



**BISHOP LUERS HIGH SCHOOL**

**2020 - 2021**

# **CURRICULUM GUIDE**

**A COURSE SELECTION GUIDE FOR  
GRADE 9 • GRADE 10 • GRADE 11 • GRADE 12**



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# DIPLOMA REQUIREMENTS

Curriculum Area	CORE 40	ACADEMIC HONORS
English	8 Credits	8 Credits (All 8 Semesters)
	All four years	All four years Academic or Higher
Math	6-8 Credits	8 Credits (Progressively more difficult)
	2 – Algebra I 2 – Geometry 2 – Algebra II 2 – STRONGLY recommended senior year	2 – Algebra I 2 – Geometry 2 – Algebra II 2 – Additional (Must be in math all 8 semesters)
Social Studies	6 Credits	6 Credits
	2 – World History or World Civilization 2 – US History 1 – Government 1 – Economics	2 – World History (Academic or Higher) 2 – US History (Academic or Higher) 1 – Government (Academic or Higher) 1 – Economics (Academic or Higher)
Science	6 Credits in Lab Science	6 – 8 Credits in Lab Science (Progressively more difficult)
	2 – Biology 2 – Integrated Chem/Phys or Chemistry 2 – Additional Upper Level	2 – Biology 2 – Chemistry 2 – Upper Level Recommended: 2 Physics and 2 Upper Level
World Languages	Recommended	6-8 Credits
	Many Indiana universities strongly recommend two years of the same language for admissions purposes; some require it.	2 years of 2 different languages or 3 years of one language (If you choose to do 3 years of one language, you must replace the additional year with 2 credits from approved Academic Honors classes.)
Health	1 Credit	1 Credit
Physical Education	2 Credits	2 Credits
Fine Arts		2 Credits
		Art, Theatre, Music, Band or Choir
Theology	8 Credits	8 Credits
	Theology is required each semester enrolled at Bishop Luers.	Theology is required each semester enrolled at Bishop Luers.
Electives	4 Credits	3 Credits
Additional Requirements	8 Credits from Directed Electives	Complete <b>ONE</b> of the following:
	Additional credits from: <ul style="list-style-type: none"> <li>• English</li> <li>• Math</li> <li>• Science</li> <li>• World Language</li> </ul> Career Area (At least 6 credits in a technical career sequence)	<ul style="list-style-type: none"> <li>• Earn 4 credits (2 or more courses) in AP courses and take corresponding exams</li> <li>• Earn 6 transcribed college credits in courses from the approved dual credit list</li> <li>• Earn 3 credits from the dual credit list AND 2 credits in AP courses with exams (as above)</li> <li>• Score at least 1250 on SAT – 590 minimum EBRW, 560 minimum math</li> <li>• Score at least 26 Composite Score on ACT, with writing</li> </ul>

**(no grade lower than a “C” & cumulative GPA of 3.333)**

# BISHOP LUERS GRADUATION PATHWAYS REQUIREMENTS

## CLASS OF 2023+

Graduation Requirements	Graduation Pathways Options/Descriptions
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;">High School Diploma</p> <p style="text-align: center;">(Must complete one of these)</p>	<p><b>Meet the State of Indiana’s requirements for a high school diploma:</b></p> <p style="text-align: center;"> <input type="checkbox"/> Core 40              <input type="checkbox"/> Academic Honors              <input type="checkbox"/> General         </p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;">Learn and Demonstrate Employability Skills</p> <p style="text-align: center;">(Must complete one of these)</p>	<p><b>Students must complete one of the following:</b></p> <p><input type="checkbox"/> <b>Service-Based Learning:</b> Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities. <u>This can include participation in a meaningful volunteer or civic engagement experience, engagement in a school-based activity, such as a co-curricular or extracurricular activity or sport for at least one academic year.</u></p> <p><input type="checkbox"/> <b>Worked-Based Learning:</b> Reinforces academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. This allowing the students to apply classroom theories to practical problems, <u>like completion of a school-based internship or employment outside of the school day.</u></p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">Postsecondary Ready Competencies</p> <p style="text-align: center;">(Must complete one of these)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Honors Diploma</li> <li><input type="checkbox"/> ACT College Ready Benchmarks (18 in English or 22 in Reading or 22 in Math or 23 in Science)</li> <li><input type="checkbox"/> SAT College Ready Benchmark (480 English, 530 Math)</li> <li><input type="checkbox"/> ASVAB (minimum score of 31)</li> <li><input type="checkbox"/> State and Industry Recognized Credential and Certification</li> <li><input type="checkbox"/> CTE Concentrator (Earn C average in at least 6 high school credits in career sequence)</li> <li><input type="checkbox"/> AP/Dual Credit (earn C average in at least three courses – at least one in core)</li> </ul>

Note: Classes 2021 and 2022 may also utilize the Graduation Pathways option to meet graduation requirements if needed.

## ADVANCED PLACEMENT COURSES

AP classes are indicative of the most challenging curriculum a student can take at Bishop Luers and are often highly coveted by the most prestigious universities. The rich course material and demanding assignments typical of AP will help the student develop the knowledge and critical thinking skills expected of most college students. AP classes can be as challenging as introductory college courses. They are fast paced, cover more material than regular classes and require independent work like research and analysis. Bishop Luers offers the following AP courses:

AP Biology

AP Calculus I

AP Chemistry

AP English 11, Language and Composition

AP English 12, Literature and Composition

AP Government

AP US History

## DUAL CREDIT COURSES

With the help from various partnering area colleges, Bishop Luers can offer numerous dual credit courses within our school. Students need to apply and be accepted by the individual college. **Note: Students are responsible for the tuition fees and must be paid directly to the college or university. It is up to the student to verify that their intended college will accept the dual credit. It is the student's responsibility to request a transcript for the dual credit to be sent to the intended college as well.**

- Introduction to Business (Purdue Univ Fort Wayne BUS 10001)
- Fundamentals of Economics (Purdue Univ Fort Wayne E20000)
- Theater Appreciation (Purdue Univ Fort Wayne THTR 20100)
- Fundamentals of Performance (Purdue Univ Fort Wayne THTR 13400)
- Pre-Calculus (Algebra & Trig I, II) (Purdue Univ Fort Wayne MA 15300/15400)
- Biology (Trine University)
- Engineering Foundations & Development (Trine University ETD 103 & ETD 173)

### **Online Options Available (additional fees may apply):**

Ball State University

Indiana Tech

Ivy Tech

Purdue University Fort Wayne

BYU (Brigham Young University)

## WEIGHT VALUE OF CLASSES

Weight values are attached to each Honors, 3<sup>rd</sup>-5<sup>th</sup> year languages, dual credit and AP course offered at Bishop Luers. Weight values are used in determining the Honor Roll and cumulative GPA's.

## HONOR ROLL

Honor Roll is determined in the following manner: Honor Roll is based only on quarter grades, not semester. To achieve High Honors a student must earn an A grade point average (4.000) points with no grade below a B. To achieve Honors a student must earn a B+ (3.333) points with no grade below a B-. A student must carry a minimum of six classes through Bishop Luers to be considered for the Honor Roll. Honor Roll is determined as of the official date of the end of the quarter. Any grade changes after the end of the quarter date will not be considered for Honor Roll. Any cheating violation will prevent the student from being on Honor Roll for the remainder of the academic year.

## LUERS SCHOLAR

A senior student may earn the distinction of Luers Scholar. To receive this accolade, the student must be on the High Honor Roll every quarter for 15 quarter.

## GRADE OF "I" - INCOMPLETE

The grade of "I" may be given by a teacher as a result of the student's failure to complete the academic requirements of the course due to excused absences, as determined by the Administration. It is the student's responsibility to make arrangements with the teacher to complete make-up assignments or tests. The grade of "I" is not a permanent grade.

## COURSE WITHDRAWAL POLICY

With parent permission and approval of the school counselor, a student may withdraw without penalty from a class within the first two weeks of the semester to take a study hall. If the request is made after the first two weeks of the semester, the student may withdraw from a class with a grade of WF (withdrawal fail) only and will be placed in a study hall. A WF grade will be entered on the student's permanent record. A WF grade is computed into the student's grade point average as an F for the semester. Administration will review all withdrawal requests to determine if it is medically necessary, in which case, the WF may be waived. **NOTE: if a student is already taking a study hall, the student will not be allowed to withdraw so choose your classes wisely.**

## **REPEATING A CLASS**

If a student would like to repeat a course to meet the Academic Honors Diploma requirements or to “improve their GPA”, the new grade will **NOT** replace the old grade, but will be averaged with the original grade. The **ONLY** exception to this policy will be if a student earns a C- or lower in either Algebra I or Algebra II and believes repeating the class will improve his/her proficiency in that course; the previous grade will be removed and replaced by the new grade.

## **ACADEMIC PROBATION**

A student whose academic work is deficient can be placed in academic probation. The terms of the probation are set by Administration on a case-by-case basis. **A student can be asked not to return to Bishop Luers for the next semester if he/she does not meet the set criteria. A student who earns a GPA less than 2.0 and/or is failing two or more classes at the end of a quarter or semester may be placed on academic probation.** See handbook for complete policy information.

## **ELIGIBILITY FOR ACTIVITIES / ATHLETICS**

A student’s academic eligibility to participate in extracurricular activities is determined by grades of the previous quarter of the academic year. Students are ineligible if they do not have passing grades in 70% of their classes (ex. 5 of 7 classes). IHSAA mandates that for athletes, semester grades take priority over quarter grades in determining athletic eligibility.

**Students violating school policies and procedures may be suspended from activities.** See handbook for complete policy information.

## **SCHEDULE CHANGE POLICY**

A schedule change policy is in place because our master schedule and teacher assignments are based off student course requests. The school counselors will begin meeting with current students in February/March to pick classes for the next school year. There will be plenty of time to make any necessary adjustments by the deadline: **A strict date of May 15<sup>th</sup> will be enforced for all CORE and yearlong class change requests.** CORE classes are defined as English, Math, Science, Social Studies, Theology and World Languages. Changes to course levels (AP, Honors, Academic) **MUST** be approved by the teacher.

At the start of each semester, students will have 5 school days to request, in writing, a change of electives only. There will be a \$15.00 fee for each change. If a CORE class change is requested, it will be reviewed by administration for possible approval.



# **THEOLOGY**

Bishop Luers **requires** one credit in Theology for each semester in attendance (8 semesters)

## **REQUIRED COURSES BY GRADE**

**Grade 9:** Jesus Christ in Scripture, Who is Jesus Christ?

**Grade 10:** The Paschal Mystery, Ecclesiology

**Grade 11:** Sacraments, Morality

**Grade 12:** Catholic Social Teaching, *Choose one:* Religious Dialogue, Dignity of Women (females only), Dignity of Men (males only)

## **JESUS IN SCRIPTURE (Grade 9) Semester**

This course is designed to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. In the course, they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

## **WHO IS JESUS CHRIST? (Grade 9) Semester**

The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course, students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be.

## **THE PASCHAL MYSTERY (Grade 10) Semester**

The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Students will learn that for all eternity, God has planned for us to share eternal happiness with Him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ, and what life as a disciple entails.

## **ECCLESIOLOGY (Grade 10) Semester**

The purpose of this course is to help students understand that in and through the Church, they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by Him through the Holy Spirit. This Body has both divine and human elements. Students will learn not so much about events in the life of the Church, but about the sacred nature of the Church.

## **SACRAMENTS (Grade 11) Semester**

The purpose of this course is to help students understand that they can encounter Christ today in a full and real way, in and through the sacraments, and especially through the Eucharist. Students will examine each of the Sacraments, and the Mass, in detail to learn how they may encounter Christ throughout life.

### **MORALITY (Grade 11) Semester**

The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plan for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples.

### **RELIGIOUS DIALOGUE (Grade 12) Semester**

The purpose of this course is to help the students understand the way the Catholic Church relates to non-Catholic Christians, as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students 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. It is also intended to help them recognize the ways in which other systems of belief and practice differ from the Catholic faith.

### **Choose One of the Following Course for Semester 2**

#### **CATHOLIC SOCIAL TEACHING (Grade 12) Semester**

The purpose of this course is to introduce students to the Church's social teaching. In this course, students learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. Research paper required in order to receive full credit.

#### **THE DIGNITY OF WOMEN (Grade 12) Semester**

This course will explore the teaching of the Catholic Church on the dignity and vocation of women, relying heavily on the writings of Saint Paul II. Also included are female Saints and Doctors of the Church, as well as faithful Catholic women living their vocations in the modern world. It includes college level daily reading assignments, reflection papers, and student-led discussions. It is expected that any young lady who takes this course is a serious student who can accomplish the workload.

*Prerequisites: Open to female students only*

#### **THE DIGNITY OF MEN (Grade 12) Semester**

This course will explore the teaching of the Catholic Church on the dignity and vocation of men. Related writings of Saint John Paul II will be discussed, including excerpts from his Theology of the Body. We will read from and focus on exemplary men in the history of the Church such as St. Peter, St. Paul, St. Francis of Assisi, St. John Vianney, and St. Josemaria Escriva, among others. There are five units: Vocation of Man in A Theology of the Body, Saint John Paul II's writings on men and women, Gifts specific to the Masculine Vocation, Men in the History of the Church, and Living the Catholic Faith as Men in the Modern World. This course is designed to be an intelligent discussion on daily reading assignments where grading is based on class participation and reflection papers.

*Prerequisites: Open to male students only*

# **BUSINESS**

## **ELECTIVE COURSES BY GRADE**

**Grade 9:** Digital Application & Responsibility, Preparing for College & Careers

**Grade 10:** Accounting I, Business & Personal Law, Digital Application & Responsibility, Personal Financial Responsibility

**Grade 11:** Accounting I, Accounting II, Business & Personal Law, Digital Application & Responsibility, Introduction to Business, Personal Financial Responsibility

**Grade 12:** Accounting I, Accounting II, Business & Personal Law, Digital Application & Responsibility, Introduction to Business, Personal Financial Responsibility

## **ACCOUNTING I (Grades 10, 11, 12) Year**

Accounting I is a beginning level business course that introduces principles and procedures for proprietorships, partnerships, and corporations using double-entry accounting with emphasis on accounting principles as they relate to both manual and automated financial systems. This course will involve analyzing and interpreting financial reports as a basis for decision making. Instructional strategies may include the use of computers, projects, and simulations to apply accounting theories and principles.

## **ACCOUNTING II (Grades 11, 12) Year**

This is an advanced level accounting course that expands upon the knowledge and skills developed during Accounting I. The coursework will expand upon GAAP (Generally Accepted Accounting Principles) and the accounting procedures learned during Accounting I with a special emphasis placed upon managerial accounting. The second part of the course will introduce the students to the unique needs of partnerships in the field of accounting. Instructional strategies will include the use of computers with more emphasis on learning basic Microsoft Office programs, simulations, projects, and real-world discussions and topics relevant to the course.

*Prerequisite: Accounting I*

## **BUSINESS AND PERSONAL LAW (Grades 10, 11, 12) Semester**

Business and Personal Law is a business course that provides the foundation of the legal system. This course will cover consumer rights and obligations, contractual agreements, business rights and obligations, crimes, torts, law for minors, and both criminal and civil trials. Instructional strategies may include mock trials, case studies, field trips, guest speakers, and computer/technology applications.

## **DIGITAL APPLICATION AND RESPONSIBILITY (Grades 9, 10, 11, 12) Semester**

This course prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately.

**INTRODUCTION TO BUSINESS (Grades 11, 12) Semester**  
**(May be Dual Credit – Purdue Fort Wayne BUS 10001)**

Today we live in an advanced and highly industrialized society. Everyone in our society interacts with businesses through the jobs at which we work, the advertisements we see and hear, and the products we buy. Introduction to Business is designed to help students develop a comprehension and an appreciation of the American business system and the economic setting in which it functions. Topics covered include exploring business careers, consumer behavior, product development, managing money, business communications and business organization. Instructional strategies may include computer/technology applications, simulations, teacher demonstrations, and guest speakers.

**PERSONAL FINANCIAL RESPONSIBILITY (Grades 10, 11, 12) Semester**

Personal Finance will address 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; understand banking, budgeting, record-keeping and managing risks, insurance and credit card debt. Instructional strategies may include simulations, guest speakers, internet research and business experiences.

# **CAREER & TECHNICAL**

## **PREPARING FOR COLLEGE AND CAREERS (Grade 9) Semester**

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios.

## **RADIO & TELEVISION I (Grades 11, 12) Year**

Radio and Television I focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operating abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

*Prerequisite: Mass Media*

## **PEER TUTORING (Grades 11, 12) Semester or Year**

Peer Tutoring provides high school students with an organized exploratory experience to assist fellow students, through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

**Note: This course is NOT for students who needs tutoring.**

*Prerequisite: Counselor Recommendation*

# **ENGLISH**

Bishop Luers **requires** one credit in English for each semester in attendance (8 semesters).

## **REQUIRED COURSES BY GRADE** (Choose 1 per grade)

**Grade 9:** English 9 Academic, English 9 Honors

**Grade 10:** English 10 Academic, English 10 Honors

**Grade 11:** English 10 Academic, AP English Language & Composition

**Grade 12:** English 11 Academic, AP English Literature & Composition

## **ELECTIVE AVAILABLE COURSES BY GRADE**

**Grade 9:** None

**Grade 10:** Advanced Speech & Communications, Creative Writing, Film Literature, Mass Media

**Grade 11:** Advanced Speech & Communications, Creative Writing, Film Literature, Mass Media, Student Media

**Grade 12:** Advanced Speech & Communications, Creative Writing, Film Literature, Mass Media, Student Media

## **ENGLISH SKILLS (Grades 11, 12) Semester**

This course is designed to strengthen language arts skills. Topics may include identifying parts of speech; composing sentences, paragraphs, and essays; strengthening vocabulary; improving reading comprehension and fluidity; distinguishing fact and fiction; finding main idea, inferences, and supporting details in text; and understanding figurative language

*Prerequisites: Recommendation and/or Required based on test scores*

## **ENGLISH 9 – ACADEMIC Year**

This class contains an introduction to the high school literature experience that includes short works of many genres. There is also an emphasis on writing. Grammar problems are addressed as they appear in compositions. Students write for different audiences and purposes while strengthening skills in paragraph and essay writing. Composition provides opportunities in creating expository essays and in beginning research. Instruction is given in the writing process including prewriting, drafting, revising, editing, and publishing. Another major emphasis is public speaking. Effective speaking and listening techniques are emphasized. Vocabulary is studied throughout the year. Students are expected to read several novels outside of class. There is a summer reading assignment as part of the preparation for the course.

*Prerequisites: Recommendation of 8<sup>th</sup> grade teacher and High School Placement Test (HSPT)*

## **ENGLISH 9 – HONORS**      Year

This course contains an introduction to the high school literature experience that includes short works of many genres as well as the reading of a major novel. There is an emphasis on writing. Grammar problems are addressed as they appear in compositions. Students write for different audiences and purposes while strengthening skills in paragraph and essay writing. Composition provides opportunities in creating expository essays and in beginning research. Instruction is given in the writing process including prewriting, drafting, revising, editing, and publishing. Another emphasis is public speaking. Effective speaking and listening techniques are emphasized. Vocabulary is studied through the year. Students are expected to read at least 2 major novels per quarter outside of class. There is a summer reading assignment as part of the preparation for this course.

Prerequisites: Recommendation of 8<sup>th</sup> grade teacher and High School Placement Test (HSPT)

## **ENGLISH 10 – ACADEMIC**      Year

Approximately one quarter is dedicated to a review of basic grammar and the essay composition, continuing the skills outlined in Academic English 9. The written exercises focus on the development of practical writing skills and essay writing. Academic English 10 also incorporates the development of research and library media skills in conjunction with writing and speaking. The remainder of the year introduces students to major forms of literature including poetry, short stories, and drama (including a Shakespearean play). Class novels will be assigned and discussed. Students improve speech skills in presentations throughout each quarter. There is a summer reading requirement as part of the preparation for this course.

## **ENGLISH 10 – HONORS**      Year

This course continues to exploration and understanding of literature, vocabulary, and composition. Students will use literary elements and critical thinking to analyze major forms of literature and communication in their own lives. Students will read daily. Vocabulary is taught throughout the year, with special emphasis on words with Greek and Latin prefixes and roots. Students will improve writing and public speaking skills. Students are required to read at least 2 major novels per quarter outside of class, as well as a summer reading requirement.

*Prerequisites: "B" or better in Honors English 9*

## **ENGLISH 11 – ACADEMIC**      Year

This course is a study of American literature in its historical setting. At least one novel will be assigned each quarter in addition to the text. One quarter will be devoted to writing a research paper. Research skills are again used when students give oral presentations. Vocabulary development will be incorporated throughout the year. There is a summer reading requirement as part of the preparation for this course.

## **AP ENGLISH LANGUAGE & COMPOSITION (Grade 11) Year**

Per the College Board's description, "AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style" (College Board). Students can anticipate weekly outside readings, writing several papers per quarter, vocabulary quizzes, and actively participating in classroom discussions. Course readings are from American writers and selected for their rigor and thematic content. Students are expected to complete a multi-step research paper. There is a summer reading requirement as part of the preparation for this course.

*Prerequisites: Students must obtain a "B" or better in Honors English 10 AND receive a recommendation from that instructor. Students in Academic English 10 must obtain an "A" or better AND receive a recommendation from that instructor.*

## **ENGLISH 12 – ACADEMIC Year**

This year surveys British Literature as it relates to the history in each particular time period. The writing includes major literary papers over the novel, drama, and the short story as well as a final term paper. Students continue to improve speech skills through presentations during each quarter. There is a summer reading requirement as part of the preparation for this course.

## **AP ENGLISH LITERATURE & COMPOSITION (Grade 12) Year**

English Literature and Composition, Advanced Placement, is an advanced course based on Indiana's Academic Standards for English/Language arts in grade 12. The course is based on content established by the College Board. The College Board course description says: 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 way 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. English 12 is incorporated into this course.

*Prerequisites: "B" or better in Honors English 11 or higher*

## **ADVANCED SPEECH & COMMUNICATIONS (Grades 11, 12) Semester**

Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, or memorized speeches.



### **CREATIVE WRITING (Grades 10, 11, 12) Semester**

Students will practice the techniques of writing poetry and prose. Major assignments will include a short story, dialogue, and various poems. References to various forms of literature, poetry and prose, will be used as samples during this course. Students can expect daily in-class writing assignments. Students are required to demonstrate their speaking and listening skills by performing and listening to the creative works of their peers. Students will submit a portfolio of all assignments.

### **FILM LITERATURE (Grades 10, 11, 12) Semester**

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a one semester class that studies how literary concepts are adapted for film or media. Students analyze how films portray the human condition, how literary techniques are used, and how literary works are presented on screen. Students can expect to read a variety of materials outside of class. Additionally, students can expect to write numerous papers about the films they have viewed in class.

### **MASS MEDIA (Grades 10, 11, 12) Semester**

Mass Media, a course based on the High School Journalism Standards and the Mass Media & Media Literacy Standards, is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society. For the second credit: Students continue to critically analyze mass media products and messages as they influence societal rules. By the end of the semester, students complete a multimedia project comparing different aspects of a topic of interest or concern. The project demonstrates knowledge, application, and progress in Mass Media course content. Students in this program will be responsible for all school announcements with the goal of producing media announcements at least once a week.

**Note: This course does not count as BLHS required English credit. Elective credit only.**

*Prerequisites: Recommendation of the Instructor*

### **STUDENT MEDIA (Grades 10, 11, 12) Year (formally Composition/Adv. Composition – Journalism)**

This year-long course is heavily founded in the Indiana Academic Standards for English/Language Arts. Emphasis is placed on composition. A mastery of grammar, punctuation, and spelling is expected of students enrolled in this course. Students are expected to have extensive expository, persuasive, and informative writing experience, as well as capacities for interviewing, observing, critiquing and creating documents which effectively capture said events. Students are expected to submit articles on a weekly basis. Additionally, students will be expected to complete and publish the BLHS yearbook. This publication requires students to write copy, take pictures, conduct interviews, and solicit financial contributions for the publication of the book itself.

**Note: Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.**

*Prerequisites: Student obtained a "B+" or better in their current English course. Student must submit an application and a writing sample prior to the instructor prior to the end of the spring semester.*

# FINE ARTS

Two credits are required for the Academic Honors Diploma while many others may be taken as an elective.

## **ELECTIVE COURSES BY GRADE**

**Grade 9:** Introduction to 2D Art, Introduction to 3D Art, Beginning Chorus, Show Choir\*, Beginning Band, Theater Arts, Theater Productions, Music History & Appreciation, Applied Music, Piano & Electric Keyboard

**Grade 10:** Introduction to 2D Art, Introduction to 3D Art, Advanced 2D Art, Advanced 3D Art, Intermediate Chorus, Choral Chamber Ensemble, Show Choir\*, Beginning Concert Band, Intermediate Concert Band, Applied Music, Piano & Electric Keyboard, Music History & Appreciation, Theater Arts, Theater Productions

**Grade 11:** Introduction to 2D Art, Introduction to 3D Art, Advanced 2D Art, Advanced 3D Art, Digital Design, Intermediate Chorus, Choral Chamber Ensemble, Show Choir\*, Beginning Concert Band, Intermediate Concert Band, Advanced Concert Band, Applied Music, Piano & Electric Keyboard, Music History & Appreciation, Theater Arts, Theater Productions, Advanced Theater Arts, Fundamental of Performance

**Grade 12:** Introduction to 2D Art, Introduction to 3D Art, Advanced 2D Art, Advanced 3D Art, Digital Design, Digital Design II w/ Photography, Integrated Arts, Intermediate Chorus, Choral Chamber Ensemble, Show Choir\*, Beginning Concert Band, Intermediate Concert Band, Advanced Concert Band, Applied Music, Piano & Electric Keyboard, Music History & Appreciation, Theater Arts, Theater Productions, Advanced Theater Arts, Fundamental of Performance

## **[ VISUAL ARTS ]**

### **INTRODUCTION TO TWO-DIMENSIONAL ART (Grades 9, 10, 11, 12) Semester**

This is a beginning-level class in drawing using a variety of media which may include graphite, sharpie marker, pen, and ink, colored pencil, printmaking, and watercolor. The elements and principles of art are stressed.

### **INTRODUCTION TO THREE-DIMENSIONAL ART (Grades 9, 10, 11, 12) Semester**

This is a beginning-level class in three-dimensional art using additive and subtractive techniques and variety of methods and media which may include weaving, ceramics, paper, painting storytelling gourds, millefiori beadmaking, and, macramé jewelry. The elements and principles of art are stressed.

*Prerequisites: None, but Introduction to 2D Art is highly recommended*

### **ADVANCED TWO-DIMENSIONAL ART (Grades 10, 11, 12) Semester**

This is an advanced two-dimensional art course concentrating on developing higher level drawing skills. The students will develop their compositional skills while creating original art. The media explored may include graphite, charcoal, spray paint, watercolor, acrylics, and chalk pastels. There is a weekly sketchbook assignment. The elements and principles of art are stressed.

*Prerequisites: the student will have earned a B or higher in Introduction to 2D Art*

### **ADVANCED THREE-DIMENSIONAL ART (Grades 10, 11, 12) Semester**

This is an advanced three-dimensional art course concentrating on developing higher level art skills. The students will develop their craftsmanship skills while creating original art. The media explored may include fabric, tag board, paper fibers, wood, ceramics, and found objects. There may be a weekly journal assignment. The elements and principles of art are stressed.

*Prerequisites: the student will have earned a B or higher in Introduction to 3D Art; Introduction to 2D Art is highly recommended*

### **DIGITAL DESIGN (Grades 11, 12) Semester**

This is a beginning-level class in digital arts using the industry standard software Adobe Illustrator and InDesign. The students will learn digital techniques through a series of exercises. They will create a series of original art using the design software. The students will learn page layout using Adobe InDesign and design greeting cards and/or posters. The final project is a vector portrait. The elements and principles of art are stressed.

*Prerequisites: None; Introduction to 2D Art is highly recommended*

### **DIGITAL DESIGN II W/ PHOTOGRAPHY (Grade 12) Semester**

This is a senior-level class where the students will learn digital photography using their own smart phones or digital cameras. They will then create a series of original art using their own original photographs and the Adobe Creative Suite software including Photoshop, Illustrator, and InDesign. The students will create a stop-motion movie using a variety of techniques. The elements and principles of art are stressed.

*Prerequisites: the student will have earned a B or higher in Digital Design I AND Introduction to 2D Art*

### **INTEGRATED ARTS (Grade 12) Semester**

This is a seniors-only art class. The students will have the opportunity to concentrate in a desired media or technique. The students will work in a variety of media which may include dry media (graphite, charcoal, and pastels), wet media (watercolor, acrylic, tempera, and gouache), sculpting media (clays, tag board, paper mache, and wood), and/or digital media (Adobe Illustrator, Photoshop, and InDesign). The elements and principles of art are stressed. The focus is on developing a professional portfolio. Curriculum is selected by students with instructor's guidance. This course may be repeated for credit. Instructor approval required.

*Prerequisites: the students will have earned a B or higher in Introduction/Advanced 2D Art and/or Introduction/Advanced 3D Art*

# [ THEATER ]

## **THEATER ARTS (Grades 9, 10, 11, 12) Semester**

Instruction in this course enables students to (1) improvise and write plays or scenes; (2) imaginatively express through feelings, moods, and characters, and (3) apply techniques involving voice, gesture, facial expression, and body movement to reproduce the subtleties of language and voice inflection in conveying emotion and meaning. Students are introduced to warm-up activities for body and voice, including mime activities. Students develop skills enabling them to speak clearly and expressively with (1) appropriate articulation, (2) pronunciation, (3) volume, (4) stress, (5) rate, (6) pitch, (7) inflection, and (8) intonation. Using knowledge gained through the areas of technical theater and scripts, students focus on solving the problems faced by actors, directors, and technicians. They also refine their abilities to collaborate on performances, and they learn to constructively evaluate their own and others' efforts. Study also includes activities from a variety of historical and cultural contexts. Students develop critical thinking skills through studying examples of theater criticism followed by analyzing and evaluating live performances. Career opportunities in the theater arts are also explored.

## **THEATER PRODUCTION (Grades 9, 10, 11, 12) Semester**

Theater Production is a co-curricular laboratory for exploration, development, and synthesis of all the elements of theater. Practical hands-on experiences in acting, directing, and stage craft are provided through the preparation and public performances of one or more plays. The production of a play supplements the Theater Arts course that concentrates on theories, information, and techniques, by providing for the integration and implementation of those ideas and skills. Although the course may meet during a regularly scheduled class period, the scope of activities may require additional time. Consequently, the course may meet for a lengthened class period.

*Prerequisites: Theater Arts*

## **ADVANCED THEATER ARTS (Grades 11, 12) Semester (May be Dual Credit – Purdue Fort Wayne THTR 20100)**

This course will include an understanding and appreciation of the theatre's role in the modern world. It includes a seminar approach in discussion of the nature of theater, critical analysis of drama, the actor, the director, design and careers in the theater. It also deals with professional, regional, community and educational theatre. Discussions and work are related to current stage productions that students are required to attend. This course can be taken for Dual Credit (3 credits) through PFW.

*Prerequisites: Theater Arts or the completion of 4 Bishop Luers drama productions and/or recommendation of the instructor.*

## **FUNDAMENTALS OF PERFORMANCE (Grades 11, 12) Semester** **(May be Dual Credit – Purdue Fort Wayne THTR 13400)**

This course is an introduction to the art of acting as practiced in the world today. Discussions and work are related to current stage productions that students are required to attend. This course can be taken for Dual Credit (3 credits) through PFW.

*Prerequisites: Theater Arts or the completion of 4 Bishop Luers drama productions and/or recommendation of the instructor.*

## **[ CHORAL MUSIC ]**

### **BEGINNING CHORUS (Grade 9) Semester or Year**

Students develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing conduction, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students will have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsals and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

### **INTERMEDIATE / ADVANCED CHORUS (Grades 10, 11, 12) Semester or Year**

This course provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) males chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities create the development of quality repertoire in the diverse styles of choral literature which is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, and integrate music study into other subject areas. Chorus class provides instruction in creating, performing, conducting, listening, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performance with the audience. Students will have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of rehearsal and music goals. Student must participate in performance opportunities, outside of the school day, that support and extend classroom learning.

*Prerequisites: Beginning Chorus*

### **CHORAL CHAMBER ENSEMBLE (Grades 10, 11, 12) Semester or Year**

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. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine and integrate music study into other subject areas. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. A limited amount of time outside the school day may be scheduled for rehearsals and performances. Public performances may serve as a culmination of daily rehearsals and music goals. Student must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

*Prerequisites: Show Choir or recommendation of the instructor.*

### **SHOW CHOIR (Grades 9, 10, 11, 12) Year**

Show Choir studies and performs music of the pop/rock/jazz idiom. Members must commit themselves to an extensive performance schedule. Show Choir meets for five hours a week on average outside of the regular school day. This course is by audition only. Auditions are held in the spring of the year before school begins. Auditions are open to all registered students (9-12). This is a premiere-performing group. There are financial and fundraising commitments to help subsidize this group.

*Prerequisites: Audition*

## **[ INSTRUMENTAL MUSIC ]**

### **BEGINNING CONCERT BAND (Grades 9, 10, 11, 12) Year**

Students taking this course are provided with a comprehensive study of music through Concert Band, Jazz Band and Pep Band opportunities. Solo and ensemble activities implemented in the course are designed to develop students' skills in the areas of tone production, rhythm, music reading, critical listening, intonation, and musical expression. Students are required to participate in performance outside the school day. This includes performance with the Bishop Luers High School Pep Band at selected Friday night home athletic events.

### **INTERMEDIATE CONCERT BAND (Grades 10, 11, 12) Year**

Students taking this course are provided with a continued comprehensive study of music through Concert Band, Jazz Band, and Pep Band opportunities. Solo and ensemble activities are implemented in the course are designed to develop students' skills in the area of tone production, rhythm, music reading, critical listening, intonation, and music expression. Students are required to participate in performance outside the school day. This includes performance with the Bishop Luers High School Pep Band at selected Friday night home athletic events.

*Prerequisites: Beginning Concert Band*

### **ADVANCED CONCERT BAND (Grades 11, 12) Year**

Students taking this course are provided with a continued comprehensive study of music through Concert Band, Jazz Band, and Pep Band opportunities. Solo and ensemble activities are implemented in the course are designed to develop students' skills in the area of tone production, rhythm, music reading, critical listening, intonation, and music expression. Students are required to participate in performance outside the school day. This includes performance with the Bishop Luers High School Pep Band at selected Friday night home athletic events.

*Prerequisites: Beginning and Intermediate Concert Band*

### **PIANO & ELECTRONIC KEYBOARD (Grades 9, 10, 11, 12) Semester**

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.

### **APPLIED MUSIC (Grades 9, 10, 11, 12) Semester**

Applied Music 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 refined students' abilities in performing, creating, and responding to music. **LIMITED INSTRUMENTS AVAILABLE.**

*Prerequisites: Instructor Advisement for any Band student or Choral student.*

## **[ MUSIC EDUCATION ]**

### **MUSIC HISTORY & APPRECIATION (Grades 9, 10, 11, 12) Semester**

Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and Non-Western history and culture. Activities include but are not limited to: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding relationships between music and the other arts, as well as disciplines outside of the arts. Research skills necessary.

# **HEALTH / P.E.**

Bishop Luers **requires one** credit for Health (can take either 9<sup>th</sup> or 10<sup>th</sup> grade) and **two** credits for P.E.

## **REQUIRED COURSES BY GRADE**

**Grade 9:** Physical Education, Health

**Grade 10:** Physical Education, Health\* (if not taken in 9<sup>th</sup>)

## **ELECTIVE COURSES BY GRADE**

**Grade 11:** Strength Training

**Grade 12:** Strength Training

## **HEALTH EDUCATION (Grades 9, 10) Semester**

A required course providing the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive, health education curriculum, as expressed in the Indiana Health Education Proficiency Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life Education; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drug Education; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention.

Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

## **PHYSICAL EDUCATION I & II (Grades 9, 10) Semester**

Physical Education continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes a skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms:

(1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) self-defense, (6) dance, and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. Activities will be adapted for special needs students.

## **ELECTIVE PHYSICAL EDUCATION (Grades 11, 12) Semester (STRENGTH TRAINING)**

An introductory course designed to help each student improve muscular strength; gain knowledge and understanding of weight training theory and practice; develop a personalized weight training program.

*Prerequisites: Physical Education I & II*



# MATH

Bishop Luers **requires** six – eight credits for math. College-bound students are strongly encouraged to complete four years of math while in high school. Many classes are mixed grade level.

## **AVAILABLE COURSES BY GRADE** (Choose 1 per grade)

**Grade 9:** Math Academy, Algebra I B summer, Algebra Enrichment, Algebra I Academic, Algebra I Honors, Geometry Academic, Geometry Honors

**Grade 10:** Algebra Enrichment, Algebra I Academic, Geometry, Geometry Academic, Geometry Honors, Algebra II Academic, Algebra II Honors

**Grade 11:** Algebra II Academic, Algebra II Honors, Geometry, Geometry Academic, Quantitative Reasoning, Trigonometry, Statics & Probability, Pre-Calculus/Trig, AP Calculus I

**Grade 12:** Algebra II Academic, Algebra II Honors, Geometry Academic, Quantitative Reasoning, Trigonometry, Statics & Probability, Pre-Calculus/Trig, AP Calculus I

## **MATH ACADEMY (Grade 9) Summer – 4 weeks**

This course is designed to prepare students for success in Algebra I. The course will cover operations with integers, plotting points in a coordinate plane, GCF and LCM, operations with fractions and decimals, absolute value, comparing numbers, exponents, order of operations, writing and evaluating expressions, using the distributive property, combining like terms, one-step equations and inequalities. Additionally, students will apply the previous topics and develop a deeper understanding of these fundamental principles of Algebra.

*Prerequisites: Recommendation of 8th grade teacher and/or results of standardized testing.*

## **MATH SKILLS (Grades 11, 12) Semester**

This course is designed to enhance Algebra I skills. The topics include number sense, systems of equations and inequalities, and linear, quadratic, and exponential functions. Problem solving is a primary focus in Math skills.

*Prerequisites: Recommendation and/or Required based on test scores.*

## **ALGEBRA ENRICHMENT (Grade 9) Year**

This course is designed to provide a student with additional support in their Academic algebra I course. The course will provide supplemental practice and instruction of the topics covered in Academic Algebra I. It is taken concurrently with Academic Algebra I.

*Prerequisites: Recommendation and/or Required based on test scores.*

### **ALGEBRA I – ACADEMIC (Grades 9, 10) Year / Extended**

To be adequately prepared for this course, one should know the basic skills of mathematics: addition, subtraction, multiplication, and division of rational numbers. The course will broaden one's mathematical knowledge by covering the properties of algebra, solving equations and inequalities in one or two variables, factoring, graphing linear equations, solution of simultaneous equations, radical equations, probability and statistics. Problem solving strategies will be developed.

*Prerequisites: Recommendation of 8th grade teacher and/or results of standardized testing.*

### **ALGEBRA I – HONORS (Grade 9) Year**

This course is designed for the student who completed some Algebra but needs to continue in Algebra before advancing to geometry. The course will cover factoring, rational expressions, rational equations, graphing, simultaneous equations, radicals and radical equations, quadratic equations, probability and statistics, and problem-solving strategies.

*Prerequisites: Recommendation of 8th grade teacher and/or results of standardized testing.*

### **GEOMETRY (Grades 10, 11) Year**

This course focuses on mastery of essential geometric concepts with some emphasis on formal proofs. Topics covered include points/lines/planes, logic, transversals, congruence and similarity, triangles, quadrilaterals, basic trigonometry, transformation, circles, area/volume/surface area, and probability. Students will engage with applications of geometric ideas and develop logical thinking skills.

*Prerequisites: Mastery of Algebra I & teacher recommendation*

### **GEOMETRY – ACADEMIC (Grades 9, 10, 11) Year**

This course focuses on mastery of geometric concepts with formal proofs. Topics covered include points. Lines/planes, logic, transversals, congruence and similarity, triangles, quadrilaterals, basic trigonometry, transformations, circles, area/volume/surface area, and probability. Students will engage with applications of geometric ideas and develop logical thinking skills.

*Prerequisites: Mastery of Algebra I & teacher recommendation*

### **GEOMETRY – HONORS (Grades 9, 10) Year**

This course lends itself to experimentation, observation, and steps in showing that relationships are valid or invalid. Topics covered in depth are: points, lines, plane and solid figures, the development of deductive reasoning and the use of definitions, properties, axioms, theorems and corollaries in formal proofs. The rate of study is more accelerated with opportunities for unique discoveries. The class will prepare students for Honors Algebra II.

*Prerequisites: Mastery of Algebra I & teacher recommendation*

## **ALGEBRA II – ACADEMIC (Grades 10, 11, 12) Year**

Algebra II is a course that expands on the topics of Algebra I and provides further development of the concept of function. The expanded topics include: polynomial, radical, exponential and logarithmic functions, rational exponents, complex numbers, and sequences and series.

*Prerequisites: Mastery of Algebra I & Geometry and teacher recommendation*

## **ALGEBRA II – HONORS (Grades 10, 11, 12) Year**

This course is a more in-depth Algebra II course with heavy emphasis on technology and application. Technology will be used to explore the topics of Algebra II in an accelerated and challenging way. The topics include: polynomials and polynomial functions, rational exponents, the complex numbers, sequences, and series, the properties and graphs on conic sections, probability, matrices and exponential and logarithmic function.

*Prerequisites: Mastery of Algebra I & Geometry and teacher recommendation*

## **QUANTITATIVE REASONING (Grades 11, 12) Year**

This course builds on work with functions. Students will engage in methods for data analysis, problem-solving, and modeling real-life phenomena. Students continue the study of algebraic manipulations and methods. Problem solving will be the main focus, using all the tools available in the learning process, with a strong focus on technology.

*Prerequisites: Mastery of previous course material and teacher recommendation. Reliable and consistent internet access is required.*

## **TRIGONOMETRY (Grades 11, 12) Semester**

Trigonometry was developed to aid in the study of surveying, astronomy and navigation. It now is applied in the study of many sciences and related fields. It is also a prerequisite to the study of calculus. Among the topics covered are trigonometric functions and their applications, proving identities and the graphing of trig functions and the inverses, conics, and the unit circle, and laws of sines and cosines.

*Prerequisites: Mastery of previous course material and teacher recommendation. Reliable and consistent internet access is required.*

## **STATISTICS AND PROBABILITY (Grades 11, 12) Semester**

Probability is the study of purely chance phenomena. Statistics is the science or art of collecting and analyzing data and making inferences from the data. Topics in this basic course include: permutations, combinations, the binomial theorem, conditional probability, independent events, random selections, frequency tables, measures of central tendency, standard normal distribution, estimated means and standard deviations. This course is designed to introduce these topics so that they may be used as a basis for further study in business, economics, science and related fields.

*Prerequisites: Mastery of previous course material and teacher recommendation. Reliable and consistent internet access is required.*

**PRE-CALCULUS / TRIGONOMETRY (Grades 11, 12) Year**  
(May be Dual Credit – Purdue Fort Wayne MA 15300/15400)

Pre-calculus is a full year course that blends the entire introduction to calculus concepts as well as the trigonometry that must be mastered prior to enrollment in a college-level calculus course. A functional approach provides for the integration of all the concepts listed above, and in addition, may include the theory of equations, exponential and logarithmic functions, and sequences and series. Emphasis is placed on analysis, problem solving, and modeling over algebraic manipulation.

*Prerequisites: Mastery of previous course material and teacher recommendation.*

**AP CALCULUS I (Grades 11, 12) Year**

This course will follow the *AP Calculus AB Curriculum Framework* from College Board. The course will cover limits, differentiation, integration, and applications of calculus. Applications of technology and understanding of multiple representations will be highlighted. There is a possibility for students to earn college credit from the AP Calculus AB Exam.

*Prerequisites: Mastery of previous course material and teacher recommendation.*

# **SCIENCE**

Bishop Luers **requires** six credits in a Lab Science.

## **AVAILABLE COURSES BY GRADE**

**Grade 9:** Biology Academic, Biology Honors

**Grade 10:** Biology Academic, Biology Honors, Integrated Chemistry/Physics, Chemistry Academic, Chemistry Honors

**Grade 11:** AP Biology, AP Chemistry, Anatomy & Physiology Honors, Chemistry Academic, Chemistry Honors, Environmental Science, Integrated Chemistry/Physics, Physics Academic, Physics Honors

**Grade 12:** AP Biology, AP Chemistry, Anatomy & Physiology Honors, Chemistry Academic, Chemistry Honors, Environmental Science, Integrated Chemistry/Physics, Physics Academic, Physics Honors

## **BIOLOGY – ACADEMIC (Grades 9, 10) Year**

This is a survey course designed to give the student an in-depth involvement in basic biological concepts and laboratory procedures. Biology is divided into the following topics: the cell, cell division, microbiology, genetics, evolution, the six kingdoms of life, and ecology.

## **BIOLOGY – HONORS (Grades 9, 10) Year**

This course is designed for the student with a keen interest and aptitude in science. Honors biology is a rigorous college-prep course. Because of the accelerated rate of study, it is expected that students are self-motivated. Biology is divided into the following topics: the cell, cell division, microbiology, genetics, evolution, the six kingdoms of life, and ecology.

## **INTEGRATED CHEMISTRY – PHYSICS (Grades 10, 11, 12) Year**

This course will serve students as a laboratory-based introduction to possible future work in chemistry or physics, while presenting the basic concepts of both disciplines. These concepts include: the structure of matter, chemical reactions, forces, motion, and interactions between energy and matter. Classroom time will be divided between lectures, laboratory investigations, and solving real-world problems.

*Prerequisites: Must have completed Biology and Algebra I (or be taking Algebra together with this course.)*

## **CHEMISTRY – ACADEMIC (Grades 10, 11, 12) Year**

Academic chemistry covers the major principles of chemistry, including atomic structure and theory, periodicity, nomenclature, reactivity, stoichiometry, gas laws, thermochemistry and acid-based chemistry. Lab experience is an integral part of course work. A working knowledge of Algebra is required.

*Prerequisite: Biology and passing grade in Algebra I.*

## **CHEMISTRY – HONORS (Grades 10, 11, 12) Year**

This course is intended for the self-motivated science student. Honors chemistry is an in-depth study of the major principles of chemistry, i.e. structure and properties of matter, atomic theory, stoichiometry, periodicity, bonding, gas laws, states of matter, special topic chemistry, and acid-base concepts. The scientific method of acquiring understanding of these principles is demonstrated through lab experiments. The course stresses the unifying theories of chemistry, the development of useful physical and mathematical models of matter and interactions.

*Prerequisites: Earn a “B” or above in Biology and passing grade in Algebra I. Enrolled in or completed Algebra II OR Honors Geometry.*

## **ENVIRONMENTAL SCIENCE (Grades 11, 12) Year**

This course is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students will 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 lab and field investigations as an essential course component. Students acquire the essential tools for understanding the complexities of national and global environmental systems.

*Prerequisites: Biology and either Integrated Chemistry-Physics or Chemistry.*

## **AP CHEMISTRY (Grades 11, 12) Year**

This course followed the Advanced Placement syllabus in chemistry. This course builds on the foundations of topics introduced in Chemistry I, adds in-depth material on concepts of equilibrium, acids/bases, and kinetics, and introduces organic and electrochemistry. The course includes college level laboratories and is designed for students with excellent facility in mathematics who intend to pursue further science study. It may be used as a bridge to college chemistry or to obtain college credit for chemistry. There is a possibility of students earning college credit upon successful completion of the AP Chemistry Exam.

*Prerequisites: Earn a “B” or above in Algebra II and Chemistry or Honors Chemistry.*

## **AP BIOLOGY (Grades 11, 12) Year (May be Dual Credit – Trine University)**

Students will have the opportunity to continue the study of biological sciences, exploring various areas in more depth than Biology I: genetics, microbiology, anatomy and physiology, biochemistry and experimental techniques. This course could be taken by students planning careers in science. There is a possibility of students earning college credit upon successful completion of the AP Biology Exam.

*Prerequisites: Earn a C- or better in Biology and Chemistry*

### **PHYSICS – ACADEMIC (Grades 11, 12) Year**

Physics covers topics of mechanics, wave motion, heat, light, electricity and magnetism, and atomic and nuclear physics. Demonstrations, projects, and learning activities emphasize the history and method of physics and its role in the birth of technology. Algebraic and geometry skills are a must, as problems and concepts will be treated and applied to real-world situations. Physics is a year-long course which covers classical physics in one semester, with the theme of energy running throughout the year.

*Prerequisites: Chemistry or Integrated Chemistry/Physics and a passing grade in Algebra I.*

### **PHYSICS – HONORS (Grades 11, 12) Year**

This course is intended for the student who plans to enter the field of engineering, medicine, science or mathematics. Through laboratory investigations, discussions, lectures and problem solving, the student is led to an understanding of the basic laws of the universe. The content includes mechanics, heat, light, sound, electricity, magnetism and atomic and nuclear physics.

*Prerequisites: Chemistry and passing grade in Algebra I.*

### **ANATOMY & PHYSIOLOGY – HONORS (Grades 11, 12) Year**

This course is intended for those who are considering a future in a medical field. It includes the study of biochemistry and the organ systems. Case studies, labs, organ and cat dissections and essay tests are used.

*Prerequisites: Earn a C- or better in Biology and Chemistry*

# **SOCIAL STUDIES**

Bishop Luers requires 6 credits in Social Studies with several other options as an elective.

## **REQUIRED COURSES BY GRADE**

**Grade 9:** World History Academic, World History Honors

**Grade 10:** None

**Grade 11:** U.S. History Academic, AP U.S. History

**Grade 12:** Economics Academic, Economics Honors, U.S. Government Academic, AP U.S. Government

## **ELECTIVE COURSES BY GRADE**

**Grade 9:** None

**Grade 10:** Human Geography, Leadership Development,

**Grade 11:** Human Geography, Leadership Development, Post World War II, Psychology

**Grade 12:** Human Geography, Leadership Development, Post World War II, Psychology

## **WORLD HISTORY – ACADEMIC (Grade 9) Year**

This course offers an overview of the growth of civilization from pre-history to the 20th Century. The course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. This course aims to increase the student's social studies skills and awareness of the world and its potential.

## **WORLD HISTORY – HONORS (Grade 9) Year**

This course is designed for those students capable of honors-level work and progresses at a more rapid pace than Academic World History. It offers an overview of the growth of civilization from pre-history to the 20th Century. The course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. This course aims to increase the student's social studies skills and awareness of the world and its potential.

*Prerequisites: Recommendation*

## **HUMAN GEOGRAPHY (Grades 10, 11, 12) Semester**

Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Topics include—Geography: its Nature and Perspectives; Population and Migration; cultural Patterns and Processes; Political Organization of Space; Agriculture, Food Production, and Rural Land Use; Industrialization and Economic Development; and Cities and Urban Land Use.



### **LEADERSHIP DEVELOPMENT (Grades 10, 11, 12) Semester**

A course designed to instruct present and future leaders in the traits, qualities and skills necessary in serving others in a leadership capacity. Areas of study include: character, compassions, commitment, communication, focus, vision, self-discipline, and problem-solving. Areas of study in the laws of leadership include: The Law Process, The Law of Solid Ground, The Law of Respect, The Law of Connection and the Law of Sacrifice. Activities to build leadership skills include exercises in self-awareness and self-esteem, character education, community relations, staff and faculty relations, involvement, and diversity training. Various school and community service projects will be emphasized.

### **UNITED STATES HISTORY – ACADEMIC (Grade 11) Year**

This course studies the development of the U.S. from the colonial period through the Constitution, the Civil War, Reconstruction, the events of the 1900s (especially the Great Depression), World War I, World War II and the Civil Rights Movement.

### **AP UNITED STATES HISTORY – HONORS (Grade 11) Year**

This course has a chronological frame from 1492 to the present. Students learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. This course will prepare the student for the AP U.S. History exam.

### **POST WORLD WAR II TO PRESENT (Grades 11, 12) Semester**

This course is an extensive study of American History from post-WWII era to the present. Special emphasis will be given to the Cold War from the American perspective, the Civil Rights Movement, evolution of U.S. Nuclear Doctrine, the Korean and Vietnam Wars, and related domestic peace movements. In addition, the Presidential campaign from 1948 to present will be analyzed.

*Prerequisites: One semester of U.S. History*

### **PSYCHOLOGY (Grades 11, 12) Semester**

This course introduces to the fundamental principles of psychology, covering the topics of personality, intelligence, emotion, abnormal behavior, attention, perception, learning, memory and thinking. Reading is essential to mastering the material; the textbook is advanced.

### **ECONOMICS – ACADEMIC (Grade 12) Semester**

This class will concentrate on the fundamentals of economic theory. Emphasis will be placed on macro- and microeconomics. Critical thinking is a key to success in this course. Students will evaluate economic information as they are guided toward economic reasoning and its applications.

**ECONOMICS – HONORS (Grade 12) Semester**  
**(May be Dual Credit – Purdue Fort Wayne E20000)**

Study of the basic institutions of market economy and the role they play in defining and pursuing economic goals in the U. S. economy. Emphasis is placed upon the effects of existing economic institutions, current economic policy alternatives as they affect both the individual and society. Reading is essential to mastering the material; the textbook is somewhat advanced.

**U.S. GOVERNMENT – ACADEMIC (Grade 12) Semester**

This course is designed to acquaint citizens with local, state and federal governmental functions and structure through analysis of current programs and problems of government. Students learn how government affects the individual and how the individual can affect government.

**AP U.S. GOVERNMENT (Grade 12) Semester**

This course is designed to introduce students to important facts, concepts, and theories pertaining to U.S. government and politics. The course will develop an understanding of typical patterns of political processes and behavior, and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures.) Students will be able to analyze and interpret basic data relevant to U.S. government and politics. Reading is essential to mastering the material; the textbook is advanced. This course will prepare the student for the AP U.S. Government exam.

# S.T.E.M.

## **ENGINEERING FOUNDATIONS & DEVELOPMENT (Grades 11, 12) Year** (May be Dual Credit – Trine University)

Engineering Roots offers two semesters of foundational engineering online courses when registered and completed, can earn you 6 college credits through Trine University's Engineering & Technology Design program (ETD 103 & ETD 173). The first semester \*Establishing engineering Foundation) course will develop your problem-solving skills as you learn technical hand drafting and Computer Aided Design (Autodesk Fusion 360) techniques to communicate effective solutions to real-world problems by implementing the design process. The second semester (Emerging Engineering Development) builds upon the technical communication with scientific and mathematical engineering concepts that are foundational to mechanical, civil, and electrical engineering. To be successful in this course, you must be a self-motivated, problem solver that has a desire to build upon your strengths in Algebra II.

**NOTE: There is a \$150.00 materials fee for this course. If you wish to take the class as dual credit through Trine, there is a 2nd additional fee.**

## **COMPUTER SCIENCE I (Grades 11, 12) Year**

Computer Science I introduces the structured techniques necessary for the efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

# **WORLD LANGUAGES**

Many universities in Indiana strongly recommend two years of the same language for admission purposes and some may require it. The Academic Honors diploma requires six – eight credits (2 years in 2 different languages or 3 years of one language.)

## **IUHPFL INDIANA UNIVERSITY HONORS PROGRAM IN FOREIGN LANGUAGES**

Students may apply for participation in the Indiana University Honors Program in Foreign Language for high school students during the fall quarter of their 3<sup>rd</sup> year of Spanish or French. This language immersion program allows the student to spend a summer in France or Spain (Mexico, Chile etc.) using their target language in an authentic setting. Interested students should speak with their counselor or French/Spanish teacher for more information. Additional information may also be found at [IUHPFL.indiana.edu](http://IUHPFL.indiana.edu)

### **FRENCH I (Grades 9, 10, 11, 12) Year**

French I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course encourages interpersonal communication through speaking & writing, providing opportunities to make and respond to basic requests & questions, understand and use appropriate greetings & forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. Emphasis is also on the development of reading & listening comprehension skills. Students will be able to make connections across content areas and apply the understanding of French language and culture outside of the classroom.

### **FRENCH II (Grades 9, 10, 11, 12) Year**

French II, is a continuation of French I with emphasis placed on all four language skills: listening, speaking, reading and writing. This course reviews the basic material from French I and introduces new language & cultural material. Students will be able to function more effectively in French, further their understanding of French culture, learn to appreciate the value of language learning in an increasingly interdependent global society and foster a greater understanding and appreciation of the world in which we live.

*Prerequisites: French I*

### **FRENCH III (Grades 10, 11, 12) Year**

French III builds on the foundation established in French I and French II. Advanced grammar encompasses all verb tenses and moods as well as appropriate pronunciation and intonation. The four language skills are further developed through class discussions, situational exercises and basic essay writing. Students will begin to read various types of authentic literature. Students will continue to examine and recognize products and perspectives of French-speaking culture.

*Prerequisites: French I and French II*

### **FRENCH IV/V (Grades 11, 12) Year**

These courses are designed to be working compilation to the previous three / four years of French. They provide a context for integration of the continued development of language skills and cultural understanding. They provide opportunities for students to communicate in culturally and socially authentic situations as they demonstrate understanding of the French-speaking culture. Through reading and discussing of French literature, writing of original essays, and group discussions, skills are increased and solidified. Grammar is review as mandated. It is intended that French be the primary language spoken in class.

*Prerequisites: French I, French II, and French III*

### **SPANISH I (Grades 9, 10, 11, 12) Year**

This course is based upon Indiana's Academic Standards for World Languages. Students are introduced to effective strategies for beginning Spanish language learning and to various aspects of Spanish-speaking cultures. Emphasis is on holistic language development which integrates the skills of listening, speaking, reading and writing. Students explore the culture of Spanish-speaking people by learning about their beliefs, customs, geography, history and current events.

### **SPANISH II (Grades 9, 10, 11, 12) Year**

This course both reviews the basic material from Spanish I and introduces new language and cultural material. Emphasis is on building varied communication skills. Students become more familiar with the people and cultures of the Spanish-speaking world, thus fostering a greater understanding and appreciation of the world in which we live. As a result of this course, students will be able to function more effectively in Spanish, further their understanding of Spanish culture in relation to their own culture and learn to appreciate the value of language learning in an increasingly interdependent global society.

*Prerequisites: Spanish I*

### **SPANISH III (Grades 10, 11, 12) Year**

Advanced grammar is taught at this level, encompassing all verb tenses and moods. Spanish I and II are reviewed for continuity and comprehension. Writing, listening, speaking and reading skills are further developed through in-class discussions, situational exercises, and basic essay writing.

*Prerequisites: Spanish I and Spanish II*

### **SPANISH IV (Grades 11, 12) Year**

This course is designed to be a working compilation of the previous three years of Spanish. Through reading and discussing of Spanish literature, writing of original essays, and group discussions, skills are increased and solidified. Grammar is reviewed periodically as determined by class need. It is intended that Spanish be the only language spoken in class.

*Prerequisites: Spanish I, Spanish II and Spanish III*

# **ACADEMIC SUPPORT**

## **ACADEMIC SUCCESS (Grades 9, 10, 11, 12) Semester or Year**

This is a course for students who need extra help with organizational and study skills. This course will also help provide any other services that may be required, including any services or accommodations listed on a student's IEP or service plan. Students will learn valuable academic and social skills that will help them become more independently successful in the classroom and in their everyday lives. The students will receive homework help, as well as ISTEP remediation. Students are expected to learn how to be responsible for themselves and how to advocate for themselves. Class size is limited so that each student's needs can be met.

## **CCR BRIDGE: LITERACY READY**

This course is designed for students who are below grade level in literacy skills. It is an innovative, dynamic course built to help students master the literacy skills needed for core subject areas. The focus is on truly understanding how to read and interpret texts in the discipline on a higher level. Students in the course want to be college bound but have not met the necessary to fulfill that goal.

*Prerequisites: Recommendation and/or Required based on test scores*

## **CCR BRIDGE: MATH READY**

This course is designed for students who are below grade level in math. It will focus on the math skills necessary to meet the standards required by the state of Indiana, including revisiting standards and skills from previous math concepts. This course will emphasize understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use certain formula or methods to solve a problem, for example. This equips the student with higher-order thinking skills in order to apply math skills, functions, and concepts in different situations.

*Prerequisites: Recommendation and/or Required based on test scores*

# **CAREER TRAINING**

## **FWCS CAREER ACADEMY**

Classes are available to juniors and seniors at the FWCS Career Academy, 1200 South Barr Street.

Students interested in Career Academy must attend the afternoon classes. Students who living outside the FWCS district must get approved by (or from) their home district. See your Guidance counselor for an application.

Career Academy currently offers the following programs, but these are subject to change:

- Culinary Arts
- Health Sciences
- Careers in Early Childhood Education
- Cosmetology
- Automotive Technology & Collision
- Construction Trades
- Manufacturing
- Information Technology Academy
- Public Safety
- Aviation
- ICE (Interdisciplinary Co-Op Education)

## **COMING SOON!**

- Cadet Teaching
- Internships
- Online College Courses