

SETON HALL PREPARATORY SCHOOL

Course Catalog 2010-2011

Note to Juniors

Each junior will be scheduled for a meeting with his guidance counselor during February to select his courses for next year. Students should prepare for this conference by resolving any questions about courses and course requirements with teachers, chairpeople, and students currently taking those courses. Students should also be sure to discuss their choices with their parents. We will ask students to get their parents' signatures on their course request sheet after their guidance conference.

After all juniors have completed their course selection conferences, the course lists will be screened by each academic department to determine whether students are qualified for the courses requested and also whether there is a sufficient demand to run the course. This is particularly important with all honors level courses and those electives in which there are prerequisites, as discussed in the course selection assemblies. Students with any questions about a course should be sure to discuss them with the appropriate teacher or chairperson before the scheduled course selection guidance interview.

We will determine which courses will run and the number of sections of each course on the basis of the approved student requests and faculty availability. Once we have established the teacher assignments we cannot create new sections. Since we will base the number of sections in terms of our policies on class size, we will have to close many courses at that time, generally in May. Therefore, if a student requests a schedule change after we close course selection in June there will be a one hundred dollar fee, and then only if there is room to accommodate that request. Students must know that after ten school calendar days in September no course changes are permitted, other than level changes.

Students and parents should be aware that Advanced Placement courses are generally much more demanding than other honors level courses in terms of material, summer assignments, extra required classes outside the regular schedule, expected time commitments especially in the spring and expectations for attendance. We do not place a limit on the number of Advanced Placement courses allowed for a student because this will vary from individual to individual but students and parents should be sure to weigh and balance the commitments expected with these courses.

The Advanced Placement designation of a course indicates that it is designed to prepare students for one of the Advanced Placement tests offered by the College Entrance Examination Board. These tests are designed to validate courses offered at the high school level as college-level courses. The College Entrance Examination Board develops the tests, grades them, and notifies colleges of the results. Each college or university sets its own policies for awarding credit or advanced placement on the basis of the Advanced Placement scores. The tests themselves are given at approved secondary schools in May. Students who register and are approved for an Advanced Placement course are committed to take that test in May if approved by the teacher. Since the purpose of the program is to validate a course as truly college-level work, students may not register for or take an Advanced Placement test at Seton Hall Prep unless they have taken the appropriate course and been approved by the appropriate teacher.

English

All students are required to complete four years of English in order to graduate from Seton Hall Prep.

English Profile Seton Hall Prep English Department Graduate Profile

The Prep graduate

1. will exhibit a knowledge of how language is used to communicate in various forms, and an understanding of the denotations, connotations and etymologies of words;
2. will be able to read with understanding, think critically about what he has read, and respond intelligently to it;
3. will develop the habit of reading widely and deeply, and thus be able to find and carefully consider ideas and information from disparate sources;
4. will demonstrate sensitivity to artistic expression in writing and to the various art forms that communicate verbally and visually;
5. will understand the distinction between language used to convey information and language used aesthetically;
6. will manifest an ability to organize thoughts and express them coherently in both speech and writing;
7. will have a sufficient understanding of the American and British literary traditions as well as other important literary traditions;
8. will recognize patterns between historical/cultural periods as well as between various cultures and their literary traditions;
9. will appreciate the ambiguities of human nature that are revealed in literature;
10. will understand and appreciate the interconnectedness of reading, writing, listening, and speaking;
11. will have produced a research paper that reflects competence in evolving a thesis, substantiating it with appropriate evidence that is obtained through familiarity with the techniques of research and the use of primary and secondary sources, and that demonstrates the ability to follow a format.

English Scope and Sequence

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
College Prep	English I CP	English II CP	English III CP	English IV CP
Honors	English I H	English I H	English I H	English I H
Advanced Placement	English I High Honors	English II High Honors	AP English Language and Composition	AP English Literature

English I is literature-based, consisting of book discussion and lectures on three major prose works, a Shakespeare play, short stories, and poetry. There is a daily emphasis on strengthening grammatical skills and vocabulary knowledge. Writing assignments, along with writer interviews, are used to improve analytical and creative writing skills. Independent reading and corresponding book interviews are used to encourage students to read for pleasure and improvement of their reading skills.

English I Honors is a demanding course that includes a significant amount of literature (five major prose works, a Shakespeare play, short stories, and poetry), writing (formal essays, reaction papers, and journal entries), grammar, vocabulary and an oral presentation on mythology. The primary goals are to increase the student's appreciation of literature, to further develop his ability to think critically and analytically, and to better express himself in both writing and speech. Trimester grades are calculated from quizzes, tests, papers, presentations and participation.

English I High Honors will have a two-fold approach to developing critical reading and writing skills. Students will learn how to use language as a means of communication by mastering a variety of writing mediums. Simultaneously, we will focus on fiction as a mode of artistic expression. In addition, students will study the critical terms that facilitate analysis and discussion of literature; they will learn the Greek and Latin foundations of our language; and they will continue to develop their writing portfolio, with nightly journal entries, literary explications, and creative assignments. Students will also deliver a number of presentations. Reading is intensive, as we cover such classics as William Golding's *Lord of the Flies*, Octavia Butler's *Kindred*, George Orwell's *1984*, Shakespeare's *A Midsummer Night's Dream*, Elie Wiesel's *Night*, and Ray Bradbury's *The Martian Chronicles*, as well as both classic and contemporary short stories and some poetry.

English II primarily focuses on the three major forms of literature: fiction, drama, and poetry. Following up on students' introductory work in freshmen English, the course further engages students in close readings of literary texts. Students will

continue to learn about the mechanics of language and writing while developing their writing portfolio, with assignments that may be creative or critical, rhetorical or poetic.

English II Honors builds on the vocabulary, composition, analytical reading, and critical thinking skills developed in freshman year. These skills will be developed further, especially those pertaining to literary analysis and effective written expression, in order to prepare the student for the broad historical and cultural study of American and British literatures covered in the junior and senior years. Students will be reading all genres of great literature, including plays, short stories, novels, essays and poetry. Vocabulary will be studied nightly and is an integral part of the course.

English II High Honors builds on the vocabulary, composition, analytical reading, and critical thinking skills developed in freshman year. It attempts to develop these skills further, especially those pertaining to literary analysis and effective written expression, in order to prepare the student for the broad historical and cultural study of American and British literatures covered in the junior and senior years. The second year High Honors program expands on the normal sophomore material and deals with it in a more intense fashion. Here an even greater emphasis is placed on close textual analysis, which calls for a mature student willing to meet the challenges that should result in his being accepted into both the junior and senior Advanced Placement English sections. Students are also required to keep a journal in which they are expected to respond either to supplementary readings or to assignments for class discussion. Finally, each student is expected to meet with the teacher each trimester, outside regular class sessions, for a “personal” writing interview.

English III College Prep for juniors is designed to continue the student's development of essential skills in grammar, composition, vocabulary building and analytical reading and to enhance his understanding of literature and will build, in these areas, upon the training received in the first two years of the English program. The dominant feature of this course, however, will be an with writing assignments in various prose modes and in poetry. Another is a unit on film analysis, introducing the students to the concept of film literacy via an understanding of basic cinematic elements and requiring a major film critique. There will usually be one extra class per week required during an activity period in order to do justice to the challenging nature of the Advanced Placement level.

English IV is offered on three academic levels: college prep, honors, and advanced placement. The members of the English department place students in the appropriate level of the course based on the students' work in their previous English courses. Each student will have at least two writing interviews with the teacher at all three levels. One of the requirements for passing the course at all three levels is the satisfactory completion of a major research paper.

English IV College Prep is the culmination of the four-year required English program. The focus will be a study of British literature, focusing upon forms, genres, and historical contexts. Materials include prose fiction and nonfiction, lyric and narrative poetry, and drama. The course emphasizes, throughout, the vocabulary building and the polishing of both written and oral expression that characterize the overall four-year program. Tests are designed to assess students' understanding of the material intensive and reasonably comprehensive study of American literature, both as art and as an expression and reflection of historical, social and moral developments and forces in America, in the context of universal human values and psychology. A minimum of one outside reading book is required during the school year and each student is expected to have at least two interviews about his writing with his teacher in the course of the year.

English III Honors for juniors follows both the essential form and content of the college prep level course, but the requirements in all areas are more demanding, especially in terms of the close analysis of literature and composition. Composition assignments are more challenging, with more stringent grading and greater emphasis upon refinements and subtleties of writing style. As with the College Prep level, each student is expected to have at least two interviews about his writing with his teacher in the course of the year.

English III Advanced Placement for juniors embodies the form and content of the honors English program. Students will be prepared for and are expected to take the Advanced Placement test in English Language and Composition at the end of junior year. In addition, special attention is paid to the sort of close analysis of literature and composition that will be required of students when they take the AP examination in English Literature and Composition during their senior year. The course includes at least two major projects for AP students beyond the requirements of the honors course. One may involve topics that range from an analysis of American justice as depicted in key literary works to a treatment of the multifaceted nature of autumn, as well as their ability to react to it critically and analytically.

English IV Honors, like the English IV college prep course, is a comprehensive study in British Literature from a literary and an historical perspective. However, there are a number of significant differences. For example, the Honors course makes

use of the *Norton Anthology of English Literature*. This text contains works, covered in the course, that are intrinsically more challenging to read and analyze than the works covered in the college prep course. Furthermore, in this course students are exposed to a diverse range of literary styles and genres that are then used as models of writing. Hence written interpretations are assigned often and examined and critiqued thoroughly in class by the teacher and by the other students. In addition, in-class essay examinations are administered after each chronological unit is read and discussed. These tests are prepared to assess students' assimilation and appreciation of the literary development of each respective epoch and to aid them in further developing their writing skills. Also, since major authors such as Chaucer, Shakespeare, and Milton are covered in more depth than in the college prep classes, the tests and other assessments are more challenging. For example, Chaucer is read in the London dialect of his day; Shakespeare's history play *Henry the Fourth, Part One* is read in addition to his tragedy *Macbeth*.

English IV Advanced Placement deals essentially with the same material and requirements as the honors English program. In approach, however, there is less formal stress on the cultural, historical, and biographical context of the literature. Here, the major emphasis is on the close analytical criticism of individual texts, the discussions often being led by the students themselves. Throughout the year, a portfolio of short critical papers is developed. In-class and take-home tests are given that reinforce an Advanced Placement critical approach. Students are also required to keep a journal in which they are expected to respond either to supplementary readings or to assignments for class discussion. Finally, to receive AP credit, every student in this section is required to take the Advanced Placement Examination in English Literature and Composition when it is scheduled at the end of his senior year.

English IV Writing Workshop is a course designed to work on writing fundamentals and is *offered in addition to, not in place of*, the regular English IV course that focuses on English Literature. The course is designed as a workshop or writing lab course; class time will be dedicated to actual writing, small group review of the writing and one-on-one review of the written work with the teacher. While this course is an optional elective for all seniors, it will be a required course for students with low writing scores on the junior year writing test.

Cinema attempts to introduce the student to the elements and techniques of film art. It begins with the assumption that film while being entertainment, is also a serious art form. Therefore, this course approaches this art form from three critical perspectives: analytical, historical/cultural, and aesthetic. The analytical approach breaks film down into its basic elements (i.e., photography, motion, sound; and dramatic/narrative structure) and considers how a filmmaker employs them to communicate a particular vision. The historical/cultural approach attempts to provide the background necessary for an appreciation of the evolution of film art. Finally, the aesthetic approach attempts to develop in the student the critical ability that will allow him to make a valid judgment on the artistic worth of any given film. To this end, shots, sequences, and entire films will be shown that illustrate the material covered in class lectures and discussions, styles of cinema in a particular period, specific genres, and the accomplishments of significant artists.

Classics Drama is an honors level course in which we work toward an understanding of classic Greek drama, its culture, its origins and its influence. We will study cultural myth, Greek religion, Athenian history, and the beginnings of drama in cultural festival and poetry. We read *The Oresteia* of Aeschylus; *Four Plays* by Aristophanes; *The Bacchae* And Other Plays and *Three Great Plays* of Euripides; *The Three Theban Plays* of Sophocles. Offered in 2010-2011.

Classics Epic The focus of the Classics course is the definition and discussion of Epic Poetry. We begin with the study of the development of Western civilization, particularly significant early cultures such as those of the ancient Sumerian and Mesopotamian cultures, and continue into the development of Greek society through the Minoan and Mycenaean cultures. We arrive at an understanding of the term "epic" and study the genre through examination of *The Epic of Gilgamesh*, excerpts from *Genesis* and *Exodus*, and then Homer's *Iliad* and *Odyssey*. Through our study we attempt to not only understand and appreciate the power and value of the texts themselves, but their relevance to the modern reader as the foundation of Western literature, and, in fact, Western Civilization. Offered in 2011-2012.

Creative Writing is a senior elective. It is assumed that since the student "elected" this course, he must like to write and has a desire to do so creatively. As a result, students do quite a bit of writing, in both prose and poetry. Writing will be done on a daily basis. Writing exercises are done in class that lead up to the writing of a series of original short stories through the first two trimesters. If time allows, students are introduced structurally to the writing of plays and film scripts. Everything written by the student – whether at-home assignments or in-class exercises – are read out loud to the class and then critiqued in a workshop or seminar-type setting. The student is graded on both effort and ability.

Honors Humanities Seminar addresses interesting and significant works drawn from literature, visual art, history, film, television, photography, dance, and other areas, providing a synthesis of the humanities, with new horizons opened up in the

process. The course is designed to improve students' analytical abilities and literary background in order to potentially enhance performance on the Advanced Placement exams and in college. It offers a chance to take on responsibilities and do advanced work that will prepare students to handle both assignments and classroom situations in college. Student should note that they will have no tests, quizzes, or exams. They will have papers, special projects, many chances to lead the class, daily discussions and analyses of works, and a good deal of reading.

Fine Arts

All students are required to complete one year of a fine or performing art in order to graduate from Seton Hall Prep.

Fine and Performing Arts Scope and Sequence

Normal scope and sequence do not apply to this department. Course that have prerequisites have indicated that in their descriptions below.

Band is one of the few courses in the school that a student may take in all four years at Seton Hall. It is the only course where grades 9 through 12 work together and function as a team. The course is presented to those students who enjoy music and playing in ensemble form. Basic musicianship is developed by playing. Various styles of concert band music are played ranging from "Classical" to "Popular. The Band is offered at both the college prep and the honors levels. The basic description is the same with the requirement of a much greater time commitment at the honors level. Honor students are expected to be leaders and helpers to those with lesser skills. The best of these players have the opportunity to play in our spring musical as part of a pit band. This helps to give valuable experience to young men who may be considering a future in the field of music.

Students may take band as a regularly scheduled elective or, in 10th, 11th, and 12th grade, as an additional elective beyond their regular schedule. Students who choose the additional elective have a verbal contract to attend as many lunch periods and morning activities as possible. As a pre-requisite, each student must have at least one year of either private lessons or have had involvement in a school music program (at their former school or at Seton Hall Prep), and must exhibit a minimal ability to read music.

Survey of Western Music is a **college prep level** elective that involves a chronological study of music history from the Middle Ages to the present day. Listening skills are developed through listening exercises which complement the study of each period, composer, and genre discussed. No musical background is needed for this course. This course is recommended for students who plan to take the Advanced Placement course in Music Theory because it provides more detailed instruction in music history.

Music Theory is a **college prep level** elective. This is a programmed course of instruction in the basic materials in Music Theory that consists of a body of knowledge concerning the notation of pitch and rhythm. Included is the manner in which pitches are combined to produce intervals, triads and scale structures. The chief emphasis is on the basic elements of harmony, which have retained their validity throughout the period 1600 to 1900. This course is designed for the serious music student.

Music Theory II continues programmed instruction in harmonization, analysis, and musical composition. Increased work in sight singing and dictation is also stressed. The course is offered at both the **honors** and **advanced placement levels**. For students who are interested in Advanced Placement credit, this course also includes regular drills in specific areas of concentration included in the Advanced Placement syllabus as well as a concentrated study of Western Music, including listening exercises.

A Cappella is a TTBB (Tenor 1, Tenor 2, Baritone, Bass) chorus designed to emphasize choral techniques and performance of all styles of choral literature. There are two mandatory school concerts and many other performance opportunities throughout the academic year. A Cappella meets MW – 2:45-3:25 and TTH – 8:15-8:40. This course is offered at the College Prep level and may be taken as an eighth period only.

Brass Ensemble is designed to improve musicianship skills, including sight reading and ensemble playing. Members will study ensemble literature from a wide variety of styles ranging from the "Classical" repertoire to modern genres. Students must make themselves available for concert performances both on and off campus. They will be informed of the concert schedule in a timely manner. The course will meet day 2 in the afternoon, days 4 and 5 in the morning and on days 1, 3 and 4 during the second half of the lunch period. This course does not fulfill the requirements for a full 6 credit course.

Jazz Band is designed for students with the desire to perform. The group has limited instrumentation. Admission is by audition only. Students are required to perform in two mandatory school concerts a year. Students will play music from the standard repertoire as well as newer compositions specifically for Jazz Band and newer arrangements of pieces. The course stresses listening as well as playing. This course does not fulfill the requirements for a full 6 credit course.

Drawing I is a **college prep level** elective designed to serve as an introduction to creative drawing. It is structured to develop the individual skills of beginners as well as students with some previous experience. The course tries to demystify the procedures of creative drawing by the simple application of basic drawing principles. By learning and practicing these principles, students find that there is no such thing as a person who cannot draw. The students are required to work every day in class as well as on weekly homework projects.

Drawing II is an **honors level** elective specifically designed as a continuation of Drawing I. This course allows students to further develop the skills and techniques that were introduced in Drawing I as well as new mediums and method of artistic expression.

Studio Art is an **advanced placement level** elective intended for highly motivated students who are seriously interested in the study of Art. The course is open only to students who have demonstrated a high level of technical ability and a responsible attitude towards their personal artistic development. The object of the course is to prepare the students to meet the requirements of the Advanced Placement program in Studio Art (Drawing Portfolio). The students' portfolios include a variety of mediums such as pencil, pen, watercolor, pastels, charcoal, acrylics and markers. The students in this course are expected to work every day in class as well as weekly homework and long-term independent projects. The course is structured to provide an approach that is disciplined, yet flexible enough to allow for individual growth and expression. At the end of each trimester each student must present his work for evaluation. Students are graded on quality, effort, improvement and creativity.

Advanced Placement Art History is a full year elective course. The class is taught on a level of a college introductory art history survey course. Students will learn to identify and analyze major works of art from the ancient world to the present day in both an historical and cultural context. To cover such a wide range of material, the class must be by nature very fast paced. Students who elect to take this course must be responsible for a good deal of outside reading and research, including a summer project and visits to area museums. By the end of the course students will be prepared to take the College Board Advanced Placement Art History Exam. Prerequisite: Students must be in Honors English or History as a Junior, with at least a grade of B

Theater Arts is a hands-on **college prep level** course for beginning students of theater. It focuses specifically on the areas of stage design and construction, makeup, costume design and construction, lighting, sound, and acting. Students are expected to bring enthusiasm to the course. This course requires students to participate fully in both the fall and spring school productions. This means hours beyond classroom time at rehearsals, set construction, or both. Students are strongly encouraged to attend professional productions on their own. Students who attend are given critiques to complete and receive extra credit for this work.

Theater Arts II is offered as an independent study **honors level** elective. This course is only offered by invitation of the instructor and with the approval of the chairperson.

Speech The goal of the course is to aid students in the public speaking process, as well as teach them what effective speech making is, and why it is effective. Although this is a **college prep level** course open to all interested students, students must have demonstrated the ability to work well in a less formal class structure. The course will encompass all of the steps necessary for communication in front of large and small groups. Areas of concentration will include: a history of speech with a concentration on rhetoric as an art form; an extensive viewing of and/or listening to effective speeches throughout history; an analysis of the written text of both student speeches and famous speeches; segments on particular speechmakers and writers; and a presentation on debate. Each of these segments will serve as a context for the main thrust of the course, which is, getting the students to speak in front of the classroom.

Published Media is an invitation only elective open to students working in student publications. It is an independent study course that requires meetings outside the regular class day including lunch periods and after school. This course is designed as an academic courses dealing with journalism; major involvement with *The Tower* is required as a workshop application of the material covered in the appropriate course.

Video Production College Prep provides instruction in the theory and practice of digital video production, encompassing pre-production and post-production activities. The course includes fundamentals of digital recording and editing through hands-on activity in small cooperative groups as well as individual settings. Short lecture, video presentations and analysis, equipment demonstration, and text study are components of the instruction methods. Students will become familiar with the technical and aesthetic requirements of the medium and have the opportunity to develop a personal approach to video production. Students will learn skills and techniques necessary to produce varied video productions and to apply problem-solving and creative thinking in order to produce effective videos. Students must have the ability to follow directions, to work in small groups and individually, to communicate by writing and speaking, and to be responsible for the proper use and care of equipment and facilities. Above all, students must be sufficiently self directed to exercise appropriate time management skills for short and long term assignments in order to meet deadlines.

Requirements: minimum 3.75 GPA - a written essay. (Details may be obtained in the Library.)

Foreign Languages

All students are required to complete two years of the same language in order to graduate from Seton Hall Prep.

Foreign Languages Department Profile

Upon successful completion of a two-year program in one of the languages offered at Seton Hall Preparatory School, we expect that our graduate would be able to demonstrate the following skills:

1. A basic understanding of the language as spoken by native speakers as well as the ability to communicate in the target language with a fair amount of accuracy in vocabulary and grammatical structures
2. A basic competency in reading and writing the language studied
3. A greater appreciation of English vocabulary and grammar, so that the student may be able to express himself with greater accuracy and facility in English
4. A deepened awareness of and sensitivity to the cultures and traditions of different peoples, and therefore broadened personal horizons
5. A use of the acquired linguistic and cultural education in daily life, that is, in personal and eventual professional interactions with others

Upon successful completion of a three-year program, our graduate would demonstrate the following skills:

1. A greater understanding and interpretation of written and spoken language on a variety of topics.
2. A more confident ability to present information, concepts, and ideas to an audience on a variety of topics.
3. An increased understanding of the relationship between the people and perspectives of the culture studied.
4. An even greater awareness and appreciation for English vocabulary and grammar so as to improve their fluency in of both languages.
5. A practical participation in language study by using it for personal enjoyment and enrichment both within and beyond the school setting.

Upon successful completion of the four- year program, our graduates would demonstrate the following skills:

1. Communicate and interact in a limited range of task-oriented and social situations.
2. Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
3. Understand a sustained conversation on a number of topics.
4. Comprehend fluent speakers in everyday situations.
5. Communicate orally with increasing logic and accuracy.
6. Research language-related employment opportunities.
7. Identify common and distinct features, such as grammatical structures, among languages.
8. Recognize and understand verbal and nonverbal cues within a culture.
9. Explore and discuss similarities and differences among various cultures.
10. Explore and discuss representative works of diverse cultures in many fields of endeavor.
11. Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.
12. Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.

Upon successful completion of the AP Language program, our graduate would demonstrate the following skills:

1. Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture on an academic or cultural topic related to the Spanish speaking world.
2. Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the Spanish-speaking world.
3. Identify and summarize main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt.
4. Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural or social issue, with control of grammar and syntax.
5. Describe, narrate, and present information on persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two or three minutes.
6. Use information from sources provided to present a synthesis and express an opinion.
7. Recognize cultural elements implicit in oral and written texts.
8. Interpret linguistic cues to infer social relationships.
9. Initiate, maintain, and close a conversation on a familiar topic.
10. Formulate questions to seek clarification or additional information.
11. Use language that is semantically and grammatically accurate according to a given context

Foreign Languages Scope and Sequence

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
College Prep	Spanish I CP French I CP Italian I CP Latin I CP	Spanish II CP French II CP Italian II CP Latin II CP	Spanish III CP	
Honors	Spanish I H Latin I H	Spanish II H French II H Latin II H	Spanish III H French III H Italian III H Latin III H	Spanish IV H French IV H Italian IV H
Advanced Placement	Spanish II H Latin I H	Spanish III H Latin II H	Spanish IV H Latin III H	Spanish AP Language Latin IV AP Vergil

French I is a one year course designed to introduce the student to the French language. Basic structures and vocabulary of the language will be emphasized. Pronunciation, reading, writing and listening skills will also be developed. In addition, the culture of French-speaking countries will be incorporated.

Italian I introduces the student to the fundamental skills of listening, speaking, reading and writing in the foreign language. Emphasis is placed on communication. Learning tasks incorporate vocabulary memorization, pronunciation, and grammatical foundations to enable the student to manipulate basic oral and written material to conform with his developing needs. Presentation of cultural topics increases the student's knowledge of the country and people whose language he is learning.

Latin I is designed to introduce the student to the Latin language, Roman history, and Greco-Roman mythology.

Latin I Honors is designed to introduce students to the Latin language and Roman history at an accelerated pace. Through readings from both textbooks and ancillary sources, the students will not only learn the basics of Latin (including noun/adjective/pronoun declension, verb conjugation/etc.) but also will develop a better understanding and appreciation of the English language.

Spanish I introduces the student to the fundamental skills of listening, speaking, reading and writing in the foreign language. Emphasis is placed on communication. Learning tasks incorporate vocabulary memorization, pronunciation, and grammatical foundations to enable the student to manipulate basic oral and written material to conform with his developing needs. Presentation of cultural topics increases the student's knowledge and awareness of the Spanish-speaking world.

Spanish I Honors is a review of first year Spanish for students who already have a good grasp of the language. During the year, we go over the material covered in a first year course, including regular and irregular verb conjugations, the possessives, pronouns and adjectives. The students also learn much new vocabulary, including thematic vocabulary relating to family, school, house and home, food and occupations. The students occasionally write compositions in Spanish and watch videos in order to gain an appreciation of the culture of different Spanish-speaking countries.

French II is a full year course in Intermediate French. The course will start with a review of the basic structures which were developed in the first year's study of the language. The building of an adequate conversational vocabulary will receive continued emphasis. All the linguistic skills acquired in Elementary French will be maintained and advanced. Reading of selected graded texts will continue. An emphasis will be placed on correct pronunciation, intonation and syntax. Students will hear and use the target language much more frequently and expand their skills to write compositions, dialogues and letters.

Whereas French II CP and **French II Honors** meet in the same classroom, that which distinguishes them is in the form of expectations, demands, and assessments. The oral work of Honors students is critiqued more intensely. Their day to day performance is monitored more carefully, and their assessments must be more precise than those of the CP students.

Italian II is based on speaking, grammar, repetition, and pronunciation. The introduction of culture materials centers on the Etruscans and Romans. This information, (ancient history) is absorbed and translated to Italian. Three basic prayers, (Ave Maria, Padre Nostro, Gloria) shall be memorized and tested in the 1st Trimester.

Latin II College Prep is designed to fulfill the second year of the foreign language requirement as set forth by the school's Academic Program. Utilizing the *Ecce Romani Series* (Book II) as a primary text, the course will strive to further the student's comprehension of Latin grammar and syntax, while at the same time delving into the cultural and historical ramifications of the latter Roman Republic. Throughout the course of the year, students will encounter and master the formation and translation of such linguistic elements as subjunctive mood, subordinating clauses, indirect discourse, deponent and semi deponent verbs, participles, infinitives, and impersonal verbs."

Latin II Honors is designed to transition the students out of fabricated readings and lessons and into translation of primary text. Continuing in our study of vocabulary, grammar, syntax, we will progress through the second year textbook, eventually reading from such authors as Ovid, Catullus, Virgil, and Livy. The course will culminate in the spring with a reading of selections from Caesar's *De Bello Gallico*.

Spanish II emphasizes the development of further competence in the basic skills of listening, speaking, reading, and writing begun in first year language studies. Stress is placed on all modes of communication. Learning activities incorporate pronunciation, vocabulary memorization, and more complex grammar to empower the student to increase his oral and written abilities. Presentations of additional and varied cultural materials expand the student's knowledge of the countries and people whose language he is learning.

Spanish II Honors emphasizes the development of further competence in the basic skills of listening, speaking, reading, and writing begun in first year language studies. Stress is placed on all modes of communication as well as knowledge and understanding of cultural perspectives, practices, products in the world where Spanish is spoken. Learning activities incorporate pronunciation, vocabulary memorization, and more complex grammar to empower the student to increase his oral and written abilities.

ELECTIVES

French III Honors class continues on a more advanced level to reinforce the skills that the students have acquired in the French II Honors class. Students are expected to have the ability to speak, read, write, and comprehend intermediate French with the intention of enhancing their skills. More verb tenses are added which is important for the understanding of advanced conversation and literature. Students are also introduced to historical events, to important artists, and to the literature of France by a sampling of famous French authors.

Italian III is based on speaking, grammar, repetition, and pronunciation. The introduction of culture materials is based on the Art and Architecture of Italy during the 14th to the 17th Centuries. The information, is presented, studied, and translated to Italian. The basic geometrical shapes "le forme geometriche" will be introduced allowing students to draw each of the slides projected on screen in the front of class.

Latin III Honors is designed to further the student's understanding of advanced grammar, while at the same time honing his translation skills. The first week of the course will review those skills learned during the first two years of study. Then students will read Cicero's First Catalinarian Oration. During the study of Cicero, students will begin the study of rhetoric as well. Throughout the first two trimesters students will also focus upon the history of the "Golden Age" of Rome as viewed through the writings of Suetonius and others.

Spanish III is designed for students who already have a grasp of the Spanish language. In this course students will review the two previous years of Spanish grammar: present tense, past tense, reflexive verbs, present subjunctive and future. The students will also learn new vocabulary and will use it to write paragraphs and compositions as well as to practice oral communication. Different materials such as videos and articles will be presented to the students to have a better understanding of the Hispanic culture. This course also introduces the students to six major Mexican artists and through the study of their work introduces not only new vocabulary but also encourage an appreciation for the culture in the world of art.

Spanish III Honors continues on a more advanced level to reinforce the skills that the students have acquired in the Spanish 2 Honors class. Students are expected to have the ability to speak, read, write and comprehend intermediate Spanish with the intention of enhancing their skills. The subjunctive mood, which is important for the understanding of advanced conversation and literature, is introduced in the Spanish 3 Honors class. This particular course also introduces the students to the six major Spanish artists, the Mexican muralists and other artists from the Spanish-speaking world. The study of their works introduces the students not only to new vocabulary but also encourages an appreciation for the culture in the world of fine art.

Students who are successfully completing the third year of study in a foreign language are encouraged to continue with the fourth year of that language. The nature of this fourth year varies from language to language but in each case involves much more intensive student work within both the language and the culture involved. Their current third year teacher must approve students for advanced study.

The Latin Vergil course, and the Spanish 5 Advanced Placement courses are all designed to prepare students for the corresponding Advanced Placement test in May. Consequently, these courses do involve a greater time commitment during both the summer and during the school year, especially during the spring trimester.

French IV will include the reading of an interesting collection of literary works by French authors of the Moyen Age, Renaissance, XVII, XVIII, XIX and XX centuries. They range from poems and essays to plays and short stories. Emphasis will be placed on discussions of the works in the French language, as well as composition. This course may be supplemented by discussions on current themes, studies of famous French authors, and review of select points of grammar. Grammar can include relative pronouns, the passé simple, and the subjunctive.

Italian IV is based on speaking, grammar, repetition, and pronunciation. The introduction of cultural materials centers on modern Italian Literature in the first half of the school year. Later, the reading of Dante's Inferno will be the crux of study for the 3rd Trimester. All information to be absorbed and translated to Italian.

AP Latin Vergil is designed to enable students to complete the entire required reading list as noted in the AP Course Description. The basic objective is reading, translating, understanding, analyzing, and interpreting Latin. At the conclusion of the course all students will sit for the AP Exam in Latin.

Spanish IV Honors continues to expand the development of further competence in the basic skills of listening, speaking, reading, and writing. Stress is placed on all modes of communication as well as knowledge and understanding of cultural perspectives, practices, products in the world where Spanish is spoken.

AP Spanish Language is intended for students who wish to further develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students who enroll should already have a good knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing. The AP Spanish Language course covers the equivalent of a third-year college course in advanced Spanish writing and conversation.

AP Spanish Literature intensely prepares the college-bound student to read critically and write and speak clearly as he analyzes Spanish and Latin American literature from the 15th century to today. It is the equivalent of a third-year college overview course focusing on the formal study of literary theory and analysis. The student needs to have a solid grasp of the Spanish language to express his ideas through essays and oral presentations. He will consider the historical and cultural context of each of the 65 representative works, its position within the genre, its author's voice, style, and themes, and then compare these with other works when he takes the AP Literature exam.

History

All students are required to complete three years of history in order to graduate from Seton Hall Prep.

History Department Profile

At Seton Hall Prep we are concerned that students come to appreciate the discipline of History as the ability to think critically about the choices facing us in the present rather than just a mastery of names, dates, and facts from the past. We expect our student to be both well prepared to pursue Historical studies in college and to participate as informed and thoughtful citizens in our democracy.

The single most critical skill throughout our program is the ability to read critically and analytically. There will be reading assignments throughout the courses and over the summer and these will often be designed to challenge the students in terms of material and differing perspectives. Students will be held strictly accountable for all reading assignments.

Students will also be expected to:

SKILLS:

1. Demonstrate an appreciation of a wide range of differing perspectives including ethnicity, gender, and class;
2. Read and analyze primary and secondary sources in terms of source, audience, purpose and context;
3. Use and interpret maps, chronologies, graphs, charts, and political cartoons;
4. Understand the concept of levels of analysis in analyzing social and historical issues;
5. Apply the perspective of scale including the difference and interrelationship of the individual, local, national, regional and global scales;
6. Develop proficiency with analytical essays and oral presentations;
7. Acquire research skills using both print and electronic media, and write a significant research paper that incorporates these sources;

CONTENT:

1. Compare and contrast societies over time;
2. Analyze the interrelationships between cultural, religious, social, political, economic, technological, and environmental processes and institutions;
3. Trace the development of major themes including national identity, individual liberty, and citizenship; empires, sovereignty, the rise of the nation-state, self-determination, and revolution; the development of human dignity in terms of issues relating to slavery, class, gender, and ethnicity; economic development, capitalism, equality and inequality, globalization, technology, and environmental awareness.
4. Discuss issues of social justice in a historical context including the principles of Catholic Social Teaching;
5. Analyze the causes of social conflict and a variety of approaches to conflict resolution;
6. "Know the elements of the present by understanding what came into the present from the past."

History Department Scope and Sequence:

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
College Prep	World History I CP	World History II CP	U.S. History II	Microeconomics or Global Studies or European History
Honors	World History I Honors	World History II Honors	U.S. History II Honors	Global Studies Honors
Advanced Placement	AP Human Geography (Seton Scholars)	AP World History	AP U.S. History	AP Microeconomics AP U.S. Government

World History I and II: College Prep Level This is a two-year program in World History designed to study the nature of changes and continuity in humankind's cultural, social, political and economic institutions with a particular emphasis on comparisons and interactions among major societies and the increasing level of interaction and interdependence among human societies. The first year of the program covers the major societies up to approximately 1450-1500. The second year of the program continues the course up to the present time. The college prep level of this program is designed to concentrate on basic analytical reading and writing skill. These college prep level courses will be built around the study of the major societies in these periods and the growing interactions between them rather than a comprehensive survey of all major societies and civilizations. Students will work on analytical writing skills throughout the first year and the development of basic research skills in the second year.

World History I and II: Honors Level This is a two-year program in World History designed to study the nature of changes and continuity in humankind's cultural, social, political and economic institutions with a particular emphasis on comparisons and interactions among major societies and the increasing level of interaction and interdependence among human societies. The first year of the program covers the major societies up to approximately 1450-1500. The second year of the program continues the course up to the present time. The honors level of this program is designed for students who have already mastered basic analytical reading and writing skills and therefore greater emphasis will be placed on weighing conflicting historical evidence and differing interpretations and points of view. These courses will involve a more comprehensive survey of all major societies and civilizations which will require students to do some independent reading and research in both years.

Human Geography is designed to be the equivalent of a demanding college-level introductory course and to prepare students for the Advanced Placement test in Human Geography that year.

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

School guidelines indicate that students normally need to maintain a B average on tests in order to sit for the AP exam. The successful completion of several practice exams, administered in preparation for the actual AP, is also a prerequisite in sitting for the AP exam.

World History AP This is a one year course designed to prepare students for the Advanced Placement test in World History. The course examines the nature of changes and continuity in humankind's cultural, social, political and economic institutions with a particular emphasis on how local conditions relate to global processes as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. Periodization forms an organizing principle focusing on the participation of the world's peoples in processes transcending individual societies and cultural regions.

School guidelines indicate that students normally need to maintain a B average on tests in order to sit for the AP exam. The successful completion of several practice exams, administered in preparation for the actual AP, is also a prerequisite in sitting for the AP exam.

U.S. History CP is a one-year course covering the history of the United States from the colonial period to the present. The course is a basic survey course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. While the course will move chronologically and provide an overview of many of the major events and figures, it will not attempt a comprehensive account of such an extensive period. Instead, we will consider important historical themes including: demographic change, economic transformations, environment, politics and citizenship, reform, and religion. The primary goal is to contextualize how these themes contribute to an American identity with respect to the nation's uniquely diverse composition.

U.S. History Honors. At the honors level, students will be expected to analyze differing perspectives and points of view which will require more reading and research than at the college prep level. Placement in Honors will be made by the History Department on the basis of the students' work in the freshman and sophomore year courses in history. Students must have already demonstrated an above level reading level, writing proficiency, and an ability and commitment to do independent work.

U.S. History AP is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. It will prepare them for intermediate and advanced collegiate level courses by making demands similar to those in full-year introductory level courses. Students will continue to learn to assess historical materials-their relevance to a given interpretive problem, their reliability, and their importance-and to weigh the evidence and interpretations presented in historical scholarship. A primary goal of the course is for students to demonstrate the ability to write concise essays that provide appropriate evidence in support of a clearly articulated and informed argument.

School guidelines indicate that students normally need to maintain a B average on tests in order to sit for the AP exam. The successful completion of several practice exams, administered in preparation for the actual AP, is also a prerequisite in sitting for the AP exam.

Economics is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of microeconomics. The course is offered on both the advanced placement and the college prep levels.

The **college prep** level is designed as a general introduction to Economics for all students. While we do not screen this level there is a mathematics requirement for the course because of the mathematical nature of much of the material in the course. Students must have completed or be enrolled in one of the Precalculus courses to take Economics; students enrolled for College Algebra are not eligible for this course.

To qualify for the **Advanced Placement level** of the course, students must maintain a minimum 4.0 cumulative average. Students must also be doing well in both their current history and mathematics courses. There is a required summer assignment. Students who register for the advanced placement level are committing themselves to take the Advanced Placement test in microeconomics in the spring.

Global Studies is an elective offered at both the **college prep and honors levels**. The course systematically investigates the many regions of the world in terms of geography, historical perspective, population, culture, politics, economic development, environmental concerns, and social progress. Students will be expected to supplement the material in the text with a variety of current resources including newspapers, magazines, and internet. The course is designed to provide the background and skills with which to better understand events and trends of today's world and serves as a strong background for a wide range of possible college majors including history, economics, political science, and pre-law.

Students interested in the honors section of Global Studies should have a record of demonstrated interest and competence in previous coursework in History. Evidence of such competence would be a B or better in honors levels History courses. At a minimum, students should have a 3.5 in their US History course and in their overall GPA.

Modern European History is a college prep level course in European history from the Renaissance to the present. The course will rely heavily on primary source material and students registering for this course are making a commitment to some extensive reading assignments.

United States Government and Politics-AP is a one-year senior elective designed to prepare students for the Advanced Placement test. This AP test is designed to be equivalent to a one-semester college introductory course in United States government. As described by the AP program, this course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It will require familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. The course will include the following topics: constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policy; civil rights and civil liberties. **Prerequisite:** Students must have completed the AP US History course with a grade of B or better.

Mathematics

All students are required to complete four years of math in order to graduate from Seton Hall Prep.

Math Department Profile

The Seton Hall Prep Math Department stresses student understanding that mathematics is a discipline with wide-ranging application to thinking and problem solving. The purpose of a math education lies not just in teaching students how to solve everyday problems, but also in teaching them how to think precisely, logically and abstractly. Mathematics provides systematic ways to solve certain categories of problems. Mathematics is an organized way to understand certain kinds of phenomena: numerical, geometric, algebraic, trigonometric, probabilistic and others. It is important that graduates receive training in skills necessary for continuing mathematics at their desired college level and that graduates aim at understanding how math relates to the world. Like the rest of our world, mathematics can be explored and discovered. Students will be held to standards focusing on:

1. The ability to formulate and solve mathematical problems
2. The ability to apply mathematical procedures appropriately including properties, definitions, theorems, postulates and axioms
3. The ability to develop mathematical theories
4. A mental habit of investigation, not just the collection of mathematical facts
5. The ability to reason analytically and hypothetically
6. Development of advanced computation skills and evaluation of algebraic formulae
7. Graphical analysis including: collection of data, interpreting that data, and analyzing graphs
8. Using technology to sharpen thinking of conic sections and their comparable parts
9. Emphasize the use of good mathematical language and terminology
10. Daily preparation for class, organizational skills, and responsibility in producing quality work
11. Appreciation of math application in the real world through the use of mathematical models

12. Justification of a conclusion using a definition through the derivation of known properties to the proof of a new theorem

Math Department Scope and Sequence:

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
College Prep	Algebra I CP	Geometry CP	Algebra II CP	College Algebra/ Precalculus/ Statistics
2 nd Honors	Algebra I 2 nd Hrs	Geometry 2 nd Hrs	Algebra II 2 nd Hrs	Precalculus 2 nd Hrs
1 st Honors	Algebra I 1 st Hrs	Geometry 1 st Hrs	Algebra II 1 st Hrs	Precalculus 1 st Hrs
Advanced Placement	Algebra II 1 st Hrs	Geometry 1 st Hrs	Precalculus 1 st Hrs	Calculus AB AP

*Geometry 1st Honors, Algebra II 1st Honors and Precalculus 1st Honors are offered over the summer to advance your math placement for the following year *Calculus BC AP is available after completion of Calculus AB AP *Statistics AP is available as an elective

Algebra I CP is designed to provide the student with a solid foundation in several core mathematical concepts including the real number system, word problems, linear and quadratic equations, factoring, systems of equations, functional relationships, graphs and radicals. Students will learn the practical applications of problem solving, both as it relates to mathematics and as it applies to the rest of the school's curriculum.

Algebra I Second Honors covers real numbers, linear and quadratic equations and inequalities, operations with polynomials and functions, factoring, systems of linear equations, graphs, radicals, the quadratic formula, mixture problems and the Theorem of Pythagoras. The class moves at a more accelerated pace than CP. The homework assigned consists of the basic A problems and the more challenging B problems. Since the assignments are more challenging, the test questions are more challenging than CP

Algebra I Honors covers real numbers, solution of linear and quadratic equation and inequalities, problem solving, operations with polynomials and functions, factoring, systems of linear equations, functional relationships and graphs. The homework problems assigned are the most challenging ones in the text. This course will require proficiency in completing these most difficult problems and correct usage of the mathematical language

Geometry CP is a course in Euclidean Geometry with an introduction to Coordinate Geometry and includes some review of Elementary Algebra. Students encounter the geometry they need for both further study of mathematics and for the Scholastic Aptitude Test. Students also encounter the idea of a two column deductive proof - first to be able to follow one, then to be able to construct one. Geometry offers a considerable base of necessary factual knowledge and the opportunity to develop analytical thinking.

Geometry Second Honors is a course in Euclidean Geometry including plane and solid Geometry. The course is designed for a pace between that of Standard and Honors. The student must have the recommendation of the department and must have an average of at least B in math in order to qualify as a prospective participant.

Geometry Honors is a course in Euclidean Geometry with an introduction to Coordinate Geometry and includes some review of Elementary Algebra. Students encounter the geometry they need for both further study of mathematics and for the Scholastic Aptitude Test. Students also encounter the idea of a two column deductive proof - first to be able to follow one, then to be able to construct one. Geometry offers a considerable base of necessary factual knowledge and the opportunity to develop analytical thinking.

Algebra II CP is designed to provide the student will a solid foundation in several core mathematical concepts including the real number system, word problems, linear and quadratic equations, factoring, systems of equations, functional relationships, graphs and radicals. Students will learn the practical applications of problem solving, both as it relates to mathematics and as it applies to the rest of the school's curriculum.

Algebra II Second Honors is designed to develop an understanding of Algebra as a structure of systems of real and complex numbers. Students will develop and cultivate a facility in algebraic and trigonometric concepts, skills, and associated problem solving strategies. Students will learn the practical applications of problem solving, both as it relates to mathematics and as it applies to the rest of the school's curriculum.

Algebra II-Trigonometry Honors is designed to develop an understanding of Algebra as a study of the structure of systems of real and complex numbers, and to develop a facility in algebraic concepts and skills. Students should become familiar with problem solving strategies and techniques. Students will also be taught how to use a TI-84+ for topics including but not limited to graphing functions, solving equations, and Trigonometric evaluations.

PreCalculus CP is designed such that special emphasis is given to the algebraic skills that are needed in Calculus. This study includes basic algebra, polynomial functions and an in depth study of trigonometry.

PreCalculus Second Honors is designed to prepare students for college level Calculus in anticipation of Business, Science, Mathematics, and/or Computer Science majors. This study includes a rapid review of Algebra followed by a comprehensive consideration of Polynomial Functions, Analytic Geometry and Trigonometry.

PreCalculus Honors is designed to prepare students for college level Calculus in anticipation of Business, Science, Mathematics, and/or Computer Science majors. This study includes a rapid review of Algebra followed by a comprehensive consideration of Polynomial Functions, Analytic Geometry and Trigonometry.

The student choosing this course must have the recommendation from the department and must have at least a B+ average in math. Successful completion of this course is a prerequisite to the Calculus course.

College Algebra is a course which reviews and extends the application of principles and analytical processes prevalent in Algebra I and Algebra II presentations. Students gain an opportunity to further refine their knowledge of matters algebraic, which they will be likely to use in the future.

Statistics introduces the student to the study and application of statistics. Statistical methods are carefully presented with a focus on understanding both the suitability of the method and the meaning of the result. Statistical methods and measurements are in the context of applications.

AP Calculus AB is a full year Advanced Placement Course, which is the culmination of a four course vertical sequence of Honors classes that have prepared the students to work at the Advanced Placement level. Successful students will be prepared to study to meet any mathematics requirements at competitive universities and to for further study in math and/or science at the college level. College credit will be available through the AP Testing Program for successful students at most colleges and universities. This class is an elective but does require departmental approval for registration.

AP Calculus BC is a full year Advanced Placement Course, which is the culmination of a four course vertical sequence of Honors classes that have prepared the students to work at the Advanced Placement level. Successful students will be prepared to study to meet any mathematics requirements at competitive universities and to for further study in math and/or science at the college level. College credit will be available through the AP Testing Program for successful students at most colleges and universities. This class is an elective but does require departmental approval for registration. Underclassmen who take this class will take Part II of Calculus BC in the next school year.

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns, Sampling and Experimentation: Planning and conducting a study, Anticipating Patterns: Exploring random phenomena using probability and simulation, and Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, for a one-semester introductory college statistics course. As a prerequisite, as student must be approved for PreCalculus Second Honors.

Science

All students are required to complete two years of science in order to graduate from Seton Hall Prep, one of which must be in biology.

Science Department Profile

Most students will have taken three of our sciences upon graduation. They will be scientifically literate members of our society, they will be prepared for a collegiate scientific major, if they so desire, and they will have respect for our natural world and be stewards of it. Many students will have taken *more* than three sciences at our school and those students will

have reinforced those qualities. They will pursue their scientific interests and will be more prepared to handle the rigors of scientific aspirations in college

Even if students do not graduate SHP as science majors, they will be prepared to handle the requirements of collegiate science courses. Regardless of their future academic pursuits, our graduates will have exercised their analytical skills and understand how science relates to other fields.

Students will appreciate that the scientific method and science itself is dynamic. While students must have a firm understanding of specific concepts, they will realize that science is more than content – it is an active process.

Students will be expected to:

SKILLS:

1. Integrate mathematics into the sciences including the preparation and analysis of graphs. Students will be more proficient in math because they will have applied their mathematical skills to the sciences.
2. Record, process, and analyze data.
3. Evaluate research.

CONTENT:

1. Understand major scientific theories and their connection to the world outside the classroom.
2. Understand the properties of matter and energy.
3. Understand cellular processes including an extensive study of DNA.
4. Understand evolution as it relates to all aspects of cellular, organismal, and ecological biology.
5. Understand that science is an active process.

VALUE:

1. Respect our natural world and be stewards of it.
2. In short, the science department will foster these qualities by driving the content of our curriculum with a wealth of hands-on activities and methods that require our students to analyze the material.

Scope and Sequence

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
College Prep	Physical Science	Biology C	Chemistry Environmental Sci	Forensic Sci Chemistry Environmental Sci Physics
Honors	Physics Geology (Summer)	Chemistry Biology Geology (Summer)	Chemistry Organic Chemistry, Geology (Summer) Physics (Summer)	Chemistry Physics Organic Chemistry
Advanced Placement	Physics		Physics Chemistry Biology Environmental Sci	Physics Chemistry Biology Environmental Sci

Physical Science College Prep is designed to provide students with an outstanding grasp of our physical environment as well as their role in it. In addition to providing substantial physical and chemical background for further scientific studies, the curriculum is integrated with dynamic analytical approaches to Earth Science.

Biology is designed to extend the students’ understanding of the structure and function of all living things. Students continuing in the field gain a strong background and foundation; others gain an ability to function in a society that is becoming technologically and scientifically advanced. This course relies heavily on clear thinking, organization, and interpretation. Studies begin with the bio-chemical and cellular basis of life and culminate in an understanding of the living organism and its interaction with the environment

Biology Honors is similar in content to the College Prep Biology course, but it is covered in greater depth in both the lectures and the labs. Students interested in medical or science careers will especially benefit from this course.

In order to place into Honors Biology, a student must meet the following requirements:

- An average of a 4.0 for the year in Physical Science.
- A minimum of a 4.0 average in English.
- GPA.
- Departmental recommendation.

Advanced Placement Biology is designed to prepare students for the Advanced Placement exam in May. This course is designed to present all the material that is taught in a full two-semester sequence of biology as taught at a major college or university. It is a college level course in terms of the amount of material, the pace of instruction, and the level of work expected of each student including independent work. One of the main goals of the course is to prepare students for the Advanced Placement Biology test given in May and all students who register for this course will be required to take that test at the discretion of the teacher.

Students in this course will be required to devote extra time to out of class study, review, and lab exercises. Because of the complex nature of some of the labs required for the AP test, class during activity periods and lunch will be required regularly.

In order to place into AP Biology, a student must meet the following requirements:

- A minimum of a 4.0 for the year in a completed Chemistry course;
- A minimum of a 4.0 average in English;
- A minimum of a 3.75 overall GPA;
- Departmental recommendation.

Chemistry is offered at three levels, college prep, honors and AP.

Chemistry CP includes the study of matter and energy, phases of matter, atomic structure, chemical reactions, and bonding. This course is designed so that students will understand and appreciate the important role Chemistry plays in their lives as they gain the scientific literacy to understand that role.

- Students need a minimum of a 2.5 in Algebra for College Prep Chemistry.

Honors Chemistry course is similar in content to the CP Chemistry course, but will require a greater level of analysis of the material while it also serves as a foundation for students who wish to eventually enroll in AP Chemistry.

In order to place into Honors Chemistry, a student must meet the following requirements:

- A minimum of a 4.0 for the year in Physical Science.
- A minimum of a 4.0 average in Algebra.
- A minimum of a 4.0 average in English.
- GPA overall
- Departmental recommendation.

Advanced Placement Chemistry is designed to prepare students for the Advanced Placement exam in May. This course is designed to be the equivalent of a college introductory course for science and related majors such as premed. It will provide the information required for a student to receive college credit through the Advanced Placement test in May. The textbook, course content, and the chemical calculations are similar to those in an introductory, college chemistry course.

Students in this course will be required to devote extra time to out of class study, review, and lab exercises. Because of the complex nature of some of the labs required for the AP test, class during activity periods and lunch will be required regularly.

In order to place into AP Chemistry, a student must meet the following requirements:

- A minimum of a 4.5 for the year in a completed Chemistry course;
- A minimum of a 4.0 average in Algebra;
- A minimum of a 4.0 average in English;
- A minimum of a 3.75 overall GPA;
- Departmental recommendation.

Organic Chemistry is an honors level course that is focused on the study of the carbon bond. It is the largest and one of the most important branches of chemistry. Organic chemistry surrounds us in every aspect of our lives. Plastics, petroleum products, medicines, food additives and clothes are made from the products of organic chemistry. In this introductory course, students will learn about naming compounds, functional groups, synthesis and stereochemistry. Students who are contemplating majoring in a science or the health care profession should take this course. Students taking AP chemistry should consider taking this course since there are questions related to organic chemistry on the AP test.

In order to place into Organic Chemistry, a student must meet the following requirements: An average of 3.5 for the year in Chemistry (B in Honors or B+ in CP) Departmental recommendation with teacher approval.

Physics is offered at three levels, college prep, honors and AP.

College Prep Physics course will concentrate on developing an understanding of the various physical processes. The course will make use of a three-stage learning cycle. The first stage is an exploration stage that is used to create an interest in the unit of studies; the second stage develops the concepts; the third stage is an application of the concepts through laboratory work, mathematical problem solving and discussions of critical thinking questions. While the College Prep level course will not be as mathematically demanding as the Honors level course it still requires the ability to do mathematics at the level of Precalculus. Students who do not yet qualify for Precalculus may not sign up for the Physics elective.

Physics requirement:

Students must complete Algebra II and qualify for Precalculus before taking Physics as an upperclassman;

- Students need a minimum of a 3.0 in Algebra II for College Prep Physics.

Honors Physics integrates theory with practical application. A solid background in the mathematics of Geometry, Algebra and Trigonometry is required for problem solving and for the analysis of problem solutions. Topics include: Kinematics, Newton's Laws of Motion, Equilibrium, Dynamics, Gravitation, Circular motion, Kepler's Laws, Momentum, Energy, Power, Rotary Kinematics and Dynamics, Electronics, and Light. Other topics may be covered as time allows. Emphasis is placed on problem solving in mechanics in the first trimester so as to facilitate learning the more advanced concepts throughout the remainder of the course.

In order to place into Honors Physics, a student must meet the following requirements:

- A minimum of a 4.0 in Algebra;
- Completion of Chemistry with a minimum of a 4.0 for the year (B+ in Honors or A in CP Chemistry);
- A minimum of a 3.75 overall GPA;
- Departmental recommendation.

AP Physics course is designed to prepare students for the Advanced Placement exam in May. Students will encounter the material that would usually be taught in a college-level Physics course.

In order to place into AP Physics, a student must meet the following requirements:

- A minimum of a 4.5 in Algebra;
- Completion of Physics with a minimum of a 4.0 for the year (B+ in Honors or A in CP Physics);
- Departmental recommendation.

Environmental Science is offered on two academic levels: **college prep and advanced placement.**

Environmental Science CP is an interdisciplinary survey course that is designed to build upon the training imparted by previous science classes. The course provides information on the composition and conservation of our environment. Upon completion, students will understand the environment, threats to it, and the importance of environmental protection and conservation. Students will be assessed using homework assignments, quizzes, and exams. **Students who take College Prep Environmental Science will not be permitted to take AP Environmental Science.**

Advanced Placement Environmental Science is designed to prepare students for the Advanced Placement exam in May. Students will encounter the material that would usually be taught in a college-level Environmental Science course. Upon completion, students will understand the environment, threats to it, and the importance of environmental protection and conservation. The course will involve lectures, labs, and extra readings.

In order to place into AP Environmental Science, a student must meet the following requirements:

- A minimum of a 4.0 average in Biology;
- A minimum of a 4.0 for the year in a completed Chemistry course—or—the student is enrolled concurrently in Chemistry.
- A minimum of a 4.0 average in English;
- A minimum of a 3.75 overall GPA;
- Departmental recommendation.

Forensic Science is a college prep level course. It is the application of science to matters of the law. Using the disciplines of Biology, Chemistry, Physics, and Psychology this lab-oriented course examines crime scene scenarios and reinforces the principles of scientific investigation. Scientific topics include molecular genetics, motion physics, chemical composition and analysis, density determination, Anthropology, flammability, and more. Investigations will include finger printing, DNA

technology, Chemical trace analysis, serology, skull comparisons, and spatter analysis. This course will include lecture, lab and outside reading components. Each semester students will be assigned a number of case studies to analyze relating to the topics covered. This course is open to seniors.

Science Technology Education

Computer Applications College Prep begins Microsoft Word processing and Microsoft Excel spreadsheets. The course begins with a quick review of the basics of these applications with which students should already have some experience from other classes in freshman and sophomore years. This course is designed to delve more deeply and in a more detailed style into both applications. The students will be introduced to the concepts of merging, columns, clipart, styles, and advanced formatting techniques. The second trimester is designed to provide an overall mastery of word processing and advanced spreadsheets and charting. This will involve use of the complete Microsoft PowerPoint presentation program and macros. The third trimester returns to the final mastery of long documents in MSWord with special emphasis on Indexes, Tables of Content, Bookmarks, and Styles. It will introduce Microsoft Access Database, MS Publisher, and HTML programming. We will also introduce topics from the Adobe Creative Suite. A substantial use of the Internet occurs in all three trimesters. Advanced Computer Projects is offered at the honors level to juniors who have successfully completed this course with an A average.

Advanced Computer Projects Honors is an invitation-only full-year elective that is designed as a follow-up to the Computer Applications course. Students should be self-motivated and capable of independent work and the honors credit will depend upon their completing all assignments at an honors level. The Computer Applications course is a prerequisite for this advanced course.

Programming with Java CP is designed to introduce the concept of programming languages by examining programming using the Java language which is the language established for the advanced placement test in computer programming. The focus is on programming as problem solving. While there will be considerable hands-on work in the computer lab students will also be required to do a significant amount of “book” and “paper” work to master the basics of the course. The College Prep level will also incorporate programming with graphics. Because of the mathematical nature of this programming language, students should have at least a 3.0 in their math courses to qualify for the college prep level, and at least a 3.5 for the AP level. Students who successfully complete the college prep Java course are also eligible for the AP level course, with teacher approval.

Programming with Java AP is designed to prepare students for the Advanced Placement examination in Computer Programming in May. Students must get their teacher’s approval to sign up for the AP exam. These students will be expected to commit extra time throughout the spring to prepare for that test. Students who do not qualify for the AP exam will receive honors level credit for the course and will be required to take an in-house final exam.

Theology

All students are required to complete four years of theology in order to graduate from Seton Hall Prep.

Theology Department Profile

A Graduate of Seton Hall Prep will...

- Be engaged in the quest for answers to the perennial questions of human existence, and in particular understand and appreciate the distinctive Catholic approach to these questions which is rooted in a response to the person of Jesus Christ.
- Understand that theology is dialectical in nature, and therefore is only fulfilled in a personal commitment to search for and follow the truth.
- Understand the notion present in Catholicism and some other Christian traditions that the truth of God can be accessed via faith in response to Divine Revelation and reason in response to the order that God has established within His creation.
- Understand that in Catholic teaching, revelation is transmitted through Sacred Scripture and Sacred Tradition. Further, the graduate will understand the particular ways in which the Church preserves the essence of this revelation, e.g. the creed and the hierarchy.
- Be able to appreciate and demonstrate the method of interpretation of Scripture present in Catholicism and some other Christian Traditions that is neither fundamentalist nor relativist.

- Appreciate the self-understanding of the Church as the “Body of Christ”, continuing the work of Christ on earth, and bearing the gospel message to its members and to the world. The graduate will understand the development of the Church’s significant offices and practices, and appreciate the differences that exist among the major Christian denominations.
- Understand Liturgy as the “work” of the Church, and understand the elements of worship, the Structure of the Mass, and the liturgical year. Further, the graduate will appreciate the aesthetic, spiritual, practical and solemn dimensions of public worship.
- Appreciate and understand a Catholic approach to morality that emphasizes the role of reason in moral deliberation, the importance of doing good and avoiding evil, the focus on the common good in the analysis of all moral issues, and to see the Church’s tradition of moral teachings in the light of Jesus’ call to love God and one’s neighbor.
- Understand the basic principles of Catholic Social Teaching, with a special emphasis on the fundamental dignity of the human person, economic justice and the option for the poor, the promotion of peace, and global solidarity.
- Understand the notion of vocation as a fundamental aspect of Catholic Christian Life, with a particular appreciation of the meaning of work, family life and Holy Orders in Catholic life.
- Understand that theology is the intellectual aspect of a life of faith, and that therefore a personal development of a “life in the Spirit”, including prayer and spiritual practices, is essential for faithfulness to Christian living.

Scope and Sequence

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
College Prep	Introduction to Catholic Theology CP	Ecclesiology and Moral Theology CP	Sacred Scripture CP	Senior CP Theology
Honors	Introduction to Catholic Theology H	Ecclesiology and Moral Theology H	Sacred Scripture H	Senior Honors Theology
Advanced Placement			Junior Theology Seminar	Senior Theology Seminar

Freshman Requirement

Introduction to Catholic Theology CP provides a broad based introduction to important basic areas of Catholic Theology, including: Christian anthropology, revelation; Christology; scripture and tradition; Church; Liturgy and Sacraments; and moral Theology

Introduction to Catholic Theology Honors follows the same outline as the CP course but features more challenging readings (including primary sources) and writing assignments which require more in-depth analysis.

Sophomore Requirement

Ecclesiology and Moral Theology CP is required for all sophomores. It is divided roughly equally between Ecclesiology and Moral Theology. In Ecclesiology we cover the nature and mission of the Church. In the process we look at such topics as the development of the Church through history and the roles of the laity and the hierarchy of the Church. In Moral Theology we cover the moral methodology of the Catholic tradition and discuss the application of this methodology to selected topics.

Ecclesiology and Moral Theology Honors follows the same outline as the CP course but features more challenging readings (including primary sources) and writing assignments which require more in-depth analysis.

Junior Requirement

Sacred Scripture CP is a course required of all Juniors. It is divided into two major sections. The Old Testament portion of the course is designed to help students appreciate the Old Testament both on its own merits and in the way it has been traditionally interpreted within Christianity. A special emphasis is placed on the study of the Pentateuch, which is used to introduce students to source criticism. Studies of the monarchic period, the prophets, the exile, and wisdom literature are designed to help students see the ways in which the faith of our heritage grew and developed. The New Testament portion of the course is designed to help students appreciate the predominant role of the Scripture in the Church’s understanding of the person of Jesus. Each year, one gospel in particular is highlighted, matching the Sunday Liturgical cycle. There is also some study of the gospel of John each year, and the letters of St. Paul to the Corinthians are studied each year.

Sacred Scripture Honors follows the same outline as the CP course but students are expected to engage in textual analysis at a rigorous level, supported by college level texts and independent research.

Junior Elective

Junior Theology Seminar is an honors credit course offered to selected juniors who have demonstrated outstanding ability, performance and interest in Theology. AP courses are not available in Theology; however, the Theology seminar is designed to challenge students on a similar level. The course is structured as an extra class that is largely independent study – it meets once a week, at a time convenient for all participants. Students will study primary source readings which will demonstrate significant Theological developments from the patristic era to St. Thomas Aquinas. This course will only run with sufficient enrollment.

Senior Requirement

Seniors may satisfy the Theology requirement with either the Senior CP Theology course, the Senior Honors Theology Course, or the Peer Leadership course. Placement in CP or Honors is made by members of the Theology Department; Peer Leadership requires a special application process.

Senior CP Theology is a course in which the focus is theological reflection on the role of the mature Catholic Christian in society. In doing so, the course concentrates on three areas. One is introducing and fostering methods for personal spiritual growth; a second is a particular study of the tradition of Catholic Social Teaching, emphasizing a variety of issues; a third is a particular study of the Catholic understanding of marriage and family life.

Senior Honors Theology - is essentially the same as in the CP course. However, a wider and more challenging selection of readings is employed, and more frequent written assignments of greater depth are required.

Peer Leadership Seminar is an honors level course that involves training in leadership skills that will include summer, evening, and weekend time commitments. Participation in the summer retreat in August is an absolute requirement. Peer Leaders will serve as freshman homeroom moderators every day. Students may apply for the program, but the course will be limited; students will be selected on the basis of the interview process.

Senior Electives

World Religions CP is a course that is consistent with our educational philosophy that a well-rounded individual needs to come to know something about all of the major traditions of the world, religious and otherwise. The course will familiarize the student with the basic beliefs of the major religions of the world, including the distinctive beliefs of major branches of those religions where divisions exist. The course will not cover Christianity per se, as this is covered in our regular course of study. Topics covered in the course will include: The religious dimension of human life; Significant religions of the past; Religions that have emerged in India: Hinduism, Jainism, Buddhism, Sikhism; Variety in the Buddhist Tradition; Religions that have emerged from East Asia: Taoism, Confucianism, Shinto; Religions that have emerged from the Near East: Zoroastrianism, Judaism, Islam; Variety in the Jewish Tradition; Variety in the Islamic Tradition.

Senior Theology Seminar is an honors credit course offered to selected seniors who have demonstrated outstanding ability, performance and interest in Theology. AP courses are not available in Theology; however, the Theology seminar is designed to challenge students on a similar level. The course is structured as an extra class that is largely independent study – it meets once or twice a week, at a time convenient for all participants. Students will study primary source readings which will demonstrate significant Theological developments from the Reformation through the modern and postmodern eras. This course will only run with sufficient enrollment.

Health and Physical Education

All students are required to complete two years of Physical Education in order to graduate from Seton Hall Prep. Normally students will take

Health and Physical Education I is an activity class designed to help students gain an understanding of how to develop overall physical fitness including cardiovascular fitness, muscular strength and endurance, and coordination. This course is also designed to help students develop a positive attitude toward exercise and healthful living through participation in aerobic exercise, calisthenics, class lectures, and class discussion. This program includes skill development and the application of

rules and strategies in the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) individual sports/activities, and (4) group sports/activities. Ongoing assessment includes both written and performance-based skill evaluations.

Physical Education II and Drivers Education The Driver Education course is designed to prepare students for the written test for a New Jersey Driver's License. The Physical Education builds on the skills and knowledge from the freshman Physical Education course to promote both physical and mental well-being through a program of fitness and conditioning, games, sports, tumbling, and weight-training.

Physical Education and Weight Training. Students taking this course will develop greater levels of flexibility and strength. They will learn correct weight lifting techniques in relation to human muscular anatomy. Students will also explore the effects of steroids and other drugs on the body. Finally, they will develop a personal running program to meet their own personal needs and abilities.