



**John Paul II Catholic High School**  
**Course Catalog for Class of 2015**  
**Freshman Year**  
*2011-2012*

## Course Catalog 2011-2012 for freshmen

### OVERVIEW

John Paul II Catholic High School is an Archdiocesan, Catholic, college preparatory high school. The school's curriculum has its foundation in these two areas: Catholic formation and college academic formation. Through rigorous expectations of students, regardless of course title, and Catholic formation in all courses and through school programs, JPII will prepare students to use their God-given talents in college and in life to witness Christ.

### GENERAL REQUIREMENTS

All JPII students will complete a diploma program that is rigorous and distinguished. The school believes that all students at all levels will be better formed for success after high school by completing a program with high expectations. The second term is a more calculated use, that of a "distinguished" diploma program. From its inception, JPII CHS has set a standard degree program of twenty-eight credits, with a four-by-five core course requirement (four courses in the five core areas: Science, Math, English, Social studies, and Theology). Recently, the State of Texas and, then, by extension, the accrediting agency for all Catholic schools in Texas, TCCED (Texas Catholic Conference Education Department), has revised part of the diploma programs and required courses for high schools. Though our requirements were already rigorous and fully college preparatory, it has altered two course progressions that we had planned in math and science. These decisions will limit some of the options that students have within course selection. However, these will not affect the educational outcomes or Catholic formational goals of the school.

### JPII DISTINGUISHED DIPLOMA REQUIRED CREDITS

	<i>Credits</i>	<i>Required Courses</i>
Theology	<b>4</b>	Theology I, II, III, and IV
Social Studies	<b>4</b>	Must include Econ., Gov't, World History, U.S. History, and World Geography/Global Studies
English	<b>4</b>	PAP-AP courses, and standard college prep English
Mathematics	<b>4</b>	Must include Algebra I, Geometry, Algebra II
Science	<b>4</b>	Must include Biology, Chemistry, and Physics
Foreign Language	<b>3</b>	Three credits in the same language
Fine Arts	<b>1</b>	Speech cannot count as fine arts. Drama can count.
Speech	<b>0.5</b>	Required course
Health	<b>0.5</b>	Required course
Technology	<b>1</b>	Tech I: Mac platform required of freshmen
Phys. Education	<b>1.5</b>	Athletics can count for credit.
Electives	<b>0.5</b>	
	<b>28</b>	<b>Total credits to be earned for diploma</b>

**CREDIT AWARDING**

Credits are awarded by semester, one-half ( $\frac{1}{2}$ ) credit per semester completed. Semester grades are not averaged together to form a final grade. Failed courses must be made up by semester.

**GRADING SYSTEM**

The school will use a numeric system for grading, based on 100, with a grading scale to create a GPA based similarly on 100 (with higher weighting for PAP and AP/dual credit classes). The school will not use letter grades.

**MARKING PERIODS**

The school marking periods will be scheduled along four (4) nine-week quarters (approximately), with four and a half week progress reports at the mid-point of quarters (for eligibility purposes).

**ADVANCED PLACEMENT (AP) COURSES**

To fulfill the school's mission to prepare students for excellence in college, the school will offer Advanced Placement courses in the junior and senior year. Advanced Placement is a program run by the College Board, the academic group that administers and write the SAT, PSAT, and other college entrance exams. Students registered for AP courses will, in most cases, sit for the end-of-course AP exam as scheduled by the College Board for early May. The fee for the test will be paid by the student (approximately \$85).

Colleges in some cases do offer students college credit for their scores on the end-of-course AP exam (the scores given are 5 through 1, with 5 being the highest score). These credits would be granted for entry level courses, like Calculus or U.S. History. However, the value of the AP program for a JPII student is the rigor that AP connotes nationally to colleges, and the scores earned on AP exams give students another comparison marker with students in other schools. Given our school's newness, it will be essential for students to have these other marks of rigor and comparison (beyond the PSAT and SAT).

**PAP – PRE-ADVANCED PLACEMENT**

Courses delineated as Pre-Advanced Placement are structured to be more rigorous and will contain direct preparation for the AP course and exam that will be offered in that department during the junior and senior year. In GPA calculation, students will receive a higher weight for PAP courses.

**DUAL CREDIT COURSES**

The school will also be offering dual credit courses through the Alamo Community College District (San Antonio College and Northeast Lakeview). These courses do not carry a cost to the student, and earn credit both at JPII and the junior college level. For students moving on ACCD campuses or the UT or Texas A&M systems will in most cases be able to transfer credit.

**DIPLOMA OFFERINGS**

The school reserves the right to offer a recommended diploma for students in unique situations (i.e. transfer students, scheduling difficulties). The only difference is two credits in a foreign language, instead of three, and no technology required credits (though one and half elective credits are required for a total of twenty-seven).

**GREAT BOOKS – CLASSICAL EDUCATION**

In the humanities, Theology, Social Studies, and English, the reading lists and themes within each academic year will be shared, such that books, assignments, and materials will flow back and forth among courses. Additionally, from year to year, teachers will refer to and access books and themes from previous years. From this, students will begin to see and form the unity of knowledge that has been a part of our Catholic tradition for centuries.

**COURSE SELECTION AND CHANGES**

Course selection is made upon registration in March and April. Many significant decisions (staffing, master schedule, textbook purchases) are based on those course selections; as a result, the school discourages changes to those registration requests.

In previous years, the discretionary selections have been rather limited (foreign language, biology, and mathematics), such that the school did not charge students for any changes to their schedules. In Spring 2011, as a part of registration for the 2011-2012 school year, all changes must be made by 1 May 2011. Any changes requested by students, and approved by the administration, will incur a fee of \$75.

**OUTSIDE CREDIT FOR COURSE WORK**

In certain instances, students can earn credit for courses taken outside of JP II, whether in their 8<sup>th</sup> grade year or in the summer. In cases where the course will count toward a required course that serves as a prerequisite for the next course in a series (for instance: Algebra I, Geometry, Spanish I, Latin I), JP II will have students take placement exams so as to certify that students can show deep enough mastery to be successful in the advanced courses. In cases where the placement exams shows a lack of mastery, the department head and the administration will meet with the student and parent to discuss the best strategy for moving forward.

## COURSES BY DEPARTMENT

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### THEOLOGY DEPARTMENT

	<i>Theology I</i>	<i>Theology II</i>	<i>Theology III</i>	<i>Theology IV</i>
<b>COURSE PROGRESSION</b>	Scripture	Church History	Morality and Sacraments	Ecumenical issues, Life in Christ

#### FRESHMAN REQUIRED COURSE

**THEOLOGY I (1 CREDIT)** is the introductory course to the four-course Theology sequence. It is a study of the Scriptures with the Old Testament being the focus of the Fall Semester and the New Testament that of the Spring Semester. The Bible is the greatest of the Great Books, and students learn how to read and interpret it through the traditional four senses of scripture, which include the literal, the moral, the allegorical, and the anagogical approaches to exegesis. Major themes addressed during the year include that of friendship, the natural law, and the cardinal virtues, including especially that of courage. The course is writing intensive including short in-class writings, home-journal essays, and mid-term and term papers.

#### TEXTS

The texts used include the Holy Bible, and Mark Shea's *Making Senses of Scripture*. Supporting texts include the *Didache Series* volume on Scripture, the Catechism of the Catholic Church, the writings of early Church Fathers, and selected materials from ancient philosophers, including Aristotle and Cicero on friendship and the natural law.

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### SOCIAL STUDIES DEPARTMENT

	FR	SO	JUN	SEN
<b>COURSE PROGRESSION</b>	American Government  Economics	World History	Global Studies (World Geography)	U.S. History (Reconstruction to present day) or AP U.S. History  Texas Municipal Government (elective)

#### FRESHMAN REQUIRED COURSE

#### **AMERICAN GOVERNMENT (0.5 CREDITS)**

*"[F]rom the Christian vision of the human person there necessarily follows a correct picture of society. . .and the whole social doctrine of the Church, the social nature of man is not completely fulfilled in the State, but is realized in various intermediary groups, beginning with the family and including economic, social, political and*

*cultural groups, which stem from human nature itself and have their own autonomy, always with a view to the common good.” Pope John Paul II, Centesimus Annus (1991).*

This course seeks both to inform students of the fundamental institutions of the American political system, as well as to introduce them to the essential historical, philosophical and theological context upon which our Republic was built. In providing that context, the course also highlights the principles that underscore the Catholic vision of a just and well-ordered political society, including the notions of natural law, the sanctity of individual life, the common good, and subsidiarity. A recurring theme will be how the form and practice of American political institutions (and those of other nations) compares and contrasts with the Catholic vision. Thus the goal of the course is not just to explain the American political system, but also to illustrate that its nobility stems significantly from its adherence to fundamental truths about the human person, and conversely its flaws result from the extent that it diverges from those truths. It is an ambitious agenda, and as such the lectures and readings, rather than providing an exhaustive account of American government and politics, will focus on equipping students with understanding of the key events, concepts and critical skills—including the Founding, the three branches of government, federalism, the role of political parties, assessing ideology—that will further them down the paths of both sharpened scholarship and Christ-centered citizenship.

#### TEXTS

*American Government (Brief Version)* by James Q. Wilson is the main text for the actual study of the institutions of American government. But students also read *The Trial and Death of Socrates*, and the course will make key use of many primary sources dealing with politics and government.

#### FRESHMAN REQUIRED COURSE

##### **ECONOMICS, WITH FREE-MARKET FOCUS (0.5 CREDITS)**

*“Development which is not only economic must be measured and oriented according to the reality and vocation of man seen in his totality, namely, according to his interior dimension. There is no doubt that he needs created goods and the products of industry, which is constantly being enriched by scientific and technological progress. ...We must never lose sight of that dimension which is in the specific nature of man, who has been created by God in his image and likeness (cf. Gen 1:26).” – John Paul II, Sollicitudo rei socialis, 1987*

Economics is a required course that seeks to introduce students to the forces of the free market and then examine those forces in our world today. Further, the course examines the Church’s teaching on development and economics, through Papal encyclicals, from Pope Leo to John Paul II. Students will study and understand supply and demand, Smith’s invisible hand, the Federal Reserve system, fiscal and monetary policies, government involvement (constructive and destructive), microeconomics, international trade, long-term investing principles and tools.

Students will understand and analyze current and historic economic statistics, including GDP, inflation, unemployment, DJIA, interest rates, productivity.

TEXTS

*Essentials of Economics*, Gregory Mankiw (4th edition). *The Wall Street Journal*.  
 Papal encyclicals: Pope Leo XIII’s *Rerum Novarum*, Pope Pius XI’s *Quadragesimo Anno*; Pope Paul VI’s *Populorum Progressio*; Pope John Paul II’s *Sollicitudo rei socialis* and *Centesimus Annus*.

**ENGLISH DEPARTMENT**

	<i>PAP English I or English I</i>	<i>PAP English II or English II</i>	<i>AP Language &amp; Composition or English III</i>	<i>AP Literature &amp; Composition or English IV</i>
<b>COURSE PROGRESSION</b>	Varied Great Books readings	Reading list from Church History and World History, especially early Church fathers	British literature focus and Moral Law/Theology	Readings to support U.S. History

**FRESHMAN REQUIRED COURSE  
 PRE-AP ENGLISH I OR ENGLISH I (1 CREDIT)**

First and foremost, English I aims at encouraging a student’s love for reading great literature, and of strengthening a student’s own writing skills. Towards the first end, students read a selection of literary masterworks, exposing them to the splendor of language and the power of themes that have ensured such writings an enduring place in the Western canon. Organized by genre, the readings include an epic poem (the *Iliad* or *Odyssey*), classical drama (*Antigone*), Elizabethan drama (*Macbeth*), the novel (*Pride and Prejudice*), the short story (a selection), and essays (selections). Students learn the distinctive characteristics of each genre and how the particular work illustrates them. Through literary analysis, they become familiar with literary structures, terms and techniques, e.g., plot, character, narrative voice, setting, and imagery. Finally, students examine the relationship of such works to the truths of Christian revelation.

Towards the second goal of strengthening writing, students write a series of essays reflecting the different modes of discourse, e.g., narration-description, exposition (including compare and contrast, and cause and effect methods), and argumentation. Students first read and study several outstanding model essays in each mode. Armed with the knowledge and insight gained from such study, students write an essay in the given mode that is at once original in content but imitative of certain structural and stylistic elements of the model essays. Through this “apprenticeship” with the masters, students develop their own craftsmanship.

**PRE-AP OR STANDARD COLLEGE PREP ENGLISH**

In 2011-2012, English and Biology will be offered as both PAP and standard college preparatory courses. The textbooks and readings will be the same. In PAP courses, the depth and achievement will be working toward the exit level AP courses and the expected work in those courses. For instance, in AP Biology, there are twelve (12) required labs; the PAP Biology I will tackle a few of those required labs. In PAP English I, the types of writing assignments and the expected depth will mirror those of the AP Language and AP Literature courses.

For this additional effort, beyond the normal challenges of a college preparatory education, students will be awarded a higher calculation in GPA for a PAP course: .05.

Students, based on their achievement in 8<sup>th</sup> grade and on the HSPT, will be invited to enroll concurrently in these two PAP courses. Students are allowed to request placement, if not initially invited.

**TEXTS**

Paperback novels (see above).

*Crafting Expository Argument.* Degen, Michael. 4<sup>th</sup> edition, 2002. Telemachos.

*English Simplified.* Ellsworth, Higgins. 10<sup>th</sup> edition, 2004. Pearson Education.

**MATHEMATICS DEPARTMENT**

		<i>Potential course tracks</i>					
		FR		FR		FR	
<b>COURSE PROGRESSION</b>	SO	Algebra I	Geometry	Algebra I	Geometry	PAP Geometry *	PAP Algebra II/Trig **
	JUN	Algebra II	Algebra II	Algebra II	PAP Pre-calculus	PAP Pre-calculus	AP Calculus (AB)
	SEN	AP Stats	Pre-calculus	Pre-calculus	AP Calculus (AB)	AP Calculus (AB)	AP Statistics
	* <i>Must receive high school credit for Algebra I from middle school or summer course work, certified by placement exam.</i>						
	** <i>Must receive high school credit for Algebra I and Geometry from middle school or summer course work, certified by placement exam.</i>						

**REQUIRED COURSE**

**ALGEBRA I (1 CREDIT)** introduces students to the concept of math as a language, specifically describing the relationship between inputs and outputs into systems called functions. Students will learn how to represent data as equations and graphs, and will learn how to formulate and manipulate equations to represent real world situations. The course is aligned with the National Council of Teachers of Mathematics standards.



## TEXTS

The textbook for the course is *McDougal-Littell Algebra (2007)*. Ancillary materials are available on [www.classzone.com](http://www.classzone.com).

## REQUIRED COURSE

**PAP GEOMETRY (1 CREDIT)** builds logic and reasoning skills through the application of the properties of geometric figures. Algebra I skills are reinforced while students use geometric principles to solve real world problems. Pre-AP Geometry places greater emphasis on geometric proof and involves greater complexity of problem solving. The course is aligned with the National Council of Teachers of Mathematics standards.

## TEXTS

The textbook for the course is *McDougal-Littell Geometry (2007)*. Ancillary materials are available on [www.classzone.com](http://www.classzone.com).

## SCIENCE DEPARTMENT

	FR	SO	JUN	SEN
<b>COURSE PROGRESSION</b>	PAP Biology I	PAP Chemistry	PAP Physics	AP Biology or AP Chemistry
		Ecology	Chemistry	Physics  Astronomy (elective)
	<i>All students must take a Biology, Chemistry, and Physics course. A PAP to AP track of science will be offered, along with standard college preparatory courses. The fourth course and elective courses will be offered in Ecology.</i>			

## FRESHMAN REQUIRED COURSE

**PAP BIOLOGY I OR BIOLOGY I (1 CREDIT)** is the study of living organisms. Biology includes studying all life forms from tiny bacteria to more complex human life. There are several themes that are found in all studies of life, which will be studied in this course. These include: studying all life as a system of parts that work together; examining the relationship between structure and function in living organisms; understanding that organisms must maintain homeostasis to survive in changing environments; studying theory of evolution. These themes are addressed through lecture presentations as well as with engaging laboratory investigations and research opportunities.

## PRE-AP OR STANDARD COLLEGE PREP BIOLOGY

In 2011-2012, English and Biology will be offered as both PAP and standard college preparatory courses. The textbooks and readings will be the same. In PAP courses, the depth and achievement will be working toward the exit level AP courses and the expected work in those courses. For instance, in AP Biology, there are twelve (12) required labs; the PAP Biology I will tackle a few of those required labs. In PAP English I, the types of writing assignments and the expected depth will mirror those of the AP Language and AP Literature courses.

For this additional effort, beyond the normal challenges of a college preparatory education, students will be awarded a higher calculation in GPA for a PAP course: .05.

Students, based on their achievement in 8<sup>th</sup> grade and on the HSPT, will be invited to enroll concurrently in these two PAP courses. Students are allowed to request placement, if not initially invited.

#### TEXTS

The textbook for the course is *Holt McDougal Biology (2010)*. Ancillary materials are available on [www.classzone.com](http://www.classzone.com).

### FOREIGN LANGUAGE DEPARTMENT

COURSE PROGRESSION	LATIN PROGRAM		SPANISH PROGRAM	
	FR	PAP Latin I	Spanish I	
	SO	PAP Latin II	Spanish II	
	JUN	PAP Latin III	PAP Spanish III	
	SEN	AP Latin/ Dual Credit Latin IV	AP Spanish Language/ Dual Credit Spanish IV	

#### REQUIRED CREDIT IN THIS DEPARTMENT

**PAP LATIN I (1 CREDIT)** is the beginning course in a required three-year (four years are recommended) sequence that enables students to read Latin with comprehension and increasing understanding of the structures, grammar, and vocabulary of this basic language of medicine, science, law, and the humanities, the official language of the Catholic Church, origin of the Romance languages, and an integral part of Western civilization and our Christian heritage. Word derivations and Latin word elements are studied to expand the student's English vocabulary. Classical culture, life, and literature are integrated into progressively more complex reading passages. Oral Latin is introduced to carry on simple conversations, ask and answer questions about reading passages, and recite traditional Catholic prayers, as well as parts of the Latin Mass.

#### TEXTS

*Cambridge Latin Course, Units I & II*

#### REQUIRED CREDIT IN THIS DEPARTMENT

**SPANISH I (1 CREDIT)** This course develops listening, speaking, reading and writing skills through the study of Spanish vocabulary and grammar. A strong emphasis is placed on the culture of the Spanish-speaking world.

#### TEXT

Realidades 1 (Palo Boyles, Met, Sayers & Wargin)

#### REQUIRED CREDIT IN THIS DEPARTMENT

**SPANISH I (1 CREDIT)** In Spanish 2, the students continue developing communications skills

through listening, speaking, reading, and writing. They also gain an increased understanding of Hispanic culture.

TEXT

Realidades 2 (Palo Boyles, Met, Sayers & Wargin)

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## OTHER REQUIRED COURSES, WITH FINE ARTS & ELECTIVES

### REQUIRED CREDIT

#### **PUBLIC SPEAKING (0.5 CREDITS)**

Public Speaking is a one-semester speech course that enables students to prepare and deliver various kinds of speeches with increased skill, enhanced confidence, and moral and academic honesty. Students will learn the basics of researching, creating, and effectively delivering speeches. The four modes of speech delivery will be incorporated into self and classmate introduction speeches, civic memorized passages, Scriptural lecturing, impromptu speaking, and more formal informative and persuasive speeches. Class time will include group activities and help with speech preparation.

TEXTS

*The Art of Public Speaking* by Stephen E. Lucas

### REQUIRED CREDIT

**TECHNOLOGY I: BCIS ON THE MAC (0.5 CREDITS)** is a course designed for students to obtain mastery of the Apple platform. The goal of this course is for students to be capable of using the Macbook platform and office productivity software as well as various media presentation software, in order to enhance classroom learning. Students are provided with opportunities for learning new programs and then create files or presentations using various programs to demonstrate mastery. Students also complete skills tests to demonstrate their mastery of programs as well as computer hardware.