

HIGH SCHOOL CURRICULUM GUIDE

2019-20



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Introduction to the 2019-20 Curriculum Guide

Curriculum overviews can be found under each department heading; these describe the core values and characteristic approaches of each academic discipline.

All course descriptions are also on view in the 2019-20 edition. A special effort has been made to represent the material and procedures in each course in a concrete and detailed way. Students and parents are asked to read the Guide with care, and to ask questions about the courses on offer.

Requirements and Policies

A strong college-preparatory program includes four years of English and history, three or more years of mathematics and sciences, and two or more years of world language. Students are required to take six credits of academic courses in the ninth grade and a minimum of five credits of academic courses in subsequent years, plus athletics/arts.

A minimum of 22 credits are required, including

English	four credits; must be English I, II, III, and IV
History	three credits, one of which must be US History. All students are required to take a history course every semester
Mathematics	three credits, with required completion of Algebra I, Geometry, and Algebra II
Science	three credits, with required credit in both physical and natural sciences (one must be Biology)
World Languages	two credits earned at the high-school level
Art	one credit, typically earned in the 10th grade
Fitness, Health and Skills	one credit earned in the ninth grade
Athletics	three athletic activities, one each in Grades 9, 10 and 11
Senior Project	one credit in the Senior year

Students should keep in mind that when colleges look at a transcript, they consider not only grades, but the quality and difficulty of the courses a student has taken. The overall quality of a student's program is more important than just grades or number of courses. Graduation requirements ensure variety on transcripts, and electives are offered for depth in special areas of interest.

Credit for one-semester and full-year courses

The school year at St. Francis is divided into semesters. Full-credit courses meet for the equivalent of one period daily during the full year, and mastery of course objectives earns one credit. Half-credit courses meet for either the equivalent of a period daily for one semester or two to three periods weekly for a full year, and mastery of course objectives earns one-half credit. A student who fails one semester of a year-long course but passes the other semester in a demonstration of accumulated mastery may earn the full credit.

Basic Course Sequence

	9th Grade	10th Grade	11th Grade	12th Grade
English	English I	English II	English III	English IV or AP
History	C&C I: Ancient	C&C II: Medieval	US History	Senior Sem. or AP
Mathematics	Algebra I*	Geometry	Algebra II	Student Preference
Science	Physics	Chemistry	Biology	Student Preference
World Language	French, Spanish, Chinese I**	French, Spanish, Chinese II	Student Preference	Student Preference
Art		Art I, Music, Photo, Video	Student Preference	Student Preference
Health	Health & P.E., Athletics	Athletics	Athletics	Student Preference
Electives			Student Preference	Student Preference

**Students who have interest and appropriate background may place out of Algebra I or Geometry their freshman year, and may be accelerated in the sequence.

**Students who have interest and appropriate background may place out of the first year(s) of World Language, and may be accelerated in the sequence.

Grading Procedures

The St. Francis grading scale is as follows: A+ (98-100), A (92-97), A- (90-91), B+ (88-89), B (82-87), B- (80-81), C+ (78-79), C (72-77), C- (70-71), NC (0-69). Grade point averages are calculated on an unweighted 4.0-scale as follows: 4.3 (A+), 4.0 (A), 3.7 (A-), 3.3 (B+), 3.0 (B), 2.7 (B-), 2.3 (C+), 2.0 (C), 1.7 (C-), 0.0 (NC).

Course Placement upon Entry

Placement in math, science and world languages will be based initially on satisfactory performance on an entrance exam and/or the student's having satisfactorily completed the previous level at another school. Reassignments may need to be made once school begins.

Core Courses

Students who are enrolled in core courses (including English, history, math, science, and language courses) will not be allowed to withdraw from those courses at any time (including at the semester) without written approval from the teacher and the Head of Downtown Campus; said approval will only occur with extenuating circumstances. This includes the AP Courses listed below. The drop/add period occurs during the first week or so of each semester and is primarily for junior/senior elective courses.

Advanced Placement Courses

A number of courses at St. Francis are based on course outlines developed by the Advanced Placement Program of the College Examination Board. These courses have the workload and sophistication of courses found at the introductory college level. Taking such a course at St. Francis offers the student more academic challenge, an opportunity to see what college requirements are like, and the possibility of gaining college credit. At the same time, the student has the advantage of the St. Francis small-class atmosphere, more frequent class meetings and readily available help from teachers. Student performance in these courses can be evaluated on a nationwide scale after the appropriate AP exams are taken in May. Many colleges confer course credit for high grades on AP exams. The exams themselves are good practice for the cumulative three-hour exams often given in college.

At St. Francis, the following courses help prepare students for AP exams: AP English Literature, AP Calculus AB/BC, AP Computer Science Principles, AP Chemistry, AP Biology, AP Physics, AP Environmental Science, AP Statistics, AP U.S. History, AP European History, AP Chinese Language, AP French Language, AP Spanish Literature and AP Spanish Language. These courses have heavier workloads than do regular courses; therefore, students interested in taking one of these courses need to consider carefully their overall course loads in consultation with teachers and their advisor. Students with appropriate prerequisites (as noted for each course) will be accepted into an Advanced Placement course based on the recommendation of teachers. Students who enroll in an AP course at St. Francis are required to sit for the exam in May. In addition to the courses offered, ad hoc preparation is offered for interested students for the AP World Civilization, AP Physics 1, and AP English Language exams.

Independent Study

Individual students or small groups may apply for independent-study projects under faculty guidance. Independent-study projects permit extensive work with outside sponsors or a faculty tutor in a wide range of academic and non-academic fields. Depending upon the nature of these independent study projects, students may receive credit. With the school's approval, students may also enroll in other institutions for courses not available at St. Francis.

Outside Credit

Students wishing to pursue learning projects outside of SFS may receive St. Francis credit for class work that has been pre-approved by the Head of Downtown Campus and the Registrar. While St. Francis grants credit for these courses, grades will not be transferred; any grades received for outside coursework will not be averaged into the student's GPA. Students may be required to pass a St. Francis examination in order to receive credit for required courses.

Transfer Credit

Students transferring to St. Francis must request that an official transcript from their previous school be sent to the Registrar's Office at St. Francis. The previous school's transcript will be attached to the St. Francis transcript. Credits earned at a previous school(s) will be included in the total number of credits required for graduation from St. Francis, although grades from previous schools will not be included in the St. Francis GPA. St. Francis transcripts show semester grades.

Community Service

Community service is an important part of the St. Francis curriculum each year, with students and faculty/staff participating in six half-days of service each year.

The Senior Project

The Senior Project is intended to provide all St. Francis seniors with the opportunity to devote significant effort and time to a project focused on that which vitally interests them; develop the research skills expected of college-bound students; make a public presentation of their work; and demonstrate that their years at St. Francis have culminated in mature and confident scholarship. During the junior year, students determine and describe their projects and choose their advisors; they complete research, written, and performance components of their projects in their senior year. The Senior Project is a requirement for graduation; all those receiving a St. Francis diploma will have successfully completed this demanding and long-term undertaking, and will have thus demonstrated the skills and commitment that diploma certifies. *See more about the Senior Project on page 27 of this Guide.*

English

English Department Curriculum Overview

English at St. Francis is an intimate, collaborative and creative practice.

Inside the English classroom, students' desks are ranged in circles or their chairs around a seminar table. For the ten months of the academic year, English teachers and students are members of a small community in which each student's intellectual, aesthetic and personal discoveries are elicited. The heart of English teachers' work at St. Francis is to arrange for, encourage, model, coach, and, when necessary, insist on thoughtful expression in individual voices. The heart of students' work in English is a variety of projects and texts leading a variety of individuals to the pleasures of literacy and of confident, competent self-expression; the heart of students' work is also collegial, as in workshops and seminars they experience the whole as greater than a sum of parts, taking part in a searching, open-minded, many-voiced conversation.

Outside the classroom, our communal dialogue begins on the first day of school, when every member of the school community – students, faculty, and staff – shares his or her response to the all-school summer-reading. That discussion continues throughout the year at every Morning Meeting, which ends with a student or staff member reading a poem of his or her choosing. During the Showcase of Student Plays in December, student writing in a variety of genres is performed. The communal conversation comes to a close at the end of the year, with the publication of an ambitious student literary magazine and the presentation of faculty/staff-written speeches about each graduating senior. The collective creative process also involves extra-curricular activities, like the songwriting and theatre clubs, and independent creative projects, such as student-created mix tapes, chapbooks and creative-writing Senior Projects. The St. Francis community is a space of publication and engaged literary discourse.

At St Francis, we believe that to take the time, effort, and care to consider not only what we say but how we say it, and to pay close, careful attention – whether as participants in a revision workshop, readers of a monumental poem, or audience members at a spoken-word performance – to the words of others are not only indispensable human responsibilities but also educated pleasures no one should have to live without.

English Department Course Offerings

English I (1 credit)

In English I we use writing and reading as extensions of thinking. We focus on craft, the writing process, and the use of rhetoric as means of communication and expression. We read texts closely, producing and developing our own ideas and allowing ourselves to be influenced by what we read and question what we read. We learn from past and contemporary masters of English letters. We write academic papers. We write creatively. We use the imagination - stretch, unhinge, create. Please remember “there is no sight without fire.” (Ezra Pound, Canto 98).

English II (1 credit)

Sophomores study vocabulary in the context of the reading material. Usage and sentence structure will be addressed throughout the year. Students will write frequently in a variety of genres, including journal responses, poems, short fiction, memoir, and formal analytical essays, and will read in all genres, including lyric poetry, drama (a Shakespeare play), short stories,

novels, and literary criticism.

English III (1 credit)

This course approaches American literature less as a natural evolution or a set of specific stylistic characteristics than as a varying series of responses to the historical, technological, intellectual, and political conditions of everyday life in the United States. In the course of our literary analyses, we will address how American literature grapples with notions of personal and collective identity, the social conditions of marginalized populations, and what being **American** has come to mean over the course of time into the contemporary moment. We will concentrate heavily on honing our writing skills with special attention to strong sentence composition and carefully crafted self-expression. Students will also be asked to reflect upon their roles as part of a larger community of academic inquiry where each personal voice is valued. Assigned readings will include novels, poems, short stories, a play, and a graphic narrative. Since visual culture plays an important role in our investigation of this period, we will also watch excerpts of films during the course of the semester. Class meetings will combine lecture and discussion formats. Passionate and thoughtful participation is required.

English IV (1 credit)

Welcome to the final English class of the secondary school experience. For this very reason, this class is designed to ensure students are prepared for what lies ahead in regards to critical thinking and writing. This is a preparatory course. The class focuses on critically reading literary texts and articulating ideas in the form of thesis-driven writing. Critical writing requires creative reading; therefore, the class will engage texts through the lens of different types of literary theory: New Criticism, Critical Race Theory, Gender Studies and Queer Theory, etc. The writing in the class will also depend on varied syntax and proper usage of grammar. A grammar rubric will accompany all major writing assignments, including any creative writing such as personal essays. The class will cover all major literary genres: fiction, poetry, non-fiction, drama.

AP English Literature and Composition (1 credit)

(Prerequisites: B+ in second semester of English III, recommendation of the English III teacher and permission of the teacher of this class)

Enrollment in this class is contingent upon successful completion of a summer reading and writing assignment.

This course will be most appropriate for students with brisk reading speed and good comprehension, some interest in poetry, and a willingness to work hard to improve their writing about literature. Emphasis will be on reading (mostly monumental) canonical works – poems, plays, novels, and essays – and on learning to describe their artistic achievements in a lively personal voice. Historical and cultural contexts as well as contemporary literary theory will be introduced and discussed. Students enrolled in this class are expected to sit for the AP English Literature examination in May.

*The following elective courses are being offered to gauge student interest; they will actually occur subject to sufficient enrollment. **Students are advised to put second and third choices for all electives.***

True Crime (Fall, ½ credit)

The genre of True Crime encompasses works (literary, films and television, podcasts, etc.) that consider actual crimes, the people who committed them, and the victims and survivors. We will encounter these texts while considering why the public is fascinated by true crimes and the ethical dimensions of their popularity. The class will also pay particular attention to how the realities of race, ethnicity, class, gender, and sexuality inform these events. Texts for the course

may include such works as *In Cold Blood* by Truman Capote, *Devil in the White City* by Erik Larson, *The People V. O.J. Simpson*, *The Jinx*, and various articles and podcasts.

Micro-fiction & the Prose Poem (*Fall; ½ credit*)

The last two decades or so have seen authors and poets experimenting with formal innovations and hybrids: very short narratives -- variously called micro-fiction, short shorts, flash-fiction and sudden fiction -- and, in poetry, the prose poem. These new forms promise a lot for the beginning writer: focus on language, economy and compression, not to mention just the many interesting examples in published work, as models and inspiration. In this course, we'll read and write both micro-fictions and prose poems. As in any creative-writing class, we'll collaborate in workshop and revision.

Race in American Cinema (*Fall; ½ credit*)

This course examines racial representations in American cinema. Seizing on the way racial identity is often accentuated, sensationalized, demonized, and eroticized on screen—most often with too little apparent regard for the political contexts in which they operate—we will conduct close readings of a range of movies from cinematic blockbusters to the work of auteurs like Spike Lee, Quentin Tarantino, Issa Rae, Sean Baker, and John Singleton. Capturing the political complexity of these films, we will explore how filmic representations of race -- along with gender identity and sexuality -- produce a matrix of potentially ambivalent meanings. There will be a textbook with supplementary readings provided.

New Voices Playwriting at St. Francis (*Fall during Projects, 1/4 credit*)

In this course students will write several short plays that speak authentically in their own voice. Exercises will prompt students to explore character, dialogue and dramatic action. There will be an emphasis on giving and receiving feedback and revision. Student-written plays will be submitted to the Actors Theatre of Louisville New Voices Young Playwrights Contest, where winning plays are developed and fully produced in an evening of world premieres performed on stage at Actors Theatre by members of the Acting Apprentice Company. In addition, plays written in the class will be eligible for St. Francis School's December drama production, the Showcase of Student-Written and Directed Plays. This class will meet once a week during the Projects period during the first semester. The class is open to students in all grade levels.

Fine Arts

Fine Arts Curriculum Overview

Fine Arts at St. Francis take the form of studio art, photography, filmmaking, and music. The studio art course offers experience in the basics of achieving classical drawing skills in a range of media; experience in the collaborative creation of conceptual art; some work in 3-D art; and an introduction to art history. At easels and tables in an airy environment lit by skylights, students find their innate creative abilities. The classroom is informally structured to encourage students to work individually yet find encouragement and inspiration from classmates around them. The photography and filmmaking classes combine creativity and technique, with students learning to shoot and then editing their work into a finished piece. The music class focuses on theory, history, and performance. Students choose one of these courses in 10th grade and can continue taking fine arts courses on an elective basis thereafter.

Current work from the studio art course and the photography class is invariably on display in the hallways. Film pieces are shown to the school at Morning Meeting, and music students perform for the whole school several times throughout the year as well as at designated events.

Teachers in fine arts classes are designated as **artists-in-residence**. The goal of the artist-in-residence is to help students find that unique individual voice that presents itself in any given media and encourage its growth. All the artists-in-residence have active professional careers distinguished by years of dedication to their crafts and by reputations that extend beyond the city limits. Their career focus provides a window into the highly competitive world of art and music as professions.

Art and music students are asked to keep open minds and work thoughtfully. Their shared experiences with art- and music-making are discussed in critiques that emphasize each person's growth and unique vision. Perceptions are challenged in discussions that lead to a greater appreciation of the unlimited range of expressiveness.

Fine Arts Department Course Offerings

Studio Art (1 credit)

In this course, students will work and play with ideas almost as much as actual physical materials. Alongside learning advanced techniques in drawing, painting, printmaking, sculpture, and installation, emphasis is placed on developing a sense of conceptual creativity and an advanced vocabulary for discussing art. Students will learn that in today's postmodern world, there are many ways of being a great artist and there are no definite rules for what art should look like--except that good and important work must be made with rigor, energy, meaning, and/or relevance to its context. Students that come to this class with an open mind and a commitment to improving their skills will leave with new knowledge about art processes, about themselves, and about what art can mean to society at large.

Advanced Studio Art (1 credit)

Prerequisite: Studio Art and permission of the instructor

This class aims to foster self-motivation, self-discipline, curiosity, and a strong spirit of independence in students wishing to expand their education in studio art. Students may explore in depth a particular area of interest throughout an entire school year, resulting in a final cohesive body of work. Time management is an essential skill to develop in this class in order to be successful, and an emphasis is placed on the importance of finding a balance between

experimentation and focus. Students are asked to do research outside of the classroom in the form of visits to local art collections to increase their awareness of relevant historical and contemporary contexts. Weekly group discussions among the Advanced Art students, along with twice-yearly formal group critiques, contribute to creating a dynamic and supportive community within which Advanced Art students may cultivate their work.

Introduction to Film/Video (1 credit)

This class emphasizes the art, tools, and commerce of film and video production. We begin with the written word. Each student brings a concept that is to be shaped into a workable film treatment and, finally, a shooting script. Once the script is honed and evaluated and with the participation of the class members, the production breakdown begins. By the end of the school year, students will have created a finished screenplay, a filmed scene from the original screenplay, and a completed short film. In addition, the class makes an ongoing documentary, with editing duties performed by each member of the class. Guest lecturers, professionals both local and national working within the television and film industries, help give our students perspective and practical career advice. Film criticism and film reviews are also read, discussed, and (often) debated.

**Students who have already taken this course may take an Advanced Film independent study course with the permission of the department.*

Introduction to Creative Photography (1 credit)

This class will provide basic background in and working knowledge of the art and craft of photography. Students will shoot, edit and critique their own images, spending time getting to know the tools of the craft while also exploring the artistic possibilities it affords. We will begin the year by starting to shoot pictures very early on (a process that will continue throughout the year), and class lectures and discussions will cover a variety of topics, from history of the medium, the technical details of how a camera operates and understanding exposure, to issues of image management and understanding digital files. We will visit galleries and studios to view photographs and meet with artists working in photography, and we will work to expand our understanding of the medium of photography through practice, observation, and study. Students will be required to have access to a digital camera with full manual control over exposure (meaning manually set ISO, aperture, and shutter speeds); cell phones, even those with the best cameras will not be acceptable for this class. However, this does not have to be an expensive or "professional" camera; any digital camera with manual control will be fine - the instructor is happy to help with any questions about equipment. Students will be strongly encouraged to have their cameras with them more or less at all times. We will work with digital and film equipment and images over the year, and we will use Adobe Lightroom and Photoshop software to edit and manage our digital files and output.

**Students who have already taken this course may take an Advanced Photography independent study course with the permission of the instructor.*

Music Performance (1 credit)

This course will build on the fundamentals of musicianship and creativity through performance. Unit topics and repertoire will include a wide variety of styles and musical eras ranging from, but not limited to, Baroque, Folk, Mountain, Jazz, Rock, Pop, and Hip Hop. Other styles and genres will be explored as well, but this will be based on the abilities and desire of the ensemble. Students in Music Performance are expected to perform at school functions where music is a desired element. One evening concert will be scheduled in the winter. The Spring concert will be part of the student art show. In addition to the above performances, students will also learn basic music theory, and will write and arrange music for the ensemble. Grades will be awarded based on attitude, participation, musical growth, weekly written assignments, and attendance at

performances. Requirements include arranging a piece of music to be read by the ensemble; regular practice at home; and auditioning for All State/All-District Band, Orchestra, Choir, Jazz Band, or other pre-approved outside ensemble. Students in this course will be fully graded.

**Students who have already taken this course may take an Advanced Music course with the permission of the instructor.*

Jazz Ensemble (*During Projects, 1/4 credit*)

Jazz Ensemble is open to interested vocal and instrumental students and will be held yearlong during the Projects period. The course will be centered on jazz history and appreciation, as well as learning and performing jazz repertoire. The jazz history/appreciation portion will be focused on jazz standards, famous albums, and artists. Students will learn style as well as try to transcribe recorded solos. The performance portion will be focused on jazz combo repertoire and ensemble performance. Please note, participation in outside concerts/performances and occasional rehearsals are required for credit in this course. These performances include, but are not limited to, the University of Louisville Jazz Festival, KMEA State Jazz Assessment, area colleges' jazz clinics, SFS winter and spring performances, and school open houses. In addition, all students will be highly encouraged to audition for the KMEA All-State Jazz ensembles in December. A strong knowledge of scales and chord structures will be helpful for all students, but is not a requirement for entering the ensemble.

History and Social Sciences

History Department Curriculum Overview

The goal of the History Department is to encourage thoughtful reflection and independent thinking about historical events through the study of geography, social conditions and categorical contexts. Our focus is global, and as a result we emphasize connections more than isolated facts. In addition, a continuous effort is made to meaningfully connect the past to the present and the present to the past: thawing frozen history and making sense of the contemporary world.

In accordance with the above goal, St. Francis requires students to take four years of history. During the first two years of the curriculum, students are introduced to civilizations, cultures, and socio-religious traditions in the ancient and medieval worlds, respectively. In addition to providing a cultural and geographical base, the Culture and Civilization courses in the freshman and sophomore years stress basic research techniques, primary-source textual analysis, and effective written expression. Most classes are conducted in the discussion format, emphasizing respectful interaction.

In the junior year, students take U.S. History or Advanced Placement European History. Seniors take Advanced Placement U.S. History and/or elective seminars, which focus on relevant current issues such as law, race, gender, and politics both domestic and international. This culminating year prepares students for college academic work by covering a demanding curriculum that stresses independent reading and research as well as lively and informed classroom discussions.

History Department Course Offerings

Culture and Civilization I (Ancient World) (1 credit)

This is the first part of a two-year World History sequence required for all 9th graders. In this course students begin with an overview of cultural anthropology. Using this as a basis for exploration, students survey world history from its beginnings in Africa and Asia to the advent of the Middle Ages in Europe. Main themes include the borrowings from and blending of cultures, the characteristics of empires, and the reasons for the declines of civilizations. Students will be introduced to several historical tools, including document analysis, religious texts, archeology, and literature. Geography – using many types of maps – is a course component throughout.

Culture and Civilization II (Medieval World) (1 credit)

This course for 10th graders will apply critical thought to the concepts and historical records of cultures and civilizations in medieval global history. Different strands of Christianity, Islam, Vedic theism, Confucianism, and Buddhism, as well as identities associated with ethnicity and socio-economic groups, will be addressed in context. The object is to provide students with tools to act and communicate meaningfully in an interdependent world community. Students will complete two research papers in the course.

United States History (1 credit)

This course will use a chronological narrative approach to examine our nation's past, in order to provide students with a necessary base as they assume the mantle of adult citizenship. The parameters of the instruction will be from the European contact up until the present day, and students will examine common themes (government, economics, religion, war, society, and culture) across time to gain an understanding of how the past impacts the present. Skill

development will stress coherent written and oral expression, researching in a time of technological change, and clear reasoning and interpretation. Class requirements will include a significant amount of reading and formal writing assignments.

AP United States History (1 credit)

Prerequisite: AP European History; permission of the department

Enrollment in this class is contingent upon successful completion of a summer reading assignment

AP U.S. History covers the spectrum of American history from pre-Columbian days to the present. Using chronological and thematic approaches to the material, this course exposes students to extensive primary and secondary sources and to the historiographical interpretations of various scholars. Thoughtful class participation and written assignments will be crucial to success in this course. Students are expected to take the AP U.S. History exam in May.

AP European History (1 credit)

Prerequisite: permission of the department

Enrollment in this class is contingent upon successful completion of a summer reading assignment

This yearlong course is designed to be a rigorous survey class of modern European history from the Renaissance to the post-World-War-II period. Political, social, and cultural dimensions of the complex that is European history will be analyzed, with particular emphasis on the French Revolution, the rise of the bourgeoisie, the Industrial Revolution, war and revolution, and the response of artists and intellectuals to events and trends. This course demands sophisticated reading and writing skills and the willingness to engage difficult material energetically. Preparation for both discussion and written presentations will demand time and efforts. Students are expected to take the AP European History exam in May.

Senior Seminars

Senior Seminars provide students the chance to pursue focused study of selected topics, often in 19th- and 20th-century history, and will include intensive reading, involved discussion and presentation of papers. Proficiency in world geography is a requirement of the courses. **Seniors not enrolled in an AP History course must take one Senior Seminar each semester.** Juniors may enroll in these courses as electives. Each is offered for ½ credit. *The following elective courses are being offered to gauge student interest; they will actually occur subject to sufficient enrollment. **Students are advised to put second and third choices for all electives.***

Delhi: Then and Now (Fall and Spring; 1 credit)

It has been the capital of kingdoms, empires and sultanates. Today, it is the beating heart of the world's largest democracy. Situated in North India along the sacred River Yamuna, Delhi reaches back into the past to its legendary founding by Arjuna and his brothers, and strides into the future as a world-crucial city of some 26 million people. While we will focus on the megalopolis and its environs, this course will explore Indian culture in toto including religion, social status, food, sex/gender, language, literature, and even that most recent of Indian contributions to world culture, Bollywood cinema. Covering both semesters, the course culminates with a trip to India in the spring of 2020. Space in this class is limited; please see Mr. Apple with any questions, or for a copy of the course syllabus.

Note on the Spring 2020 Trip to India for the course Delhi: Then and Now: In order to make this course open to all students, there will be a fundraising component to allay the cost of the trip to Delhi and Agra. As a result, some class

time (and time outside of class) will be devoted to brainstorming and working toward making the trip more affordable for all concerned. The trip will be fundamental both to understanding Delhi and to fulfilling the aims of the course itself. The trip will be an additional cost, but the cost should not be a barrier to a student enrolling in the course. That is, because of the fundraising component, the cost of the trip to India should not be a factor in whether or not a student takes this class.

Criminal Law (Fall; ½ credit)

"When I was your age they would say we can become cops, or criminals. Today, what I'm saying to you is this: when you're facing a loaded gun, what's the difference?" - Frank Costello (*The Departed*). To answer this and many other questions, our course will focus on historical and contemporary issues in American criminal law. We will first explore general issues in substantive criminal law, including the purposes of punishment and the appropriate limits of the criminal sanction. Specific crimes will be deeply considered, with a particular emphasis on murder. Finally, we will learn how Constitutional freedoms guard against the overreach of government police power.

Climate Change: An Activist's History (Fall; ½ credit)

This class will consist of three interwoven sections: the history of climate change, the current and future consequences of climate change, and the options for action. For the history and consequences, we will be leaning heavily on David Wallace-Wells and his book *The Uninhabitable Earth: Life After Warming*. Though the title may sound dire, he provides the reader with realistic hope based in science. As far as concrete action is concerned, we will be participating in the project led by the UNFCCC, a commission set up by the United Nations to educate and spur citizens around the world to act. The course will require a short research paper, participation in a carbon footprint assessment and a DAILY journal.

Black Women in America, 1800-present (Fall; ½ credit)

This course might alternatively be called "The Lemonade Syllabus" after the reading list theologian and essayist Candice Benbow developed in response to Beyoncé's video for "Lemonade." It traces the experiences of Black women in the United States from the 19th century to the present using fiction, film, and music in addition to traditional histories. The course will focus especially on Black women's contributions to feminist theory and activism, the civil rights movement, and popular culture and recurring themes in Black women's lives, including sexuality and respectability politics, the carceral state, and educational inequity. Students will read conventional histories as well as historical documents and contemporary cultural criticism. They will hone their skills in critical analysis, reasoning, argumentation, and written expression through regular reading annotations and discussion and a semester-long research project.

Babylon (Fall; ½ credit)

This course provides an introduction to the history and legacy of the ancient city of Babylon. Topics include Babylonian society under King Hammurabi, what we know about such landmarks as the Tower of Babel and the Hanging Gardens of Babylon, and how the city became a symbol in the West for all things wicked. The last part of the semester looks at the recent history of the site, within the context of war, looting, international law, and the cultural heritage of the Iraqi people. The course integrates archaeological, art historical, textual, and other data to explore these topics.

**Spring Senior Seminars will be announced in November, and students will sign up for them then.*

Mathematics

Math Department Curriculum Overview

The math department at St. Francis strives to provide students with not only the mathematical skills they will need to take their place in a technologically advanced society, but also with the fundamental skills, procedures, mathematical thinking, problem solving, and good judgment to continue their mathematics education at the most competitive universities and throughout their careers. We emphasize the necessity of communicating answers in mathematically correct notation, and in complete sentences. We expect our students to take advantage of the opportunity for personal interactions with their instructors, in accordance with the larger goal of having our students grow into mindful, informed young adults. Students are encouraged to be part of the process, driving discussions, working through problems, and being full partners in their own education.

We offer a full range of coursework in high-school mathematics, beginning with Algebra I, Geometry, and Algebra II, with a range of options after Algebra II. In the courses through Algebra II, we use the College Preparatory Mathematics texts, which emphasizes the importance of students confidently discovering the fundamentals of math through thoughtful problem solving and application of their basic skills. This process builds confidence in all students regardless of their past math experiences. After Algebra II, students can opt for MMT, Precalculus, AP Calculus AB/BC, AP Statistics, AP Computer Science Principles, and/or Advanced Mathematical Reasoning: Set Theory and Logic. Texts for these courses are college-level, and emphasize correct and consistent use of mathematical vocabulary and notation.

Beyond the ordinary curricula, we offer students the chance to participate in the Greater Louisville Math League, a challenging competition held four times per year, with both individual and team scores reported. Selected students are also invited to participate in the American Math Competition, the first level of a talent-search process. Those students scoring above 100 will be eligible to compete in the American Invitational Math Exam, and the top few hundred students in the nation on that exam will be invited to a summer camp to choose the US Math Olympiad Team, for international competition.

Math Department Course Offerings

Algebra I (1 credit)

This is an introductory course in algebra covering the basics of using variables and grouping symbols, exponents, and real numbers, including irrational numbers. Topics will include simplifying variable expressions given values for the variables, solving linear equations in one variable, polynomial operations, factoring polynomials, working with algebraic functions, graphing linear equations and inequalities, exploring exponential patterns, and an introduction to quadratic functions. There will be considerable emphasis on word problems and on the correct and consistent use of appropriate mathematical notation and vocabulary. A TI-84+ calculator is required.

Geometry (1 credit)

Prerequisite: Algebra I

As well as being the study of the mathematics of points, lines, planes, and other geometric objects, geometry is concerned with the process of careful, organized, abstract thinking. Students will learn the importance of careful definitions and learn to make conjectures and justify arguments through different types of formal and informal proofs. Additional topics will

include congruence and similarity, solid geometry, coordinate geometry, transformations, and graph theory. A TI-84+ calculator is required.

Algebra II (1 credit)

Prerequisites: Algebra I and Geometry, or concurrent enrollment in Geometry

This is the sequel to Algebra I, and although it is usually taken after Geometry, concurrent enrollment in Geometry will provide the necessary background. Topics covered will include linear equations and systems, quadratic equations and systems, polynomial, rational, exponential, matrix algebra, conic sections, and an introduction to trigonometry. A TI-84+ calculator is required.

Precalculus (1 credit)

Prerequisites: Algebra II with a minimum grade of B- and permission of the instructor

This is a course for students who plan to take calculus or have the necessary level of interest. Topics will include a detailed study of functions, including polynomial, exponential, logarithmic, logistic, rational, and trigonometric functions. Other topics include conic sections, polar- and parametrically-defined functions, vectors, complex numbers, matrix algebra, sequences and series, basic combinatorics, and probability. A TI-84+ calculator is required. The correct use of and the limitations of scientific calculators will be emphasized.

Functions, Statistics, and Trigonometry (FST) (1 credit)

Prerequisites: Algebra II

FST is a course that overlaps both Algebra II and Precalculus. The material covered in this class will review some of the more difficult and important concepts from Algebra II, preview a number of topics that are explored in more depth in Precalculus, and teach students a number of more advanced probability and statistics concepts. This course is appropriate for those who want to stay fresh on their algebra skills before going to college or those wanting a more manageable pace through the material than what they would receive in Precalculus.

AP Calculus AB (1 credit)

Prerequisites: Precalculus and permission of the department

AP Calculus AB is the equivalent to one college semester of Calculus (or Calculus I). We will study limits and derivatives and their applications the first semester and focus on integrals and review for the AP exam the second semester.

AP Calculus BC (1 credit)

Prerequisites: Precalculus and permission of the department

AP Calculus BC includes all of the topics of AP Calculus AB plus advanced integration techniques, calculus of parametric and polar equations, and infinite series. This class is the equivalent to two college semesters of calculus (or Calculus I and II). This class is fast-paced and challenging. We cover a new topic nearly every day with special emphasis on AP-style questions. We will study limits, derivatives, and integrals (and their applications) in the first semester and focus on advanced integration, parametric and polar equations, and infinite series the second semester.

AP Statistics (1 credit)

Prerequisites: Algebra II and permission of the department

This AP course in Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring data: describing patterns and departures from patterns; (2) Sampling and Experimentation: planning and conducting a study; (3) Anticipating Patterns:

Exploring random phenomena using probability and simulation; (4) Statistical Inference: estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement, or both, equivalent to a one-semester introductory college statistics course. A TI-84+ or better calculator is required for both the course and the AP exam.

AP Computer Science Principles (1 credit)

Prerequisites: Algebra II and permission of the department

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. This course also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Advanced Set Theory and Logic (1 credit)

Prerequisites: Algebra II and permission of the instructor

In Set Theory and Logic, students will learn the foundational material that the majority of their college mathematics coursework will be built upon. Students will learn set theory, the idea of a collection of items and the properties that stem from such collections. Next, students will explore basic logic through logical statements and truth tables. We will then explore proof methods for the remainder of the class while touching on various mathematical fields including linear algebra, graph theory, and counting. An emphasis in the class will be on precision of thought, words, and use of symbols.

Science

Science Curriculum Overview

When you walk into a St. Francis science classroom, you'll find students engaged in applying science principles to everyday life. Whether it's designing a safe but universally thrilling roller-coaster in physics, synthesizing the "bounciest" bouncy ball in chemistry, or sampling local waterways in biology, students appreciate science as a process, rather than an accumulation of facts.

St. Francis embraces the Physics First curriculum philosophy, which elevates Biology to a capstone course. The required core curriculum sequence is Conceptual Physics for freshmen, Chemistry for sophomores, and Biology for juniors. Rather than merely flipping the traditional order, this sequence of courses allows students to progressively build on their scientific knowledge and curiosity.

Students then have the opportunity to take semester electives and/or Advanced Placement courses in physics, biology, environmental science, and chemistry. Students can also participate in Science Olympiad, which is a national science competition where students can compete in physics, engineering, biology, and general science.

A St. Francis alum will have the tools to critically analyze the often- oversimplified presentation of scientific data in news, advertisements, and pop culture. Through collaborative investigations and student-centered classroom discussions, students learn how to develop good questions, how to research and analyze the world around them, and how to effectively communicate their findings to the greater community.

Science Department Course Offerings

Physics (1 credit)

What keeps airplanes in the air? How does a compass know how to point north? Would it be possible to play baseball on the moon? In this course, students address these and more questions, and, in the process, investigate the deepest principles that govern life and the universe. Physics is about discovering the fundamental laws of Nature and students in this course study not only those laws, but also the process of discovery that has brought about the modern age of science. Students in Introductory Physics conceptually explores topics including motion, forces, energy, waves, light, electricity, magnetism, and atomic physics through a combination of lecture, discussion, labs, and hands-on activities.

Chemistry (1 credit)

Chemistry is the study of matter, its structure, and transformations. In this inquiry-based course, students design and conduct experiments to answer questions about the chemical nature of their surroundings. Presented with a series of authentic problems, students work in teams to devise methods to find solutions, proceed to the lab where they collect and analyze data and communicate the results of their investigations in written lab reports. Over the course of the year, these experiments, along with supplemental readings from the text, help students construct an understanding of the nature of the forces that hold matter together and the energy changes associated with establishing or disrupting those forces. A broad range of experiments serves to familiarize students with standard laboratory procedures and methods for analyzing data, as well as providing them with an appreciation for the inherent uncertainty in

measurements. Major topics include atomic structure and periodicity, chemical nomenclature and formulae, chemical reactions and equations, stoichiometry, chemical bonding, the structure and properties of matter, the role of energy in chemical and physical change, and the study of gases and solutions.

Biology (1 credit)

Biology is the study of living things. Starting with the cell and its many structures, students will gain an understanding of how things work within individual organisms and how organisms interact with other organisms within their environment. Hands on classroom activities will enhance scientific thought development and understanding of the living things around us.

AP Chemistry (1 credit)

Prerequisites: Chemistry; permission of the instructor

Enrollment in this class is contingent upon successful completion of a summer research assignment.

Advanced Placement Chemistry is the equivalent of a full-year major's undergraduate chemistry course and is designed to follow the successful completion of introductory Chemistry. Topics include the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics. Strong emphasis is placed on chemical calculations and the mathematical formulations of principles. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. This rigorous course is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of the classroom.

AP Physics C: Electricity and Magnetism (1 credit)

Prerequisites: Physics; Chemistry; Precalculus or AP Calculus (can be taken concurrently) with this course; permission of the instructor

This course offers a solid foundation in electricity and magnetism, in preparation for the AP examination on the subject in May. Topics include static electricity; resistors, capacitors, dielectrics, and inductors; electric circuits with resistors, capacitors, and inductors; magnetic fields; and electromagnetism, including Maxwell's equations. Lab work and lab reports form an integral component of the course. There is a great deal of math and it is calculus-based. Students need not have already taken Calculus to enroll (and in many cases will be taking Calculus concurrently with AP Physics); however, they must show strong aptitude for math and will need to spend extra time with the instructor outside class to get the tools they need as soon as possible.

Students who have not already taken AP Calculus will need to complete a short math "primer" over the summer; it will cover the basics of taking a derivative and performing an integral. Even students who will be taking Calculus along with Electricity and Magnetism will need to do this.

AP Environmental Science (1 credit)

Prerequisites: Biology, except in exceptional cases, and permission of the instructor

**AP Biology and AP Environmental Science are offered in alternate years.*

Enrollment in this class is contingent upon successful completion of a summer assignment.

The environment affects all things on earth, and all things on earth affect the environment. Through this give and take, the natural world and all its inhabitants are intimately interconnected and interdependent. AP Environmental Science will help you to understand this dynamic relationship and to predict the consequences of changes in the environment. By exploring the

environment that surrounds us, each student will gain insight in many subjects, including earth science, chemistry, sociology, and biology, in this multidisciplinary course.

*The following elective courses are being offered to gauge student interest; they will actually occur subject to sufficient enrollment. **Students are advised to put second and third choices for all electives.***

Vertebrate Zoology (Fall; ½ credit)

In this course, students investigate and examine the characteristics of vertebrate organisms. Topics covered include heredity, evolution, natural selection, and taxonomy, animal behavior, environmental adaptation, domestication, and the human impact on animal life. The course covers the vertebrate classes: Chondrichthyes, Osteichthyes, Amphibia, Reptilia, Aves and Mammalia. Students will learn life histories and identification techniques for members of these classes from the Louisville area.

Design & Engineering I (Fall; ½ credit)

This project-based course will allow students to develop skills necessary for tackling problems in engineering and in life. This includes assessing problems/needs, incorporating past knowledge and experiences in developing solutions, creating and assessing designs, implementing plans to create solutions, and assessing the process to learn, grow, and hopefully help others learn from your experiences. There will be three major projects this semester, possibly including a structural design project incorporating manual and computer-aided design and production, a game design project, and a final student-developed project; these are subject to change depending on student interest. As this is not "Intro to Nailing Stuff Together," emphasis will be placed on the entire process of planning, design, documentation, and production.

**Students are eligible to take this course whether or not they were enrolled in Design & Engineering I in a previous semester.*

Light and Optics (Fall; ½ credit)

This course offers an introduction to light. What is light? A wave? a stream of particles? both?! Topics include basic wave mechanics, electromagnetism, the ray model, optical instruments, lasers, relativity, quantum physics, and more.

World Languages

World Languages Curriculum Overview

It is the mission of the World Languages Department at St. Francis to prepare students for college and life by giving them the tools to effectively communicate orally and in writing with people of diverse ethnic, religious and cultural backgrounds.

When you enter the language classroom, you'll hear students conversing in Chinese, French or Spanish with each other and the teacher. These conversations frequently continue into the hallways between classes, creating a positive global atmosphere in the school.

Beginning with introductory-level classes, students are encouraged to use their language skills. We want students to become comfortable with speaking and writing in a second (or even a third) language. The best way to develop these skills is to speak and write a language daily. Language classes are anything but boring. Teachers use a variety of participatory, hands-on activities to motivate students so they can focus on communication.

Students also have the opportunity to travel abroad with their language teachers. In recent years, students have traveled to Peru, Switzerland, France, Ecuador, the Galapagos, and China. These trips allow students to become totally immersed in the language and culture and to experience daily life in another country first-hand.

The World Languages Department offers beginning, intermediate and AP courses in Chinese, French and Spanish, allowing interested and capable students to pursue a more in-depth study of the literature and culture of their chosen language(s).

St. Francis students are required to complete two consecutive years of the same language in order to graduate. Our graduates who complete four years of language study with us often report themselves extremely well prepared for college-level language courses.

World Language Course Offerings

Chinese I (1 credit)

Students will begin to practice the four skills of listening, speaking, reading, and writing, as well as learn about Chinese culture and society. At the end of the course, the proficiency goal is for students to be at Novice High on the ACTFL scale. Students will begin learning the pinyin Romanization system, and begin to learn simplified Chinese characters. Students will be expected to complete homework everyday, to participate each class in in-class activities and assignments, and weekly pinyin and vocabulary quizzes to demonstrate improving proficiency from beginning of the year at Novice Low to end of the year at Novice High. Students will also complete projects that will increase their knowledge of Chinese culture and society. Topics include greetings, family, dates and time, hobbies, visiting friends, making appointments and shopping.

Chinese II (1 credit)

At the end of the year, the proficiency goal is for Chinese II students to be at Intermediate Low on the ACTFL scale. The course continues proficiency goals from Chinese 1. Students will be expected to complete homework everyday, participate each class in in-class activities and assignments, and weekly pinyin and vocabulary quizzes to demonstrate proficiency at Intermediate Low. Students will also complete projects that will increase their knowledge of

Chinese culture and society. Topics include studying Chinese/school life, weather, dining, asking directions, invitations, seeing a doctor, dating, home, and sports.

Chinese III (1 credit)

Prerequisite: Chinese II; permission of the instructor

At the end of the year, the proficiency goal is for Chinese III students to be at Intermediate Mid on the ACTFL scale. This course continues language skills from Chinese I and II. The emphasis will be on conversational skills, and more challenging readings in the language in character-only materials. Students also will work on projects and reports on Chinese cultural topics, enhanced with films. Students will enhance their knowledge of grammatical structure and improve their reading and writing skills in Chinese characters. Topics include travel, school life, living quarters, Chinese food, shopping, and academic subjects.

Chinese IV/AP Chinese Language and Culture (1 credit)

Prerequisite: Chinese III; permission of the instructor

Enrollment in this class is contingent upon successful completion of a summer reading assignment.

AP Chinese Language and Culture refines and further develops students' abilities in Chinese oral and formal written communication with particular emphasis on advanced conversation, reading, and formal writing based on the recommended topics and the syllabus for the AP Chinese Language and Culture examination in May. The class is conducted almost entirely in Chinese and students are required to hone their speaking skills through structured and informal activities. Students will develop written skills and practice grammar through periodic compositions. Listening skills are developed during class discussions, viewing films and movies, and listening to recordings done by native Chinese speakers. Reading skills are improved through various readings of essays and articles, newspaper articles, advertisements, and poetry.

French I (1 credit)

Bonjour et bienvenue à Français !! This course is intended to provide students with the framework to read, hear, understand, and communicate in French at a novice level (see www.actfl.org for guidelines). Integrating conversation, listening comprehension, grammar, culture in the Francophone world, and reading in French, this course will incorporate a variety of authentic materials and outlets with which to learn the language. The course will be taught in French as much as possible, and when necessary, in English.

French II (1 credit)

This course will allow for continued rapid acquisition of new vocabulary, tools for communication, understanding of grammatical concepts and structures, reading comprehension and translation skills, and increased knowledge of French and Francophone cultures. At the conclusion of this course, students should be speaking, reading, writing, and listening at the novice-high level, according to ACTFL guidelines (www.actfl.org). Students are expected to participate actively in class discussions and activities daily and practice contributing by speaking French. The course will be taught primarily in French when at all possible, and in English when is necessary.

French III (1 credit)

Prerequisite: French II; permission of the instructor

This is an intermediate level French course designed to continue to build upon skills in the five areas of foreign language learning: speaking, listening, reading, writing, and culture. It is intended to create a foundation for French IV/AP and will be conducted as a seminar mostly in

French. At the conclusion of this course, students should be speaking, reading, writing, and listening at the intermediate-low level, according to ACTFL guidelines (www.actfl.org). Students are expected to participate actively in class discussions and activities daily and practice contributing by speaking French. The textbook is a great resource for doing so, but the course also draws from a variety of authentic (meaning in French, for French speakers) sources, such as films, music, radio broadcasts and podcasts, fables, literature, and news articles.

French IV/AP French (1 credit)

Prerequisite: French III; permission of the instructor

Enrollment in this class is contingent upon successful completion of a summer reading assignment.

This course is designed to encourage French language students' progression through novice and intermediate proficiency. At the conclusion of this course, students should be speaking, reading, writing, and listening at the intermediate-high level, according to ACTFL guidelines (www.actfl.org). It is intended to both prepare students for the AP French Language and Culture examination in May 2018 and allow for more in-depth study of French history, culture, and literature. As the course is the equivalent of an intermediate-level college French course, it is organized in seminar fashion. Students are expected to actively participate in and contribute to the daily discussions, and to challenge themselves. The course will double as a seminar on French and Francophone history and literature, students are expected to write, listen, read and speak at a minimum the intermediate proficiency. The class is conducted in French, and students are expected to speak in French when at all possible.

Spanish I (1 credit)

This class is the foundation course in Spanish. Students take their first steps in reading, writing, and understanding spoken Spanish. A variety of useful topics, including family, school, self, food, weather, and clothing, are presented. Emphasis is on listening and speaking skills. Students communicate in Spanish with each other and with the teacher, using role-playing, short oral presentations, conversation cards, and other small-group activities. At the end of the year, students should be at Novice High on the ACTFL scale.

Spanish II (1 credit)

This course builds upon the foundation of communication skills begun in Spanish I with special emphasis on the past tenses. The topics covered include travel and vacation, celebrations and holidays, health and health care, and chores and pastimes. The students study Hispanic life and customs, with concentration on the history and geography of Spanish-speaking countries. Two culture-based readers written in Spanish about Spain and Mexico are used, along with articles about other Spanish-speaking countries. Emphasis continues to be on using the content to communicate in Spanish, with more concentration on reading and discussion than in Spanish I.

Spanish III (1 credit)

Prerequisite: Spanish II; permission of the instructor

This class advances students' abilities to accurately and effectively communicate orally and in writing in Spanish. More abstract topics – the environment, current events, the arts, jobs and banking, among others – allow students to express themselves creatively. Students learn to state their opinions, explain likes and dislikes, refer to hypothetical situations, and persuade others. They are introduced to classical Spanish texts: *La Celestina*, *Lazarillo de Tormes* and *Don Quijote* as well as articles from Spanish-language publications.

AP Spanish Language & Culture (1 credit)

Prerequisite: Spanish III, with a minimum grade of B, and permission of instructor

This course has a mandatory summer reading assignment.

This course continues to build on the skills learned in previous years of study, with particular emphasis on advanced conversation, reading, and formal writing based on the recommended syllabus for the AP Spanish Language examination. Students participate in daily conversation activities and oral presentations to help them focus on particular vocabulary and grammar topics, and write compositions every week. Students read and discuss fiction works by noted Hispanic authors. This course prepares students to take the AP Spanish Language exam in May.

AP Spanish Literature (1 credit)

Prerequisite: AP Spanish Language, with a minimum grade of B and permission of department

This course has a mandatory summer reading assignment.

The curriculum of this in-depth course is determined by the syllabus of the AP Spanish Literature examination. It requires extensive reading of literary texts dating from the Middle Ages to the present. Students will write a variety of literary-analysis essays, do oral presentations and learn more advanced vocabulary.

Transitions

The 9th grade Fitness, Health and Skills course and the 12th grade Senior Project serve as bookends to the St. Francis education. The former provides a transition between middle school and the demands of high school; the latter serves as a culminating demonstration of the skills St. Francis students learn in their time here.

The Fitness, Health and Skills course takes the physical education and health requirement for high school graduation in Kentucky a few steps further. We ask the question: What do college-bound high school freshmen need to know? Then we spend a year answering it. Interwoven with a comprehensive fitness and health curriculum, we move from current events awareness to public speaking to analysis of our learning and communication styles.

The **Senior Project** is begun with a proposal process in the 11th grade year, includes significant research, and concludes usually in the spring of 12th grade with a presentation and a written component. The Project is intended to provide all St. Francis Seniors with the opportunity to devote concentrated effort and time to a project focused on that which interests them most, to develop those independent research skills which are more and more being expected of college-bound students, to experience the tensions and rewards of a public presentation of their work, and to demonstrate that their years at St. Francis have culminated in the maturation of the integrated and confident intelligence which it is the school's mission to encourage and affirm.