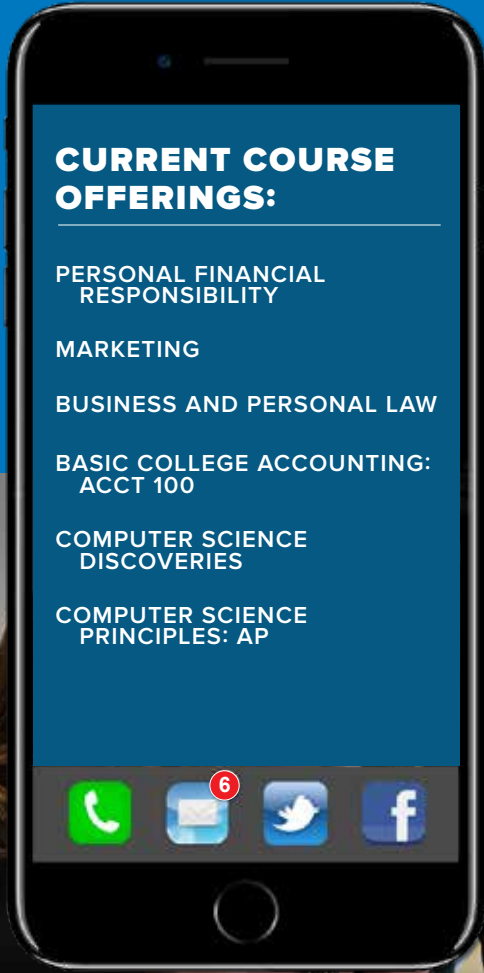
Grade 11 – 12  
Semester/Elective

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.



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.





**BUSINESS AND PERSONAL LAW**

Grade 11 – 12  
Semester/Elective

Business and Personal Law is a business course that provides an overview of the legal system. Topics covered include: Basics of the Law, Contract Law, Employment Law, Personal Law, and Property Law. Both criminal and civil trial procedures are presented. Instructional strategies may include mock trials, case studies, professional mentoring, job shadowing, field trips, guest speakers, and internet projects.

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

Grade 11 –12  
Two semesters/Elective/Dual Credit  
Prerequisite: Algebra I

Cost: \$75.00 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.

**COMPUTER SCIENCE DISCOVERIES**

Grade 9 – 12  
Semester/Elective

Introduction to Computer Science I is a semester entry-level course that will help students to gain a foundation in understanding the different facets of modern computing. This hands-on course includes topics such as the internet, digital information, data & networking, privacy & security, and app development such as games, design, and artificial intelligence / robotics. Students will also begin to learn the concepts and skills of coding.

**COMPUTER SCIENCE PRINCIPLES: AP**

Grades 10 – 12  
Two semesters/Elective

Prerequisite: Computer Science Discoveries and Algebra I

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.







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.



CURRENT COURSE OFFERINGS:	
ENGLISH 9	CREATIVE WRITING
ENGLISH 9: HONORS	DEBATE
ENGLISH 10	INTRODUCTION TO PUBLIC SPEAKING / DUAL CREDIT/ACP
ENGLISH 10: HONORS	ETYMOLOGY
COMPOSITION 11	LANGUAGE ARTS / MATH LAB: AN INTERDISCIPLINARY APPROACH
COMPOSITION 12	
CONTEMPORARY LITERATURE	ESSENTIAL SKILLS
DRAMATIC LITERATURE	BEGINNING JOURNALISM
SHORT STORIES	STUDENT PUBLICATIONS: MEDIA
THEMES IN LITERATURE: SPORTS LITERATURE	STUDENT PUBLICATIONS: NEWSMAGAZINE
WORLD LITERATURE	STUDENT PUBLICATIONS: YEARBOOK
GENRES OF LITERATURE: HONORS	
ENGLISH LITERATURE AND COMPOSITION: AP	
ENGLISH LANGUAGE AND COMPOSITION: AP	
W131 READING, WRITING AND INQUIRY I: DUAL CREDIT/ACP	



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.

ENGLISH 10

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

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

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

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.

CONTEMPORARY LITERATURE

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.

DRAMATIC LITERATURE

Grade 11 – 12

Semester/Required

Dramatic Literature, a course based on the Indiana Academic Standards for English/ Language Arts, is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals, or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of

dramatic literature as entertainment and as a reflection of, or influence on, the culture.

**SHORT STORIES**

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

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.



WORLD LITERATURE

Grade 11 – 12

Semester/Required

World Literature, a course based on Indiana’s Academic Standards for English/Language Arts, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors.

GENRES OF LITERATURE: HONORS

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

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: \$85

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

Grade 11 – 12

Two semesters/Required

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

Cost: \$85

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

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

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

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**

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**

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**

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**

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**

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**

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:  
NEWSMAGAZINE**

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.

This course is devoted to an advanced and continued study of journalistic writing and publications technique through the practical application of skills learned in beginning journalism. The members of this class are the staff members of the school newsmagazine, Trojan Matters. The newsmagazine will range in size from 8 – 16 pages and cover all aspects of school life including news, features, opinion, sports, and photography sections. Journalistic skills include writing, editing, interviewing, desktop publishing, digital and film photography, and digital imaging. Credit can be received for this class during the sophomore, junior, and senior years.





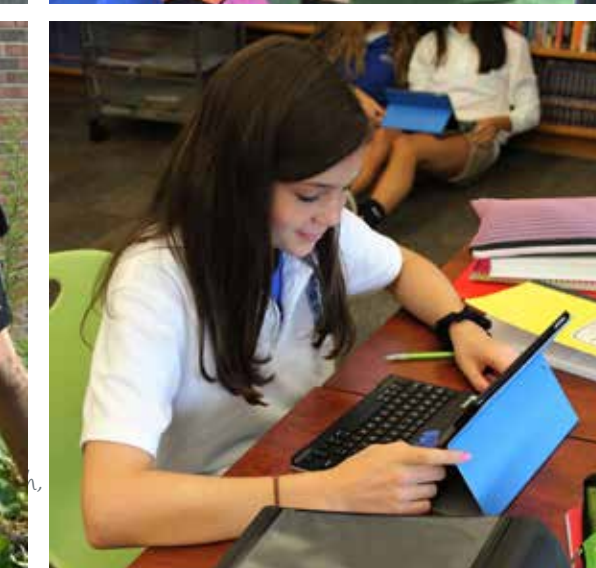
**STUDENT PUBLICATIONS: YEARBOOK**

Grade 10 – 12

Two semesters/Elective

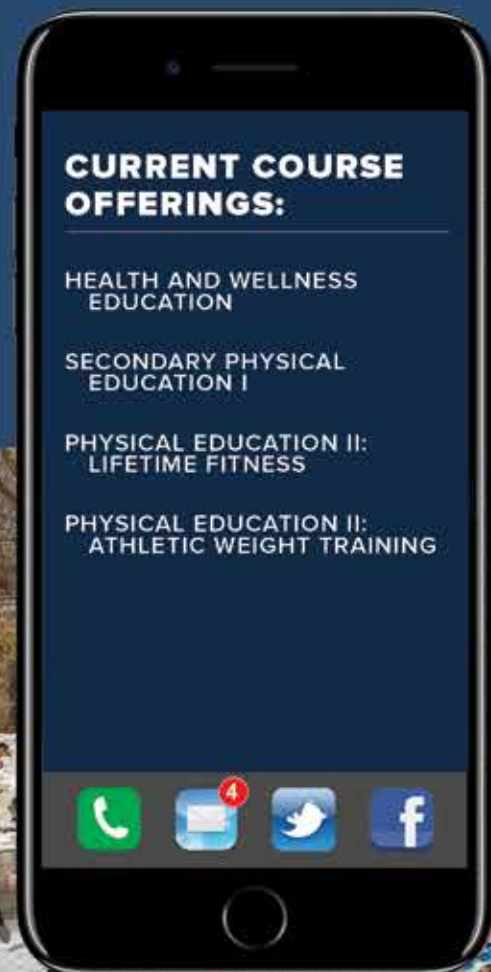
Prerequisite: Beginning Journalism is highly recommended, but students with strong English skills may have the Beginning Journalism requirement waived with permission of the publications adviser. A staff application is required.

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.





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 & WELLNESS EDUCATION

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

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

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

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 &amp; STATISTICS

FINITE MATH / DUAL CREDIT / ACP

PRE-CALCULUS / TRIGONOMETRY

PRE-CALCULUS: HONORS

STATISTICS: AP

CALCULUS: HONORS

CALCULUS (AB): AP

CALCULUS (BC): AP

**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.

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**

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**

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

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

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

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

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.

FINITE MATH / DUAL CREDIT / ACP

Grade 12

Two semesters/Required/3 college credits

Prerequisite: 2.7 cumulative GPA; Algebra II required; Pre-Calculus recommended

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

Finite Math works on sets, counting, and basic probability, including random variables and expected values. Linear systems, matrices, linear programming, and applications are also a part of the curriculum of the course.

PRE-CALCULUS / TRIGONOMETRY

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

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

Grade 10 – 12

Two semesters/Elective

Prerequisite: Honors Algebra II and teacher recommendation

Cost: \$85

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

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

Grade 12

Two semesters/Elective

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

Cost: \$85

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.

CALCULUS (BC): AP

Grade 12

Two Semesters/Elective

Prerequisite: Calculus (AB): AP

Cost: \$85

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 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.



SCIENCE

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
- ENVIRONMENTAL SCIENCE: AP
- ANATOMY AND PHYSIOLOGY: HONORS
- BIOLOGY: AP
- CHEMISTRY: AP
- PRINCIPLES OF ENGINEERING



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**

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.

**EARTH AND SPACE SCIENCE**

Grade 9 – 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**

Grade 11 – 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**

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**

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**

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

Grade 11 – 12

Two semesters/Required

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

Cost: \$85

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

Grade 11 – 12

Two semesters/Elective

Environmental Science is an interdisciplinary course that integrates biology, Earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science acquire the essential tools for understanding the complexities of national and global environmental systems.

ENVIRONMENTAL SCIENCE: AP

Grade 11 – 12

Two semesters/Elective

Cost: \$85

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

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

Grade 11 – 12

Two semesters/Elective

Prerequisite: Biology and Chemistry

Cost: \$85

Biology Advanced Placement is a comprehensive investigation of biology at the college freshman level. All levels of organization, from molecular to ecosystem, are included. Sections include molecular and cell biology, genetics, evolution, taxonomy, survey of plants, survey of animals, and ecology. An emphasis is placed on current advances in biotechnology. An investigative approach is taken with the 12 standard laboratories recommended by the College Board. Biology Advanced Placement is a course based on content established by the College Board. Students will be required to take the College Board AP Biology exam.

CHEMISTRY: AP

Grade 11 – 12

Year/Elective

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

Cost: \$85

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

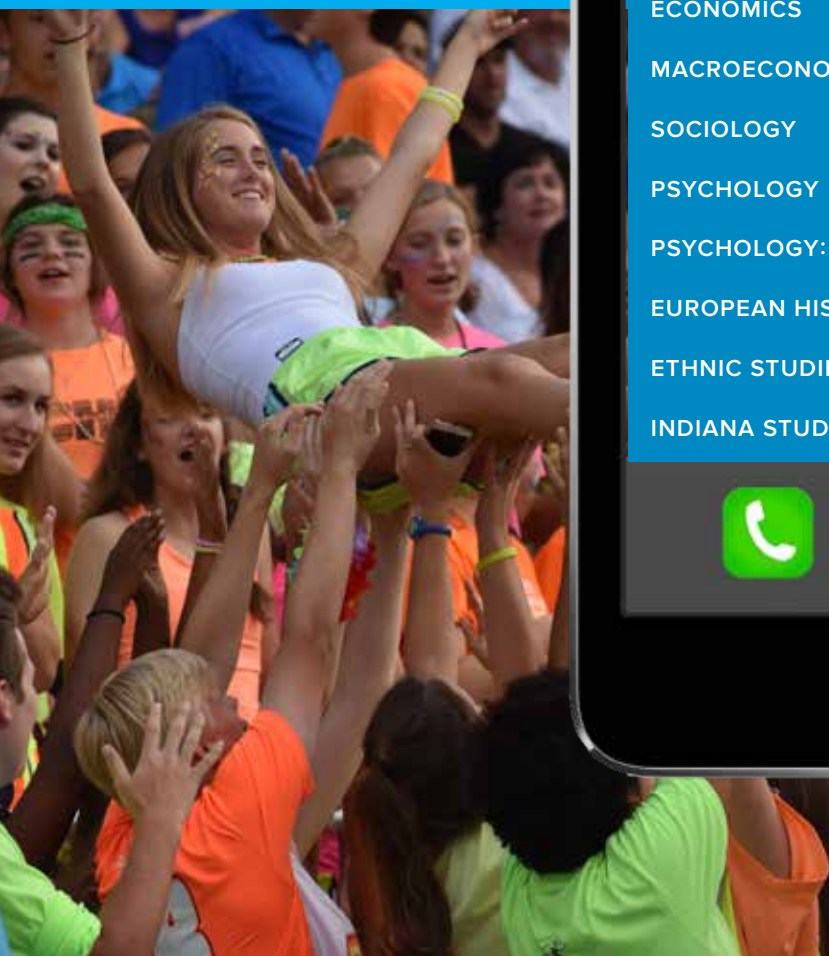
Semester/Elective

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.





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: 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



## WORLD HISTORY & CIVILIZATION

Grade 9 – 12

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.

will have a chronological frame from the periods 8000 B.C. E. to the present. AP World History focuses on five overarching themes (1) interaction between humans and the environment, (2) development and interaction of cultures, (3) state-building, expansion, and conflict, (4) creation, expansion, and interaction of economic systems, and (5) development and transformation of social structures. Students are required to take the AP U.S. History exam in May.

## UNITED STATES HISTORY

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.

## GEOGRAPHY & HISTORY OF THE WORLD

Grade 9 – 12

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: AP

Grade 9 – 12

Two semesters/Required

Prerequisite: Strong reading comprehension skills highly recommended

Cost: \$85

World History, Advanced Placement is a course that provides students with the content established by the College Board. The course



UNITED STATES HISTORY: HONORS

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

Grade 11

Two semesters/Required

Prerequisite: Strong reading comprehension skills highly recommended and teacher recommendation

Cost: \$85

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

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

Grade 12

Semester/Required

Prerequisite: Strong reading comprehension skills and teacher recommendation

Cost: \$85

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

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

Grade 12

Semester/Required

Prerequisite: Strong reading comprehension skills recommended and teacher recommendation

Cost: \$85

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

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: \$85

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: \$85

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

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. Examination of individual leaders and their roles in a democratic society will be included and students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.







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:

THEATRE ARTS

TECHNICAL THEATRE

CONCERT BAND

CONCERT BAND 3/4: HONORS

PIANO & ELECTRONIC KEYBOARD: BEGINNING

APPLIED MUSIC: GUITAR

CHORUS

CHORUS 3/4: HONORS

VOX TROIANO: ADVANCED MIXED CHORALE

CHORAL CHAMBER ENSEMBLE: *SOUNDS OF SILAS A CAPELLA CHOIR*



## THEATRE ARTS

Grade 9 – 12

Semester/Fine Art Directed Elective

Theatre Arts provides an opportunity for students to study all elements of theatre. The class is primarily project and performance based. Students will learn basic skills in acting and performance. Students will also have the opportunity to study what takes place on the backstage side of the production. Students are encouraged to take this class if they are interested in participating in the shows that Bishop Chatard presents each year. Major topics covered in the class are: Improvisation, Pantomime, Voice and Diction, Technical Theatre, Theatre History, and more. Students who are enrolled in Theatre Arts are required to participate in both shows to some capacity. If the student chooses not to be on the cast or crew, he/she must attend at least one set day.

## TECHNICAL THEATRE

Grade 9 – 12

Semester/Fine Art Directed Elective

Technical Theatre I is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre 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. 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.

## CONCERT BAND

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

Grade 11 – 12

Two semesters/Fine Art Directed Elective

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

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

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.

CHORUS

Grade 9 – 12

Two semesters/Fine Art Directed Elective

Chorus is composed of students with beginning to previous 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.

CHORUS 3/4: HONORS

Grade 9 – 12

Two semesters/Fine Art Directed Elective

Chorus 3/4 is composed of students with beginning to previous 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. In order to enroll in Chorus 3/4, students must have previously been enrolled in 2 years of Chorus.

VOX TROIANO: ADVANCED MIXED CHORALE

Grade 9 – 12

Two semesters/Fine Art Directed Elective

*Note: Audition required*

Vox Troiano (Advanced Mixed Chorale) is based on the Indiana Academic Standards for High School Choral Music. Students taking Vox Troiano develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature

appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer’s intent in performance of music. Vox Troiano will lead music at select, all-school Masses and other performances throughout the school year. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.





**CHORAL CHAMBER ENSEMBLE:  
SOUNDS OF SILAS A CAPPELLA CHOIR**

Grade 9 – 12

Two semesters/Fine Art Directed Elective

*Note: Audition required*

*Sounds of Silas* (Advanced, Choral Chamber Ensemble) is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer’s intent in performance of music. *Sounds of Silas* will lead music at select, all-school Masses and other performances throughout the school year. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.







## INTRODUCTION TO TWO-DIMENSIONAL ART

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

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

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

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

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 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.

STUDIO ART: AP

Grade 10 – 12

Year/Fine Art Directed Elective

Prerequisite: Teacher recommendation

Cost: \$85

Studio Art 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 Studio Art 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 complete

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

DRAWING PORTFOLIO

The Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media.

2-D DESIGN PORTFOLIO

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 DESIGN PORTFOLIO

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.

\* Any work that makes use of photographs, published images, and/or other artists’ works must show substantial and significant development beyond duplication.

ART HISTORY: AP

Grade 10 – 12

Year/Fine Art Directed Elective

Cost: \$85

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

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)

### CURRENT COURSE OFFERINGS:

ARCHITECTURAL DRAFTING & DESIGN I

ARCHITECTURAL DRAFTING & DESIGN II

### 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.



## WORLD LANGUAGES

### 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

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

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

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

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 A.P. Students will also explore Roman history by examining the material remains of the Roman world.

LATIN III: HONORS

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

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

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

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

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

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

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

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

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

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

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

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

Grade 11 – 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

Grade 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.





## MEMBERS OF THE BCHS CLASSES OF 2018 & 2019 ARE ATTENDING THESE OUTSTANDING COLLEGES & UNIVERSITIES.

ANCILLA DOMINI COLLEGE	NORTHERN KENTUCKY UNIVERSITY
ARAPAHOE COMMUNITY COLLEGE	NORTHWESTERN UNIVERSITY
AVEDA FREDRIC'S INSTITUTE	POLIMODA (ITALY)
BALL STATE UNIVERSITY	PURDUE UNIVERSITY
BOSTON COLLEGE	QUINCY UNIVERSITY
BUTLER UNIVERSITY	ROSE-HULMAN INSTITUTE OF TECHNOLOGY
CAPITAL UNIVERSITY	SAINT LOUIS UNIVERSITY
CARNEGIE MELLON UNIVERSITY	SAN FRANCISCO INSTITUTE OF ESTHETICS AND COSMETOLOGY
DENISON UNIVERSITY	SAVANNAH COLLEGE OF ART AND DESIGN
DEPAUW UNIVERSITY	ST. JOSEPH'S COLLEGE OF MARIAN
EASTERN KENTUCKY UNIVERSITY	SAINT LOUIS UNIVERSITY
EMLYON BUSINESS SCHOOL (FRANCE)	ST. MARY'S COLLEGE NOTRE DAME
FLORIDA INSTITUTE OF TECHNOLOGY	TEXAS CHRISTIAN UNIVERSITY
FRANKLIN COLLEGE	UNIVERSITY OF ALABAMA
GRAND CANYON UNIVERSITY	UNIVERSITY OF CHICAGO
GREENVILLE UNIVERSITY	UNIVERSITY OF CINCINNATI
HANOVER COLLEGE	UNIVERSITY OF DALLAS
HOLY CROSS COLLEGE	UNIVERSITY OF DAYTON
INDIANA STATE UNIVERSITY	UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN
INDIANA UNIVERSITY	UNIVERSITY OF INDIANAPOLIS
IUPUI	UNIVERSITY OF KENTUCKY
INDIANA WESLEYAN UNIVERSITY	UNIVERSITY OF NOTRE DAME
IVY TECH COMMUNITY COLLEGE	UNIVERSITY OF SAINT FRANCIS
JEFFERSON COMMUNITY COLLEGE	UNIVERSITY OF VIRGINIA
LEWIS UNIVERSITY	VINCENNES UNIVERSITY
LOYOLA UNIVERSITY OF CHICAGO	WABASH COLLEGE
MANCHESTER UNIVERSITY	WITTENBERG UNIVERSITY
MARIAN UNIVERSITY	XAVIER UNIVERSITY
MIAMI UNIVERSITY	
NEW YORK UNIVERSITY	





BISHOP SILAS CHATAUD  
HIGH SCHOOL



