

2017-2018 Curriculum Handbook



Lafayette Central Catholic Junior-Senior High School
2410 South Ninth Street
Lafayette, IN 47909

www.lcss.org

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Central Catholic High School Curriculum Handbook
Address, Phone Numbers & Personnel

Central Catholic Junior-Senior High School
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Mrs. Velma Fonderoli, Guidance Director

Jodi Justak, Campus Minister, Director of Religious Studies

Central Catholic High School Curriculum Handbook
Diocesan Non-Discriminatory Clause & Schools

Resolution on Non-Discriminatory Procedures for Catholic School Policy

It is the policy of the Catholic schools of the Diocese of Lafayette-in-Indiana to comply with federal and state laws prohibiting discrimination and all requirements imposed by or pursuant to regulations discussed thereto, to the end that no persons in any diocesan educational system listed below, and further listed in The Official Catholic Directory (published annually by P.J. Kennedy and Sons) shall, on the grounds of race, color, national and ethnic origin, sex, with regard to public assistance, age, or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program, or in employment, or recruitment, consideration of selection, whether part-time or full-time, under any educational program, employment, or activity operated by the school.

- **Diocese of Lafayette Catholic Schools, Lafayette, Indiana 47909**
 - St. Mary School, Alexandria, Indiana 46001
 - St. Ambrose School, Anderson, Indiana 46016
 - St. Mary School, Anderson, Indiana 46016
 - Our Lady of Mount Carmel School, Carmel, Indiana 46032
 - Sacred Heart School, Fowler, Indiana 47944
 - St. Joseph School, Kentland, Indiana 47951
 - Sts. Joan of Arc & Patrick School, Kokomo, Indiana 46901
 - All Saints School, Logansport, Indiana 46947
 - St. Paul Parish School, Marion, Indiana 46952
 - St. Anne School, Monterey, Indiana 46960
 - St. Lawrence School, Muncie, Indiana 47305
 - St. Mary School, Muncie, Indiana 47303
 - St. Augustine School, Rensselaer, Indiana 47978
 - St. John the Baptist School, Tipton, Indiana 46072
 - St. Maria Goretti School, Westfield, Indiana 46074
 - St. Theodore Guerin High School, Noblesville, Indiana 46062
 - Our Lady of Grace, Noblesville, Indiana 46060
- **Lafayette Catholic School System, Lafayette, Indiana 47909**
 - Central Catholic Jr./Sr. High School, Lafayette, Indiana 47909
 - St. Mary Cathedral School, Lafayette, Indiana 47901
 - St. Lawrence School, Lafayette, Indiana 47904
 - St. Boniface School, Lafayette, Indiana 47901

Central Catholic High School Curriculum Handbook

Statement of Philosophy

The Roman Catholic Church has been entrusted with the mission of teaching and guiding her members. The educational mission of the Church is an integrated ministry embracing three interlocking dimensions: the message revealed by God which the Church proclaims; the fellowship in the life of the Holy Spirit; and service to the Christian community and the entire human community. (Pastoral on Catholic Education, "To Teach as Jesus Did") Therefore, Central Catholic Junior/Senior High School as a Catholic school receives its meaning and purpose from the very nature and mission of the Catholic Church.

Central Catholic assists in the total development of each student. Without forgetting that parents are "the first to communicate the faith to their children and to educate them" (Apostolate of the Laity, II) Central Catholic Junior/Senior High School, in cooperation with the home, the Church and the state, seeks the spiritual, intellectual, physical and cultural formation of its students in an atmosphere that is Christian.

As a Catholic school, participation in theology classes offers the students an opportunity to study God's revealed message and the teachings of the Church. With this background students are able to scrutinize their attitudes and values in a society heavily influenced by materialism. In this atmosphere students are led to an awareness of the true value of freedom, responsibility and maturity of judgment so necessary to give direction and purpose to their lives.

We are not only children of God, but citizens of the world in which we live. Central Catholic seeks to develop in students an awareness of the ideals on which our country was founded, and a desire to safeguard and promote those ideals--ideals such as truth, justice and human rights, not only in the United States, but throughout the world.

Central Catholic Junior-Senior High School admits students of any race, religion, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded and made available to students at the school. The school does not discriminate on the basis of race, color, national or ethnic origin in the administering of educational policies, or athletic and other school-administered programs.

Central Catholic seeks to assist each student in actualizing his potential, and it endeavors to foster in each student self-reliance and self-discipline. Since the crux of the learning process is reasoning, Central Catholic attempts to teach its students to organize and arrange their knowledge so that they may grow in the ability to think in abstract terms, to solve their problems, to know the truth, and to benefit from experience.

The interaction of religious truth and values with the rest of life is brought about at Central Catholic Junior/Senior High School not only by its unique curriculum but, more importantly, by the presence of administrators, teachers, and students who strive to express an integrated approach to learning and living in all phases of their lives. This integration of religious truth and values with life distinguishes Central Catholic from other schools.

Christian community is at the heart of Catholic education not simply as a concept to be taught but as a reality to be lived. Through education, students must be moved to build community in all areas of life. Formed by a good experience of a true faith community at Central Catholic, they are better able to build community through service to others in their families, places of work, neighborhoods, country, and world. To understand this is a high form of learning; to foster such understanding is a crucial task of Catholic education. Central Catholic accepts this challenge. We are confident of ultimate success, trusting not in ourselves alone but in Jesus Christ, our teacher, who is at once the inspiration, the content, and the goal of Catholic education because He is the Way, the Truth and the Life.

Central Catholic High School Curriculum Handbook
General Information

Lafayette Central Catholic Junior-Senior High School Mission Statement

The Lafayette Central School System and the High School Staff is committed to a broad base of educational opportunities from which students may further enhance their lifelong endeavors. At present, this mission is enhanced by investigating, studying and researching the areas of technology, student/teacher ratios, the budget, and timely and accurate communication.

Mission for Central Catholic Junior-Senior High School

Central Catholic Junior/Senior High School develops mature, responsible Christians through fostering spiritual, intellectual and social balance in the lives of members of the entire school community:

- by nurturing growth in faith on a personal and communal level
- by supporting parents in partnership with the formation and development of their children through the teaching of Christian values in the Catholic tradition;
- by providing a challenging education, integrating academic and social opportunities;
- by promoting responsible citizenship and active service within the community.

Graduation Requirements

It is the responsibility of each student to plan with his or her parents and counselor for graduation. Seeing that all required courses and total credits are in order is the responsibility of each student. Graduation checklists are on file in the Guidance Office, but the ultimate responsibility to meet all graduation requirements lies with the student.

Statement of Purpose

The purpose of this handbook is to provide information concerning the curriculum in grades nine through twelve and information about specific courses contained within the curriculum. The information contained in this handbook will help provide guidelines for students to select from an array of four-year high school programs. It will also help students and parents understand the content of each high school course.

Additional Central Catholic Requirements (In addition to Core 40 & Academic Honors Diplomas)

- Four (4) years or eight (8) semesters of religion and one (1) semester of Speech
- All students are to enroll and pass an English and Religion class each semester that they are attending Central Catholic. Students must have at least eight (8) semesters in Math. Students can take six (6) semesters of Science but we highly recommend that they take eight (8) semesters.
- Elective courses may be any of the courses that are designated approved Core 40 courses offered by Central Catholic High School.
- If a student fails a required course, it must be repeated and passed in order to meet the graduation requirements. These failures must be made up in accordance with Departmental guidelines.
- Central Catholic High School only offers Core 40 and Academic Honors Diplomas. If available, students can take Dual Credit and/or Advanced Placement courses. Both Dual Credit and Advanced Placement courses have specific criteria that the student must meet to receive college credit. Students taking Advanced Placement courses MUST take the A.P. examination in each course and score three (3) or above in order to receive college credit. Some colleges require a score of four (4) or five (5) to receive college credit. Most Dual Credit course requires a student to pass an end of the course assessment and have a grade of “C” or above to receive the college credit. Dual credit course require parents to pay for the college credit but usually it is half the cost of the same course on campus their freshman year.

GRADE POINT AVERAGE DISCLAIMER

The ultimate goal of secondary education is for a student to take as many honors level and college preparatory classes as possible to be well prepared for college. If a student takes all the honors level courses possible and one less college preparatory class, their grade point average will be slightly less than a student who takes all honors level courses possible and one more college preparatory class assuming that all grades are equal. Students who take more honors level classes than students who do not have a grade point advantage.



Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements	
English/ Language Arts	8 credits
	Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12)
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</i>
Science	6 credits
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits
	World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <small>(College and Career Pathway courses recommended)</small>
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students

* Specifies the number of electives required by the state. High school schedules provide time for many

more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

CORE40 with Academic Honors (minimum 47 credits)

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the priority course list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors (minimum 47 credits)

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.0
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66 , Writing 70, Reading 80.

New Core 40 Requirements: (effective for students who enter high school in 2006-07 school years)

Testing, Eligibility, and Types of Classes

Postsecondary Admissions Testing A variety of admissions tests are available to students who would like to continue their education following high school.

College Admissions Tests (SAT or ACT)

Two organizations provide testing for college admissions. College Board publishes the SAT while ACT, Inc. publishes the ACT. Students are encouraged to begin college admissions testing in the spring of their junior year. Many students will take the test more than once to increase their chances of doing well. Most colleges will take the best test scores received by a student so taking the test more than once does not penalize a student in any way. In addition to college admissions, the results of these tests may also be used to award merit-based scholarships.

Practice College Admissions Test (PSAT)

College Board offers a practice test for students. College Board's PSAT test is given in the fall of the junior year. The results of this test are also used to determine a student's eligibility for the National Merit Scholarship Program.

Athletic Eligibility Students must meet certain academic criteria to participate in sports in high school and during their postsecondary education.

IHSAA Eligibility

To be scholastically eligible to participate in any high school athletic event, students must have received passing grades at the end of their last grading period in at least five credit subjects and must be currently passing in at least five credit subjects. Semester grades take precedence.

NCAA Freshman Athletic Eligibility

Many college athletic programs are regulated by the National Collegiate Athlete Association (NCAA), an organization that establishes rules on eligibility, recruiting, and financial aid for athletes. Students planning to enroll in college as a freshman and participate in Division I or Division II athletics must be certified by the NCAA Initial-Eligibility Clearinghouse. Students should start the certification process at the end of their junior year.

Grade Level Classifications

9th Grade promotion from grade 8

10th Grade completion of 2 semesters

11th Grade completion of 4 semesters

12th Grade completion of 6 semesters

In order to qualify for graduation, successful completion of above requirements and the end-of-course assessment exams (ECA) must be achieved.

Types of Classes

Honors Level, Advanced Placement, and Dual Credit Classes

The Director of Guidance in conjunction with subject-area teachers determine what students will be placed in honors level classes due to class size restrictions and prerequisites. Students placed in honors level classes will have additional course requirements. All Advanced Placement and Dual Credit classes are considered honors level.

College Preparatory Classes

All Core 40 and Academic Honors classes are college preparatory classes.

Departments

Business

ACCOUNTING I

4524

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

- Suggested Grade Levels: 10 – 12
- A two-credit/two-semester course
- A Core 40 directed elective as a part of a technical career area

MARKETING

4520

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 the marketing functions such as those available through the activities in DECA and BPA co-curricular programs.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: Computer Applications
- Credits: A one- or two-credit course over one or two semesters

PREPARING FOR COLLEGE AND CAREERS

5394

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. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended grade Level: 9- 10
- Recommended Prerequisite: none
- Credits: One credit per semester

PERSONAL FINANCIAL RESPONSIBILITY

4540

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; understanding banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

- Recommended grade Level: 9- 10
- Recommended Prerequisite: none
- Credits: One credit per semester

AP COMPUTER SCIENCE A

4570

AP Computer Science A 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 Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

- Recommended grade level 11-12
- Prerequisite-Algebra I, and Algebra II•
- Credits: A 2 credit course, 1 credit per semester•
- A Core 40, Core 40 with Academic Honors diplomas•

ENTREPRENEURSHIP

4566

Entrepreneurship is a specialized business course designed to enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Topics addressed include the assessment of entrepreneurial skills, the importance of business ethics, and the role of entrepreneurs in a free enterprise system. Students will develop a written business plan for a business of their choice. Instructional strategies may include a schoolbased enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects available through the BPA/DECA programs of co-curricular activities.

- Recommended grade level 11-12
- Credits: A 2 credit course, 1 credit per semester•
- A Core 40, Core 40 with Academic Honors diplomas•

Fine Arts

INTRODUCTION TO TWO-DIMENSIONAL ART (L)

4000

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Grade Levels: 9-12
- A Core 40 and AHD course
- A one-credit/one-semester course

INTRODUCTION TO THREE-DIMENSIONAL ART (L)

4002

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Grade Levels: 9-12
- Prerequisite: Two Dimensional Art
- A Core 40 and AHD course
- A one-credit/1 semester course

DRAWING (L)

4060

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Levels: 10-12
- Prerequisite: Two and Three Dimensional Art
- A Core 40 and AHD course
- A one-credit/one-semester course

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PAINTING (L)

4064

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Levels: 10-12
- Prerequisite: Drawing
- A Core 40 and AHD course
- A one-credit/one-semester course

DIGITAL DESIGN I/II (L)

4082

Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Levels: 10-12
- A Core 40 and AHD course
- A one-credit/one-semester course

VISUAL COMMUNICATION I/II (L)

4086

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Levels: 11-12
- Prerequisite: Computer Graphics I & II (L)
- A Core 40 and AHD course
- A one-semester /one-credit course

INTERMEDIATE CONCERT BAND (L)

4168

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also

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have opportunities to experience live performances by professionals during and outside of the school day. 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 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.

In addition, students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.

- Grade Levels: 9-12
- A Core 40 and AHD course
- This course may be taken for successive semesters.
- A two-credit/two-semester course

ADVANCED CHORUS (L)

4188

Students taking Advanced Chorus 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 create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, 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 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 rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills.

- Grade Levels: 10-12
- Prerequisites: Beginning Chorus
- A Core 40 and AHD course
- This course may be taken for successive semesters.
- A two-credit/two-semester course

Health and Physical Education

HEALTH and WELLNESS EDUCATION

3506

Advanced Health Education offers secondary students an in-depth study of the ten health content areas as described in the Indiana Health Proficiency Guide. The scientific components of health are expanded and explored. This course focuses on health concerns and health risk appraisals, which might include: (1) individual wellness plans, (2) health promotion, (3) chronic and communicable diseases, (4) stress management, (5) personal fitness, (6) management of sports injuries, (7) death and dying, and (8) first aid. Careers in health are addressed within the context of the course.

- Grade Level: 10
- A one-credit/one-semester course

PHYSICAL EDUCATION I (L)

5342

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

- Grade Level: 9
- This course is required to meet state graduation requirements
- A one-credit/one-semester course

PHYSICAL EDUCATION II (L)

3544

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

- Grade Level: 9
- Prerequisite: Physical Education I
- This course is required to meet state graduation requirements
- A one-credit/one-semester course

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ELECTIVE PHYSICAL EDUCATION I/II (L)

3560

Elective Physical Education, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans

- Grade Levels: 11-12
- Prerequisites: Secondary Physical Education I and II
- A maximum of two-credits can be earned provided that there is no course or skill level duplication.
- A one-credit/one-semester course

English/Language Arts

ENGLISH 9

1002

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.

- Grade Level: 9
- A Core 40 and AHD course
- A two-credit/two-semester course

ENGLISH 9 HONORS

1002

Admission into the accelerated section depends upon a superior mastery of basic writing and reading skills as determined by achievement in previous class work and departmental evaluation. The content of the accelerated course parallels that of the general section but involves literature of greater complexity. Requirements of the accelerated class include, but are not limited to the following: (1) students will read two additional novels, plays, biographies, etc. per semester; (2) students will do one extra paper per quarter; (3) students will create one project per quarter that requires independent reading or research; (4) essay topics, both on tests and for projects, will require more depth of thought and more evaluation and analysis of literary works; (5) vocabulary lists for accelerated will contain more challenging words; (6) students will enter essay, creative writing, or poetry contest.

The reading component of English 9 is a general introduction to literature. The student will read and comprehend a broad variety of literature, identifying and analyzing elements of literature in the works. Major works include The Odyssey, Romeo and Juliet, and To Kill a Mockingbird. Using technology, students receive instruction and practice in the writing process. Students will do a variety of writing, including expository, persuasive, beginning literary analysis, and letters. The students will apply knowledge of vocabulary, spelling, and grammar in exercises and compositions. Students will also study the basics of oral communication and speech and prepare informative and expository speeches and oral book reports.

- Prerequisite: Teacher Recommendation
- Grade Level: 9
- A core 40 and ADH course
- A two-credit/two semester course

ENGLISH 10

1004

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.

- Grade Level: 10
- A Core 40 and AHD course
- A two-credit/two-semester course

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ENGLISH 10 HONORS

1004

Admission into the accelerated section depends upon a superior mastery of basic writing and reading skills as determined by achievement in previous class work and departmental evaluation. The content of the accelerated course parallels that of the general section but involves literature of greater complexity. Requirements of the accelerated class include, but are not limited to the following: (1) students will read two additional novels, plays, biographies, etc. per semester; (2) students will do one extra paper per quarter; (3) students will create one project per quarter that requires independent reading or research; (4) essay topics, both on tests and for projects, will require more depth of thought and more evaluation and analysis of literary works; (5) vocabulary lists for accelerated will contain more challenging words; (6) students will enter essay, creative writing, or poetry.

The students will apply knowledge of vocabulary, spelling, and grammar in exercises and compositions. Students will also study the basics of oral communication and speech and prepare informative and expository speeches and oral book reports.

- Prerequisite: Teacher Recommendation
- Grade Level: 10
- A Core 40 and AHD course
- A two-credit/two-semester course

ENGLISH 11

1006

English 11, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and 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 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Grade Level: 11
- A Core 40 and AHD course with standards defined
- A two-credit/two-semester course

ENGLISH 11 HONORS

1006

Admission into the accelerated section depends upon a superior mastery of basic writing and reading skills as determined by achievement in previous class work and departmental evaluation. The content of the accelerated course parallels that of the general section but involves literature of greater complexity. Requirements of the accelerated class include, but are not limited to the following: (1) students will read two additional novels, plays, biographies, etc. per semester; (2) students will do one extra paper per quarter; (3) students will create one project per quarter that requires independent reading or research; (4) essay topics, both on tests and for projects, will require more depth of thought and more evaluation and analysis of literary works; (5) vocabulary lists for accelerated will contain more challenging words; (6) students will enter essay, creative writing, or poetry.

The study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students will use a variety of methods to increase their spoken and written vocabulary. Students will use technology in the class to aid in research and to practice writing skills. Students will continue their study of the basic principles of oral communication by preparing and presenting book reviews and speeches.

- Prerequisite: Teacher Recommendation
- Grade Level: 11
- A Core 40 and AHD course
- A two-credit/two-semester course

ENGLISH 12

1008

English 12, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* for Grade 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective 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 for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information

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- Grade Level: 12
- A Core 40 and AHD course with standards defined
- A two-credit/two-semester course

SHORT STORIES

1046

The Short Stories courses focus on the relationships between the form and meanings in the genre. Short stories are contrasted with other literary genres, in particular other narrative genres, such as the novel, epic, romance, and biography. Students also explore the distinct features of the short story; for example, that it is tightly focused, narrative, and fictional and that it has setting, conflict, climax, and resolution. Issues of audience, purpose, and historical development are also considered. Because the short story is a comparatively recent innovation, modernist and contemporary themes are also emphasized. This course may be organized by historical period, theme, or author. Students are given opportunities to express their knowledge of this genre and its content through creative and analytical writing, class discussion, and other speaking experiences.

- Grade Levels: 10-12
- A Core 40 and AHD course
- A one-credit/one-semester course

COMPOSITION

1090

Composition, a course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Composition Standards*, 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.

- Grade Levels: 10-12
- A Core 40 and AHD course
- A one-credit/one-semester course

SPEECH

1076

Speech, a course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Speech and Communication Standards*, 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.

- Grade Level: 10
- A Core 40 and AHD course
- A one-credit/one-semester course

ADVANCED SPEECH AND COMMUNICATION, COLLEGE CREDIT

1078

Advanced Speech and Communication, a course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Speech and Communications* 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 multi-media presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. **ADVANCED SPEECH AND COMMUNICATION PROJECT:** Students complete a project, such as multi-media presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments, which demonstrates knowledge, application, and speaking progress in the Advanced Speech and Communication course content.

- Grade Level: 11 and 12
- A Core 40 and AHD course
- A one-credit/one-semester course

ETYMOLOGY

1060

Etymology provides instruction in the derivation of English words and word families from their Latin and Greek roots. This may or may not include Germanic (i.e., Anglo-Saxon) origins. It also provides a study of the connotative and denotative meaning of words in a variety of contexts. Students study the origins and meanings of English words, including roots, prefixes, suffixes, and reasons for language change. This course introduces students to tools and resources for etymological study and encourages them to be curious about the English language. The analytic study of word history and semantics is reinforced through a written and oral component that involves specific analyses of texts that require etymological sensitivity, for example, Renaissance poetry or works in translation. This course helps prepare students to perform well on the SAT.

- Grade Levels: 10-12
- A Core 40 and AHD course
- A one-credit/one-semester course

ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT

1056

English Literature and Composition, Advanced Placement is a course based on the content established by the College Board. Students enrolled in English Literature and Composition will critically analyze the structure, style, and themes of a representative literature from various genres and periods. Students will also describe the use of elements of language such as figurative language, imagery, symbolism and tone. Students will write well-developed and organized essays that are clear, coherent and persuasive in nature.

- Prerequisites: English 9, English 10, and English 11 and recommendation of teacher
- A Core 40 and AHD course with standards defined
- A two-credit/two-semester course

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ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT

1124

Advanced English/Language Arts, College Credit, is an advanced course based on *Indiana's Academic Standards for English/Language Arts* in Grades 12. This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. It also covers any other postsecondary English language and composition course offered for dual credit under the provisions of the Indiana Code (511 IAC 6-10: Rule 10 - Postsecondary Enrollment Program).

- Grade Level: 12
- Prerequisites: English 9, English 10, and English 11
- A Core 40 and AHD
- A one-credit/one semester course

JOURNALISM

1080

Journalism, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of communications history including the legal boundaries and the ethical principles that guide journalistic writing. It includes a comparison study of journalistic writing to other types of writing. Students prepare for a career path in journalism by working on high school publications or media staffs. **JOURNALISM PROJECT** for the second credit: Students complete a project, such as a special feature magazine or mini-documentary on a topic of interest or concern. The project demonstrates knowledge, application, and progress in Journalism course content.

- Grade Level 10, 11, or 12
- Prerequisites: None or teacher recommendation
- A one-credit/one semester course

DRAMATIC LITERATURE

1028

Dramatic Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State 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 or influence on the culture.

- Recommended Grade Level: Grades 11 or 12
- A one-credit/one semester course

Mathematics

ALGEBRA I

2520

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

- Grade Levels: 8-10
- A Core 40 and AHD course
- A two-credit/two-semester course

ALGEBRA II

2522

Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

- Grade Levels: 10-11
- Prerequisite: Algebra I
- A Core 40 and AHD course
- A two-credit/two-semester course

ALGEBRA II HONORS

2522

Algebra II Honors study will include introduction of trigonometric functions and equations. Algebra II is a study of a variety of Algebra and number theory topics including: theorems and algorithms of algebra; polynomials; graphing; rational, irrational, and complex numbers; exponential and logarithmic functions; conic sections; matrices; systems of equations and inequalities; quadratic equations and inequalities, sequences and series, and permutations and combinations.

- Grade Levels: 10-11
- Prerequisite: Teacher recommendation
- A Core 40 and AHD
- A two-credit/two-semester course

GEOMETRY

2532

Geometry students examine the properties of one- two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids. Use of graphing calculators and computer drawing programs is encouraged.

- Grade Levels: 10-11
- Prerequisite: Algebra I
- A Core 40 and AHD course with standards defined
- A two-credit/two-semester course

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GEOMETRY HONORS

2532

In addition to more in-depth study of the Geometry topics, accelerated study will include more work on proofs. Like the regular geometry course, the honors course will stress the analytical development of geometric proofs and an understanding of mathematical relationships involved in figures in the plane and those in three-dimensional space. Included is the study of angles, lines, planes, congruent and similar triangles, trigonometric ratios, polygons, and circles and spatial drawings. Students will also use Geometer's Sketchpad in the computer lab.

- Grade Levels:9-10
- Prerequisite: Teacher Recommendation
- A Core 40 and AHD course
- A two-credit/two-semester course

PRE-CALCULUS/TRIGONOMETRY

2564

Pre-Calculus/Trigonometry blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis.

PRE-CALCULUS (2568) includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) sequences and series, and (4) data analysis.

TRIGONOMETRY (2566) includes the study of (1) trigonometry in triangles, (2) trigonometric functions, (3) trigonometric identities and equations, and (4) polar coordinates and complex numbers.

- Grade Levels:11-12
- Prerequisite: Algebra II and Geometry
- A Core 40 and AHD course
- A two-credit/two-semester course

PRE-CALCULUS/TRIGONOMETRY HONORS

2564

The honors course covers all the topics of Pre-Calculus/Trig with a greater emphasis on trigonometry and graphing techniques. Like the regular pre-calculus/Trigonometry course it is a continuation of all topics included in Algebra II with in-depth study of logarithmic, exponential, and trigonometric topics as well as graphing. The course will also include an introduction to limits and the difference quotient.

- Grade Levels:11-12
- Prerequisite: Teacher recommendation
- A Core 40 and AHD course
- A two-credit/two-semester course

CALCULUS AB, ADVANCED PLACEMENT

2562

Calculus AB, Advanced Placement or College Credit is a course that provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits, (2) derivatives, and (3) integrals. The use of graphing technology is required.

- Grade Level: 12
- Prerequisites: Honors Pre-Calculus
- A Core 40 and AHD course with standards defined
- A two-credit/ two-semester course

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MATHEMATICS LAB

2560

Mathematics Lab provides an opportunity for individualized instruction designed to help students' successfully complete high-level work in mathematics.(e.g. Algebra I, Geometry, and Algebra II)

- This course does not meet mathematics credit requirements for graduation.
- A two-credit/two semester course
- \$40 fee

ADVANCED MATHEMATICS, COLLEGE CREDIT

2544

Advanced Mathematics, College Credit is a title covering (1) any advanced mathematics course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or (2) any other postsecondary mathematics course offered for dual credit under the provisions of 511 IAC 6-10.

- Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- A Core 40 and AHD course
- A two-credit/two-semester course

FINITE MATHEMATICS

2530

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus.

Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.

- Grade Level: 12
- Prerequisite: Algebra II or Integrated Mathematics III
- A Core 40 and AHD course with standards defined
- A two-credit/ two-semester course

Science

BIOLOGY I (L)

3024

Biology I is a course based on regular laboratory and field investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with the concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues. Biology I students must participate in the Science Fair.

- Grade Level: 9
- A Core 40 and AHD course
- A two-credit/two-semester course

BIOLOGY I HONORS (L)

3024

Biology I Honors, is an advanced biology course that focuses on molecules and cells, developmental and organism biology, genetics, evolution, and ecology. Students model the process of scientific investigation by conducting lab experiments that involve scientific inquiry. Students will practice designing lab investigations performing experiments, collecting data, and formulating theories based on the data. All provide, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to: (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) cope with biological questions and problems related to personal needs and social issues. Through lab and field studies, this course studies the cell, genetics, animal and plant classification, systems within animals, plants, and the relationships between organisms and their environments. Biology I Honor students must participate in the Science Fair.

- Prerequisite: Teacher Recommendation
- Grade Level: 9
- A Core 40 and AHD course
- A two-credit/two-semester course

BIOLOGY II (L)

3026

Biology II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine the internal structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

- Grade Levels: 11-12
- Prerequisite: Biology I
- A Core 40 and AHD course
- A two-credit/two-semester course

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CHEMISTRY I (L)

3064

Chemistry I is a course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

- Grade Levels: 10-11
- A Core 40 and AHD course
- A two-credit/two-semester course

CHEMISTRY I HONORS (L)

3064

Chemistry I Honors allows students to synthesize useful models of the structure of matter and mechanisms of its interactions through laboratory investigations of matter in chemical reactions. Areas of study include atomic structures, names and formulas, reactions and equations, behavior of gases, liquids and solids, and the periodic table. Mathematical relationships are stressed, so students must have a firm grasp of algebra and geometry fundamentals.

- Prerequisite: Teacher Recommendation
- Prerequisite: Biology I
- Grade Levels: 10-11
- A Core 40 and AHD course
- A two-credit/two-semester course

CHEMISTRY II (L)

3066

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

- Grade Levels: 11-12
- Prerequisite: Chemistry I
- A Core 40 and AHD course
- A two-credit/two-semester course

ADVANCED SCIENCE, COLLEGE CREDIT (L)

3090

Advanced Science, College Credit is a title that covers (1) any science course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or (2) any other postsecondary science course offered for dual credit under the provisions of 511 IAC 6-10. L100 is a non-major's introductory biology 5-credit hour lecture/lab course taught by the standards set forth by Indiana University. The course covers topics ranging from the chemical foundations of cells, genetics, natural selection/evolution, human physiology, ecology & environmental issues. Emphasis is placed on the interrelationships of organisms in the biological world.

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- Grade Levels: 11-12
- Prerequisite: Biology I & Chemistry I
- A Core 40 and AHD course
- A two-credit/two-semester course

INTEGRATED CHEMISTRY-PHYSICS (L)

3108

Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

- Grade Levels: 10
- Prerequisite: Algebra I (may be taken concurrently with this course)
- A Core 40 and AHD course
- A two-credit/two-semester course

PHYSICS I (L)

3084

Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues.

- Grade Levels: 11-12
- A Core 40 and AHD course
- A two-credit/two-semester course

CHEMISTRY, ADVANCED PLACEMENT (L)

3060

Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Grade Level: 11 & 12
- Recommended Prerequisite: Chemistry I, Algebra II, Pre-calculus/Trigonometry
- A two-credit/two semester course

ANATOMY AND PHYSIOLOGY

5276

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Instruction introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health fields.

- Grade Level: 11 & 12
- Recommended Prerequisite: Biology
- A two-credit/two semester course

EARTH AND SPACE SCIENCE I (L)

3044

Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes.

Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. 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 communicating the results of those investigations according to accepted procedures.

- Grade Levels: 11-12
- A Core 40 and AHD course
- A two-credit/two-semester course

Social Studies

ECONOMICS

1514

Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. While the economic way of thinking involves scientific tools and techniques, economics remains a social science, which endeavors to systematically study the behavior of people, institutions, and societies.

- Grade Level: 12
- A Core 40 and AHD course
- A one-credit/one-semester course

UNITED STATES GOVERNMENT

1540

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.

- Grade Level: 12
- A Core 40 and AHD course
- A one-credit/ one-semester course

UNITED STATES HISTORY

1542

United States History is a two-semester course, which builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents that provide diverse perspectives. Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community setting.

- Grade Level: 11
- A Core 40 and AHD course
- A two-credit/two-semester course

WORLD HISTORY AND CIVILIZATION I/II

1548

World History is a two-semester course. It emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of the earth and that significantly influenced peoples and places in subsequent eras. Some key events and developments pertain primarily to particular people and place; others, by contrast, involve trans-cultural interactions and exchanges between various peoples and places in different parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history. World History and Civilization II students build upon the skills taught in World History and Civilization I.

- Grade Levels: 9-12
- A Core 40 and AHD course
- A one-credit/one-semester course

ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT

1574

Advanced Social Sciences, College Credit is a title covering (1) any advanced social sciences course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or (2) any other postsecondary social sciences course offered for dual credit under the provisions of 511 IAC 6-10.

- Recommended Grade Level: Grades 11 and 12
- Recommended Prerequisites: United States History or History and World Civilizations
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 diploma

World Languages

GERMAN I

2040

German I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning German language learning, and to various aspects of German-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the German-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom.

- Suggested Grade Levels: 8-10
- A Core 40 and AHD course
- A two-credit/ two-semester course

GERMAN II

2042

German II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for German language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of German-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom.

- Grade Levels: 10-12
- Prerequisite: German I
- A Core 40 and AHD course
- A two-credit course/two-semester course

GERMAN III

2044

German III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for German language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of German-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding German language and culture outside of the classroom.

- Grade Level: 10-12
- Prerequisites: German I and II
- A Core 40 and AHD course/A two-credit/two-semester course

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GERMAN IV

2046

German IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of German-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the German language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native German speakers.

- Grade Level: 11 and 12
- Prerequisites: German I,II and III
- A Core 40 and AHD course
- A two-credit/two-semester course

SPANISH I

2120

Spanish I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 8-12
- Recommended Prerequisites: None
- A two-credit/two semester course

SPANISH II

2122

Spanish II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I
- A two-credit/two semester course

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SPANISH III

2124

Spanish III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I and II
- A two-credit/two semester course

SPANISH IV

2126

Spanish IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I, II and III
- A two-credit/two semester course

SPANISH V

2128

Spanish V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Spanish-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

THEOLOGY

INTRODUCTION TO CATHOLICISM: A CALL TO HOLINESS

This course serves as the foundation of catechesis. In this course the student will be able to synthesize and explain the basic magisterial teachings of the Apostles' Creed, Divine Revelation in Sacred Tradition and Scripture, the Trinity, Mary, the nature of the Church, freedom, virtues, natural and revealed law, grace, and prayer. Students will learn how each of these topics can be integrated into their role within the Mystical Body of Christ.

- Grade Level: 9
- A one-credit/one semester course

SACRAMENTS

This course will address the liturgical life of the Church manifested in the sacramental economy of salvation. In this course the student will be able to memorize and explain the elements of the sacramental life which encompass the essential elements (form and matter), effects, rite, minister, recipient, scriptural and traditional foundations, and historical development. Emphasis will be placed on the logical place of each sacrament in God's plan, as well as practical relevance of and a deeper participation in the Sacraments.

- Grade Level: 9
- A one-credit/one semester course

OLD TESTAMENT

This course covers the historical development, major theological themes, books, persons and events of the Old Testament. Students will analyze the meaning of the text in its literal and spiritual senses as well as its historical, literary, and cultural context. They will examine Sacred Scripture as God's Word and learn how the Old Testament prefigures the coming Messiah, Jesus Christ, through typology and prophecy. The students will come to a deeper knowledge of God through the unfolding of salvation history and their role in it.

- Grade Level: 10
- A one-credit/one semester course

NEW TESTAMENT

This course covers the historical development, major theological themes, books, persons and events of the New Testament. Students will analyze the meaning of the text in its literal and spiritual senses as well as its historical, literary, cultural, and faith context. They will examine Sacred Scripture as God's Word, how the New Testament fulfills the Old Testament, and how all of salvation history is summed up in the person of Jesus Christ. The students will develop a deeper communion with Jesus Christ and a greater desire to hand on the Gospel to others.

- Grade Level: 10
- A one-credit/one semester course

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MORALITY

This course will address objective Catholic moral and social teaching, as grounded in the Ten Commandments and the Sermon on the Mount. In this course the students will be able to identify and analyze Catholic moral teaching and to articulate the structure of moral choices. Students will be able to apply this knowledge of morality to their own lives. They will become familiar with the various components of Catholic social teaching, including, but not limited to, the formation of conscience, the dignity of the human person, social charity and justice, and the common good.

- Grade Level: 11
- A one-credit/one semester course

APOLOGETICS

This course will equip students with essential skills to explain and defend Catholic teaching. Topics include, but are not limited to the Trinity, Scripture and Tradition, the four marks of the Church, Mary, the saints, relics, the Sacraments, the dignity of the human person, evil and sin, justification and merit. The students will strive to exercise the grace of Confirmation by participating in the Church's mission to evangelize.

- Grade Level: 11
- A one-credit/one semester course

HISTORY OF THE CATHOLIC CHURCH

This course surveys the history of the Catholic Church. Students will examine the major themes of the Church's influence throughout the world. Special emphasis will be given to men and women who have played influential roles in this part of history as well as councils, synods, heresies, and the development of theology. The students will deepen their love for the Catholic Church and embrace their Catholic identity.

NB: Lives of saints should be mentioned throughout this course both to show the restoration of faith and hope in times of crisis as well as to illustrate ways of encountering Christ through all periods of Church history.

- Grade Level: 12
- A two-credit/two semester course

Additional Programs

ATTENDANCE OF PART-TIME STUDENTS AT PUBLIC SCHOOLS IN THE LAFAYETTE SCHOOL CORPORATION

LAFAYETTE CATHOLIC SCHOOL'S POLICY: In an effort to provide more alternative courses for special needs, Lafayette Catholic Schools' students will have the opportunity to attend approved classes at public schools in the Lafayette School Corporation.

- It is recommended that only junior and senior students at Central Catholic Junior-Senior High School be involved in this program since more elective choices are available to these students during their last two years of high school. If the course is offered at CC or does not fit into the schedule of the students at CC, the student cannot register for the course. If a class is offered at CC, it may not be taken in summer school unless it is to make up a failure in that class. (policy reviewed 2002)
- Junior and senior high school students who are interested in this program should contact the Central Catholic Guidance Director to review their needs for this program at the time of registration for the following school year. The Central Catholic Guidance Director and Principal will then make the proper recommendation to the parents of all interested students.
- Parents of students in the Lafayette Catholic Schools in grades K-10 with special circumstances that might require part-time attendance with the Lafayette School Corporation should contact the appropriate Lafayette Catholic Schools building principal.
- Students who reside outside of the Lafayette School Corporation district are eligible to participate in this program, but they will be required to pay tuition to the Lafayette School Corporation for any courses they might have approval to take at a public school in the Lafayette School Corporation.
- There will be no reduction of tuition due the Lafayette Catholic Schools or a transfer of tuition funds from the Lafayette Catholic Schools to the Lafayette School Corporation if a student chooses to participate in this program.
- All Lafayette Catholic Schools' students will be required to meet the full criteria, as outlined by the Lafayette Catholic Schools and the Lafayette School Corporation, regarding rules, guidelines, and individual school regulations.

LAFAYETTE SCHOOL CORPORATION'S POLICY ON ADMISSION OF PART TIME STUDENTS:

- *PURPOSE:* This policy is intended to set forth admission requirements for students who request admission to any school on a part-time basis for one period, class or an extra curricular experience, as per the limitations set forth below.
- *APPLICABILITY:* This policy shall be applicable to any person who is eligible for enrollment in grade 1, but who is not more than 20 years of age on the first day of a school year and whose legal settlement is within the Corporation boundaries or attends a non-public school located within the Corporation's boundaries and is prepared to pay transfer tuition. This policy shall be applicable to students enrolled on a regular basis in a private school, children receiving some form of elementary or secondary education permitted by law and provided that each person shall be within the age limit set forth in this section.

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REQUESTS FOR ADMISSION: Any student who meets the age requirements set forth above and who desires admission to the appropriate neighborhood school shall submit a written request to the Superintendent of Schools or his designee. Such request shall be submitted by the student or his parent on or before April 1 of the school year preceding the school year for which admission is requested. Such request shall set forth the following:

- Student's name
- Student's age
- Student's address
- Parent or legal guardian's name and address
- School year that admission is requested
- The private school and address, if any, student will be enrolled in during the period of time the student requests to be admitted to the Lafayette School Corporation on a part-time basis
- Describe other form of education, if any, other than private school the student will participate in during the time the student requests to be admitted to the Lafayette School corporation on a part-time basis
- The Lafayette School Corporation School to which admission is requested
- The specific course or extra curricular activity for which admission is requested.
- **ENTRANCE CRITERIA:** Students applying for part-time admission pursuant to this policy shall be required to meet all entrance criteria to each course, subject, grade level or activity that may be required of other students. All part time students shall be required to comply with all board policies, administrative regulations, building rules and directions issued by the corporation personnel within their area or authority. This will include, but not be limited to, the payment of all corporation fees that may be required.
- **CONDITIONS AND LIMITATIONS OF ADMISSION:** Admission of a student pursuant to this policy to an academic program shall be limited to a curricular course in grades 1-12. Admission of a student to an extracurricular program activity shall be limited to grades one through eight. No student shall be admitted who is enrolled in another school which offers during the year, the part time admission is requested, the academic course offering or extra-curricular program activity for which admission is requested or an academic course offering or extra-curricular program activity determined by the Superintendent or his designee to be substantially equivalent thereto. Any such admission requested may be denied if the Superintendent or his designee determine any of the following would reasonably be foreseen to occur:
 - if insufficient physical space would exist
 - if insufficient work stations or student materials would exist
 - if additional staff would be required.
 - If more students apply for admission than the classroom and staffing will handle, then the following shall govern the selection of part time student(s) to be admitted;
 - Preference shall be given to students residing in the LSC boundaries.
 - If required, the Superintendent or his designee shall select students based upon academic aptitude or ability for the program in question.
- **SCHOOL TO WHICH ADMITTED:** A student who during the period of part-time admission attends a non-public school shall attend the public school nearest to the non-public school in which enrolled. Exceptions may be referred to the Superintendent for review. A part-time student shall participate in extracurricular programs in the area of his legal settlement.
- **TRANSPORTATION:** The student, student's parent or the non-public school will be responsible for transportation.
- **DISCIPLINE:** Any suspension, expulsion, or exclusion from one school would apply for the student at both schools.

ATTENDANCE OF PART-TIME STUDENTS AT PURDUE UNIVERSITY

- Central Catholic will allow students who have completed Central Catholic's challenge courses to take advanced level courses at Purdue.
- Students will have at least a 3.5 cumulative GPA before Purdue will enroll them in a course.
- Students must request approval for courses to be taken at Purdue from the guidance counselor at Central Catholic by March of the previous year.
- A signed form by the guidance counselor must be taken to Purdue in order to pursue registration of courses at Purdue.
- The CC student will then see a Purdue guidance counselor and obtain course offering information and course descriptions. Once the information has been obtained, the CC student must then submit the course description and schedule of the Purdue courses that will fit into their final class schedule at CC to the CC guidance counselor for final approval.
- The above must be completed before the CC student actually enrolls in and pays for the course at Purdue.
- If the course is offered at CC or does not fit into the schedule of the student at CC, the student cannot register for the course at Purdue.