

Seton Hall Preparatory School Course Catalog 2018-2019

The following is a description of the course offerings for the 2018-2019 school year. Not all courses that are offered will actually run, as we make decisions primarily based upon student interest and enrollment.

Note to students

Each junior and sophomore will be scheduled for a meeting with his guidance counselor 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 students 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 on June 21st there will be a one hundred dollar fee, and then only if there is room to accommodate that request. **After August 29th the fee for a schedule change is \$200.** Students must know that after ten school calendar days in September no course changes are permitted, other than level changes. Student initiated level changes after June 21st incur the fees indicated above.

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 and 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 Department Placement Guidelines

English I through English IV: From year to year, College Prep, Honors, and High Honors/Advanced Placement tracking is based on the performance assessment of the student's English teacher. The department holds student tracking discussions by year's end in order to place every student on the appropriate level for the following year.

English I (2012) 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 the improvement of their reading skills.

English I Honors (2014) 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 (2015) 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 portfolios, with journal entries, literary explications, and creative assignments. Students will also deliver a

number of presentations. Reading is intensive, as we cover such classics as Octavia Butler's *Kindred*, 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 (2022) 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 (2024) 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 (2025) 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 (2032) 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 the study of American literature.

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 (2042) 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 (2034) 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 (2035) 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 (2044) 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 (2045) 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 III Writing Workshop (2342) is a course designed to work on writing fundamentals and is offered in addition to, not in place of, the regular English III course that focuses on American 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 juniors, it will be a required course for students * who have demonstrated a clear need for additional help with writing.

Cinema (2432) 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 (2234) 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 2018-2019.**

Classics Epic Honors (2334) 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 2017-2018.

Creative Writing (2142) 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 (2644) 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.

Mark Twain: America's Master Storyteller, Essayist, Lecturer, and Humorist (2733) This full-year course College Prep course is a study of America's most famous author and storyteller whose literature is loved to this day by a worldwide audience because of his extraordinary life and diversity of writings. Students will see the relevance of his stories and truths of life in all its stages as crucial for their growing up in a complex and turbulent world. Throughout their lives, whether rich or poor, happy or sad, successful or failing, they will be uplifted to know that Twain has already felt the same and that they aren't alone, they have reason to endure and have the awareness and courage to refine our human faults. They will learn that Twain's writings will increase their reading comprehension through his communicative abilities to stimulate their senses, their emotions, and their imaginations. A commensurate objective is to increase the student's critical thinking skills in command of language, grammar, and vocabulary through extensive readings, audio and film adaptations, and written reactions. This course is open to all 11th and 12th grade students.

Anglo-Saxon Literature (2942) Students in this course explore the origins of the English language and the complex culture of England's early medieval inhabitants - the Anglo-Saxons. Essentially, the course has three major focuses: the story of Beowulf, the Viking invasions, and the manuscripts preserved by monks. Our focus is interdisciplinary. On one hand, students will learn how to read Old English and be exposed to several important literary trends of the Middle Ages. Students, however, will also study the history of England from 400-1200 C.E. with a special focus on the influence of Irish and Norse settlers. This course is open to students currently enrolled in High Honors or AP English. Students not in those classes must receive permission to enroll. Offered as an elective that meets during lunch/homeroom, this course may only be selected as an eighth course. See Mr. Clapham for details.

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 (1112, 1132, 1142) 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 (1332) 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 (1232) elective. Music Theory & Technology is designed to offer all students the opportunity to learn the language of music. Students with formal music training and those without and training, work to develop their own musicianship. This course will use music technologies to develop sight-reading and dictation skills as well

as the foundations of music theory and music technology. Instruction in basic keyboard skills is included. This course is designed for all students who wish to develop their musical identity. Students who continually meet curriculum standards and demonstrate growing musicianship in the first trimester may be elevated to honors credit with the approval of the instructor and department.

Music Theory II (1244, 1245) 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 (1422) 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/Wind Ensemble (1242) 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 (1342) 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.

Vocal training and Choral Singing (1932) is a college prep level elective that introduces the student to basic sight-singing skills to develop an understanding of how to read choral music. The student will develop rudimentary musicianship skills, including simple melodic notation and its application to the keyboard. Traditional hymns and a cappella repertoire will be used to develop this skill. The skills developed in this course will enhance the opportunity to participate in the SHP choral ensembles C-Tonians and Music Ministry.

Drawing I (1632) 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 (1644) 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 (1745) 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 (4345) 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 (1832) 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 (1844) 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 (2532) 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.

Video Production College Prep (0832) 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.)

- **Not offered in 2017-2018**

Digital Photography (1942) brings the student into contact with the wide variety of subjects comprising the field of photography. The course takes a two-pronged approach- it seeks to grow aesthetic appreciations; it also requires the acquisition of various technical abilities involving photographic equipment and digital imaging software. Areas investigated include-

- What are the elements that make for good photographs?
- What techniques and equipment aid the photographer in his quest to capture what he sees with his eyes and feels in his heart and mind?
- Why and how do these techniques and this equipment work the way they do?
- What makes for effective composition and design, both in photographs and in graphic presentations?
- Who are the photographers who have brought photography to its current position in the world of art and journalism? What particular visions and views of our world have those photographers contributed?
- What are the major skills offered by imaging software (PhotoShop) that enable the photographer to best present his work and to communicate his ideas and vision.
- **Not offered in 2017-2018**

Foreign Languages

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

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. Communicate in the target language on simple, everyday topics with accuracy in vocabulary and grammatical structures
2. Read and write the language studied
3. Appreciate of the complexity of English vocabulary and grammar, and to express himself with greater accuracy and facility in English
4. Develop a sensitivity to the cultures and traditions of different peoples, and therefore broaden his personal horizons
5. Use 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. Understanding and interpret written and spoken language on a variety of topics.
2. Present information, concepts, and ideas to an audience on a variety of topics.
3. Understand the relationship between the people and perspectives of the cultures studied.
4. Increase his appreciation of English vocabulary and grammar and improve his fluency in both languages.
5. Participate in language study by using it for personal enjoyment and enrichment both within and beyond the school setting.

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 involves more intensive student work in both the language and the culture.

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

1. Communicate and interact in a range of situations.
 2. Respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
 3. Comprehend fluent speakers in everyday situations.
 4. Communicate orally with increasing logic and accuracy.
 5. Identify common and distinct features, such as grammatical structures, among languages.
 6. Recognize and understand verbal and nonverbal cues within a culture.
 7. Explore and discuss similarities and differences among various cultures.
 8. Explore and discuss representative works of diverse cultures.
 9. 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.
- The Latin AP, Mandarin AP, Spanish AP Language and Culture, Spanish AP Literature and Culture, and Italian AP courses prepare students for the corresponding Advanced Placement test in May. Consequently, these courses involve a greater time commitment during both the summer and during the school year, especially during the spring trimester.*

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 Italian I CP	Spanish II CP Italian II CP	Spanish III CP	
Honors	Spanish I H Latin I H Mandarin I H Italian I H	Spanish II H Latin II H Mandarin II H Italian II H	Spanish III H Italian III H Latin III H Mandarin III H	Spanish IV H Italian IV H Mandarin IV H
Advanced Placement	Spanish II H Latin I H Italian I H Mandarin II H	Spanish III H* Italian III H* Latin II H Mandarin III H* <small>*Optional Test to Place into AP Offered in March</small>	Spanish AP Language Spanish IV H Latin III H Italian IV H Mandarin IV H	Spanish AP Language Spanish AP Literature Latin IV AP Mandarin AP Italian AP

Guidelines for Language Placement: Please note that all placement decisions are made at the time of course selections and will depend on continued high performance through the conclusion of the academic year. If a student's placement is expected to change due to superior performance by year's end, the student will need a written note from his teacher **at the time of course selection**.

- Current Honors students will remain at the Honors level provided they maintain a B average for the year in their current course.
- Current College Prep students who wish to place into the Honors level must maintain an A average for the year in their current course and have a recommendation from their current teacher. Students who meet these standards of independent-minded academic success and who wish to move to the Honors level the following year must remain at the Honors level for the entire academic year.
- At the time of course selection, current Spanish 3 Honors students may take a placement test to move ahead to AP Spanish Language and Culture. This may afford more flexibility when selecting senior-year courses and also opens up the possibility of taking AP Spanish Literature and Culture.
- At the time of course selection, current Italian 3 Honors students may take a placement test to move ahead to AP Italian Language and Culture. This may afford more flexibility when selecting senior courses, as well.
- Advanced Placement classes are Latin, Italian, Mandarin, Spanish Language and Culture, and Spanish Literature and Culture.
- Note that College Prep students may not be able to continue their studies for four years, as most languages offer only Honors-level courses beyond the second level. The great majority of Seton Hall Prep students (perhaps 75%) applies to one or more tier 1 or 2 colleges and will need at least **three years of study** in his language. If a student is planning to apply to competitive colleges, he may be required to take four years of a language; therefore, he must plan ahead and do well in his language study.

Please contact the Language Department Chair, Mrs. Mainardi, at mmainardi@shp.org with any questions.

BIBLICAL GREEK

Honors Biblical Greek:

The study of Ancient Greek offers many advantages, mainly the ability to read the Christian Bible in its original language. While the focus of the class is the Biblical stage of the language, students also will become familiar with the Greek of Homer, a closely related dialect. Students who are interested in ancient history, linguistics, theology, or mythology will benefit greatly from this class

ITALIAN

Italian I (3412) introduces the student to the fundamental skills of listening, speaking, reading and writing in Italian. Student will master basic vocabulary and grammar in order to converse on basic topics. By the end of their first year, students will be familiar with different aspects of daily life in Italy, as well as an appreciation for Italian art, history, prayers and the close connection between Catholicism and the Italian culture.

Italian I Honors (3414): Italian I Honors is an introduction to the speaking, listening, reading and writing of Italian, as well as an introduction to Italian culture. This faster-paced course uses a college level textbook, making it well-suited for students who have had some prior exposure to Italian in elementary or middle school. By the end of this course, students will be able to communicate in spoken and written Italian. Also, they will have developed an appreciation for Italian art, history, prayers and the close connection between Catholicism and the Italian culture.

Italian II (3422) 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.

Italian II Honors (3424) 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. The introduction of cultural materials centers on the Etruscans and Romans. This ancient history is taught in Italian, as are the basic prayers.

Italian III Honors (3434) is based on speaking, grammar, repetition, and pronunciation. The introduction of culture materials is based on the Catholic Art and Architecture of Italy during the 14th to the 17th Centuries. The information is taught in 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.

Italian IV Honors (3444) is based on speaking, grammar, repetition, and pronunciation. The students study Italian Literature, including the reading of Dante’s Inferno, which is the crux of study for Italian IV. The class is conducted in Italian.

Italian V Honors (3445): This course will build upon the literacy skills developed in Italian IV Honors. The class will be taught entirely in Italian, and students will be expected to complete significant work outside the classroom.

AP Italian Language and Culture (XXXX) enables students to further develop their proficiency in listening, speaking, reading, and writing, exclusively in Italian. Students who enroll already have a good knowledge of the language and culture of Italy and have attained a proficiency in listening comprehension, speaking, reading, and writing. The AP Italian Language course is equivalent to an Intermediate college course.

LATIN

Latin I Honors (3514) introduces 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.

Latin II Honors (3524) transitions 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*.

Latin III Honors (3534) furthers 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.

AP Latin (3545) enables 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.

MANDARIN CHINESE

Mandarin I Honors (3714) Mandarin I Honors is an introduction to the speaking, listening, reading and writing of Mandarin Chinese. It introduces pinyin, the phonetic Romanization of Chinese words, as well as the writing of Chinese characters. By the end of this course, students will be able to communicate in spoken and written Chinese to describe themselves, their family and friends; use numbers to decipher quantitative data such as dates and times; and finally to discuss everyday topics such as hobbies, school, and food.

Mandarin II Honors (3724) Mandarin II Honors continues the fundamental language skills acquired in Mandarin I Honors. At this level, students will be able to use spoken and written Chinese to describe their school life and daily routines, navigate their community and ask directions, as well as complete everyday tasks such as correspondence, shopping and ordering food. Mandarin II Honors focuses on the development of literacy skills necessary to prepare students for more advanced Chinese courses, with particular attention paid to Chinese radicals and character families.

Mandarin III Honors (3734) Mandarin III Honors integrates the previous topics introduced in previous Mandarin classes. Students will compare and relate various aspects of their life, such as their home and school environment, the weather, extra-curricular activities and their health. Students will continue to gain cultural knowledge of the history and values of China, its minority communities and other Chinese speaking countries. Students will be able to provide more nuanced arguments of their perspectives in both written and spoken forms through activities such as essays, debates and public presentations.

Mandarin IV Honors (3744) Chinese IV Honors is an upper-level Chinese class designed to develop more advanced language skills while taking a look into Modern Chinese society, with a particular emphasis on its perspectives, products and practices. Topics ranging from education, family, technology, economy and politics will all be discussed. The bulk of materials will come from selected readings, films and resources from the internet.

AP Chinese* (3745) AP Chinese is intended for students who wish to prepare for the AP Chinese examination. They will demonstrate their proficiency in Mandarin Chinese across a number of broad themes, such as family and community life, global challenges, and science and technology. Students who enroll should already have a solid knowledge of Chinese language and culture, and should have attained a high proficiency in listening comprehension, speaking, reading, and writing.

**Enrollment is limited to those students who have completed Chinese IV Honors or have tested into the class and received instructor permission.*

Mandarin VI Independent Study (3746) Mandarin VI Independent Study is intended for those students who have already exhausted the Chinese curriculum, including AP Chinese. Students will meet concurrently with AP Chinese students while completing an independent study on a selected topic of Chinese culture. Students will locate, read and summarize materials in order to obtain a deeper understanding of their chosen research topic as they relate to the AP thematic units. At the culmination of the year, the student will present one specific element of their topic as a research report. Report results will be written in an extended research paper and shared in a public forum so that the audience can provide questions and feedback.

SPANISH

Spanish I (3612) 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 oral and written material to conform with his needs. Presentation of cultural topics increases the student's knowledge and awareness of the Spanish-speaking world.

Spanish I Honors (3614) 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 write compositions in Spanish and watch videos in order to gain an appreciation of the culture of different Spanish-speaking countries.

Spanish II (3622) 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 (3624) 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.

Spanish III (3632) 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 (3634) 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. The study of cultural works introduces the students not only to new vocabulary but also encourages an appreciation of the world of fine art.

Spanish IV Honors (3644) 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. Grammatical structures and cultural mores are studied through reading literature.

AP Spanish Language (3645) 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 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 (3646) 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 on 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 Government and Politics or European History
Honors	World History I Honors	World History II Honors	U.S. History II Honors	Government and Politics Honors
Advanced Placement	AP Human Geography (Seton Scholars)	AP World History	AP U.S. History	AP Microeconomics AP U.S. Government

Placement Guidelines for Grades 9-11

Placement in the different academic levels of the Sophomore World History and the Junior U.S. History courses is made during the year on the basis of each student's performance in his current history course.

The general guidelines are:

- for student to remain at the Honors or AP level he should maintain a B or better in his History course and an overall GPA of 3.75 for Honors and 4.0 for AP.

- for a student to move up to the Honors level, he should have at least an A in his current history course and an overall GPA of at least 3.75
- for a student to move up to an Advanced Placement level, he should have at least an A+ in his current history course and an overall GPA of at least 4.0

Within these general guidelines, the placement is made by the department on the basis of the recommendation of the student's current history teacher working with the chairperson and other members of the department. This recommendation is usually based on the following factors:

Placements are made on the basis of the work that the students have demonstrated in their current history class and not on the possibility of a better performance at a more demanding level next year.

Since the Honors and Advanced Placement levels involve a greater expectation for independent work by the student, one of the major criteria is the consistency of the student's work ethic as demonstrated by completing all assignments including homework, projects, quizzes, and tests on time.

Since the Honors and Advanced Placement levels involve a greater expectation that the student can consider competing interpretations and points of view, the second major criterion is that the student has shown some ability in this area in both class discussions and in his written work.

A student doing solid work but not going beyond minimum requirements, or standard answers, or not participating actively in class is best continuing at his current academic level even if he meets the grading requirements to move to a more demanding academic level.

Placement decisions will be made at the time of each grade's course selection. In all cases the placement is conditioned on the student completing the current year successfully. If a student slated for the honors or advanced placement levels next year began to have problems in the remainder of the year including missing assignments, we would reevaluate the placement. Similarly, a student who shows a marked improvement in the remainder of the year could have his placement reviewed for a more demanding level.

Requests for a more demanding level of the course must be made before May 15.

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 (4314, 4324): 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 (4015) 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 (4225) 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 (4022) 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 (4034) 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 (4135) 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 (4142)** 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 or Statistics courses to take Economics; students enrolled for College Algebra are not eligible for this course.

To qualify for the **Advanced Placement level (4145)** To qualify for the Advanced Placement level of the course, students must maintain a minimum 4.0 cumulative average with **at least a 4.0 in their current math** course. The student should also be **scheduled for an honors level of mathematics in senior year**. Students who register for the advanced placement level are committing themselves to take the Advanced Placement test in microeconomics in the spring.

The United States Government and Politics- course is a one-year senior elective that will be offered on **the CP, Honors, and AP levels**. The course is a natural follow-up to the US History course. While the course begins with a serious consideration of the Constitution, the emphasis is on politics and policies in the past two decades.

In general, students would be approved for the level of the course that they are currently taking in their US History course. Any student wishing to move up from CP to Honors must have an A in their current US History course and the approval of their current teacher.

United States Government and Politics CP (4352) The United States Government and Politics-CP level course is a full-year senior elective. It is designed to supplement the junior course in US History with a more in-depth treatment of the US Constitution and the institutions of government: Congress, Presidency, Supreme Court and the Bureaucracy. The course will also include the following topics: political beliefs and behaviors; political parties, interest groups, and mass media; public policy; civil rights and civil liberties. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples and current issues.

United States Government and Politics Honors (4354) The United States Government and Politics-Honors level course is a full-year senior elective. 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. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples and current issues. Acceptance in the honors level will depend primarily on the student's performance in the junior U.S. History course. The general guideline would be a B or better in the honors or AP level of the US History course; an A+ at the CP level of that course.

AP Modern European History (4245) is an Advanced Placement 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 (4355) 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 or Honors U.S. 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 critically, logically and abstractly. Mathematics is an organized way to understand certain kinds of phenomena: numerical, geometric, algebraic, trigonometric, and probabilistic, among 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:

- Fostering problem-solving, higher-order thinking, critical thinking skills and collaboration.
- The ability to formulate and solve mathematical problems.
- The ability to apply mathematical procedures appropriately including properties, definitions, theorems, postulates and axioms.
- The ability to reason analytically and hypothetically.
- The ability to collaborate with others.
- Development of advanced computation skills and evaluation of algebraic formulae.
- The use of technology and graphing calculators.
- Graphical analysis including: collection of data, interpreting that data, and analyzing graphs.
- Emphasize the use of good mathematical language and terminology.
- Daily preparation for class, organizational skills, and responsibility in producing quality work.
- Appreciation of math application in the real world through the use of mathematical models.

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
Honors	Algebra I Hrs	Geometry Hrs	Algebra II Hrs	PreCalculus Hrs
Advanced Placement	Geometry Hrs Algebra II Hrs	Algebra II Hrs PreCalculus Hrs	PreCalculus Hrs Calculus AB AP	Calculus AB AP Calculus BC AP

*Geometry Honors, Algebra II Honors and PreCalculus 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

The Mathematics Department has established placement guidelines. While the placement and course selection process will take place in the spring, I ask that you please review these guidelines. The guidelines are as follows:

- Current CP students will remain at the CP level. Current CP students who wish to move to the Honors level must maintain an A+ average for the year in their current course and have a recommendation from their current teacher.
- Current Honors students will remain at the Honors level provided they maintain a B average for the year in their current course. Current Honors students who do not maintain a B average for the year in their current course will move to the CP level.
- Current AP Calculus AB students may take AP Calculus BC next year provided they earn a score of 3 or better on the AP Calculus AB exam.
- Current Pre-Calculus Honors and AP Calculus AB students may take AP Statistics next year provided they earn a B average for the year in their current course.
- Current PreCalculus Honors students who are not eligible to take AP Calculus AB are eligible to take Calculus Honors at the discretion of the Department Chair. Students may not transfer into or out of this course and students who complete this course are not eligible for AP Calculus BC.

Algebra I CP (6012) 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 Honors (6014) 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 (6022) 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 Honors (6024) 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 (6032) This course 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 complex algebraic concepts, skills, and associated problem solving strategies. Students will learn the practical applications of organizing data, graphing, and modeling, both as they

relate to mathematics and as they apply to the rest of the school's curriculum. This course will require students to develop proficiency in solving moderately challenging problems, thereby not permitting much time for review of Algebra I concepts. Additionally, some time and effort will be devoted to SAT and ACT preparation.

Algebra II Honors (6034) 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. Additionally, some time and effort will be devoted to SAT and ACT preparation.

PreCalculus CP (6042) 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 Honors (6044) 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. *Note: per the Math Department Placement Guidelines, only students earning a final grade of A or higher will be eligible to take AP Calculus. Students earning a final grade of B or B+ will be eligible to take Calculus I Honors.*

College Algebra (6041) This course will provide a comprehensive review and extension of the applications and principles developed in Algebra II. Students will be given an opportunity to improve and refine their problem-solving skills in an effort to prepare them for college level mathematics. Additionally, some time and effort will be devoted to SAT preparation. Placement is made at the discretion of the Department Chair.

Statistics CP (6342) 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.

Honors Statistics (6344) 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: collecting data, Anticipating Patterns: exploring random phenomena using probability, and Statistical Inference: estimating population parameters and testing hypotheses.

Calculus Honors (6144) This course is designed to prepare students for college Calculus and other math courses in anticipation of Business, Science, Mathematics, and/or Computer Science majors. Topics include functions, limits, derivatives, integrals, sequences, series, and applications of these concepts. Students will not sit for the AP exam and placement is made at the discretion of the Department Chair.

AP Calculus AB (6145) 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 (6245) 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 (6345) 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.

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 (see appendix for more complete chart)

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
College Prep	Physical Science	Biology	Chemistry Environmental Sci	Forensic Sci Chemistry Environmental Sci Physics
Honors	Physical Science H Physics Geology (Summer)	Chemistry Biology Geology (Summer)	Chemistry Organic Chemistry Honors Scientific Research Methods Geology (Summer) Physics (Summer)	Chemistry Physics Organic Chemistry Advanced Topics in Chemistry Engineering Scientific Research Methods
Advanced Placement		Chemistry H	Physics 1AP Physics C AP Biology AP Environmental Sci AP	Environmental Sci AP Chemistry AP Physics 1AP Physics C AP

Physical Science College Prep (7412) 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 (7022) 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 (7024) 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.
- 3.75 GPA.
- Departmental recommendation.

Advanced Placement Biology (7145) 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 two basic levels, college prep and honors.

Chemistry CP (7032) 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 (7034) 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.
- A minimum of a 3.75 overall GPA
- Departmental recommendation.

Advanced Placement Chemistry (7345) 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 Honors (7744) 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.

Advanced Topics in Chemistry Honors This hands-on course is designed for any student considering a career in a medical and/or science related field. This course will provide a solid, first-year college chemistry experience, especially in regard to laboratory experimentation. The student will study essential elements of thermodynamics, chemical kinetics, chemical equilibrium, acid and base equilibrium, solution stoichiometry, solubility products, and electrochemistry. Extensive laboratory experiments and activities will serve to supplement the learning in the lecture section in the course. Problem-solving skills, both on paper and in the lab, are emphasized. **(Not offered in 2016)**

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

- A minimum of a 4.0 for the year in a completed Chemistry course;
- Departmental recommendation.

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

College Prep Physics (7042) 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 (7044) 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. This course usually runs during the summer as well.

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

- A minimum of a 4.0 in Algebra;
- A minimum of a 3.75 overall GPA;
- Departmental recommendation.

AP Physics 1 (7055) 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 1, a student must meet the following requirements:

- A minimum of a 4.5 in Algebra;
- A 4.0 in science classes
- Departmental recommendation.

AP Physics C: Mechanics is a course designed to prepare students for the Advance Placement exam in May. AP Physics C: Mechanics is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering.

- 4.0 in any Calculus course
- 4.0 in any Physics course
- Departmental recommendation

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

Environmental Science CP (7132) 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 (7135) 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 (7442) 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. Students who want to register for Forensic Science must complete a specific project. Students will be allowed into this class based on the quality of their work on that project.

Geology Honors (Summer Enrichment) (7854): This Summer Enrichment course is focused on understanding the Earth as a “dynamic system” and the history of this system. In addition to the classroom lectures, this lab course will involve hands-on activities and many field trips focused on topics such as mineralogy, rock formation, topography, seismology, geologic map interpretation, and geologic chronology. This course provides an excellent foundation for all levels of Biology as well as AP Environmental Science. Physical fitness is required to handle several of the arduous hikes. Enrollment is limited to 12 students.

Introduction to Engineering Honors (7824) The Introduction to Engineering course is designed for students who are seriously considering studying engineering in college. While students will learn about several fields in engineering (civil, mechanical, environmental, chemical, etc.), the majority of the course will be project-based in order to turn ideas into reality. Students will have an introduction to CAD software as well as our 3D printer - and they will use both in several of their projects.

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

- A minimum of a 4.0 average in a completed Algebra II course;
- Previous completion of Physics;
- A minimum of a 3.75 overall GPA.

Summer Enrichment (7835) Same as above.

Prerequisites: Students need to be extremely hard-working and have the ability to manage their own progress throughout their projects. Students must have taken Physics already and achieved at least a B. Students must have an A average in Algebra II.

STEM Problem Based Learning (7154) is designed to provide students with the opportunity to use the scientific method to research areas of their choosing. Students will be permitted perform pure scientific research or they can develop a product/solution to a societal problem. Students will research local competitions for their work and enter them after they ensure that their projects conform to the various requirements. Students will be encouraged to make connections with local businesses and/or colleges in order to further develop their research. While some work can be completed in class, the students should expect an extraordinary amount of work beyond the class time. Additionally, students will have several meetings over the summer before the school year begins. Course enrollment is limited so students may have to complete an entrance project to qualify. There is a minimum GPA of 3.75 required.

In order to place into Honors STEM Problem Based Learning, students must meet the following requirements:

- Open to Juniors and Seniors;
- A minimum of a 4.0 average in the sciences;
- A minimum of a 4.0 overall GPA.

Astronomy – Celestial Navigation, Planets, and Stars (Summer Enrichment) Astronomy is the oldest and one of the most culturally impactful branches of science in the world. From serving as a yearly clock to the earliest farmers to profoundly influencing the mythologies of the ancient world, it is an area of study that at its core explores the connection between humankind and the universe. This course will familiarize students with observational techniques and terminology, the origin and character of the planets, and the properties and life-cycles of stars. In addition to classroom lectures, this course will also involve several nights of telescope observations and field trips to the Dreyfuss and Hayden Planetariums. While enrollment is not limited to a specific grade level, proficiency in solving algebraic equations and a basic understanding of geometry and trigonometry is required.

Science Technology Education

Computer Applications (MicroSoft In-Depth) College Prep (0142) is an elective that begins with a formal introduction to both Microsoft Word, and Microsoft Excel, and Microsoft PowerPoint. The students are taken very quickly through the basics that it is assumed they have mastered in other classes in freshman and sophomore years. This course is designed to delve more deeply and in a more detailed style into the topics covered in the students' other classes. The students will be taken quickly through a refresher of the concepts of columns, clipart, with further emphasis on styles, merging, and advanced formatting techniques. They students will also be provided with the tools necessary for an overall mastery of Word, Excel, and PowerPoint. Some of these concepts include, but are not limited to mastery of long documents in Word with special emphasis on Indexes, Tables of Content, Bookmarks, and Styles; Excel Tables, graphs, Pivots, Functions, and advanced custom sorting techniques; emphasis on the high-profile role of PowerPoint in all managerial positions in businesses today, and the art of presentation. It will introduce Microsoft Access Database, MS Publisher, and HTML programming of Web Pages. Further webpage development will be enhanced through the use of MS WebExpressions software. Scattered throughout the three trimesters is a substantial use of the Internet, including a foundation for evaluating websites for research use. Adobe Photoshop will be introduced and some of the newer concepts explored. Finally, we will investigate some of the more common Web Applications available.

Computer Projects: 21st Century Computing (0642) course is a CP elective with an HONORS OPTION and no prerequisite. Students use programs as they would in their future careers as they investigate the newest computer developments. At the end of the course, they will possess a portfolio that includes highly stylized and formatted documents, high-functioning spreadsheets, and professional presentations. Their collection will also include simple webpages that they

have coded themselves, as well as a full website created with top design software. These webpages will include photos and graphics they have designed and altered, as well as Flash media. They will even construct Phone Apps and 3-D print artifacts of their own design. They will have investigated a variety of the better online programs and supplements available in the Cloud. Because technology changes so rapidly, we will be open to exploring new content not listed here.

Programming with Java CP (0742) and Java Honors (0743) 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. Students will be exposed to Android software development. 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.

AP Computer Science A (0745) is designed to prepare students for the Advanced Placement examination in Computer Programming in May. This course is focused primarily on programming with JAVA. The students will be expected to commit extra time throughout the spring to prepare for that AP exam. 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. Students who register for the course may concurrently enroll in AP Computer Science Principles.

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

- A minimum of a 3.0 average in Math;
- A minimum of a 3.75 GPA.

iOS (0932) This course will offer an introduction to the basic development language of iOS Apps, Objective-C. Students will learn how to create a basic, fully-functioning application which will provide them with skills necessary to write applications that can be sold in the Apple App Store for iOS. Open to juniors and seniors only. Priority will be given to seniors.

Advanced Placement Computer Science Principles (0935) is designed to prepare students for the Advanced Placement exam in May. This course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. The course is organized around the investigation of seven big ideas, all of which are fundamental principles essential to thrive in future college courses and a variety of STEM (science, technology, engineering, mathematics) careers. These integral understandings can be applied in further studies of computer science and provide a pathway for becoming a well-educated and informed citizen who understands how computer science impacts people and society. Students who register for the course may concurrently enroll in iOS App Development or AP Computer Science A (JAVA programming).

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

- A minimum of a 3.0 average in Math;
- A minimum of a 3.75 GPA.

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

PLACEMENT GUIDELINES FOR SOPHOMORE, JUNIOR AND SENIOR THEOLOGY COURSES

Placement in the different academic levels is made after the first half of the year on the basis of each student’s performance in his current theology course and teacher recommendations.

Criteria which are to be met prior to the request to change a placement:

- For a student to move up to the Honors level, he should have at least an A in his current theology course and an overall GPA of at least 3.75.
- For a student to remain at the Honors level he should maintain a B or better in his theology course and an overall GPA of 3.75.
- Requests to move from Honors to CP level are discouraged and will be handled on a case-by-case basis, if a request is made by May 15.
- All changes are made on the condition that the student completes the year successfully. A recommendation for higher placement can be revoked after placement conferences if a student fails to meet the above criteria by the end of the year.

Criteria for Teacher Recommendation:

- 1) Since the Honors level involves a greater expectation for independent work by the student, one of the major criteria is the consistency of the student's work ethic as demonstrated by completing all assignments including homework, projects, quizzes, and tests on time.
- 2) Since the Honors level involves a greater expectation that the student can consider multiple interpretations and points of view, the second major criterion is that the student has shown some ability in the areas of analysis and writing.
- 3) A student doing solid work but not going beyond minimum requirements, or standard answers, or not participating actively and intelligently in class discussions is best continuing at his current academic level even if he meets the grading requirements to move to a more demanding academic level.
- 4) Placements are made on the basis of the work that the students have demonstrated in their current theology class and not on the possibility of a better performance at a more demanding level next year.

*Seniors interested in Peer Leadership have a separate application process that is administered by the Peer Leadership program. A student interested in Peer Leadership will be placed first in either Honors or CP according to the criteria above, and then those selected for Peer Leadership are re-placed in Peer Leadership. Students may take Honors or CP theology and Peer Leadership if they wish.

Freshman Requirement

Introduction to Catholic Theology CP (5312) 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 (5314) 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 (5322) 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 (5324) 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 (5332) 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 (5334) 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.

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 (5042) 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 (5044) - 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 (5344) 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 (5442) 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.

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 (8612) 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 (8222) 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. (8232) 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.