

**DON BOSCO PREPARATORY  
HIGH SCHOOL  
Course Catalog  
2025-2026**



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# 2025-2026 COURSE CATALOG

**A note on accuracy:** While every effort has been made to make this document as accurate as possible, it is not intended to form part of the contract between parents and the school. It may contain occasional errors. Also, teachers often modify the content of their course over the summer in order to improve the learning experience of their students, and this document may not reflect such updates.

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## ACADEMIC POLICY RELATED TO COURSE SELECTION

### Graduation Requirements: 140 credits which must include:

|   |                                      |
|---|--------------------------------------|
| 4 years of English                          | 4 years of Theology                  |
| 4 years of Mathematics                      | 3 ½ years of Social Studies/Business |
| 3 years of a World Language                 | 3 years of a Lab Science             |
| 4 years of Physical Education (Opportunity) | 100 hours of Community Service       |

### Recommendations and Notes:

- It is strongly recommended that students applying to competitive colleges take one course in the same world language in each of their four years.
- It is recommended that students applying to competitive colleges take four years of science.
- Electives may not be used as substitutes for the required 12<sup>th</sup> grade courses in the English and Theology Departments.
- Rare exceptions may be made to graduation requirements as coordinated by the Assistant Principal for Academics and approved by the Principal.

### Eligibility for Honors and Advanced Placement Courses:

- Don Bosco Prep allows students to take a mixture of College Prep, Honors, and Advanced Placement (AP) courses on a subject-by-subject basis based on the capabilities of the student.
- To be eligible for an Honors course, a student must have the approval of the instructor and have maintained a minimum 85 average in the prior Honors course or a minimum 93 average in the prior College Prep course.
- To be eligible for an Advanced Placement (AP) course, a student must have the approval of the instructor and have maintained a minimum 85 average in the prior AP course or a minimum 93 average in the prior Honors course.
- Some courses may have additional requirements as indicated in the course description.
- Freshmen are placed in courses based on the results of their HSPT exam and their 7<sup>th</sup> and 8<sup>th</sup> grade transcripts. The goal is to place each student in an environment where he will achieve success.
- Any exceptions to these rules must be approved by the Assistant Principal for Academics.

### Policy of Required Exams for Advanced Placement Courses:

- All students in AP courses are required to pay for and take the corresponding AP Exam offered by the College Board.

### Dual Enrollment Program

Dual Enrollment (DE) is a concurrent program that provides an opportunity for qualified high school students to get an early start on college education by earning college credits while still in high school.

The credits earned are recognized as high school credits toward graduation but are also entered onto the student's permanent transcripts. Most DE courses are transferable to four-year colleges and universities. Participating colleges include Fairleigh Dickinson University, Ramapo College, New Jersey Institute of Technology and Stockton University.

Students must meet the criteria established by their high school (made available during the course selection process) in order to enroll in these courses.

# DON BOSCO PREP

## REQUIRED COURSE PROGRESSION

### 2025-2026

| Grade 9  | Grade 10   | Grade 11   | Grade 12  |
|--|--|--|---|
| <b>ENGLISH</b>   | <b>ENGLISH</b>   | <b>ENGLISH</b>   | <b>ENGLISH</b>  |
| Composition & Literature<br>Composition & Literature Honors  | American Literature<br>American Literature Honors<br>AP Seminar  | British Literature<br>British Literature Honors<br>AP English Language   | World Literature<br>College English Honors<br>AP English Literature   |
| <b>MATHEMATICS</b>   | <b>MATHEMATICS</b>   | <b>MATHEMATICS</b>   | <b>MATHEMATICS</b>  |
| Algebra I<br>Algebra I Honors<br>Geometry Honors<br>Advanced Geometry Honors   | Geometry<br>Geometry Honors<br>Algebra II/Trigonometry<br>Algebra II/Trigonometry Honors<br>Advanced Algebra II/<br>Trigonometry Honors  | Algebra II/Trigonometry<br>Algebra II/Trigonometry Honors<br>Precalculus<br>Advanced Precalculus Honors<br>AP Precalculus  | Pre-college Math<br>Precalculus<br>AP Precalculus<br>Calculus Honors<br>AP Calculus AB<br>AP Calculus BC  |
| <b>PHYSICAL EDUCATION</b>  | <b>PHYSICAL EDUCATION</b>  | <b>PHYSICAL EDUCATION</b>  | <b>PHYSICAL EDUCATION</b>   |
| Health/PE (Semester)   | Driver's Ed/PE (Semester)  | CPR-AED Training/PE (Semester)   | Nutrition & Fitness/PE (Semester)   |
| <b>SCIENCE</b>   | <b>SCIENCE</b>   | <b>SCIENCE</b>   | <b>SCIENCE</b>  |
| Earth Science<br>Biology<br>Biology Honors   | Biology<br>Chemistry<br>Chemistry Honors<br>AP Biology   | Chemistry<br>Physics<br>Physics Honors<br>AP Biology<br>AP Chemistry   | Physics<br>Physics Honors<br>AP Biology<br>AP Chemistry<br>AP Physics   |
| <b>SOCIAL STUDIES</b>  | <b>SOCIAL STUDIES</b>  | <b>SOCIAL STUDIES</b>  | <b>SOCIAL STUDIES</b>   |
| World History<br>World History Honors<br>AP World History  | U.S. History I<br>U.S. History I Honors<br>Advanced U.S. History I Honors  | U.S. History II<br>U.S. History II Honors<br>AP U. S. History  | 1 half year of Senior Social Studies and/or<br>Business Electives   |
| <b>THEOLOGY</b>  | <b>THEOLOGY</b>  | <b>THEOLOGY</b>  | <b>THEOLOGY</b>   |
| Theology 9<br>Community Service 9  | Theology 10<br>Community Service 10  | Theology 11<br>Community Service 11  | Catholic Social Teaching (Semester)<br>Spirituality of Vocation (Semester)<br>Community Service 12  |
| <b>WORLD LANGUAGES</b>   | <b>WORLD LANGUAGES</b>   | <b>WORLD LANGUAGES</b>   | <b>WORLD LANGUAGES</b>  |
| Italian I<br>Italian II<br>Italian II Honors<br>Latin I Honors<br>Latin II Honors<br>Spanish I<br>Spanish I Honors<br>Spanish II<br>Spanish II Honors<br><br>Resource Room for language<br>exempt students | Italian I<br>Italian II<br>Italian II Honors<br>Italian III<br>Italian III Honors<br>Latin I Honors<br>Latin II Honors<br>Latin III Honors<br>Spanish I<br>Spanish II<br>Spanish II Honors<br>Spanish III<br>Spanish III Honors<br><br>Resource Room for language<br>exempt students | Italian II<br>Italian II Honors<br>Italian III<br>Italian III Honors<br>AP Italian<br>Latin II Honors<br>Latin III Honors<br>AP Latin<br>Spanish II<br>Spanish II Honors<br>Spanish III<br>Spanish III Honors<br>AP Spanish<br><br>Resource Room for language<br>exempt students | Italian III<br>Italian III Honors<br>AP Italian<br>Latin III Honors<br>AP Latin<br>Spanish III<br>Spanish III Honors<br>AP Spanish<br><br>Resource Room for language exempt<br>students |

# DON BOSCO PREP

## ELECTIVE COURSE PROGRESSION

### 2025-2026

| Grade 9   | Grade 10  | Grade 11   | Grade 12   |
|---|---|--|--|
| <b>Art</b>  | <b>Art</b>  | <b>ART</b>   | <b>ART</b>   |
| Studio Art I  | Studio Art I<br>Studio Art II<br>Advanced Drawing (Semester)<br>Advanced Painting (Semester)  | Studio Art I<br>Studio Art II<br>Studio Art III<br>Advanced Drawing (Semester)<br>Advanced Painting (Semester)<br>AP Drawing (Full Year)<br>AP 2-D Art and Design (Full Year)<br>AP 3-D Art and Design (Full Year) | Studio Art I<br>Studio Art II<br>Studio Art III<br>Advanced Drawing (Semester)<br>Advanced Painting (Semester)<br>AP Drawing (Full Year)<br>AP 2-D Art and Design (Full Year)<br>AP 3-D Art and Design (Full Year) |
| <b>BUSINESS</b>   | <b>BUSINESS</b>   | <b>BUSINESS</b>  | <b>BUSINESS</b>  |
| Introduction to Business  | Principles of Accounting  | Business Law<br>Principles of Marketing  | Economics (Full Year)<br>Economics Honors (Full Year)<br>Introduction to Business<br>International Business Strategy (Full Year)<br>Principles of Marketing<br>Business Law  |
| <b>L.E.O. PROGRAM</b>   | <b>L.E.O. PROGRAM</b>   | <b>L.E.O. PROGRAM</b>  | <b>L.E.O. PROGRAM</b>  |
|   | Principles of Accounting  | Principles of Marketing/Leadership,<br>Entrepreneurship and Opportunity<br>Program I   | Leadership, Entrepreneurship and<br>Opportunity Program II   |
| <b>COMMUNICATION ARTS</b>   | <b>COMMUNICATION ARTS</b>   | <b>COMMUNICATION ARTS</b>  | <b>COMMUNICATION ARTS</b>  |
| Multi-media Production<br>Digital Media   | TV/Film Process and Principles<br>Digital Media   | TV/Film Production & Editing I<br>Digital Media  | TV/Film Production II<br>Digital Media   |
| <b>COMPUTER SCIENCE</b>   | <b>COMPUTER SCIENCE</b>   | <b>COMPUTER SCIENCE</b>  | <b>COMPUTER SCIENCE</b>  |
| Introduction to Programming   | Web Design<br>Introduction to Programming<br>Applied Programming<br>AP Computer Science Principles<br>(Full Year)                               | Web Design<br>Introduction to Programming<br>Applied Programming<br>App Development I<br>AP Computer Science A (Full Year)<br>AP Computer Science Principles (Full<br>Year)  | Web Design<br>Introduction to Programming<br>Applied Programming<br>App Development I<br>App Development II<br>AP Computer Science A (Full Year)<br>AP Computer Science Principles (Full<br>Year)                  |
| <b>ENGINEERING</b>  | <b>ENGINEERING</b>  | <b>ENGINEERING</b>   | <b>ENGINEERING</b>   |
| Introduction to Robotics  | Robotics Engineering<br>Robotics Design   | Robotics Engineering<br>Robotics Design<br>Robotics Project  | Robotics Project<br>Engineering Design   |
| <b>ENGLISH</b>  | <b>ENGLISH</b>  | <b>ENGLISH</b>   | <b>ENGLISH</b>   |
| Public Speaking   | Public Speaking<br>Creative Writing<br>Journalism   | Public Speaking<br>Creative Writing<br>Journalism  | Public Speaking<br>Creative Writing<br>Journalism  |
| <b>MATHEMATICS</b>  | <b>MATHEMATICS</b>  | <b>MATHEMATICS</b>   | <b>MATHEMATICS</b>   |
|   |   |  | Probability & Statistics   |
| <b>MUSIC</b>  | <b>MUSIC</b>  | <b>MUSIC</b>   | <b>MUSIC</b>   |
| Band (Full Year)<br>String Orchestra (Full Year)<br>Guitar Ensemble (Full Year)<br>Introduction to Guitar<br>Chorus (Full Year) | Band (Full Year)<br>String Orchestra (Full Year)<br>Guitar Ensemble (Full Year)<br>Introduction to Guitar<br>Music Theory<br>Chorus (Full Year) | Band (Full Year)<br>String Orchestra (Full Year)<br>Guitar Ensemble (Full Year)<br>Introduction to Guitar<br>Music Theory<br>Chorus (Full Year)  | Band (Full Year)<br>String Orchestra (Full Year)<br>Guitar Ensemble (Full Year)<br>Introduction to Guitar<br>Music Theory<br>Chorus (Full Year)  |
| <b>SCIENCE</b>  | <b>SCIENCE</b>  | <b>SCIENCE</b>   | <b>SCIENCE</b>   |
|   |   | Anatomy/Physiology (Full Year)<br>Anatomy/Physiology Honors<br>(Full Year)   | Anatomy/Physiology (Full Year)<br>Anatomy/Physiology Honors<br>(Full Year)<br>Sports Medicine (Full Year)<br>Forensics (Full Year)   |

**DON BOSCO PREP**  
**ELECTIVE COURSE PROGRESSION (cont'd)**  
**2025-2026**

| Grade 9   | Grade 10  | Grade 11   | Grade 12   |
|---|---|--|--|
| <b>SOCIAL STUDIES</b>                           | <b>SOCIAL STUDIES</b>   | <b>SOCIAL STUDIES</b>  | <b>SOCIAL STUDIES</b>  |
|   | Sociology   | Psychology<br>Sociology<br>American Government & Politics<br>The 90's in America | Psychology<br>Sociology<br>American Government & Politics<br>Introduction to Law<br>Philosophy<br>AP European History (Full Year)<br>AP Psychology (Full Year)<br>AP Art History (Full Year)<br>AP U.S. Government & Politics<br>(Full Year) |
| <b>THEATER ARTS</b>                             | <b>THEATER ARTS</b>   | <b>THEATER ARTS</b>  | <b>THEATER ARTS</b>  |
| Introduction to Theater<br>Tech Theater Level I | Introduction to Theater<br>Intermediate Theater<br>Tech Theater Level I | Intermediate Theater<br>Advanced Theater Production<br>Tech Theater Level I      | Advanced Theater Production<br>Tech Theater Level I  |
| <b>THEOLOGY</b>                                 | <b>THEOLOGY</b>   | <b>THEOLOGY</b>  | <b>THEOLOGY</b>  |
|   |   |  | Salesian Leadership  |

## BUSINESS DEPARTMENT

### **INTRODUCTION TO BUSINESS (NCAA Approved)**

*½ year, Grades 9, 12 elective*

This course includes an introduction to business, financial literacy, and an introduction to investing. This course will assist students in developing lifelong money management skills. Students will learn core concepts of financial planning, including budgeting, saving, investing, handling credit and managing debt, as well as understanding options and uses of financial services and personal insurance plans. The course will include role-plays, presentations, lessons on business etiquette, and opportunities in the world of business.

Students will:

- Create their own financial plan.
- Create their own budget.
- Propose a personal saving and investing plan.
- Select strategies to use in handling credit and managing their debt.
- Demonstrate how to use various financial services.
- Create a personal insurance plan.
- Examine how their choice of career and lifestyle will affect their financial plan.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

### **PRINCIPLES OF ACCOUNTING (NCAA Approved)**

*½ year, Grade 10 elective*

Principles of Accounting will provide an introduction to accounting and finance. Students will understand the difference between financial and managerial accounting. Students will prepare the core financial statements including the Income Statement, Statement of Retained Earnings and the Balance Sheet and will learn how the financial statements work together to paint a financial picture of a company. In addition to financial statements, the course will cover debits/credits, journals, the general ledger, and trial balance. Students will be introduced to QuickBooks online accounting software and have the opportunity to become QuickBooks certified. Detailed career exploration in the various fields of accounting and finance will be made available.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

### **BUSINESS LAW (NCAA Approved)**

*½ year, Grades 11, 12 elective*

Business Law provides an overview of the laws that affect today's business environment. It sets the foundation for advanced college courses in law and business. Topics include business formation, employee-employer relationships, the regulatory environment and contracts. The goal of the course is to introduce students to the areas of law that affect daily work operations and business dealings. Ethical considerations are a central component of the course. Current real-world situations will be mined to explain topics. Working in groups, students will perform primary research in the various topic areas and present to the class to learn about group work and hone both verbal and visual presentation skills. By the end of the course, students will have an understanding of the numerous laws that affect routine and non-routine business functions and their application in a local, national and global workplace. In addition, all students will be broken into teams and will compete in the Stock Market Game. Finally, students will hone networking skills as part of the class.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

### **L.E.O. (Leadership, Entrepreneurship and Opportunity) Program I**

*½ year, Grade 11 elective*

*Prerequisite: Principles of Accounting  
Participation in DECA is required*

The L.E.O. Program is a program designed to create leaders and entrepreneurs. It is an intensive course that is designed to get students excited about becoming entrepreneurs by giving them the opportunity to create

and fully develop their own product or service. Real-world entrepreneurs and business experts will serve as coaches and mentors guiding student teams through the process of ideation, market research, and business plan development. In addition, lectures will be given by leaders of business and/or government covering a variety of business topics. Over the course of the year, student teams will learn about marketing and accounting, as well as the legal aspects of starting a business. They will have access to a network of professionals to further develop their skills (teamwork, problem solving, presentation, communication) for college and career readiness. Pitch week helps to further fire the entrepreneurial spirit by putting student teams in front of actual investors so they can pitch their innovative idea to win funding and turn it into an actual business.

### **ECONOMICS (NCAA Approved)**

*Full year, Grade 12 elective*

This course uses the analytical, descriptive, and historical approaches in the study of economic concepts which underlie the American system of free enterprise. Since economics is also a disparate discipline, knowledge of its structure is basic to economic understanding. The study includes economic terminology, laws and theories (macro and micro), business and competition, unionization, trade and the mixed economy, money, banking, government spending and insurance. A special section also includes an examination of the general income tax structure. A survey is made of comparative economic systems; the student then evaluates the contrasting ideologies from which he is asked to draw relative conclusions. Collateral reading topics are assigned each marking period and an assessment project is required during the 4<sup>th</sup> marking period.

### **ECONOMICS HONORS (NCAA Approved)**

*Full year, Grade 12 elective*

Refer to the course description above. The difference between College Prep Economics and Honors Economics lies in the presentation of course materials and expectations with regards to research and class participation. Honors requirements are more demanding based upon class lectures and the intensity of curriculum coverage. Students in the honors program are expected to be aware of current economic topics discussed within the media and must be able to actively participate in open discussions. A term paper is required during the 2<sup>nd</sup> marking period.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

### **L.E.O. (Leadership, Entrepreneurship and Opportunity) Program II**

*½ year, Grade 12 elective*

*Prerequisite: L.E.O. I  
Participation in DECA is required*

This is the second semester of the L.E.O. Program. Teams develop an abbreviated prototype of their business to test the efficacy of their idea before bringing it to full scale. This is called the Minimum Viable Product (MVP). Each team presents their MVP and funding proposal to the Board of Advisors who provide valuable feedback and possibly a small amount of funding to launch the MVP. Project management skills are introduced to keep teams on task and get as much marketplace data as possible. Students test and adjust their model to validate its potential. Practical legal concepts on company formation and intellectual property are introduced. Students begin building their “story” to persuade customers and potential investors. Using their latest data from MVP tests and what they’ve learned from previous units, teams identify tactics to promote their business, develop marketing and sales plans, including promotional strategies. They end the unit by developing their financial story. The financial model is updated with refined estimates based on the MVP learning. Financial model includes growth goals and resources needed. The year culminates with teams pitching their plan to investors with the hope of winning funding to launch their idea.

### **PRINCIPLES OF MARKETING (NCAA Approved)**

*½ year, Grades 11, 12 elective*

Principles of Marketing introduces students to the dynamic processes and activities in marketing. The course develops student understanding and skills in the functional areas of marketing including but not limited to marketing for startups, market research, marketing and sales planning, market segmentation, positioning, and ethical issues in marketing. This course will focus on understanding and effectively using strategies of marketing. This course is designed to provide key concepts of and learning experiences with social media



marketing using Stukent Mimic Social Simulation software. Using material from the co-curricular DECA program, marketing projects, role play, and presentations will bring this course to life. Current technology will be used to acquire information and to complete activities. Throughout the course, students will be engaged in project-based learning which encompasses ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills.

*This course is affiliated with the Ramapo Dual Enrollment Program.*

**INTERNATIONAL BUSINESS STRATEGY (NCAA Approved)**      *Full year, Grade 12 elective*  
*Prerequisite: Principles of Accounting*

A competition-based strategy simulation where the students operate an athletic footwear company that produces and markets both branded and private-label footwear and competes head-to-head against footwear companies run by other class members. The companies compete in a global market, selling in four geographic regions—Europe-Africa, North America, Asia-Pacific, and Latin America.

The co-managers of each company are responsible for assessing market conditions, determining how to respond to the actions of competitors, forging a long-term direction and strategy for their company, forecasting upcoming sales volumes, and making decisions relating to: Production operations, upgrading plants and expanding/reducing plant capacity, worker compensation, shipping and inventory management, pricing and marketing, bids to sign celebrities to endorse their brand of footwear, corporate social responsibility and citizenship, and financing of company operations.

## COMMUNICATION ARTS DEPARTMENT

### **MULTI-MEDIA PRODUCTION**

*½ year, Grade 9 elective*

This introductory course covers the basics of television and film production. From concept to creation, students will learn basic techniques of scripting, producing, filming, editing, and uploading projects. Students will learn various camera angles, shots, and formats. Basic industry standard vocabulary will be used and taught. Students will also learn basic editing techniques to bring together their final projects.

*Class size is limited to a maximum of twelve students per semester.*

### **DIGITAL MEDIA**

*½ year, Grades 9, 10, 11, and 12 elective*

This course offers a comprehensive exploration of digital media production, emphasizing audio, video, and live sound. Students will delve into essential techniques, tools, and creative processes involved in producing high-quality digital content across various platforms. The course is designed to provide a balanced blend of theoretical knowledge and hands-on practical skills.

*Class size is limited to a maximum of twelve students per semester.*

### **TV/FILM PROCESS AND PRINCIPLES**

*½ year, Grade 10 elective*

***Prerequisite: Multi-media Production***

Intermediate course to the foundation of all 3 principles of TV & Film: Pre-Production (*scripting and producing*), Production (*filming and direction*), & Post-Production processes (*editing and final export*).

### **TV/FILM PRODUCTION & EDITING I**

*½ year, Grade 11 elective*

***Prerequisite: TV/Film Process and Principles***

This advanced hands-on course concentrates on the next level in film/tv production: Live Production and Engineering/TV/Film; Focusing on producing, directing filming and editing; Introduction to talk show and live sports production.

### **TV/FILM PRODUCTION II**

*½ year, Grade 12 elective*

***Prerequisite: TV/Film Production & Editing I***

This expert hands-on course focuses on "telling the story:" Documentary/Live sports and journalistic reporting/Film/Creative Development/Editing docs, dramas, etc.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

## COMPUTER SCIENCE DEPARTMENT

### **INTRODUCTION TO PROGRAMMING**

*½ year, Grades 9, 10, 11, 12 elective*

This course teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. The course is taught in the Javascript language while simultaneously covering concepts of programming which include commands, defining vs. calling methods, designing methods, program entry points, control flow, looping, conditionals, classes, commenting code, preconditions and postconditions, and top down design. The goal of this course is to provide an introduction to computer programming for students with little or no previous programming experience.

### **WEB DESIGN**

*½ year, Grades 10, 11, 12 elective*

This course is an introduction to the elements of web page design. Initially, students are introduced to the basic tags of HTML coding (i.e., formatting tags, image tags, internal and external links, lists, tables). The remainder of the course focuses on using CSS and responsive web design techniques to create personalized web pages. Additionally, students research and compare features of hosting sites and explore on-line web development tools/programs. All major projects are published.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

### **APPLIED PROGRAMMING**

*½ year, Grades 10, 11, 12 elective*

*Prerequisite: Introduction to Programming or permission of the instructor*

This course uses Javascript to introduce students to the concepts used in the development of modern 2-D real-time interactive computer video games. Topics covered in this include Control Structures, Timers, Randomizing Games, Mouse Events, Keyboard Events, Basic Graphics, Collision Detection, Scrolling Backgrounds, and Generating Random Obstacles. The skills learned in this class will also prepare students to apply their computer programming knowledge to any other programming interface such as web applications, mobile applications, robotics, and hardware control.

### **APP DEVELOPMENT I**

*½ year, Grades 11, 12 elective*

*Prerequisite: Applied Programming or AP Computer Science*

The App Development course takes the skills acquired throughout the computer science concentration and applies them to developing full featured apps. Students will use their knowledge of applying libraries and will adapt their coding skills to developing a real world application. In this course, students will learn how to create mobile apps using React Native, a popular platform-agnostic framework developed by Facebook based on Javascript and used by successful tech companies including Airbnb, Facebook, Instagram, Tesla, and more. Students will design and build applications to run on their own smartphones and will use the latest tools and technologies available for mobile app development.

Students will learn the foundations of the React Native framework, components, and how to use components to create scalable, custom, and fast mobile applications. Students will also learn about important computer science topics including state changes, using XML and stylesheet objects, mapping through objects, rendering dynamic data, and creating modular app layouts with flex and the Dimensions API.

### **APP DEVELOPMENT II**

*½ year, Grade 12 elective*

*Prerequisite: Applied Programming or AP Computer Science*

This course is the continuation of the App Development I course. Students will apply the skills learned to completely develop their own app from start to finish.

**ADVANCED PLACEMENT COMPUTER PRINCIPLES***Full year, Grades 10, 11, 12 elective**Prerequisite: A final average of 93 in Introduction to Programming or Robotics Engineering and a final average of 93 in Honors Algebra*

AP® Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language.

**ADVANCED PLACEMENT COMPUTER SCIENCE A***Full year, Grades 11, 12 elective**Prerequisite: A final average of 93 in Introduction to Programming or Robotics Engineering and enrollment in Advanced Math or a final average of 93 in Honors Math or permission of the instructor*

The AP® Computer Science A course is equivalent to the first semester of a college level computer science course. The course involves developing the skills to write programs or parts of programs to correctly solve specific problems. AP® Computer Science A also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

## ENGINEERING DEPARTMENT

### **INTRODUCTION TO ROBOTICS (NCAA Approved)**

*½ year, Grade 9 elective*

In this class, students learn the practical skills necessary to build working robots. Covered topics include motors and motion, mechanical elements such as supports, wheels and gears, and sensors such as light sensors, touch sensors, distance sensors and gyroscopes. An emphasis is placed on programming topics that include variables and constants, loops, branches, subroutines and parallel programming. Previous experience with robots is helpful but not required.

**Note:** Students with substantial experience programming FTC or VEX robots should contact the Academic Office regarding appropriate elective placement. Students in a math class that begins with the word "Advanced" are generally placed in Robotics Engineering.

### **ROBOTICS ENGINEERING (NCAA Approved)**

*½ year, Grades 10, 11 elective*

*Prerequisite: Algebra I*

Note: This is the first course in the Engineering Pathway for all students in grade 10 and above.

This class provides a formal introduction to engineering and the engineering design process. Robotics Engineering is used to illustrate the formal concepts. Topics covered include the engineering design process, characteristics of robots, sensors, manipulators, accumulators, speed, power, torque, power transmission, drivetrains, lifting mechanisms, and system integration. Programming is mixed in throughout. The final project will be to design a robot to compete in a competitive game.

### **ROBOTICS DESIGN (NCAA Approved)**

*½ year, Grades 10, 11 elective*

*Prerequisite: Robotics Engineering*

Students will learn to use 3-D Computer Aided Design software to manipulate virtual representations of objects in the context of the design of a robot and robot parts. Virtual design allows many types of errors and difficulties to be corrected before the construction of a robot or prototype, and provides a medium for sharing ideas. Students will also design and 3-D print robot parts and similar structures.

*This course is affiliated with the NJIT Options/Dual Enrollment Program.*

### **ROBOTICS PROJECT (NCAA Approved)**

*½ year, Grades 11, 12 elective*

*Prerequisite: Robotics Design or AP Computer Science, or permission of the instructor*

Students use the knowledge gained in the prerequisite classes to form an engineering team that will design and build a robot that can compete in the FIRST Tech Challenge (FTC) national competition. Students will form various sub-teams to design, build, wire and program the robot, as well as design and 3D-print parts for the robot. Students will also produce an engineering notebook that will document the design and production process. A \$100 per-student class fee will be assessed to supplement the cost of the non-reusable materials used to produce the robot.

### **ENGINEERING DESIGN (NCAA Approved)**

*½ year, Grade 12 elective*

*Prerequisite: Physics or Physics Honors or Co-requisite: AP Physics*

In this one-semester, project-based course, students apply the engineering design process to different areas of engineering technology. This course is particularly suitable to students who are considering an engineering major in college but who have not been participants in the Robotics course sequence.

## ENGLISH DEPARTMENT

### **COMPOSITION & LITERATURE (NCAA Approved)**

*Full year, Grade 9*

The Freshman Composition and Literature course provides a comprehensive curriculum in reading, writing, vocabulary and grammar. Students are challenged to develop linguistic skills into a strong, college-bound academic foundation, and use the literary arts as a lens through which they can examine the nexus between literature and Salesian values.

The literature component of the course features a variety of genres, authors and styles from varying periods that are analyzed for literary merit, as well as cultural significance and social values. There is a focus on prose fiction (Ernest Hemingway's *The Old Man and the Sea*, William Golding's *Lord of the Flies*, J.D. Salinger's *The Catcher in the Rye*), drama (William Shakespeare's *The Tragedy of Julius Caesar*) and a collection of short stories, essays, articles, poems and speeches. Students develop active reading skills and analyze the nuances of literary devices through a combination of independent reading, cooperative learning, guided instruction and class discussion, while comprehension and mastery of skills are measured using a diverse series of assessments.

Linguistic skills are developed through a rigorous study of vocabulary (Sadlier and Oxford's *Vocabulary Workshop Levels D and E*), and a progressive Writing and Grammar Workshop curriculum. The year's focus is formal writing using academic style and tone, targeted SAT preparedness, as well as research paper writing using Modern Language Association guidelines. Project-based learning is employed throughout the year. Various learning methods and tools are employed, such as peer review, timed essays, and online workshops.

### **COMPOSITION & LITERATURE HONORS (NCAA Approved)**

*Full year, Grade 9*

The primary component of the course is literature. Students read selected works accessible through their iPads and in-classroom textbooks throughout the course of the year. In general, the students are assigned approximately 30 minutes of reading per night and reading questions that must be completed. To ensure that students are keeping up with the reading and homework, there are frequent written quizzes and homework checks; in addition, students are expected to contribute during class discussion in regards to the reading. Class discussions focus on a full range of issues arising from the text under consideration - plot intricacies, character assessment, theme analysis, stylistic details and contemporary concerns are considered in conjunction with a close reading of portions of the text. Part of the class involves synthesizing major points, which are then written in the student's notebooks. The curriculum also includes several formal Writing Workshop assignments that will be graded. These assignments are varied and focus on different techniques and activities to build writing skills. The Writing Workshop assignments are designed to prepare students for the final research paper which will involve researching, organizing, and developing a given topic. Notebooks are checked periodically each semester. Students are required to keep all written work, class notes, and supplemental handouts organized and accessible in their notebooks. In addition to quizzes and tests on literary works, students will have weekly homework in and vocabulary quizzes on Sadlier and Oxford's *Vocabulary Workshop Levels D and E*.

Upon completion of each major literary work, students are required to write an essay. These essay questions will be presented in a variety of forms throughout the course. Essay questions may be presented on unit tests and will count for a large portion of the test grade. Essays may also be required to be prepared and completed at home and handed in, typed and properly formatted. A good deal of time is spent during the year reinforcing the basic ideas of clear essay organization. Specifically, students are shown how to write effective introductions and how to present supporting details in the developing paragraphs. Periodically, essays written by students are shared with the class as a whole. In this way, each student's specific strengths and weaknesses are addressed, and relevant grammatical concepts are reviewed. These grammatical concepts will be reinforced with PSAT and SAT practice test material.

Reading selections over the past several years have included: *The Tragedy of Julius Caesar*, *Catcher in the Rye*, *Old Man and the Sea*, *A Christmas Carol*, *Lord of the Flies*, *Fahrenheit 451*, *The Color of Water*, *Arabian Nights and Days*, and selected poems and short stories.

### **AMERICAN LITERATURE (NCAA Approved)**

***Full year, Grade 10***

American Literature is a comprehensive course of reading, writing, vocabulary building and grammar reinforcement. The course takes a chronological approach to American literature, with digressions based on thematic considerations. Time will be set aside for PSAT preparation and a "process" method of writing a research paper.

Students will participate in class discussion and cooperative learning activities. Lectures (with AV support when possible) and actual film presentations will be used at appropriate times to stimulate student interest in the assigned reading material and to facilitate student understanding of aspects of that material. Study guides will be used regularly to help students focus on key elements in their reading assignments. These assignments will be diverse in structure and content.

Performance evaluation will ensure that each student demonstrates understanding of course material, whatever his strengths or weaknesses. Graded assignments include unit tests, reading/grammar/vocabulary quizzes, special projects/reports, oral presentations, and writing assignments. Primary focus will be placed on writing. To this end, students will be guided through an ongoing writing program, which includes journal entries, reaction papers, and most importantly, the four/five paragraph essay.

Students will complete a research paper in MLA format during the third quarter according to a timetable provided by the teacher. Each step of the research paper process will be worked on in class, as well as at home. Strict guidelines will be given for proper planning, research, formatting, parenthetical citation, and writing of the paper.

### **AMERICAN LITERATURE HONORS (NCAA Approved)**

***Full year, Grade 10***

This course is a chronological study of American literature. Students read seven major works from the American literary tradition - Nathaniel Hawthorne's *The Scarlet Letter*, Mark Twain's *Adventures of Huckleberry Finn*, F. Scott Fitzgerald's *The Great Gatsby*, Ernest Hemingway's *The Sun Also Rises*, John Steinbeck's *The Grapes of Wrath*, August Wilson's *Fences*, and Tim O'Brien's *Going After Cacciato*. These major works are supplemented by a variety of shorter readings - Native American folklore, the Declaration of Independence, Lincoln's Second Inaugural Address, poetry by Walt Whitman and Emily Dickinson, and selected modern poems. Students are quizzed on the previous night's reading, usually in the form of one or two pertinent questions.

Class discussions focus on an understanding of plot, character development, historical context, themes and stylistic elements. Upon completion of each major literary work, students write an essay of 2-4 pages, some in class, others at home. The essay topics range from an analysis of theme, character, or literary style to a discussion of the work's relevance to historical or contemporary people and events. Essay organization, clear paragraph development, the use of supporting details and elements of effective expression are stressed.

During the February break, students complete an independent reading project, using a work selected from a list of possible titles from a variety of different fields. Each student does a brief presentation to the class on his selected work and submits a detailed analysis of specified aspects of the work. In the spring, a research paper is submitted as the culmination of a process involving library and internet research, completion of notes, preparation of an outline, editing of drafts in MLA format, and proof-reading of the final draft.

Vocabulary study involves exercises in Sadlier Oxford's *Vocabulary Workshop – Levels F and G* books and regularly scheduled tests. Grammar study emphasizes mastery of specific topics tested on the PSAT and SAT tests and the correction of grammatical errors frequently found in students' essays and papers.

**ADVANCED PLACEMENT SEMINAR (NCAA Approved)***Full year, Grade 10*

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

**BRITISH LITERATURE (NCAA Approved)***Full year, Grade 11*

The British Literature course presents the English literary tradition in a chronological fashion. The readings begin with *Beowulf* and the Anglo-Saxon period, and proceed through the ages to *Oliver Twist*. A representative sampling of English works from each period is studied.

Our primary purposes are to strengthen reading, writing, speaking, listening and comprehension skills, while students become familiar with the origins and evolution of the English language. The reading assignments are selected from open sites such as: Gutenberg, the Poetry Foundation, Folger Library. Supplemental materials will be accessible via pdf.

The development of strong writing skills is an important class priority. Considerable time is spent addressing all major areas of writing proficiency. We will concentrate on proper MLA format, including how to incorporate and use quotes to strengthen writing. Students will demonstrate understanding of texts through different writing methods. There will be a writing assignment for every work throughout the year. A formal research paper is completed in the second semester. This assignment affords students the opportunity to enhance their research skills and to reinforce their ability to develop a sustained analysis of a specific topic.

Vocabulary skills are refined through the use of word lists from the teacher. Students are responsible for one list per week (approximately 20 words). All words are taken from the current text we are reading, and students are assessed on the vocabulary words in a variety of different ways throughout the year. Grammar is covered holistically, through reading and writing. Handouts are provided to reinforce each grammar lesson. Students are expected to complete exercises for each review session.

**BRITISH LITERATURE HONORS (NCAA Approved)***Full year, Grade 11*

The British Literature Honors course is a chronological study of British literature from the Anglo-Saxons to the present. For each time period, the historic, social, and economic backgrounds are studied as they relate to the writings of the era. Literary periods are also studied, with attention focused on styles of writing, underlying philosophies, cultural phenomena and related art forms. Authors' lives and works are considered in the context of their contribution to British literary heritage.

To ensure that students are completing the assigned readings, questions are asked about the previous night's assignment. Class discussions focus on analysis of the writer's purpose, rhetorical and stylistic devices (including narrative technique, setting, style, character development, conflict and theme). To facilitate studying for comprehensive mid-term and final exams, titles, authors, summaries, and pertinent notes are kept on each student's iPad, or their designated course notebook, along with information about the time period, literary developments, and other related topics. Each student will maintain a writing portfolio containing all returned written works, graded and cataloged.

Upon completion of each major literary period, students are required to write an essay, usually 1000 words, which will be completed at home. Topic choices will vary. Essay organization, clear paragraph development, integration of supporting details and quotations, and effective expression are all emphasized. In the spring, a



research paper is completed in a series of steps, beginning with research and the preparation of annotated bibliography, continuing with the creation of an outline and writing a first draft, and concluding with the submission of a polished paper in MLA format.

Vocabulary and grammar is covered with specific emphasis on topics tested on the PSAT, SAT, and ACT exams; grammar study includes extensive review of past tests. Grammatical errors frequently found on students' papers are also carefully scrutinized.

**ADVANCED PLACEMENT ENGLISH LANGUAGE (NCAA Approved)** *Full year, Grade 11*

AP® English Language engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. As in the college course, its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Reading selections include major works from English literature (*Beowulf*, *Canterbury Tales*, *Macbeth*, *Hamlet*, speeches by Queen Elizabeth, *Pride and Prejudice*), as well as older and contemporary prose works in a wide variety of genres (biography, essay, political, scientific, journalistic, speeches). Students read two prose works of their choice by authors listed in the AP English Language course guide (one pre-1900 and the other post-1900). Writing assignments involve both analysis of prose selections and imitation of the genres studied. A major focus of the course is the analysis of argument. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the ways in which generic conventions and the resources of language contribute to effectiveness in writing.

The college composition course, for which the AP Language and Composition course substitutes, is one of the most varied in the curriculum. The college composition course often allows students to write in a variety of forms - narrative, exploratory, expository, argumentative - and on a variety of subjects - from personal experiences to public policies, from imaginative literature to popular culture. But the overarching purpose in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, AP English Language and Composition emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, but also personal and reflective writing that fosters the development of writing facility in any context.

**WORLD LITERATURE (NCAA Approved)** *Full year, Grade 12*

World Literature is a comprehensive course intended to prepare students for college-level English classes. Students, who have explored literary works by American and British authors, are introduced to authors from all over the world and from many different time periods.

This literary experience covers all four genres (fiction, non-fiction, poetry, and drama) and exposes students to a broad spectrum of writing styles and themes. Students will be expected to identify significant characters, themes, and literary devices contained in each work, and will be evaluated frequently on their familiarity with the texts.

The course will focus on classic and contemporary texts, including: *The Epic of Gilgamesh*, *The Odyssey*, *The Tempest*, *Brave New World*, *Things Fall Apart*. The course also includes units on writing an effective college essay, common grammar and usage concepts, literary analysis, and a research paper.

To fulfill the requirements of this course, students are expected to complete an extensive research paper, pass the midterm and final exams, and create an informative multimedia presentation for their classmates. As seniors, students will be expected to participate actively in discussions, complete all assignments in a timely fashion, and retain the information they learn so as to apply it to future endeavors.

### **COLLEGE ENGLISH HONORS (NCAA Approved)**

*Full year, Grade 12*

The College English Honors course is designed to prepare seniors for college-level academic work through the rigorous analysis of sophisticated literary texts, discussion of these texts in relation to contemporary issues and current events, thematic essay writing involving sustained critical interpretation and analysis, and supplementary work on vocabulary and grammar.

Throughout the year, the course focuses on complex and challenging classic and contemporary works: the epic poem *Gilgamesh*, Homer's *The Odyssey*, Cervantes' *Don Quixote*, William Shakespeare's *Taming of the Shrew*, Moliere's *Tartuffe*, *The Roosevelts* (film) by Ken Burns, and *Things Fall Apart* by Chinua Achebe.

The College English Honors course involves frequent student presentations, requires the completion of the senior research paper, and concludes with the reading of more contemporary works, both literary and non-literary.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

### **ADVANCED PLACEMENT ENGLISH LITERATURE (NCAA Approved)** *Full year, Grade 12*

The AP® English Literature course is designed to be the equivalent of a first-year college literature course. The primary objective of the course is to further develop students' ability to respond intelligently, perceptively and sensitively to complex, sophisticated literary texts - primarily poetry, drama, prose, and novels. In so doing, students will be enhancing their own skill at articulating ideas in dialogue and in writing and will become conversant in the perspectives and values implicit in the literature they study. Literary works covered in the course include Homer's *Odyssey* (Fitzgerald translation), William Shakespeare's *King Lear*, Cervantes' *Don Quixote*, Moliere's *Tartuffe*, Dostoyevsky's *Crime and Punishment*, D.H. Lawrence's *The Rainbow*, Seamus Heaney's *The Spirit Level*, and Lin-Manuel Miranda's *Hamilton*. An important focus of class discussion is how these works illuminate aspects of life and the world in which we live today. Students are frequently called upon to do individual and group PowerPoint presentations on the works being read. A research assignment will be completed on a literary work chosen by each student from a list of classic World Literature works. The end result of the course is the 3-hour examination taken at the beginning of May, which tests the students' ability to spontaneously interpret 5 passages (3 poems and 2 prose passages, or 2 poems and 3 prose passages) in the 1-hour multiple-choice part and to write insightful essays about a given poem, specific prose passage and a particular literary theme in the 2-hour essay portion. The College Board makes a great deal of material on the course, as well as much valuable practice material, available on its website ([apcentral.collegeboard.com/home](http://apcentral.collegeboard.com/home)), and anyone taking the course should familiarize himself with this informative material.

## **ENGLISH ELECTIVES**

### **PUBLIC SPEAKING (NCAA Approved)**

*½ year, Grades 9, 10, 11, 12 elective*

The Public Speaking elective is a one-semester course for students seeking to study and develop the skills needed to speak effectively, substantively and purposefully, using both voice and body. Students will examine the communication process and learn several rhetorical devices, linguistic strategies and persuasive modes that are applied in a series of presentations. Students will learn how to give various types of speeches and do research to bolster their arguments. Through the workshop model, students will utilize peer review to correct and perfect their presentations. The class will also critique several influential speakers and analyze their impacts on society.

### **CREATIVE WRITING (NCAA Approved)**

*½ year, Grades 10, 11, 12 elective*

The Creative Writing elective invites sophomores, juniors and seniors to explore the English language as a powerful art form to be used for the expression of opinions, exploration of new ideas, and assertion of unique voices. This course engages each student's writing abilities and personality through a semester of

intensive writing and fosters each student's thinking and expression. Daily writing, reading, peer review and individualized instruction challenge each student to recognize and develop his own writing interests and style. Students will complete various exercises and assignments that will enable them to discern the difference in word choice, tone, and clarity. Students will also present their material in the context of a peer review and workshop model; therefore, students must be open to some public speaking. Through this course, students will make a thoughtful step toward becoming more mature and expressive writers.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

**JOURNALISM (NCAA Approved)**

*½ year, Grades 10, 11, 12 elective*

The Journalism elective is a one-semester course for students interested in improving their writing skills and exploring the impact of journalistic media on our world. Students are challenged to write and communicate using a variety of journalistic forms and genres, including news, editorials, features, documentaries, photos, and broadcast journalism. Students will complete individual pieces that foster their understanding of the media and how it works, in addition to group projects that facilitate working in a group to create a broadcast piece. Students will learn what it means to be world citizens through a deep understanding of current issues and through an analysis of tone, meaning, and purpose in journalistic writing.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

## HUMANITIES DEPARTMENT

### **STUDIO ART I**

*½ year, Grades 9, 10, 11, 12 elective*

Studio Art I is a half-year course that will provide students with the basic fundamentals of art knowledge, skills, and practices. Topics to be covered include sketching, shading, still and life drawing, perspective, oil and chalk pastel drawing, and painting. Students will explore a variety of materials to establish a base 2-D foundation, and will be responsible for maintaining a personal sketchbook. Throughout the course, students will focus primarily on drawing skills, drawing what they see, and slowing down to see the world before them.

### **STUDIO ART II**

*½ year, Grades 10, 11, 12 elective*

*Prerequisite: Studio Art I*

Studio Art II is a half-year course offered to sophomore, junior, and senior year students who are interested in exploring a variety of media techniques. The curriculum is designed to expose students to a wider array of styles, media, and techniques aligned with the elements of art and principles of design. Emphasis will be placed on developing a broad perspective through the use and incorporation of Art History. Topics covered in Studio Art I will be reviewed and expanded upon and 3-D media introduced. Through the course students will create, reflect, examine, analyze, discuss, critique, and make connections to known works of art, laying a foundation for advanced art courses.

### **STUDIO ART III**

*½ year, Grades 11, 12 elective*

*Prerequisite: Studio Art II*

Studio Art III is a half-year course that will expand on the development of skills covered in Studio Art I and II. While topics such as sketching, drawing, shading, still and figure drawing will be reviewed, the course will further explore, hone, and push techniques and depth of meaning. Exploration of new 2-D media such as watercolor, acrylic, and oil paints will be introduced, as well as 3-D design. Because Studio Art III is designed as a pre-AP Art and Design class, art historical references will be employed throughout the course, in addition to an emphasis on student writing and self-critique.

### **ADVANCED DRAWING**

*½ year, Grades 10, 11, 12 elective*

*Prerequisite: Studio Art I and teacher's recommendation*

This course is intended as advanced instruction in the practice of Drawing from perception from real life. We will concentrate on objects in space. We will review basic techniques and aesthetic issues involved with this art such as line, form, space, two dimensionality, three dimensionality, composition and creating convincing images on a two-dimensional surface. We will learn about composition and the principles of creating and framing an image. Emphasis will be placed on photorealism and the practices required to replicate realistic space, light, shadow, textures, etc. Additionally, students will be encouraged to develop and enhance their personal style on individual projects.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

### **ADVANCED PAINTING**

*½ year, Grades 10, 11, 12 elective*

*Prerequisite: Studio Art I and teacher's recommendation*

This course is intended as advanced instruction in the practice of painting, working with acrylic, tempera, and watercolor paints. We will review basic drawing techniques and aesthetic issues involved with this art such as line, form, space, two dimensionality, three dimensionality, composition and creating convincing images on a two-dimensional surface. We will learn about composition and the principles of creating and framing an image. Topics such as color theory and mixing will be explored. Additionally, students will be encouraged to develop and enhance their personal style on individual projects.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

### **ADVANCED PLACEMENT DRAWING**

*Full year, Grade 12 elective*

*Prerequisite: Studio Art II or higher with teacher recommendation*

This portfolio created during this course is designated for work that focuses on the use of mark-making, line, surface, space, light and shade, and composition. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas. Students can work with any materials, processes, and ideas. Drawing (analog and digital), painting, printmaking, and mixed media work are among the possibilities for submission. Still images from videos or films are accepted. Composite images may be submitted.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

### **ADVANCED PLACEMENT 2-D ART AND DESIGN**

*Full year, Grade 12 elective*

*Prerequisite: Studio Art II or higher with teacher recommendation*

This portfolio created during this course is designated for work that focuses on the use of two-dimensional (2-D) elements and principles of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface. Students can work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the possibilities for submission. Still images from videos or films are accepted. Composite images may be submitted.

### **ADVANCED PLACEMENT 3-D ART AND DESIGN**

*Full year, Grade 12 elective*

*Prerequisite: Studio Art II or higher with teacher recommendation*

This portfolio created during this course is designated for work that focuses on the use of three-dimensional (3-D) elements and principles of art and design, including point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that involves space and form. Students can work with any materials, processes, and ideas. Figurative or non figurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts are among the possibilities for submission. Still images from videos or films are accepted. Composite images may be submitted.

### **BAND**

*Full year, Grades 9, 10, 11, 12 elective*

The Don Bosco Prep Concert Band is made up of students from freshman through senior years. Concert Band is an academic elective which meets during the regular school day. The band performs for winter and spring concerts, for graduation, and for many other school events.

### **STRING ORCHESTRA**

*Full year, Grades 9, 10, 11, 12 elective*

The String Orchestra is made up of freshman through senior year students who play violin, viola, cello, double-bass, and piano. The orchestra plays for school functions such as Open Houses, National Honor Society Induction ceremonies, and at winter and spring concerts. Varied literature at a challenging level is studied.

### **INTRODUCTION TO GUITAR**

*½ year, Grades 9, 10, 11, 12 elective*

This is a course for beginning guitarists. Students will learn open chords, power chords, movable chords, single note (melody) playing, accompaniment techniques, and a variety of playing techniques and styles,

including both pickstyle and fingerstyle. The course also includes music fundamentals, theory, songs, performances, listening, improvising, and learning to read standard music notation as well as tablature.

Students are required to bring their own acoustic guitars.

### **GUITAR ENSEMBLE**

*Full year, Grades 9, 10, 11, 12 elective*

*Prerequisite: Introduction to Guitar*

Guitar Ensemble builds on the fundamentals of Introduction to Guitar using the same step-by-step interactive approach. Chord styling is developed by learning solo and ensemble music. The style of the music ranges from Blues to Vivaldi including “Pop Melodies.” It is for those who have had Introduction to Guitar or equivalent training. Includes ensemble pieces, solos, chords, and arpeggios.

Note to guitarists: If you have played the guitar and have not had any formal training that includes reading standard notation, you must take Introduction to Guitar first. Anyone enrolling in Guitar Ensemble must have training equivalent to Introduction to Guitar. If you are not sure that you have, you should first contact the teacher.

### **MUSIC THEORY**

*½ year, Grades 10, 11, 12 elective*

The Music Theory elective is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Students will study basic notation, scales, key signatures, intervals, triads, cadences, non-chord tones, form, part-writing and analysis of a score. Aural dictation and ear training are also an integral part of the course. Individual creativity is nurtured through both rhythmic and melodic composition. This course is highly recommended for students in a musical ensemble, and is a prerequisite for AP Music Theory. Although there is no prerequisite for Music Theory, it is suggested that a student have some musical knowledge and/or participate in an ensemble.

### **CHORUS**

*Full year after school, Grades 9, 10, 11, 12 elective*

*This course has mandatory classes after school*

Offered to all students, Chorus is an academic class at Don Bosco Prep. The choral program is designed to promote musical literacy and artistic development in those with an interest in singing. The curriculum includes sight-singing, the development of vocal and ensemble technique, and performance practice. The chorus performs for events on and off campus, and has performed The National Anthem at Yankee Stadium. For *Chapel Concerts*, it has joined forces with other prominent choruses, such as the Rutgers University Glee Club and The Pro Arte Chorale.

## **MATHEMATICS DEPARTMENT**

### **ALGEBRA I (NCAA Approved)**

*Full year, Grade 9*

Students will learn Algebra by doing Algebra. They will investigate real-life contexts and be challenged with solving problems that provide a rich understanding of important mathematics that makes sense to them. The goal is to enable them to relate to new situations and solve complex problems. After an extensive review of middle school math skills, topics will start with the order of operations and end with quadratic functions and factoring. Linear functions and rate of change (slope), including modeling with these functions, will be covered extensively. Core topics include factoring, solving equations, graphing, using tables, function notation, and learning how to use the graphing calculator. Basic Statistics is also covered. Many key topics will be spiraled throughout the course for building a better foundation.

### **ALGEBRA I HONORS (NCAA Approved)**

*Full year, Grade 9*

This course is designed for students who have demonstrated superior ability on the HSPT exam. The course covers the same topics as the non-honors course with a more in-depth focus on multi-part, critical thinking skills. This course also includes a more in-depth coverage of statistics. Finally, there is less middle school math skills review compared to Algebra I.

### **ADVANCED GEOMETRY HONORS (NCAA Approved)**

*Full year, Grade 9*

*Prerequisite: Algebra I (in 8<sup>th</sup> grade), top HSPT score*

This course will cover all of the topics in Geometry Honors but will go into greater depth and explore connections to other math topics, including Calculus. This course will also focus on modeling, advanced proofs, logic, reasoning, and critical thinking development.

### **GEOMETRY (NCAA Approved)**

*Full year, Grade 10*

*Prerequisite: Algebra I*

This first course in Geometry concentrates on plain geometric figures, including triangles and quadrilaterals. These topics are introduced through the study of lines, segments, parallelism, perpendicularity, congruency, and Euclidean proofs. Methods for calculating areas and perimeters and measuring angles are explored. Similarity and proportionality of angles and sides of various polygons are proven. The Pythagorean Theorem and the use of the distance formula are studied as well as special right triangles. Trigonometry is covered extensively and introduced from the unit circle perspective. The circle is studied in its entirety. Finally, the student is introduced to solid geometric polyhedral, spheres, and cones and is taught methods for calculating their surface areas and volumes.

### **GEOMETRY HONORS (NCAA Approved)**

*Full year, Grades 9, 10*

*Prerequisite: An exam and final grade of 85 in Algebra I Honors or a final grade of 93 and exam grade of 90 in Algebra I CP\**

This course in Geometry is designed for students who have demonstrated superior ability in mathematics and, in particular, a complete mastery of Algebra I skills. The course covers the same topics as Geometry with a heavier concentration on geometric proofs, and a more extensive study of the solid geometric figures. Connections to Calculus via multi-part problems and discovery learning are integrated throughout the course.

*\*Freshmen may be admitted to this course after satisfactory completion of Algebra I and showing evidence of mastery on the HSPT exam and the Don Bosco Prep placement exam in mathematics.*

### **ALGEBRA II/TRIGONOMETRY (NCAA Approved)**

*Full year, Grade 11*

*Prerequisite: Geometry*

This second course in Algebra reviews Algebra and extends the student's knowledge through linear equations and inequalities, systems of such equations and inequalities, functions, graphs and solutions. Polynomial

functions, including solving and graphing quadratic and higher order equations, are studied. Rational, irrational, radicals and the study of imaginary and complex numbers serve to assist the student's analysis and solutions of high-order functions. A study of Trigonometry follows toward the end of the year, concentrating on the sine, cosine, and tangent functions and their graphs. Applications of functions are heavily emphasized.

**ALGEBRA II/TRIGONOMETRY HONORS (NCAA Approved)**

*Full year, Grade 11*

*Prerequisite: An exam and final grade of 85 in Geometry Honors or a final grade of 93 and an exam grade of 90 in Geometry CP*

This course covers advanced topics of Algebra and Trigonometry, including finding solutions to intersections of lines and curves, and curves with other curves, quadratic inequalities, exponential and logarithmic functions, exponential growth and decay, arithmetic and geometric series, permutations and combinations, the binomial theorem, and powers and roots of complex numbers. The course is designed to prepare the student with basic concepts prerequisite to the study of Calculus.

**ADVANCED ALGEBRA II/TRIGONOMETRY HONORS (NCAA Approved)**

*Full year, Grade 10*

*Prerequisite: An exam and final grade of 85 in Advanced Geometry Honors or a final grade of 95 and an exam grade of 93 in Geometry Honors*

This course will cover all the topics in Algebra II/Trig Honors, but will go into greater depth and explore connections to other math topics including Calculus. This course will focus on polynomials, rational expressions, functions, quadratic and higher degree inequalities, complex numbers, logarithms, matrices and determinants, sequences and series, mathematical induction, probability, and trigonometric identities and equations.

**PRECALCULUS (NCAA Approved)**

*Full year, Grade 12*

*Prerequisite: Algebra II/Trigonometry*

This course deepens the study of functions introduced in Algebra II including polynomial functions, rational functions, exponential functions, logarithmic functions, and trigonometric functions. It also continues the study of analytic geometry and introduces the study of analytic trigonometry, sequences and series. The use of a graphing calculator is required.

**ADVANCED PRECALCULUS HONORS (NCAA Approved)**

*Full year, Grade 11*

*Prerequisite: An exam and final grade of 85 in Advanced Algebra II Honors*

This course introduces the foundations of analysis designed to precede the calculus sequence with emphasis on functions and graphs. Topics include properties of absolute value, polynomial, rational, exponential, logarithmic and trigonometric functions, techniques for solving equations and inequalities, and an introduction to the concept of limits. There is a heavy emphasis on applications of Precalculus using real world problems.

**ADVANCED PLACEMENT PRECALCULUS (NCAA Approved)**

*Full year, Grades 11, 12*

*Previously Precalculus Honors*

*Prerequisite: An exam and final grade of 85 in Algebra II/Trigonometry Honors*

This course is designed for students who have demonstrated a superior knowledge of algebra and trigonometry. It reflects topics covered in Precalculus on a more concentrated basis as well as shifting, reflecting, translating, and sketching graphs, inverse algebraic functions, complex zeros, inverse trigonometric functions, verifying trigonometric identities, inverse matrices, probability, and parametric equations. The use of a graphing calculator is required.

**PRE-COLLEGE MATH (NCAA Approved)**

*Full year, Grade 12*

Pre-college Math (Math 12) is a senior level college prep course designed to enhance the statistical literacy of students. The course provides opportunities to explore algebraic thinking and patterns in a financial context, and students will learn about the many practical applications of math in everyday life. Topics of study in this course include statistics, probability, graphing, finance, budgeting and mathematical modeling. Microsoft Office tools are integrated to facilitate the development of observational and analytical skills required for



problem-solving in college level math courses and in workplace environments. Placement in this section requires a recommendation from the student's junior year math teacher.

**CALCULUS HONORS (NCAA Approved)**

*Full year, Grade 12*

*Prerequisite: Precalculus or Precalculus Honors*

This course is for those students who have demonstrated a high level of proficiency in Precalculus. The course includes concepts of analytic geometry, limits, differentiation, and definite and indefinite integrals. Application of these concepts is reflected in acceleration and velocity, optimization, related rates, area under a curve, and volumes of revolution, etc. The calculus of natural logarithmic exponential functions is also explored.

**ADVANCED PLACEMENT CALCULUS AB (NCAA Approved)**

*Full year, Grade 12*

*Prerequisite: A final grade of 93 and an exam grade of 85 in Precalculus Honors*

AP Calculus AB is a full-year course in elementary functions and introductory Calculus that encompasses the material ordinarily covered by a first-semester, college-level Calculus course. AP Calculus AB includes the Honors Calculus curriculum but is focused on preparation for the Advanced Placement examination and fully covers each of the topics described in the *Course Description for AP Calculus Test* published by the College Board. Use of a graphing calculator is an integral part of the curriculum.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

**ADVANCED PLACEMENT CALCULUS BC (NCAA Approved)**

*Full year, Grade 12*

*Prerequisite: A final grade of 97 and an exam grade of 93 in Precalculus Honors*

AP Calculus BC is an intensive full-year course in the calculus of functions of a single variable. It is meant to replicate the first two semesters of a college-level Calculus course. The course is focused on preparation for the Advanced Placement examination and fully covers each of the topics as described in the *Course Description for AP Calculus Test* published by the College Board. Use of a graphing calculator is an integral part of the curriculum.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

## **MATHEMATICS ELECTIVES**

**PROBABILITY & STATISTICS (NCAA Approved)**

*½ year, Grade 12*

This course provides an elementary introduction to probability and statistics with applications. It relies extensively on real-world situations, critical analysis, and interpretation of graphs and data. Topics include: basic probability models; combinatorics; random variables; discrete and continuous probability distributions; statistical estimation and testing; confidence intervals; and an introduction to linear regression.

## PHYSICAL EDUCATION DEPARTMENT

### **COURSE PROGRESSION:**

The following courses are required except for students in Band or Orchestra/String:

#### **HEALTH/PE**

*½ year, Grade 9*

The Health/Physical Education course is designed to enhance the awareness and knowledge of healthy lifestyle choices. The goal of this course is to create an environment that allows students to develop the skills necessary to continue lifelong fitness. Students will leave this class with an understanding of basic skill sets for a variety of physical activities and sports. Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional, and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness, and Prevention and Risk Management.

#### **DRIVER'S ED/PE**

*½ year or full year, Grade 10*

The goal of Driver's Education is the development of traffic citizens who will be competent and responsible users of the highway transportation system. This will be accomplished by individuals who operate vehicles and communicate with other users in a network of streets and highways under a variety of contingencies. It is important that all users clearly understand this system and that their actions are in accord.

Students from New Jersey will receive their Learners Permit after completing the class.

#### **CPR-AED TRAINING/PE**

*½ year or full year, Grade 11*

First Aid CPR-AED is a video-based, instructor-led course that teaches students critical skills needed to respond to and manage an emergency until emergency medical services arrive. Skills covered in this course include first aid; choking relief in adults, children, and infants; and what to do for sudden cardiac arrest in adults, children, and infants. This course teaches skills with the American Heart Association's research-proven practice-while-watching technique, which allows instructors to observe the students, provide feedback, and guide the student's learning of skills.

#### **NUTRITION & FITNESS/PE**

*½ year, Grade 12*

Nutrition and Fitness is a semester long course designed to teach science skills as they apply to food preparation, food production, and human nutrition. Students will explore the science behind many food preparation principles, the food production industry, and the structure and function of all of the essential nutrients. Students will learn proper wellness center safety, etiquette, as well as weight training techniques, and basic programming in regards to strength training, weight loss, and cardiovascular health.

## SCIENCE DEPARTMENT

### **EARTH SCIENCE (NCAA Approved)**

*Full year, Grade 9*

Through a combination of laboratory experiments, lectures, and class activities, students will develop a deeper understanding and appreciation of Earth's systems. The curriculum is designed to foster a comprehensive approach to learning Earth and space science, with a focus on making real world connections. By grasping the intricate workings of our planet, students will be empowered to make informed decisions about issues that will shape their future.

The following topics are addressed in the course:

- Maps and Measurement
- Dynamic Earth
- Rocks and Minerals
- Landscapes
- Earth's History
- Insolation
- Meteorology
- Climate
- Astronomy

### **BIOLOGY (NCAA Approved)**

*Full year, Grade 9,10*

This course will introduce the student to the study of life starting with life's smallest unit and eventually progressing to the study of human beings and the functioning of their organs and systems. Topics include scientific method, tools of science, cell structure and function, basic chemistry, photosynthesis, respiration, and genetics. The lab component will emphasize use of the microscope and inquiry-driven investigation to expand on lecture material.

### **BIOLOGY HONORS (NCAA Approved)**

*Full year, Grade 9*

This course is for ninth graders with above average aptitude in and motivation for science. Honors Biology is a rigorous, fast-paced survey of the major areas of life science. Theme based, the course focuses around four areas: cells and the diversity of life, plant and animal physiology, genetics and reproduction, and ecology. Students are expected to write several short essays and lab reports which document their observations and analysis of phenomena studied in the laboratory. Additionally, students will be asked to read two germane books and weekly selections from the "Science Times" portion of Tuesday's *New York Times*. Upon completion of the course, students will be prepared to enroll in Advanced Placement Biology.

### **CHEMISTRY (NCAA Approved)**

*Full year, Grade 10, 11*

The goals of the general Chemistry course are firstly, that students learn the facts, formulas, and principles which compose the standard high school curriculum; secondly, that students understand the basic concepts underlying the facts, formulas, and principles; and thirdly, that students develop critical-thinking and problem solving skills which extend to everyday life. The course consists of appropriate subject-related lecture material, subject-related student exercises, evaluative materials, and practical, hands-on laboratory experiences. Additionally, students are challenged to relate the principles studied in the classroom and laboratory to life in the outside world. The lab component includes researching density, atomic spectral analysis, and bonding and molecular geometry.

### **CHEMISTRY HONORS (NCAA Approved)**

*Full year, Grade 10*

*Prerequisite: A final average of 80 in Honors/Advanced Math or a final average of 85 in CP Math*

This course is a rigorous introduction to the theoretical framework of modern chemistry, including matter and energy, atomic structure, bonding, phase changes, solutions, chemical reactions, thermochemistry, basic kinetics, equilibrium, and acids and bases. Emphasis is placed on problem solving skills, both quantitative and

qualitative, and on work in the laboratory. Students will be expected to submit laboratory reports and complete daily problem sets. Readings will be assigned from the textbook and study guide. Upon completion of this course, the student will be prepared to enroll in Advanced Placement Chemistry during junior or senior year.

**ADVANCED PLACEMENT BIOLOGY (NCAA Approved)**

*Full year, Grades 10, 11, 12*

*Prerequisite: A final average of 93 in Biology Honors, a final average of 85 in Honors/Advanced Math or a final average of 93 in CP Math, and an agreement to attend weekly after-school lab sessions*

This course is designed to be the equivalent of a first-year college Biology course. Topics covered are: molecules and cells, heredity and evolution, and organisms and population. There is a strong biochemistry component to the material, an emphasis on conceptual understanding, and a fast-paced coverage of detailed topics. Laboratory work will constitute approximately 25% of the course. Students will be expected to attend a 2-3 hour after-school laboratory session every other week. The course demands time and effort beyond that of a typical high school Biology course. All students are required to take the Advanced Placement Test.

**ADVANCED PLACEMENT CHEMISTRY (NCAA Approved)**

*Full year, Grades 11, 12*

*Prerequisite: A final average of 93 in Chemistry Honors, a final average of 85 in Honors/Advanced Math or a final average of 93 in CP Math, and agreement to attend weekly after-school lab sessions*

This course is open to highly motivated and talented students who wish to take a rigorous college-level Chemistry course. Topics covered are the same as those addressed in Honors Chemistry; however, these topics are treated in greater depth with an emphasis on more technical quantitative problem solving and in fostering a deeper understanding of theoretical concepts and practical applications of chemical phenomena. Examinations will be patterned after those offered in a typical college or university. Because of the immense breadth of subject matter that must be covered, students will be asked to attend approximately 10 extra classes after school at times during the year that are mutually convenient for both the student and instructor. Laboratory work will constitute approximately 25% of the course. Students will be expected to attend a 2-3 hour after-school laboratory session every other week. All students enrolling in Advanced Placement Chemistry must sit for the Advanced Placement Examination in Chemistry.

**PHYSICS (NCAA Approved)**

*Full year, Grades 11, 12*

*Pre- or Co-requisite: Algebra II/Trigonometry*

This course introduces the student to a fundamental, conceptual understanding of the physical operations of the universe. The underlying approach is directed to a basic understanding of principles and predictive ability rather than a rigorous algebraic interpretation. Areas of study include classical mechanics, including Newtonian physics, momentum, energy, rotational mechanics, and gravitation. Modern topics include electricity, wave theory and phenomena, thermodynamics, and magnetism.

**PHYSICS HONORS (NCAA Approved)**

*Full year, Grades 11, 12*

*Pre- or Co-requisite: Algebra II/Trigonometry Honors or higher*

A survey course, Honors Physics offers a rigorous study of the major areas of classical and modern physics. Mechanics, energy, waves and electricity comprise the major areas of study. Students will be expected to develop a deeper, practical knowledge of these major topics in the laboratory. Students will be expected to submit laboratory reports and problem sets. Upon completion of the course, the student may be prepared to enroll in Advanced Placement Physics, depending on several other factors such as mathematics skills, critical thinking, and overall success in this course.

**ADVANCED PLACEMENT PHYSICS (NCAA Approved)**

*Full year, Grade 12*

*Prerequisite: A final average of 85 in previous Advanced Placement Science course or a 93 in previous Honors Science course and completion of Precalculus Honors or higher*

This course is open to highly motivated and talented students who wish to take a rigorous college-level Physics course covering the major areas of classical and modern physics. A deeper understanding of the

qualitative and quantitative concepts of mechanics, energy, electricity and waves is expected than that achieved in the basic high school Physics course. All students must sit for the Advanced Placement Exam in Physics.

## **SCIENCE ELECTIVES**

### **ANATOMY/PHYSIOLOGY (NCAA Approved)**

*Full year, Grades 11, 12 elective*

*Prerequisite: Completion of Biology, and Chemistry*

Introductory course in human anatomy and physiology. Anatomy studies the different structures of the body, while Physiology studies how these body parts function. The course covers anatomical terminology, basic biochemistry, cells and tissues, and the different organ systems. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve textbook material, diagrams, models, and laboratory activities to assist in the overall learning process. The material learned in this course can be applied to medical field careers, health and fitness careers, and biological research careers. Dissection of a fetal pig and other appropriate organs will complement our course work.

### **ANATOMY/PHYSIOLOGY HONORS (NCAA Approved)**

*Full year, Grades 11, 12 elective*

*Prerequisite: Completion of Biology, and Chemistry*

Anatomy/Physiology Honors is an intensive study of the structure and function of the human body. Topics covered will include the basic organization of the body and anatomical terminology all the way into great detail of each of the major systems of the body, along with the impact of diseases on certain systems. Laboratory experiments and dissections will be an integral part of this course. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college and medical fields.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

### **SPORTS MEDICINE**

*Full year, Grade 12 elective*

*Prerequisite: Completion of Biology, Chemistry, and Physics*

The course will focus on learning to prevent, treat, and evaluate athletic injuries. This class will be designed as an introduction for students interested in fields such as athletic training, physical therapy, medicine, nursing, fitness, physiology of exercise, kinesiology, nutrition, EMT, and other sports medicine-related fields. Course content will include topics of anatomy, physiology, kinesiology, hygiene, nutrition, taping, bracing, emergency procedure, conditioning, injury prevention, injury evaluation, rehabilitation, therapy, and field work observations. Through classroom engagement and hands-on experience students will become familiar with the concepts relevant to sports medicine.

### **FORENSICS (NCAA Approved)**

*Full year, Grades 11, 12 elective*

Forensic Science is a very broad field covering many scientific disciplines that is focused on the application of scientific theory and practice to law. This course will act as an introduction to the practical science of Forensics. As Forensic Science involves both theory and practice, so will this class. Key topics we will cover are Fingerprinting, Processing a Scene, Blood Spatter and Blood Typing, DNA evidence, Types of Evidence and Evidence Packaging, Human Remains/Decomposition and Forensic Anthropology, Hair and Fiber Analysis, Serial Killers and Forensic psychology and many more. As this is a hands-on lab course, some topics will take as little as a week, others can take up to a month. Time spent depends on the level of detail we cover as well as the amount of lab work involved.

## **SOCIAL STUDIES DEPARTMENT**

### **WORLD HISTORY (NCAA Approved)**

*Full year, Grade 9*

In the freshman year, the student studies the history of the world from the cultural point of view. This approach recognizes first that culture refers to "all the ways of thinking and living, together with all the values" which characterize a designated group of people. Secondly, it points out to the student that culture is not part of our biological inheritance but is passed on by actions of society; i.e. that culture is learned. Thirdly, it illustrates the fact that culture can be diffused throughout the world.

Within this context, the student is 1) introduced to the four centers of ancient civilization; 2) is shown the basis for our western heritage by an in-depth study of Greco-Roman and Judeo-Christian influences upon it; 3) proceeds through the challenges and responses in the Middle Ages, Renaissance, and the revolutionary struggles (religious, political and economic), leading to the two major wars of this century. The student then analyzes the struggle for peace through attempts at international organizations and agreements.

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The honors level will examine the historical periods in a more detailed manner as well as include additional topics and writings to enhance the overall curriculum.

### **ADVANCED PLACEMENT WORLD HISTORY (NCAA Approved)**

*Full year, Grade 9*

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change overtime. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

### **U.S. HISTORY I (NCAA Approved)**

*Full year, Grade 10*

U.S. History I is a study of the growth of the United States from exploration in the 15th century to 1865. Within this time period, the diffusion of European culture and life in British colonial America gave rise to a distinct American tradition which culminated in the creation of a new nation based upon the principles of limited government and personal liberty, subsequently embodied in the United States Constitution. The study continues with an examination of the struggles challenging the new nation and the principles it was founded upon. It is made clear that securing these principles involved a long evolutionary process highlighted during the Jeffersonian and Jacksonian periods and in the era of sectional disputes that culminated in the Civil War. The course will encompass full-period tests along with periodic research papers and other projects both of the individual and group nature. Students will be challenged continuously to develop their knowledge of

course topics while thinking critically and developing their own interpretations and judgments about historical events.

**U.S. HISTORY I HONORS (NCAA Approved)**

*Full year, Grade 10*

U.S. History I Honors is a study of the growth of the United States from exploration in the 15th century to 1865. Within this time period, the diffusion of European culture and life in British colonial America gave rise to a distinct American tradition which culminated in the creation of a new nation based upon the principles of limited government and personal liberty, subsequently embodied in the United States Constitution. The study continues with an examination of the struggles challenging the new nation and the principles it was founded upon. It is made clear that securing these principles involved a long evolutionary process highlighted during the Jeffersonian and Jacksonian periods and in the era of sectional disputes that culminated in the Civil War. Readings will be assigned from the textbook as well as various primary and secondary sources. Students will be assessed through a variety of quizzes, tests, research papers and projects both of the individual and group nature. The class will be challenged to engage in debates, mock trials and other hands-on scenarios to challenge and stimulate their views of United States history. Students will be continuously pushed to think critically and develop their own interpretations and judgments about the events that have shaped our nation.

The honors level will examine the historical periods in a more detailed manner as well as include additional topics and writings to enhance the overall curriculum.

**ADVANCED U.S. HISTORY I HONORS (NCAA Approved)**

*Full year, Grade 10*

*Prerequisite: A final average of 96 in World History CP or a final average of 93 in World History Honors*

Advanced U.S. History I Honors is a study of the growth of the United States from exploration in the 15th century to 1900. Within this time period, the diffusion of European culture and life in British colonial America gave rise to a distinct American tradition which culminated in the creation of a new nation based upon the principles of limited government and personal liberty, subsequently embodied in the United States Constitution. The study continues with an examination of the struggles challenging the new nation and the principles it was founded upon. It is made clear that securing these principles involved a long evolutionary process highlighted during the Jeffersonian and Jacksonian periods and in the era of sectional disputes that culminated in the Civil War. The course will encompass full period tests along with periodic research papers and other projects both of the individual and group nature. Students will be challenged continuously to develop their knowledge of course topics while thinking critically and developing their own interpretations and judgments about historical events.

The class will cover material at an accelerated level to help prepare the students for the Advanced Placement U.S. History exam at the end of their junior year.

**U.S. HISTORY II (NCAA Approved)**

*Full year, Grade 11*

U.S. History II studies events in U.S. history from the end of the Civil War to the present. Emphasis is placed on the emergence of the U.S. as an industrial and military colossus and the effects of this development on the social and moral behavior of the American people. Accepting the hypothesis that most social problems are fundamentally moral problems, students will be required to define problems that are value based, make value-based decisions, and state reasons, sources, and possible consequences of their value choices. Issues dealing with civil rights, poverty, war, the death penalty, and other topics that pose moral dilemmas will be examined.

**U.S. HISTORY II HONORS (NCAA Approved)**

*Full year, Grade 11*

U.S. History II Honors covers the modernization of the U.S. from the post-Civil War period to the current decade. Much emphasis is placed on the emergence of the U.S. as an industrial and military colossus and the effects of this development on the social and moral behavior of the American people. Students are required to know, understand, analyze, write, and discuss critical issues in American history covering this time period. Students are expected to carry out the procedures followed in historical inquiry, drawing upon the disciplines



of the social sciences, particularly economics, political science, and sociology. Accepting the hypothesis that most social problems are fundamentally moral problems, students will be required to define problems that are value based, make value-based decisions, and state reasons, sources, and possible consequences of their value choices. Issues dealing with civil rights, poverty, war, the death penalty, and other topics that pose moral dilemmas will be examined.

**ADVANCED PLACEMENT U.S. HISTORY (NCAA Approved)**

*Full year, Grade 11*

*Prerequisite: A final average of 85 in Advanced U.S. History I Honors or a final average of 93 in U.S. History I Honors*

Advanced Placement U.S. History covers the modernization of the U.S. from the post-Civil War period to the emergence of the U.S. as an industrial and military colossus, and the effects of this development on the social and moral behavior of the American people.

In preparation for the Advanced Placement examination in the spring semester, students are required to know, understand, analyze, write, and discuss critical issues in American history covering this time period. Students are expected to carry out the procedures followed in historical inquiry, drawing upon the disciplines of the social sciences, particularly economics, political science, and sociology.

Accepting the hypothesis that most social problems are fundamentally moral problems, students will be required to define problems that are value based, make value-based decisions, and state reasons, sources and possible consequences of their value choices. Issues dealing with civil rights, poverty, war, the death penalty, and other topics that pose moral dilemmas will be examined.

## **SOCIAL STUDIES ELECTIVES**

**ADVANCED PLACEMENT ART HISTORY (NCAA Approved)**

*Full year, Grades 10, 11, 12*

*Prerequisite: A final average of 85 in Advanced Placement U.S. History or a final average of 93 in U.S. History II Honors*

The AP Art History course welcomes students into the global art world as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. Students will become familiar with 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students will learn to analyze, compare, and contrast various works of art, developing understanding of individual works and interconnections across history. AP Art History is the equivalent of a two-semester introductory college or university art history survey course. There are no prerequisite courses for AP Art History, but students should have a 93 average in Social Studies to qualify.

*This course is a joint offering between the Art and History departments and fulfills the Social Studies requirement.*

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

**ADVANCED PLACEMENT EUROPEAN HISTORY (NCAA Approved)**

*Full year, Grade 12 elective*

*Prerequisite: A final average of 93 in U.S. History II Honors*

The course provides a basic narrative of events and movements from the Renaissance to the present. The goals of the course are to develop (a) an understanding of some of the principal themes in modern European history; (b) an ability to analyze historical evidence; and (c) an ability to express that understanding in analytical writing.



The material is the same as the College Board, but instead of students taking the AP exam at the end of the year, they will be taking an instructor-created exam.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

**ADVANCED PLACEMENT PSYCHOLOGY (NCAA Approved)      *Full year, Grade 12 elective***  
***Prerequisite: A final average of 93 in British Literature Honors or a final average of 85 in AP English Language***

The course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. The topics covered include: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology.

**ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS (NCAA Approved)**  
***Full year, Grades 11, 12***  
***Prerequisite: A final average of 85 in Advanced Placement U.S. History or a final average of 93 in U.S. History II Honors***

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

**AMERICAN GOVERNMENT & POLITICS (NCAA Approved)      *½ year, Grades 11, 12 elective***  
American Government & Politics is an in depth study of our Federal, State, and Local governments as well as a look into the political culture of the United States. This curriculum allows the students to look at the way government functions through the social and political aspects of our unique democratic system. Included in the course will be units on the Foundations of American Democracy, American Political Ideologies and Beliefs, Political Participation, Interactions Among the Branches of Government, and Civil Liberties and Civil Rights. The course's purpose is to demonstrate the political behavior of the American electorate, the function of its citizens and their involvement in the local, state and national structures of the American political system. Students will be able to evaluate the role of the national government and its relationship to the concept of liberty in a pluralistic society. This course includes discussion on current event topics as well as projects surrounding the other topics discussed in the class.

*This course is affiliated with the Dual Enrollment Program at Ramapo College.*

**PHILOSOPHY (NCAA Approved)      *½ year, Grade 12 elective***

Socrates said that the “unexamined life is not worth living.” In this course, students will have the opportunity to examine their own lives in the context of philosophical inquiry. More than finding answers, students will be challenged to learn to ask the proper questions, so that they may find deeper truths within this questioning. Indeed, it is this type of examination through questioning which Socrates championed. The course will begin with a survey of major philosophical thinkers and schools of thought to introduce students to the questions and ideas which have shaped our civilization. After this overview of the history of ideas, we will have the opportunity to apply these ideas to contemporary moral and ethical questions such as capital punishment, euthanasia and medical ethics. We will also look at how these ideas have shaped, and continue to influence, the political state as it relates to issues of justice, fairness and truth. A particular emphasis will be placed upon

the unique relationship between ethics and the law, noting how they both influence and challenge one another.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

**PSYCHOLOGY (NCAA Approved)**

*½ year, Grades 11, 12 elective*

This introductory course will provide an overview of the human mind and behavior. Various theories, teachings, and hypotheses will be explored. Conditioning, experiential behavior, and influencing thought processes will be studied.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

**SOCIOLOGY (NCAA Approved)**

*½ year, Grades 10, 11, 12 elective*

This introductory course will center on the study of human society and its relationships. Various cultures will be explored and studied with respect to their unique customs, beliefs, behaviors, and traditions. While it will be necessary to deal with sociological terms and theories, the concern of this course is that the students become able to recognize and think critically about sociology in the home, at school, among peers, and in other social groups. Much emphasis will be placed on developing and applying critical communication skills which are pivotal to success both in the school environment and in a competitive job market.

## **THEATER ARTS DEPARTMENT**

### **TECH THEATER LEVEL 1**

*½ year, Grades 9, 10, 11, 12 elective*

This course introduces the fundamentals of technical theater including but not limited to stage management, set design and construction, lighting, sound, props, and special effects. Students will strengthen creative problem solving skills in a hands-on learning environment where they are encouraged to make the “impossible” possible through the application of technology for live-performance and storytelling. Through coursework and activities students will learn what goes into working behind the scenes on a stage production such as the Fall Play or Spring Musical and strengthen individual skills and talents while working collaboratively with their peers. There is no prerequisite to this course.

### **INTRODUCTION TO THEATER**

*½ year, Grades 9, 10, 11, 12 elective*

Introduction to Theater offers students the opportunity to examine the collaborative process of bringing a story to life on stage. Through production design, script analysis, theater games, and scene work, students will practice critical thinking and communication. This course covers a brief introduction to theater history, staging, playwriting, acting, and an overview of the production process.

### **INTERMEDIATE THEATER**

*½ year, Grades 10, 11, 12 elective*

***Prerequisite: Introduction to Theater***

Intermediate Theater offers students a chance to dig deeper into the world of theater. Through workshop-style studies of various theatrical practices students will find their unique voice as emerging artists. The course covers more specific and in-depth aspects of theater: scenework, sketch comedy, accents and dialects, stage combat, improv, etc.

### **ADVANCED THEATER PRODUCTION**

*½ year, Grades 11, 12 elective*

***Prerequisite: Introduction to Theater OR Tech Theater Level 1***

Advanced Theater Production covers the purpose, principles, and procedures for producing a live performance event. The focus of this curriculum is based in the practical process of production design and management. In this course students will develop skills in design, finance, time management, marketing, and leadership. To successfully complete this course students must independently produce a play from page to stage.

## **THEOLOGY DEPARTMENT**

### **THEOLOGY 9 – SACRED SCRIPTURE/CHRISTOLOGY/HUMAN SEXUALITY**

*Full year, Grade 9*

The ninth-grade curriculum seeks to elicit from the students the beginnings of faith and to foster the experience of conversion. This response is seen to have the following characteristics:

1. A growth in appreciation for God's presence in one's life.
2. A development of a basic understanding of the role of Jesus Christ in God's revealing of himself to his people, specifically through Sacred Scripture and Catholic Sacred Tradition.
3. A recognition of one's value as an active member of God's people.

The ninth-grade course addresses several major topics. First, the students will study the great gift of God's Revelation of Himself throughout Salvation History as it is expressed through the Old and New Testaments, which together comprise the Canon of Sacred Scripture. Second, the students will explore the works, nature, and significance of Jesus Christ, the Divine Word of God, as revealed through his own life and ministry, the scriptures, and Tradition of the Church. Finally, the students will be introduced to Saint John Paul II's monumental *Theology of the Body* in the interest of discovering how the physical reality of the human person reveals its Creator, God's ultimate purpose for man, and the true nature of love.

### **COMMUNITY SERVICE 9**

*½ year, Grade 9*

Freshmen are required to complete 20 hours of community service. The service must be documented on the required log form, and turned in to the Youth Ministry Office by the date published on the school website at the end of the third marking period. This is a pass/fail requirement. If the minimum number of hours has not been submitted by the published due-date, the student has failed this course. The student will have the opportunity to turn in his hours during the fourth marking period.

### **THEOLOGY 10 – SOTERIOLOGY/CHRISTIAN MORALITY**

*Full year, Grade 10*

The first semester of the tenth-grade curriculum seeks to deepen the students' experience of faith and conversion which were fostered in the previous year. This deepening will be promoted within the following areas:

1. A growth in the awareness of God's saving power and presence in the lives of His people.
2. A willingness to engage in service for those who are a part of their everyday lives.

The second semester of the tenth-grade curriculum seeks to develop guidelines and motivation for a lived response to God's word in the students' relationship with God, themselves, and others. This development will occur in the following areas:

1. A growth in appreciation of God's word as the norm of daily living.
2. An involvement in service for others based on a new moral awareness.
3. A development of a basic understanding of the foundation and teachings of the Catholic community regarding the moral life.

### **COMMUNITY SERVICE 10**

*½ year, Grade 10*

Sophomores are required to complete 20 hours of community service, reaching a cumulative total of 40 hours. The service must be documented on the required log form, and turned in to the Youth Ministry Office by the date published on the school website at the end of the third marking period. This is a pass/fail requirement. If the minimum number of hours has not been submitted by the published due-date, the student has failed this course. The student will have the opportunity to turn in his hours during the fourth marking period.

## **THEOLOGY 11 – ECCLESIOLOGY/SACRAMENTS**

*Full year, Grade 11*

The first semester of the eleventh-grade curriculum seeks to deepen the students' experience of faith and conversion as part of the Christian community, the Church. This development will occur in the following areas:

1. A growth in appreciation of Christ's active presence in the life of the Church.
2. An awareness of the Church as "One, Holy, Catholic and Apostolic."
3. And fostering a recognition and experience of the visible and vibrant mission of the Church in the student's life.

The eleventh-grade curriculum addresses the foundation of the Church in its historical and scriptural context. Thus, this course aims to guide students to recognize the sacred nature of the Church, helping the student to engage in a more active participation in the living Body of Christ, and encourage a response to serve as witnesses to the sacred Gospel in the world today.

The second semester seeks to raise the student's awareness of the sacraments as signs and symbols of the presence and action of the Risen Christ within the community.

1. Recognition of the on-going activity of the Risen Christ through the symbols and rites of the sacraments.
2. Experience of the sacraments as the means by which a person is initiated, formed, and supported as a member of the Church community.
3. A basic understanding of how each sacrament relates the students to Jesus and to the rest of the Church community and how, the Church community continues the missions.

Service to others is fostered in the eleventh grade by encouraging the students to volunteer in a variety of areas. A thirty-hour service commitment is required.

## **COMMUNITY SERVICE 11**

*½ year, Grade 11*

Juniors are required to complete 30 hours of community service, reaching a cumulative total of 70 hours. The service must be documented on the required log form, and turned in to the Youth Ministry Office by the date published on the school website at the end of the third marking period. This is a pass/fail requirement. If the minimum number of hours has not been submitted by the published due-date, the student has failed this course. The student will have the opportunity to turn in his hours during the fourth marking period.

## **CATHOLIC SOCIAL TEACHING**

*½ year, Grade 12*

This course is a study of Catholic Social Teaching that includes, but is not limited, to issues of justice and peace. It seeks to examine current issues of personal and world concern in the light of Sacred Scripture, Christian tradition, and throughout the history of our Church. Students learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. We also seek to elicit an awareness of the need for critical thought and action toward life in today's society. This would involve the following:

1. Growth in awareness of our God-given human dignity and the Church's prophetic role in fostering world justice and peace.
2. Growth in responding to the prophetic call.
3. The principle of respect for human life.
4. Awareness of the causes of social injustice, develop a basic understanding of the requirements for human action resulting from Christian belief in the dignity of the human person.

### **SPIRITUALITY OF VOCATION**

*½ year, Grade 12*

This course is a study of the values and lifestyles which result from a mature Christian faith. It seeks to encourage students to grow toward a mature faith, and it investigates the vocations of the married, single, and religious life as means of continued growth in faith and holiness. This growth is understood from the perspective of adult participation in the Catholic community. Students should learn how all vocations are similar and how they differ as well as what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

1. A growth in appreciation of God's call as it challenges the student to live as an adult disciple in the Catholic community.
2. An active participation in the ministries offered within the Catholic community.
3. A knowledge of the lifestyles within the Catholic community and the ministries of the Church which support them.

### **COMMUNITY SERVICE 12**

*½ year, Grade 12*

Seniors are required to complete 30 hours of community service, reaching a cumulative total of 100 hours. The service must be documented on the required log form, and turned in to the Youth Ministry Office by the date published on the school website at the end of the third marking period. This is a pass/fail requirement. If the minimum number of hours has not been submitted by the published due-date, the student has failed this course. The student will have the opportunity to turn in his hours during the fourth marking period.

### **SALESIAN LEADERSHIP**

*½ year, Grade 12 elective*

One of the most important components of St. John Bosco's system of education was the role young people played within it. Don Bosco knew the power of peer influence and he wanted to capitalize on its many positive aspects. In this leadership class, we will grow in our knowledge and practical understanding of figures like St. John Bosco, St. Francis de Sales and others in the Church. We will delve into the preventive system and discover the impact it can have on not only our lives but those around us.

Our Lord told us, "I did not come to be served but to serve." (Mk 10:45) It is with this spirit that we will seek to grow in true Christian discipleship. Acquiring both an understanding and facility in the following areas will be a part of our experience this semester:

- The Christian spiritual journey.
- Don Bosco's Preventive System.
- An active prayer life with experiences in adoration, Lectio Divina, and sacramental encounters.
- The role of Mass, Lecturing, Acolyte Service, Sacristan role and responsibility.
- Drafting and implementing retreats for fellow students. This will include planning activities, talks, and prayer services.

## **WORLD LANGUAGE DEPARTMENT**

### **ITALIAN I (NCAA Approved)**

***Full year, Grades 9, 10***

The primary concern in Italian 1 is to introduce the students to the basics of the Italian language and culture. A new alphabet and new sounds are presented, and then new words, phrases, and short sentences are introduced. Basic verb tenses and basic grammar are introduced progressively throughout the year with the goal of promoting a variety of forms of effective communication in Italian. In order to learn to communicate in Italian, students will be given a variety of assessments; oral, written, listening, and reading comprehension assessments will be used to gauge a student's mastery of topics covered during the year. Students will be introduced to Italian culture, history, and geography and will be invited to draw connections through these new cultural perspectives.

### **ITALIAN II (NCAA Approved)**

***Full Year, Grades 9, 10, 11***

***Prerequisite: Successful completion of Italian I***

The primary concern in Italian II CP is to maintain the basic skills learned in Italian I and to build upon those skills in all areas of assessment. Students will further their knowledge of Italian history, culture, and geography. Additionally, more complex verb tenses will be introduced. In order to build upon the skills learned in Level I, there will be more frequent and more complex oral, written, listening, and reading comprehension assessments. In addition, the teacher will frequently teach the class in Italian.

### **ITALIAN II HONORS (NCAA Approved)**

***Full year, Grades 9, 10, 11***

***Prerequisite: Successful completion of Italian I***

The primary concern in Italian II H is to maintain the skills learned in Level I and to build upon those skills at a more accelerated rate in all areas of assessment. Students will further their knowledge of Italian history, culture, and geography. Additionally, more complex verb tenses will be introduced. In order to build upon the skills learned in Level I, there will be more frequent and more complex oral, written, listening, and reading comprehension assessments. In addition, the teacher will be completing instruction frequently in the target language. Students will be challenged to develop the skills to use Italian in the three modes of communication – interpersonal, interpretative, and presentational, so that they can use Italian in a variety of circumstances and for a variety of purposes.

### **ITALIAN III (NCAA Approved)**

***Full year, Grades 10, 11, 12***

***Prerequisite: Successful completion of Italian II***

The primary concern in Italian III CP is to expand what was learned in both Levels I and II and to become more proficient in communicating in Italian in a variety of circumstances. Additional vocabulary and more complex verb tenses will be learned and used for this purpose. In the Italian III, the teacher will conduct classes primarily in Italian and the students are expected to speak and participate in Italian. Students will be exposed to primary source documents and cultural products to further assimilate their developing knowledge of Italian culture and history.

### **ITALIAN III HONORS (NCAA Approved)**

***Full year, Grades 10, 11, 12***

***Prerequisite: Successful completion of Italian II***

The primary concern in Italian III H is to expand what was learned in both Levels I and II and to become more proficient in communicating in Italian in a variety of circumstances and for a variety of purposes. Additional vocabulary and more complex verb tenses will be learned and used to further this purpose at a more accelerated rate. In Italian III H, the teacher will conduct classes primarily in Italian and the students are expected to speak and participate in the target language. Students will engage with primary source materials to more authentically engage with Italian culture and language and to further the purpose of assimilating new perspectives through the study of Italian culture and language.

**AP ITALIAN (NCAA Approved)*****Full year, Grades 11, 12******Prerequisite: Successful completion of Italian III***

The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the World Readiness Standards for Learning Languages, are foundational to the AP Italian Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners. As such, the course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Italian-speaking world.

The AP Italian Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary AP Italian Language and Culture Course and Exam Description usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Italian Language and Culture course strives to promote both fluency and accuracy in language use and avoid overemphasis on grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course should be taught primarily in the target language.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

**LATIN I HONORS (NCAA Approved)*****Full year, Grades 9, 10***

Latin I is the first course in a four-year cycle. It is a reading-based and translation-based elementary course with an emphasis on developing reading skills in Latin. Latin I is designed to lay the groundwork of grammar and vocabulary to allow the students to engage with authentic classical texts in Latin. In addition to basic vocabulary and grammar, students are exposed to culture, geography, mythology, and Roman history.

**LATIN II HONORS (NCAA Approved)*****Full year, Grades 9, 10, 11******Prerequisite: Successful completion of Latin I***

Latin II is designed to give an intensive grounding in the grammatical forms, vocabulary, and syntax of the Latin language. In Latin II, there are frequent exercises in reading for comprehension and translation of Latin texts. The Latin II course seeks to complete the work which was begun in Latin I, namely, to provide the students with the tools necessary to understand and to appreciate the Latin texts which helped to form the foundations of our Western Civilization and of our Christian tradition. The primary text read and translated in Latin II is Julius Caesar's *Comentarii de Bello Gallico*.

**LATIN III HONORS (NCAA Approved)*****Full year, Grades 10, 11, 12******Prerequisite: Successful completion of Latin II Honors***

Latin III provides an introduction to Latin prose and poetry, with emphasis on the close reading, analysis, translation, study, and discussion of representative texts and attention to their characteristic language, syntax, and style. Latin III also features continued review of the grammatical principles and concepts of Latin and the expansion of vocabulary. Students will work on improving their knowledge of Latin grammar, vocabulary, comprehension, and culture through translating some of the major works which form the foundations of Western Civilization. Through both teacher-guided translations and independent translations, students will engage with texts by Livy, Cicero, Horace, Pliny, and Catullus.

**AP LATIN (NCAA Approved)*****Full year, Grade 12******Prerequisite: Successful completion of Latin III Honors***

AP Latin is a rigorous Latin course designed to give students the tools necessary to be able to read, understand, translate, and analyze Latin prose and poetry. Students prepare and translate required Latin



readings with accuracy and precision; students also read and comprehend passages at sight, without preparing a precise translation. Students also develop a mastery of the terms that have been devised to describe and analyze Latin grammar, syntax, and literary style in order to bring about a full appreciation of the artistry of the Latin texts. The Latin language is at its very heart the best vehicle for learning the history, literature, and culture of ancient Rome. This course focuses on two primary texts of the late Republic and early Principate – Vergil’s *Aeneid* and Caesar’s *De Bello Gallico*. Students are challenged to reach beyond translation to be able to read with critical, historical, and literary sensitivity. Students will grapple with topics such as war and peace, imperialism, ethnicity, leadership, virtue, and the purpose of historiography. The course culminates with the AP Latin exam.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*

**SPANISH I (NCAA Approved)**

*Full year, Grades 9, 10*

The primary concern in Spanish I CP is to introduce the students to the basics of the Spanish language and the cultures of the Spanish speaking world. A new alphabet and new sounds are presented, and then new words, phrases, and short sentences are introduced. Basic verb tenses and basic grammar are introduced progressively throughout the year with the goal of promoting a variety of forms of effective communication in Spanish. In order to learn to communicate effectively in Spanish, students will be given a variety of assessments; oral, written, listening, and reading comprehension assessments will be used to gauge a student’s mastery of topics covered during the year. Students will be introduced to the culture, history, and geography of Spanish speaking communities and countries and will be invited to draw connections through these new cultural perspectives.

**SPANISH I HONORS (NCAA Approved)**

*Full year, Grades 9, 10*

The primary concern in Spanish I H is to introduce the students to the basics of the Spanish language and the cultures of the Spanish speaking world at a more accelerated pace. A new alphabet and new sounds are presented, and then new words, phrases, and short sentences are introduced. Basic verb tenses and basic grammar are introduced progressively throughout the year with the goal of promoting a variety of forms of effective communication in Spanish. In order to learn to communicate effectively in Spanish, students will be given a variety of assessments; oral, written, listening, and reading comprehension assessments will be used to gauge a student’s mastery of topics covered during the year. Students will be introduced to the culture, history, and geography of Spanish speaking communities and countries and will be invited to draw connections through these new cultural perspectives.

**SPANISH II (NCAA Approved)**

*Full year, Grades 9, 10, 11*

*Prerequisite: Successful completion of Spanish I*

The primary concern in Spanish II CP is to maintain the basic skills learned in Spanish I and to build upon those skills in all areas of assessment. Students will further their knowledge of the history, culture, and geography of Spanish speaking communities and countries. Additionally, more complex verb tenses will be introduced. In order to build upon the skills learned in Level I, there will be more frequent and more complex oral, written, listening, and reading comprehension assessments. In addition, the teacher will frequently teach the class in Spanish.

**SPANISH II HONORS (NCAA Approved)**

*Full year, Grades 9, 10, 11*

*Prerequisite: Successful completion of Spanish I*

The primary concern in Spanish II H is to maintain the skills learned in Level I and to build upon those skills at a more accelerated rate in all areas of assessment. Students will further their knowledge of the history, culture, and geography of Spanish speaking communities and countries. Additionally, more complex verb tenses will be introduced. In order to build upon the skills learned in Level I, there will be more frequent and more complex oral, written, listening, and reading comprehension assessments. In addition, the teacher will be completing instruction frequently in the Spanish. Students will be challenged to develop the skills to use

Spanish in the three modes of communication – interpersonal, interpretative, and presentational, so that they can use Italian in a variety of circumstances and for a variety of purposes.

**SPANISH III (NCAA Approved)**

*Full year, Grades 10, 11, 12*

*Prerequisite: Successful completion of Spanish II*

The primary concern in Spanish III CP is to expand what was learned in both Levels I and II and to become more proficient in communicating in Spanish in a variety of circumstances. Additional vocabulary and more complex verb tenses will be learned and used for this purpose. In Spanish III, the teacher will conduct classes primarily in Spanish and the students are expected to speak and participate in Spanish. Students will be exposed to primary source documents and cultural products to further assimilate their developing knowledge of the culture and history of Spanish speaking communities and countries.

**SPANISH III HONORS (NCAA Approved)**

*Full year, Grades 10, 11, 12*

*Prerequisite: Successful completion of Spanish II*

The primary concern in Spanish III H is to expand what was learned in both Levels I and II and to become more proficient in communicating in Italian in a variety of circumstances and for a variety of purposes. Additional vocabulary and more complex verb tenses will be learned and used to further this purpose at a more accelerated rate. In Spanish III H, the teacher will conduct classes primarily in Spanish and the students are expected to speak and participate in Spanish. Students will engage with primary source materials to more authentically engage with the culture and language of Spanish speaking communities and countries, so that they might more effectively assimilate new perspectives.

**AP SPANISH (NCAA Approved)**

*Full year, Grade 12*

*Prerequisite: A final average of 93 in Spanish IV Honors*

The AP Spanish Language and Culture course is an advanced language course in which students are directly prepared for the AP Spanish Language and Culture test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in Spanish. The course is based on the six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic Spanish-language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish, gain knowledge and understanding of the cultures of Spanish-speaking areas of the world, use Spanish to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the Spanish language and its culture, and use Spanish to participate in communities at home and around the world. The course culminates with AP Spanish Language and Culture exam.

*This course is affiliated with the Middle College Program at Fairleigh Dickinson University.*