



JPII COURSE OFFERINGS GUIDE

2025 - 2026

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2025 - 2026 LEADERSHIP

President

Ms. Casey Buckstaff

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Mr. Peter Frein

Mrs. Brandy Gass

Ms. Becky Heslep

Mrs. Rhonda Ramirez

Director of College Counseling

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ABOUT JP II

John Paul II High School is an exceptional place of learning, dedicated to providing a superior spiritual, academic, athletic, and artistic experience in a competitive college preparatory environment and committed to creating Catholic leaders. John Paul II High School students are college bound, focused and ready to make an impact at both the local and global levels.

John Paul II High School's college preparatory curriculum is a rigorous four-year program designed to foster the highest level of readiness, preparing students for their next step in the continuous education process. Our community is a diverse body of students and educators that strives for excellence, values individuality, fosters a passion for learning, encourages community service, and instills respect for others.

It is our goal to help shape John Paul II High School students to become leaders who are critical thinkers and effective communicators, committed to service and rooted in faith. This transformation begins most importantly in the classroom and continues outside of our community. It is also understood that in order for this transformation to occur, excellence must be maintained within the walls of this school. It is this excellence that has carried John Paul II High School to great heights and recognition as an exceptional college preparatory school.

VISION

We will make a difference in the world by walking in the footsteps of Pope John Paul II.

MISSION

To develop leaders who are critical thinkers, effective communicators, committed to service, and rooted in faith.

STUDENT CREED

Learn, think, decide, communicate: to become a productive and responsible citizen, dedicated to selfless service to God and community.

SCHOOL MOTTO

Seek to Serve.

UNITY STATEMENT

One Body. Many Parts. Inspired by the Holy Spirit and grounded in Catholic Social Teaching, we believe that our diversity is an inherent gift that unifies and strengthens our community. True to our Mission, we remain committed to fostering a welcoming, equitable, and inclusive space for all members for the Cardinal Family.

CALENDAR AND SCHEDULE

The school day starts at 8:45 AM and ends at 3:45 PM. There are two semesters in the school year. Each semester will be approximately eighteen weeks long with two nine-week grading periods (quarters). Progress reports will be posted at the three week and six week marks of each nine-week grading period.

Students will have an A/B Alternating Block Schedule with four courses on A-Day and four courses on B-Days. Each class will be 85 minutes in length. Typically, one week classes will meet Monday, Wednesday, and Friday, while the next week classes will meet Tuesday and Thursday. This way, every two weeks, most classes will meet five times. There will be an additional Cardinal Break period of thirty minutes every day, with the exception of adjusted bell schedules in the event of All School Mass, assemblies, early dismissal, etc. Additionally, the school offers some elective "0" and "X" hour credit earning classes which meet at various times outside of the school day, either online or before/after school. Additional online or correspondence courses may be offered or approved as needed.

COMMUNITY SERVICE

As Christians, we are called to serve in the name of God and for the benefit of our neighbors. Our school motto, "Seek to Serve," echoes this call. Through hands-on service and interpersonal encounters, all students are required to obtain community service hours that align with the seven themes of Catholic Social Teaching and correlates to the Spiritual and Corporal Works of Mercy.

The Director of Community Service will assist students with the call to find their passion for service as they grow and transform into the next generation of well-formed leaders for their church and communities. Each graduating student will participate in a minimum of 12 different service experiences in their four years at JP II. Every year students must complete at least three service experiences by the annual deadline of May 1st. A service experience should be a minimum of 1 hour and 30 minutes and should involve work done for others, particularly those in need (the lost, lowest and the least) in line with Catholic Social Teaching.

PREPARING FOR COLLEGE AND HEAVEN

John Paul II High School has social and moral development programs within a robust academic context all while focusing on faith



formation. These programs are meant to form students in such a way as to prepare them for college and heaven. It is our goal that 100% of our students will matriculate into the college or university of their choice. Preparation begins the moment a student enrolls in our school. With the assistance of our counselors, in close cooperation with students and parents, students select the most appropriate courses to ease their transition into college. It is our goal that each student reach college readiness by taking the courses in which they can demonstrate qualified mastery, earning the highest grades of which a student is capable.

GRADUATION REQUIREMENTS

SUBJECT	CREDITS	SPECIFIC COURSES
English	4	English I, English II, English III, English IV; JP II will not accept 8th grade credit for English I as our curricula and literature selections differ from other schools. Students must be enrolled in an English course every year at JP II.
Mathematics	4	Algebra I, Geometry, Algebra II, and one additional selection; students who receive an Algebra I credit from middle school or who have documented a math course level proficiency (e.g., JP II Math Placement Exam) are still required to earn four sequential math credits in high school. Students must be enrolled in a Math course every year at JP II.
Science	4	Biology, Chemistry, Physics and one additional science credit
Social Studies	4	World Cultures & Geography, World History or European History, United States History, and one semester each of U.S. Government and Macro-Economics
World Languages	2	Starting with the Class of 2026, two credits of the same world language taken in grades 9-12 are required to graduate. For students who earned credit in 7th/8th grade and who pass the JP II placement test in their language, an additional year of world language is required. Students are encouraged to visit with their counselors regarding world language requirements for college admission.
Theology	4	Theology I, Theology II, Theology III, Theology IV; students transferring from a public or non-Catholic private high school will only be expected to complete Theology courses from the time they enter JP II.
Computer Science	1	All students must take Computer Science.
PE	1	In addition to traditional PE classes, courses such as athletics, dance aerobics, and the fall semester of marching band, cheerleading, or drill team may count towards the required two semesters of PE credit.
Fine Arts	1	In addition to traditional fine arts classes, courses such as Academic Decathlon, Academic Octathlon, Dance, the spring semester of marching band, or drill team may count towards the required two semesters of Fine Arts credit.
Health	.5	Students will either take Health I or Health II depending on their grade level. Students who already have Health I credit may take Health II as an elective.
Speech	.5	Students may earn speech credit through taking Professional Communications, Debate, Oral Interpretation, Academic Decathlon, Theatre Production, or Musical Theatre.
Elective	3 (2 starting with Class of 2027)	Students will take additional electives from any department or course offering in the guide (unless the course is labeled as “no credit”). Elective selections can be for personal interest and/or in preparation for college.
Community Service	various	Each year students will have required hours to complete as part of their promotion to the next grade. All hours must be completed in order to participate in the graduation ceremony.
Total Credits	29 (28 starting with Class of 2027)	Credits Required to Earn Graduation and a Diploma from John Paul II High School.



CREDITS REQUIRED FOR GRADUATION

Starting with the Class of 2027, JPII students must graduate with 28 total credits. For the Classes of 2025 and 2026, students must graduate with 29 total credits. Community Service, Independent Studies, Academic Coaching, and Senior Early Release/Late Arrival courses do not contribute credits towards the total credits needed for graduation. Students have at least eight courses scheduled per semester (at least eight possible credits per year) to add to the required total. Students may earn additional credits through some 0 or X hour courses, online classes, JPII summer courses, and other approved programs.

DISTINGUISHED DIPLOMA CERTIFICATE

Starting with the Class of 2025, JPII will offer a more rigorous diploma option - the Distinguished Diploma Certificate. To earn this distinction, students must complete the following:

- Three credits of World Language (must be the same language, taken in grades 9-12). If a student tests into Spanish IV as a freshman and completes Spanish V as a sophomore, they may be eligible for a Distinguished Diploma.
- Six Advanced Placement courses (taken in grades 9-12, with an average of 80 or better for both semesters in a year-long course, or an 80 in a semester-long course)
- An additional six honors, dual credit, or AP courses (taken in grades 10-12, with an average of 80 or better for both semesters in a year-long course, or an 80 in a semester-long course)

For courses taken in the spring semester of senior year, the third quarter grades will be used to determine eligibility for the Distinguished Diploma.

For any student transferring to JPII, all courses taken with an AP designation will count toward the diploma. Likewise, any honors course taken in grades 10 -12 will count.

GRADE POINT SYSTEM

Grades earned are reported as a numeric average in a range from 0 to 100. The grade recorded on the report card and JPII transcript is the numeric grade earned in a class. The numeric grade earned in a class will be multiplied by the corresponding factor when calculating the cumulative weighted GPA for a student. GPAs are calculated at the end of each semester based on JPII course semester grades and are included on the student’s JPII transcript.

Most JPII courses earn grade points on a 4.0 scale. Honors and Dual Credit courses receive grade points on a 4.5 scale. Advanced Placement (AP) courses receive grade points on a 5.0 scale. JPII Athletics, Physical Education, Independent Studies, Academic Coaching, Cardinal Seminar, Cardinal Ministry, and Senior Early Release/Late Arrival courses will not receive grade points. These courses are noted by having a (N) next to the course name in the course offerings guide. Only academic classes taken with JPII faculty and for original credit may receive grade points towards a student’s GPA. Approved credits by exam, online correspondence courses, e-school courses, and credit recovery courses taken during a student’s time at JPII will not earn grade points but will be included on the student’s JPII transcript. Transfer grades from other high schools or programs will not receive grade points and will be included on transcripts. A student should check with his or her counselor before signing up for courses from other schools or programs to make sure they will be approved for JPII credit towards graduation.

JPII GPA POINT TABLE

NUMERIC SEMESTER GRADE VALUE	ON-LEVEL (COLLEGE PREP) CLASS POINTS	HONORS & DUAL CREDIT CLASS POINTS	ADVANCED PLACEMENT CLASS POINTS
97 - 100	4	4.5	5
93 - 96	3.8	4.275	4.75
90 - 92	3.6	4.05	4.5
87 - 89	3.4	3.825	4.25
83 - 86	3.2	3.6	4
80 - 82	3	3.375	3.75
77 - 79	2.8	3.15	3.5



73 - 76	2.6	2.925	3.25
71 - 72	2.4	2.7	3
70	2	2.25	2.5
0 - 69	0	0	0

HOW TO CALCULATE A CUMULATIVE WEIGHTED GPA

Here is an example of how to calculate a student’s cumulative weighted GPA after three semesters at JP II. For each semester numeric grade, assign a number of points to the grade based on the type of class referencing the table above. Add up all of the points. Divide that number by the total amount of classes that received GPA points.

9th Grade Fall Semester

- Theology I: 92 = 3.6 points
- English I Honors: 88 = 3.825 points
- Algebra I Honors: 80 = 3.375 points
- Biology: 79 = 2.8 points
- World Cultures & Geography Honors: 87 = 3.825 points
- Soccer: 100 = does not earn points (athletics - counts for credit, but does not count towards total number of GPA earning classes)
- Mixed Chorus Honors: 98 = 4.5 points
- Professional Communications: 93 = 3.8 points

9th Grade Spring Semester

- Theology I: 90 = 3.6 points
- English I Honors: 85 = 3.6 points
- Algebra I Honors: 83 = 3.6 points
- Biology: 67 = 0 points (still counts towards total number of classes for GPA calculation)
- World Cultures & Geography Honors: 90 = 4.05 points
- Soccer: 100 = does not earn points (athletics - counts for credit, but does not count towards total number of GPA earning classes)
- Mixed Chorus Honors: 97 = 4.5 points
- Health: 85 = 3.2 points

9th Grade Summer School

- Biology: 84 = does not earn points (credit recovery - does not count towards total number of classes for GPA calculation)

10th Grade Fall Semester

- Theology II: 88 = 3.4 points
- English II Honors: 80 = 3.375 points
- Geometry: 91 = 3.6 points
- Chemistry: 87 = 3.4 points
- AP European History: 92 = 4.5 points
- Soccer: 100 = does not earn points (athletics - counts for credit, but does not count towards total number of GPA earning classes)
- Mixed Chorus Honors: 100 = 4.5 points
- Chinese I: 90 = 3.6 points

Total points (74.65) divided by total grade point earning semester classes (21) = 3.55476 GPA
 12 credits (eight ½ credits = 4 credits from each semester) so far to go towards required total for graduation

CLASS RANK

John Paul II High School does not rank all students. JP II meets the requirements of House Bill 588 and ranks the top 10% of each graduating class for admission to state universities. To be ranked, students must have been a JP II student since the beginning of their sophomore year. The top 10% is calculated from the overall weighted cumulative GPA (based on JP II semester grades). At the conclusion of the third quarter of senior year, final class rank for seniors will be determined based on all previous semesters, with the third quarter grade counting as the second semester for calculating purposes. At this point, the Valedictorian (highest cumulative weighted GPA in senior class) and Salutatorian (second highest cumulative weighted GPA in senior class) will be announced. Beginning with the Class of 2025, only students who have attended JP II all four years of high school will be eligible for Valedictorian and Salutatorian. Graduating seniors who have achieved a cumulative weighted GPA of 3.6000 (not rounded) or above will be recognized as an Honor Graduate. The top ten seniors in the class will be honored at a special JP II Senior Top 10 Banquet.



CORRESPONDENCE AND ONLINE CLASSES

Students enrolled in John Paul II High School *may* earn credit for some courses through a JPII online course or a JPII approved source. Students should contact their respective counselor for more information and specific requirements. The student must pay for the cost of the correspondence courses. Correspondence and e-school courses taken for original credit outside of JPII will not earn grade points and are limited to two credits maximum. JPII offers Online Computer Science during the school year, as well as online summer courses listed below which do earn grade points.

SUMMER SCHOOL

A student who fails a semester-long course or a year-long required course must take summer school to redeem credit. If a student fails the second semester of a year-long required course, he/she must retake the second semester in summer school to earn credit. A student who fails the first semester of a year-long required course but passes the second semester with a high enough grade to average a 70% or higher for the year will earn full credit for the course. JPII does not offer summer school classes for credit recovery. Counselors must approve all summer school selections before the classes are taken. If a student takes a class without permission, the school reserves the right to decline to transfer the credit. In order to receive a schedule for the next school year, students should complete required credit recovery courses during the summer after they failed a course.

Students must pay for summer courses. Summer school credit recovery should be taken through a student's home district or another approved program. JPII offers online summer school classes in Health, Professional Communications, and Computer Science for original credit / acceleration. The only summer courses that receive grade points towards a student's GPA are summer school classes taken with JPII faculty and for original credit.

SUBSTITUTIONS FOR CREDIT

Some JPII classes may fulfill the credit requirement for PE, Speech, or Fine Arts. See the graduation requirements table above, as well as the course descriptions in this document, to determine if a substitution can be made.

EXAMS FOR PLACEMENT IN MATHEMATICS AND WORLD LANGUAGES

All incoming freshmen will take the JPII Math Placement Exam. This exam will be administered on specific dates in the spring and summer preceding the student's freshman year. Based on student performance on the exam, JPII will determine appropriate student placement in mathematics.

Incoming freshmen who have some world language classes during middle school or those who have no formal world language experience will be placed in an entry level language class. Students wishing to begin beyond the first year of a world language class will need to request credit-by-examination and receive a passing score to begin at level two or higher.

Incoming transfer students who are 10th-12th graders will be placed in the next level according to their transcript. Interested parents should contact the Department Chair or Counselor for specific information and dates for all placement exams.

ON-LEVEL COURSES

JPII is a college preparatory high school. While some students will opt to participate in honors, dual credit, and/or AP classes, many students will take the school's on-level college preparatory classes. These classes are designed to master essential knowledge and skills, which will prepare students for college entrance exams such as the PSAT, SAT, and ACT and to learn at the collegiate level. If a course is not labeled as honors, dual credit, or AP, it is an on-level college preparatory course.

HONORS/DUAL CREDIT/ADVANCED PLACEMENT COURSES

John Paul II High School offers multiple advanced courses. We encourage all students to consider participation in one or more of these academically challenging courses. There are set guidelines and requirements for enrollment in these courses which may include previous academic performance, successful completion of designated prerequisite courses, ISEE/PSAT/standardized test scores, and instructor recommendations. The instructor of the Honors or AP course, the respective department chair, the Counselor, and the Principal or the Dean of Academics may collectively waive entrance requirements for participation and admit a student to an Honors or AP class on a provisional basis after a meeting with both the student and parent/guardian. Continued participation will depend on the student earning the minimum grade required by each department.

Honors courses are intended to prepare students for Advanced Placement (AP) courses. On-level courses are intended to prepare students for Dual Credit courses. In comparison to traditional coursework, AP and Dual Credit courses take a more challenging approach and demand a higher level of performance by high school students.

Students who take either AP or Dual Credit courses are potentially saving both time and money during post-secondary studies. Students who complete an Advanced Placement course will be required to prepare, pay the testing fee, and take the corresponding AP Exam in May. By earning the AP test score designated as passing by individual universities, an AP student may earn college credit in addition to their high school credit. Students who earn a passing grade in a dual credit course, earn both high school and college credit



simultaneously. Dual Credit students are required to pay for dual credit courses through St. Louis University in addition to their tuition at JPII.

COLLEGE PREPARATION

It is the mission of the JPII Counseling Department to guide and support students and their families through the college search and application process, working closely with the Director of Counseling. JPII works with students as individuals to understand who they are beyond the classroom and to help them find a college that will provide a challenging and comfortable environment for them on all levels. In order to help students begin to understand and prepare for the college process, counselors meet with students in individual academic conferences beginning freshman year and continuing through junior year. The college counseling process begins freshman year as students are encouraged to understand that college preparation is a compilation of their entire high school academic and co-curricular experience. JPII counselors seek to build an open relationship with students and their families in order to understand all of the factors involved as the college list is developed. Their role is to assist and advocate for students and to make sure that choices (including course selections) are informed and appropriate.

CARDINAL SUPPORT SERVICES

JPII aims to support the academic needs of students who face academic challenges and have diagnoses that may affect their learning. Teachers, students, and parents may meet with their counselor and a JPII Learning Specialist to discuss concerns and devise ways and methods to help the student achieve. JPII does not provide Special Education services or create IEPs or 504 plans. However, JPII does create Student Support Plans for students with diagnosed learning differences. In order to receive classroom or testing accommodations at JPII, parents must provide copies of recent professional diagnoses that indicate the specific learning difference, functional limitations, and recommended accommodations. With teachers, counselors, and Learning Specialists assisting with implemented accommodations, the student is expected to be an active partner in their academic success.

TRANSFER STUDENTS

JPII welcomes students transferring from other schools. The Registrar will make a transcript evaluation based on the student's incoming credits. From that document, the student's JPII Counselor and Dean of Academics will work with the student and parent on an appropriate JPII course schedule and graduation plan. Students transferring from a public or non-Catholic private high school will only be expected to complete Theology classes from the time they enter JPII. The JPII Counselor or Director of Admissions may require students to take summer school during the summer prior to transferring to make up any other missing requirements that will not fit in their schedule for their time at JPII. Courses from other schools/programs will not be included in the JPII GPA. Transfer students are not eligible to be Valedictorian or Salutatorian.



JPII COURSE OFFERINGS GUIDE

This guide has been prepared to acquaint you with course selections offered at John Paul II High School and to help you select your courses and programs during your high school career. Students and parents should take time to familiarize themselves with this guide so that students can select those courses which interest them and which will meet graduation requirements.

JPII Counselors are ready to assist in creating a four-year plan and selecting future courses. Any question concerning graduation requirements should be addressed to the student's counselor. Questions concerning course descriptions and content should be addressed to the department chairperson of the respective department of the course in question.

Please note that elective classes may or may not have sufficient enrollment each year for the class to be scheduled. The administration will determine the circumstances under which an elective class is scheduled.



ATHLETICS

John Paul II High School is committed to offering all students a full range of extracurricular athletics. Most sports are either fall, winter, or spring. Students who participate in one or more sports will have their schedules adjusted accordingly throughout the year. Students may only earn one PE credit at a time for athletic classes. Athletic classes do not earn grade points (N).

The only requirement for the first year of athletics is a medical release, but all participants will require a coach's permission for subsequent participation. All athletic programs will involve practices outside of the school day and competitions including some holidays and weekends and may involve additional costs. Students who do not make the competitive athletic teams may remain in the Athletics program as team managers, with the Coach and Athletic Director's approval. These classes will fulfill the 1 credit required for physical education, but not health. Student trainers and managers must attend all practices and games with the athletes to receive credit.

Individual team philosophies and goals can be found on the athletics page under a particular sport. For more information, contact the Athletic office or click [here](#) to access the web page.

ATHLETICS	Course Number	Grade	Credits
CO-ED SPORTS			
Cross Country (Fall 0 Hour)	2018	9th-12th	½
Golf (Fall and Spring, X Hour)	2016	9th-12th	1/2
Swimming	2211	9th-12th	1/2
Tennis (Spring only)	2254	9th-12th	½
Track and Field	2020	9th-12th	1/2
Water Polo (Fall 0 Hour)	2248	9th-12th	½
BOYS' SPORTS			
Baseball	2011	9th-12th	1
Basketball	2024	9th -12th	1
Football	2210	9th-11th	1
Boys' Lacrosse (Spring X Hour)	2118	9th-12th	1/2
Senior Football	2140	12th	½
Soccer	2015	9th-12th	1
GIRLS' SPORTS			
Basketball	2112	9th-12th	1
Cheerleading	2210	9th - 12th	1
Girls' Lacrosse (X Hour)	2119	9th-12th	1/2
Senior Volleyball	2143	12th	½



Soccer	2114	9th-12th	1
Softball	2110	9th-12th	1
Volleyball	2113	9th-11th	1



COMPUTER SCIENCE

The John Paul II High School Computer Science Department provides students with a large selection of computer science courses, preparing students for a wide variety of college majors, including all the STEM programs. Students must complete one year of the same computer science course. All students at John Paul II High School learn coding in one or more programming languages.

Required Courses

(Students must complete 2 semesters of one of the following courses): As an entry-level, required course, students are not expected to have any knowledge of programming (coding) or any of its related topics. Students are expected to have a practical knowledge with computer applications, such as Word Processing, Spreadsheets, Slides Presentations, Email and Web Browsing.

1211 Computer Science 1 (On-Level)

1.0 Credit

9th-12th

Prerequisite: None

This is an entry-level Computer Science course. While the course starts with "the basics" which would include knowledge of personal computers, operating systems, computer evolution, types of networks, the ethical use of computers, and software installation; the main focus of this class is Computer Programming, what many people today refer to as "coding". To that end, there is a major emphasis on logical thinking and problem solving. Students will receive an introduction to the Python programming language and do many programming lab assignments. Topics include Text Output, Simple Data Types, Variables, Graphics, Keyboard Input, Number Formatting, Selection Control Structures, Repetition Control Structures, Nested Control Structures, Random Numbers, Using Procedures & Functions and Libraries, Creating Procedures & Functions and Libraries, Boolean Logic, Compound Conditions, Program Design, The Array Data Structure, String Processing, Sequential Text Files, and Mouse & Key Events.

0214 Computer Science 1 Online (On-Level)

1.0 Credit

11th-12th

Prerequisite: None

This is an entry-level, online Computer Science course. While the course starts with "the basics" which would include knowledge of personal computers, operating systems, computer evolution, types of networks, the ethical use of computers, and software installation; the main focus of this class is Computer Programming, what many people today refer to as "coding". To that end, there is a major emphasis on logical thinking and problem solving. Students will receive an introduction to the Python programming language and do many programming lab assignments. Topics include Text Output, Simple Data Types, Variables, Graphics, Keyboard Input, Number Formatting, Selection Control Structures, Repetition Control Structures, Nested Control Structures, Random Numbers, Using Procedures & Functions and Libraries, Creating Procedures & Functions and Libraries, Boolean Logic, Compound Conditions, Program Design, The Array Data Structure, String Processing, Sequential Text Files, and Mouse & Key Events. Students learn at their own pace from recorded lesson videos. Students can still see their teacher, in person, before or after school to get help or to take tests/exams. This course is excellent for the self-motivated student who wants the experience of an online course outside the normal class structure. This course may also assist students who have schedule conflicts and benefit from the flexibility of an online course.

1212 Computer Science 1 Honors

1.0 Credit

9th-12th

Prerequisite: Algebra I Honors or Instructor Approval

This is an entry-level Computer Science course. Since this is an "Honors" class, it will go at a faster pace than the "Regular" class so more topics can be covered. While the course starts with "the basics" which would include knowledge of personal computers, operating systems, computer evolution, types of networks, the ethical use of computers and software installation; the main focus of this class is Computer Programming, what many people today refer to as "coding". To that end, there is a major emphasis on logical thinking and problem solving. Students will receive an introduction to the Python programming language and do many programming lab assignments. Topics include Text Output, Simple Data Types, Variables, Graphics, Keyboard Input, Number Formatting, Selection Control Structures, Repetition Control Structures, Nested Control Structures, Random Numbers, Using Procedures & Functions and Libraries, Creating Procedures & Functions and Libraries, Boolean Logic, Compound Conditions, Program Design, The Array Data Structure, String Processing, Sequential Text Files, and Mouse & Key Events. Additionally, the Honors course adds the topics: Flexible Subroutines, Shadowing, Keyword Argument Passing, Bitwise Operations, Number Systems, Dictionaries, Lists, Tuples, 2D & 3D Arrays, List Comprehension, Generators, Searching Algorithms, Sorting Algorithms, Exception Handling, and an Introduction to Recursion. Students with a good understanding of all of these topics will have the opportunity to take the PCEP (Certified Entry-Level Python Programmer) Certification Exam.

0215 Computer Science 1 Honors Online

1.0 Credit

9th-12th

Prerequisite: Algebra I Honors or Instructor Approval

This is an entry-level online Computer Science course. Since this is an "Honors" class, it will go at a faster pace than the "Regular" class so more topics can be covered. While the course starts with "the basics" which would include knowledge of personal computers, operating systems, computer evolution, types of networks, the ethical use of computers and software installation; the main focus of this class is Computer Programming, what many people today refer to as "coding". To that end, there is a major emphasis on logical



thinking and problem solving. Students will receive an introduction to the Python programming language and do many programming lab assignments. Topics include Text Output, Simple Data Types, Variables, Graphics, Keyboard Input, Number Formatting, Selection Control Structures, Repetition Control Structures, Nested Control Structures, Random Numbers, Using Procedures & Functions and Libraries, Creating Procedures & Functions and Libraries, Boolean Logic, Compound Conditions, Program Design, The Array Data Structure, String Processing, Sequential Text Files, and Mouse & Key Events. Additionally, the Honors course adds the topics: Flexible Subroutines, Shadowing, Keyword Argument Passing, Bitwise Operations, Number Systems, Dictionaries, Lists, Tuples, 2D & 3D Arrays, List Comprehension, Generators, Searching Algorithms, Sorting Algorithms, Exception Handling, and an Introduction to Recursion. Students with a good understanding of all of these topics will have the opportunity to take the PCEP (Certified Entry-Level Python Programmer) Certification Exam. Students learn at their own pace from recorded lesson videos. Students can still see their teacher, in person, before or after school to get help or to take tests/exams. This course is excellent for the self-motivated student who wants the experience of an online course outside the normal class structure. This course may also assist students who have schedule conflicts and benefit from the flexibility of an online course.

1216 Computer Science 1 Online Summer School (On-Level & Honors) 1.0 Credit 9th-12th

Prerequisite: None

This is an entry-level, online Computer Science course, taken during the Summer months of June and July which covers the exact same material as either Course# 1211, Computer Science 1 (Regular) or Course# 1212, Computer Science 1 Honors. Students who choose to do ALL of the extra "Honors Only" assignments in addition to the "Regular" assignments will get credit for Computer Science 1 Honors. Students who only complete the "Regular" assignments will get credit for Computer Science 1 (Regular). Students learn at their own pace from recorded lesson videos. Students can still see their teacher via Zoom at designated times to get help or to take exams. The self-paced nature of the class is designed to allow flexibility for students who have family trips or other activities during the summer. This course is excellent for the self-motivated student who wants the experience of an online course outside the normal class structure. This course may also assist students who have schedule conflicts and benefit from the flexibility of an online course.

ELECTIVE COURSES

1213 AP Computer Science A 1.0 Credit 10th-12th

Prerequisite: Computer Science 1 Honors

This computer science course is the equivalent to the typical college-level first computer science course for a STEM major. The main focus of the course is on Object Oriented Programming using the Java programming language. The course has a sequence of ten topics: Primitive Types, Using Objects, Boolean Expressions & Decisions, Iteration, Writing Classes, 1D Static Array, 1D Dynamic ArrayList, 2D Static Array, Inheritance & Polymorphism and Recursion. Students will do many programming lab assignments both individually and in collaboration with other students. The AP Examination consists of two parts: Section I: There are 40 multiple-choice questions on any of the listed topics. Section II : Four free-response questions in each of the following topics: Methods & Control structures, Classes, Array & ArrayList, 2D Array. In preparation for this course, students are expected to read the first 3 chapters of the AP Computer Science A textbook and complete written exercises at home during the summer.

1254 AP Computer Science Principles 1.0 Credit 11th-12th

Prerequisite: Computer Science 1 or Computer Science 1 Honors

This course highlights the relevance of computer science by emphasizing the vital impact advances in computing has on people and society. By focusing the course beyond the study of machines and systems, students also have the opportunity to investigate the innovations in other fields that computing has made possible and examine the ethical implications of new computing technologies. Students will study Computer Science in five Big Ideas, which are Creative Development, Data, Algorithms & Programming, Computer Systems & Networks and Impact of Computing. The AP Examination consists of two parts: Section I: There are 70 multiple-choice questions on any of the listed topics. Section II: Turn in a Create Performance Task, which is a functional program using the Python language. Students will get 9-hours in class to complete the program assignment. During the AP Computer Science Exam, students will answer 4 questions about the Create Performance Task, which are Program Design, Function & Purpose, Algorithm Development, Errors & Testing, Data & Procedural Abstraction. In preparation for this course, students are expected to read the first 3 chapters of the AP Computer Science Principles textbook and complete written exercises at home during the summer.

1292 Robotics 1 Honors (Fall Only) 0.5 Credit 10th-12th

Prerequisite: Computer Science 1 or Computer Science 1 Honors

Students will be introduced to the concepts of Engineering and Robotics. Students will also be introduced to Computer Aided Design (CAD) and use it to "build", render and animate a virtual robot. Students will then build that same robot physically with provided step-by-step instructions using an erector-style VEX Robotics kit. Finally, student will learn to program both physical and VR simulated robots using the graphical programming language, VEXcode Blocks. The programming concepts covered will include Moving the Robot, Displaying information on the Robot's screen, Variables, Control Structures, Sensor Input, MyBlocks, 1D & 2D Lists, and Algorithms.

**1293 Robotics 2 Honors (Spring Only)****0.5 Credit****10th - 12th**

Prerequisite: Robotics 1 Honors

Students will continue to learn more advanced Engineering, Robotics and Programming concepts while they design, build and program multiple competition style robots that perform specific **predefined** tasks. The building of the robots this semester will be without step-by-step directions since the students are building robots of their own design. The programming of these robots will be with the “text” style language, VEXcode Python. Students will also learn about Drivetrain Design and Configurations, Torque, Stabilizing Robot Movement via Inertial Sensors, Mechanical Advantage, Lifting Mechanisms, Systems Integration, and the Testing & Iteration Process. A considerable amount of time will be spent on the planning and construction of the Competition Robot.

While both **Game Development with Unity** and **Advanced Graphics Programming Honors** are classes whose main focus is the creation of video games, there are some important differences which are illustrated in the chart below:

Course Comparison	Game Development with Unity	Advanced Graphics Programming Honors
Prerequisite	Computer Science I	AP Computer Science A
Method of Game Creation	Unity Game Development Engine	Java Programming Code
Main Focus	The Design Aspect of Video Game Creation	The Programming Aspect of Video Game Creation
Target Audience	Students with a desire to learn how to create video games	Students with a desire to learn how to create video games and plan to major in CS in college

1294 Game Development with Unity**1.0 Credit****10th-12th**

Prerequisite: Computer Science 1 or Computer Science 1 Honors

This game development elective class is designed to teach you about the various roles in video game development and design and learn the tasks required of these roles. This class is for anyone whose interests include programming, scripting, art design, sound design, ui, creative direction, world building, and the development workflow pipeline. You will learn how to use the Unity game development engine to create 2D and 3D experiences. After learning the basics by modifying example games, the second semester will culminate in the creation of a game. The class will include the option to take the official Unity User Certification Exam for a head start on advanced qualifications for a future in game design.

1258 Advanced Graphics Programming Honors**1.0 Credit****11th-12th**

Prerequisite: AP Computer Science A

This is our most advanced class. In this class, students learn the programming concepts necessary to create video games from scratch using the Java programming language. After a quick review of Graphics Commands, the programming concepts covered include: Converting Applets to Applications, Text Files, Exception Handling, Image Files, Audio Files, Mouse & Key Listeners, Polygon Math, Virtual Memory, Graphics2D & Related Classes, Creating Components, Making Components Interactive, Stacks & Queues, Introduction to Artificial Intelligence, Fractals, Floodfill, Multithreading, 3D Graphics, and a thorough Review of Object Oriented Programming as students create video games like Typocommand, Dutch Solitaire and Tetris. Students will do many programming lab assignments both individually and in collaboration with other students. Students will also spend a considerable portion of the second semester working in a group on their Video Game Project.



ENGLISH

Created with the national standards, the English curriculum is designed both to prepare students for college and to foster in them the lifelong practice of reading and writing. Addressing the Catholic social teachings, each course develops reading, writing, speaking, and critical thinking skills, while integrating technology in a transparent way to support instruction in writing and research. Writing is taught as a recursive process that incorporates the stages of organizing, drafting, revising, and editing. Each student maintains a writing portfolio that is reviewed and reflected on periodically. Appropriate time is spent on grammar and vocabulary at every level. Students must complete four years of English and one semester of speech. All English courses require summer reading and annotating.

0111 English I

1 Credit

9th

Prerequisite: None

This course focuses on the theme of the hero's journey. The curriculum introduces the writing process at the paragraph level, progressing to full-length essays in the second semester. Grammar, sentence construction, and vocabulary are integrated into the reading and writing process. Students will read, discuss, and write about texts from mythology, drama, fiction, and memoir in order to start thinking at an analytical and critical level. Students practice building reading stamina by reading outside of class.

0112 English I Honors

1 Credit

9th

Prerequisite: ISEE Scores as Determined by the Department

Also focusing on the theme of the hero's journey, this course introduces the writing process, reviews grammar, and incorporates vocabulary at a more sophisticated level than English I. Discussion and analysis of texts is lengthier and more complex and often leads to Advanced Placement work in upper-division English. Students read and write extensively both inside and outside of class.

0123 English II

1 Credit

10th

Prerequisite: English I

The focus of this course is the exploration of the human condition through literature, emphasizing such Catholic social teachings as the dignity of the person, human rights and responsibilities, and participation in family life and community, while challenging students to make a difference in the world. Reinforcing the stages of the writing process, the curriculum emphasizes thesis-driven essays in the descriptive, analytical, and persuasive modes. In addition to works of drama and fiction from many countries of the world, students encounter multicultural poetry and non-fiction including the opportunity to write and research on a selected topic.

0124 English II Honors

1 Credit

10th

Prerequisite: English I Honors

In addition to the English II criteria, the language and composition study in this course will occur at a more sophisticated level and prepare the students for the rigors of AP or dual credit college level courses. More complex thinking about literature as well as its connections with real-world issues occurs through writing literary analysis and text based discussion. Students will read and write extensively both inside and outside class; nightly homework should be expected.

0135 English III

1 Credit

11th

Prerequisite: English II

This course examines the American myth - its origins, evolution, challenges, and future - while exploring the Catholic social teachings of the dignity of the worker, options for the poor and vulnerable, and community solidarity in a materialistic culture. In writing, students are taught to refine their skills in such forms as character analysis, videography, argumentation, and research. In literary study, students are encouraged to analyze texts as reflections of, as well as influences on, their cultural and historical place in American society.

0136 AP English III Language and Composition

1 Credit

11th

Prerequisite: English II Honors

Advanced Placement Language and Composition focuses on the analysis of challenging fictional and nonfictional texts through college-level writing tasks. Students learn to analyze modes (to inform, to persuade, to criticize) of discourse through reading classic works of American literature. In addition to rhetorical analysis, writing tasks include construction of an argument, use of persuasive evidence, and persuasive synthesis of research. Students are required to take the AP Language exam in May.

DC0160 Dual Credit English 1500

0.5 Credit

11th - 12th

Prerequisite: Teacher Recommendation/Test Score/Grade in Prior English class/Application

Dual Credit English 1500 develops effective personal and expository prose writing skills, including methods of invention, organization, audience analysis, and style. This course focuses on the compositional process.



DC0161 Dual Credit English 1900**0.5 Credit****11th - 12th**

Prerequisite: DC0150 Dual Credit English 1500

In Dual Credit English 1900, students study complex structures of language including its logical and persuasive possibilities.

0147 English IV:Gothic and Science Fiction Literature**1 Credit****12th**

Prerequisite: English III

In Gothic Literature (fall semester), students will learn how some of the world's greatest authors from the 19th century through today use Gothic elements not only to entertain readers with a chilling tale but tackle serious issues such as class and social injustice. The themes of terror versus horror, the power of the supernatural, the feelings of isolation and loneliness, and the struggle between good and evil are just a few of the subjects explored in this course. In Science Fiction (spring semester), students will learn how technological advancement and the desire to understand what lies beyond our world can be wonderful and exciting, but it can also be dangerous, and expose the consequences of mankind's hubris. The themes of space travel, time travel, and encounters with alien life forms are just a few of the subjects explored in this course. This year-long course is designed for a student who has a deep interest in Gothic and Science Fiction, and is an independent reader, is self-motivated and organized, is able to make connections (using critical thinking skills) between their own life/the modern world and literature, and can express their understanding of literature through written assignments, discussions, presentations, and creative projects.

0148 English IV:Dystopian Literature and Poetry**1 Credit****12th**

Prerequisite: English III

In Dystopian Literature (fall semester), students will learn how this type of speculative fiction depicts societies in a state of decline through the exploration of themes such as the control of technology, oppressive governmental systems, and environmental decay. Discover how authors of the past predicted our present reality and how today's writers see the future. In Poetry (spring semester), students will experience and analyze great classic poets and modern writers viewing their verse through many different lenses. This year-long course is designed for a student who has a deep interest in Dystopian Literature and poetry, and is an independent reader, is self-motivated and organized, is able to make connections (using critical thinking skills) between their own life/the modern world and literature, and can express their understanding of literature through written assignments, discussions, presentations, creative writing, and creative projects.

0149 English IV: Memoir and Historical Fiction**1 Credit****12th**

Prerequisite: English III

In Memoir (fall semester), students will experience the lives of people who have persevered through tremendous odds. Students will also discover the elements involved in the craft of vivid storytelling. In Historical Fiction (spring semester), students will learn about factual history through a fictional narrative. This year-long course is designed for a student who has a deep interest in history and the human condition, and is an independent reader, is self-motivated and organized, is able to make connections (using critical thinking skills) between their own life/the modern world and literature, and can express their understanding of literature through written assignments, discussions, presentations, creative writing, and creative projects.

148 AP English IV Literature and Composition**1 Credit****12th**

Prerequisite: English III AP

Advanced Placement English Literature assumes a commitment on the part of students for engagement with lengthy readings, as well as responsibility for frequent writing assignments. The course challenges students with the close reading of literary works of recognized merit from British literature and contemporary literature from the English-speaking world. Through college-level study, students sharpen their awareness of the multiplicity of language and deepen their understanding of universal themes discerned in the works of such writers as Shakespeare, Joyce, and Bronte. Writing assignments focus on the textual analysis of prose and poetry, as well as application of critical theory to literature. Students are required to take the AP Literature exam in May.

DC0162 Dual Credit English 2350**0.5 Credit****12th**

Prerequisite: Dual Credit English 1301 and 1302

Dual Credit English 2350 introduces literary study within the context and theme of Faith and Doubt. Through the reading of a wide variety of genres - including drama, poetry, and fiction - this course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing.

DC0163 Dual Credit English 2750**0.5 Credit****12th**

Prerequisite: Dual Credit English 2350

Dual Credit English 2750 introduces literary study within the context and theme of Film and Culture. Through the reading of a wide variety of genres - including drama, poetry, and fiction - the course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing.



0311 Professional Communications**0.5 Credit****9th - 12th**

Prerequisite: None

The Professional Communications class is a skills development course where students learn and develop skills needed to be an effective communicator in a variety of professional settings. They will be evaluated on a variety of speaking assignments, using different speaking formats, i.e., impromptu speaking, interviewing, informative speaking, presentations with visual/technology tools, as well as group and partner projects. In order to develop these skills, the students are introduced to the basics of speech construction including introductions, outlining, structure types, persuasive appeals, language strategies, conclusions, and delivery styles. Furthermore, students will explore personality and organizational styles, effective interpersonal communication, and the foundations of communication science. This course fulfills the speech graduation requirement.

AP CAPSTONE PROGRAM**0360 AP Seminar****1 Credit****10th - 12th**

Prerequisite: English honors/AP or teacher recommendation

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The course culminates in a collaborative project and presentation, an individual research-based essay and presentation, and a written examination.

0361 AP Research**1 Credit****11th - 12th**

Prerequisite: AP Seminar

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

ENGLISH ELECTIVES**0210 Mass Communications 1****0.5 Credit****9th-12th**

Prerequisite: None

Beginning students will obtain an overview of communication history, media law and ethics before learning and practicing the basics of information gathering, interviewing and content presentation. Students will then apply basic skills to developing content for video (web, TV, cable, social media), audio (podcast, radio), and print (newsletter, newspaper, social media posted, web site). Students will also assist in broadcast activities of the honors class.

0211 Mass Communications Honors**0.5 Credit****9th-12th**

Prerequisite: Mass Communications 1

In coordination with the school's communication and media needs, students will produce content that will include live broadcasts of events through JPII social media platforms, pre-recorded announcements and shows, podcasts, photo galleries and multi-platform promotions. Students will have the opportunity to apply skills in front of a camera, behind a camera and in other production roles. Opportunities may exist for students to develop special projects.

0222 Yearbook I**1 Credit****9th - 12th**

Prerequisite: None

Students will spend the first 4-6 weeks of the course learning the basics of photography, information gathering, writing content and design basics. Once completed, students will be folded into the active building of the yearbook. Students may focus in on photography, content developing/editing, or design – or they may continue to develop skill in a mix of all three. Yearbook 1 and Yearbook Honors students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s).



0232 Yearbook Honors**1 Credit****10th - 12th**

Prerequisite: Yearbook I

This class focuses on the active building of the yearbook. Students may focus in on photography, content developing/editing, or design – or they may continue to develop skill in a mix of all three. Yearbook 1 and Yearbook Honors students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s).

0242 The Gospels as Journalism (NEW)**0.5 Credit****9th - 12th**

Prerequisite: None

How do the Gospel writings of Matthew, Mark, Luke and John stack up as a form of journalistic reporting? The Gospels used eyewitness accounts of the writers, secondary sources, historical references, facts, event details, and other information that we find in modern reporting. In addition, each Gospel was written to a specific target audience. Students will read and analyse all four Gospels through a journalistic lens. Through journal reflection, written analysis, and group discussion, students will compare and contrast accounts the Gospels share, identify accounts that are not included in some Gospels, corroborate reports, check for accuracy, and seek out possible biases. Students are required to have a PRINTED copy of the Bible with them in class in one of the following translations: NAB-RE, NRSV-CE, KJV, NKJV, NASB or ESV.

DEBATE AND ACADEMIC COMPETITION COURSES**0341 Academic Octathlon Honors****1 Credit****9th - 10th**

Prerequisite: None

0343 Academic Decathlon Honors**1 Credit****11th - 12th**

Prerequisite: None

Academic Decathlon is a varsity team competition; Academic Octathlon is the junior varsity team competition. All students are tested in Art, Economics, Language and Literature, Mathematics, Music, Science, Social Science and write expressive, well-developed essays. Decathlon students will develop abilities to make both prepared and impromptu speeches, and respond orally to professional interviews. Winning teams advance through the regional and state levels of competition, with the opportunity to represent the State of Texas at the National Competition. The courses are limited to students selected by the coaches to participate in Decathlon. Students should expect to spend many additional hours after school and on weekends preparing for the competition and all students are expected to compete at all contests. Students who take Academic Decathlon for the full year will meet their speech graduation requirement. Participants may use the Academic Decathlon and Octathlon courses to fulfill one fine arts credit required for graduation. Academic Decathlon may also be used to fulfill a ½ speech credit and ½ elective credit. Students may not receive fine art credit and speech/elective credits during the same year.

0322 Debate I**1 Credit****9th - 12th**

Prerequisite: None

Students learn to research and write persuasive arguments, to listen and question opponents effectively, and to think critically. The course will cover three debate formats while emphasizing the basics of public speaking: Public Forum, which involves teams of two debating current events, Congressional, which is modeled after the U.S. Congress and involves students writing and debating legislation, and Lincoln-Douglas, which involves one-on-one debates focused around ethics and values. Students in debate come to thoroughly understand both sides of an issue, having researched each extensively, and learn to think critically about every argument that could be made on each side. Debate requires genuine engagement with domestic and international politics, and a willingness to conduct advanced research. Students who take debate for the full year will meet their speech graduation requirement. Debate is a co-curricular class and student grades will be partially based on outside participation in addition to classroom work. Students are expected to attend four interscholastic tournaments, each of which will take place over a Friday evening and a full day on Saturday. Students will join the NSDA Honor Society. Student fees for tournament competition are required.

0323 Debate Honors**1 Credit****10th - 12th**

Prerequisite: Debate I, Instructor Approval

Honors Debate builds on the fundamentals of Debate 1 and continues to develop speech and debate skills in a student-inquiry driven environment. Honors Debate students are expected to deepen their commitment to competitive speech and debate events and become active within the leadership of the JPII Speech and Debate Team. Honors Debate is a co-curricular class and student grades will be partially based on outside participation in addition to classroom work. Honors students are expected to serve as a peer tutor and mentor new speech and debate students. Honors Debate requires more preparation work than Debate 1 as students began to explore



advanced concepts in speech and debate. Honors students, under the guidance of the classroom teacher or coach, enjoy an increased latitude of freedom of research and competition selection. Honors students will engage in primary document selection, philosophical readings, advanced case preparation, and learn the basics of judging speech and debate competition. Upon completion of the honors course students will be given the NSDA Honor Code to wear at graduation. Student fees for tournament competition are required.



FINE ARTS

John Paul II High School strives to teach all fine art classes using the national standards to ensure a strong understanding of the Arts. Included with the national standards are our Catholic Social Teachings. All students must earn one credit in fine arts in order to graduate. The Fine Arts Program at John Paul II High School consists of Performing and Visual Arts. For certain subjects, students must follow a prescribed path of study, which is listed below. The goal of the Fine Arts Program is to provide students with a well-rounded education in any fine arts discipline they choose to follow at John Paul II High School.

VISUAL ARTS COURSES

Visual Art represents a body of content that utilizes both the cognitive and affective domains of the brain. Creative expression through visual art develops problem-solving skills and cultivates critical thinking. The visual art classes are organized into 2D (Two-Dimensional Media) and 3D (Three-Dimensional Media) courses. Two-dimensional art consists basically of drawing and painting. Three-dimensional art consists basically of sculpture and ceramics. To receive the 1 Credit that fulfills the graduation requirement, *one complete year of fine art needs to be completed.*

1412 Art I 2D

0.5 Credit

9th - 12th

Prerequisite: None

Art I 2D is a one-semester course that introduces students to the basics of two-dimensional art. Students will study the elements and principles of two-dimensional design and color theory and will produce drawings and paintings utilizing all the skills they have learned throughout the semester. Through projects utilizing 2D media, students will explore the elements of art and principles of design while developing basic technical skills and creative problem-solving abilities. The course will seek to develop the ability of the student to evaluate their own work as it relates to the elements and principles of design and craftsmanship.

1414 Graphic Design and Illustration I

1 Credit

9th - 12th

Prerequisite: None

This course introduces students to the field of graphic design, exploring its applications in areas like logos, illustrations, branding, and product design. Students will learn key design elements, techniques, and vocabulary while working with industry-standard tools such as Photoshop, Illustrator, and Indesign. The course emphasizes using digital applications as a primary design tool, investigates the role of graphic design in society, and explores potential career opportunities in the field. Students will develop creative solutions to design challenges through hands-on projects and digital media. The Fall semester of Graphic Design will earn a ½ credit of Fine Arts and can be taken as an alternative to Art I 2D. The Spring semester will earn a ½ credit as a general elective.

1413 Art I 3D

0.5 Credit

9th - 12th

Prerequisite: None

In Art I 3D students will work with various three-dimensional media (sculpture and ceramics). Students will also study the elements and principles of three-dimensional design and will produce sculptures and ceramics utilizing the various methodologies of each such as additive and subtractive sculpture and Pinch, coil, and slab ceramic construction. This course will seek to develop the ability of the student to evaluate their own work as it relates to the elements and principles of design, and craftsmanship.

1421 Art II 2D Honors

1 Credit

10th - 12th

Prerequisite: Art I 2D or Graphic Design & Illustration I

In Art II 2D Honors students will work in a variety of drawing media such as pencil, charcoal, colored pencil, ink, and pastel. They will experience the use of both opaque and transparent painting media and collage. Art II 2D Honors is a full year course (two sequential semesters) that focuses on furthering the skills and techniques learned in Art I. Students will explore more advanced techniques in drawing, painting, and other two-dimensional media while developing critical thinking and problem-solving skills.

1423 Art II 3D Honors

1 Credit

10th - 12th

Prerequisite: Art I 3D, Art I 2D or Graphic Design and Illustration I, and Instructor Approval

In Art II 3D Honors students will work in a variety of sculpture media and produce sculpture using additive and or subtractive methods and assemblage. They will expand their skills in hand building ceramics and make more complex ceramic forms. Students will be introduced to wheel throwing (making pottery on the potter's wheel).

1433 Art III 3D

1 Credit

11th - 12th

Prerequisite: Art II 3D Honors

The students in Art III 3D will have an opportunity to learn new skills and techniques. Students will have individualized choices in media and assignments as they explore preferences and begin to develop their own visual voice. Students will continue to evaluate their own work and the work of other artists.



1435 Art III 2D Honors**1 Credit****11th**

Prerequisite: Art II 2D and Instructor Approval

Art III 2D Honors is an advanced course that prepares students for the rigor of college-level art studies. Students will refine their technical skills, experiment with various 2D media, and will create artwork based on personal artistic concepts.

1436 Art III 3D Honors**1 Credit****11th**

Prerequisite: Art II 3D and Instructor Approval

Art III 3D Honors students will be specifically engaged in the production of work destined to be a part of the Sustained Investigation Section of the AP portfolio. This course will allow the AP bound student to start on the completion of 15 images, works of art and design and process documentation that is required for the AP portfolio submission. The student can explore and narrow the theme for the sustained investigation they will complete during the AP Studio Art course.

1442 AP 2D Art and Design**1 Credit****12th**

Prerequisite: Art III Honors and Instructor Approval

AP 2-D Art and Design is an introductory college-level course. Students refine and apply 2-D skills to ideas they develop throughout the course. Students will produce a portfolio of work that will be submitted to the College Board and will be evaluated as the AP exam for the course. All portfolios will allow students to submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision.

1444 AP 3D Art and Design**1 Credit****12th**

Prerequisite: Art III Honors and Instructor Approval

In AP 3D Art and Design the students will produce a portfolio of work that will be submitted to the College Board and will be evaluated as the AP exam for the course. All portfolios will allow students to submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision.

1446 AP Drawing**1 Credit****11th – 12th**

Prerequisite: Art III Honors and Instructor Approval

In AP Drawing students refine and apply drawing skills to ideas they develop throughout the course. The students will produce a portfolio of work that will be submitted to the College Board and will be evaluated as the AP exam for the course. All portfolios will allow students to submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision.

1447 Principles of Architecture**1 Credit****10th-12th**

Prerequisite: One Year of Visual Art and Instructor Approval

Principles of Architecture provides an overview of the history of architecture, drafting methods and practices, model making , computer aided drafting, interior design, and project based teamwork

VOCAL AND INSTRUMENTAL ARTS COURSES

The music program at John Paul II High School has the opportunity to give students a strong foundation in music history and in the knowledge and technical skills of musical performance. Substantive music education is capable of engendering the depth of understanding and personal commitment required for students to sustain meaningful, lifelong relationships with music—as appreciators or musicians. The goals for the students in John Paul II High School’s music education programs include: demonstrating an understanding of the components of artistic performance; understanding elements of music, such as melody, harmony, rhythm, and pitch, as they are used in musical composition, analysis, and performance; listening to and participating in music as audience members and learning to make informed choices about music and musical performances; demonstrating an understanding of the roles and significance of music in various cultures and historical periods; and utilizing musical knowledge and skills in work and vocations after school.

1550 Instrument Ensemble: Piano**1 Credit****9th - 12th**

Prerequisite: Instructor Approval

This course is focused on continually developing the fundamental skills of piano playing for all students through exercises in technique, music theory, and music reading. Students will also be assigned various musical pieces throughout the duration of the course to supplement their lessons as needed on an individual basis.

1511 Instrument Ensemble: Piano Honors**1 Credit****11th - 12th**

Prerequisite: Instructor Approval

In this specialty class, students who have taken two years of Instrumental Ensemble: Piano will further develop their piano playing



skills. This class is for intermediate to advanced students. Technical skills will be further developed through the study of Czerny and Hanon piano exercises as well as in depth study of the Major and minor scales. Repertoire will include Inventions and early pieces by Bach, Sonatinas and Sonatas as well as other pieces from various historical periods. Most repertoire will be chosen from the UIL Prescribed Music List so as to meet competition requirements. Students will perform in multiple on-campus recitals as well as other adjudicated festivals and competitions so as to develop their skills as a solo performer. Students are expected to take the TMTA Theory Test in the Spring Semester. Formal concert attire is required.

1513 Concert Band

1 Credit

9th - 10th

Prerequisite: None

This course is designed for students who have the ability to perform at the novice level, during their freshman and sophomore year, on any band instrument in the areas of technical ability, sight-reading, and audio perception. Students will continue to develop their technical ability and musicianship through the rehearsal and performance of the concert band and marching band literature. All students with previous band experience should be placed in this course. Performances will include marching band, concerts, contests and solo and ensemble contests. The fall semester will earn ½ Credit PE waiver. To receive PE waiver for the fall semester, the student must remain in Concert Band for the full year.

1512 Concert Band Honors

1 Credit

11th - 12th

Prerequisite: Instructor Approval

This course is designed for students who have the ability to perform above the novice level during their junior and senior year on any band instrument in the areas of technical ability, sight-reading, and audio perception. To be enrolled in Concert Band Honors, students must have taken two years of Concert Band. Students will continue to develop their technical ability and musicianship through the rehearsal and performance of the concert band and marching band literature. All students with previous band experience should be placed in this course. Performances will include marching band, concerts, contests and solo and ensemble contests.

1514 String Orchestra

1 Credit

9th -10th

Prerequisite: None

This course is designed for the freshmen and sophomore students who have the ability to perform in the areas of technical ability, sight-reading, and audio perception. Students will continue to develop their technical ability and musicianship through the rehearsal and performance of the most demanding and concert literature. Performances will include concerts, contests and solo and ensemble contests. Students with previous orchestra experience should enroll in this course

1515 String Orchestra Honors

1 Credit

9th - 12th

Prerequisite: Two Years of String Orchestra or Instructor Approval

This course is designed for the advanced instrumental student who has proven through audition the ability to perform at an advanced level in the areas of technical ability, sight-reading, and audio perception. Students will continue to develop their technical ability and musicianship through the rehearsal and performance of the most demanding and concert literature. Performances will include concerts, contests and solo and ensemble contests. Students with previous orchestra experience should enroll in this course

1554 Music Appreciation

1 Credit

11th - 12th

Prerequisite: None

Music Appreciation is a course which surveys the history of American popular music from 1920 to the current day. Students will be introduced to the basics of popular music from George and Ira Gershwin, Elvis Presley and the Beatles, the 70's and disco, punk, grunge, metal, funk, soul, rhythm and blues, and rap.

1654 Mixed Chorus

1 Credit

9th - 10th

Prerequisite: None

This course is a dynamic, collaborative performance-based vocal ensemble designed for students in grades 9th and 10th, offering an enriching experience in choral music. In this course, students will develop their vocal technique, sight-reading skills, and music theory knowledge while exploring a variety of musical genres, from classical to contemporary works. The class will focus on building vocal harmony, blend, and musicianship through group singing. Students will participate in various performances ranging from All-School Mass to TPSMEA Choir Contest. Individual competition will be optional. Formal concert attire is required.

1655 Mixed Chorus Honors

1 Credit

11th - 12th

Prerequisite: Two Years of Mixed Chorus or Instructor Approval

This course is focused on continually developing the choral student through collaborative singing in an ensemble setting. Students will participate in various ensemble competitions and performances throughout the year, ranging from All-School Mass to TPSMEA Choir Contest. Vocal skills will also be developed through various technical, aural, and sight-singing exercises. Further opportunities for



performance and competition are offered to students throughout the year on an individual basis. Formal concert attire is required. Individual competition will be required. Formal concert attire is required.

1656 Introduction to Music Production

1 Credit

11th-12th

Prerequisite: Instructor Approval

This course uses project-based learning to explore various approaches to writing and recording music in a digital format. Topics include fundamentals of composition, studio performance, tracking, editing, mixing audio as well as the standard hardware and software required for this process. Students will be required to create a portfolio of completed works on which they contributed.

THEATRE ARTS COURSES

Theatre is a discipline that embraces all of the Arts: performance, music, dance, art, and design. The goal is to provide students with skills that will carry them through life and help them gain an appreciation for creative interpretation and practical application of theatrical elements. Students will apply skills developed in class to carry a play from script to stage. Straight plays, musicals and children's theatre will be explored through theatrical styles. Students will learn to think outside of the box, problem-solve and express themselves through the creative process. The casts and crews use performance and technical skills to work toward a standard of excellence for each performance.

1711 Theatre Arts

1 Credit

9th - 12th

Prerequisite: None

This course is designed as a survey in the fundamentals of theatre production including the role of the actor in the interpretation of dramatic literature, the development of the physical theatre, theatre history, and dramatic literature. The student is also involved in the physical and mental processes of learning to act with an emphasis on interpretation, body movement, and characterization. Subsequent years focus on the extension of the students' knowledge in the principles of acting, comedic and dramatic theory, stagecraft, advanced movement, experience in a scene and/or play production, critique, and refinement of techniques.

1712 Technical Theatre I (Semester)

0.5 Credit

9th - 10th

Prerequisite: Instructor Approval

In Technical Theatre, Students are exposed to basic principles of theatrical design, such as unity, balance, proportion, and color. Students explore their understanding by building three-dimensional models of sets and scenery; drafting floor plans; and drawing set elevations. The basics of sound, lights and set design are integrated into taking the play from script to the technical elements of the play. Students are involved with production/performance tasks such as crew assignments, stage managing, backstage, lights, sound, props, costumes, and makeup.

1713 Technical Theatre I

1 Credit

9th - 12th

Prerequisite: None

In Technical Theatre, Students are exposed to basic principles of theatrical design, such as unity, balance, proportion, and color. Students explore their understanding by building three-dimensional models of sets and scenery; drafting floor plans; and drawing set elevations. The basics of sound, lights and set design are integrated into taking the play from script to the technical elements of the play. Students are involved with production/performance tasks such as crew assignments, stage managing, backstage, lights, sound, props, costumes, and makeup.

1723 Technical Theatre II - IV

1 Credit

10th -12th

Prerequisite: Technical Theater I or Instructor Approval

In Technical Theatre 10th- 12th, Students continue to study the principles of theatrical design, such as unity, balance, proportion, and color based on the shows that are in production. Students explore their understanding by building special projects that are show specific. The basics of sound, lights and set design are integrated into taking the play from script to the technical elements of the play. Students are involved with production/performance tasks such as crew assignments, stage managing, backstage, lights, sound, props, costumes, and makeup.

1735 Theatre Production

1 Credit

9th - 12th

Prerequisite: None

This course provides a laboratory learning experience for the exploration, development, and synthesis of all elements and components of the theatre through performance activities. Students study advanced movement, vocal work, acting skills, and theatrical styles. Students learn that all facets of a theatrical production work together to achieve a common goal. Participants demonstrate personal commitment by preparing for each rehearsal. Students learn the importance of stage production etiquette. Students will be expected to participate in preparing and staging plays for the community and for contests. A full year of Theatre Production may fulfill the 1 credit of fine arts requirement. Students who take Theatre Production for the full year will have the opportunity to take and pass a competency exam to meet their speech graduation requirement.



1750 Theatre Production Honors**1 Credit****9th - 12th**

Prerequisite: Theater Production I or Instructor Approval or Audition

This advanced course continues the development of on-stage performance disciplines including acting, performance, vocal performance, and dance performance. Students are required to participate in all productions on campus either as a performer or technician. Students will also attend at least one off-campus theatre and/or media production per semester. Students will develop audition pieces and resumes appropriate for college and career standards. A full year of Theatre Production Honors may fulfill the 1 credit of fine arts requirement. Students who take Theatre Production Honors for the full year will have the opportunity to take and pass a competency exam to meet their speech graduation requirement.

1736 Musical Theatre**1 Credit****9th - 12th**

Prerequisite: None

Musical Theatre is the study of performance, voice, and dance for first year Musical Theater students. Skills learned are applied to the performance of musicals. Students acquire skills in auditioning for the musical. Students will learn to recognize and perform different types of musicals, dance styles, and performance styles. Students will perform in a one-act traveling musical and the spring musical. Students who take Musical Theatre for the full year will have the opportunity to take and pass a competency exam to meet their speech graduation requirement.

1758 Musical Theatre Honors**1 Credit****9th - 12th**

Prerequisite: Musical Theater I or Instructor Approval or Audition

This advanced course continues the development of on-stage performance disciplines including acting, performance, vocal performance, and dance performance. Students are required to participate in all productions on their campus either as a performer or technician. Students will also attend at least one off-campus theatre and/or media production per semester. Students will develop audition pieces and resumes suitable for college auditions. Students who take Musical Theatre Honors for the full year will have the opportunity to take and pass a competency exam to meet their speech graduation requirement.

DANCE PERFORMANCE COURSES

High school dance programs are designed for all students, including those with no prior dance experience and those with differing degrees of formal dance training. Students have many opportunities to discover and develop personal talents and to expand their perceptions of self, community, and the world. Dance training in high school is essential for students wanting to continue their education in dance. Level I, II, III, and IV dance courses may be selected to fulfill the fine arts and/or physical education requirements for graduation. Dance may count as credit for fine arts or physical education. Please be advised, once the credit is assigned a PE or fine arts credit, it can not be switched at a later date.

2212 Drill Team**1 Credit****9th - 10th**

Prerequisite: Auditions

The Cardinal Belles is JP II's competitive dance and drill group that performs for sporting events. Dance experience is necessary and tryouts are required. The course emphasizes proper intermediate and advanced dance techniques, team building, self-discipline, responsibility, motivation, and dedication. Students have many opportunities to be part of an elite performance dance group. This course meets the school graduation requirements for both Fine Arts and Physical Education. The Fall Semester of Drill Team will earn a ½ credit of PE. The Spring semester will earn a ½ credit of Fine Arts.

2213 Drill Team Honors**1 Credit****11th - 12th**

Prerequisite: Two Years of Drill Team and Audition

The Cardinal Belles is JP II's competitive dance and drill group that performs for sporting events. Dance experience is necessary and tryouts are required. The course emphasizes proper intermediate and advanced dance techniques, team building, self-discipline, responsibility, motivation, and dedication. Students have many opportunities to be part of an elite performance dance group. This course meets the school graduation requirements for both Fine Arts and Physical Education.

2215 Drill Team Officer (N)**1 Credit****11th - 12th**

Prerequisite: Tryout

The Cardinal Belle Officers are the leaders of our competitive dance and drill team performing for sporting events in the Fall and competing in the Spring. Dance experience is necessary and tryouts are required. The officer course emphasizes proper advanced dance techniques, leadership, choreography, self-discipline, responsibility, teaching, motivation, and dedication. Students must be selected as a Cardinal Belles Officer in order to participate in this course. The Fall Semester of the officer class period will earn a ½ credit of PE. The Spring semester will earn a ½ credit of Fine Arts.



1811 Dance I-V

1 Credit

9th - 12th

Prerequisite: Dance I - none; Dance II-IV - previous level of course

Dance class at JPII is an introduction to the genres of ballet, tap, modern, and ethnic dance presented in cultural and historical context. Learning the vocabulary, principles, and elements of each style is important. The class focuses on students' development of kinesiological body awareness, technical facility, spatial expressiveness, and personal creativity. Skills learned in Dance I are refined and reinforced in all upper-level classes.



MATHEMATICS

Mathematics is at the heart of modern technological, scientific, medical, and business communities. Focused on the Catholic Social Teachings as well as the National Math Standards in each course, we challenge our students to work in today's technology-rich world, where they must develop mathematical skills in a meaningful and retrievable way and how to use those skills to better society. At John Paul II High School, the sequence of classes, content emphasis, mathematics integration, hands-on activities, and use of technology combine to give students a solid, lasting foundation in mathematics. Students who have completed a high school Algebra I course in middle school and want to register for Geometry their freshman year must take a placement exam. The exams will be administered on specific dates in the spring and summer preceding the student's freshman year. Interested parents should contact the math department chairperson or counselor for specific information and dates.

0611 Algebra I

1 Credit

9th

Prerequisite: None

The primary focus for students in this course is developing logical reasoning by making and justifying generalizations based on their experiences with fundamental algebraic concepts, especially functional relationships and problem-solving in real situations. Linear and quadratic functional relationships are examined in a variety of problem situations, and these functions form the basis for the study of equations and the development of algebraic skills. Students use a variety of representations (concrete, numerical, algorithmic, graphic) and tools as well as having regular access to technology that allows function plotting, coordinate graphing, algebraic analysis, and computation.

0612 Algebra I Honors

1 Credit

9th

Prerequisite: ISEE Scores, Placement Exam

At an Honors level, this course addresses the National Math standards of Algebra I at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take an advanced placement math course in high school. This course will only be offered if there is sufficient student enrollment. Any freshman wanting to enroll in Algebra I Honors must take our placement exam. A student's score on the exam will determine placement.

0623 Geometry

1 Credit

9th - 10th

Prerequisite: Algebra I, Placement Exam (required for freshmen)

This course addresses the components of the basic structure of geometry such as dimensionality, congruence, and similarity through the study of size, shape, location, and direct relationships. Connections to algebra and to the world outside of school are generated through a variety of applications and settings. Students use a variety of representations (concrete, numerical, algorithmic, graphic) as well as having access to technology that allows geometric constructions, coordinate graphing, algebraic analysis, and computation. Any freshman wanting to enroll in Geometry or Geometry Honors must take our placement exam. A student's score on the exam will determine correct placement.

0624 Geometry Honors

1 Credit

9th - 10th

Prerequisite: Placement Exam (required for freshmen) OR Algebra I (preferably Honors) and Instructor Approval

At an Honors level, this course addresses the National Math standards of Geometry at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take an advanced placement math course in high school. Any freshman wanting to enroll in Geometry or Geometry Honors must take our placement exam. A student's score on the exam will determine correct placement.

0633 Algebraic Reasoning

1 Credit

11th

Prerequisite: Algebra I, Geometry, and Instructor Approval

Students will continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, and polynomial functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to the workforce and college readiness. Students completing Algebraic Reasoning will take Algebra II senior year.

0635 Algebra II

1 Credit

9th - 12th

Prerequisite: Geometry, Instructor Approval

The primary focus for students in this course is developing logical reasoning by making and justifying generalizations based on their experiences with fundamental as well as advanced algebraic concepts, especially functional relationships and problem-solving in real situations. Building on the study of first-year Algebra, functional relationships are extended to include radical, rational, exponential, and logarithmic functions. These functions are examined in a variety of problem situations and form the basis for the study of



equations and the development of algebraic skills. Students use a variety of representations (concrete, numerical, algorithmic, graphic) and tools as well as having regular access to technology that allows function plotting, coordinate graphing, algebraic analysis, and computation.

0636 Algebra II Honors

1 Credit

9th - 11th

Prerequisite: Geometry (preferably Honors), Instructor Approval

At an Honors level, this course addresses the National Math standards for the second year of algebra at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take an advanced placement math course in high school. At this Honors level, the students will experience higher order thinking skills which lead and parallel future AP concepts.

647 Pre-Calculus

1 Credit

10th - 12th

Prerequisite: Algebra II

In this course, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations, tools, and technology to model functions and equations and solve real-life problems.

648 Pre-Calculus Honors

1 Credit

10th - 12th

Prerequisite: Algebra II (preferably Honors), Instructor Approval

At an Honors level, this course addresses the National Math standards for pre-calculus at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take an advanced placement math course in high school.

652 AP Statistics

1 Credit

11th - 12th

Prerequisite: Pre-Calculus (may be taken concurrently)

This course is designed to prepare students for the Advanced Placement examination in Statistics. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad themes: exploring data, planning a study, anticipating patterns in advance using probability and simulation, and statistical inference. This math class is equivalent to an introductory college statistics course usually required for majors of Social Sciences, Health Sciences, and Business.

653 Survey of Calculus

1 Credit

12th

Prerequisite: Pre-Calculus

Survey of Calculus is intended as an introduction to concepts taught during the first semester of calculus at the university level. The extra time throughout this yearlong course allows time for a review of precalculus material, as needed. The course introduces students to four major concepts of calculus: continuity, limits, derivatives, and integrals. Applications will apply to future topics in business, economics, social sciences, and life sciences.

654 AP Calculus AB

1 Credit

11th - 12th

Prerequisite: Pre-Calculus (preferably Honors), Instructor Approval

Both AP Calculus courses emphasize the concepts and applications of calculus rather than algebraic manipulation or memorization. AP Calculus AB is equivalent to the first semester of calculus at a university but taught over a full year. The extra time allows for a review of precalculus material as needed. The course introduces students to the four major concepts of single-variable calculus: continuity, limits, derivatives, and integrals. Applications include: optimization, related rates, slope fields, separable differential equations, volumes of known cross sections, and volumes of revolution. In accordance with the AP curriculum, all major concepts are taught through the four modes of mathematical representation (algebraic, numeric, verbal, and graphical). An approved graphing calculator is required. Taking the Advanced Placement Calculus AB Examination at the end of the year can earn one semester of college credit as determined by the college or university.

656 AP Calculus BC

1 Credit

11th - 12th

Prerequisite: Pre-Calculus Honors, Instructor Approval

Both AP Calculus courses emphasize the concepts and applications of calculus rather than algebraic manipulation or memorization. AP Calculus BC is equivalent to the first two semesters of calculus at a university. This fast-paced course covers all the topics of AP Calculus AB plus polar, parametric, and vector equations, length of a curve, surface area, Euler's method, polynomial approximations, series, and more. In accordance with the AP curriculum, all major concepts are taught through the four modes of mathematical



representation (algebraic, numeric, verbal, and graphical). An approved graphing calculator is required. Taking the Advanced Placement Calculus BC Examination at the end of the year can earn two semesters of college credit as determined by the college or university.



PHYSICAL EDUCATION AND HEALTH

At John Paul II High School, we will educate the whole student. This includes helping students make wise health choices and staying physically active for mental and spiritual health. Along with using the Catholic Social Teachings the courses are taught using the national standards. Students must have two semesters of Physical Education and one semester of Health. Students enrolled in athletics, dance, cheerleading or the fall semester of marching band or drill team may receive physical education credit for their participation in these activities up to the maximum required for graduation. Students may take up to three additional classes in either PE or athletics which count as elective credits. Athletics and PE classes do not receive any grade points (N) but they do count towards classes required for graduation. The total number of earnable credits in PE/Athletics is four. Any PE/Athletic credits above four will not earn grade points or credit. John Paul II High School will also offer 11th and 12th graders the chance to become a student trainer as part of our sports medicine program. Student trainers and managers must attend all practices and games with the athletes to receive credit.

PHYSICAL EDUCATION

1917 Physical Education: Individual Sports (N)

0.5 Credit

9th - 12th

Prerequisite: None

This course will highlight the significance of lifetime physical fitness and leisure time activities. Individual Sports will focus on activities such as badminton, golf, tennis, table tennis, archery, and bowling. This class will also stress the importance of performance, rules, regulations, and sportsmanship. In addition, warm-up and cool-down procedures, conditioning using heart rate monitors, and nutrition for sports participation will be covered.

1921 Physical Education: Team Sports (N)

0.5 Credit

9th - 12th

Prerequisite: None

This course provides the opportunity to participate in and develop more advanced skills in team sports such as, but not limited to: soccer, basketball, volleyball, and softball. Health-related fitness concepts, activities, and testing will be included throughout the semester.

2050 Off-Campus PE (N)

1 Credit

9th - 12th

Prerequisite: None

The purpose of the Off-Campus Physical Education Program is to accommodate students who are making a serious effort to develop high-level capabilities and to allow those students to be involved in a program that provides training that exceeds what is offered at John Paul II High School. The student is taking this course for physical education credit, and he/she may not be enrolled in athletics while participating in the Off-Campus Physical Education Program. A student interested in this program should contact his/her school counselor for the application, guidelines, and enrollment dates concerning off-campus physical education. Only sports not offered by JPII will be considered an entrance for this class. The student must participate in his/her activity, under professional supervision, a minimum of 5 hours each week for Category 2 (cannot leave campus) or a minimum of 15 hours each week for Category 1 (must leave campus each class period) at one approved agency. The student must participate in the sport at least a minimum of four (4) days during the week (Monday through Friday) plus one (1) additional day that may fall on either the weekend or during the week for a total of five (5) days per week.

1813 Dance Aerobics (N)

1 Credit

9th - 12th

Prerequisite: None

Dance Aerobics aims to motivate students to strive for lifetime personal fitness with an emphasis on the dance-related components of physical fitness. Knowledge and skills taught in this course include teaching students about becoming fit and achieving some degree of fitness within the class. Students will analyze and evaluate their fitness status regarding cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. The concepts of wellness and how to reach an optimal level of health are the cornerstones of this course. As part of this course, students will design a personal fitness program that uses aerobic activities as a foundation. This class will also highlight the significance of a physically active lifestyle, mental and emotional wellness, and understanding the relationship between physical activity and health throughout the lifespan. Students will learn physical fitness principles from yoga, pilates, Zumba, barre, and jazzercise.

PHYSICAL EDUCATION ELECTIVES

1911 Health I

0.5 Credit

9th - 10th

Prerequisite: None

Health I is a semester course for ninth and tenth graders, which will meet the health requirements needed for graduation from high school. Our Health curriculum at John Paul II High School is designed to promote the healthy growth and development of youth and give them the knowledge and skills to make healthy choices and establish lifelong healthy behaviors. The Health I class is taught with HealthSmart, which is grounded in sound educational and behavioral theory. It focuses on the primary areas of risk for children and adolescents identified and monitored by the Centers for Disease Control and Prevention (CDC). HealthSmart meets the National



Health Education Standards, and reflects the characteristics of effective health education curricula defined by the CDC. It also incorporates key knowledge and skill expectations detailed in the CDC's Health Education Curriculum Analysis Tool (HECAT) for each grade level. Lessons are designed to be easy to use, with clear, concise teaching steps focused on the essential concepts and skills that will enable students to develop, practice, and support specific healthy behaviors. Activities are developmentally appropriate, challenge students in various ways, and accommodate a range of learning styles. Topics will include decision-making, stress, mental health, alcohol and drug abuse, and nutrition.

1916 Health II

0.5 Credit

11th - 12th

Prerequisite: None

Health II is a semester course for eleventh and twelfth graders which will meet the health requirement needed for graduation from high school. Health II is a continuation and re-emphasis of healthy lifestyle choices with a focus on analyzing how key influences affect their health and wellness as well as studying the American Heart Association First Aid and CPR course. This will culminate with the students earning their life saver certificate. The students will also explore consumer topics, sharpen their interpersonal communication skills as they share health knowledge, debate current health topics and evaluate their own health habits as they relate to a variety of behaviors. Health II meets the National Health Education Standards, and reflects the characteristics of effective health education curricula defined by the CDC. It also incorporates key knowledge and skill expectations detailed in the CDC's Health Education Curriculum Analysis Tool (HECAT) for each grade level. Health II covers the following aspects of healthy living throughout the lifespan: Understand health and wellness, Preventing disease, Embracing the priority lifestyles of physical activity, nutrition and stress management along with First Aid for most injuries, training on how to handle emergencies as well as learning proper techniques for CPR and the use of an AED, Avoiding destructive habits, Building relationships and Creating healthy and safe communities. The students will receive certification in First Aid, CPR, and AED, which is good for two years. A textbook is used in class along with all other AHA approved equipment. There is a certification fee for this class.



SCIENCE

Addressing the National Science Standards in all classes, John Paul II High School seeks to prepare all students with a well-rounded moral and academic education including the physical and life sciences. Students are also challenged to examine science through the eyes of the Catholic Social Teachings; specifically the Dignity of the Human Person and Care of God's Creation. Students are required to earn four credits in science - of which three must be biology, chemistry, and physics - to graduate.

0711 Biology

1 Credit

9th

Prerequisite: None

In Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

712 Biology Honors

1 Credit

9th

Prerequisite: ISEE Scores

At an Honors level, this course addresses the National Science standards for biology at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take advanced placement science courses in high school.

0721 Chemistry

1 Credit

10th

Prerequisite: Biology

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

0722 Chemistry Honors

1 Credit

10th

Prerequisite: Biology Honors

At an Honors level, this course addresses the National Science standards for chemistry at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take advanced placement science courses in high school. *Note: Students must be concurrently enrolled in Algebra II Honors or higher.*

731 Physics

1 Credit

11th - 12th

Prerequisite: Chemistry

In physics, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills.

732 Physics Honors

1 Credit

11th - 12th

Prerequisite: Chemistry Honors

At an Honors level, this course addresses the National Science standards for physics at a greater depth with a broader scope and a faster pace along with higher expectations for student performance. This course is designed for students who plan to take advanced placement science courses in high school. *Note: Students must be concurrently enrolled in Pre-Calculus Honors or higher.*

733 Dual Credit Physics

0.5 Credit

11th-12th

Prerequisite: Chemistry

Students will follow the curriculum of St. Louis University's Dual Credit Physics course, earning university credit along with the required physics credit for John Paul II High School. Topics include: mechanics, heat, electricity, magnetism, wave motion, sound, optics, and modern physics. The Dual Credit class at JPII includes the following courses in the SLU 1818 Program: PHYS 1220 (General Physics I) and PHYS 1235 (General Physics I Lab) in the Fall Semester. Students who complete Dual Credit Physics successfully will have earned a total of 8 college credits through the SLU 1818 Program and 1 science credit at John Paul II High School.



734 Dual Credit Physics Prerequisite: 733 Dual Credit Physics Students will follow the curriculum of St. Louis University's Dual Credit Physics course, earning university credit along with the required physics credit for John Paul II High School. Topics include: mechanics, heat, electricity, magnetism, wave motion, sound, optics, and modern physics. PHYS 1240 (General Physics II) and PHYS 1255 (General Physics II Lab) will be taught in the Spring Semester. Students who complete Dual Credit Physics successfully will have earned a total of 8 college credits through the SLU 1818 Program and 1 science credit at John Paul II High School.	0.5 Credit	11th-12th
748 Anatomy and Physiology Prerequisite: Biology and Chemistry This course offers students further study in human life science processes and structures. Laboratory and computer-assisted dissections and study of related animal body parts to facilitate understanding and knowledge necessary for careers in medical and health-related fields. Students will explore the causes and effects of certain diseases, malfunctioning of organs and systems, as well as environmental factors. Critical skills emphasized include processing research information, computer skills for acquiring information, and use of scientific equipment for acquiring DNA data.	1 Credit	11th - 12th
750 AP Biology Prerequisite: Biology Honors and Chemistry Honors This course involves students in the activities and endeavors of science. They formulate hypotheses, design and conduct experiments, and interpret data. The course focuses on the process of scientific investigation. Students gain skills in investigation and apply those skills to in-depth studies of a few selected areas of biology. Considerable emphasis is placed on the role of science in society, the complex and extremely important interactions between science and the problems and decisions that citizens must make.	1 Credit	11th - 12th
752 AP Environmental Science Prerequisite: Biology and Chemistry This course provides an advanced level of studies in the relationships of organisms to their environments. Natural and man-made environmental problems are identified and evaluated, and alternative solutions for resolving and/or preventing them are explored. This course is laboratory field oriented with a special emphasis on those topics delineated in the AP Environmental Science course description provided by College Board.	1 Credit	11th - 12th
754 AP Chemistry Prerequisite: Chemistry Honors Students study descriptive chemistry of the elements in greater detail than in Honors Chemistry. Other topics include crystallography and chemical bonding. In addition to the laboratory activities supporting these topics, there is some experience with instrumental methods of chemical analysis. Understanding principles of reaction is enhanced through laboratory investigations in thermodynamics, chemical kinetics, and equilibrium. The course concludes with a study of selected topics in organic chemistry and nuclear chemistry.	1 Credit	11th - 12th
757 AP Physics 1 Prerequisite: Chemistry Honors or Geometry Honors (88% Grade Average or higher) Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; momentum, gravitation and circular motion, and Fluids.	1 Credit	11th - 12th
759 AP Physics 2 Prerequisite: Physics Honors (85% Grade Average or higher) or AP Physics 1 credit This Algebra-based Physics course is the equivalent to a second-semester college course in algebra-based physics. The course covers thermodynamics; electricity and magnetism; geometric optics; waves, sound and physical optics and modern physics.	1 Credit	12th
758 AP Physics C Mechanics/Magnetism/Electricity Prerequisites: Credit or concurrent enrollment in AP Calculus AB or BC is required AP Physics C is an in-depth study of physical concepts and the principles encountered in Physics Honors. It is the equivalent of a one-semester Calculus-based College Physics course in Mechanics and a one-semester Calculus-based College Physics course in Electricity and Magnetism. Students will also be exposed to advanced laboratory experiences. Students taking this course will be prepared to take the Advanced Placement Physics C tests in the subject.	1 Credit	12th
760 Astronomy Prerequisite: None	0.5 Credit	11th - 12th



This course is an introductory course. Students will study the following topics: astronomy in civilization, patterns, and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students may choose to take Astronomy as an elective or they may choose to satisfy a full science credit by taking both Astronomy and Forensic Science.

766 Forensic Science

0.5 Credit

11th - 12th

Prerequisite: Biology and Chemistry

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. Students may choose to take Forensic Science as an elective or they may choose to satisfy a full science credit by taking both Forensic Science and Astronomy.

SCIENCE ELECTIVES

772 STEAM EPICS Honors

0.5 Credit

11th - 12th

Prerequisite: None

This Science, Technology, Engineering, Arts, and Mathematics (STEAM) course will focus on Engineering Projects in Community Service (EPICS). EPICS is a service-learning design course in which teams of students work together on long-term projects that benefit the community. The project work centers around the engineering, technology, and computing needs of a community partner. Interdisciplinary team interaction is an integral element for project success. Students may participate in STEAM EPICS for one semester. Teams are composed of students with varying interests and backgrounds. Projects are intended to solve real problems, are defined in partnership with community partners, and span the complete design process cycle (problem identification - specification development - conceptual design - detailed design - production - service/maintenance – retirement).

773 Small Animal Management

0.5 Credit

10th - 12th

Prerequisite: None

In Small Animal Management, a course designed for students interested in the world of veterinary science, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.



SOCIAL STUDIES

At John Paul II High School, our goal is to give students the strongest possible understanding of our historical past. This is critical not only for understanding the origins and traditions of our Roman Catholic faith, but also the cultural traditions of our multicultural American society. All classes address the National Council for the Social Studies standards through extensive writing, reading, and class discussions. Students will examine many of the Catholic Social Teachings both in the perspective of the past and the present. Students are required to have four credits in Social Studies which includes one year of World Cultures and Geography, one year of either World History or European History, one year of US history, one semester of US Government, and one semester of Economics.

811 World Cultures and Geography

1 Credit

9th

Prerequisite: None

World Cultures and Geography is a course offering students an overview of the geography and history of humankind from its beginnings until the Renaissance. The major emphasis is on the regional studies of significant cultures, events, and issues from the earliest times until the late 15th century. Traditional historical points of reference in world history are identified as students analyze important events and issues in core hearths of the world's major cultures. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and change in society, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence. Students study introductory elements and themes of geography and examine the impact of cultural and physical geographic factors on major historic events and identify the historic origins of contemporary economic systems.

812 World Cultures and Geography Honors

1 Credit

9th

Prerequisite: ISEE Scores & Writing Sample

This honors level course provides students with the opportunity to study at an advanced level the interaction of peoples and cultures across time, geographical regions, and with their physical environments. Students will explore the various historical regions of the pre-modern world including their physical geography, history, political culture, economic conditions, and intellectual accomplishments including religion. Emphasis is centered on higher order thinking and writing skills to introduce students to Advanced Placement curriculum structures, strategies, and expectations.

821 World History

1 Credit

10th

Prerequisite: World Cultures and Geography

The major emphasis of World History is on the study of significant people, events, and issues from 1450 to the contemporary era. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as its impact on cultures, peoples, and civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of contemporary religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

0823 World History Honors

1 Credit

10th

Prerequisite: World Cultures and Geography

Honors Modern World History offers students another option for college readiness if students are hesitant about joining Advanced Placement European or World History in their sophomore year at JPII. These emerging students will grow and refine their analytical historical thinking skills, and craft exceptional argumentative essays. This skills-based course will focus on historical reasoning through the lenses of causation, comparison, and change and continuities in time. Students will reflect on regional interactions rather than a static disconnected world along with other themes such as social, political, economic, cultural, and technological skills deployed in college classes. Students will also learn skills that will boost their success in a college course through note-taking strategies. Honor's Modern World History will cover 1200 to the present thematically which requires students to have a basic knowledge upon entering the class of world events and geographic locations. Students will have tests that will have writing segments and should have a basic knowledge of short and long essay structure. At the successful end of the course, students should feel more secure in their abilities and plan to join Dual Credit or Advanced Placement the following year.

822 AP World History

1 Credit

10th

Prerequisite: World Cultures and Geography Honors

The AP World History course emphasizes the period from 1000 to the present with careful attention to the cultural, institutional, technological, and geographic influences among major societies. The global focus includes international interaction among Asia,



Europe, Southwest Asia, Sub-Saharan Africa, and the Americas, comparing and highlighting the nature of change and continuity among societies across time. Students will analyze primary sources, conduct independent research, read independently, and develop higher order thinking skills associated with the work of modern historians including the presentation of evidence in a variety of essay formats.

854 AP European History

1 Credit

10th - 12th

Prerequisite: World Cultures and Geography Honors

The emphasis on this course is on the general narrative history of Europe from 1350 to the present. The study includes an examination of the political, diplomatic, intellectual, cultural, social, and economic history of Europe. Students will analyze primary sources, conduct independent research, read independently, and develop higher order thinking skills associated with presentation of evidence in a variety of essay formats. Students may select this course to satisfy their sophomore social studies requirement or choose to take this course as an elective.

831 United States History

1 Credit

11th

Prerequisite: World History

In this course, students study the history of the United States from colonization to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

832 AP United States History

1 Credit

11th

Prerequisite: AP World History or AP European History

AP United States history is a college level survey course, using college texts and supplemental readings that cover historical events and ideas from the discovery, colonization, the American Revolution, the founding of the new nation, the Civil War and Reconstruction to modern United States as an industrial nation and world power. The course emphasizes analysis, primary source documents, independent reading, historical research, and the enhancement of higher order thinking skills to present evidence in a persuasive essay format.

DC0180 Dual Credit United States History 1600

0.5 Credit

11th

Prerequisite: Teacher Recommendation/Test Score/Grade in Prior History Class/Application

This course covers American history from the period of contact through the Civil War. Topics include the collision of European, African, and Native American cultures in the age of contact and settlement; colonial British North America; the American Revolution and the Constitution; geographic expansion and social, economic, and cultural change in the Jacksonian era; slavery and the sectional conflict, and the Civil War.

DC0181 Dual Credit United States History 1610

0.5 Credit

11th

Prerequisite: DC0180 United States History 1600

This course will survey the major historical developments in American history as the United States emerged as a major world power. The course will examine such issues as the shift from a rural agrarian to an urban industrial nation, the changing view of the role of government in society and the economy, and the evolution of foreign policy from nineteenth century isolation to world super power in the years after World War II.

841 U.S. Government and Politics

0.5 Credit

12th

Prerequisite: United States History

Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States.



842 AP U.S. Government and Politics**0.5 Credit****12th**

Prerequisite: AP United States History

This course is a college level course in US Government and Politics, focusing on the Constitution, political beliefs and behaviors, political parties, the structure of the federal government, and civil rights. The course emphasizes assigned readings including contemporary and historical primary sources, analysis of data, and utilization of higher order thinking skills in order to write persuasive essays.

540 AP Macro-Economics**0.5 Credit****12th**

Prerequisite: AP United States History

Advanced Placement Macroeconomics is a college-level course, which focuses on the study of the economic system as a whole. Such a course emphasizes national income, employment, fiscal and monetary policy, analysis of economic growth and policy, international economics and the world economy.

541 Economics**0.5 Credit****12th**

Prerequisite: United States History

The focus of this course is on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries around the world. Students examine the rights and responsibilities of consumers and businesses. Students analyze the interaction of supply, demand, and price and study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed, as are basic concepts of consumer economics. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy is an integral part of the course. Students apply critical-thinking skills to create economic models and to evaluate economic-activity patterns.

SOCIAL STUDIES ELECTIVES**843 History of World War II****0.5 Credit****10th - 12th**

Prerequisite: None

This course examines major historical events and the impact that those events have had on the culture of America and the major cultural and ethnic groups in America. Emphasis will be placed upon comparing and contrasting American culture and cultural groups before and after the major historical event has occurred. Students will utilize higher order thinking and writing skills while analyzing primary and secondary sources in the forms of written text, audio recordings, still photography and movies. This course examines the Second World War and the impact that the war had on the culture of America and the major cultural and ethnic groups in America. Emphasis will be placed upon comparing and contrasting American culture and cultural groups before and after World War II. Students will utilize higher order thinking and writing skills while analyzing primary and secondary sources in the forms of written text, audio recordings, still photography and movies.

855 Sociology**0.5 Credit****10th - 12th**

Prerequisite: World History

Sociology is the scientific study of human social behavior. As the study of humans in their collective aspect, sociology is concerned with all group activities: economic, social, political, and religious. Sociologists study such areas as bureaucracy, community, deviant behavior, family, public opinion, social change, social mobility, social stratification, and such specific problems as crime, divorce, child abuse, and substance addiction. Sociology tries to determine the laws governing human behavior in social contexts.

858 AP Psychology**0.5 Credit****11th - 12th**

Prerequisite: None

The emphasis of this course is on the systematic and scientific study of human behavior and mental processes at an introductory college level. The human perspective is combined with scientific research by utilizing psychological methods, approaches, theories, and facts to explore and thereby improve the understanding of human behavior. The course emphasizes assigned readings including contemporary and historical primary sources, analysis of data, and utilization of higher order thinking skills in order to write persuasive essays. For students who are new to AP classes, it is recommended that they take Psychology in the fall and AP Psychology in the spring.

859 Psychology**0.5 Credit****10th - 12th**

Prerequisite: None

The study of psychology is based on a historical framework that relies on effective collection and analysis of data. Students study such topics as theories of human development, personality, motivation, and learning. This course gives students the opportunity to study individual and group psychology. Students learn how the knowledge, methods, and theories of psychologists are applied to analyzing human behavior. Course content is organized to help students develop critical attitudes toward superficial generalizations about human



behavior, and to achieve a better understanding of human behavior in general.

860 Personal Finance

0.5 Credit

10th - 12th

Prerequisite: None

The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. Seniors will receive priority signing up for this course.

865 Social Innovation Lab

1 Credit

11th - 12th

Prerequisite: Application, Interview, and Instructor Approval

As JPII becomes the next generation in Catholic college preparatory education, we recognize our world's social problems are becoming increasingly complex; so too are the answers for solving these social problems. Where traditional problem solving strategies have become ineffective, we are challenged to look at issues through different lenses. The Social Innovation Lab is a blended course designed to fulfill our mission by offering students the opportunity to examine and understand problems and their impacts regarding social, economic, and environmental challenges while taking a collaborative approach in research and strategy building to develop innovative and sustainable solutions. Students will work alongside community partners in developing and implementing these solutions. Students will further develop their skills in research and writing, problem solution design, public speaking, organization, and project management.

9900 Independent Study (N)

No Credit

11th - 12th

Prerequisite: Counselor Approval

Independent Study classes are designed to assist students with the organization of work and time management of activities. Students are expected to use class time actively working on assignments. Supervising teachers will check in with students weekly to provide guidance when necessary. In order to enroll in an Independent Study course, students must have the appropriate number of credits to ensure graduation will take place on time.

9906 Senior Late Arrival (Fall) (N)

No Credit

12th

9907 Senior Late Arrival (Spring) (N)

No Credit

12th

Prerequisite: Counselor Approval

Students must have completed at least 24 credits by the end of their junior year, complete the requirements for late arrival, and turn in the form to their assigned counselor by the deadline stated on the form.

9904 Senior Early Release (Fall) (N)

No Credit

12th

9905 Senior Early Release (Spring) (N)

No Credit

12th

Prerequisite: Counselor Approval

Students must have completed at least 23 credits by the end of their junior year, complete the requirements for early release, and turn in the form to their assigned counselor by the deadline stated on the form.

9908 Academic Coaching (Fall) (N)

No Credit

9th - 12th

9909 Academic Coaching (Spring) (N)

No Credit

9th - 12th

Prerequisite: Counselor Approval

This course is for students who need additional instructional support time with a JPII Learning Specialist.

0100 Freshman/Cardinal Seminar (N)

0.5 Credit

9th/New Students

Prerequisite: None

This course is designed to aid incoming students in adapting to the culture and expectations of a high school environment. Students will work on learning the history and culture of JPII as well as learning and communication styles, self directed learning, study skills, time management, organization, leadership and character.



THEOLOGY

Our first educational goal at John Paul II High School is that students and staff will deepen their commitment to our Christian faith. We help students be attentive to the call of God in their lives by increasing their knowledge of religion. The Department of Theology provides a program of formal religious training based upon the teachings of Jesus Christ and the Roman Catholic Church as expounded by the Catechism of the Catholic Church and the Doctrinal Elements of a Curriculum Framework For the Development of Catechetical Materials For Young People of High School Age established by the United States Catholic Conference of Bishops. By encouraging students to deepen their personal understanding and relationship with the Lord, by providing opportunities for prayer and worship, and by promoting Community Service, this department and Campus Ministry strive to create a sense of community by which students seek to serve God, the Church, society and each other. Students must have four credits in theology in order to graduate. Freshmen, sophomores and juniors will all take the same courses.

1313 Theology I: The Revelation of Jesus Christ in Scripture 0.5 Credit

9th

Prerequisite: None

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. In the course, they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels where they may grow to know and love Jesus Christ more personally.

1314 Theology I: Who Is Jesus Christ?

0.5 Credit

9th

Prerequisite: Theology I 1313

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

1324 Theology II: Ecclesiology

0.5 Credit

10th

Prerequisite: Theology I

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

1323 Theology II: Sacraments

0.5 Credit

10th

Prerequisite: Theology II 1324

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

1333 Theology III: Morality A

0.5 Credit

11th

Prerequisite: Theology II

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

1334 Theology III: Morality B

0.5 Credit

11th

Prerequisite: Theology III 1333

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

1363 Theology IV: Social Justice

0.5 Credit

12th

Prerequisite: Theology III

The purpose of this course is to introduce students to the Church's Social Teaching. In this course, students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission.

1349 Theology IV: Ecumenical and Inter-religious Issues 0.5 Credit

12th

Prerequisite: Theology III

The purpose of this course is to help the students understand the manner in which the Catholic Church relates to non-Catholic



Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith.

THEOLOGY ELECTIVES

1371 Cardinal Ministry (N)

1 Credit

11th - 12th

Prerequisite: Application and Interview

Cardinal Ministry is a year-long course designed to inspire and equip students to become spiritual leaders (peer ministers). It is designed around team-building activities, individual spiritual direction, prayer, study on practical theology, and logistical planning for each of the major events hosted by Campus Ministry. If selected, students take on a major leadership role in forming the spiritual culture of JPII, assisting on retreats, school masses, and special events. Peer ministers will also serve as the main student advisory board for the chaplain and campus minister, offering advice on how best to bring students closer to Christ. The course is only open to rising Juniors and Seniors and requires an application and interview to be accepted as Peer ministers. Any upperclassman, regardless of faith tradition, is eligible to apply for this course.

2004 Community Service (N)

No Credit

9th - 12th

Students will complete community service as part of their high school experience and senior graduation requirements. Not completing required service may result in ineligibility for extra-curricular participation.



WORLD LANGUAGES

The National Standards for Learning Languages include learning about cultures, communication, connections, comparisons, and communities. Teachers emphasize communication in three modes, interpersonal, interpretive, and presentational. Grammar and vocabulary instruction support communication. John Paul II High School strives to integrate Catholic Social Teachings and how we interact with our brothers and sisters around the globe, no matter the language they speak, while increasing students' proficiency in the language and inspiring an appreciation for Spanish-speaking cultures around the world. Students with prior language instruction or native-speaking ability will take a placement test to ensure that they will be successful in the John Paul II world language program. Incoming transfer students will be placed in the next level according to their transcript, or at the same level if they transfer during the academic year. Once placed, students must complete two credits in high school of the same language to satisfy the John Paul II High School graduation requirement.

1011 Latin I

1 Credit

9th - 12th

Prerequisite: None

Latin I is an introduction to the language and to the Romans who spoke it. Basic grammar, syntax, and vocabulary are discussed in connection with their Latin root forms; however, contemporary meanings and correct usage are emphasized. Mythology is viewed as an example of ancient religious beliefs, a reflection of Roman lifestyles, and a form of literature. The focus of this course is a novice proficiency in reading comprehension.

1022 Latin II Honors

1 Credit

10th - 12th

Prerequisite: Latin I

Latin II Honors is designed to provide opportunities for talented language students. It stresses the development of accurate reading of Latin literature and history. It expands the use of grammatical constructions and vocabulary and begins the development of accurate translation. Language learning techniques will be developed. Culturally related activities of selected regions/countries will be explored.

1032 Latin III Honors

1 Credit

11th - 12th

Prerequisite: Latin II Honors

This course utilizes higher level/critical thinking skills, stresses the development of oral skills and expands the use of grammar and vocabulary. It emphasizes stylistic analyses, comprehension of literary techniques, and accurate reading and translation of original Latin literature and history. The focus of this course is intermediate proficiency in reading comprehension.

1040 AP Latin IV

1 Credit

11th - 12th

Prerequisite: Latin III Honors

This course emphasizes the highest level of written and read Latin as studied through the comprehension and interpretation of Vergil's Aeneid and Caesar's de Bello Gallico. It emphasizes stylistic analyses, comprehension of literary techniques, and accurate reading and translation of original Latin literature. The focus of this course is advanced proficiency in reading comprehension. This course prepares the student to take the AP (Vergil/Caesar) exam, which the student will be required to take at the conclusion of the class.

1111 Spanish I

1 Credit

9th - 12th

Prerequisite: None

Spanish I is an introduction to the Spanish world, its language and its people. The main emphasis is on oral skills while developing reading and writing skills. The student will recognize the interrelationships of languages and will develop a cultural appreciation of the Hispanic world. The focus of this course is on novice proficiency.

1121 Spanish II

1 Credit

9th - 12th

Prerequisite: Spanish I

Spanish II continues to develop oral skills with added emphasis on reading and writing skills. The focus is on the development of mid novice to high novice proficiency. Expansion of vocabulary and grammatical structures continues. Culturally related activities of selected Hispanic countries or regions will be explored.

1122 Spanish II Honors

1 Credit

9th - 12th

Prerequisite: Spanish I with Instructor Approval

Spanish II Honors is an expansion of Spanish II. It stresses the development of low intermediate proficiency in oral skills, accurate comprehension of contemporary and cultural reading passages; it expands the use of grammatical constructions and vocabulary and begins the development of the expository composition. Culturally related activities of selected regions or countries will be explored.



1131 Spanish III Prerequisite: Spanish II Spanish III continues to develop oral skills with an added emphasis on reading and writing skills. The focus is on the development of novice mid to intermediate proficiency. Expansion of vocabulary and grammatical structures continues. Culturally related activities of selected Hispanic countries and regions will be explored. The focus of this course is intermediate proficiency.	1 Credit	10th - 12th
1132 Spanish III Honors Prerequisite: Spanish II Honors Spanish III Honors is designed to develop high level/critical thinking and focuses on the development of mid-intermediate proficiency in oral skills, comprehension of Spanish literature, history, expository composition, and expands the use of grammar and vocabulary.	1 Credit	10th - 12th
DC0170 Dual Credit Spanish 1010 Prerequisite: Spanish II or Instructor Approval This course provides students with an introduction to the Spanish language and Hispanic cultures. It also prepares students to operate within areas of immediate needs and simple situations.	0.5 Credit	10th - 12th
DC0171 Dual Credit Spanish 1020 Prerequisite: DC Spanish 1010 A continuation of Dual Credit Spanish 1010, this course is an overview of the Spanish language and Hispanic cultures. As such, it prepares students to function in simple situations related to personal interests and daily life. It also develops all language skills to move students into the intermediate Spanish level.	0.5 Credit	10th - 12th
1142 AP Spanish IV: Language and Culture Prerequisite: Spanish III Honors This college-level course emphasizes reading, writing, and speaking of the language at nearly a bilingual level. The development of fluency in oral skills and expanded use of grammar are strongly emphasized. The focus of this course is advanced proficiency. Students utilize higher level/critical thinking and focus on the development of accuracy and fluency in the written and spoken language. This course prepares the student to take the AP Spanish Language exam, which the student will be required to take at the conclusion of the class.	1 Credit	10th - 12th
1143 Spanish IV Honors: Medical & Business Prerequisite: Spanish III or Dual Credit Spanish This course will sustain a communicative approach favoring concepts and terminology specific to healthcare, business, legal and civil engineering. Each quarter will cover one of these fields focusing on: Lexicon/vocabulary (standard language, idiomatic language, and regionalism), Colloquial vs Formal Register (spoken and written). This course will also prepare students to take the CLEP (College Level Examination Program) test when they go to college to see if they can earn college credit.	1 Credit	11th - 12th
1152 AP Spanish V: Literature and Culture Prerequisite: Spanish IV Language & Composition AP, Instructor Approval This course meets the requirements of Spanish collegiate studies. It stresses the development of fluency in oral skills, comprehension of Spanish literature and history, expository composition, and expanded use of grammar. It utilizes high level/critical thinking and focuses on the development of accuracy and fluency. While Level AP Spanish IV emphasizes oral skills, AP Spanish V emphasizes written skills. This course prepares the student to take the AP Spanish Literature exam, which the student will be required to take at the conclusion of the class.	1 Credit	12th
1159 Chinese I Honors Prerequisite: None Chinese I Honors is an introduction to the Chinese language and culture. The main emphasis is on interpersonal skills on basic daily topics. The student will be able to communicate orally in Chinese and read and write in Chinese characters. The students will also be able to understand and analyze basic topics about Chinese culture. The focus of this course is on novice proficiency.	1 Credit	9th - 12th
1162 Chinese II Honors Prerequisite: Chinese I Honors or instructor approval Chinese II Honors is designed to provide opportunities for talented language students beyond those available in Chinese I. It stresses the development of low intermediate proficiency in speaking, listening, reading and writing skills, accurate comprehension of contemporary and cultural reading passages; it expands the use of grammatical constructions and vocabulary and begins the development of expository composition. Culturally related activities of selected regions will be explored.	1 Credit	9th - 12th



1166 Dual Credit Chinese 1010**0.5 Credit****10th - 12th**

Prerequisite: Instructor Approval

This course provides students with an introduction to the Chinese language and culture. It also prepares students to operate within areas of immediate needs and simple situations.

1167 Dual Credit Chinese 1020**0.5 Credit****10th - 12th**

Prerequisite: Dual Credit Chinese 1010

Development and refinement of Chinese vocabulary, oral comprehension, and simple sentence structure. Simple oral comprehension and speaking Chinese. Vocabulary items and useful phrases for surviving simple daily life and travel in China.

1168 Chinese 2010**0.5 Credit****10th - 12th**

Prerequisite: Dual Credit Chinese 1020

This course aims to facilitate the progressive development and refinement of key language skills in the Chinese language. It places particular emphasis on enhancing Chinese vocabulary, fostering oral comprehension, mastering the fundamentals of Chinese grammar, improving reading and writing abilities, and cultivating confident speaking capabilities. Additionally, the course offers a comprehensive introduction to Chinese culture and equips students with essential knowledge of business protocols relevant to Chinese settings.

1169 Chinese 2020**0.5 Credit****10th - 12th**

Prerequisite: Dual Credit Chinese 2010

This course emphasizes developing and refining Chinese vocabulary, oral comprehension, and basic sentence structures. It also builds on existing knowledge of the Chinese language and culture, reviewing and refining grammar skills while enhancing written and oral communication. Authentic language materials will be used for reading and discussion.

1163 Chinese III Honors**1 Credit****9th - 12th**

Prerequisite: Chinese II Honors or instructor approval

Chinese III Honors is designed to provide opportunities for talented language students to develop an intermediate proficiency level in oral skills, accurate comprehension of contemporary and cultural reading passages; it expands the use of grammatical constructions and vocabulary. Students will be actively preparing to develop necessary skills for a more advanced Chinese level course. Culturally related activities of selected regions will be explored.

1165 Chinese IV Honors**1 Credit****9th - 12th**

Prerequisite: Chinese III Honors or instructor approval

Chinese IV Honors is designed to provide opportunities for talented language students to achieve an intermediate-high proficiency level in oral skills, accurate comprehension of contemporary and cultural reading passages; it expands the use of grammatical constructions and vocabulary. Students will be actively preparing to develop necessary skills for the AP Chinese exam. Culturally related activities of selected regions will be explored.

1164 AP Chinese Language**1 Credit****10th - 12th**

Prerequisite: Chinese III Honors

This college-level course emphasizes reading, writing, and speaking of the language at nearly a bilingual level. The development of fluency in oral skills and expanded use of grammar are strongly emphasized. The focus of this course is advanced proficiency. Students utilize higher level/critical thinking and focus on the development of accuracy and fluency in the written and spoken language. This course prepares the student to take the AP Chinese Language exam, which the student will be required to take at the conclusion of the class.