

POPE JOHN PAUL II



Course Selection Booklet

2017-2018

Pope John Paul II High School

Be not afraid to seek the splendor of truth and to live the gospel of life.

Vision and Mission

- **Vision:** In a God-centered environment, we strive to cultivate the intrinsic talents of each individual, prompt each to become a lifelong learner who possesses the spiritual, personal, and intellectual skills necessary to navigate their life's challenges.
- **Mission:** Pope John Paul II High School assists in the formation of Catholic students to be full and practicing members of the Church while simultaneously recognizing and respecting the cultural diversity of our student body. We are a center of academic excellence rigorously preparing students to be contributing members of the global community with the ultimate goal of eternity in Heaven

Profile of a Graduate at Graduation

This statement represents the intentionality of the four year high school program at Pope John Paul II Catholic High School: to prepare and shape each student for a lifetime of success and contribution in an ever changing world. We offer this statement as an articulation of the kind of individual we are striving to form. The Pope John Paul II High School graduate is rapidly approaching young adulthood. The movement from childhood toward adulthood has involved physical, emotional, intellectual, and spiritual development. During the four years prior to graduation, the adolescent has begun to realize that one can do some things well, sometimes very well, but there have been failures and disappointments. All of these experiences have helped the student to mature.

During high school, the graduate has begun to realize the complexity of the adult world. While not yet understanding this complexity, he or she is seeking the means to clarify it. Despite the inner turmoil of these developing years, the graduate looks out on the adult world with a growing desire to enter the world. As confidence with peers has grown, the graduate can reasonably and intelligently react to given social situations, some of which demand mature and ethical choices carrying serious consequences.

In describing the graduate, qualities were chosen which seem desirable not only for this threshold period, but also those which seem most desirable for adult life. The qualities characterize the type of individual who can live as a "Person for Others." They were divided into five categories: Open to Growth; Intellectually Prepared; Catechistically Formed; Relational, and Committed to a Just and Service-Oriented Lifestyle.

Academic Information

The Office of Catholic Education of the Archdiocese of Philadelphia has established minimum standards for graduation from all archdiocesan secondary schools. In accordance with these

standards, Pope John Paul II High School maintains an academic program which includes these required courses.

- 000 **Theology:** four required credits
- 100 **English:** four required credits
- 200 **Social Studies:** three required credits
- 300 **Mathematics:** three required credits
- 400 **Science:** three required credits
- 600 **Technology:** one half required credits
- 700 **Fine Arts:** one half required credits
- 740 **Health:** one half required credits
- 740 **Physical Education:** one half required credits

Graduation Requirements

Pope John Paul II High School will award a diploma to students for the successful completion of the prescribed course of studies. The minimum requirements are 26.0 credits in grades 9 through 12 as follows:

- 4.0 credits **Theology**
- 4.0 credits **English**
- 3.0 credits **Social Studies**
- 3.0 credits **Mathematics**
- 3.0 credits **Science**
- 0.5 credits **Computer**
- 0.5 credits **Fine Arts**
- 0.5 credits **Health**
- 0.5 credits **Physical Education**
- 7.0 credits **Electives**

Freshmen and sophomores are required to take seven credits each year. Juniors and seniors are required to take six credits each year. Juniors and seniors are encouraged to register for a seventh credit with the approval of the Office of Academic Affairs.

Entrance into elective courses is subject to departmental approval and available space. Students are placed in elective courses according to the date of their registration for the school year in which the course is offered. Elective courses are offered based on the number of students requesting the course at the time of course selection. While individual circumstances may suggest deviation from the standard program, students generally follow the following outline for course work each academic year.

REQUIRED AND ELECTIVE COURSES

FRESHMAN YEAR – Required to take 7 credits

- Required:** The Revelation of Jesus Christ in Scripture and Who is Jesus Christ, English Language Arts 1, World History, Mathematics (Algebra 1 or Geometry or Algebra II), Science (Conceptual Physics or Honors Biology)
- Electives:** Band, Performing Arts, Studio Art, Tools for Success, Language or Study Skills

SOPHOMORE YEAR – Required to take 7 credits

- Required:** The Mission of Jesus Christ and Jesus Christ's Mission Continues in the Church, World Literature/Composition 2, US Government, Mathematics (Geometry or Algebra 2 or PreCalculus), Science (Biology or Honors Chemistry), Physical Education/Health
- Electives:** Band, Performing Arts, Studio Art 2, Language or Study Skills

JUNIOR YEAR -- Required to take 6 credits, 7 are permitted

- Required:** Catholic Morality, American Literature/Composition 3, American History, Mathematics (Algebra 2 or Trig/PreCalculus), Science (Chemistry, Physics or Environmental Science)
- Electives:** One or two electives

SENIOR YEAR – Required to take 6 credits, 7 are permitted

- Required:** Church and Vocation, Language and Literature for the 21st Century Citizen
- Electives:** 4 or 5 electives

Christian Service Component

All Students

The Christian Service Component requirements for all students:

- seniors are required to perform 20 hours per year
- juniors 16 hours per year
- sophomores 12 hours per year
- freshmen 10 hours per year

Christian service is a 9th period and receives a "S" or "U", Satisfactory or Unsatisfactory. **Failure to do Christian Service will result in an academic failure on the report card.**

ABILITY PROGRAMS

Accelerated/Honors Program and Academic Program

Each student's academic performance is carefully analyzed to determine the appropriate program for the individual. It is possible for a student to be in both programs depending on his/her abilities in varied disciplines.

In addition to the two programs, a unique course of study is offered at the Advanced Placement level in some disciplines. Please review more specifics in the Advanced Placement section of this catalogue.

Assignment of upperclassmen to programs is made by the current teachers after the first semester assessments, prior to the course registration process. Program placement is re-evaluated each year, and the re-assignment is based on the student's individual development within the assigned

program. In general, students requesting consideration for placement in the Accel/Honor program for the following year need to be performing at high academic achievement level in the Academic program, above average level in the Performance Series Test, and Teacher's approval. Further, students performing at a level **below 85** in the Accel/Honor program may be recommended to move down to the Academic program. Freshmen are initially placed in a track level using data from several sources: standardized testing results, the seventh and eighth grade marks, and grade school teachers' recommendation. For freshmen parent input is extremely important.

The final decision about student placement is the responsibility of the Assistant Principal for Academic Affairs. Both the classroom teachers and the Office of Academic Affairs invest extraordinary care in making program recommendations and decisions for each student. **Therefore, program assignments are ordinarily not reevaluated once the school year has begun.**

ADVANCED PLACEMENT PROGRAM

The College Board sponsors the Advanced Placement Program of study in high schools nationwide. Upon completion of an Advanced Placement (AP) course, students take the Advanced Placement examination in that discipline. Students who receive a score of "3" or better (on a 5-point scale) are certified by CEEB to receive college credit for the course. At the colleges' discretion, college credits earned in the AP Program are transferable. Students earn one credit toward graduation from Pope John Paul II by successfully completing an AP course.

Every student registered in an AP course must take the "AP Examination" in that discipline in the spring semester. The student's are required to pay for the AP Exam before the test date. Therefore every student is allowed to take **two** AP courses in a given school year. If you wish to take **more than two AP courses** in one year, you must have the approval of the Principal and Assistant Principal for Academic Affairs.

DIOCESAN SCHOLARS PROGRAM

In the Spring of Junior year, a select number of superior students at Pope John Paul II are invited to compete for Diocesan Scholars. Candidates for the program take part in a rigorous selection process that includes a review of their high school records, confirming evaluations by members of the faculty, submission of a qualifying essay to the selection board, and a personal interview with the board. Candidates who are recommended through this process to the Office of Catholic Education are assigned a placement at one of the participating colleges. The student takes four courses at PJP II and two courses each semester at the college.

MONTGOMERY COUNTY INTERMEDIATE UNIT SERVICES

Montgomery County, under the auspices of the Intermediate Unit, offers a program titled Study Strategies. Students whose academic history suggests that they will benefit from these services are registered for this course.

ACADEMIC INTEGRITY POLICY

The Archdiocese of Philadelphia and Pope John Paul II are committed to the academic, social, ethical and spiritual development of the entire learning community. We endeavor to foster an environment that supports the mission and values of a Catholic education.

This Academic Integrity Policy is an essential element to its philosophy and practice of promoting academic excellence. It is a policy which defines the expected standards of conduct in all academic affairs.

The Archdiocese of Philadelphia and Pope John Paul II's mission is to foster a community of trust that will enhance student achievement. It is in this spirit of mutual trust that we uphold the highest ethical academic standards.

Academic integrity or honesty include but are not limited to:

- Producing one's own work.
- Attributing others' work according to the Modern Language Association (MLA) guidelines.
- Abiding by the rules and regulations set forth by individual school policies.
- Maintaining honor and trust in all academic affairs.

Academic Integrity Policy Violations

Cheating includes but is not limited to:

- Copying or allowing others to copy from someone's work (tests, assignments, etc.)
- Unauthorized use of electronic devices, i.e. netbooks, calculators, cell phones, smart phones, etc.
- Sabotaging the projects or experiments of other students.
- Altering of a graded assessment and resubmitting it in another course without the teacher's permission or knowledge.
- Seeking unauthorized assistance on take-home or make-up assignments or assessments.

Plagiarism includes but is not limited to:

- Using another person's words, ideas or expressions (written or spoken) without the appropriate documentation.
- Copying and pasting any material from any source without giving credit to the source. (internet)
- Changing or substituting the words or order of words from another source and submitting them as one's own work.
- Quoting another's words, sentences, etc. without acknowledgement of the sources.
- Failing to cite the words, pictures, music or other forms of communication in any assessment.
- Falsely creating data for an experiment or citing non-existent sources in any research.

The penalty for any act of academic dishonesty may include a grade of "F" for the assessment or assignment.

Responsibilities

Student responsibilities include but are not limited to:

- Reading and paraphrased, or quoted material from another's work.

- Providing proper documentation for summarized, paraphrased, or quoted material from another's work.
- Avoiding the copying of homework or letting others copy one's own homework.
- Obtaining teachers' permission to work with others (other students, parents, tutors, etc.)

EXTENDED ABSENCE

From time to time, students and their families encounter extraordinary and unavoidable circumstances which require that the student be absent from school for an extended period of time. When a student is to be absent for more than five class days, **it is the responsibility of the student to contact his or her teachers to keep current regarding missed course material.** In the event that a student is unable to contact the teacher, he/she should contact the Academic Affairs Office. **Pope John Paul II strongly discourages the scheduling of vacations during the academic year.**

ACADEMIC PROBATION

The minimum passing grade in all courses is 70.

Academic probation is imposed upon any student who has received two or more failing grades. A student with two or more failing grades is suspended from participation in all co-curricular activities beginning the day report cards are issued until Progress Reports are issued. **If the student received NO FAILURE WARNINGS in any subject, no matter what subject, they will be reinstated in the extra-curricular activity for the remainder of the quarter. The students can have NO FAILURE WARNINGS!**

GRADING POLICIES

In the secondary school we maintain a policy of generating classroom grades by means of testing students on a regular basis in each of the courses in which they are enrolled. In addition to traditional testing instruments, students complete a summative assessment in each course at the end of each semester, which is designed by the teacher to evaluate the quality of the student's understanding of the course material studied during that semester.

Numeric grades are reported four times a year, and a report is sent home at the conclusion of each quarter with the student. At the end of each semester the student's rank in class is calculated, based on the grade earned in each course. Semester grades reflect the student's performance at each of the two previous quarters and factors in the performance on the semester examination. At the end of the academic year, grades earned in each semester are averaged to create a final grade in each course.

It is the policy of the Office of Catholic Education of the Archdiocese of Philadelphia that no student who makes a reasonable effort shall receive a failing grade.

QUALITY POINT TABLE

<u>GRADE</u>	<u>AP</u>	<u>Accel/Honors</u>	<u>Academic</u>
100	54	48	44
99	53	47	43
98	52	46	42
97	51	45	41
96	50	44	40
95	49	43	39
94	48	42	38
93	47	41	37
92	46	40	36
91	45	39	35
90	44	38	34
89	43	37	33
88	42	36	32
87	41	35	31
86	40	34	30
85	39	33	29
84	38	32	28
83	37	31	27
82	36	30	26
81	35	29	25
80	34	28	24
79	33	27	23
78	32	26	22
77	31	25	21
76	30	24	20
75	29	23	19
74	28	22	18
73	27	21	17
72	26	20	16
71	25	19	15
70	24	18	14
69	23	17	13
68	22	16	12
67	21	15	11
66	20	14	10
65	19	13	9
64	18	12	8
63	17	11	7
62	16	10	6
61	15	9	5
60	14	8	4

HONORS

Honors are awarded to: recognize achievement in major subjects regardless of the student's course load or Program.

- **First Honors: General Average of 93; no single grade below 90**
- **Second Honors: General Average of 88; no grade below 85**

PROGRESS REPORTS

Progress Reports are given during each of the four quarters. If the Progress Report states Possible Failure for the Quarter or Semester then a student's quality of work is at the failing point or there is some question as to whether a student's work will be sufficient for a passing grade for the quarter or semester. Progress Reports and/or Failure Warnings can be sent late in the marking period if the student's progress has taken a dramatic change.

FAILURES

The school follows the Archdiocesan Policy regarding failures. **The passing grade is 70.** **Seniors in danger of failing will be notified by registered mail the first week of May.** Underclassmen will be notified about course failure(s) during special schedules the last week of school. Students who fail for the year must attend On-line Summer School at Pope John Paul II for 5 weeks

NINTH-GRADE PLACEMENT PROCESS

At the time of registration, each incoming freshmen has an opportunity to indicate a World Language preference, and pick for the following electives: Studio Art, Band, Performance Arts or Tools for Success/Fine Arts. Theology, English, Mathematics, Science, and Social Studies are all required courses for freshmen. The Office for Academic Affairs, working with the Instructional Leaders and the elementary schools, places each freshman in an Ability Program for each of these above subjects.

Placement of freshmen is the result of several factors, which are incorporated into a computerized formula. The basis for our placement begins with the 7th grade final marks, the 8th grade first trimester marks, and the results of the 7th grade Terra Nova Standardized Test.

Pope John Paul II highly regards parental input in the placement process. We believe you know your son/daughter's ability and are a valuable resource for the Assistant Principal for Academic Affairs.

COURSE SELECTION FOR THE UPPER-CLASS STUDENTS

In February, freshmen, sophomores, juniors begin the course selection process for the following year. Each student receives a copy of the Course Selection Booklet. An individualized Course Selection Sheet will be posted on Grade Connect. On this sheet are the required courses and the assigned ability program they have been recommended to take. Electives will be posted on a separate sheet to be generated by the Academic Affairs Office.

Parents are expected to be actively involved in this process. If the courses desired appear on Grade Connect no further permission from the school is required. Once the registration fee is paid the student may print the form and both the parent and the student sign and return the Grade Connect and the Elective forms to the Academic Affairs Office.

Students who register after the deadline often lose opportunities to take elective courses, since priority is given to those who register on time.

Registering in a timely manner gives us a count for the number of sections that will be needed and teachers needed.

ROSETTA STONE

Rosetta Stone On-Line Program will be offered to juniors and seniors who wish to study any of 25 possible languages not taught at Pope John Paul II. This program also will be available to students who have a roster conflict and are unable to take a language taught at Pope John Paul II.

SCHEDULING CONFLICTS

Should a student choose a course for which he/she is under qualified or overqualified, the school administration reserves the right to make adjustments to the roster. The administration also reserves the right to cancel any course or to merge a two program offering into one, if insufficient numbers of students enroll for a course or if qualified personnel are not available for the next school year. Every reasonable effort will be made to discuss such adjustments with all concerned before finalizing the roster. However, if such efforts prove fruitless, the decision will be made at the discretion of the Assistant Principal for Academic Affairs.

Students who have a roster conflict regarding two courses running at the same time will have to accept the solution offered by the Assistant Principal for Academic Affairs.

COURSE CHANGES or DROPS

All courses and programs for the academic year are selected by the student and approved by parents during the Course Selection Period. For this reason, courses (including electives) are not changed, added or dropped in September or at any time during the Academic School Year. **In exceptional cases and for valid reasons the Assistant Principal for Academic Affairs permits limited roster changes the last week in August, that is, the week before Labor Day.** The steps in the roster change process are meant to ensure that the change is really in the student's best interest, that individual class size and total teacher load are not compromised, and that a "domino effect" is not produced involving course changes or program changes in subjects other than the one requested. **Therefore, request for the following reasons are generally unacceptable:**

- ✓ Dissatisfaction with a course/teacher/schedule
- ✓ Change of mind
- ✓ Desire for early dismissal/to accommodation of a work schedule
- ✓ Desire for a different lunch or study period

Once the School Year begins there are no roster changes made for any of the above or for the following:

- Not passing the subject or the grade is lowering the GPA
- Have enough credits to graduate, do not need the class

During the designated time in August, students may obtain and complete a roster review form. No request for roster changes will be accepted over the phone. There is a \$25.00 fee for the application, which will be refunded if the change cannot be made. This charge is meant both to emphasize the seriousness with which roster changes should be requested and to offset the real costs involved in updating the database and producing new rosters for the student and various school offices. The student is notified when the request is approved or denied.

Disclaimer

The Administration of Pope John Paul II High School reserved the right to cancel any courses due to lack of enrollment for that course or lack of teacher for that course.

THEOLOGY

The primary concern of the Theology Department of Pope John Paul II is to help establish the Kingdom of God in this world and to continue the teaching mission of Jesus Christ which has come down to us from the Apostles. In imitation of the Master Teacher, the members of the Theology Department are dedicated to teaching as He did, which, by necessity, demands personal witness to the Gospel.

The study of Theology is more than the pursuit of an academic discipline. Through the presentation of Jesus as the Way, the Truth and the Life, students are invited to realize the need for both knowledge of God and a life lived in a faith relationship with Him. In accordance with the teaching of the Fathers of Vatican Council II, the members of the Theology Department aim to “create for the school community an atmosphere enlivened by the Gospel spirit of freedom and charity. It aims to help the adolescent in such a way that the development of his or her own personality will be matched by the growth of the new creation which he or she became in Baptism.”
(Gravissimum Educationis)

Theology 1	Year Course	Grade 9
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011 Accel/Honors Program

012 Academic Program

The Revelation of Jesus Christ in Scripture

This course helps students understand the Sacred Scriptures. The Bible is the word of God where they encounter the living Word of God, Jesus Christ. Students learn about the Bible, its development and content, and how God is its author. Students focus on the Gospels, where they grow to know and love Jesus more personally.

Who Is Jesus Christ

This course helps students understand the person and message of Jesus Christ. He is the living Word of God, the Second Person of the Blessed Trinity. He is the ultimate Revelation about God, from God. Students penetrate the mystery of the person of Jesus and who he calls them to be.

Foundations in Faith for International Students	Year Course	Grades 9 to 11
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016 Academic Program

The Foundations in Faith course presents the fundamental concepts of Catholicism to students with little or no background in the Catholic Faith. This course opens students to thinking about God, and thus enables them to consider the role of Catholic theology in their faith journey. Catholic life is studied by exploring belief in God, the person, of Christ, Sacred Scripture and the Sacraments, the dignity of the human person, moral implications and prayer.

Theology 2	Year Course	Grade 10
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021 Accel/Honors Program

022 Academic Program

The Mission of Jesus Christ (The Paschal Mystery)

This course helps students understand all that God has done for humanity through his Son, Jesus Christ. God has planned, from all eternity, for human beings to share everlasting happiness with

him. This is accomplished only through redemption in Christ. Students inquire about the meaning of being a disciple of Christ.

Jesus Christ's Mission Continues in the Church

This course helps students understand that they encounter the living Jesus Christ in and through the Church. The Church was founded by Christ through the Apostles. It is sustained by him through the Holy Spirit. The Church is the living Body of Christ. Students explore the Church as a mystery which has both human and divine elements.

Theology 3 **Year Course** **Grade 11**

031 Accel/Honors Program

032 Academic Program

Sacraments as Privileged Encounters with Jesus Christ

This course helps students understand that they can meet Christ today in and through the sacraments. Each sacrament, particularly the Eucharist, is a means to full and real encounter with Christ. Students examine each sacrament in detail so as to learn how they may encounter Christ throughout life.

Life in Jesus Christ

This course helps students understand the moral life. Only in Christ can human beings discover the fullness of life. Disciples of Christ are guided by moral concepts and precepts of Christ and His Church. Students probe these moral teachings and reflect upon their implications.

Theology 4 **Year Course** **Grade 12**

041 Accel/Honors Program

042 Academic Program

History of the Catholic Church

This course helps students understand the Church's history from apostolic times to the present. The Church, founded by Christ, is sustained throughout history by the Holy Spirit. Students come to know that the Church is the living Body of Christ. It has both divine and human elements. The Church's 2,000 year history and how the Church has been guided by the successors of the Apostles are examined.

Responding to the Call of Jesus Christ

The purpose of this course is to help students understand the vocations of life: how Christ calls us to live. Married life, single life, priestly life and consecrated life are explored. Students reflect upon what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

Theology Elective

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Senior Seminar in Religion and Culture **Year Course** **Grade 12**

046 Academic Program

The Senior Seminar in Religion and Culture will focus on current world topics and issues and their relationship to religion and the Catholic Church. The purpose of the course is to challenge the students to examine their own faith and beliefs, to allow for a strengthening of these beliefs. This course will be discussion-driven and will elicit both individual and group reflection. The general

direction of the course will be based upon the three Theological Virtues of the Church: Faith, Hope, and Love; from which all other virtues grow. Such topics of discussion will include, but are not limited to: understanding the notion of faith primarily in Catholicism but also in non-Catholic religions, just society, racism, immigration, sexuality, and human life concerns. All of these issues will be examined from the perspective of Catholic teaching. Although many of these topics have been previously covered in other theology courses, this course will challenge the student to deepen his/her understanding by studying Church documents. This course offers an opportunity for growth in faith, evangelization, and development of a sense of community. Discussion, prayer, and reflection are integral components of the course.

English

The English Department commits itself to improving academic excellence in thinking, speaking, and writing. This commission is fostered through the emphasis placed on spiritual and moral values as revealed in literature and in debate, and on the mutual recognition of the dignity of all faculty and students in the interchange of ideas, both spoken and written.

The English Department identifies these instructional objectives:

- To heighten student awareness of the need for effective use of language;
- To lead the student to perceive writing as a vehicle for both self-understanding and self-expression;
- To strengthen student ability in self-expression in oral and written modes;
- To further student command of standard conventions in spelling, grammar and punctuation;
- To extend students' range of skills in vocabulary and usage;
- To familiarize students with the range and scope of literary modes and eras;
- To teach students the techniques of personal and scholarly evaluation of literature;
- To foster critical thinking;
- To expand students' skills at library use;
- To simulate students' creativity through imaginative and transactional writing.

English Language Arts I	Year Course	Grade 9
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Critical Reading, Writing, and Speaking supported through Genre Studies

111 Accel/Honors Program

112 Academic Program

English Language Arts I is a required course for all ninth grade students. Based on the National Common Core Standards, this course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

<u>English Language Arts IV</u>	<u>Year Course</u>	<u>Grade 12</u>
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Critical Reading, Writing, and Speaking supported through Contemporary American Studies

141 Accel/Honors Program

142 Academic Program

English Language Arts IV is a required course for all twelfth grade students. Bases on the National Common Core Standards, this course provides students with the skills and knowledge to become advanced critical readers and writers by analyzing multiple themes, interpretations, and details, craft and structure, and the integration of knowledge and ideas in literature and informational text. Reinforcing and expanding the writing objectives of the junior year, this course will develop the student's writing skills by examining text types and purposes and by writing arguments to support claims in an analysis of substantive topics or texts. Students will write explanatory/informational texts to examine and convey complex ideas, and will write narratives to develop real or imagined experiences or events. Students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct sustained research projects and will participate in a range of collaborative discussions and presentations integrating multiple sources of information. This course will further advance students' knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use.

This course is supported through various selections in contemporary American studies.

<u>AP English Language</u>	<u>Year Course</u>	<u>Grades 11</u>
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135 AP Program

This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Department approval is required for admission to this course. In addition, students are required to successfully complete a pretest. This course also has a required summer assignment.

<u>AP English Literature</u>	<u>Year Course</u>	<u>Grades 12</u>
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145 AP Program

This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Department approval is required for admission to this course. In addition, students are required to successfully complete a pretest. This course also has a required summer assignment.

English Electives:

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Cinematic Studies 1	Semester Course	Grades 11&12
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151 Academic Program

This one-semester elective asks students to view films as a form of literature. Students will examine and analyze selected films from varied time periods and genres. Through their study, the students will gain knowledge of how films reflect, and sometimes share, the culture around them. In addition, the students will learn some aspects of film technology and special effects.

Creative Writing	Semester Course	Grades 11&12
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154 Academic Program

Prerequisite: Students must have an English grade of 85 or above to take this course.

This one-semester elective allows students to pursue an in-depth study of short stories, poetry, and other forms of creative writing. Working independently and with other students committed to similar projects, each student must write several compositions each quarter and critique his/her own work and that of other students. Students will be able to specialize in writing genres that interest them, but they also will be expected to complete writing assignments in other genres.

Speech & Debate	Semester Course	Grades 11&12
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155 Academic Program

This one-semester elective is designed for students who have an interest in the public speaking process. Students are given an understanding of all aspects of public speaking with a focus on individualized skill development. Because the class becomes the audience for the speaker, listening skills are an integral component of the course. Students work collaboratively with their peers as they develop their speeches and both teacher and peer assessment of oral presentations provide valuable feedback to individual students. Students write and deliver a speech as the final assessment of their learning for this course.

Social Studies

Social Studies is a three (3) year requirement at Pope John Paul II High School. In line with our philosophy, which stresses education in Christian Values as a solid foundation for Christian-American citizenship, the Social Studies department offers courses that explore, among many topics, the development of Christian-Western Civilization, examine the rise of the American nation, and encourage the practice of good citizenship.

Movement from an Academic Course Level to an Honors Course Level

Students wishing to move from the Academic course level to the Honors level must have attained a 95 or higher semester grade in their current Social Studies course and be in the top 30% of their class at the end of the semester.

Moment from an Honors Course Level to an Academic Course Level

Students who have attained a grade of 75 or lower for the semester and are in the bottom 30% of their class at the end of the semester will be moved from the Honors level to the Academic level.

World History **Year Course** **Grade 9**

211 Accel/Honors Program

212 Academic Program

A history of major world civilizations designed to explore the development of the modern global community and the spread of ideologies and cultures. The curriculum employs transnational themes to provide connections which transcend time, space, and disciplines and which promote the use of critical historical, global and economic literacy skills to explore global patterns of change over time. Acquiring these skills will enable students to analyze and interpret historical events in depth and to apply their understanding to a variety of historical contexts.

American Government and Politics **Year Course** **Grade 10**

221 Accel/Honors Program

222 Academic Program

This course is a comprehensive examination of the supreme and fundamental characteristics of the American Government system. Its study involves the origins, development, principles, organization, powers, functions and actual workings and processes of American Government. This course utilizes critical civic, economic and historical literacy skills to emphasize political theory, philosophy, and the nature of government and how it has impacted the country over time. This course is designed to give a thorough knowledge and deep understanding of the Government of the United States which is essential to all American citizens.

Modern American History **Year Course** **Grade 11**

231 Accel/Honors Program

232 Academic Program

This targeted course engages the learner in identifying and analyzing significant events, people, and places in Early American History while making connections to the world of today. Students consider continuity and change in America, conflict and cooperation in America, and historical evidence as they look to America's past to understand its future.

AP Programs

AP Program Prerequisite: Social Studies Department Approval

The AP program is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in Social Studies. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials– their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP Social Studies course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

Admission into the Social Studies AP Class Policy:

Students wishing to be considered for the Advanced Placement Class in United States History must have an average of 93 or above in their current Social Studies and English class, PSAT AP Potential Recommendation, PSAT writing and reading scores, and the performance series scores.

AP United States Government and Politics **Year Course** **Grade 10**

225 AP Program

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

AP U.S. History **Year Course** **Grades 11**

235 AP Program

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials— their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

AP Human Geography **Year Course** **Grades 12**

245 AP Program

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

AP Psychology **Year Course** **Grade 12**

255 AP Program

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Social Studies Electives:

***Disclaimer:** The administration of Pope John Paul II High school reserved the right to cancel any courses due to lack of enrollment for that course or lack of teacher for that course.*

Psychology/Sociology **Year Course** **Grade 12**

251 Accel/Honors Program

252 Academic Program

Psychology

This course will operate as an introduction to the field of psychology. This is designed for

underclassmen, and will explore several different divisions of the field of psychology: social psychology, developmental psychology, abnormal or clinical psychology, and cognitive psychology.

Sociology

This course is an introduction to the fundamental principles of sociology. Students will develop an understanding and be able to apply sociological concepts and perspectives from the development of the family unit to the creation of the twenty first century family.

Comparative Government and Economic Systems	Year Course	Grade 12
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253 Academic Program

Students will analyze the basic characteristics and development of government and economic systems. Utilizing this knowledge, students will analyze the relationship between political and economic institutions in various countries and the effect these institutions have on domestic and international policies.

Mathematics

“Nature is but the mathematical thoughts of God.” Through an understanding of the structure of mathematics, students are led to experience closeness with God by sharing in the beauty of His creation, the universe. The curriculum is applications-driven, taught with a technology-intensive approach with emphasis on the development of higher order thinking skills. Problem-solving and mathematical modeling are integral components of the learning process. By encouraging students to explore and use their God-given talents, students are prepared for analytical, logical and critical thinking necessitated in our modern technological environment in accordance with the Mathematics Standards.

The Mathematics department goals are:

- to foster a positive attitude, cultivate a love for and enjoyment towards mathematics.
- to meet the individual needs of students by developing and challenging their capabilities, thus preparing them for intelligent citizenship and a career choice congruent with their potential.
- to provide students with the opportunity to develop mathematical competence appropriate to their abilities, thus building their self-confidence.
- to develop and strengthen problem-solving skills based on logical thinking, accuracy, articulation and communication, stimulating the thinking process.
- to develop proficiency with mathematical skills and a facility for the manipulative processes in Algebra.
- to foster the development of the students’ character by expecting an effort worthy of their individual abilities and afford them the opportunity to experience and meet challenges.
- to contribute to the development of responsible leadership and a spirit of cooperation among students by providing the structure for group work, study groups and peer tutoring.

Movement from an Academic Course Level to an Honors Course Level

Students who wish to move from the Academic Course Level to the Accelerated/Honors Course Level must have attained a semester test grade of at least an 85, have a test average of at least a 97 and have the recommendation of the teacher.

Moment from an Honors Course Level to an Academic Course Level

Students who have attained a semester test grade lower than an 85, have a test average lower than an 88 and have the recommendation of their teacher are eligible for movement to the Academic Course Level.

<u>Algebra I</u>	<u>Year Course</u>	<u>Grade 9</u>
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311 Accel/Honors Program

312 Academic Program

Based on the National Common Core, students will examine how to represent data with algebraic expressions, equations and inequalities, and extend the properties of real numbers to exponents including zeros and negatives. Students will appreciate the combination of literacy and mathematics and their use in modeling relationships in word problems, both algebraically and graphically. Students will also hone their ability to comprehend, analyze, reason quantitatively and construct solutions for real world applications. **A graphing calculator is recommended**

<u>Geometry</u>	<u>Year Course</u>	<u>Grade 9 & 10</u>
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Prerequisite: Algebra I

321 Accel/Honors Program

322 Academic Program

Based on National Common Core Standards, students will study the tools of Geometry and the basics of "Proof." Topics include Congruence, Similarity, Triangles, Quadrilaterals, Circles, Right Triangle Trigonometry, Transformations, Area and Volume. Students will use definitions, postulates, theorems and properties to write equations to solve problems. Students will make viable arguments and critique the reasoning of others. **A graphing calculator is not required.**

<u>Algebra II</u>	<u>Year Course</u>	<u>Grades 9 & 10 & 11</u>
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Prerequisite: Algebra I and Geometry

331 Accel/Honors Program

332 Academic Program

Based on the National Common Core, students will experience a comprehensive examination of all levels of algebraic functions, concluding with trigonometric functions. Students will appreciate the combination of literacy and mathematics and their use in modeling relationships in word problems, both algebraically and graphically. Students will also hone their ability to comprehend, analyze, reason quantitatively and construct solutions for real world applications. **A graphing calculator is required.**

<u>PreCalculus/Trigonometry</u>	<u>Year Course</u>	<u>Grades 11 & 12</u>
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341 Accel/Honors Program

342 Academic Program

A more in-depth study of topics introduced in Algebra 2 is undertaken and new advanced mathematical concepts are studied. Polynomial, rational, exponential, logarithmic, trigonometric and other classes of functions are analyzed numerically, algebraically and graphically. The curves of trigonometry, trigonometric equations and applications, triangle trigonometry and advanced functions and graphing are studied. Topics in data analysis, statistics and discrete mathematics are explored. Mathematical modeling and applications are emphasized throughout, as well as the use of the graphing calculator to study pre-calculus topics. **A graphing calculator is required.**

AP Calculus	Year Course	Grades 11&12
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345 AP Program

This Advanced Placement course adheres to the guidelines for the Calculus AB level mandated by the College Board and culminates in the students taking the Advanced Placement Calculus Exam offered by the College Board in May for college credit. The course includes a rigorous study of the differential and integral calculus with applications, including limits, continuity, maxima and minima, optimization, with some advanced techniques of differentiation and integration. **Graphing calculator is required. Departmental recommendation is required for admission to the course.** Admission is based on the following: Pretest 50% (taken in February/March of junior year); PreCalculus Test Average 25%, PreCalculus Semester Test 25%. **Students enrolled in AP courses are required to take the AP examination in the spring.**

Mathematics Electives:

***Disclaimer:** The administration of Pope John Paul II High school reserved the right to cancel any courses due to lack of enrollment for that course or lack of teacher for that course*

Foundations in Math	Year Course	Grade 12
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348 Accel/ Honors Program

346 Academic Program

This *senior* elective course is an introduction to discrete mathematics, including such topics as Number Systems, Applications, Introduction to Trigonometry, Sets, Logic, Number Theory, Functions, Probability, Statistics, Personal Finance, Consumer Mathematics, Metric System, and Review and Strengthening of Algebraic Concepts. A graphing calculator is required.

Approval of the Chairperson and teacher recommendation is required for these courses

Calculus	Year Course	Grade 11 & 12
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***Prerequisite:** a grade of 85 or better in Pre-Calculus*

344 Honors Program

The course covers topics in Analytic Geometry and Calculus including the Limit, Continuous Functions, Derivatives and Integrals of Polynomial, Algebraic and Trigonometric Functions.

Students will use the graphing calculator to explore certain topics in the course of study. Graphing calculators are required.

Departmental recommendation is required for admission to the course.

Statistics	Semester Course	Grades 11&12
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347 Honors Program

This elective course provides students with an introduction to statistical reasoning with an emphasis on concepts rather than in-depth coverage of traditional statistical methods. Topics include sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions. . Graphing calculator required.

Approval of the Chairperson and teacher recommendation is required for this course

353 Accel/Honors Program

Prerequisite: a grade of 85 or better in Algebra 2 or Pre-Calculus with a good understanding of functions. Instructor and Department Chair approval is required.

In this course the students will design and implement programming solutions specific to the iOS mobile platform. The students will explore programming concepts in project management, problem solving and test as they develop mobile apps using the Apple iOS platform for the iPad/iPhone. The course will include one semester of C programming and one semester of Objective C Programming using Apple's XCode IDE. Students are encouraged to register on their own as individual Apple Developers for a nominal fee.

Science

The Science Department stresses the student-centered focus of Catholic education. The student is viewed in the context of his/her relationships to God, others, nature and to self. Through the integration of science and Catholic doctrine, the student is provided with the values and skills needed to internalize these relationships. Courses that offer skills and literacy are offered. Such diversity strengthens the student's self-reliance in meeting present demands and future job opportunities. The coordination of lecture and laboratory work establishes an atmosphere characterized by order and structure while simultaneously providing the necessary freedom for the student to develop inner direction and self-discipline. Since the principal aim of science is truth as revealed by God through man and nature, it follows that science education is an integral part of the curriculum.

Movement from an Academic Course Level to an Honors Course Level

Students wishing to move from the Academic course level to the Honors level must have a test average of 90 or above for the semester in order to be moved to the Honors Level. This will happen until the following school year.

Moment from an Honors Course Level to an Academic Course Level

Students who have attained a grade of 75 or lower for the semester will be moved from Honors to Academic for the following school year.

All Students:

Accelerated

9th Grade: Accelerated Biology

10th Grade: Accelerated Chemistry
and AP Biology

11th Grade: Accelerated or AP Physics
AP Chemistry

Honors

Honors Freshman Physics

Honors Chemistry and
AP Physics 1

Honors Biology &
AP Chemistry

Academic

Freshman Physics

Chemistry

Biology

12th Grade: AP Physics C or Electives*

AP Biology or AP Physics 1
or Honors Physics

Electives*

(Science electives can be taken both in the 11th and 12th grades. However, taking an elective in place of a required course does not count towards the 3 science credits needed for graduation. The student must take the sequence of the level that they began Freshman year, whether or not the student had the level changed. More than one science can be taken each year including AP.)

<u>Freshman Physics</u>	<u>Year Course</u>	<u>Grade 9</u>
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411 Accel/Honors Program

412 Academic Program

The Freshmen Physics courses introduce students to active lab experiences as the foundation for study of science. Freshman Physics establishes a conceptual understanding of the nature of matter and energy. Students will learn to apply the mathematical tools that scientists use in the laboratory including equations, graphical analysis, and computers. The course will be very hands-on and laboratory centered, using modern computer sensors and specialized graphing software to aid in accurate data collection. The goal of Freshman Physics is to enable students to practice critical thinking and logic that lay the foundation for future science courses. Topics will include Conservation Principles, Newton's Laws of Motion, Energy Transfers and Storage, and Forces, Energy, and Fields as outlined in the National Science Standards.

<u>Chemistry</u>	<u>Year Course</u>	<u>Grade 10</u>
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421 Accel/Hnrs Program

Through taking Accelerated Chemistry, students experience the way in which the quantum world plays a key role in nearly all aspects of life. Concepts discussed in Physics courses and in Accelerated Biology, such as the Law of Conservation of Energy, are enriched and enhanced through the study of elemental, molecular, and ionic interactions. Content is delivered through a student-centered approach, which combines laboratory investigations and inquiry-based lessons that help to develop the practical skills needed to be successful as a member of a team. The quantitative nature of this course creates many links to our math curriculum, with an emphasis on application. All topics covered in the Chemistry culminate in a thorough understanding of the role of chemistry in everyday life. The course is designed to meet the needs of students who plan to attend college or nursing school or wishes to take chemistry simply for enrichment. Successful students at this level will be eligible to choose to enroll in the AP science courses.

422 Academic Program

This course is designed to provide a general chemistry background for students planning on continuing their education in college but not yet decided on a major. Laboratory experiments and interactive classroom meetings provide dual environments for developing concepts and skill. Necessary math skills are reviewed. Planning, critical thinking and cooperative learning are emphasized on a daily basis. Classroom prelab and postlab presentations and formal lab reports are required.

AP Chemistry **Year Course** **Grade 11 & 12**

425 AP Program

Prerequisites: Chemistry and Department Approval

This Advanced Placement Chemistry course is a college level course, designed to be equal to the General Chemistry course taken at college, and exceeds the Advanced Placement Guide published by the College Board. Most successful students will be enabled to earn college credit and begin their college Chemistry work in advanced subjects. Covered in this course are the six Big Ideas articulated in the AP Chemistry curriculum framework provided by the College Board. All required topics are addressed in presentations, labs, discussions and recitations, so as to combine content, inquiry and reason. Students will develop both laboratory and inquiry skills throughout the course. AP Chemistry is open to all students that have completed a year of chemistry who wish to take part in a rigorous and academically challenging course. Preparation for the required AP Chemistry examination is included. **All students taking the AP Chemistry course are required to take the AP exam and pay the fee for the test.**

Admission: Approval of the Chairperson and teacher recommendation with a grade of 90 or above in Honors Chemistry.

Biology **Year Course** **Grade 9 & 11**

431 Accel/Honors Program Grade 9 & 11

432 Academic Program Grade 11

This class is an introduction to biology, including such topics as: cell biology, genetics, microbiology, ecology, and evolution. Beside the class instruction which involves techniques for different learning styles, there is also a strong lab component to develop the students' skill with experimentation and inquiry science. The learning that occurs in the classroom and the lab are then used to learn critical thinking skills.

AP Biology **Year Course** **Grade 10& 12**

435 AP Program

The Advanced Placement Biology course is the equivalent of a college introductory biology course, usually taken by biology majors during their first year. The course will include topics included in the following major areas: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. The main goals of the course are to help students develop a conceptual framework for modern biology and to help students gain an appreciation for science as a process. This is a lab course and requires all students taking the course to sit for the Advanced Placement Biology Examination in May. Course content follows the syllabus as dictated by the College Board. A summer assignment is required. An AP Review Guide and a Lab Notebook will be available for purchase in the school store. **All students taking the AP Biology course are required to take the AP exam and pay the fee for the test.**

Admission: Approval of the Chairperson and teacher recommendation.

Physics **Year Course** **Grade 11& 12**

441 Accel/Honors Program

Prerequisite: Accelerated /Honors Math classes with a grade no lower than 85 in either class.

The study of Physics will offer the student an understanding of the fundamental concepts and processes needed to solve problems quantitatively; to further develop skills in experimental observation and organization; to facilitate the ability to analyze data and formulate logical conclusions and to develop an appreciation of the relationships that exist between physics, biology, and chemistry. Accelerated Physics is intended for college bound students who are planning to major in science, engineering or medicine. Concepts such as motion, forces, work, energy, waves, sound, light, electricity, and magnetism are studied.

442 Academic Program

The course in Physics will offer the student an understanding of the fundamental concepts and processes needed to solve problems conceptually using basic math skills. Students will further develop skills in experimental observation and organization; to facilitate the ability to analyze data and formulate logical conclusions and to develop an appreciation of the relationships that exist between physics, biology, and chemistry. Concepts such as motion, forces, work, energy, waves, sound, light, electricity, and magnetism are studied.

<u>AP Physics 1 & 2</u>	<u>Year Course</u>	<u>Grade 11 & 12</u>
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445 AP Program

Prerequisites: Chemistry, Honors Math, and Program Department Approval. All grades must be an 85 or higher. All students must either be taking Algebra 2 or have already taken it.

The AP Physics 1 & 2 course is Algebra –Based program which is equivalent to a first–semester college course in algebra–based physics, but is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The full year also allows time for inclusion of physics content specified by your state standards. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

All students taking the AP Physics course are required to take the AP exam and pay the fee for the test.

Admission: Approval of the Chairperson and teacher recommendation.

<u>AP Physics C</u>	<u>Year Course</u>	<u>Grade 12</u>
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446 Electricity, Magnetism, and Mechanics

Prerequisites: Chemistry, Honor Physics, Honor Calculus or AP Calculus, and Program Department Approval. Grades 90 or above in all the required courses.

The course is a college–level physic course, especially appropriate for students planning to specialize or major in the sciences or engineering.

Electricity and Magnetism explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

Mechanics explores topics such as kinematics; Newton’s Law of Motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

Students must also be enrolled in Calculus course.

All students taking the AP Physics course are required to take the AP exam and pay the fee for the test.

Admission: Approval of the Chairperson and teacher recommendation with a grade of 90 or above in Honors Physics.

SCIENCE ELECTIVES:

***Disclaimer:** The administration of Pope John Paul II High school reserved the right to cancel any courses due to lack of enrollment for that course or lack of teacher for that course.*

Anatomy and Physiology	Year Course	Grade 11 & 12
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433 Accelerated Program		
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***Prerequisites:** Biology and Chemistry or Science Department Approval*

This class involves a detailed study of the structure and function of the human body. It is essential to the preparation of students interested in pursuing a career in the allied health field. Classroom work, involving both traditional and inquiry-based techniques, is supplemented by time in the laboratory. The learning of technical terminology is a great help in preparation for college allied health field classes. Dissection is required as is a strengthening of written and oral communication skills and effective cooperative learning. It is important to check to see if the college track you are planning to follow requires physics, if you are considering taking Anatomy and Physiology instead. Two science classes can be taken at the same time.

434 Academic Program		
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***Prerequisites:** Biology and Chemistry*

This class is intended to help students become more informed about their bodies and how they work. This kind of education is very applicable to life after graduation and makes students better health care consumers. It is less rigorous than anatomy but more intense than health. It is good introduction for those students intending to pursue health related careers. The course will cover a thorough review of human biology including all of the body systems, development, aging, and the mechanisms of disease.

Environment Science	Year Course	Grade 11 & 12
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443 Academic Program		
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***Prerequisites:** Biology and Chemistry or Science Department Approval*

This course explores the interactions and relationships between humans and their environment the Earth, both its living and nonliving aspects. The goal of this course is to develop an understanding of the impact and significant role humans have on our planet and all its creatures. Knowledge in the fields of Earth Science, Biology, Chemistry, and Ecology are integrated to provide an overall depth in understanding. Topics include the Dynamics of the Earth, Ecosystems, Biomes, Impact of Human Population Growth on Natural Resources, Biodiversity, Global Warming, Renewable and Non-Renewable Energy Resources.

448 Academic Program

Prerequisites: Biology and Chemistry or Science Department Approval

The focus of the course is to acknowledge the tremendous impact that the advances in science have had on criminal investigation. This course will cover the application of natural sciences to fingerprinting, hair and fiber analysis, blood spatter, anthropology, tool and weapon imprints, teeth and lip prints and handwriting analysis as tools to solve crimes. The course will emphasize inquiry-based learning and problem solving.

449 Accel/Honors Program (20 students)

Prerequisites: Honors Physics and Honors Pre-Calculus with grades above 90.

Students will discover how modern engineers design and build new technologies using math and science, together with their ingenuity. They will understand the relevancy and application of mathematics, science, and technology to important engineering problems surrounding the disciplines of electrical, mechanical, environmental, and biomedical engineering. Students will learn and apply the engineering design process during hands-on activities and projects. Students will utilize critical thinking skills to design solutions to real-world problems. Techniques involving brainstorming reverse engineering, and research will also apply during this process. Students will maintain and present an engineering notebook that includes ideas, drawings, images, experiment results, and other pertinent information pertaining to engineering design projects.

World Language

The study of foreign languages develops knowledge, proficiencies and attitudes that cannot be acquired through the study of other subjects, and is essential to understanding the political motivation, social institutions, literature and culture of other nations. This study brings with it recognition of the fact that basic human ideals are common to all peoples. Four-year program of instruction are offered in Spanish, a three year program of Italian and a one year program in French will be offered.

Rosetta Stone Program will be offered to **juniors and seniors** who wish to study any of 25 possible **languages not taught at Pope John Paul II**. This program also will be available to students who have a roster conflict and are unable to take a language taught at Pope John Paul II.

The primary function of modern language learning is communication, first through listening and speaking, and then through reading and writing. A concomitant objective of language instruction is to encourage students to take advantage of the foreign cultural enrichments found within their own environments and thus to gain a better perspective on their own culture through the concept of cultural similarities and differences.

Movement from an Academic Course Level to an Honors Course Level

Students wishing to move from the Academic course level to the Honors level must be an active participant in the target Language which includes class discussion and have attained a 90 or higher semester grade in their current class.

Moment from an Honors Course Level to an Academic Course Level

Students who have attained a grade of 75 or lower for the semester, who are inactive in the class discussion, and are in the bottom 30% of their class at the end of the semester will be moved from the Honors level to the Academic level.

Spanish 1 Year Course Grade 9

512 Academic Program

Students learn to interact and linguistically survive in the target language. This is accomplished through the use of memorized materials and functions that recur on a daily basis. The students use the language in a manner that is comprehensible to a native speaker.

Italian 1 Year Course Grade 9

513 Academic Program

Students learn to interact and linguistically survive in the target language. This is accomplished through the use of memorized materials and functions that recur on a daily basis. The students use the language in a manner that is comprehensible to a native speaker.

Spanish 2 Year Course Grade 10

521 Accel/Honors Program

Prerequisite: a grade of 90 or better in Spanish I

522 Academic Program

Students are challenged to develop the listening, speaking, reading and writing skills in the target language necessary to negotiate everyday tasks in the target culture. This ongoing study results in progressively minimizing phonological and grammatical errors common among novice speakers.

Italian 2 Year Course Grade 10

523 Academic Program

Students are challenged to develop the listening, speaking, reading and writing skills in the target language necessary to negotiate everyday tasks in the target culture. This ongoing study results in progressively minimizing phonological and grammatical errors common among novice speakers.

Spanish 3 Year Course Grade 11 & 12

531 Accel/Honors Program

Prerequisite: a grade of 90 or better in Spanish II

532 Academic Program

Prerequisite: a grade of 80 or better in Spanish II

Students move beyond linguistic skills of mere survival, and begin to be able to engage in more complex conversation and writing in the target language. Students develop a sense of fluency as

accuracy in grammar and pronunciation grows. Heightened awareness of cross-cultural issues is the result of further exposure to literary works in the target language.

Italian 3 Year Course Grade 11&12

533 Academic Program

Students move beyond linguistic skills of mere survival, and begin to be able to engage in more complex conversation and writing in the target language. Students develop a sense of fluency as accuracy in grammar and pronunciation grows. Heightened awareness of cross-cultural issues is the result of further exposure to literary works in the target language.

Spanish 4 Year Course Grade 12

541 Accel/Honors Program

Prerequisite: a grade of 90 or better in Honors Spanish III and Teacher's Approval

Students in these advanced language classes continue the skill development in fluency, grammar, and pronunciation through ongoing exposure, with increased intensity, to literary works in the target language.

Business & Technology Education

Introduction to Business/Technology Semester Course Grade 9

610 Academic Program

This semester long course is designed to educate students how to effectively communicate with technology, improve effective Internet communication skills, and understand the ethical and legal consequences of using the internet, while becoming a digital citizen. It will also provide students with a broad awareness of the business environment. Students will adapt, grow, and stay safe in today's ever-changing technological world. The course covers an array of cyber and digital literacy topics that are current and relative to today's "hi-tech" savvy students. From cyber bullying and identity theft, to social networking and Internet threats, students are presented with concepts and real cases that are relevant to the virtual world they now live in. In addition, students are instructed to demonstrate their understanding of the topics through the use of Microsoft Office Suite, I-Movie, Prezi and Infograph Graphic Design Programs, in partnership with the English Department, students will practice their understanding of MLA and APA formatting for research papers. Students learn concepts in basic economics, entrepreneurship, management, marketing, and international business. Students acquire business knowledge and practice through various types of assessment (test, hands on projects, etc.).

<u>ATI</u>	<u>Semester Course</u>	<u>Grades 11 & 12</u>
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681 Academic Program

This semester long course is **ONLY** for students who did not take Technological Communications I and still need to acquire Technology credits for graduation. This class is designed to prepare students to be digital citizens post high school. Activities include selecting a college major, determining which college is best for them, researching careers associated with those majors, writing resumes and cover letters, learning banking and credit rules and regulations, along with investigating their digital footprint. Students will also be introduced to Computer Forensics and Cybercrime covering topics such as Hackers and Theft, Identity Theft, Terrorism and Organized Crime.

<u>Accounting</u>	<u>Year Course</u>	<u>Grades 11 & 12</u>
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622 Academic Program

Accounting I is a beginning level business finance course. Accounting principles and procedures for proprietorships and corporations are introduced. If you enjoy working with numbers and are interested in learning about managing money, accounting is the course for you! Accounting will give you the skills for work in certain types of office and management work. Accounting is the language of the business world. This course will prepare you to study any area of business in college or technical school after high school. You will simulate handling the entire financial record keeping system for a small business as well as learn computer entries. This course is recommended for students who are pursuing careers in accounting, finance, business management, law, marketing, and the administrative assistant area.

<u>Marketing</u>	<u>Semester Course</u>	<u>Grades 11 & 12</u>
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642 Academic Program

This semester long course is designed to give students interested in a career in marketing, management, design, and sales a preview of an university level business course. In conjunction with the University of Pennsylvania's KWHS, *Knowledge at Wharton High School Program*, this course provides a basic introduction to the scope and importance of marketing in the global economy. This course is based upon the national and Archdiocese Marketing Education Frameworks which includes economic, human resources, marketing and business foundations. Emphasis will be placed on oral and written communications, problem solving, and critical thinking skills as they relate to selling, promotion, pricing, purchasing, marketing information management, product/service planning, distribution, financing, business ethics, social responsibility, and risk management. Student progress will be measured through a series of both formative and summative assessments, and a semester long project, in which students will develop a Marketing Plan and creative visual campaign for an original product, concept, or service.

<u>Personal Finance</u>	<u>Semester Course</u>	<u>Grades 11& 12</u>
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643 Academic Program

This semester long course covers aspects of career decisions and applying for, obtaining, and maintaining jobs and their respective responsibilities. Money management comes into affect pay and benefits along with federal income tax forms. Budgets and all banking services will be learned

along with savings for the future in money management. During tax season, a segment of Understanding Taxes will be presented so students will be able to prepare their own tax returns. Credit Management reviews applying for, problems with and cost of credit is presented along with credit reports from agencies and all the current laws. Insurance is discussed on topics of homeowners, automobile, liability, health, and life with respect to managing personal risks.

Business Law **Semester Course** **Grades 11 & 12**

644 Academic Program

The Business and Personal Law course is a semester long course which provides an exciting perspective of the legal system by providing case analysis, case discussion, class debate, and participation in mock trials. Students will gain an overview of our legal system, including statutes and regulations that affect businesses, families, and individuals in a variety of ways. Knowledge of business law is particularly useful because all students eventually assume the role of citizen, worker, and consumer in society. The topics covered include the history, development, and classification of laws, personal and business law related to everyday life, contract law, the court system and courtroom procedures, legal terminology, constitutional rights, ethics, technology law, intellectual property, social responsibility, international law and consumer protection. Instructional strategies may include field trips, and guest speakers. Student progress will be measured through a series of both formative and summative assessments, participation in the mock trials, and the successful completion of a personal reflection and current events diary.

AP Macroeconomics **Year Course** **Grades 12**

645 AP Program

This course concentrates on an analytical rather than descriptive approach to the principles and problems of macroeconomics. As such, students should be prepared to understand and make use of various mathematical models and formulas. Topics to be considered include: price and output determination in the market, government spending, national income accounting, the banking system, monetary and fiscal policy, international trade and problems of economic growth.

Entrepreneurship/ Small Business Management **Semester Course** **Grade 12**

646 Academic Program

Prerequisite: Marketing and /or Accounting with a final grade of 85 or above.

This semester long course is designed in conjunction with the University of Pennsylvania's KWHS, *Knowledge at Wharton High School Program*, this course provides a baseline understanding for students to practice the knowledge of business/marketing principles learned in their previous Marketing/Accounting class and assume the ownership and management of a business. Students will have to demonstrate the traits and characteristics of successful entrepreneurs, and develop successful strategies for the management and marketing of their business. Designed to prepare the entrepreneurship student for the general management role of the entrepreneur, students will be put the test as the Owner/General Manager of a sport and entertainment venue or retail establishment using virtual simulation software. Strong Math skills are also required as students will explore the requirements, costs and benefits of various forms of financial options open to the entrepreneur. Topics covered include a review of the fundamentals of Marketing, basic Accounting skills, the characteristics of an entrepreneur, discovering entrepreneurial opportunities and

researching and analyzing domestics, global and market trends. Students' progress will be measured through a series of both formative and summative assessments, and completion of the online business ownership virtual simulation.

Fine Arts

The Fine Arts Department strives to enable students to realize that all talents and abilities are God-given gifts to be developed and shared with all God's people. Diversity, confidence and individuality are readily fostered in the Fine Arts curriculum. Students enhance their own creativity and communication skills while learning the importance of critical assessment and commitment in learning environments conducive to the study of Art and Music.

Involvement in the Fine Arts reinforces the understanding that success breeds success in every walk of life.

Successful, well-trained artists and musicians approach life with knowledge of "what it takes to get there," and the wisdom of what the arts bring to life.

Art

Introduction to Art	Semester Course	Grade 9
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710 Academic Program

This is a semester class offered to our incoming freshman students. The students will be introduced to the basic elements of art and a foundation in the basic art concepts of drawing, design, composition, and color. The student's will use a variety of media and techniques to create original works of art and learn about the artist and history behind them.

This course goes with Introduction to Business / Technology

Please Note: Freshmen may take Related Arts and Business Technology, or they may take Studio Art 1, Performing Arts, or Band.

Studio Art 1	Year Course	Grades 9-12
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711 Academic Program

This course is an introduction to the fundamentals of art, design, composition and perspective. The students will analyze the uses of the Elements of Art in their own work as well as others', produce art pieces, observe demonstrations, and participate in group critiques. A wide variety of media will be utilized to explore creativity, including pencil, pen and ink, charcoal, watercolor and printmaking.

Studio Art 2	Year Course	Grades 10-12
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712 Academic Program

Prerequisites: Studio Art 1

The students develop technique through practical applications, lectures, demonstrations and group critiques. Figure drawing and portraiture are also introduced. Media used will include those used in Studio Art 1, and additional media such as acrylic paint, ceramics and colored pencil.

Studio Art 3 **Year Course** **Grades 11&12**

713 Academic Program

Prerequisites: Studio Art 2

The students are provided with the opportunity to work on larger long-term projects. The course also encourages experimenting with different media and provides the opportunity to work in three-dimensional media such as clay, plaster and wood. Students work on projects that introduce them to different artists and their styles of creating.

Studio Art 4 **Year Course** **Grade 12**

714 Academic Program

Prerequisites: Studio Art 3

The students are provided with an opportunity to develop a personal imagery and technical proficiency through a wide range of media and techniques. The course is structured around the development of a portfolio for college or school review

Ceramics 1 **Semester One Course** **Grade 11 & 12**

715 Academic Program

This is a first semester course that introduces the students to hand building techniques of slab, coil, pinch and mold pressing, plus related glazing and firing techniques. There is an emphasis on developing each student's potential for personal expression and artistic invention.

Sculpture 1 **Semester Two Course** **Grades 11 & 12**

716 Academic Program

This is a second semester course that introduces the students to the technical and intellectual aspects of sculpture. Students will create work that reflects their artistic interests using a multitude of materials, such as clay, paper, plastic, wood and plaster. The departments aim is to provide a sound, balanced exposure to both the formal and creative aspects of three dimensional art.

Ceramics 2 **Semester One Course** **Grades 11 & 12**

717 Academic Program

Prerequisites: Ceramics 1

A one-semester course intended to develop and extend clay forming skills that were introduced in Ceramics I. Conceptual design, glaze chemistry, kiln use and ceramic decorating techniques will be emphasized.

Sculpture 2 **Semester Two Course** **Grades 11 & 12**

718 Academic Program

Prerequisites: Sculpture 1

This semester course is designed to allow a student to pursue a more in depth understanding of three dimensional art forms. Larger and more complicated pieces will be created with an emphasis on personal expression.

This is a semester course that will introduce the students to drawing, fashion and the basic elements and principals of design. The students will develop a concept and then will engage in the creating and presenting of wearable art.

Instrumental Music

Rostering for Band Requires:

- A weekly lesson
- Band membership and attendance at rehearsals at least one afternoon per week after school
- Participation in band activities including both the Christmas and Spring Concert Performances.

This course emphasizes an in-depth development of the band student's individual technical skills and ensemble playing. Band literature, sight reading and tuning procedures are taught. Theory is integrated within the context of the study of band literature. The class meets daily for one class period and rehearses at least one afternoon per week after school.

Students may take four (4) years of Band.

Non-Credit Music Activities

The Chorus is open to all students. Membership does not require being rostered for Performing Arts classes. No audition is required but students are expected to be able to sing on pitch. Rehearsal is one afternoon per week after school.

This course is a **performance class** designed to introduce the student to the art of **Musical Theater** from the actor's prospective. Through various activities including vocal training, theater games and acting exercises including **monologues, scenes and improvisation**, the course will develop in the student a discerning and critical but appreciative attitude toward the theater and the performing arts. This course will also introduce students to various types of dance, from traditional to contemporary. Some examples are Partnering, Hip Hop, and Swing. They will learn to recognize how dance and movement are a vital part of society and culture. **As a student in this class one is**

required to be a member of the Chorus, which meets at least once a week after school. The students will become more confident and aware of their movements and be able to incorporate posture, poise, agility and flexibility in their everyday lives. **The course will also help the student to develop self confidence and attitudes and skills to aid in daily interpersonal relationships.**

Performing Arts II	Year Course	Grade 12
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730 Academic Program

This course is designed to allow the student to further develop his/her vocal, acting and dance skills. These skills will be developed through various activities that will include the use of scripts, improvisation, and physical games and exercise. The course will also help the student to develop self-confidence and attitudes and skills to aid in daily interpersonal relationships. Opportunities are given to the student to evaluate his/her acting and dance talents and to explore possible career pursuits.

Health and Physical Education

The Health and Physical Education Department, in accord with the overall philosophy of Pope John Paul II will attempt to instill in the students a deep appreciation and understanding of the importance of healthful living and physical fitness in a modern society. The course of study will afford each student the opportunity to acquire knowledge about the life skills which will be necessary for each student to achieve an appreciation of individual uniqueness, to promote physical, social, and emotional well-being, and to develop an awareness that will assist in achieving optimum health and physical fitness.

Health	Semester Course	Grade 10
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741 Academic Program

This course is a comprehensive and current treatment of critical health areas in today's society. The course will center on the students living in the present-day environment so that they will gain knowledge and information that will better prepare them to make positive choices and decisions about their own health. Areas of study will include an understanding of health and wellness, social drugs, communicable diseases, nutrition, fitness, safety, first aid, stress, and health services and care.

Physical Education	Semester Course	Grade 10
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742 Academic Program

Through a variety of indoor and outdoor games, sports and athletic and non-athletic activities, each student will be provided with the opportunity to learn and appreciate the relationship between health and physical fitness, to learn and appreciate the value of sportsmanship and leadership in individual and team activities which will promote physical fitness, growth and development

Health Elective:

***Disclaimer:** The administration of Pope John Paul II High school reserved the right to cancel any courses due to lack of enrollment for that course or lack of teacher for that course*

Sports Medicine I Introduction to Athletic Training Semester Course Grade 12
743 Academic Program

This course introduces the student to athletic training procedures as they relate to the athlete, physical educator, coach, and athletic trainer. The course includes history of the athletic training profession, ethics, proper recording of injuries, taping, and principles of athletic training.

Physical Education Electives:

***Disclaimer:** The administration of Pope John Paul II High school reserved the right to cancel any courses due to lack of enrollment for that course or lack of teacher for that course.*

Personal Fitness Semester Course Grades 11& 12
752 Academic Program

This semester elective gives students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, met challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Special Services

These courses are provided through the ***Non-Public School District of the Montgomery County Intermediate Unit.*** The school administration reserves the right to assign students in need to these courses and to continue their enrollment over the years as the need dictates.

Students enrolled in these courses, "Study Strategies" must have certain forms completed in order to receive these excellent services.

Study Strategies Year Course for Half Credit Grades 9 to 12
762 Academic Program

This course concentrates on the development of vocabulary, concepts and critical reading skills. Improvement in those skills should prove helpful in the regular classroom and on standardized testing. Study skill techniques such as time management, test-taking, memory improvement, note taking, and outlining are also taught. Content area tutoring, if needed, is included.

763 Academic Program

This course concentrates on the development of mathematical concepts and math skills. Improvement in those skills should prove helpful in the regular classroom and on standardized testing.

Vo-Tech Programs

Pope John Paul II has agreements with the following Vo-Tech Programs:

CAT Pickering

Western Center for Technology Studies

Central Montgomery County Area Center for Technical Studies.

770 Academic Program

Exception Allied Health Honors Program

Pope John Paul II participates in a share-time program with the three schools listed above. These programs provide the opportunity for high school students to learn skills necessary to obtain useful and rewarding employment and/or to prepare them for continued career-oriented education in college or technical school. The program is structured for students to take a two (2) year course of instruction.

The students take four (4) courses at Pope John Paul II for one-half of the school day and complete the remainder of the day at the Vo-Tech School. The complementary course of study provides three (3) credits per year, and will qualify the student for a High School Diploma while giving the student entry-level skills in specific trades.

Because of the uniqueness of the Vo-Tech time shared program, a student may not always be able to obtain the subjects or program level that he/she has requested from either school. Participation in Vo-Tech Programs is contingent upon the school district of residence.

Dual Enrollment Programs

Jesuit Virtual Learning Academy

Students in 11th and 12th grades are eligible to be considered for Dual Enrollment Programs at JVLA. The JVLA offers a variety of Advanced Placement (AP) courses, all of which are College Board approved. AP testing is coordinated through PJP.

Courses are designed around a series of learning modules that students complete together. There will be lectures, discussions, projects, reading assignments, and more. Much of the work is done independently on students' own time utilizing learning tools (discussion boards, blogs, wikis, group projects) that depends on active participation. There will also be occasions when students gather online at the same time for live discussions, teacher instruction and guest lectures.

Admission: a grade point average of 88 or higher, and approval from the Department Chair and Office of Academic Affairs.

AP Statistics

AP Comparative Government and Politics

AP World History

AP Computer Science

AP Environmental Science

AP Art History

C++ Programming

Computer Games Development

Computer Science Principles

Chinese Mandarin

Montgomery County Community College

Introduction to Criminal Justice

Semester Course

Grade 12

Professor Lieutenant U. Mark Freeman

This course is for students who intend to enter one of the many professions associated with the criminal justice system and those who have a general interest in the topic.

Through readings, discussions, papers and experiential learning, students will become familiar with the boars outlines of the criminal justice system, including the cause of crime, and the prevention, investigation and punishment of crime.

Credits: 3

There is a fee for this course and it will be offer in both semesters. A minimal of 10 students for each semester is necessary to run this course.