PROGRAM OF STUDIES

2017-2018
Pope Francis High School Mission Statement

Pope Francis High School is a Catholic co-educational, college-preparatory school which instills Gospel values and fosters academic excellence in a diverse community of learners.

Our mission is to challenge students to grow spiritually, intellectually, socially, and physically to become critical thinkers and faith-based leaders who embody justice, peace, service, and mercy in the global community.

In the spring of 2015, Bishop Mitchell T. Rozanski announced that Cathedral High School and Holyoke Catholic High School would merge into a new regional Catholic school beginning in 2016. He accepted a recommendation of the joint Cathedral and Holyoke Catholic high schools’ Student Advisory Committee to call the new regional Catholic high school Pope Francis in honor of the current Pope.

Currently located in the city of Chicopee at the location of the former Holyoke Catholic High School on Springfield Street, a new facility is planned for the former location of Cathedral High School at the intersection of Surrey Road and Wendover Road in Springfield. For the 2017-2018 school year, all students will attend Pope Francis High School at the Chicopee location. The new school in Springfield will open for the 2018-2019 school year.
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**Advanced Placement Program**

The College Board’s Advanced Placement Program is an opportunity for students to pursue college-level study in high school. College admissions officers view AP studies as an indicator of college success. Participation in an AP course is, therefore, a great advantage to any student. Students enrolled in AP classes will prepare to take the AP exam in the spring. There is a fee for the exam. Pope Francis High School offers the following AP courses:

- AP English Language and Composition
- AP Calculus BC
- AP English Literature and Composition
- AP Physics 1
- AP United States History
- AP Chemistry
- AP Statistics
- AP Biology
- AP Calculus AB

**International Baccalaureate Diploma Programme**

The greatest benefit of the International Baccalaureate experience is taking academic courses in an enriched environment with classmates who are seeking intellectual challenge, are motivated to learn, and are committed to excellence. Participating in these courses gives students an opportunity to experience college-level work. The students improve their writing skills and sharpen their problem-solving techniques; develop the study habits necessary for tackling rigorous coursework; assume the responsibility of reasoning, analyzing, and understanding material, and study subjects in greater depth and detail.

**IB Diploma Programme of Studies:**

Students who commit to the full IB Diploma Programme study IB courses during their Junior and Senior years. They study six courses, three at standard level (SL) and three at greater depth (HL). Their success in these courses is measured by traditional means (assignments, quizzes, tests) as determined by their teachers, as well as by assessments required and scored by the IB organization. These IB assessments include projects, oral presentations, and research as well as completion of final examinations administered in May at the conclusion of the course.

In addition, students seeking the full IB Diploma must complete the IB Core which serves to integrate the academic curriculum and provide well-rounded development through experiential learning. The IB Core is made up of three components: the Theory of Knowledge course; the Creativity, Action, Service (CAS) program; and the Extended Essay. The three components of the IB Core are completed over two years alongside the academic curriculum. The Theory of Knowledge course is a one credit academic course. Some time in this class will be spent on CAS activities and Extended Essay preparation and research.

Students may choose to study individual IB Diploma Programme courses outside of the full IB Diploma Programme. To take an individual IB Diploma Programme course, a student must meet the identified prerequisites and obtain approval from the teacher.
IB Diploma Programme Academic Curriculum (all courses required for IB Diploma):

**For course descriptions, refer to the relevant Department Program of Studies.**

- IB English Language and Literature – HL (2 year course)
- IB History of the Americas - HL (2 year course)
- IB Experimental Sciences – Biology HL (2 year course) or Design Technology HL (2 year course)
- IB Language Acquisition – Latin SL (2 year course)
- IB Mathematical Studies - SL (1 year course – taken in Senior Year)
- IB World Religions SL - (1 year course – taken in Senior Year)

IB Diploma Programme Core Curriculum: (required for IB Diploma)

- The Extended Essay – an essay documenting independent research on a question relating directly to one of the Diploma Program subjects being studied. The IB essay, a year-long investigative process, culminates in a polished, formal piece of scholarship of no more than 4,000 words that shows independent thinking, cogent writing, and rhetorical analysis.

- Theory of Knowledge Course – a course on critical thinking leading to development of a coherent approach to learning that unifies the academic disciplines. See course description in English Department.

- Creativity, Action, Service (CAS) – a program that involves students in a range of activities alongside their academic studies that encourages creative thinking, a healthy lifestyle, and service to the community. The program is one of the three essential elements in every student’s Diploma Programme experience. Students will engage in Creativity, (arts, and other experiences that involve creative thinking) Action, (physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the diploma program) and Service. (An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.) The program runs from the start of the student’s junior year to the end of senior year. Students will complete 150 hours of activities upon completion of the program. Students will plan their activities, keep records of their hours, write or present reflections, and create a portfolio. Students will report to an advisor on all activities.

International Baccalaureate Diploma Programme Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language and Literature (HL)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>History of the Americas (HL)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Experimental Science – Biology (HL) or Design Technology (HL)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Language Acquisition – Latin (SL)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Mathematical Studies (SL)</td>
<td>PFHS 3rd year Math</td>
<td>√</td>
</tr>
<tr>
<td>World Religions (SL)</td>
<td>PFHS JR Religion</td>
<td>√</td>
</tr>
<tr>
<td>IB Core: TOK, CAS, Extended Essay</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>
Class Level Expectations

**College Prep** students can expect more time spent on content within the discipline as well as more structured instruction within the classroom. These classes are rigorous and will thoroughly cover the requisite material found within the curriculum. Skill development is emphasized, as well as content acquisition.

**Honors** students are challenged to work at an accelerated pace with advanced material. Students are expected to be motivated and able to work with some degree of independence. The amount of preparation required for the class might include more extensive reading and writing assignments; assessments or tests may differ in their format and difficulty level; higher level critical thinking and reasoning skills are expected; science labs may be extended and might require greater analysis of information. Students who want to challenge themselves are encouraged to register for these classes.

**IB** students can expect firm deadlines, concurrent assignments, and high standards. Students are expected to work independently and take personal responsibility for their learning. IB students are broad, creative thinkers who are ready to explore ideas across disciplines and engage in inquiry that includes different points of view. Many colleges and universities recognize and grant credit for high achievement on the IB exams given for each course.

**Advanced Placement** students can expect courses are specially designed classes for high school students seeking to earn college credit or simply take a more challenging course. The classes are generally considered to be comparable with college-level requirements, and have a very rigorous curriculum. Students are expected to work independently, prepare thoroughly and be very proactive about their studies. Students can attempt to earn college credit by taking the AP exam at the end of the school year in May. These exams are administered by College Board, the same company that administers the SAT. AP Exams are graded on a scale of 1 to 5. You must score a 3, 4, or 5 (depending on the college to which you are applying) in order to get college credit. Some colleges will recognize a grade of 3 as qualifying for credit. Most, though, require a 4 or 5.
Course Selection Process
For incoming freshmen students, the course selection process consists of a meeting with a guidance counselor or the Director of Teaching and Learning, the student and their family. Prior to this meeting, the student will be directed to review the program of studies and will receive their scores from the High School Placement Test (HSPT). Classes are selected based on school requirements, student interest, middle school performance and achievement on the HSPT. There may also be additional placement test required for certain academic areas such as world language and math; these tests are held in June. Transfer students will go through a similar process, but will not be required to take the HSPT.

Current students will meet with their guidance counselors and will be required to fill out a course selection sheet. This sheet will provide the student information about requirements and prerequisites. This sheet must be signed by both the student and parent. There are no exceptions for meeting prerequisites.

It is important to consider an entire academic year during the course selection process. The transition from grade to grade involves a larger environment, more complex concepts and more homework. Students that are involved in extracurricular activities also have to consider the time commitment that these activities require.

It is imperative that careful consideration be given to the choice of classes and a commitment to a schedule for the following year. Student registration for courses impacts the allocation of teaching personnel. Students may not drop or change a course unless an exceptional situation exists. This decision will be made by the Director of Teaching and Learning after consultation with the student’s guidance counselor, the department chair and the teacher. An add/drop form, signed by the parent, must be submitted. Changes to schedules must be completed within the first two weeks of the semester. Any changes after this point will result in a W or F placed on the student’s transcript.

Academic Planning
The program offered at Pope Francis High School is designed to prepare students for post secondary success, as well as a comprehensive high school education. The requirement for graduation is 26 credits (with the exception of the class of 2018 Holyoke Catholic legacy students who must achieve 25.5 credits) including the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Religion</td>
<td>4.0</td>
</tr>
<tr>
<td>World Language</td>
<td>2.0</td>
</tr>
<tr>
<td>Health</td>
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<tr>
<td>Mathematics</td>
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<td>Science</td>
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<tr>
<td>Social Studies</td>
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<tr>
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</tbody>
</table>
Religious Studies Department

In the words of Pope Francis, “Proclaiming Christ means showing that to believe in and to follow him is not only something right and true, but also something beautiful, capable of filling life with new splendor and profound joy, even in the midst of difficulties.” In keeping with the charism of Pope Francis and the mission of our school, the primary focus of the Religious Studies Department is to encourage and challenge each student to grow in a Christ-like way and holistically as a human being. This department plays a critical role in our identity as a “Catholic” school and in modeling the ideals of Jesus. Intellectually, the student will be engaged in the academic study of theology, the Bible, the teachings of Christ, Church history and tradition, the principles of Catholic Social Teaching, and the fundamentals of world religions. Spiritually, students will be encouraged to develop a relationship with God, share their faith with others, and foster a sense of the sacred in their lives. Each of the four years of religious studies will expose students to various styles of Christian prayer with the goal of developing an active prayer life and the ability to lead others in prayer. Socially, students will examine their relationships with others and be encouraged to build healthy communities in the school and in the world in accordance with the ideals and values of Christian morality and justice. Each year, students will express this dimension of faith through community service.

501 Religious Studies 1
Grade 9 1 Credit
Who is God? How does God speak to us? What do Christians believe about God? This freshman year course seeks to provide all students with an understanding of a variety of sources of revelation – both natural and divine – about God. Students come to understand the primary importance of Sacred Scripture and its role in the life of faith for the Christian. The latter part of the course emphasizes the importance of Jesus as the Incarnation – the Living Word made flesh, the Second Person of the Trinity. Spirituality and prayer are additional components woven throughout the curriculum. During the year, students are encouraged to grow in religious knowledge and invited to deepen their lives of faith. The freshman course corresponds with the first two semesters of the U.S. Catholic Bishops’ Curriculum Framework. 6 hours of community service are required.

503 Religious Studies 2
Grade 10 1 Credit
Who is Jesus? What is His message? How do we continue His mission in the world today? This sophomore year course leads students to understand the need for redemption and how Jesus is the fulfillment of God's promise. This course builds upon the Scriptural studies begun in the freshman year. Salvation history is explored, culminating with a study of the life and ministry of Jesus and our redemption through His death and resurrection. The latter part of the course focuses on the Church as a means to encountering the living Jesus. The sophomore course corresponds with the 3rd and 4th semesters of the U.S. Catholic Bishops’ Curriculum Framework. 12 hours of community service are required.
505 Religious Studies 3 Grade 11 1 Credit
How can we live as God calls us to live? How can we encounter Jesus in our everyday lives? What role does conscience play in making moral decisions? What does it mean to be a disciple of Christ? Students in this junior year course engage in an in-depth study of the seven sacraments of the Church: the Sacraments of Initiation (Baptism, Confirmation, and the Eucharist), the Sacraments of Healing (Reconciliation and Anointing of the Sick), and the Sacraments of Vocation (Matrimony and Holy Orders). In the latter portion of the course, students explore the sources, dimensions, and applications of Christian virtues and ethics. The junior course corresponds with the 5th and 6th semesters of the U.S. Catholic Bishops’ Curriculum Framework. 18 hours of community service are required.

560 ELL Religion Grades 9, 10, 11 1 Credit
This is a required class for all first year ELL students
What is religion? Why do we study religion at a Catholic high school? Who is Jesus? What are the fundamentals of Christianity? The main purpose of this course is to introduce the student with no religious background to a basic understanding of Christianity. Students will undergo an appropriately paced course to understand the importance of God, Creation, Jesus Christ, Sacred Scripture and prayer for the Christian. Each student will be expected to complete a community service project commensurate with their grade level.

Senior Religious Studies Options
Senior students must take at least one of the following three options in Religion. It is possible to take two of the senior options. All seniors are required to perform 24 hours of community service.

509 IB World Religions SL Grade 12 1 Credit
Prerequisite: 85 or higher average in previous religion course. All students are required to take the IB exam.
Why do Orthodox Jews refrain from eating pork? Why are there so many types of Christians in the world? What do those statues of Buddha symbolize? Do Muslims believe in Jesus, too? How do I make sense out of acts of terrorism carried out in the name of God? This course is designed to engage the highly curious and academically motivated student in the study of six major religions of the world - Judaism, Christianity, Islam, Hinduism, Buddhism, and Taoism. The specific I.B. requirements of the course include 1) a research paper on a particular religious question of the student's choosing and 2) a comprehensive year-end exam. Candidates for the full IB Diploma must successfully complete this course.
507 World Religions   Grade 12   1 Credit
How does the Church relate to other Christian denominations and to non-Christian faiths? How do other faith traditions understand the ultimate reality? What is the nature of religion? Since Vatican II, the Church has expressed an increase in desire for Christians to participate in the ongoing dialogue with fellow Christians and the various religions of the world. This course addresses the Church’s mandate for Christians to grow in tolerance, understanding and fellowship with our brothers and sisters around the globe. In the context of a Catholic Christian environment, students deepen their understanding of their own faith, while surveying the similarities and differences of others. The basis for the study of the principles of the great religions of the world is the common elements found in all traditions and the common questions about God and life that human beings strive to answer. The World Religions course acquaints students with the major Eastern and Western religious traditions. The course also explores saints, religious heroes and heroines in relation to social justice issues. With increased awareness of humankind’s needs and beliefs, the students are more able to engage our diverse world as informed and concerned citizens. The World Religions course corresponds with the senior electives, Ecumenical and Inter-religious Issues and Living as a Disciple of Jesus Christ in Society, described in the U.S. Catholic Bishops’ Curriculum Framework.

511 Christian Ministry & Social Justice   Grade 12   1 Credit
Prerequisite: application process, students taking this course must be of a Christian faith
What does it mean to emulate Jesus Christ? How can we adopt an attitude of servant leadership? What skills do we need to act in ministerial roles in a Christian community? The main focus of this course is on training students to be Christian leaders in the school and in the world. The students learn small group facilitation, communication and public speaking skills. Students are trained to organize and present retreats on campus for underclassmen, to plan and lead liturgical celebrations, and to be active participants in their parishes. The other component of the course focuses on the principles of Catholic Social Teaching and how students can apply these teachings to their lives. Membership is based on a screening process which includes an application, an interview, and recommendations from faculty members. This course corresponds with the senior elective Living as a Disciple of Jesus Christ in Society described in the U.S. Catholic Bishops’ Curriculum Framework.
**English Department**

The English Department strives to foster a greater understanding and appreciation of the English language and its literature, and to develop reflective, critical, and creative thinkers through reading, writing, speaking and listening. Further study is given to grammar, mechanics, and vocabulary for the effective communication of ideas, oral and written. College preparedness is strengthened in the department’s portfolio and research paper requirements.

011 English 1  Grade 9  1 Credit

The English I curriculum is organized around themes appropriate for beginning high school students as they are introduced to a study of the English language and the major literary genres. Mechanics of grammar are introduced. Vocabulary study concentrates on definitions of words and their usage. Students are involved in a variety of learning situations that foster the development of creative and critical thinking, reading, writing, research, and oral communication skills. Writing portfolio and research paper are required.

015 Honors English 1  Grade 9  1 Credit

*Prerequisite: Achieving over an 80 percentile composite score on the HSPT.*

The main goal of Honors English 1 is to expose students to a wider variety of reading and writing experiences around themes appropriate for beginning high school students as they are introduced to a study of the English language and the major literary genres. Mechanics and grammar are reviewed with emphasis on problem areas. Vocabulary study concentrates on definitions of words and their usage. Students are involved in a variety of learning situations that foster the development of creative and critical thinking, reading, writing, research, and oral communication skills. Writing portfolio and research paper are required. Honors students complete the English 1 curriculum at an accelerated pace. The curriculum is supplemented with additional readings and more complex writing assignments.

026 English 2  Grade 10  1 Credit

The English 2 curriculum invites students to further develop their understanding of language and literature. Through a variety of learning situations, students continue to develop critical thinking, reading, writing, research, and oral communication skills. Students continue preparing for SATs through close textual analysis of multicultural literary works, study of English grammar, and vocabulary. Portfolio and research paper are required.

027 Honors English 2  Grade 10  1 Credit

*Prerequisite: 85 or higher average in Honors English 1, 87 or higher average in English 1*

The Honors English 2 curriculum invites students to undertake an in-depth and extensive study of the literary forms introduced in the first year at an accelerated pace. Additional required reading further develops these skills. Through a variety of learning situations students continue to develop critical thinking, reading, writing, research, and oral communication skills. Students continue preparing for SATs through close textual analysis of multicultural literary works, study of English grammar, and vocabulary study. Portfolio and research paper are required.
032 English 3: American Literature  Grade 11  1 Credit
The English 3 curriculum spans the development of American literature ranging from its Puritan beginnings to the emergence of contemporary authors. Students explore the genres and themes that have dominated this literary tradition. Through various learning situations, students develop their critical thinking, reading, writing, research, and oral communication skills. Students continue preparing for SATs by the study of grammar and vocabulary as well as practice responding to writing prompts similar to those used in standard testing. Writing portfolio and research paper required.

033 Honors English 3: American Literature  Grade 11  1 Credit
Prerequisites: 85 or higher average in Honors English 2, 87 or higher average in English 2
The English 3 Honors curriculum spans the development of American literature ranging from its Puritan beginnings to the emergence of contemporary authors. Additional readings, both over the summer and during the school year, are required. Students explore in greater depth the genres and themes that have dominated this literary tradition. Through various learning situations, students develop their critical thinking, reading, writing, research, and oral communication skills. Students continue preparing for SATs by the study of grammar and vocabulary as well as practice responding to writing prompts similar to those used in standard testing. Writing portfolio and research paper are required.

031 AP English Language and Composition Grade 11  1 Credit
Prerequisites: 85 or higher average in Honors English 2, 87 or higher average in English 2. Current English teacher signature required. All students are required to take the AP exam.
Advanced Placement English in the junior year is a college-level course that involves students in the analysis and implementation of rhetorical strategies and devices of the English language through the study of American literature. The student is involved in learning experiences to develop critical thinking, reading, writing, research, and oral communication skills. Students practice analyzing language and learn to use techniques of close and critical reading to understand the subtleties of language. Students who enroll are required to take the Advanced Placement Language and Composition Examination as part of the course. Successful performance on this test may qualify the student for college credit or advanced standing in college. Writing portfolio and research paper are required.
037 IB English Language and Literature HL Year 1  Grade 11  1 Credit
Prerequisites: 85 or higher average in English 2 or Honors English 2. All students are required to take the IB exam at the conclusion of the two year course.
International Baccalaureate Language and Literature HL Year 1 introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts allow the student to explore English through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.
The English Language and Literature course requires a variety of internal and external written and oral assessments which will begin in the junior year and conclude during the senior year with a written examination in May. A writing portfolio is required.
This course fulfills the junior English requirement. Candidates for the full IB Diploma must successfully complete both Year 1 and Year 2.

038 IB English Language and Literature HL Year 2  Grade 12  1 Credit
Prerequisite: A passing grade in IB English Language and Literature HL Year 1. All students are required to take the IB exam at the conclusion of the two year course.
International Baccalaureate Language and Literature HL Year 2 continues the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts allow the student to explore English through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.
The English Language and Literature course requires a variety of internal and external written and oral assessments which will begin in the junior year and conclude during the senior year with a written examination in May. Writing portfolio is required.
This course fulfills the senior English requirement. Candidates for the full IB Diploma must successfully complete both Year 1 and Year 2.

042 English 4: World Literature  Grade 12  1 Credit
The English 4 curriculum explores world literature by connecting the works through thematic elements. Students explore diverse literary genres through class discussion and varied written assignments. Students continue practice in grammar and vocabulary to assist them with standardized testing and future endeavors. Through a variety of learning situations, students develop their critical thinking, reading, writing, research, and oral communication skills. Writing portfolio and research paper are required.
043 Honors English 4: World Literature Grade 12 1 Credit

Prerequisites: 85 or higher average in Honors English 3, 87 or higher average in English 3
The English 4 curriculum explores World literature by connecting the works through thematic elements. Additional readings, both over the summer and during the school year, are required. Students explore diverse literary genres through class discussion and varied written assignments. Emphasis is placed on advanced writing proficiency. Students continue practice in grammar and vocabulary to assist them with standardized testing and future endeavors. Through a variety of learning situations, students develop their critical thinking, reading, writing, research, and oral communication skills. Writing portfolio and research paper are required.

041 AP English Literature and Composition Grade 12 1 Credit

Prerequisites: 85 or higher average in Honors English 3, 87 or higher average in English 3. Current English teacher signature required. All students are required to take the AP exam.
Advanced Placement English in the senior year is a college-level course that explores literature through intense study and critical analysis of a variety of literary traditions. The student is involved in learning experiences to develop critical thinking, reading, writing, research, and oral communication skills. Students are required to take the Advanced Placement Literature and Composition Examination as part of the course. Successful performance on this test may qualify the student for college credit or advanced standing in college. Writing portfolio and research paper are required.

S053 Media Issues Grades 11, 12 .5 Credit
Media Issues is an elective course in which students have the opportunity to analyze media through the impact of film on society. Major emphasis is given to the evolution of film, the techniques of filmmaking and the role of film in our society. Propaganda, racism, stereotyping, and violence in the media are some of the topics explored.

S054 Heroes and Villains Grades 11, 12 .5 Credit
ELL Prerequisite: Passing grade in ELL 2 Skills and ELL 2 Literature or currently enrolled in ELL 3 Skills and Literature or Intensive Writing.
Heroes and villains is a one-semester elective formulated to offer enrichment to juniors and seniors who wish to know more about the mythology of world cultures. Students read, write, and discuss the lessons of the myths and learn the modern-day relevance of ancient texts.

S055 Creative Writing Grades 11, 12 .5 Credit
ELL Prerequisite: Passing grade in ELL 2 Skills and ELL 2 Literature or currently enrolled in ELL 3 Skills and Literature or Intensive Writing.
Creative Writing is a one semester course that allows students to expand their writing skills. It is a survey course that covers many genres of writing, including: poetry, short fiction and drama. The students explore the various forms within each genre through writing their own work, and reading pieces by published authors.
S056 Science Fiction and Fantasy  Grades 11, 12  .5 Credit

*ELL Prerequisite: Passing grade in ELL 3 Skills and Literature or currently enrolled in Intensive Writing.*

Students in this course will study how fantasy and science fiction in literature and pop culture has transformed the world we live in today. Students will study a variety of authors of speculative fiction in variety of genres, from J.R.R. Tolkien to J.K. Rowling, from H.G. Wells to Suzanne Collins to Steven Spielberg. Students will be expected to engage in a game of Muggle Quidditch before the semester ends.

065 IB Theory of Knowledge A  Grades 11, 12  .5 Credit
066 IB Theory of Knowledge B  Grade 12  .5 Credit

*Prerequisite: 85 or higher average in current English course.*

How do we come to know things, and what does it really mean to know anything? How do we categorize and connect the knowledge we acquire in different disciplines, such as science, mathematics, history, language, and the arts? What is wisdom? Theory of Knowledge is a course specifically designed for those who wish to investigate these questions and thousands of others. Students will explore the nature of knowledge by drawing on topics from dozens of disciplines in this discussion-based class, and will challenge themselves and each other to provide various forms of justification for their knowledge claims. This course is for students who wish to know what it means to “know”; the only prerequisite is an open, inquisitive mind. WARNING: This course may prove hazardous to your assumptions, and could cause changes to the way you think! Candidates for the full IB Diploma must successfully complete both Theory of Knowledge A/B.
English Language Learning (ELL) Department

The objective of the ELL program is to provide English language learners with English language instruction and support that will enable them to be successful in mainstream English and content classes. ELL course material is presented at a challenging but comprehensible language level that increases as the student’s English skill improves. ELL level will be determined by a placement test.

**016 ELL 2 Skills**
1 Credit

The ELL 2 Skills class, taken concurrently with ELL 2 Literature, is a low-intermediate level English language class which focuses on developing the fundamentals of English grammar as well as the language skill areas of reading, writing, listening, and speaking. A particular emphasis is placed on comprehension of nonfiction texts of the type encountered in history, science, and other textbook-based classes. Students read a variety of texts that become the basis for discussion, writing, and projects. Writing assignments offer an opportunity to practice grammar and proper essay structure. The class also introduces students to American culture and common traditions.

**018 ELL 2 Literature**
1 Credit

This low-intermediate level English language class, taken concurrently with ELL 2 Skills, also builds the fundamentals of English, but the focus is on English literature. Students read fiction, poetry, and drama selections which are used to generate topics for class discussion, writing, and project work. In addition, students learn to write well-constructed paragraphs and short essays in various rhetorical modes drawing on themes from the reading and from their personal experience.

**019 ELL 3 Skills and Literature**
1 Credit

This intermediate level English language class builds on the speaking, reading, and writing skills introduced in ELL 2. Nonfiction readings teach transferable comprehension strategies in preparation for mainstream content classes. Fiction, poetry, and drama readings develop literary analysis skills that parallel those taught in the mainstream English classes. The readings are also used to introduce vocabulary and grammar and to generate topics for discussion and writing. A strong emphasis is placed on academic writing which includes the study of rhetorical modes, thesis development, textual support, and editing techniques.

**024 ELL 4 Skills and Literature**
1 Credit

This is an advanced level English language class from which students will enter mainstream English classes. Students read more advanced fiction and nonfiction texts as they polish their skills of comprehension and analysis in parallel with the mainstream English classes. Students are expected to participate fully in class discussions of the readings. Students also practice writing in various rhetorical modes and for different purposes, applying their skills in developing a thesis and in using text from the reading to support their arguments. English usage and grammar topics are studied as needed based on recurring errors in student essays.
Mathematics Department

The Mathematics Department believes in the inherent value and ability of each student. We strive to develop each student’s ability to think analytically, quantitatively, logically, and critically and to equip each student with the information necessary to meet the challenges of today’s society. Our curriculum is designed to expand, challenge, and motivate each student. We aim to help all students view mathematics as a necessary tool for survival in a rapidly changing world and to prepare them for productive and successful service in society.

Ninth grade placement is determined by the 8th grade recommendation process. Placement in grades 10-12 is based on prerequisite content knowledge as determined by previous performance in courses, or, in the case of students new to the school, a placement test.

College Prep courses provide students with more time on individual topics and include more guided instruction when solving more complex problems. These courses provide a more structured learning environment with additional support and time on each topic of study. Honors courses are appropriate for students with a high interest in mathematics who have demonstrated exceptional understanding of mathematical concepts and skills, and can think abstractly and solve problems with a high degree of independence. Advanced Placement courses are recommended for honors students who are highly motivated and able to work independently. Students in Advanced Placement courses will complete a rigorous curriculum of study and take the AP Exam in May.

Many courses require a graphing calculator for both classwork and homework. Teachers will demonstrate concepts using a handheld grapher from the TI-84 family.

205 Integrated Mathematics 1
Grade 9
1 Credit
Prerequisite: HSPT
Integrated Mathematics 1 covers the basics of algebra and geometry necessary for further study of high school mathematics. Integrating both algebra and geometry will allow students to see the relevance of mathematics in their lives and in the world. This is a first year math course for students who need to solidify math skills and concept knowledge learned in Grade 8. Students will be supported as they learn those skills necessary for success and advancement. A student successfully completing this course must take Integrated Mathematics 2 for their second high school math. A graphing calculator is required.

206 Integrated Mathematics 2
Grade 10
1 Credit
Offered 2018-2019
Prerequisite: Integrated Mathematics 1
Integrated Mathematics 2 shall immediately follow Integrated Mathematics 1. Students will continue to study topics from algebra and geometry within a supportive environment of guided instruction. Students will work within a structured learning environment, spending time on understanding and applying concepts that were introduced in Integrated Mathematics 1 and extended in Integrated Mathematics 2. Students will become more independent and capable of demonstrating their understanding. Students completing this course should follow with Algebra 2 as their third year of mathematics. A graphing calculator is required.
213 Algebra 1
Grade 9, 10
1 Credit

Prerequisite: Determined by the HSPT
This full year of Algebra 1 begins with an introduction to the language of Algebra. Topics include understanding and contrasting linear, quadratic, and exponential relationships; analyzing, solving, and using linear, quadratic and exponential functions; operations with Real Numbers and polynomials; extending the laws of exponents to square roots and cube roots; solving equations and inequalities, including absolute value; factoring and simplifying rational expressions; radicals; word problems; graphing; and applying linear and quadratic models to data. A graphing calculator is required.

209 Honors Algebra 1
Grade 9
1 Credit

Prerequisite: Achieving over a 75 percentile composite score on the HSPT
This full year of Algebra 1 incorporates challenging problems that model real-world applications. Topics include understanding and contrasting linear, quadratic, and exponential relationships; analyzing, solving, and using linear, quadratic and exponential functions; operations with Real Numbers and polynomials; extending the laws of exponents to square roots and cube roots; solving equations and inequalities, including absolute value; factoring and simplifying rational expressions; radicals; word problems; graphing; and applying linear and quadratic models to data. As time permits, students will be introduced to matrices, statistics and other enrichment topics. A graphing calculator is required.

223 Geometry
Grades 9, 10, 11
1 Credit

Prerequisite: Passing grade in high school level Algebra 1, or determined by HSPT.
Geometry emphasizes reasoning and logical thinking, and connects geometry to other disciplines. Students will learn the vocabulary of geometry to solve real world problems and complete geometric proofs. Topics include fundamentals of plane and coordinate geometry and basic trigonometry of the right triangle, including the laws of sines and cosines. Students will incorporate exploratory activities, applications, writing and communicating, and measure their mathematical growth in a variety of ways. Throughout the course topics will reinforce and enhance the understanding of concepts from algebra.

219 Honors Geometry
Grades 9, 10, 11
1 Credit

Prerequisite: 85 average or higher in Honors Algebra 1, or 90 average or higher in Algebra I, or determined by the HSPT
This course is intended for students with a strong mathematical background. Geometry emphasizes reasoning and logical thinking and connects geometry to other disciplines. Topics include fundamentals of plane and coordinate geometry and basic trigonometry of the right triangle, including the laws of sines and cosines. Students will incorporate exploratory activities, applications, writing and communicating and measure their mathematical growth in a variety of ways. Honors Geometry students investigate topics to a greater depth and intensity. Throughout the course topics will reinforce and enhance the understanding of concepts from algebra.
236 Algebra 2    Grades 10, 11, 12    1 Credit
Prerequisite: Passing grade in Geometry or Integrated Mathematics 2
For this course students will focus on interpreting and modeling data. Concepts include transformations of functions; linear and quadratic equations and functions, complex numbers (including imaginary); graphing functions; polynomial, rational, exponential and log functions; sequences and series; matrices; and an introduction to probability and statistics. As time permits, additional topics may be introduced. Students will solve problems, think critically, and communicate results. Emphasis will be placed on application of the curriculum to real-life situations. A graphing calculator is required.

245 Honors Precalculus    Grades 10, 11, 12    1 Credit
Prerequisite: 85 or higher average Honors Geometry and 90 or higher Algebra 1 or 85 or higher Honors Algebra 1; 90 or higher average in Geometry and 90 or higher Algebra 1 or 85 or higher Honors Algebra 1.
Students electing this course must have a strong background in algebra and geometry, think critically and reason abstractly. This is a full year course which encompasses advanced algebra and trigonometry. Course content includes an in-depth study of Algebra 2 topics and Precalculus topics meant to prepare students for Calculus. Topics covered include the twelve basic functions and their graphs; linear systems and matrices; analytic geometry in three-dimensions; trigonometric functions, analytic trigonometry and applications of trigonometry; analytic geometry; and sequences and series. As time permits, students will be introduced to other enrichment topics. Emphasis is placed on understanding mathematical concepts and communicating both verbally and through writing. A graphing calculator is required.

246 Precalculus    Grades 11, 12    1 Credit
Prerequisite: 80 or higher average in Algebra 2
Following Algebra 2, Precalculus continues to study functions. This course begins with a review of linear and quadratic functions and other topics from algebra and geometry. The twelve basic functions are introduced, including power functions, exponential functions, logarithmic functions, trigonometric functions, polynomial functions, and rational functions. The emphasis throughout the year is to create a foundation for the study of calculus. A graphing calculator is required.

240 Honors Calculus    Grades 11, 12    1 Credit
Prerequisite: 90 or higher average in Precalculus; or 85 or higher average in Honors Algebra 2/Precalculus
Calculus emphasizes a multi-representation approach to topics. Concepts are introduced and modeled with graphical, numerical, and algebraic representations. Concepts from precalculus are reviewed and extended. Limits and continuity, derivatives, applications of derivatives, the definite integral, and differentials and their applications are introduced. Students will demonstrate their understanding of these mathematical concepts and communicate their solutions. A graphing calculator is required.
259 AP Calculus AB  
Grades 11, 12  
1 Credit  
Prerequisite: 85 or higher average in Honors Calculus; or 95 or higher average in Precalculus; or 90 or higher average in Honors Algebra 2/Precalculus. All students are required to take the AP exam. 
This course follows the guidelines set by the Advanced Placement College Board. AP Calculus AB is primarily concerned with developing students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Topics in integral and differential calculus include: limits; derivatives of algebraic and transcendental functions; methods of integration of algebraic and transcendental functions; applications of the derivative (related rates, optimization, simple differential equations, slope fields); and integration (accumulation function area, volume, arc length, surface area). Graphing calculators are used extensively in this course. Technology will be used regularly to reinforce the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A graphing calculator is required.

260 AP Calculus BC  
Grade 12  
1 Credit  
Prerequisite: 95 or higher average in Precalculus or 90 or higher average in Honors Algebra 2/Precalculus or 80 or higher average in AP Calculus AB. All students are required to take the AP exam. 
This course follows the guidelines set by the Advanced Placement College Board. Calculus BC includes all AP Calculus AB topics plus additional topics such as parametric, polar, and vector functions; derivatives of parametric, polar, and vector functions; applications of integrals; additional techniques of antidifferentiation; solving logistic differential equations; and polynomial approximations and series (Taylor and Maclaurin series). Graphing calculators are used extensively in this course. Technology will be used regularly to reinforce the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A graphing calculator is required.

258 AP Statistics  
Grades 11, 12  
1 Credit  
Prerequisite: 87 or higher average in Algebra 2 or 85 or higher average in Precalculus or 80 or higher in Honors Algebra 2/Precalculus. All students are required to take the AP exam. 
This course follows the guidelines set by the Advanced Placement College Board. Students shall be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data; Sampling and Experimentation; Anticipating Patterns; and Statistical Inference. Students will have opportunity to think through problems, make decisions and share questions and conclusions with other students. For this reason, they are expected to possess strong critical thinking and writing abilities. Topics covered include explorations and analysis of data using graphical and numerical techniques, the planning of a study including clarification of questions and methods of data collection and analysis, elements of probability, probability distributions, and statistical inference including confidence intervals and test of significance. Technology will be used regularly to reinforce and to confirm written work, to implement experimentation, and to assist in interpreting results. A graphing calculator is required.
235 IB Mathematical Studies SL  Grade 12  1 Credit
*Prerequisite: 85 or higher average in Algebra 2 or Precalculus, or 80 or higher average in Algebra 2/ Precalculus. All students are required to take the IB exam.*
Mathematical Studies prepares students to solve problems in a variety of settings, to develop skills in mathematical reasoning and to enhance their critical thinking. Additionally, it offers students opportunities to learn important concepts and techniques and to gain further understanding of a wide variety of mathematical topics. An individual project, an extended piece of work based on personal research involving the collection, analysis and evaluation of data is required. The IB Individual Project is twenty percent (20%) of the student’s final grade. Technology will be used regularly to reinforce and confirm written work, to implement experimentation, and to assist in interpreting results. Emphasis will be placed on preparing students for two required end of the year IB Papers (exams). A graphing calculator is required. Candidates for the full IB Diploma must successfully complete this course.

S244 Statistics  Grade 12  .5 Credit
*Prerequisites: Passing grade in Algebra 2*
In this one semester course, students will be introduced to descriptive and inferential statistics and basic probability theory. Students will explore the data that surrounds them, generate and collect data. They will learn how to represent data in various ways and interpret data. Using technology using students will focus on real-world applications and solve problems relating to a variety of situations. A graphing calculator is required.

S252 Trigonometry  Grade 12  .5 Credit
*Prerequisites: Passing grade in Algebra 2*
In this one semester course, students will be introduced to trigonometric topics including angles and their measures; trigonometric functions; real world trigonometric applications that include navigation, area problems, angles of elevation and depression; solve trigonometric equations; law of sines and cosines; and exponential and logarithmic functions. A graphing calculator is required.

S253 Financial Mathematics  Grade 12  .5 Credit
*Prerequisites: Passing grade in Algebra 2*
In this course students will study personal finance and portfolio management. The course will provide students with insight into the mathematics they will encounter throughout their lives. Topics will include: an overview of personal finance, financial responsibility and decision making, income and careers, spending and credit, and saving and investing. The mathematics of finance includes interest: including compound interest, present value, annuities, loans, the rate of return on an investment, and interest in continuous time. A graphing calculator is required.
Science Department

Pope Francis High School requires a minimum of three full-year laboratory courses in science, with the intention of producing scientifically literate individuals who are able to make informed choices. Typically, the science program begins with a course in Earth Science, where the students become familiar with our physical planet. The second course is Biology, where students study the structure and function of organisms and their interaction with the physical environment. The third year of study is Chemistry, in which students learn about chemical principles and how they affect us, as well as further developing their skills in analytical and abstract thinking.

For students with both high ability and motivation, and who may have a desire to pursue a career in science, there is available an honors-AP/IB science option. Students in this program begin with Honors Biology, followed by Honors Chemistry. In their third year, they may choose to take either AP or Honors Physics, or an IB course (IB Biology or IB Design Technology, which are both 2-year courses.).

Students taking a fourth year of science may choose from a variety of courses. These include Physics, Oceanography, Ecosystems and Sustainability, Anatomy and Physiology or Forensics. A lab component is incorporated into each of the science courses. The lab program will emphasize exploratory and investigative methodologies with a focus on lab procedures, techniques and communication skills.

313 Earth Science       Grades 9, 10, 11               1 Credit
A basic knowledge of Earth Science is essential to meeting the lifestyle challenges mankind will face in the 21st century. It is critical in our changing world for students/citizens to understand how the Earth works as a system. This can lead to an understanding of the causes and potential societal consequences of Earth processes (e.g. earthquakes, floods, landslides, tsunamis, volcanic eruptions, weather etc.) as well as the availability and possible depletion of natural resources. Earth Science is an integrated science, bringing together introductory concepts of biology, chemistry and physics as they apply to the workings of Earth and its relation to our neighbors in space. This is accomplished through the four major disciplines within Earth Science: Geology, Oceanography, Meteorology and Astronomy. The applied, often visual, nature of Earth Science helps learners to see the relevance of the sciences to their lives by engaging students in learning about our home planet. Through an interdisciplinary approach, students will develop problem-solving skills.

319 Honors Biology     Grades 9, 10                  1 Credit
Prerequisites are 75 percentile or higher in ELA, Math and Science portions of the HSPT or a 90 average in Earth Science.
Honors Biology provides a challenging, in-depth, introductory course. The topics range from molecular and cellular biology, genetics, evolutionary theory, biodiversity and ecology. The students enrolled in this course are expected to be an active partner in the classroom and capable of some independent work and are willing to develop their thought processes and skills at a higher level. As a foundational course, science as a process is emphasized which includes independent research. Laboratory work will be an integral part of the course, enabling students to apply their acquired knowledge to explore the living world.
323 Biology Grade 10 1 Credit
Prerequisite: Passing grade in Earth Science
This is a basic first year introductory course which covers the general themes of biology. These include biochemistry, cell biology, genetics, development, evolution, biodiversity and ecology. The material is presented using various techniques including lecture, cooperative learning and hands-on activities and the use of audiovisual materials. Labs are used to reinforce concepts, as well as acquaint the students with the skills involved in experimentation, data collection, and interpretation. Critical thinking skills are integrated throughout the course.

352 AP Biology Grades 11, 12 1 Credit
Prerequisite: An average of 85 or higher in Honors Chemistry and Honors Biology or 90 or higher in Chemistry or Biology. All students are required to take the AP exam.
The advanced placement course offers students an opportunity to complete college level work in their last year of high school. This course is taught according to the Advanced Placement outline in biology and builds upon the fundamental principles, ideas and skills presented in the introductory biology course. It deals with such topics as ecology, evolution, chemical and physical laws as they apply to living organisms, biochemistry, taxonomy, anatomy and physiology, genetics and cytology. In addition, it aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapid changing science of biology. Students complete the labs set forward by the College Board as part of their AP Biology curriculum. This course is designed for prospective science/biology majors. Summer work and reading are required for this course.

325 IB Biology HL Year 1 Grades 11, 12 1 Credit
Prerequisite: Grade of 85 or higher average in both biology and chemistry (Any level).

326 IB Biology HL Year 2 Grade 12 1 Credit
(Offered 2018-2019)
Prerequisite: Passing grade in IB Biology HL Year 1. All students are required to take the IB exam at the conclusion of the two year course.
IB Biology HL is a rigorous two-year course designed to give highly motivated students a broad understanding of the field of biological science. The curriculum stresses the importance of inquiry, analytical thinking and the use of the scientific method. Topics covered in the course will include biochemistry, cells, genetics, ecology, evolution and anatomy and physiology. Heavy emphasis will be placed on student investigation, which will allow the students to practice the skills of inquiry communication and collaboration as well as data collection, interpretation and statistical analysis of data. As a result the student will be able to develop a strong foundational understanding of the nature of science. Candidates for the full IB Diploma who choose Biology as their Experimental Sciences option must successfully complete both Year 1 and Year 2.
348 Anatomy and Physiology Grades 11, 12 1 Credit
Prerequisite: 75 or higher average in biology and chemistry
This course is a secondary level laboratory science course that is designed to provide an introduction to human anatomy and physiology. In this course the organ systems of the human body are studied with emphasis placed on the relationship between structure and function as well as homeostasis. The concepts presented in this course rely on an understanding of the basic principles of biology and chemistry. Students who are interested in medical careers, nursing, or paramedical fields should select this full-year program.

336 Chemistry Grades 10, 11, 12 1 Credit
Prerequisite: Passing grade in Biology
The fundamental concepts in chemistry are introduced in this course. The topics covered are atomic and molecular structure, chemical bonding, formula and equation writing, properties and states of matter, mole concept, stoichiometry, behavior of gases, solutions and mixtures, ionization, acid-base theory, redox reactions and equilibrium. Laboratory investigation is used to reinforce the chemical concepts presented. Competence in mathematical relationships and the ability to apply such relationships to scientific principles is important for success.

337 Honors Chemistry Grades 10, 11, 12 1 Credit
Prerequisite: 85 or higher average in Honors Biology and current honors math course or 90 or higher average in all math and science courses.
In this course, special emphasis is placed on the mathematical and theoretical aspects of the chemical principles presented in the course. The general themes of chemistry discussed in this course include atomic and molecular structure, chemical bonding, properties and states of matter, chemical equations, stoichiometry, the behavior of gases, acid-base theory, thermochemistry, ionization and chemical equilibrium. Laboratory experiments employing fundamental techniques introduce the chemical principles presented in the classroom. This course is intended for students who may be prospective chemistry or science majors and requires commitment to challenging, faster paced coursework involving more in depth and critical thinking applications.

365 AP Chemistry Grades 11, 12 1 Credit
Prerequisite: 85 or higher in the honors science and math courses or 90 in all science and math courses. All students are required to take the AP exam.
The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics and equilibrium.

342 Physics Grades 11, 12 1 Credit
Prerequisites: Students should have a minimum 75 average in all previous science and math courses.
This course is a study of the physical world and universe, the nature of matter and energy, and how they are related. Students will discover concepts and mathematical relationships in kinematics, dynamics, momentum and impulse, work and energy, electrostatics, magnetism, and DC circuits through observational experiments and testing experiments. This course is designed to be investigative, where students work in teacher-facilitated groups to explore concepts in a dynamic and exciting format.
344 Honors Physics  
Grades 11, 12  
1 Credit

Prerequisites: 85 or higher in all previous honors science courses or a 90 or higher in all previous college prep science courses, and an 85 or higher in honors precalculus or AP or honors calculus or a 90 in precalculus.

This course is a study of the physical world and universe, the nature of matter and energy, and how they are related. Students will discover concepts and mathematical relationships in kinematics, dynamics, momentum and impulse, work and energy, electrostatics, magnetism, and DC circuits through observational experiments and testing experiments. This course is designed to be investigative, where students work in teacher-facilitated groups to explore concepts in a dynamic and exciting format. Honors level broaches the subjects more deeply and with more advanced mathematics.

361 AP Physics 1  
Grades 11, 12  
1 Credit

Prerequisite: 85 or higher in all previous honors Math courses or a 90 or higher in all previous CP math courses. Students should have completed Precalculus or Honors Algebra 2. All students are required to take the AP exam

Students taking this course are required to take the AP Physics 1 Exam in May. This one year course is equivalent to a one semester college course in algebra-based physics for highly motivated students who intend to specialize in physical sciences or engineering. Topics covered include Newtonian mechanics with rotational dynamics and angular momentum; Work, energy, and power; gravitation; Mechanical waves and sound; electrostatics; Conductors, capacitors, and dielectrics; Electric circuits; Magnetic fields; and electromagnetism. Emphasis is placed on advanced scientific reasoning with physics concepts; using modeling, advanced problem solving; Experimentation and data analysis. Course includes topics of Relativity and Photoelectric Effect. There is a lab component in this course that meets the criteria of the College Board.

S338 Forensic Science  
Grades 11, 12  
.5 Credit

Prerequisite: 70 or higher in all previous science classes.

This course involves the application of science and technology to criminal and civil law enforcement. Students will focus on the areas of chemistry, biology, physics, and geology and how they are used to evaluate and assess the evidence from crime scenes. Some laboratory work includes fingerprints, blood toxicology, splatter analysis, and crime scene investigations

384 Oceanography  
Grades 11, 12  
1 Credit

Prerequisite: Passing grade in two science classes.

Oceanography is an interdisciplinary course that will integrate concepts from the biological, chemical, geological and physical sciences. Topics discussed will include: a history of ocean exploration, the physical and chemical nature of water, ocean ecosystems, ocean biodiversity (there will be some dissection included in this topic), tides and currents and coastal dynamics.
**382 Ecosystems and Sustainability**  Grades 11, 12  
*Prerequisite: Passing grade in 2 science classes*

This course is designed as a secondary level laboratory science. The topics addressed will include ecology, ecosystems, communities, evolution, energy, natural resources, population growth, and sustainability; these topics being presented in relation to human impact on the biosphere and critical, present day environmental issues. Discussions will include both scientific research and ethical issues. Laboratory investigations will be integrated into the course along with lecture and out of class readings.

**327 IB Design Technology HL Year 1**  Grades 11, 12  
*Prerequisite: 75 or higher in all science and math classes*

**328 IB Design Technology HL Year 2**  Grade 12  
(Offered 2018-2019)  
*Prerequisite: Passing grade in IB Design Technology Year 1. All students must take the IB Exam at the conclusion of the two year course.*

The IB Design Technology program aims to develop internationally minded people whose enhanced understanding of design and the technological world can simplify our shared responsibility for caring for our planet and create a better world. This program is appropriate for students who are interested in design and engineering. The major focus of this program is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technological documentation. The program gives students the opportunity to develop skills and understanding of course concepts through activities and project based learning (PBL). The program challenges students to improve their interpersonal skills, creative abilities and understanding of the design process as well as develop strategies to direct their own learning. Candidates for the full IB Diploma who choose Design Technology as their Experimental Sciences option must successfully complete both Year 1 and Year 2.
Social Studies Department

The Social Studies program at Pope Francis High School represents a diverse and comprehensive course of study that allows endless possibilities to explore the people, places and ideas that have and continue to shape our changing world. Through the use of historical documents and sources, students will learn to acquire, organize, analyze, and interpret information that can be applied to past and present challenges. These skills will be reinforced through a variety of activities such as modeling the United Nations, participation in Model Congress and Model Senate, presentations both individual and group, field trips as well as the incorporation of current technology. In addition, community resources are utilized to provide speakers and programs which enhance the topics being studied. Through our efforts we encourage our students on their quest to become life-long learners and active participatory citizens.

113 World History Grade 9 1 Credit
The World History course will provide students with a solid foundation in the knowledge and skills that will allow them to recognize the role of individuals in society and develop deeper insight into the political, economic, and cultural movements that have helped shape our world. Special attention will be given to strengthening the student’s ability to find, critically evaluate, and effectively use, primary and secondary sources. Through research, discussion, and analysis, students will improve and expand their writing skills so that they may more clearly and effectively express their well-reasoned analytical viewpoints. Students will leave this course prepared for success beyond the classroom as well-informed and responsible global citizens.

111 Honors World History Grade 9 1 Credit
Prerequisite: 80 percentile in both reading and writing on the HSPT
The Honors World History course will encompass the same topics as the college prep sections but will provide a more in-depth study of thematic and chronological history. Students will develop an understanding of history and offer a balanced study with an emphasis on the peoples and cultures of Europe, Africa, Asia, and the Americas. An integral part of this course will be the use of primary sources, maps, research projects, oral presentations, essay writing and nonfiction historical literature.

160 ELL World History Grades 9, 10, 11 1 Credit
This class is required for all first year ELL students.
This course encompasses the content and scope of World History but emphasizes the development of historical themes and vocabulary as foundational components of the study of history.

126 U.S. History Survey Grade 10, 11 1 Credit
Prerequisite: Passing Grade in World History or Honors World History
This survey course covers some of the social, economic and political trends in the development of our country from the birth of the United States Constitution to a post-Civil War America. Critical reading and thinking skills are exercised as students work with primary documents and engage local historical sources. Students have regular practice with historical investigation, research, and writing while using modern technology and research tools to prepare them for college-level courses. The goal of the U.S. History Survey course is to help develop active and thoughtful citizens.
130 Honors U.S. History  Grade 10, 11  1 Credit
Prerequisite: 85 or higher average in Honors World History, or 87 or higher average in World History.
This course is meant as an IB/AP U.S. History prep class with added emphasis on analyzing and interpreting issues and events in United States history through the use of primary source materials and test preparation for the higher level exams. Students are required to take this course if they are interested in either the AP or IB History offerings during their junior year. This course covers the social, economic, and political forces that shaped America from colonial society through post-civil war America. This course begins with a survey of the indigenous cultures and pre-Columbian history of the Americas. A study of positive and negative relationships between Europeans and Native Americans continues, associated with the establishment of New World empires. The political and economic causes of the American Revolution are studied with specific attention given to the creation of the U.S. government as influenced by various political philosophies of the Enlightenment. The first two presidential administrations are also examined as our country began its unique experiment in government with Presidents Washington and Adams. The evolution of the U.S. as a nation is examined further from the era of Jeffersonian Democracy through the Early National Period and will continue through into the Post-Civil war period.

138 AP U.S. History  Grade 11  1 Credit
Prerequisite: 85 or higher average in Honors US History; and completion of an extensive summer assignment due at least 1 week prior to the start of school. Students are required to take the Advanced Placement exam.
This course continues the content outlined in the Pre AP/IB course with added emphasis on analyzing and interpreting issues and events in United States history through the use of primary source materials and test preparation for the Advanced Placement Exam. The program will start with an analysis of the impact of Manifest Destiny on the cultural, economic, political and social growth of the United States at the conclusion of the Jacksonian age. This expansion led to great wealth and opportunity in the U.S. but also to the growth of sectionalism between North and South. Students investigate the causes of the Civil War by tracing attempts at compromise leading to the Civil War. The Reconstruction of the nation after the war, and the expansion and industrialization that followed, are the focus of the course during the 1st quarter of the year. The course continues with late 19th century imperialism and factors leading to the creation of an American empire and the Spanish American war. Students then approach the Twentieth century through three lenses: economic policy, political and social issues, and foreign policy, with a goal of a greater understanding of our modern world through an increased focus on our recent past. Emphasis is placed on the creation of, and attempts to reform, our economic, legal, and political institutions and policies. Students examine the growing and changing role of the U.S. in world affairs through periods of isolationism, the era of world war, the Cold War, and through the modern challenges of terrorism and attempts at global peacemaking.
147 IB History of the Americas, HL Year 1  Grade 11  1 Credit
Prerequisite: Passing grade in Honors U.S. History or U.S. History Survey or for Class of 2019 only – Passing grades in American Government and Constitution and Global Studies.

146 IB History of the Americas HL Year 2  Grade 12  1 Credit
Prerequisite: Passing grade in IB History of the Americas HL – Year 1. Students are required to write an in-depth research paper on a topic associated with the Americas. All students are required to take the IB exam at the conclusion of the two year course.
This program aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods, and interpretations. It also helps students to gain better understanding of the present through critical reflection on the past. Furthermore, the course program provides structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar resolutions to common human situations – political, economic and social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions. The Model Senate program is included as a part of the curriculum for this course during both years. Candidates for the full IB Diploma must successfully complete both Year 1 and Year 2.

The overall format of the program follows the following themes:

**Year I** – Aspects of the History of the Americas
European Exploration and Conquests
Independence Movements and their Impact on the Americas
Nation Building and Challenges, 1800-1870

**Year II** – 20th Century World History with an Emphasis on the Americas
The Development of Modern Nations (1865-1929)
The Emergence of the Americas in Global Affairs (1880-1929)
Peacemaking, Peacekeeping, and International Relations (1918-1936)
The Move to Global War- Practices and Effects of Wars in the Twentieth Century

Note: The course meets the Commonwealth of Massachusetts “American History” requirement for high school graduation.
S140 Psychology Grades 11, 12 .5 Credit
Psychology is an introductory course in the scientific study of human behavior. It is presented from an eclectic view with equal emphasis on psychoanalytic, cognitive, behavioral, humanistic, and biological views of human behavior. Topics include methodology, learning, development, emotions, motivation, personality, and abnormality. Research projects and experiments allow students to explore their interests and learn about the broad field of psychology.

S157 Sociology Grades 11, 12 .5 Credit
Sociology introduces the student to the basic concepts as well as the tools and methods used by specialists in this field while studying social life, relationships and social problems. The course is designed so that students will acquire a greater understanding of human group life and the role of the individual. This course will prepare students interested in such fields as criminal justice, social work and related people professions.

S158 Twenty-first Century/Contemporary Issues Grades 11, 12 .5 Credits
Students draw upon and apply their knowledge gained in previous Social Studies courses in examining selected topics influencing American society and our contemporary world. Students will be given opportunities to develop and clarify their own viewpoints on a wide range of topics. Global issues are used as a means to illustrate the historic and contemporary linkages between the countries and regions of the world. By reading and developing social studies skills, students will become active, involved citizens. The principles of a democratic system and civic values will serve as an organizing idea for this course.

S162 The Holocaust & Human Rights Grades 11, 12 .5 Credit
This course develops an understanding of human rights and issues of genocide in history. Students will examine issues of the Holocaust and subsequent occurrences of genocide with emphasis placed on avoiding the potential of a repetition of history as they develop an understanding of the root causes endangering basic human rights. Special attention will be given to the origins of anti-Semitism. From the “blood libel” myths of medieval Europe to the “stab-in-the-back” accusations following World War I, we will look at the ways in which people have been persecuted and blamed for a myriad of social and economic problems with no actual proof of their culpability. The majority of the course will look at the ways in which Jews were deprived of personal rights, freedoms, and eventually their lives during the Nazi regime in Germany. Students are enriched by presentations from a variety of speakers throughout the semester as well as the addition of nonfiction literature.

S159 Health and Wellness Grades 10, 11, 12 .5 Credit
This is a required course for graduation for classes of 2019 and beyond.
This is a one-semester course designed to introduce the student to health concepts and provide practical application of those concepts. Students will explore the dimensions of wellness, growth and development, the human body, human disease, nutrition, mental health, adolescent health issues, as well as community health and wellness. Experts from the health, medical and law enforcement community as well as hands-on activities enhance the student learning experience. This course is the foundation for producing health literate citizens in the 21st century.
World Language Department

The Pope Francis High School World Language Department applies both the Massachusetts framework standards and the national standards developed by ACTFL, the American Council of Teaching of Foreign Languages. This framework affirms the belief that students graduating from high school should be able to read, write, and converse in a second language in order to participate in the multilingual, multicultural interdependent communities of the twenty-first century.

When differentiating College Prep, Honors, and IB courses, we consider course load; reading and writing expectations, expected communication in the target language, pacing and rigor of the course as well as the motivation and independence of the student.

**College Prep** students can expect more time spent on content within the discipline as well as more structured instruction within the classroom.

**Honors** students are challenged to work at an accelerated pace with advanced material. Students are expected to be motivated and able to work with some degree of independence.

**IB** students can expect firm deadlines, concurrent assignments, and high standards. Students are expected to work independently & to communicate in the TL. Pacing is quick, so students must maximize time and effort.

*Please consider that although two years of the same language are required, many colleges prefer 3 or 4 years of the same language.*

**451 Latin 1  
Grades 9, 10, 11, 12  
1 Credit**

In this introductory level course, students learn the fundamentals of the Latin language covered in the first book of the *Ecce Romani* series. Students will be introduced to different verb tenses, noun declensions, pronouns and other fundamental grammatical constructs of the introductory level. Through various readings, lessons, class discussion and personal research; they will explore the religious, social and political culture of the Ancient Romans as well. This course will give them a comprehensive overview of fundamental vocabulary, grammar, and cultural content, as well as providing insight into the many realms in which Latin is present today. Students will also prepare to contend in the National Latin Exam, a prestigious nation-wide examination that takes place in the spring.

**453 Latin 2  
Grades 10, 11, 12  
1 Credit**

*Prerequisite: Passing grade in Latin 1*

In this intermediate level course, students continue to work on mastering the Latin language through completion of the *Ecce Romani* series. Students will complete their knowledge of verb patterns, and be introduced to complex clauses and verb forms to better prepare them for reading of legitimate Latin authors. Through various readings, lessons, class discussion and personal research, they will further explore the religious, social and political culture of the Ancient Romans as well. This course will give them a more in depth experience of the fundamental vocabulary, grammar, and cultural content, as well as providing further insight into the many realms in which Latin is present today. Students will also prepare to contend in the National Latin Exam, a prestigious nation-wide examination that takes place in the spring.
415 IB Latin SL Year 1  Grade 11  1 Credit
Prerequisite: 85 or above average grade in Latin 2
This course covers the first half of the International Baccalaureate Programme’s Classical Curriculum for Latin. In collaboration with their teacher, students select various classical texts for reading from a list prescribed by the IB. Possible authors for study include Cicero, Lucretius, Catullus, Virgil, Horace, Ovid, Tacitus, and Pliny the Younger. Students will build their skills of reading and translation by reading their chosen texts from antiquity in the original, unaltered Latin while engaging in a more detailed study of the various genres of Latin writing. Throughout the year, students will work toward completing the Internal Assessment, an intensive research project on a chosen topic.

426 IB Latin SL Year 2  Grade 12  1 Credit
(Offered 2018-2019)
Prerequisite: 85 or above average grade in Latin 1 IB. All students must take the IB exam at the conclusion of the two year course.
This demanding course covers the second half of the International Baccalaureate Diploma Programme’s Classical Languages curriculum for Latin. Students will continue reading through their chosen classical texts while investigating the particular features of each text in a comprehensive way. Candidates for the full IB Diploma must successfully complete both Year 1 and Year 2.

455 Honors Latin 3  Grades 11, 12  1 Credit
Prerequisite: 85 or higher average in Latin 2
In this honors course, students master the forms and constructions of Latin grammar, building in their knowledge of Latin vocabulary as they complete and move on from the Ecce Romani series. As they gain full mastery of the Latin grammar, students will engage in readings that include original Latin prose and poetry by authors such as Ovid, Catullus, Petronius, Livy, Virgil, and Horace, among others. Students will gain experience and confidence in translation of original texts as well as of comprehension of texts for literal, cultural and social significance. Through various readings, lessons, class discussion and personal research; they will further explore the religious, social and political culture of the Ancient Romans as well. Students will also prepare to contend in the National Latin Exam, a prestigious nation-wide examination that takes place in the spring.

459 Honors Latin 4  Grade 12  1 Credit
Prerequisite: 85 or higher grade average in Latin 3 or 80 or higher average in Latin 1 IB
In this highest level honors course, students will read largely from Virgil’s Aeneid, with some supplementary material as well, including selections from Caesar’s De Bello Gallico. Throughout the year students will learn to identify and explicate the literary devices employed by Virgil, to properly scan and recite dactylic hexameter, and to analyze the major themes present in the text. Through various readings, lessons, class discussion and personal research, they will further explore the religious, social and political culture of the Ancient Romans as well. Students will also prepare to contend in the National Latin Exam, a prestigious nation-wide examination that takes place in the spring.
401 Spanish 1  Grades 9, 10, 11, 12  1 Credit
A communicative approach is used to teach this course. Emphasis is placed on the student becoming a competent communicator. In the first year, the focus is on vocabulary, introductory grammatical concepts, and the introduction to Hispanic culture and geography through a variety of music, brief readings, and short length films.
This course introduces the student to the four language skills of listening, speaking, reading, and writing. A student should be able to speak well enough to communicate within his/her range of experience, read, write, and understand the material covered. Spanish culture is introduced as part of the curriculum with the inclusion of cultural readings and video segments. Some projects, readings, songs, holiday customs, and cuisine are included.

403 Honors Spanish 1  Grade 9  1 Credit
Prerequisite: Achieving over an 80 percentile composite score on the HSPT.
This intensive course focuses on the student becoming a competent communicator through the development of listening, speaking, and writing skills at a higher level. In addition to studying vocabulary for a variety of situations, the focus is on grammatical concepts along with Hispanic culture and geography through authentic readings, songs, research, and films. Oral presentations, essays, and projects (independent and group) are intrinsic to the curriculum. This course requires personal responsibility and determination and includes preparation and review outside of the classroom. Students should assume challenging coursework in this class. This course, along with Honors Spanish 2, seeks to prepare students for IB in their junior year.

406 Spanish 2  Grades 9, 10, 11, 12  1 Credit
Prerequisite: Passing grade in Spanish 1
Level 2 continues in the advancement of the four basic language skills: speaking, writing, reading, and listening. Much of the class is conducted in Spanish with the expectation that students will use the target language to communicate to the best of their ability. This course continues to build vocabulary, develop and reinforce grammatical concepts along with fostering knowledge and appreciation of Hispanic culture. This course is project-based as students learn best by doing.
This course leads the student to a practical control of the four basic language skills with an emphasis on communication and self-expression in the language. The course continues to develop and reinforce an understanding of the fundamentals of Spanish grammar and a familiarity with Hispanic culture.
418 Honors Spanish 2  
Grades 9, 10, 11, 12  
1 Credit

Prerequisite: Grade of 85 or above in Honors Spanish 1 or Grade of 87 or above in Spanish 1 and an 87 or above on the Honors Spanish 1 final exam

This intensive level course continues in the advancement of the four language skills: speaking, writing, reading, and listening. The majority of the class is conducted in Spanish, in accordance with ACTFL standards, with the expectation that students will use the target language in all communication. This course continues to build vocabulary, develop and reinforce grammatical concepts along with fostering knowledge and appreciation of Hispanic culture. This course prepares students for advanced-level Spanish classes (IB) through a variety of authentic readings, projects and oral presentations of longer lengths along with regularly assigned essays. This leads the student to a stronger control of the four language skills, with an emphasis on communication and self-expression in the language. This course requires personal responsibility and determination as more material is covered and students are expected to consistently review material outside of the classroom.

407 Spanish 3  
Grades 10, 11, 12  
1 Credit

Prerequisite: a grade of 70 or above in Spanish 2

This course begins with a review of the essential concepts learned in the first two years and provides for the development and expansion of vocabulary as well as advanced grammatical structures. Oral presentations, essays, readings, and projects are integral to this course. Students at this level will be speaking and participating in the target language to the best of their ability. Hispanic culture is studied through various media and short literary readings by noted Hispanic authors.

This course assists the student to grow in language ability and cultural appreciation. It reinforces the foundation already acquired in levels one and two and provides for the development and expansion of vocabulary, useful conversation, and grammatical structures. Oral presentations, essays, and projects are also part of the curriculum.

431 Honors Spanish 3  
Grades 10, 11, 12  
1 Credit

Prerequisite: Grade of 85 or above in Honors Spanish 2 or Grade of 87 or above in Spanish 2 and an 87 or above on the Honors Spanish 2 final exam

This advanced level course begins with an accelerated review of the essential concepts learned in the first two years. This faster-paced course provides for the development and expansion of vocabulary as well as advanced grammatical structures. Oral presentations, essays, in-depth readings, and projects are integral to this course. Students at this level should be comfortable speaking and participating in the target language. Hispanic culture is studied through various media and short literary readings by noted Hispanic authors. Oral proficiency and fluency are emphasized. More material will be covered than the regular Spanish 3 class with the goal of enhancing the student’s language skills.
S448 Spanish Cultures and Conversation  Grades 11, 12  .5 Credit

*Prerequisite: A passing grade in Spanish 3 or Honors Spanish 3.*

This half year project based course strives to foster an appreciation of Spanish culture through the studies of their traditions, customs, art, cuisine and music. During this course, we will focus on countries such as Costa Rica, Mexico, Spain, Dominican Republic and/or Peru. Language study is enhanced through various authentic video and media. Although there is less focus on grammar, the communication method is still Spanish.

Find out why Costa Rica is the premiere country in Eco-Tourism. Why is "Pura Vida" their mantra? Discover why the Spanish eat 12 grapes on New Year's Eve. Why is "Day of the Dead" so important to Mexicans? What is molé? Did Frida Kahlo take more selfies than Kim Kardashian? Come find out which Caribbean island is host to two countries. Who built Machu Picchu and why?

In the studies of these countries, students will make authentic recipes to share with the class as part of their reports.

445 Honors Spanish 4  Grades 11, 12  1 Credit

*Prerequisite: Grade of 85 or above in Spanish 3 Honors or 87 in Spanish 3*

In this accelerated course, students are challenged using a variety of authentic materials from textbooks, the Internet, films, some television, and international as well as local community newspapers. Emphasis is placed on speaking in the target language through presentations and debate to express opinions, wishes, and beliefs. Written fluency is gained through the composition of research papers, opinion pieces, and analyzing short stories, poems, and legends. Personal responsibility is expected since the review of basic concepts takes place outside of the classroom.

This course helps the student develop greater facility in both oral and written expression of the language. This goal is accomplished through continued reinforcement of previously-learned grammatical structures with an emphasis on creative expression, and by the careful study of short literary selections and culturally authentic materials. Hispanic culture is also studied in-depth through selected films, music, and research-based projects.

446 Honors Spanish 5  Grades 11, 12  1 Credit

*Prerequisite: Grade of 85 or above in Spanish 4 Honors or 87 in Spanish 4*

In this accelerated course, often taught in conjunction with Spanish 4, students are challenged by using a variety of authentic materials from textbooks, the Internet, films, some television, and international as well as local community newspapers. Emphasis is placed on speaking in the target language through debate by expressing opinions, wishes, and beliefs. Written fluency is gained through the composition of research papers, opinion pieces, and analyzing short stories, poems, and legends. Personal responsibility is expected since the review of basic concepts takes place outside of the classroom.

This course helps the student develop greater facility in both oral and written expression of the language. This goal is accomplished through continued reinforcement of previously-learned grammatical structures with an emphasis on creative expression, and by the careful study of short literary selections and culturally authentic materials. Hispanic culture is also studied in-depth through selected films, music, and research-based projects.
412 French 1  
Grades 9, 10, 11, 12  
1 Credit
A communicative approach is used to teach this course. Emphasis is placed on the student becoming a competent communicator. In the first year, the focus is on vocabulary, introductory grammatical concepts, and the introduction to Francophone culture and geography through a variety of music, brief readings, and short length films. This course introduces the student to the four language skills of listening, speaking, reading, and writing. A student should be able to speak well enough to communicate within his/her range of experience, read, write, and understand the material covered. French culture is introduced as part of the curriculum with the inclusion of cultural readings and video segments. Some projects, readings, songs, holiday customs, and cuisine are included.

422 French 2  
Grades 9, 10, 11, 12  
1 Credit
Prerequisite: Passing grade in French 1
Level 2 continues in the advancement of the four basic language skills: speaking, writing, reading, and listening. Much of the class is conducted in French with the expectation that students will use the target language to communicate to the best of their ability. This course continues to build vocabulary, develop and reinforce grammatical concepts along with fostering knowledge and appreciation of Francophone culture. This course is project-based as students learn best by doing. This course leads the student to a practical control of the four basic language skills with an emphasis on communication and self-expression in the language. The course continues to develop and reinforce an understanding of the fundamentals of French grammar and a familiarity with Francophone culture.
423 French 3  Grades 10, 11, 12 1 Credit
Prerequisite: Passing grade in French 2
This course begins with a review of the essential concepts learned in the first two years and provides for the development and expansion of vocabulary as well as advanced grammatical structures. Oral presentations, essays, in-depth readings, and projects are integral to this course. Students at this level will be speaking and participating in the target language to the best of their ability. Francophone culture is studied through various media and short literary readings by noted Francophone authors.
This course assists the student to grow in language ability and cultural appreciation. It reinforces the foundation already acquired in levels one and two and provides for the development and expansion of vocabulary, useful conversation, and grammatical structures. Short oral presentations, essays, and projects are also part of the curriculum.

425 Honors French 3  Grades 10, 11, 12 1 Credit
Prerequisite: Grade of 85 or above in French 2 Honors or 87 or above in French 2
This advanced level course begins with a review of the essential concepts learned in the first two years. This faster-paced course provides for the development and expansion of vocabulary as well as advanced grammatical structures. Oral presentations, essays, in-depth readings, and projects are integral to this course. Students at this level should be comfortable speaking and participating in the target language. Francophone culture is studied through various media and short literary readings by noted Francophone authors.
This course assists the student to grow in language ability and cultural appreciation. It reinforces the foundation already acquired in levels one and two and provides for the development and expansion of vocabulary, useful conversation, and grammatical structures. Short oral presentations, essays, and projects are also part of the curriculum.

428 Honors French 4  Grades 11, 12 1 Credit
Prerequisite: Grade of 85 or above in French 3 Honors or 87 or above in French 3
In this accelerated course, students are challenged using a variety of authentic materials from textbooks, the Internet, films, some television, and international as well as local community newspapers. Emphasis is placed on speaking in the target language through debate by expressing opinions, wishes, and beliefs. Written fluency is gained through the composition of research papers, opinion pieces, and analyzing short stories, poems, and legends. Personal responsibility is expected since the review of basic concepts takes place outside of the classroom. This course helps the student develop greater facility in both oral and written expression of the language. This goal is accomplished through continued reinforcement of previously-learned grammatical structures with an emphasis on creative expression, and by the careful study of short literary selections and culturally authentic materials. Francophone culture is also studied in-depth through selected films, music, and research-based projects.
429 Honors French 5 Grades 11, 12 1 Credit

Prerequisite: Grade of 85 or above in French 4 Honors

In this accelerated course, students are challenged using a variety of authentic materials from textbooks, the Internet, films, some television, and international as well as local community newspapers. Emphasis is placed on speaking in the target language through debate by expressing opinions, wishes, and beliefs. Written fluency is gained through the composition of research papers, opinion pieces, and analyzing short stories, poems, and legends. Personal responsibility is expected since the review of basic concepts takes place outside of the classroom. This course helps the student develop greater facility in both oral and written expression of the language. This goal is accomplished through continued reinforcement of previously-learned grammatical structures with an emphasis on creative expression, and by the careful study of short literary selections and culturally authentic materials. Francophone culture is also studied in-depth through selected films, music, and research-based projects.
Visual and Performing Arts

The Pope Francis Visual Arts Department strives to create a passionate and rigorous studio art curriculum that fosters individual expression as well as technical skills. Students explore the Elements and Principles of art with exciting and challenging projects that are designed to develop problem-solving techniques while building a strong foundation in visual communication. Students explore many different mediums and artistic approaches while studying various art movements and past and contemporary artists. Observational drawing is emphasized and woven throughout the curriculum to enhance visual training.

The studio art courses at Pope Francis High School include: Foundations of Art I, Foundations of Art II, Advanced Art, Pottery, Illustration, Photography and Printmaking, Sculpture (3 Dimensional Art) and Modern Art and Yearbook, Journalism and Publications. Independent art studies are offered to art students who have completed advanced art and want to focus on portfolio building for application to art schools. Students are encouraged to participate in art competitions, art shows, portfolio days and attend art galleries and museums. Past field trips include: The Boston Museum of Fine Arts, Smith College Museum of Art, Mt. Holyoke Museum of Art and MASS MoCA. The Visual Arts Department encourages dialogues with the greater arts community and invites local artists into the classroom for projects and presentations.

The Performing Arts courses include: Theater, Acting 1, Acting 2 and Chorus. Chorus may be taken multiple times for credit. Students are encouraged to grow and evolve as performing artists with emphasis on expression, creativity and performance.

S710 Foundations of Art 1  
Grades 9, 10, 11, 12  
.5 Credit

This course is designed to offer students a comprehensive overview of the visual arts. This class will be a hands-on introduction to a wide variety of artistic disciplines, including: drawing, painting, ceramics, and sculpture. This course will also serve as a foundation for understanding art history, composition, and design. Methods of instruction will be through guided lessons, working from observation, and exercises from imagination. Students in Foundations of Art I are challenged to think critically about their own work and the work of their peers through regularly planned critiques and discussions.

S711 Foundations of Art 2  
Grades 10, 11, 12  
.5 Credit

Prerequisite: Passing grade in Foundations of Art I or permission of instructor based on portfolio

This course is designed to explore a variety of approaches, strategies, and techniques in 2 dimensional art. Students will be guided through the creative process from sketches to finished works. Lessons will include working from direct observation, using photographic sources, and building an image through imagination. Some of the materials used in this course will include: charcoal, graphite pencils, color pencils, watercolor paint, and India ink. In addition to building technical skills, students are challenged to think critically about their own work and the work of their peers. Students will be expected to participate actively in class critiques and discussions.
727 Advanced Art  
Grades 11, 12  
1 Credit  
Prerequisites: Passing grade in Foundations I and II or permission of instructor based on portfolio.  
The advanced art course is designed to be a more mature approach to artistic production. Students are expected to be involved in their own artistic exploration. The curriculum is organized to offer maximum flexibility in student directed projects. The emphasis is on creative problem solving and continued technical and intellectual growth. A wide range of media is available. Student portfolio preparation for college admission can be part of the course work. Students are also encouraged to participate in local art shows and contests as part of this course.

S709 Foundations of Art: Sculpture  
Grades 9, 10, 11, 12  
.5 Credit  
As with Foundations of Art 1, this course will offer students a comprehensive overview of the visual arts. This class will be a hands-on introduction to a wide variety of artistic disciplines, with a greater focus on the sculptural arts. Some of the materials students will work with include: clay, wire, paper mache, wood, and plaster. Sculptural methods taught in this class will include subtractive, additive, assemblage, relief, and clay hand building, as well as traditional approaches to drawing and painting. Students in the Foundations of Art: Sculpture Class will be challenged to think critically about their own work and the work of their peers through regularly planned critiques and discussions.

S718 Artistic Approaches to Photography and Printmaking  
Grades 11, 12  
.5 Credit  
Prerequisite: Passing grade in Foundations 1 and 2 or permission  
This course will allow students to explore the quickly changing world of photography. Students will use digital format cameras to develop their understanding of composition and expand their capacity to express themselves in a meaningful manner through photography. The course will include other methods of “printmaking” include: 35 mm. photography, monoprints, mixed media, computer printmaking, and relief printmaking. This course will include an overview of the history of photography and studies of individual artists. Students will be expected to participate in critiques and develop a portfolio suitable for presentation.

S743 Ceramics 1  
Grades 11, 12  
.5 Credit  
Prerequisite: Passing grade in Foundations of Art: Sculpture or permission of instructor.  
This is a fundamental course in creating functional and sculptural objects in clay. It is the study of one of the oldest crafts using contemporary materials and ideas. Students in Ceramics 1 will learn the basics of the potter’s wheel, which includes centering and making small functional forms, glazing and hand building. Students will learn the coil, slab, and pinch methods of hand building while learning about the elements and principles of art and how they are applied to three dimensional forms. Students will be expected to plan and draw their designs in a process sketchbook prior to hands on building.

S744 Ceramics 2  
Grades 11, 12  
.5 Credit  
Prerequisite: Passing grade in Ceramics 1 or permission of instructor.  
This course is designed for the more advanced art student who seeks to increase their skills in wheelwork, design and sculptural hand building techniques. Emphasis will be on building a cohesive body of work, keeping a detailed process journal, critiques and an artist’s statement. Students are expected to have a strong work ethic, work independently and assist their peers.
746 Independent Study    Grade 12    1 Credit
Prerequisite: Passing grade in Advanced Art or permission of instructor based on portfolio.
This course is offered to students who have a passing grade in the Advanced Art course and wish to continue portfolio work. A comprehensive, focused outline of expectations and assignments must be developed by the student and the art teacher and submitted to the Director of Teaching and Learning for approval.

S748 Making Modern Art    Grades 11, 12    .5 Credit
Prerequisite: Passing grade in Foundations 1 and 2 or permission of instructor.
This course is a hands-on survey of the past 150 years of artistic movements that have shaped the Art of Today. The course is designed to offer students an overview of the rapidly changing methods of artistic expression, primarily in the 20th century, and then create art works that reflect the essence of these movements. The following art movements will be presented as the inspiration of some of the projects made by the students: Abstraction, Cubism, Dadaism, Expressionism, Surrealism, Pop Art, Street Art, and Conceptual Art. The emphasis in this class will be to deepen the students’ understanding for “how and why” these diverse art movements became an integral part of our 21st century perceptions of art. As with all classes in the Art Department, this class will challenge the critical thinking of the students and provide time to reflect on their own work and the work of their peers. This course will also provide an opportunity for students to explore new styles and techniques, broadening their art portfolio. This must be done at the time of the course selection process.

S719 Advanced Sculpture (3 Dimensional Art) and Modern Art Grade 12    .5 Credit
Prerequisite: Passing grade in Foundations of Art I or permission of instructor based on portfolio
This course is an advanced survey of some of the methods used to create sculptural art. Students will focus on elements of design and composition while exploring a variety of 3 dimensional media. Some of the materials used in this course will include: clay, wire, wood, cardboard, paper mache, and found objects. Sculptural methods taught in this class will include subtractive, additive, assemblage, relief, and clay hand building. Lessons will also include an overview of 20th Century art and its impact on sculpture of today. Students in this course will be challenged to think critically by actively participating in class critiques and discussions.

073 Yearbook, Journalism and Publications Grades 11, 12    1 Credit
The class will focus on the importance of publications in our society, as well as to serve as the “workroom” for The Pope Francis High School Yearbook. The students’ task, as the yearbook staff, will be to organize, design and produce our school’s yearbook. As the school year progresses the students will also use their publications skills to produce posters and advertisements for school events. Deep commitment to the yearbook project is essential for students interested in this class. Good understanding of using design oriented computer programs is highly recommended.
**S715 Illustration Art**  
Grades 10, 11, 12  
.5 Credit  
*Prerequisite: Passing grade in Foundations of Art I*

This course is designed to offer an in-depth study of the basic disciplines of the visual arts, with a focus on illustration. The students will work with the foundation principles and elements of art while developing their understanding of how illustration manifests in a variety of ways in the world. An emphasis will be placed on creating artworks that are well designed and composed. This course will also include: topics from art history, understanding art vocabulary, methods and ways to present artwork, artist biographies, and development of a portfolio.

**S770 Introduction to Theater**  
Grades 10, 11, 12  
.5 Credit

This course is designed to give students the knowledge they would need to produce a play. The course covers producing a play (the production, pre-rehearsal activities and rehearsal); producing a musical, stage settings, lighting and sound, costuming and make-up. Students will receive a comprehensive education regarding all things theater and play production within this course.

**S771 Acting 1**  
Grades 11, 12  
.5 Credit  
*Prerequisite: Passing grade in Introduction to Theater or permission of instructor based on theatrical experience*

This course is designed to give students the knowledge and skills of stage acting. The course covers voice and diction, all types of acting, using the voice effectively and extensive experience onstage and rehearsing. Students work toward a final production of scenes from the American Theater. The course helps students build creative thinking skills, public speaking skills, and overall confidence.

**S772 Acting 2**  
Grades 11, 12  
.5 Credit  
*Prerequisite: Passing grade in Acting 1*

This intermediate-level acting class is designed for students with a half year of experience or more, and promotes enjoyment and appreciation for all aspects of theater through opportunities to build significantly on existing skills. Class work focuses on improvisation, creative dramatics, and scene work which are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work. As students gain skills and experience, they explore the relationships among technology, theater, and theater’s sister arts. Acting II provides opportunities for students to strengthen skills in critical listening and thinking, as well as stage presence, ensemble work, and aesthetic response through understanding of the organizational structures and historical and cultural influences on theater. Students will receive training for the audition process.

**S703 Chorus**  
Grades 9, 10, 11, 12  
.5 Credit

Chorus is offered to all students who have a desire to discover more about themselves through singing. Students who enroll in chorus are not expected to know their voices since the course offers an opportunity to work with methods and techniques of improving vocal sound. Enrollment requires attendance at public performances. Community service hours are earned for non-school performances. Students may enroll in this course multiple times.
Technology Department

The Technology Department is based on the elective courses to enhance students experience and interests at Pope Francis High School. These elective courses include Web Design, Visual Basic, CAD, Digital Arts, Video Editing and Animation. Each student enters into these opportunities with different academic abilities, learning styles and interest levels in each of the subject matters. As a department, teaching methods are varied to help lead to success for each of the students in gaining a mastery of the subject matter. The department also recognizes that many of the courses within the department are a means of helping a student see if they have an aptitude to continue their studies and/or future employment in these areas. The curriculum is designed to challenge and motivate each student to meet their personal goals. Overall, the department strives to educate the whole student to succeed in the technologically immersed society that exists today.

S609 Visual Basic
Grades 9, 10, 11, 12
.5 Credit
Visual Basic is a prerequisite course for all technology courses starting with the class of 2021
Visual Basic is a half-year course where students create computer programs using Microsoft Visual Basic. The students are exposed to the programming environment, controls, properties of controls, and the necessary code syntax to complete projects of simple to moderate complexity. The course introduces students to Visual Basic and the basic features required to write Windows programs. It lays the groundwork for understanding the theory and practice of programming.

S602 Web Design
Grades 10, 11, 12
.5 Credit
Web Design is a half-year course where students create Web pages using Adobe Dreamweaver. The pages will include: links, images, tables, forms, templates, style sheets, layers, image maps, navigation bars, frames, animations, behaviors, time lines and media objects. In addition to learning how to use Dreamweaver, the course will expose students to proper Web site design and management techniques. The students will become familiar with procedures to create Web sites suitable for school, work and personal use.

S608 Computer Aided Design (CAD)
Grades 10, 11, 12
.5 Credit
CAD is a half-year course where students learn the basics of two and three dimensional object and layout design including architectural design and object modeling. The students will be introduced to the computer aided design software Trimble SketchUp. SketchUp lets a person build models using elements that they are already familiar with: lines and shapes. The models are built in 3D instead of 2D. The program is offered free online and does not require extensive experience in architectural design to master.

S618 Video Editing and Stop Action Animation
Grades 11, 12
.5 Credit
The course will focus on getting comfortable with each aspect of video editing. It will cover the phases of post-production from the initial phases and organization to editing and refining the timeline, correcting audio, media and delivering the final project. We will learn working with effects and color correcting footage as well as the workflow. Also in this course we will cover a deeper study of animation techniques. Students will work on individual and group projects aimed at building on introductory animation concepts. In addition to producing more substantial animation studies, students will view, analyze and critique a stylistically varied collection of animations.
S620 Digital Art and Graphic Design  Grades 9, 10, 11, 12  .5 Credit

Prerequisite for the Class of 2021: A passing grade in Visual Basic

In this course the student will develop a familiarity with the computer and the basics for graphic design using design elements like form, line, and positive and negative space. We will also cover page layout and design using the basics of illustration tools which will be introduced. We will work within the current graphic design program to build technical and creative foundations of graphic design. Some projects include creating unique logos, 3d objects and photo manipulations which means altering a photograph.

S621 Advanced Digital Art and Graphic Design  Grades 11, 12  .5 Credit

Prerequisite: A passing grade in Digital Art and Graphic Design.

In this course we will continue to explore the design elements using graphics. We will use more tools in the layers of their creative designs, using blending modes, use of a blur effect, replace the sky using the blender etc. We will also begin learning about digital animation and the process involved in creating frame by frame animation.
Alternative Courses

S002 Directed Study  
Grades 9, 10, 11, 12  
.5 Credit

Teacher and Guidance Department recommendation
Students that have some academic challenges may be recommended to be placed into a Directed Study Hall. During this course, students are given direct instruction and help by a teacher. Reinforcement of effective study skills will take place, along with encouragement to utilize other resources within the school, including monitoring of Portals, Khan Academy, receiving additional instruction, after school help etc. This course is Pass/Fail.

800 VHS (Virtual High School)  
Grades 11, 12  
.5 – 1 Credit

Students taking VHS must be independent learners and be proficient with technology. Only classes NOT offered at PFHS will be allowed to be taken on VHS. If a student fails a VHS class, they must reimburse the school for the cost of the class.

Pope Francis High School has partnered with the VHS Collaborative, a non-profit pioneer in the area of online learning. Students are able to access over 200 courses with classmates that are distributed geographically across the country and the world. VHS classes are offered at the college prep, honors and AP level.

900 Elms College  
Grades 11, 12

Prerequisite: Application Process
Pope Francis High School and Elms College have joined together to offer qualified juniors and seniors the opportunity to take a three credit college course at Elms College for a nominal fee of $75 per course, per semester. Our students have the ability to acquire 12 college credits even before they receive their high school diploma. Many of these credits will be accepted at a variety of colleges. It is an exciting opportunity and one in which dozens of our students have done well.