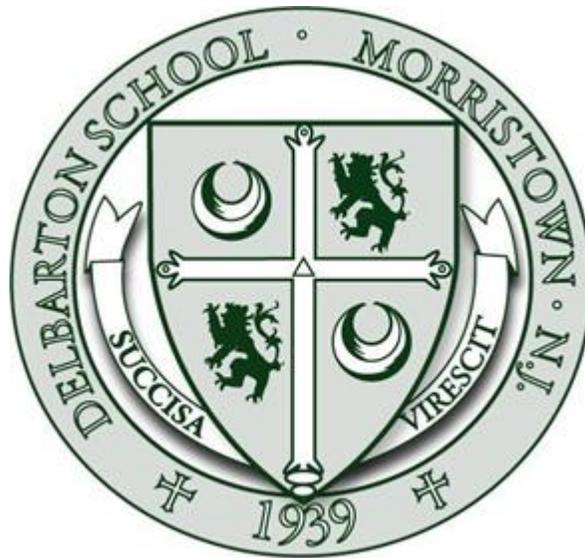


# 2022-23

# Curriculum Guide and Course Catalog



## **Delbarton School**

230 Mendham Road  
Morristown, NJ 07960

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## **Section 1: Introduction**

Delbarton School offers a wide range of courses designed to give the student a comprehensive and in-depth background in the liberal arts in preparation for college.

This *Curriculum Guide and Course Catalog* is for informational purposes only. By listing a course, Delbarton School does not guarantee that the course will be offered each year. No agent of the school is authorized to guarantee admission to a particular course, or guarantee that a student will have a particular teacher, or guarantee that a student will take a course in a particular semester. Delbarton School reserves the right to cancel any course or change faculty. It also reserves the right to change policies stated in the *Curriculum Guide and Course Catalog*.

## **Section 2: Academic Policies**

### **Absences and Tardiness**

Absences that are not approved within the guidelines of this *Guide* or the failure of a student to follow these procedures will result in an unexcused absence and be subject to the stated academic and disciplinary consequences outlined in this *Guide*. In addition, the failure of a student or parent to be forthright and honest in their communication with the school about an absence may result in the student's dismissal from Delbarton School.

#### Absences and Course Credit

Absences in excess of eight days for semester courses and fifteen days for full-year courses may result in the lowering of the final grade or denial of course credit.

Students who return to school after receiving medical treatment for an injury or for a serious communicable disease, such as chicken pox, mononucleosis, etc., should report to the nurse before attending classes.

Students with an unexcused absence (see the *Student Handbook*, Section 7 for a detailed description of types of absence) will receive a failing grade for that day's classwork in each class. Written assignments may be submitted electronically on the due date without penalty. Students are required to make up all missed class work during the period of their absence. The made-up work may earn no higher than the failing grade of 60/F (see below on "Grading Policies").

If the student does not make up missed work, his grade for that work will be an F (0 out of 100 or 0% of total possible points). Students are not permitted to take a test or any other in-class assessment for full credit at any time other than the due date in an attempt to circumvent the existing policy regarding an unexcused absence. In addition, unexcused students may not participate in co-curricular or athletic activities for that day.

#### Prolonged Excused Absence and Modified Instruction

A modified schedule and/or instructional plan (including home instruction) is designed for students who are unable to function or be accommodated in our typical daily setting because of a medical/physical problem and/or a serious emotional, psychological or behavioral problem. The decision to require a student to transition to a modified instructional plan shall be made by the

Assistant Headmaster for Academic Affairs in consultation with the Dean of Guidance, the School Nurse (when appropriate), the student's guidance counselor and the student's teachers.

A student on a modified schedule and/or instructional plan will follow the same curriculum as prescribed by the teacher, but the teacher may adjust the curriculum in order to accommodate the student's needs. There will be regular communication between the student and each of his teachers (a minimum of once a week). The student's guidance counselor and teachers will determine the course requirements and may be modified according to the nature of the student's disability.

A team consisting of the Assistant Headmaster for Academic Affairs, the Dean of Guidance, the School Nurse, and the student's guidance counselor will oversee the implementation of the program and monitor the student's progress during the course of his modified instruction.

Upon the successful completion of all his course requirements by no later than the third week of August, the student will be permitted to advance to the next grade level, or, if he is a senior, receive a Delbarton diploma. In the case of a senior, all course requirements must be completed by July 1 so a transcript may be submitted to his chosen college. In the event that a senior needs additional time to complete his course work, he can work through the summer, complete his course work, and receive his diploma by Sept. 1.

#### Tardiness

Students must arrive prior to the start of the lunch period class (11:25 am) in order to be eligible to participate in co-curricular activities that day. In the event of an extenuating circumstance, a student should contact the Assistant Headmaster for Student Affairs.

Students who drive to school are advised that being late three times may result in suspension of driving privileges. Those who ride as passengers may not use the tardiness of the driver as an excuse; tardiness in this instance will result in the recommendation that the student take ordinary school transportation.

### **Academic Honor Code**

- A student at Delbarton has respect for himself, for others and for the institution.
- He acts with integrity and personal honor at all times.
- He knows that any instances of cheating, plagiarism, fabrication, and other forms of academic dishonesty violate the principles of academic integrity and are therefore breaches of the honor code.

(To be written out completely or otherwise inserted into any student work submitted for assessment)

*I have fully upheld Delbarton's honor code in letter and spirit. [the student's signature in full then follows]*

## **Academic Monitoring, Probation and Support**

At the end of each semester, the Committee on Academic Standing will meet to review the performance of students experiencing academic difficulties or demonstrating unsatisfactory academic performance. After one of these reviews, a student may be given an Academic Warning or placed on Academic Probation. In certain instances, a student may also be recommended for dismissal from Delbarton School.

### Academic Support

If a student is having trouble with a course, he should see the teacher immediately and discuss his difficulties. Delbarton teachers are expected to be available during the school day (at homeroom or by appointment with a student) and after school (by appointment) to provide students with extra help. The Academic Centers are available daily for peer-to-peer assistance as well as for help from teachers.

### Committee on Academic Standing

At the end of each semester, the Committee on Academic Standing will meet to review the performance of students experiencing academic difficulties or demonstrating unsatisfactory academic performance. After one of these reviews, a student may be given an Academic Warning or placed on Academic Probation. In certain instances, a student may also be recommended for dismissal from Delbarton School.

The Committee on Academic Standing consists of the:

Assistant Headmaster for Academic Affairs	Director of College Counseling
Assistant Headmaster for Student Affairs	Guidance Counselors (grades 7-11)
Dean of Guidance	Registrar

## **Academic Warning**

If a new student (7th grader, 9th grader, or transfer student in his first year at Delbarton) receives an F or multiple D's at the end of the Fall semester, he will receive a warning letter from the Assistant Headmaster for Academic Affairs indicating the gravity of his academic standing. If the student's grades do not improve in the Spring semester, he will be placed on Academic Probation and his status will be reviewed at the end of the school year.

## **Academic Probation**

Probation is a time of heightened scrutiny. The student on probation and his parents will be informed of the probation, its rationale, conditions, and duration. Students on Academic Probation will have their status reviewed at the end of each semester. During probation, the student must meet all conditions outlined by the Committee. Failure to meet the stated conditions is grounds for dismissal from Delbarton School.

A student will be placed on Academic Probation for the following reasons (except under the conditions described in "Academic Warning" above):

- A grade of F or more than one grade of D at the end of any semester.
- A GPA of less than 2.00 at the end of any semester.

## **Academic Dismissal from Delbarton School**

A student will be dismissed from Delbarton School if:

- He has a final grade of F in two or more full-year courses.
- He has a cumulative GPA of less than 1.667 at the end of his sophomore or junior year.

## **Course Makeups**

A student with one F as a final grade at the end of a course (semester or full year) must make up that course in an approved summer school or tutoring program and pass the relevant Delbarton course final examination (for full-year courses) before he is permitted to return to Delbarton School. The Assistant Headmaster for Academic Affairs reviews and grants approval for all course makeup programs. No course failed in a given academic year may be made up during that same academic year.

## **Special Policies for Seniors**

If a senior receives a grade of F or more than one D at the end of a semester, he is put on Academic Probation. To graduate, a senior must fulfill the terms of probation set by the Committee. In addition, a senior may not have any final grades of F. Any senior who fails a spring semester course and fails the final exam in the same course, will fail the course for the year and will not receive a Delbarton School diploma.

## **Advanced, AP, and Advanced+ Courses**

The Academic Council must approve any title and GPA scale of a course. Department-approved curriculum as delivered by a teacher determines the advanced nature of a course, and not the rigor that any individual teacher requires.

Delbarton currently offers twenty-six AP courses, four Advanced courses (Advanced Biology, Advanced Chemistry, Advanced English 9, and Advanced Arabic IV), and two post-AP, Advanced+ courses (Linear Algebra and Shakespeare).

Advanced Courses at Delbarton receive a 0.167 quality point bonus when determining the final grade for the course.

## **Advanced courses**

- Are labeled Advanced in the *Curriculum Guide and Course Catalog*
- Assess students' abilities beyond standard assessments
- Engage material not accessible to the average High School student
- May measure achievement and mastery of material in the course with standardized, outside assessments

Because AP courses receive a 0.333 quality point bonus when determining the final grade for the course, in some cases, the Academic Council may recommend a full 0.333 quality point bonus for a post-AP course.

## **Advanced+ courses**

- Are numbered 700
- Require as a prerequisite the successful completion of a sequential AP course
- Follow a syllabus constructed from college models and whose rigor and scope are approved by the Department Chairperson

## **Advanced Placement Program**

The Advanced Placement Program (AP) of the College Board is designed to give highly capable and motivated students the opportunity to pursue college level work while still in high school. These courses are so designated in the Program of Studies. They require significantly more effort and achievement than ordinary college preparatory courses.

Individual departments and Guidance will screen applicants for these courses carefully. Students taking these courses are not required to sit for the Advanced Placement examination(s) in May, but if they do not, a teacher-prepared exam must be taken to receive credit for that course.

## **Class Schedule**

### **Class Meetings and the Eight Day Cycle**

Delbarton's academic schedule employs a rotating eight (8) day cycle. School days are identified by the letter of the period names that appear on the schedule. A given course will meet at different times of the day on six of the eight days of the cycle, for periods of different lengths (55, 50, or 45 minutes). Two days of the cycle, the course does not meet. Whenever the sequence of days is interrupted by a regularly scheduled holiday, the sequence of days resumes with the next day in the cycle as listed in the calendar. If school is canceled due to snow or an unforeseen emergency, the day missed is dropped.

### **Lunch Period Classes and Flex Time**

When a block rotates through lunch, the time will be distributed as lunch, class, and non-class/non-lunch time. In all four rotations, the non-class time is called Flex Time. Each class will be assigned a rotation pattern that remains the same for the entire semester/year.

When a class rotates through lunch, the following classes will have Flex Time immediately adjacent to class time:

- AP courses
- Upper level Studio Art classes
- Lab science courses

For such courses, Flex Time can be used for:

- Lab periods in science classes
- Art classes involving work on a piece of art
- Testing, including extra time testing

When Flex Time is incorporated into the regular class time, instruction should occur that supplements, augments, and/or enriches the course. These activities should differ from the main instructional activities of the regular class period (e.g., in-class writing/peer conferencing, individual help during a problem set, review for a test, etc.)

Flex Time that is adjacent to class time can be used for a class period when students have at least a full day's notice posted on the class Schoology page.

Students may not go to the cafeteria when they are not scheduled for lunch. Teachers are responsible for supervising the students in their class during Flex Time so that students do not report early for lunch.

### **Free Periods**

Free periods are for relaxation, individual study or group work. Students with free periods can go to the Quadrangle area outside of Trinity Hall, the Formal Garden (if seniors), the Library or the Student Commons. All other campus areas are out of bounds during the school day for use during free periods, unless they are used under the supervision of a staff member in the course of instruction (e.g. tennis courts during Physical Education classes).

### **Course Selection and Placement**

#### **New Students**

Academic departments make course recommendations for new students during the process of admission in the spring prior to matriculation. The main factor in these recommendations is the student's academic profile in his application file and in the Delbarton-administered placement tests. These recommendations are subject to review during the summer, based on additional data coming from further testing, final grades, and academic work done during the summer.

#### **Continuing Students**

Course recommendations for continuing 8th graders, sophomores, juniors, and seniors are made during the period from mid-January through early March. The main factor in these recommendations is a student's course performance up to that point. Of secondary importance are the results from standardized testing. Students are required to follow recommendations when they make their course selections for the following year.

#### **Changing Course Selections and Appealing Recommendations**

Great care is taken to assign the appropriate courses based upon ability level and past performance. Students are to select courses with care, and alternates must be placed in priority order. Once a course is begun, the student is required to remain in the course to its completion, receive a passing grade, and earn course credit.

Delbarton School has established the following periods for review of course requests:

- **April 1st – c. June 15th:** Forms used to appeal a course placement recommendation will be available. The student's achievement for the Fall semester and (if necessary) the Spring semester or Final Course Grade will play a major role in any decision. Electives may be dropped or added during this period until all courses are locked for scheduling.

- **July 15th:** Official student class schedules will be released on PowerSchool. Only students whose Business Office accounts are current and whose medical forms are completed through Magnus Health will receive their schedules and be able to purchase books through the Shop by Schedule process on the BNC website. Students with accounts in arrears will have their parents notified by the Registrar and will not be able to purchase their books via the Shop by Schedule process on the BNC website once their accounts are up to date. Any changes to student schedules will not be reflected in the Shop by Schedule process on the BNC website.

### **Course Changes Once Classes Have Begun**

All course changes (including those for one-semester Fall and Spring electives) must be made by the end of the first cycle of classes, with the exception of AP and Advanced classes. A student is permitted to drop an AP course at any time until the end of the 2nd cycle. Changes to AP and Advanced classes must be approved by a student's Guidance Counselor, the teacher of the course being dropped, and the Department Chairperson.

### **Examination Requirements**

Delbarton School considers final examinations an important college-preparatory learning experience. Final examinations are governed by the following policies.

### **Advanced Placement courses**

Students enrolled in Advanced Placement courses, who are in good academic standing and who sit for that AP examination, will be exempt from a teacher-prepared final examination in that course. If a student in an AP course(s) does not choose to take the course's AP exam(s), he will have to take a teacher-prepared final examination(s) to receive credit for that AP course(s).

No exemption from final examinations will be given in any other courses.

Final examinations will be departmental and will attempt to help the student see what is important in the course and to aid the teacher in an assessment of what has been learned and what skills have been mastered.

All final examinations in grades 9-12 will be two hours in length. Middle School examinations will be varying lengths as determined by the Middle School faculty.

Teachers of one-semester courses may administer examinations in class at the end of the semester.

### **Extra Credit**

Extra credit will not be awarded for participation in a co-curricular activity. If an extra credit opportunity is offered, it should be available to all students in a class. Teachers should not use extra credit to mask deficiencies in basic skills.

## Grading and Grade Reporting

The following are the student grades at Delbarton School, and the ordinary method of their calculation:

Grade	Percentage Range	Grade points Standard	Grade points Advanced	Grade Points AP	Earn Credit?
A+	100-97	4.333	4.500	4.667	Yes
A	96-93	4.000	4.167	4.333	Yes
A-	92-90	3.667	3.833	4.000	Yes
B+	89-87	3.333	3.500	3.667	Yes
B	86-83	3.000	3.167	3.333	Yes
B-	82-80	2.667	2.833	3.000	Yes
C+	79-77	2.333	2.500	2.667	Yes
C	76-73	2.000	2.167	2.333	Yes
C-	72-70	1.667	1.833	2.000	Yes
D (Passing Minimum)	69-65	0.667	0.833	1.000	Yes
F (Failing/No Credit)	64-0	0.000	0.000	0.000	No
INC (Incomplete)	N/A	N/A	N/A	N/A	No

\* An asterisk preceding a grade on an official Delbarton transcript indicates the course is a transfer from another school that has been accepted as an equivalent course.

### Course Grade Calculation Formula

#### *Full Year Courses (1 credit)*

The letter grade for a given course will be determined by the student's percentage average at the end of the semester or academic year, as appropriate. See the chart above for percentage equivalents to letter grades.

The two semesters constitute 45% each, and the final exam 10%, of the student's grade in a full-year course.

#### *Semester Courses (1/2 or 1/4 credit)*

One Mid-semester (not used in course grade calculation) and one End-of-semester grade will be reported at the end of the semester. Semester courses do not have a final examination. Letter grades are determined by the same method as used for full year courses, as described above.

### **Grade Reports**

Two mid-semester grades (not used in course grade calculation), two end-of-semester grades, one final exam, and one final course grade are reported. Each end-of-semester grade will be an indication of the student's work over that particular semester.

Grade Reports are issued within one week of the end of the 1<sup>st</sup> and 3<sup>rd</sup> Quarters , and at the end of each semester. Students and parents will be notified via email when grade reports are ready for viewing. All grade reports are issued through the PowerSchool Parent Portal and Student Portal.

1<sup>st</sup> and 3<sup>rd</sup> Quarter grade reports are intended to serve as an interim statement of a student's progress between the end-of-semester grade reports. The grades and comments on 1<sup>st</sup> and 3<sup>rd</sup> Quarter Grade Reports do not form part of a student's official record. For seniors, however, such grades are used in the reports sent to college to which students are applying. Only final grades for a course (semester or full year) become part of a student's permanent Delbarton transcript.

Once a student begins a course, he will receive a final grade for the course that will appear on his academic record, unless he drops the course within the approved course change period at the start of the academic year (see below).

Between official grade reporting periods, students' current grades will be viewable by both parents and students on Schoology. Parents will need to create a parent Schoology account linked to that of their son(s) to access their grades.

### **Progress Reports**

Progress Reports will be sent to the parents of students who may be in the D or F range two weeks prior to each of the four grade reports.

### **Incompletes**

A grade of Incomplete (INC) means that course requirements have not been met. Requirements must be completed within one cycle following the end of the grading period unless there are extenuating circumstances. In the Spring semester, requirements are due within two weeks following the last day of class.

An INC excludes a student from the Honor Roll until the grade is resolved. INC grades may only be assigned by a teacher for the end of a semester or academic year with the specific prior authorization of the Assistant Headmaster for Academic Affairs. INC grades may not be assigned for mid-semester grades.

## Grade Point Average

### Calculating the Grade Point Average

In determining the Grade Point Average (GPA) and class rank for each student, students carrying either Advanced Placement (A.P.) or Advanced courses receive an increase in Quality Point value for a letter grade according to the following scale:

- In AP courses – 0.333 Quality Points are added (Thus, an A = 4.333 QP, rather than 4 QP)
- In Advanced courses – 0.167 Quality Points are added (Thus, an A = 4.167 QP, rather than 4 QP)

*Note:* The additional Quality Points that accompany Advanced or Advanced Placement courses are only reflected in the GPA calculated at the end of each semester and at the conclusion of the course.

A student's GPA is calculated as follows:

Sum of the product of grade points earned x credit unit value of included courses

Course credits for included courses

*Example GPA Calculation (using Fall Semester 10th grade courses):*

Course	Percentage Grade	Grade Points	Course Credits	Grade Points x Credit Unit Value
Theology (Social Justice)	93/A	4.000	0.5	2.000
Algebra II/Pre-Calculus	85/B	3.000	1.0	3.000
Advanced Chemistry	92/A-	3.833	1.0	3.833
AP World History	89/B+	3.667	1.0	3.667
English II	95/A	4.000	1.0	4.000
French III	90/A-	3.667	1.0	3.667
Physical Education	99/A+	4.000	0.25	1.000
			Sum: 5.75	Sum:21.167

Sum of the product of grade points earned x credit unit value of included courses = 21.167

Course credits for included courses: 5.75

21.167 divided by 5.75 = **3.68 GPA (Honors)**

Semester Honor Rolls are calculated based on the grades at the end of each semester.

## Honor Roll

A student is eligible for the honor roll if he has completed all the required work to the satisfaction of his instructor by the end of the semester. A grade of D or F in any course disqualifies a student from the Honor Roll. If a student has an Incomplete (INC), it must be resolved before he can be put on the Honor Roll. Minimum averages for each Honors level are:

Honors Levels	Minimum
Honors	3.500
High Honors	3.833
Highest Honors	4.000

## Headmaster's List

The Headmaster's List is calculated at the end of the year based on the final course grades for all full-year courses and all one-semester courses both semesters. The minimum GPA for the Headmaster's List is 4.000.

## Graduation Requirements and Curriculum

To graduate from Delbarton School, a student must earn a minimum of 27 credits in grades 9-12.

English	4 credits	History	3 credits
Mathematics	4 credits	Fine and Performing Arts	1.75 credits
Theology	4 credits	Physical Education and Health	1.5 credits
Science	3 credits	Computer Science	.25 credits
World Language	3 credits	Electives	2.5 – 5.5 credits

Middle School students complete 7.5 credits in 7th grade and 8th grade. Credits earned in Middle School do not count towards the required high school credit requirements, but they will allow for advanced course placement in 9<sup>th</sup> grade, as appropriate.

## Course Distribution Requirements

Students in grades 9-12 must complete a minimum of 7.0 credits in 9th and 10th grade, 6.5 credits in 11th and 12th grade, and a maximum of 7.5 credits per year.

The specific course distribution requirements for graduation are:

- Four credits of English
- Four credits of Mathematics
- Four credits of Theology

- Three credits of History (two years of World History and one year of United States History)
- Three credits of Science (Biology, Chemistry, and Physics)
- Three credits of a single World Language (in grades 9-12)
- One and three quarter (1.75) credits of Fine or Performing Arts
- One and one half (1.5) credits of Physical Education/Health
- One quarter (.25) credits of Computer Science)

## Curriculum 2022-2023

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b> English 07	<b>English</b> English 08	<b>English</b> English I	<b>English</b> English II AP English Language	<b>English</b> English III AP English Language AP English Lit.	<b>English</b> AP English Lit. Shakespeare  African-American Literature Creative Writing: Fiction Creative Writing: Memoir & Bio. Detective Fiction Innovation & the Graphic Novel Journalism & Modern Society Literature and Science Literature and War Mythology and Folklore Sports and Literature
<b>Math</b> Algebra IA	<b>Math</b> Algebra IB Geometry	<b>Math</b> Algebra I Geometry Algebra II Pre-Calculus	<b>Math</b> Geometry Algebra II Pre-Calculus AP Calculus AB	<b>Math</b> Algebra II Pre-Calculus AP Calculus AB AP Calculus BC/Multivariable AP Statistics Infinity	<b>Math</b> Pre-Calculus Calculus AP Calculus AB AP Calculus BC/Multivariable AP Statistics Statistics Linear Algebra Infinity
<b>Science</b> Integrated Science I	<b>Science</b> Integrated Science II	<b>Science</b> Biology Advanced Biology	<b>Science</b> Chemistry Advanced Chemistry	<b>Science</b> Physics AP Physics I AP Biology AP Chemistry	<b>Science</b> AP Biology AP Chemistry AP Physics I AP Physics 2 AP Physics C AP Psychology Engineering, Robotics, and AI Environmental Science Research in Science
<b>History</b> World Cultures	<b>History</b> US History 08	<b>History</b> World History I	<b>History</b> World History II AP World History	<b>History</b> US History AP US History Leadership	<b>History</b> AP Comp Government & Politics AP European History AP Macroeconomics AP US Government International Relations Contemporary Issues Philosophy Leadership

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>World Language</b> World Languages & Cultures	<b>World Language</b> Spanish IB French IB Latin IB Italian IB	<b>World Language</b> Spanish I,II French I,II Latin I,II Italian I,II Arabic I	<b>World Language</b> Spanish II,III French II,III Latin II,III Italian II,III Arabic II	<b>World Language</b> Spanish III,IV, AP French III,IV, AP Latin III,IV, AP Italian III,IV, AP Arabic III	<b>World Language</b> Spanish IV,V,AP AP Spanish Literature French IV,V,AP Latin IV,V,AP Italian ,IV, AP Advanced Arabic IV
<b>Theology</b> The Bible	<b>Theology</b> Religious Heroes	<b>Theology</b> The Benedictines Introduction to Theology	<b>Theology</b> Intro to Sacred Scripture Social Justice	<b>Theology</b> Family Life Genocide Studies Pauline Epistles Prophets Sacraments World Religions	<b>Theology</b> Ethics Christian Lifestyles Quest for God Pentateuch Theology and Literary Imagination
<b>Computer Science</b> Digital Skills and Robotics		<b>Computer Science</b> Intro to Programming		<b>Computer Science</b> AP Computer Science Architecture Coding & Design through Robotics Scripting with Python	<b>Computer Science</b> Entrepreneurial Studies AP Computer Science Architecture Coding & Design through Robotics Scripting with Python
<b>Physical Education and Health</b> Physical Education (1 semester) Health (1 semester)	<b>Physical Education and Health</b> Physical Education (1 semester) Health (1 semester)	<b>Physical Education and Health</b> Physical Education (1 semester) Health (1 semester)	<b>Physical Education and Health</b> Physical Education (1 semester) Driver's Ed. (1 semester)	<b>Physical Education and Health</b> Physical Education (1 semester) First Aid (1 semester)	
<b>Performing Arts</b>  MS Schola (MS Chorus) Beginner Band Symphonic Orchestra	<b>Performing Arts</b>  MS Schola (MS Chorus) Beginner Band Symphonic Orchestra	<b>Performing Arts</b> Introduction to Theater  Schola Cantorum (Chorus) Beginner Band Symphonic Orchestra Frets and Keys	<b>Performing Arts</b> Intro to Music  Schola Cantorum (Chorus) Beginner Band Symphonic Orchestra Frets and Keys	<b>Performing Arts</b> Music Theory  Schola Cantorum (Chorus) Beginner Band Symphonic Orchestra Frets and Keys	<b>Performing Arts</b> AP Music Theory Theater Keyboarding  Schola Cantorum (Chorus) Beginner Band Symphonic Orchestra Frets and Keys
	<b>Visual Arts</b> Art 08		<b>Visual Arts</b> Introduction to the Visual Arts	<b>Visual Arts</b> Studio Art	<b>Visual Arts</b> AP Studio Art AP Art History Studio Art Film Production Form and Sculpture AP Music Theory

## **Guidance Services and Services for Students with Disabilities**

The guidance program is a vital part of the Delbarton learning process. Periodic meetings and interviews are arranged between the student and his counselor. Times of interviews are shared with students via email, Schoology, and are also posted on the main bulletin board in the Guidance Center in St. Benedict Hall. Students are excused from classes for guidance appointments except in the event of an announced test. Topics of guidance conferences include academic programs, career selection, extracurricular development, college preparation, and college selection.

### **Services for Students with Disabilities**

Students with diagnosed learning, mental health or physical health issues are encouraged to inform the Student Support Team (SST) of their needs, especially those that may affect their learning. The SST—which is comprised of the Dean of Guidance, grade level guidance counselor, learning specialist, parent(s), and student—approves and coordinates school-based accommodations. The SST also facilitates the application for approval of accommodations to College Board and ACT.

In consultation with the Assistant Headmaster for Academic Affairs and the SST, the faculty will do all that is reasonable to meet the specific learning or health needs of such students. School-based accommodations are granted to students only with completed and updated (within the last 3 years) psycho-educational testing or comprehensive medical evaluation and a thorough review by the SST.

Students are expected to comply with the recommendations made by the SST and professional evaluators, particularly those dealing with academics. Delbarton offers four broad-based accommodations, which include: 50% Extended Time on Tests and Quizzes; Breaks as Needed; Preferential Seating; and Use of Computer.

### **Extended Time Testing**

Accommodations for extended time for testing may be made for students with special needs. These students must be identified by the Dean of Guidance. It is understood that the student must request this accommodation at the beginning of the academic year or semester, as appropriate. The student cannot declare his need for extended time at the start of a test or once the test has begun.

Students are to plan with their teachers to complete the test outside of class time. The extension of time is not intended to excuse the students from reporting to his next class on time.

Since teachers need to guard the validity and security of the test, they may select one of the following methods of implementing this policy:

- The student can complete the test after school or during Homeroom, under the supervision of the Dean of Guidance;
- The test may be split into two parts with the second part administered outside of the normal class time;
- The test length can be designed for only two-thirds of the class time, so those with special needs can finish the test before the end of the period;
- The teacher can grade the test based on the number of questions the student answered compared to the total number of questions on the test.

## **Homework**

Regular homework assignments are appropriate for most courses at Delbarton. Students assigned to an Advanced Placement course may be expected to complete one hour of homework per day per course. Students in major courses that are not AP can devote each day an average of 30-35 minutes to homework for each course meeting on the following day.

The following homework assignment policies are designed to preserve and protect students' time and wellness:

- Students participating on a retreat will not be required to complete homework by the Monday after their retreat weekend.
- No new homework or projects will be assigned during Thanksgiving, Christmas or Easter break.
- No major assignments or tests will be due the first two days back from Thanksgiving, Christmas, or Easter break.
- Over weekends, the earliest that homework can be required to be submitted is 8:00 AM on Monday.
- No additional homework will be assigned to compensate for a drop day in the schedule.
- Teachers will regularly elicit feedback from students about how long they spend on assignments and modify their coursework to conform to Delbarton homework policies.
- Delbarton's administration will annually review the homework guidelines and their purpose with teachers, students, and parents.

## **Parent-Teacher Conferences**

Parent-Teacher meetings are held in October via Zoom. Parents will be scheduled for individual meetings with each of their son(s)' teachers. At other times, parents may contact a teacher directly by e-mail or by phone. Contact information can be found at the school's website: [www.delbarton.org/about/facultystaff-directory](http://www.delbarton.org/about/facultystaff-directory)

## **Summer Study and Summer Assignments**

### **Summer Study**

A Delbarton student can request that courses and corresponding grades received at the Delbarton School Summer Session be included in his permanent transcript. The student must obtain, complete, and submit a Transcript Request Form from the Registrar. It is recommended that the student consult with his guidance counselor prior to adding summer course work to his transcript.

### **Summer Assignments**

For all courses, summer assignments are permitted, but graded assignments are not. In some cases, the assignment is designed for students to maintain their skill level. In others, the summer assignment will better prepare students for the course in September. In Advanced or AP courses, the material covered during the summer may be part of the course syllabus and therefore a necessary part of the curriculum. Students are responsible for the material covered in all summer assignments and can expect to be assessed on that material upon their return.

### *Summer Assignment Guidelines*

- The assignment(s) will be posted by the Registrar on the Delbarton School website and Schoology where any student may view the assignment.
- If assigning summer work based on new material (i.e., not review of previously learned concepts), teachers must be available to students via a school platform (e.g., email, Schoology) throughout the summer to respond to student questions about the material. The preferred method of contact should be noted along with the assignment. This policy does not apply to English summer reading books.
- Assessment of student learning on summer work helps to determine the student's appropriateness for placement, especially in an AP course. Summer work based on previously learned material (i.e., review of foundational concepts) may be assessed for a grade within the first cycle of the course. Summer work based on new material may be assessed for a grade after the first cycle of the course.
- With respect to all levels of English courses, summer reading may be assessed for a grade within the first cycle of the course.

## Section 3: Academic Program and Course Catalog

### Art

#### Program Introduction

Art Department courses are carefully designed to develop attributes such as: the ability to think originally and inventively within the creative possibilities of the artist's mediums; competency in the basic techniques of the visual arts; increased sensitivity, focus, and awareness in observation; comprehension of societies and cultures both past and present which the artist encounters; discernment in the judgment of aesthetic values.

#### What is Excellence in Art?

The Art Department recognizes excellence in students who demonstrate outstanding originality, creativity, attitude, effort, and work ethic. The student follows through on all objectives assigned to him and his execution and craftsmanship are exemplary. The student understands and applies all the concepts presented in the lesson as evidenced by his final work.

#### Art Course Catalog

##### *Art 08*

**Course Number:** AR050

**Grade Level(s):** 8

**Credit:** 0.5

**Length:** Year (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

This is a year-long introduction to a variety of artistic mediums and techniques designed to develop visual awareness and respect for the creative process. Color, line, and perspective are emphasized through selected drawing and painting projects. Throughout, the language of art is introduced to students to further enhance their articulation and verbalization of their studio experiences. Through specific projects, students achieve an understanding of diverse world cultures.

##### *Introduction to the Visual Arts*

**Course Number:** AR201

**Grade Level(s):** 10

**Credit:** 0.25

**Length:** Semester (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

This one-semester course is an introduction to the basic elements of art and principles of design through selected projects involving: drawing and value studies, linear perspective, composition and design concepts, and color theory. Technical skills in handling tools and materials are developed with an emphasis on the practice of observation to develop aesthetic awareness. Throughout, students are introduced to the work of artists and art movements from a wide variety of cultural and societal backgrounds. Coursework is supplemented with sketchbooks and written assignments. Upon completion of this course, students with exceptional abilities, interest, and motivation are encouraged to apply for the AP Studio Art Program.

### *Studio Art*

**Course Number:** AR401

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec. (11th grade only)

**Grading Weight:** Standard, Arts Requirement

This year-long course is designed to engage the student in a wide variety of mediums, techniques, and subject matter. The course involves the student in the following disciplines: drawing, painting, mixed media, digital photography and media, printmaking, and three-dimensional design. The studio experience is supplemented with sketchbook assignments, written work and presentations, museum field trips, class critiques, and exhibition opportunities. Throughout, students further explore the artistic traditions of other cultures and societies, both historic and contemporary. (Juniors who wish to apply for the AP Studio Art Program must take this course as a prerequisite. Prior to the completion of the course, students resubmit their portfolio to the art department faculty for review and evaluation, to determine continuation to the AP Art Program.)

### *Film Production*

**Course Number:** AR402

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard, Arts Requirement

Students will be examining classic works of American and International cinema beginning with the silent era and moving through to the modern day. The students will also learn the intricacies of screenwriting, completing their own short scripts. Throughout, the emphasis will be on answering the age-old questions of "how do you make a movie?" and "why is cinema a universal art form?" The class will be immersed in all aspects of production and post-production, completing a thesis film or feature screenplay by the end of the year.

### *Form and Sculpture*

**Course Number:** AR403

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard, Arts Requirement

This year-long course is an elective that is available to all seniors and fulfills their fine arts requirement. The course is designed to build upon the elements of art and principles of design and their applications to three-dimensional works. Students will apply their knowledge of theory and aesthetics to the production of their work. Sculptural media includes a wide variety of materials such as clay (hand building and wheel throwing), wire, wood, plaster, recycled materials (emphasizing sustainability), and found objects. Coursework is supplemented with sketchbook assignments, written work and presentations, and is inspired by the work of a variety of artists from various cultural and ethnic backgrounds.

### *Advanced Placement Studio Art*

**Course Number:** AR602

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** AR401, Dept. Rec.

**Grading Weight:** AP, Arts Requirement

This year-long course involves students in the development of the sustained investigation of an area of individual specific interest. Students will draw from personal experience and their knowledge of art history and world cultures to inspire their subject matter and approach. Throughout, the student is required to develop a body of work through the process of practice, experimentation, and revision. Students select one of three portfolio classifications: Drawing, 2-D Art and Design, or 3-D Art and Design. Digital and physical portfolios are submitted to the AP College Board upon completion of the course as per the College Board's guidelines. All students are expected to present their work to the School in the annual AP Student Art Exhibition.

### *Advanced Placement Art History*

**Course Number:** AR606

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec.

**Grading Weight:** AP, Arts Requirement

The AP Art History course emphasizes a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis. By examining works of art from diverse cultures and the relationships among these works, students develop an understanding of global artistic traditions. Students analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity and will also examine issues such as patronage, gender, socio-political situations and the functions and effects of art in history and culture.

The interpretation of the work of art is based upon its intended use, audience, and the role of the artist and the work of art in its particular society. Students will expand their knowledge of history, geography, politics, religion, languages, and literature, as they explore the story of people as told through the art they created. The AP Art History course presents students to the same curriculum and rigors that college students experience in their Survey of Art classes, and is designed to present a thematic approach of the visual arts, examined in the context of the societal, political and religious influences of the time using a cross-cultural comparison thematic approach.

## Computer Science & Technology

### Program Introduction

The Computer Science Department offers a wide range of courses in various applications, technologies, and programming. We stress independent thinking and problem solving as we teach students how to use online resources and tutorials. These are important skills that will serve them well in the future. All students are required to take a .5 computer science course in 7th grade and a .25 course in 9th grade. We also offer several .5 and whole year electives for 11th and 12th grade.

### What is Excellence in Computer Science & Technology?

The excellent student in Computer Science and Technology demonstrates:

- The ability to understand and successfully design, develop, test, and troubleshoot programs according to the project requirements
- An understanding and application of the concepts of object-oriented programming.
- The appropriate use of the digital tools and their options to create, modify, and maintain documents, workbooks, databases, and presentations.
- The independence to investigate the use of digital tools beyond those presented in class
- Creativity in his work and the desire to challenge himself

## Computer Science & Technology Course Catalog

### *Digital Skills and Robotics*

**Course Number:** CS001

**Grade Level(s):** 7

**Credit:** 0.5

**Length:** Year (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

This course is taught from a student-centered and project-based perspective as students develop skills to navigate today's evolving online world. As the next generation of innovators, students will learn how to conduct and maintain a reputable online presence. They will use their new found knowledge to begin building the foundations of their future resume, as well as learn valuable life skills such as, creating a spreadsheet to track expenses. Students will do this by using the various tools available in the Google suite. In addition, students will build problem solving, time management, communication, and teamwork skills as they begin their coding journey through introductory course work in Scratch, an interactive drag and drop coding program, before moving on to build and code robots using Lego Mindstorm.

### *Introduction to Programming*

**Course Number:** CS140

**Grade Level(s):** 9

**Credit:** 0.25

**Length:** Semester (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

Students will learn how to use top-down design and decomposition to solve problems on a computer using a sophisticated object-oriented programming language, Java. The focus of the course is on designing algorithms to perform specific tasks in an efficient and logical way. There may be many different ways to solve any given problem, but we will analyze them all and weigh the pros and cons of each process. Topics covered include an overview of computers and programming languages, reading input and writing output, an introduction to objects, control structures, and data structures. Coming out of this course, students will have strengthened their skills in complex problem solving and logical reasoning.

### *Coding and Design through Robotics*

**Course Number:** CS345

**Grade Level(s):** 11, 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

This one semester course introduces the fundamental concepts of robotics and programming. Students will design robots to accomplish specific tasks and then test and modify their designs. The class will start with simple drive-trains and move into more complicated robots, such as using sensors to interact with the environment. They will also use programming to operate the robots. The class will be taught through short lectures, hands-on team projects and competitions.

### *Introduction to Architecture and Construction*

**Course Number:** CS346

**Grade Level(s):** 11, 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

Students who take this course will gain a broad understanding of architecture as an art and structural engineering as its complementary science. Students will develop construction and carpentry skills by learning about real-world construction methods and applying that knowledge to build wood structures. Students will also complete computer-aided design projects that will allow them to understand large-scale structures. This course's practicality will potentially allow students to contribute to their school community outside of the classroom.

### *Scripting with Python*

**Course Number:** CS348\_

**Grade Level(s):** 11, 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

Python is a versatile coding language that is supported by powerful libraries that provide programmers with a unique set of tools. It has simple syntax, and is useful for creating a wide variety of applications. This course introduces students to writing scripts in Python and applying their knowledge by creating programs that solve a problem or perform a given task. Topics covered include console interaction, control flow, data structures, and functions. Students will also create programs that interact with other applications through APIs, and provide practical utility in their own lives. The material taught in this class is useful and applicable to everyone, as students who complete this course will possess the skills necessary to automate many of the mundane aspects of computing in their lives.

### *Entrepreneurial Studies*

**Course Number:** CS400

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard, Arts Requirement

This is a hands-on, self-directed class where students will demonstrate creativity and problem solving skills. In teams of 3, students will come up with a product idea and develop a business around that product. Teams will work independently, pursuing their business just like they would in the real world. They have a budget to work with and by the end of the year are expected to develop a working prototype, a business plan, a website and other social media. Throughout the year, alumni, who are successful entrepreneurs, will come in to consult with the teams and offer feedback and advice. Class culminates with an EXPO where the teams “pitch” their ideas to an audience of students, faculty, parents and business alumni.

### *Advanced Placement Computer Science A*

**Course Number:** CS604

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec.

**Grading Weight:** AP

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented design and problem solving through decomposition using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Much of the course is project-based, and students are responsible for working on large assignments over time. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

# English

## Program Introduction

The English Department contributes to each student's intellectual development and teaches him essential skills of analysis, interpretation and expression. In our English classes, literature is a means to explore internal and external human issues intrinsic to a well-lived life, and the student encounters each literary work as an object of study in itself. We teach students about meaning and how and why humans need and make meaning in life. We teach writing and composition, and we attempt to implement writing and reading processes that meet each student's individual needs. We teach essential elements of good writing, from the foundation of the sentence to the fulfillment of the essay; we teach structure and content, clarity and concision, and we emphasize that a student who thinks deeply writes well and best explores and develops his ideas of the world.

## What is Excellence in English?

### Reading

The excellent Delbarton School English graduate wants to read and seeks out reading for knowledge and entertainment and enrichment. He will have discovered that all literary texts possess significant complexity and value, and he will read such works with a critical eye. Additionally, his training will urge the excellent graduate to seek challenging independent readings in order to fulfill his personal desire to enrich his experience. Through reading, he will gain and demonstrate understanding, empathy, and a vibrant connection to the world at large.

### Writing

The excellent Delbarton School English graduate will creatively respond to a variety of writing tasks with a focus on analytical precision, concision, and depth. His compositions will reflect his understanding of the literary and poetic qualities inherent in literature, and he will consistently reference or allude to other texts in order to clarify and amplify his discoveries and assertions. His written analysis will combine critical thinking and effective expression in order to provide to his reader his expertise and original thought in his own unique voice.

### Presentation

The excellent Delbarton School English graduate in speech will listen before speaking and then thoroughly assess his audience in order to concisely and fluidly communicate his insight. Through his speech, he will demonstrate an understanding of his need to remain credible and appropriately appeal to the emotions of his audience. When the excellent English graduate speaks, he will logically do so in a manner that utilizes information he has researched and offers a balanced and considerate approach to his own and others' thoughts

## English Course Catalog

### *English 07*

**Course Number:** EN001

**Grade Level(s):** 7

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

Seventh grade English begins with the fundamental concept that vigorous and constant reading enhances a student's complete education. Foundationally, reading choice makes up the entirety of our yearlong course. Students begin the year evaluating their own preferences and tastes as a reader. In conjunction with our updated library, students begin to explore the wonders of the written word. Most students complete between ten and twelve books per semester. In addition to our reading curriculum, we explore grammar and the necessary sentence structures that we encounter across our readings. Creatively, the students work towards portfolios in poetry, memoir, and short fiction. By the end of seventh grade, students have an overwhelming sense of achievement as readers, writers, and students of Delbarton English.

### *English 08*

**Course Number:** EN050

**Grade Level(s):** 8

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

Eighth grade English continues the reading workshop model introduced in 7th grade. Emphasis is placed on expanding student's text selection relative to genre, author, difficulty level, and protagonist. Students regularly analyze and interpret their reading in the form of letter essays. As writers, students learn how to use universal writing techniques found within poetry, memoir, informational writing, argumentative writing, and the ASE structure of literary criticism we use at Delbarton. During each unit, we will read a number of texts to get a sense of the makeup of the genre's content, structure, and style. As the year ends, students complete a personal inquiry project based on an individually crafted essential question. The inquiry unit culminates in a final project that asks the student to create an authentic product that communicates a personally meaningful idea.

### *English I*

**Course Number:** EN101

**Grade Level(s):** 9

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

Ninth grade English concentrates on developing fundamental language skills. Through grammar instruction, students will review and reinforce the importance of mechanics, word choice, and sentence variety. The teaching of composition in ninth grade focuses on clear and logical written expression using a process approach, in which students will learn pre-writing techniques, to develop a thesis, and to create unity and coherence in a paragraph, linking ideas logically in a longer essay. Students will practice how to draft and revise, as well as edit their peers' work, starting with the individual sentence, sentences in

sequence, the full paragraph, and culminating in the fully developed essay. By the end of the year, students will demonstrate competence in the body paragraph, and familiarity with the formal analytical essay.

Writing assignments may also include descriptive, narrative, and personal writing. To study literature more effectively, students will develop close-reading skills, learn important literary terms, and understand formal aspects of the literary works. Class discussions will focus on the literary work itself and on making intertextual connections, as well as in the student's own life as he begins to see patterns of human universality in literature. The course will offer students the chance to select their own texts as well as read as a group several coming-of-age tales, as we implement the fundamental concept that vigorous and constant reading enhances a student's complete education.

### *English II*

**Course Number:** EN201

**Grade Level(s):** 10

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

In tenth grade English, students will explore the themes of quest-for-identity and the hero's journey through reading and studying poetry, short stories, dramatic works, novels, and non-fiction. Writing instruction will emphasize researching, organizing, outlining, and revising multi-paragraph analytical essays. Students will develop the ability to write clear, concise and cogent analytical prose. Additionally, student writers will build upon grammar instruction from ninth grade, focus on appropriate word choice, MLA citation and format, and transitional devices as they strive to achieve assurance and confidence in their writing through the use of the *Delbarton School Student Writing Guide*. In addition, students will be exposed to rhetorical concepts and apply them to improve their speaking and writing skills.

### *English III: The Hollywood Novel*

**Course Number:** EN301

**Grade Level(s):** 11

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

English 11 - *The Hollywood Novel* - is rooted in the tradition of adapting the page to the screen. In this course, students will be introduced to short stories, novellas, and novels, both fiction and non-fiction, that were transformed into some of the best films and short films of all time. Students will be expected to read, watch, and carefully analyze a range of challenging texts and films in order to deepen their understanding of English literature through accessible avenues. Texts will include essays, letters, novels, political documents, poetry, sermons, short stories, scripts, and speeches. Students will strengthen their close reading skills, become familiar with rhetorical analysis, improve their understanding of strong argumentative and creative writing, and better their understanding of the ASE/MLA-format.

Further, students will learn to analyze the various approaches to story-telling based on the advantages and limitations of different mediums while being introduced to cinematic terminology in concert with and in contrast to literary and rhetorical terms. The curriculum is anchored by classic and modern works like *The Great Gatsby* and "The Shawshank Redemption" with an ever-changing supporting cast of books and films. By the end of this course, students should be able to read critically, think analytically, and communicate clearly both in writing and in speech.

### *Creative Writing*

**Course Number:** EN406

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard; Arts Requirement

This elective is open to all seniors who wish to develop and broaden their writing skills for college by experimenting with different creative forms of writing. Students will read published writing and craft original writing in three genres: drama, fiction, and memoir. In addition, students will learn how to apply creative writing techniques to college admissions essays, how to edit and evaluate their creative work, and how to create professional writing portfolios. By the end of this course, students will become versed in contemporary creative writing, the intricacies of craft, and the workshop method of instruction.

### *African-American Literature*

**Course Number:** EN461

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

This course will survey African-American literature from the 1700s to the present. Using authors such as Phillis Wheatley, Frederick Douglass, James Baldwin, Colson Whitehead, and others, students will examine the uneasy relationship between race, power, and the power of writing. Student work will center on *The Norton Anthology of African American Literature* ( Henry Louis Gates, Jr. and Nellie McKay). Students will investigate the power of the pen for Black people in the United States in the long fight for political freedom and equality, and examine how that writing has changed, developed and grown over time, in particular, in the 21st century.

### *Creative Writing: Fiction*

**Course Number:** EN462

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

In the Fiction course, students will read published writing and craft original work in fiction. In the class, students will learn how to analyze creative elements — such as point of view, scene construction, and dialogue — and then apply those strategies to their own writing. By the end of this course, students will become versed in high-quality creative writing, the intricacies of craft, and the workshop method of instruction. In addition, students may take the opportunity to seek student publishing opportunities under the direction and supervision of the course instructor.

*Creative Writing: Memoir and Biography*

**Course Number:** EN463

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

In the Memoir and Biography course, students will learn how to transform their personal life experiences into mature literary nonfiction essays. In the class, students will discover new ways to develop their writing “voice” and sense of “style”; begin to determine noteworthy writing topics that stem from their own experiences; express emotion in their writing; and learn to have their work critiqued in a mature workshop setting. In addition, students may take the opportunity to seek student publishing opportunities under the direction and supervision of the course instructor.

*Detective Fiction*

**Course Number:** EN464

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

The history of the detective or crime novel is wide and deep in the annals of literature. From Edgar Allan Poe to Michael Connelly, literary detectives search for truth, meaning and justice amid a complex web of deceit and/or misunderstanding. Literary detectives define our popular culture in a way that no one could have imagined from Poe’s first ratiocination tales. In this course, we will work toward an understanding of the role of the detective in society. We will examine the authenticities and inaccuracies present in detective and crime fiction. We will write critically about the novels and stories we read, and we will also explore these themes in our own creative pieces.

*Innovation and the Graphic Novel*

**Course Number:** EN465

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

This course will explore the development and growing popularity of the graphic novel. Students will investigate why it has become one of the fastest-growing categories in publishing and investigate the influence it has had on literature, education, and pop culture. Specifically, students will learn the origin of the medium and its historical evolution. In addition, students will study the importance and interdependence of art, style, and text. Students will read a variety of genres: nonfiction, fiction, historical fiction, and memoir in the graphic format.

### *Journalism and Modern Society*

**Course Number:** EN466

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

Journalism is a class that emphasizes the journalistic fundamentals of audience, conventions, structure, fact checking, the First Amendment, and rhetoric. Students will learn and assess the changes in creation, distribution, and consumption of news throughout history. Students will become more knowledgeable readers of news by examining case studies and discussing concepts surrounding objectivity, opinion, and bias. Using digital mediums, students will gain first-hand knowledge by publishing their own stories and articles.

### *Literature and Science*

**Course Number:** EN467

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

As human society emerged from the Age of Wonder into the Age of Reason, literary men and women crafted stories to make sense of the radical redistribution of knowledge and power. Literature evolved to interpret, caution, and champion the changes to human lives wrought by the Scientific Revolution. As we enter the Anthropocene, writers continue to interpret and reflect on human society and our capacity to adapt in the face of constant transformation in the modern Information Age. In this course, students will read novels, essays and other writings of novelists, poets, scientists and their interlocutors--the fiction and non-fiction that helped make sense of *Science*--and students will encounter the pace of change experienced yesterday and the rush of living today.

### *Literature and War*

**Course Number:** EN468

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

In the western canon, literature starts with war and its aftermath. In the *Iliad* and *Odyssey*, Homer conveys the impact of war on the human body, the family, the polis, the walled city, and the homefront. In this course, we will read 2500 years of war, about the changes in men who war, the changes in men who do not, and the structural changes in society that result from war's ravages. This course will investigate esteemed human responses to conflict, like honor, courage, and sacrifice, as demonstrated by the men and women who put themselves in harm's way, but we will also examine the courage and bravery and endurance of those victimized by war, of those whose only crime was to be in the way, of those who refuse war, and those who are orphaned by war's destruction.

### *Mythology and Folklore*

**Course Number:** EN469

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

An examination of world mythology and its commonalities across cultures, this course will align with Joseph Campbell's monomyth theory and distill essential elements of the human story from across lands, cultures, and time. We will study what is universal among all human cultures, and utilize these stories to write our own creative pieces. Students will become familiar with *The Hero with a Thousand Faces* by Joseph Campbell, many ancient tales, including Grimm's Fairy Tales, in order to grasp the fundamentals of the story-telling process and familiarize themselves with the human urge across time and place and peoples to tell our story.

### *Sports and Literature*

**Course Number:** EN470

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

In this course, students will read novels, biographies, poetry, short stories, drama, and journalism related to sports and athletics. Students will investigate the world of sports as a microcosm of the human condition and will use sport to better understand universal themes of power, race, betrayal, and relationships. Students will investigate how culture is expressed through sport, and produce short, meaningful expository, analytical and argumentative compositions. In addition, students will have the opportunity to create their own sports writing in a variety of genres.

### *Advanced Placement English Language and Composition*

**Course Number:** EN605

**Grade Level(s):** 10, 11

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept Rec

**Grading Weight:** AP

In tenth and eleventh grade, Advanced Placement English Language and Composition is available to qualified students who have mastered ASE format and are ready to commit to a more specialized course in rhetorical analysis and argumentation. Texts include essays, memoirs, novels, political documents, poetry, sermons, short stories, and speeches. In the course, students will strengthen their close-reading skills, sharpen their awareness of rhetorical context, and improve their understanding of sophistication in argumentative writing and other modes of discourse.

Through the practice of synthesis writing and the surveying of texts from different genres and disciplines, students will deepen their awareness of the ways that the relationship between text and context inform even those compositional strategies that relate to structure and formatting; therefore, through comparative analysis of writing from different disciplines, students will come to better understand the challenge of learning the style and formatting recommendations of various professional and academic organizations.

Students will learn to model their own strategies after those used by the writers they admire, and to appreciate the value of complexity, sophistication, and intellectual risk.

By the end of the course, students should be able to read critically, think analytically, and communicate clearly in both writing and speech. Students should expect to be assigned approximately one hour of homework per night (which includes independent test preparation). At the completion of this program, the student takes the AP English Language and Composition examination administered by the College Board in order to achieve college credit and/or placement in higher-level college English courses.

### *Advanced Placement English Literature and Composition*

**Course Number:** EN602

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept Rec

**Grading Weight:** AP

In eleventh and twelfth grade, Advanced Placement English Literature and Composition is available to qualified students who are ready for a more specialized English course. This program is intended to offer challenging college-level material and to engage the student in the critical reading and analysis of literature. Students will be exposed to poetry, drama, fiction, and non-fiction and discern the distinctions between the eras of each work's creation. Students should expect to be assigned approximately one hour of homework per night.

In addition, frequent writing assignments will require the student to respond analytically and in depth to the literature he reads. Students will learn to identify the literary elements that contribute to effective fiction, including theme, style, narrative p-o-v, setting, characterization, and structure, and to write about each of these elements individually and in connection with others. At the completion of this program, the student takes the AP English Literature and Composition Examination administered by the College Board in order to achieve college credit and/or placement in higher-level college English courses.

### *Shakespeare*

**Course Number:** EN701

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** EN605, EN602, Dept Rec

**Grading Weight:** AP

This advanced course will challenge students' intellect, imagination, and their powers of critical insight and expression by way of a thoroughgoing survey of William Shakespeare's plays, poetry, and narrative verse. By the conclusion of the course, students will have become familiar with the greater portion of Shakespeare's collected works and the powerful ideas implicit in them. These include notions of power and justice, love, warfare, freedom, repression, friendship, loss, ignorance, enlightenment, social hierarchies, spirituality, tragedy and transcendence; and so on. Simply put, no other writer in the English language has so thoroughly given expression to the range, depth, and dynamism of human life and human experience as Shakespeare.

Students will therefore read and evaluate the following works of Shakespeare (divided into 7 categories) during the academic year, each of which is included in the Norton Anthology: 1. the Apprentice Tragedies - *Julius Caesar*, *Romeo and Juliet*; 2. the High Comedies - *A Midsummer Night's Dream*, *As You Like It*;

3. the Major Histories - *Henry IV, Parts 1 and 2*; 4. the Great Tragedies - *Othello, King Lear, Hamlet*; 5. the Late Romances - *The Tempest*; 6. Narrative Verse - *Venus and Adonis*; and 7. the *Sonnets*. Additionally, students will read a number of supplemental texts that will better inform our understanding of Shakespeare's work.

# History

## Program Introduction

The program in the History Department leads the student to a knowledge of man as he lived in the past and as he relates with society in the present, so the student might comprehend the complexities of his own life and be capable of making mature judgments regarding men and ideas of his own time. In the acquisition of skills and knowledge in history and social sciences, the student is challenged beyond simply mastering certain factual data. He develops his intellect through practice in the skills of analysis and synthesis. He learns how historians and social scientists select evidence and make use of primary and secondary sources. He is encouraged to grow intellectually through active class participation, through extensive reading assignments, through writing interpretive and research essays, and through independent work in primary and secondary sources.

## What is Excellence in History?

The student who has met the standards of excellence in History demonstrates mastery in the skills of speaking, writing, critical thinking, and reading. The excellent student also demonstrates a thorough understanding of the key political, social, cultural, economic, intellectual, and diplomatic themes of each historical time period. Moreover, excellence is also characterized by a strong work ethic, seriousness of purpose, and intellectual curiosity.

### Speaking

Students will demonstrate excellence in projects that involve speaking skills. Students are expected to develop a well-organized argument with a clear and central idea. In addition, students will support their argument with concrete evidence and examples from original research. Furthermore, students will be able to speak in front of an audience in an audible, articulate, and poised manner. The student will also develop the skill of being able to think on his feet and defend his arguments with evidence and examples and critique opposing viewpoints with evidence and examples. Moreover, students will learn to utilize technology to support their presentations. Students are also expected to be active participants in class discussions and respect the viewpoints of others. Finally, students will be able to work well within groups and excel in collaborative projects and exercises.

### Writing

Students will demonstrate excellence in their written work. All students are expected to master the late Brian Fleury's model for writing an argumentative essay. Students will master the five paragraph model for an essay and continue to develop the ability to write more advanced work as well. Students are expected to demonstrate a command of grammar and punctuation in their work. Moreover, students will be able to develop a defined thesis statement. Students will also support their arguments with evidence from both primary and secondary sources. In addition, students will be able to write a clear and concise essay in a test situation. All students will also be able to write a research paper and demonstrate the ability to examine sources, take notes on sources, develop an outline, and properly cite sources.

### Critical Thinking

Students will demonstrate excellence through their abilities to critically analyze the historical narrative and develop their own conclusions. Moreover, students will be able to critically analyze sources and determine possible bias in them. Students will also learn to master analytical multiple choice questions. Furthermore, students will demonstrate critical thinking skills that demonstrate full understanding of complex arguments and synthesize events and topics to formulate an argument. In addition, students will be able to excel in collaborative projects that involve critical thinking skills.

## **Reading**

Students will demonstrate excellence in their reading comprehension skills. Students will be able to master readings from their textbooks and be able to convey what they learned in class. Students will be able to critically analyze both primary and secondary sources. Students will also be able to critically analyze historical works or novels in their outside readings in class.

## **History Course Catalog**

### *World Cultures*

**Course Number:** HS001

**Grade Level(s):** 7

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This course is designed to provide the student with an "insiders" perspective of the various cultures of the world. Specifically, it encourages the student to view civilizations very different from his own with a sensitivity and appreciation for the richness and diversity of mankind. In short, the course has as its focus the exploration of the various customs, values, histories and lives of the world's peoples. Such an exploration is intended to challenge the student to reflect on his own Western culture as well as on our common humanity. The contents of this course are examined through lectures, readings, films, discussions and activities.

### *US History 08*

**Course Number:** HS051

**Grade Level(s):** 8

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This course will explore the major themes of United States history from the Age of Exploration to the Civil War. Heavy emphasis will be placed on the Age of Exploration, Colonial development, the American Revolution, the Constitution and the Civil War. Because of the significant role our local (Morristown, New Jersey) history has played in many of the above events / issues, we will examine the local history concurrent with the national development of the country.

The overriding questions that we will ask as we go through the "big picture" historical development of the nation will be: What was happening in Morristown, New Jersey during this time period, and what role did Morristown, New Jersey play in shaping this country's development? As an age appropriate measure, a variety of local field trips will be woven into the curriculum, to locations such as Jockey Hollow, Washington's Headquarters, Waterloo Village, Ellis Island, Native American sites, etc.

### *World History I*

**Course Number:** HS102

**Grade Level(s):** 9

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

World History I is the first part of the two-part World History sequence for 9th and 10th graders. World History I aims to develop greater understanding of the evolution of global processes and contacts among different human societies from the beginnings of human civilization (c. 8000 BCE) through the end of the medieval era (c. 1350 CE). This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons between major societies. It emphasizes relevant factual knowledge applied to leading interpretive issues and types of historical evidence. The course offers global coverage, with Africa, the Americas, Asia, Europe, and Oceania all represented.

### *World History II*

**Course Number:** HS202

**Grade Level(s):** 10

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

World History II is the second part of the two-part World History sequence for 9th and 10th graders. World History II aims to develop greater understanding of the evolution of global processes and contacts between different human societies from the early modern era (c. 1450 CE) through the beginning of the 21st century. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons between major societies. It emphasizes relevant factual knowledge applied to leading interpretive issues and types of historical evidence. The course offers global coverage, with Africa, the Americas, Asia, Europe, and Oceania all represented.

### *United States History*

**Course Number:** HS301

**Grade Level(s):** 11

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This required course in the junior year is a chronological survey of American History from the period of exploration through the late 20th Century. Concentration of certain topics (as determined by the individual instructor) in political and social history superimposes a topical framework on the chronology. Examples of course topics include, but are not limited to, colonial democracy, the Revolutionary War Era, the Constitution and the formation of political parties, the Jacksonian Era, causes of the Civil War, foreign diplomacy, economic growth and role of the federal government in the 20th century, civil rights, and the presidency in the 20th century.

### *Contemporary Issues*

**Course Number:** HS400

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This course examines the key problematic issues in our world today and relates the general trends of the 20th century to the current events of the 21st century. The course focuses on economic, scientific, cultural, political, and military issues which affect all areas of the globe. Topics covered include the Arab-Israeli conflict, modern Africa, our current global economic crisis, global warming, the global dependence on oil, alternative energies, and a history of terrorism throughout the 20th Century. All major current events will be discussed daily.

### *International Relations*

**Course Number:** HS403

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This course examines both the twentieth century history of the United States in foreign affairs and contemporary issues of international relations. By examining the rhetoric and actions of key US actors, it encourages students to try to understand foreign cultures, different economies and various ideologies. Finally, the course enables students to begin an evaluation of various foreign policies and of the nature of the world order.

### *Introduction to Philosophy*

**Course Number:** HS405

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

The discipline of philosophy attempts to develop a comprehensive vision of the world and human existence. This course introduces students to the fundamental philosophical questions concerning the nature of reality (metaphysics), the possibility of knowledge (epistemology), and the nature of value (ethical theory) by engaging seminal thinkers including Plato, Aristotle, Descartes, Locke, Hume, and Kant. The course content is examined through primary and secondary source materials, lectures, films, oral presentations, student projects, and class discussions.

## *Leadership*

**Course Number:** HS411

**Grade Level(s):** 11, 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

This is a course designed to examine the nature and significance of “leadership”. Leadership will be viewed from multiple perspectives (moral; social; political; economic; group dynamics; etc.). The course will expose the student to the various styles and skills of leadership. The student will learn lessons from leaders who achieved successful outcomes - and leaders who failed to achieve desired results. The student will examine the “fundamentals” of leadership (i.e. – Pacesetter, Servant, Mission, Democratic, Authoritative & Coercive) – and learn how to utilize each of these styles to effectively achieve positive results. Ultimately, the student will be empowered by a deeper understanding of effective leadership skills, attitudes and mindsets. This empowerment will enable the student to pursue current and future leadership opportunities with courage and confidence!

## *Advanced Placement European History*

**Course Number:** HS602

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec.

**Grading Weight:** AP

The course treats the major historical events of the period from the Reformation to the middle of the twentieth century. Emphasis is placed upon the political, economic and social developments of the period. Students are asked to engage in historical interpretation of documents and emphasis is placed upon analytical interpretation of historical events. Extensive reading in the works of major historians is required. Specific test skills are also treated. At the conclusion of the course, students take the AP European History exam, administered by the College Board.

## *Advanced Placement World History*

**Course Number:** HS604

**Grade Level(s):** 10

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec.

**Grading Weight:** AP

AP World History offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in increasing interactions of different peoples, societies, and cultures. The purpose of the course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies as well as comparisons among major societies. This understanding is achieved through a combination of factual knowledge and analytical skills. Students learn to “do history” by learning the steps a historian would take in analyzing historical events and evidence. The course offers balanced global coverage, with Africa, the Americas, Asia, Europe, and Oceania all represented.

### *Advanced Placement United States History*

**Course Number:** HS606

**Grade Level(s):** 11

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec.

**Grading Weight:** AP

The course considers the political, social and economic development of the US from the period of exploration through Gulf War II. Students interpret historical documents and evaluate historical interpretations. The works of outstanding historians are read. Significant attention is given to research, essay writing, and analytical skills required for test taking. At the conclusion of the course, students take the AP US History exam, administered by the College Board.

### *Advanced Placement United States Government & Politics*

**Course Number:** HS609

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec.

**Grading Weight:** AP

This course undertakes an academically rigorous study of the structure and function of American Government. It is designed to provide students with an understanding of the formal and informal institutions of the US Government and the contribution each makes to the policy making process which influences our daily lives. Students will also study the relationship of the individual to government through political parties, interest groups, elections, and the media. In addition to content material, students will develop writing, critical thinking, research, and oral argument skills. At the conclusion of the course, students will take the AP US Government and Politics exam administered by the College Board.

### *Advanced Placement Macroeconomics*

**Course Number:** HS610

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** AP

AP Macroeconomics course is designed to help students create a foundation of economic literacy and to better understand the complex financial world we live in. It is preparatory in nature, building up to the Advanced Placement exam in May. Students may earn college credit with success on this exam.

The course will begin with a study of basic terms, methods and concepts, including scarcity, opportunity costs, and marginal analysis. The concepts of demand, supply, and equilibrium will be defined and illustrated, incorporating laws, models and graphs. Students will then probe into such economic indicators as GDP and CPI and understand how these barometers are calculated and used. They will study the role of government in the economy and differentiate between fiscal policy and monetary policy, exploring how “the Fed” works tactically and strategically against instability. Considerable time will be spent working with applications related to world trade and foreign exchange.

*Advanced Placement Comparative Government and Politics*

**Course Number:** HS611

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** AP

*Advanced Placement (AP) Comparative Government and Politics* introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

## **Mathematics**

### **Program Introduction**

The Mathematics Department believes that mathematics is a creative endeavor that teaches students to analyze and understand the world quantitatively. Students will learn to problem-solve by recognizing mathematical patterns and relationships, evolving beyond the algorithmic procedures of primary school, to be able to synthesize these strategies into real-world applications.

### **What is Excellence in Mathematics?**

The excellent student in mathematics demonstrates:

- Mastery of mathematical skills (appropriate to the course) to work through a problem and get a solution. If given an equation in an algebra class or an anti-derivative in a calculus class (as examples), a student displaying excellence will have ‘ownership’ of the necessary skills to see the problem through to a correct answer. The student should know what to do, execute the steps correctly, and be able to verbally explain ‘how’ and ‘why’ he carried out those steps.
- The ability to articulate to others the ‘how’ and ‘why’ of the processes involved in getting the desired solution. In group activities an excellent student can take charge and help aid in the understanding of other students. An excellent student can break down each step for others (perhaps in different words or a simpler way) and lead others to the acquisition of the required skills.
- Application of the attained math skills. A truly excellent student has the ability to take knowledge of one type of problem or topic and apply it to a completely different one. Whether that means being able to work through problems in another course (as is often seen in calculus and physics) or using math knowledge as the catalyst for further inquiry in other areas; this type of application is excellent. Excellence is displayed by the students that use their knowledge of change, growth, models, etc. to investigate/question what is happening in other fields of study such as economics, biology, chemistry, physics, or even history -- to name but a few.
- The ability to perform, discuss, and use mathematics in a variety of ways. The capacity to work with functions, relations, and concepts graphically, analytically, numerically, and verbally establishes excellence in mathematics. An example of these abilities is illustrated in an algebra class when a student identifies key features from a data display; computes the slope and equation of the line; graphs the line; and then explains in written form what is actually happening, i.e. as variable increases, variable decreases.
- An appreciation of mathematics as a coherent body of knowledge and as a human accomplishment. The purity of thought and the rigors of the discipline are a marvel the truly excellent student can often appreciate.

## Mathematics Course Catalog

### *Algebra IA*

**Course Number:** MA001

**Grade Level(s):** 7

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This course is the first half of a two-year program of instruction designed to give students in the middle school a solid foundation in algebra, in preparation for further advanced study in mathematics. Topics covered include transforming equations and problem solving, inequalities and absolute value. Further, students will explore linear, quadratic, and other functions with their graphs and systems of linear equations. Finally, it is expected that students have a thorough knowledge of arithmetic operations and an understanding of the real number system.

### *Algebra IB*

**Course Number:** MA050

**Grade Level(s):** 8

**Credit:** 1.0

**Length:** Year

**Prerequisites:** MA001

**Grading Weight:** Standard

This course is the second half of a two-year algebra program for the middle school. Material is covered in depth to assure a complete understanding and mastery of algebraic techniques. Topics covered include laws of exponents and polynomial operations, rational and irrational expressions, and a brief introduction to Trigonometry and Statistics. Further, students will explore quadratic functions in depth, and will learn to factor polynomials in a variety of patterns. Finally, it is expected that students have a thorough knowledge of arithmetic operations and an understanding of the real number system.

### *Algebra I*

**Course Number:** MA101

**Grade Level(s):** 7, 9

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

Topics included in this introductory course in algebra are: transforming equations and problem solving, inequalities and absolute value, laws of exponents and polynomial operations, rational and irrational expressions, and a brief introduction to Trigonometry and Statistics. Further, students will explore linear, quadratic, and other functions with their graphs, systems of linear equations, and factoring polynomials in a variety of patterns. Finally, it is expected that students have a thorough knowledge of arithmetic operations and an understanding of the real number system.

### *Geometry*

**Course Number:** MA201

**Grade Level(s):** 8, 9, 10

**Credit:** 1.0

**Length:** Year

**Prerequisites:** MA050, MA101, Placement

**Grading Weight:** Standard

This course introduces properties of lines, planes, triangles, quadrilaterals, and circles. Reflections and transformations are used as a means of illustrating congruence of planar figures. Methods of inductive and deductive reasoning are used in the proof of theorems and constructions. Areas of polygons, circles, solids, and volume of solids are also discussed. Additional topics include a study of the trigonometry of right triangles.

### *Algebra II & Trigonometry*

**Course Number:** MA301

**Grade Level(s):** 9, 10, 11

**Credit:** 1.0

**Length:** Year

**Prerequisites:** MA201, Placement

**Grading Weight:** Standard

This course is designed to review the basic concepts of elementary algebra on a more sophisticated level. Topics such as quadratic equations and functions, complex numbers, logarithms, basic statistical and data analysis, and trigonometry are explored. This course is the last foundation course before students enter into more advanced courses such as statistics, pre-calculus, and ultimately calculus.

### *Pre-Calculus*

**Course Number:** MA302

**Grade Level(s):** 9, 10, 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** MA301, Placement

**Grading Weight:** Standard

This course will provide the student with the skills and knowledge to succeed in calculus. Thorough study of polynomial, rational, exponential, logarithmic, and trigonometric functions is the backbone of the course. Each of these topics is analyzed through graphical, algebraic, and numerical approaches. Toward the end of the year, this course will also expose students to additional topics such as matrix algebra, vectors, conic sections, probability and data analysis.

### *Calculus*

**Course Number:** MA402

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** MA302

**Grading Weight:** Standard

This course is designed to prepare the student for further study in the field of calculus. Topics include functions and relations, trigonometric functions and identities, the concept of a limit, and elementary techniques of differentiation and integration. A student should have a thorough preparation in algebra and geometry.

### *Statistics*

**Course Number:** MA404

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** MA301

**Grading Weight:** Standard

The purpose of this course is to introduce students to the major concepts and tools utilized for collecting, analyzing, and drawing conclusions from data. Statistics has the power to improve decision-making accuracy and test new ideas. It is a key analytical tool used in education, the social sciences, and business administration and is often a required college subject for majors in these areas. Statistics is also frequently used for data analysis in the sciences and engineering fields.

This course will develop the student's understanding and ability to apply mathematics to solve real-world problems dealing with probability, statistics, and data analysis. Students will also learn how to utilize a statistical program such as Microsoft Excel, Google Sheets, etc. as a tool to perform mathematical calculations and display and analyze important aspects of data sets using appropriate graphical representations.

### *Infinity*

**Course Number:** MA411

**Grade Level(s):** 11, 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** MA302

**Grading Weight:** Standard

*Infinity* is a course to be taken before, after, or in addition to a course in Calculus. The intent of the course is to teach students an important set of mathematical skills by examining a beautifully complex set of mathematical ideas surrounding the concept of infinity.

Historically, the course will cover developments from Euclid's proof of the infinitude of primes in the 4th century BC up to Benoit Mandelbrot's publication of *The Fractal Geometry of Nature* in 1982. Skill-wise, the course will develop students' facility with both the fundamentals learned in Algebra I and the proof writing techniques expected in advanced college courses. In terms of disciplinary boundaries, the course will bring "traditional" school mathematics into more direct contact with ideas from computer science, philosophy, literature, and art. In every case, the goal is to broaden what students understand by the term "math class."

### *AP Calculus AB*

**Course Number:** MA602

**Grade Level(s):** 10, 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** MA302, Dept. Rec.

**Grading Weight:** AP

AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally.

Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Students regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

### *AP Statistics*

**Course Number:** MA604

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** MA301, Dept. Rec.

**Grading Weight:** AP

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

### *AP Calculus BC & Multivariable Calculus*

**Course Number:** MA606

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** MA602, Dept. Rec.

**Grading Weight:** AP

This course is designed to prepare students for the Calculus BC Advanced Placement Examination and to provide an introduction to multivariate calculus. The topics to be covered in this course include polar coordinates, vectors in two- and three-space, three dimensional geometry, partial differentiation, multiple integrals, infinite series, differential equations, vector calculus, line integrals and Green's theorem in the plane. This course is only for the student who has completed AP Calculus AB. At the conclusion of the course, the students will take the AP Calculus BC exam administered by the College Board.

*Linear Algebra*

**Course Number:** MA701

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** MA606, Dept. Rec.

**Grading Weight:** AP

This course introduces the student to concepts in college-level algebra with a particular emphasis on matrix theory, linear systems of equations, linear transformations, vector space concepts and eigenvalues. Applications to linear programming and economic models are discussed. This course is only for the student who has successfully completed AP Calculus BC (MA606). This course receives the same GPA bonus as an AP course.

## **Performing Arts**

### **Program Introduction**

Music and theater may be experienced as performer, composer, actor, and listener. The Delbarton Performing Arts Department program provides experiences for students in each of these areas. All students are introduced to the creative and listening process of music and theater in the required classes. Classes offered as electives include keyboard playing, music history, and music theory.

The primary performing ensembles are the Schola Cantorum (chorus), Wind Ensemble (band), and the Abbey Orchestra. Smaller chamber groups such as brass ensemble, woodwind ensemble, or percussion ensemble exist in relation to the primary large ensembles.

### **What is Excellence in Performing Arts?**

The performing arts may be experienced as performer, composer/creator, and listener. The Delbarton Performing Arts Department program provides experiences for students in each of these areas. All students are introduced to these topics in the 9th and 10th grade classes for Theater and Music. Classes offered in 11th and 12th grade include keyboard playing, music history, and music theory. There are elective performing opportunities available to students during the school day in Choral, Instrumental, and String Ensembles. Our Middle School students will be required to participate in one of these ensemble offerings in 7th and 8th grade.

Smaller chamber groups such as brass ensemble, woodwind ensemble, or percussion ensemble exist in relation to the primary large ensembles. A student may also further his performing skills through private lessons in voice, piano, organ, keyboard, and woodwind, brass, string, and percussion instruments. These lessons are normally in the afternoon and early evening.

#### *Middle School Ensembles*

Students who achieve excellence in the Middle School Ensembles will demonstrate:

- An eagerness to work collaboratively with their peers toward musical goals.
- The ability to incorporate constructive criticism from the ensemble director and make noticeable changes and improvements.
- The ability to follow the musical score and be able to accurately follow contours and basic rhythm patterns.

#### *Freshman Theater*

Students who achieve excellence in the Freshman Theater program will demonstrate:

- Confidence and clarity of speech in on-stage work
- A foundational understanding of the techniques used to create a character and practical application of those techniques
- Empathy and compassion for their peers through the rehearsal process
- Ability to learn through observation of both peers and professionals on stage

#### *Sophomore Music*

Students who achieve excellence in the Sophomore Music program will demonstrate:

- The ability to read notation on the grand staff
- Understand the concept of musical form and identify contrast and repetition within a composition and how the various pieces build to the larger whole.

- The ability to articulate the relationship between melody and harmony and compose phrases and short musical works to demonstrate this.

Beyond the sophomore year, students who achieve excellence in the performing arts will demonstrate:

- A commitment to developing their craft through further academic study in their chosen discipline(s)
- A commitment to the practical application of their craft through pursuit/participation in co-curricular activities in the performing arts
- Leadership and advocacy for the performing arts in the greater student community

## **Performing Arts Course Catalog**

### *Middle School Chorus*

**Course Number:** MS Chorus

**Grade Level(s):** 7, 8

**Credit:** 0.5

**Length:** Year (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

The middle school choral ensemble will focus on music for the changing/changed voice and building confidence in young singers. Students will be challenged to read a variety of age appropriate music with attention to reading rhythms accurately, and sight reading new music. Emphasis will be placed on developing healthy technique for all musicians. This ensemble will perform during the year and students will be required to attend, and to participate in scheduled performances. No prior experience is required to participate in this ensemble.

### *Beginner Band*

**Course Number:** Band - B

**Grade Level(s):** 7, 8, 9, 10, 11, 12

**Credit:** 0.5

**Length:** Year (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

The Beginner Band offers a chance to play a variety of great music while building on musical fundamentals and playing technique in an ensemble setting. Students will be challenged to read a variety of age appropriate music with attention to reading rhythms accurately, and sight reading new music. Emphasis will be placed on developing healthy technique for all musicians. This ensemble will perform during the year and students will be required to attend, and to participate in scheduled performances.

\* Students signing up for this class will be expected to bring an instrument to each class. If students do not own an instrument, or transportation of an instrument is an issue, he must reach out to the Performing Arts Faculty to help secure an instrument through rental or loan (based on instrument availability).

\*\* Students registering for this class should have less than two years of experience playing an instrument. If a student has more than two years of experience, they should register for the Symphonic Orchestra

### *Schola Cantorum*

**Course Number:** Schola

**Grade Level(s):** 9, 10, 11, 12

**Credit:** 0.5

**Length:** Year (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard, Arts Requirement

Schola Cantorum (“the school of singing”) will perform music for the changed voice and work to strengthen each boy’s ability to sing in harmony and be independent. Students will be exposed to more advanced, demanding, and varied music representing the standard repertoire for men’s choral ensembles. Students will continue to develop skills in musical expression, dynamic shape, balance, and musicianship. This ensemble will perform during the year and students will be required to attend, and to participate in scheduled performances. No prior experience is required to participate in this ensemble. Piano players wishing to participate as a student accompanist are encouraged to speak to the director as well.

### *Symphonic Orchestra*

**Course Number:** Band - S

**Grade Level(s):** 7, 8, 9, 10, 11, 12

**Credit:** 0.5

**Length:** Year (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard, Arts Requirement

The Symphonic Orchestra will focus on building individual musicality and technique through performance of a wide variety of musical styles and genres in an ensemble setting. Students will continue to develop fundamentals of musical expression, the refinement of tone quality, basics of music theory, and the ability to perform scales. Both band (brass, woodwind, percussion) and orchestral (violin, viola, cello, and bass) instrumentalists are encouraged to select this course and perform together as a combined ensemble. This ensemble will perform during the year and students will be required to attend, and to participate in scheduled performances.

\* Students signing up for this class will be expected to bring an instrument to each class. If students do not own an instrument, or transportation of an instrument is an issue he must reach out to the Performing Arts Faculty to help secure an instrument through rental or loan (based on instrument availability).

\*\* Students signing up for this class are expected to have played previously in an ensemble or through private lessons. Any students with less than two years of experience playing an instrument should register for the Beginner Band.

### *Frets and Keys*

**Course Number:** Frets

**Grade Level(s):** 9, 10, 11, 12

**Credit:** 0.5

**Length:** Year (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard, Arts Requirement

*Frets & Keys* is designed to serve our existing and incoming piano and guitar students. The focus will be on solo and small ensemble music. Piano players and guitarists will be challenged to play duets, trios, and quartets with their instrument and also work with musicians who play a different instrument. Additional topics would include how to accompany a musician and skills in improvisation. This course is meant for

late beginner and intermediate students with some prior experience on piano and guitar who are able to read music. Advanced students who have studied for a long time are encouraged to pursue opportunities with the Jazz Band, accompanying the choir, or branch out with one of the other 3 ensemble offerings. This is a course that students can take for multiple years, similar to our other ensemble offerings.

\* Guitarists signing up for this class will be expected to bring an instrument to each class. If students do not own an instrument, or transportation of an instrument is an issue he must reach out to the Performing Arts Faculty to help secure an instrument through rental or loan (based on instrument availability).

\*\* Students signing up for this class are expected to have played previously in an ensemble or through private lessons. Any students without experience should speak to the director in advance to begin instruction.

### *Introduction to Theater*

**Course Number:** PA101

**Grade Level(s):** 9

**Credit:** 0.25

**Length:** Semester (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

This course introduces students to the fundamentals of Theater arts with an emphasis on performance. Students will develop basic skills in improvisation, character development, and diction/vocal production as well as build a foundational understanding of Theater history, script analysis, and technical Theater.

### *Introduction to Music*

**Course Number:** PA201

**Grade Level(s):** 10

**Credit:** 0.25

**Length:** Semester (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

This first exposure to music is to introduce students to concepts of staff reading, rhythm notation, musical expression, musical form, and composition techniques. Students will hear, read, and investigate music ranging from classical works and parts of the mass to contemporary and popular music. An emphasis will be placed on performing and composing music using these ideas.

### *Music Theory*

**Course Number:** PA311

**Grade Level(s):** 11, 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

This course begins by reviewing the very basics of music notation and from there branch off into discussions of rhythm, meter, scales, key signatures, chords, cadence patterns, and typical chord progressions. Students will work on aural skills through singing stepwise melodies on solfège syllables and take dictation on simple stepwise melodies. This course will conclude with an investigation into musical composition, phrase relationships, and effective melody writing.

## *Theater*

**Course Number:** PA401

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard, Arts Requirement

This course is designed for upperclassmen students who have not taken the 9th grade Introduction to Theater course. In the first semester, students will be given a foundational understanding of Theater arts as outlined in the 9th grade curriculum before exploring in greater depth various theatrical traditions from classical to modern and explore how to prepare a role through text analysis and the American-style “method” technique.

The second semester will further develop students’ skills through in-depth work in character development, text analysis and an introduction to various acting techniques including Meisner and Viewpoints. Students will also explore contemporary approaches to Shakespeare and other Classical Theater and examine the landscape of the contemporary Theater through analysis/critique of various productions.

## *Introduction to Piano*

**Course Number:** PA403

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard, Arts Requirement

This course is meant for students with little or no previous piano background. Students will study and apply all the elements that go into performing piano music including: posture, note reading, rhythm, counting, expression, and other musical markings found in a piano score. Students will develop rhythm skills and coordination to play more complicated songs. Students will also study technical elements including: two hand scales, chord names and chord building, and the ability to accompany a melody using chord symbols.

## *Advanced Placement Music Theory*

**Course Number:** PA601

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** PA311 (encouraged), Dept. Rec.

**Grading Weight:** AP, Arts Requirement

This course is a deeper investigation into the technical aspects of music studied in the Music Theory course. We will begin with an accelerated review of the basics of music theory. Topics studied will include: reading notation, key signatures, time signatures, chords, Roman numeral analysis and function, figured bass realization, four part chorale writing, dictation, ear training, sight singing, and composition. This course is a skills course and will require practice of skills outside of the classroom for success.

## **Physical Education Program Introduction**

Physical Education is that part of the educational process which concerns itself primarily with the development of students through physical activities. It is desired that students acquire knowledge and understanding related to the development and function of the human body and to the mechanical principles of human movement. Physical activities are designed to foster creativity and self-direction and to encourage vigorous activity. Through activity, students develop physical fitness, agility, balance, endurance, flexibility and strength. Incorporated in the program are experiences which reinforce the development of behaviors, attitudes, appreciation and understanding required for effective human relationships.

### **What is Excellence in Physical Education?**

A Delbarton graduate understands the benefits of living a healthy lifestyle to better his mind, body and spirit. He makes conscientious decisions regarding fitness, nutrition, and general health including drugs and alcohol, sexual health, safe driving, basic first aid techniques, and mental health.

#### **Health**

##### **7<sup>th</sup> grade**

The student will develop the essential tools to properly set goals and stay organized daily. They will also learn about specific life skills pertaining to their age group and that of a high school student.

##### **8<sup>th</sup> grade**

The student will learn the stark reality of how bullying affects the country as a whole. They will gain an understanding of the differences we all share and how to appreciate them. The student will also be equipped with problem solving and pro-activity when it comes to bullying.

##### **9<sup>th</sup>**

The student will understand the concept of addiction, different drug types, the long and short term effects and the coping mechanisms for all substances studied.

##### **10<sup>th</sup> grade**

The student understands the tactics and skills required for defensive driving. He understands the responsibility that one takes when he gets behind the wheel of a car.

##### **11<sup>th</sup> grade**

The student will understand the importance of basic first aid/CPR/AED training and how their quick action can make a difference in the outcome of injury.

#### **Physical Education**

##### **7<sup>th</sup>/8<sup>th</sup> grade**

A Delbarton middle schooler will have an understanding of teamwork and cooperation. They will know how to work together to achieve a common goal.

##### **9<sup>th</sup> grade**

The student will gain a foundation in personal fitness. Understand how to safely navigate a strength training environment while developing growth in physical education training.

### **10<sup>th</sup> grade**

The student will be apt in weight, speed and agility training. They will also have a better understanding of their mental health and have a number of techniques to combat stressful situations.

### **11<sup>th</sup> grade**

The student will have the ability to continue their personal health and wellness outside of the school environment. Using a combination of fitness techniques and lifetime/individual activities they will be able to maintain their desired level of personal fitness post-graduation.

## **Physical Education Course Catalog**

### *7th Grade PE & Health*

**Course Number:** PE021 & PE022

**Grade Level(s):** 7

**Credit:** 0.25 each

**Length:** Semester (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

This course is designed to develop essential Life Skills as they relate to being a student and member of the Delbarton Community. The curriculum will be centered on what goals to set for yourself, how to set them and how to accomplish them. This will force them to identify how to make proper decisions in their daily life. The goals will be physical, mental, athletic, academic, social and spiritual. We will attempt to emulate the school's motto and develop the mind, body and spirit of the student.

### *8th Grade PE & Health*

**Course Number:** PE055 & PE056

**Grade Level(s):** 8

**Credit:** 0.25 each

**Length:** Semester (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

This course is designed to teach students about the evolving subject matter of bullying in society. Students will examine bullying from multiple angles (texts, documentaries, current events). During the course, the student will be shown various ways in which one can be bullied, ways one can prevent bullying, and the roles involved in bullying.

### *9th Grade PE & Health*

**Course Number:** PE103 & PE121

**Grade Level(s):** 9

**Credit:** 0.25 each

**Length:** Semester (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

This course is designed to teach students about the evolving subject matter of substance abuse. Students will examine and research such topics as caffeine, tobacco, alcohol, depressants, stimulants, marijuana, and opiates. During the course, students will become aware of the short-term and long-term effects of all substances studied. Students will also be made aware of the potential legal consequences as well as treatment and rehabilitation options available.

*10th Grade PE & Health*

**Course Number:** PE206 & PE221

**Grade Level(s):** 10

**Credit:** 0.25 each

**Length:** Semester (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

This course consists of classroom work with a focus on defensive driving and the rules which govern driving in the state of New Jersey. Driving skills, discipline, and related attitudes are addressed to promote safe and courteous driving. Students may qualify to get their driving permit by attaining the necessary score on the final exam.

*11th Grade PE & Health*

**Course Number:** PE303 & PE321

**Grade Level(s):** 11

**Credit:** 0.25 each

**Length:** Semester (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

This course is designed to allow students to participate in the Red Cross certification program for Adult first Aid, CPR, and AED. Classroom instruction will be a mixture of lecture, demonstration, and hands-on practice with individual skills. Students will learn how to respond to many different emergency situations and how to treat these situations using First Aid, CPR, and AED techniques. Students may earn their certificates upon completion of the course.

## Science

### Program Introduction

The Science Department fosters students' knowledge of the world by increasing critical awareness of biological, chemical, and physics phenomena. This is accomplished by presenting the processes and methods of scientific inquiry together with practice in making claims based on evidence and reasoning using the vocabulary of science. Students are trained to draw their own conclusions about how acquired knowledge may be applied to the world and to their own life in particular.

Our students are encouraged to reason deductively from the existing body of knowledge, to reason inductively from their own observations and experimental data, and to arrive at general regularities and underlying themes and principles. Also, they are shown how to be proficient in problem solving techniques that are commensurate with their background and mathematical skills.

### What is Excellence in Science?

The student who has met the standards of excellence in Science demonstrates:

- Mastery of the overarching themes of the discipline, as well as factual information supporting these major concepts
- The adept use of scientific terminology and format in written and oral expression
- The understanding of the processes of scientific inquiry and how conclusions are drawn from data
- The ability to reason deductively from the existing body of knowledge
- The ability to reason inductively from his own observations and experimental data
- Proficiency in problem solving techniques
- Skill in laboratory techniques and the use of scientific instrumentation
- The ability to work cooperatively as part of a team
- The ability to see beyond the classroom and make connections to the world around him

### Science Course Catalog

#### *Integrated Science I*

**Course Number:** SC001

**Grade Level(s):** 7

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

Integrated Science I is the first year of a two year course. This course is designed to focus on physics, astronomy, properties of matter, ecology, and engineering. The topics covered include universality of change from the rock cycle through plate tectonics to postulated changes in the universe. The course then takes a turn to examine Newton's laws and the testing of different types of energy. The course continues with a look into the properties of matter and the structure of the atom and finishes with a look at the diversity of life on our planet.

## *Integrated Science II*

**Course Number:** SC005

**Grade Level(s):** 8

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

Integrated Science II is the second year of a two year course. This course is designed to build upon the foundation that was set in seventh grade and primarily focuses on chemistry and biology. Students start off the year with chemistry and learn how to break down the periodic table and discuss physical and chemical properties. Students will then continue to talk about the structure of an atom and interpret different gas laws. The course then continues with biology and focuses on cell structure, photosynthesis, cellular respiration, cell division, genetics, and concludes with human anatomy systems. Students continue to use the scientific method through laboratory investigations and experimentation. Students learn techniques of data gathering and interpretation.

## *Biology*

**Course Number:** SC111

**Grade Level(s):** 9

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This course serves as the upper school introduction to the study of life, with a focus on the sub-cellular. Major units of study include: molecules of life, cell structures, photosynthesis, cellular respiration, cell division, human body systems, disease, genetics, biotechnology, evolution, and ecology. Students engage with this content to practice scientific inquiry, problem solving, data/graphical analysis, modeling phenomena, and arguing based on evidence. Students who complete this course will be equipped to understand the changing environment around them in order to make informed arguments and decisions based on evidence to be active citizens of the world.

## *Advanced Biology*

**Course Number:** SC113

**Grade Level(s):** 9

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec.

**Grading Weight:** Advanced

This course covers diverse topics on a sub-cellular scale including: the molecules of life, cell structures, photosynthesis, cellular respiration, cell division, human body systems, pathology, genetics, biotechnology, evolution, and ecology. This content is explored through scientific inquiry, problem solving, data/graphical analysis, modeling, and evidence based reasoning. Students who complete this course will be equipped to understand the changing environment around them in order to make informed arguments and decisions based on evidence to be active citizens of the world. This course has an accelerated pace to allow for greater opportunities for laboratory investigations. Students in this course build on a strong base knowledge in life science from previous years to allow for an accelerated pace to the study of life.

## *Chemistry*

**Course Number:** SC221

**Grade Level(s):** 10

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

The course covers basic chemical and scientific concepts and applications. Students gain a broad perspective of chemical principles including matter and energy, atomic theory, electronic structure of the atom, periodicity, molecular structure, nomenclature, chemical equations, stoichiometry, and the gas laws. This course shows how chemistry is intimately involved in many aspects of our daily lives. Students develop the ability to think critically, solve mathematical problems, work cooperatively with others, and communicate ideas effectively. Furthermore, the class allows students to experience real-life chemistry through live demonstrations and active experience in the laboratory.

## *Advanced Chemistry*

**Course Number:** SC223

**Grade Level(s):** 10

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec.

**Grading Weight:** Advanced

This course includes all the topics in the Introduction to Chemistry course plus equilibrium, reaction rates, acid-base, thermodynamics and electric cells. This course emphasizes understanding the development of the atomic model and covers some topics in physics students may be unfamiliar with. This fast paced course requires students to apply rigorous quantitative analysis to the study of chemistry. It provides students with a strong foundation to transition into AP Chemistry.

## *Physics*

**Course Number:** SC331

**Grade Level(s):** 11

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This course presents the basic physical laws of the universe and how those laws manifest themselves in our world. Special emphasis is placed upon: knowledge and understanding of physics laws, reasoning and complex logical problem-solving, proper use of mathematics in the problem-solving process, practical and theoretical applications of physics, and becoming confident in using physics knowledge to successfully approach new challenges. Advanced technologies are also discussed and analyzed. The learning process during the year includes classroom lectures, experimental lab work, demonstrations, and illustrations of physics in the daily life of students and in the world. Topics covered include: scalars, vectors and vector math, kinematics, Newton's Laws and dynamics, momentum, work and energy, conservation laws, waves and oscillatory motion, optics, electromagnetism, electric circuits and some modern physics.

### *Research in Science*

**Course Number:** SC409

**Grade Level(s):** 10, 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec.

**Grading Weight:** Standard

This is a research-oriented course designed for students who have been designated as gifted and talented in science and shown significant involvement in science activities. Students will be required to complete a research project which will be submitted for participation in national, state, or regional competitions open to high school science students; including the North Jersey Region Science Fair and the New Jersey Junior Science and Humanities Symposium among others. In addition, students will engage in independent and group study of topics that are beyond the scope of traditional science courses. Such topics may include familiarization with advanced research and lab methods, equipment, statistical analysis, proper research documentation and peer review. A student who participates in this course will also explore and become conversant with current research undertaken by others in the area he chooses to study. At the end of this course, the student should have developed expertise in his specific and original area of research.

### *Environmental Studies*

**Course Number:** SC411

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This is a laboratory and project-oriented course covering environmental studies. Subjects covered include earth systems and resources, biodiversity, species interactions and ecology, land and water use, genetics, energy resources and consumption, pollution, and global change. Proficiency in biology, chemistry, physics and basic computer usage is required due to the interdisciplinary nature of the course. This course emphasizes college readiness through practical skills such as public speaking, arguing/making informed decisions based on evidence, and data analysis.

### *Engineering, Technology, Robotics, and AI*

**Course Number:** SC431

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

Engineering, Technology, Robotics and AI (ETRAI) introduces students to different forms of engineering (mechanical, civil, electrical, naval, aerospace, chemical, etc.) and familiarizes them with a variety of highly advanced technologies (such as driverless cars, Blockchain technology, and human-like chat-bots, among many others). The course will help students to understand both how these technologies work and are developed, and what their likely impact will be. Students learn scientific principles and practice becoming engineers by engaging in a range of projects in which they design and engineer machines, robots and processes.

The course provides a strong introduction to the workings of artificial intelligence, and issues involving artificial intelligence (technical, mathematical and moral). Students gain a deep understanding of the revolutionary and far-reaching robotics/AI world which is likely to unfold in the coming decades. The course is suitable both for students potentially interested in future STEM careers, as well as those interested in STEM as it applies to the investment and business world

### *Advanced Placement Biology*

**Course Number:** SC611

**Grade Level(s):** 10, 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** SC111/113, Dept. Rec.

**Grading Weight:** AP

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. There is a heavy emphasis on hands-on laboratory work, inquiry-based investigations, and problem solving that provide students with opportunities to apply science practices. The AP Biology course focuses on enduring, conceptual understandings and the content that supports them. This approach enables students to develop the reasoning skills necessary to engage in the rapidly advancing life sciences enterprise.

### *Advanced Placement Chemistry*

**Course Number:** SC621

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** SC221/223, Dept. Rec.

**Grading Weight:** AP

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through investigations, as they explore content such as: atomic and molecular structure, intermolecular forces, chemical reactions, kinetics, thermodynamics, equilibrium, acids and bases. This course expands students' education in chemistry and prepares students for future majors in science, engineering, and medical fields.

### *Advanced Placement Physics 1*

**Course Number:** SC631

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec.

**Grading Weight:** AP

This is a first-year college-level course that will impart a deep level of basic physics knowledge and ability to students, as well as prepare them for the AP Physics 1 exam at the end of the year. It serves as a higher-level alternate to PH301 Introductory Physics while also satisfying the graduation requirement. As time permits, interesting and pertinent topics beyond those on the AP Physics 1 syllabus will be covered. The course is designed for the most capable juniors or seniors and may serve to fulfill a first-semester science requirement at the college level.

### *Advanced Placement Physics 2*

**Course Number:** SC632

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** SC631, Dept. Rec.

**Grading Weight:** AP

This is a second-year course in physics that will prepare the student for the AP Physics 2 exam at the end of the year. The course is designed for the most capable seniors who have already taken AP Physics 1. The course covers topics not included on the AP Physics 1 syllabus such as fluids, thermodynamics, electricity and magnetism, light and optics and modern physics.

### *Advanced Placement Physics C*

**Course Number:** SC635

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** SC631, Dept. Rec.

**Grading Weight:** AP

This is a second-year, in-depth, physics course that will prepare the student for the AP Physics Level C exams at the end of the year. The course is designed for the most capable seniors who have already taken AP Physics 1. Mechanics and Electricity and Magnetism will be covered at a level appropriate for those seniors considering majoring in science in college. Calculus is used throughout the course.

### *Advanced Placement Psychology*

**Course Number:** SC641

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept. Rec.

**Grading Weight:** AP

The AP Psychology course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The nine units of study required by the College Board in AP Psychology are; The Scientific Foundations of Psychology, The Biological Bases of Behavior, Sensation and Perception, Learning, Cognitive Psychology, Developmental Psychology, Emotions, Motivation and Personality, Clinical Psychology, and Social Psychology.

Students are exposed to the psychological facts, principles, and phenomena associated with each of these major subfields of psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course work includes extensive reading of the textbook, current literature as well as historical articles, and case studies. The students also engage in their own experimentation and observation of behavior.

## Theology

### Program Introduction

Theology is a critical and scholarly reflection on religious practice, experience, and concepts in light of the Hebrew and Christian Scriptures and the Catholic tradition. The Theology Department, composed of Benedictine monks of St. Mary's Abbey and their lay colleagues, offers faith education that is so central in our school's mission to "educate the whole person: mind, body and spirit". Our program encourages students to grow in understanding of self, others, and God, emphasizing that right relationship with God requires us to actively live our faith and treat God's creation and all human beings with dignity and respect.

### What is Excellence in Theology?

All Delbarton students who have met the academic standards of excellence in Theology demonstrate:

- An understanding of their faith
- A respect for the religious beliefs of others
- An understanding of the nature of religion and religious traditions in a diverse and changing society
- A sensitivity to others and the ability to engage in a dialogue with others in order to promote mutual understanding
- Proficiency in listening, writing, speaking, reading, researching, and critical thinking--skills necessary for an educated person living in a globalized 21st century

### Theology Course Catalog

#### *The Bible*

**Course Number:** TH001 & TH005

**Grade Level(s):** 7

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This course will provide a firm foundation of the characters, stories, and themes of the Hebrew and Christian Testaments, emphasizing the narrative of salvation history and God's covenantal plan for His chosen people. Students will learn how to extract the meaning of the literal sense of the Bible to gain a deeper understanding of how the first century church understood God's written word. Building off the literal sense, the class will explore the threefold spiritual sense of scripture (allegorical, moral & anagogical) and learn how to interpret the Bible within the living tradition of the Catholic Church. Emphasis will be given to the life and redemptive work of Jesus Christ, the reconstitution of the people of God in the kingdom, and the early Church's mission.

### *Religious Heroes*

**Course Number:** TH051 & TH055

**Grade Level(s):** 8

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This course will provide students with an overview of founding events and movements in Catholic history from the Apostolic Age to the present by examining the lives of the saints. Special attention will be given to how the saints exemplified the cardinal and theological virtues (Prudence, Justice, Temperance, Fortitude, Faith, Hope, and Charity) virtues. Major course themes will include divine grace, God's mercy, sacrificial love, faith and reason, the transcendentals, Christian asceticism, the corporal and spiritual works of mercy, ecumenism, and spiritual discernment. Students will also be led to consider the concept of heroism and virtue from a global perspective by exploring the characters and achievements of non-Catholic religious leaders.

### *The Benedictines*

**Course Number:** TH101

**Grade Level(s):** 9

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

The primary objective of this course is to introduce students to the history and spirituality of the Order of Saint Benedict. This will be done by covering several key figures in Benedictine history and by looking at several of the foundational texts of Benedictine spirituality. This will include going through St. Benedict's Rule, the account of his life, and various other hallmarks that have come to be synonymous with Benedictines throughout their history in the Catholic Church. A special emphasis will be given to St. Benedict's directive to "listen with the ear of the heart", a practice that requires humility, attentiveness, and compassion.

### *Foundations in Theology*

**Course Number:** TH102

**Grade Level(s):** 9

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

Foundations in Theology will serve as an introduction to Catholic social teaching, morality, prayer, and the sacraments. In our study of Catholic social teachings (the inviolable dignity of the human person, the call to community and the common good, our rights and responsibilities as human beings, the option for the poor and vulnerable, the dignity of work/workers, solidarity, and care for God's creation), we will explore how these teachings must inform how we treat each other, our larger communities, and our shared Earth.

Furthermore, the course will provide an introduction to moral theology (the responsible practice of freedom, the formation of conscience, the reality of sin, the excellence of virtues) that will provide a starting point for more involved conversations regarding ethics and ethical dilemmas. Our introduction to prayer will focus on the meaning of central Catholic prayers and different modes of prayer (the divine

office, *lectio divina*, Mass and public prayer, etc.). We will explore the seven sacraments and the concept of sacramentality, inviting students to find God in all things.

### *Introduction to Sacred Scripture*

**Course Number:** TH201

**Grade Level(s):** 10

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

"All scripture is inspired by God and is useful for teaching, for refutation, for correction, and for training in righteousness, so that one who belongs to God may be competent, equipped for every good work" (2 Tm 3:16-17). Introduction to Sacred Scripture examines salvation history, the whole divinely inspired narrative articulated in the Old and New Testaments. Students will understand the linear progression of Biblical stories and their historical context. They will explore the Bible through the lens of covenantal theology, understanding how God's promise in the Old Testament is realized in the person and Paschal Mystery of Jesus Christ.

### *Social Justice*

**Course Number:** TH202

**Grade Level(s):** 10

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

The Church teaches that human beings are sacred (made in the image and likeness of God) and social (created to live in relationship with one another). In Social Justice, we will consider how well our societies live out the fundamental truth of human sacredness. Students will examine the core components of Catholic social teaching and consider how we can create just societies, respect human life and affirm human dignity, promote the fair distribution of material goods, and live purposeful, proactive lives driven by faith and dedicated to justice and solidarity. With a focus on media literacy and active listening, we will examine contemporary justice issues and explore the divisiveness caused by inequality--economic inequality, racial inequality, gender inequality, and environmental inequality, among others. We will consider our rights as human beings and our responsibilities to other people, to our common home, and to God.

### *Family Life*

**Course Number:** TH301

**Grade Level(s):** 11

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

The human person is made *from* and *for* love. Owing to the fact that we are inherently sacred and social beings, humans are called to family, community, and participation. The Church reiterates that loving families are the building blocks of healthy, caring societies and that "marriage and the family are the central social institutions that must be supported and strengthened" (USCCB). As our students grow in maturity, responsibility, citizenship, and stewardship, this course will cover how students should approach all of their relationships from a place of self-awareness, mutual respect, and genuine concern for others.

Students will explore theology of the body, the understanding of family as a domestic Church, and the reality that “to love is to will the good of another” (CCC, 1766). Effective communication and conflict resolution training will be prioritized so that students can operate optimally in current and future relationships.

### *Genocide Studies*

**Course Number:** TH311

**Grade Level(s):** 11

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

Genocide Studies is an interdisciplinary course offering which encourages moral leadership, conflict management, and community building skills for upperclassmen. By analyzing some of the worst atrocities of the 20th and 21st centuries, students will have an opportunity to consider larger questions about human nature, the “problem of evil”, the heroism of altruists, and the Christian call to seek solidarity, peace, and justice for all people. Participants will consider genocide from theological, historical, and psychological perspectives, with particular emphasis being paid to first-hand or primary source accounts.

### *Pauline Epistles*

**Course Number:** TH312

**Grade Level(s):** 11

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

This course provides an overview of the Pauline Epistles. Particular attention will be given to the historical, political, social, and theological context during which these letters were written, as well as to various themes found in the sacred text, such as Christology, ecclesiology, eschatology, cruciform love, and community. Students will gain insight into the three worlds of Paul of Tarsus (Greco Roman, Jewish, and Christian) through a thorough examination of St. Paul’s conversion, his three missionary journeys, and his masterful use of rhetoric in the countercultural message of the Epistles. The coursework is designed to challenge students to think critically about the historical and theological relationship of the Church and the Jewish people.

### *Prophets*

**Course Number:** TH313

**Grade Level(s):** 11

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

This course examines what it means to be a prophet in Catholic Tradition. The students will look at the prophets of the Old Testament, starting with Elijah and ending with Malachi. Each prophet, as well as his or her message, will be analyzed in relation to the other prophets, the Bible story as a whole, and to our lived experiences here and now. The students should be able to recognize the different messages of the prophets, as well as be able to relate those messages to their everyday lives. The students will also examine key figures from the last century and analyze whether or not they can be considered “modern day prophets” based upon the course’s criteria for prophetic activity.

### *Sacraments*

**Course Number:** TH314

**Grade Level(s):** 11

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

An exploration of “sacramentality” as the essence of life—how life’s meaning reveals and makes present the saving love of God. This intriguing survey of the origin and development of sacramental rites is an overview of the historical and cultural evolution of sacramental rituals and practices, providing students with a mature understanding of the liturgies they experience, and an understanding of how sacraments are efficacious signs of grace, instituted by Christ and entrusted to the Church, by which divine life is dispensed (CCC, 1131). By understanding Jesus as the sacrament of the Father and the Spirit-led church as Jesus’ sacrament to the world, the student explores each of the sacraments as the activity of the Risen Christ in the world today.

### *World Religions*

**Course Number:** TH315

**Grade Level(s):** 11

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

This course offers an exciting exploration of the diverse religious traditions that exist in our global faith community. Students learn about the histories and sacred stories, practices, times, places, and beliefs of different faith traditions (notably Judaism, Christianity, Islam, Buddhism, and Hinduism). This class utilizes a variety of sources including texts, movies, documentaries, and guest speakers to provide as much first-hand experience as possible. Importantly, students will explore how they can better appreciate and interact with people of different religions in a world that is increasingly multicultural and pluralistic.

### *Ethics*

**Course Number:** TH411

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

The class discusses the definition of Ethics, particularly of Christian Ethics, and offers a general overview of the moral life as a response to God and His love and the way to true human fulfillment. The course situates the moral life within the overall aim of Christian holiness, which is the “perfection of charity” (CCC, 1709). The course will touch upon a variety of contemporary ethical issues, particularly in their relation to the Ten Commandments and the Catholic moral tradition. It will treat the Virtues as human excellences which are perfected and the practice of which is made easier by the Gifts of the Holy Spirit.

The course will also explore the Beatitudes, and the importance of detachment and asceticism in moral life. The course discusses the topics of temptation, sin, and Grace. More than merely helping students to make good ethical judgments, this course seeks to encourage personal transformation, calling students to be conformed to Christ (Rom. 8:29) who is "the image of the invisible God" (Col. 1:15), is Himself the “perfect man”, and the one who “fully reveals man to man himself and makes his supreme calling clear”

*(Gaudium et Spes, no. 22).*

### *Christian Lifestyles*

**Course Number:** TH412

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

In this course, students explore the meaning of vocation and how God calls us to serve Him in the world. Students examine different Christian lifestyles (single, married, ordained, and consecrated life) and spend time considering how each path calls us to love and serve others. Students examine different styles of prayer (the Divine Office, *lectio divina*, *visio divina*, Marian devotions, and contemplative prayer) and consider important questions: What does it take to be a moral man in today's world? What does it mean to live a good life? How can we grow to become the people God created us to be? How can we use the unique gifts we have been given for the good of others? Considering these lofty questions will require students to reflect on their present lives and be honest about their strengths, weaknesses, opportunities, and obligations.

### *Quest for God*

**Course Number:** TH413

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

Reflections on the classical, medieval, modern, and contemporary philosophical approaches to the phenomenon of religion and the existence of God. Theistic and atheistic positions are discussed, focusing on the modern philosophical criticism of traditional religion. What rationales can be provided for accepting or rejecting God in this generation and the next? Questions such as the problems of evil, sin, and suffering are also explored, and the psychological search for meaning and purpose which draw people to religion is examined.

### *Pentateuch*

**Course Number:** TH414

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

A survey of the first five books of the Hebrew Scriptures also known as the Torah or the Pentateuch (Genesis, Exodus, Leviticus, Numbers, Deuteronomy). Students will read a large portion of the Torah/Pentateuch and identify key storylines, characters, and themes that are central to the entire biblical story. Personal analysis and interaction with the text will be emphasized as well as integration of commentaries and outside sources for further understanding. The Bible is a living document, so students will always reflect on how the Torah/Pentateuch can inform their decisions and shape their lives today.

*Theology and the Literary Imagination*

**Course Number:** TH415

**Grade Level(s):** 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

Among the best vehicles for the exploration of human experience and the ways in which God's life and love animate this experience is the study of great literature. Students will be exposed to an array of literature including selections from the novels of Fyodor Dostoevsky and Alice Walker, the short stories of Flannery O'Connor and Ernest Hemingway, and the poetry of William Butler Yeats, Gerard Manley Hopkins, and Seamus Heaney. We will consider and examine themes such as grace, incarnation, redemption, love, vocation, communion, sacramentality, and transcendence, among others – and how each of these notions and experiences are implicitly depicted by way of narrative, drama, and poetry.

## World Language Program Introduction

The Modern Language Department endeavors to train students to function effectively in the target language in all five language skills: listening, speaking, reading, writing and cultural fluency. Cultural awareness is an integral part of the core program on all levels, and is enhanced through the use of supplementary readings, films, web sites, field trips, Modern Language Clubs, and foreign exchange programs.

### What is Excellence in World Language?

A Delbarton student who has achieved excellence in a foreign language will:

- Demonstrate proficiency in 5 language skills including: writing, reading comprehension, spoken, listening, and cultural fluency
- Have strong base of cultural fluency (openness to learning about other cultures, empathetic listening skills, curiosity, introspection about one's own culture)
- Be a self-sufficient learner (know where to find resources, how to continue to grow on their own, and have tools to be able to continue learning independently)
- Identify as a speaker of the language (have an affinity for travel and experiential learning, and feel a responsibility for representing speakers of the language to non-speakers)
- Have been exposed to and encouraged to interact with authentic representation and direct engagement with community members and texts
- Be able to build connections between languages (compare their native language with a learned language, understand grammar concepts, and have an understanding of how languages create meaning)

Delbarton teachers support the cognitive development of their students through teaching them language and culture, and encouraging interpersonal connection and exchange with the class material.

## World Language Course Catalog

### *World Languages and Cultures Survey Course*

**Course Number:** WL001

**Grade Level(s):** 7

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

The *World Languages and Cultures Survey Course* offers students an introduction to the broad spectrum of languages and cultures in the world, with a particular focus on those offered as language courses at Delbarton: Spanish, Italian, French, Latin and Arabic. In addition to basic phrases, introductory greetings, pronunciation, and orthography for each language, students will also become familiar with cultural mores practiced by speakers of the language, with an emphasis on Global Competency, Cultural Empathy, and Diversity and Inclusion. We will explore and develop appreciation for similarities and differences in cultural expressions, practices and customs all over the world. Major focuses include family life, music, religion, film, literature, myth, fables, fashion, and festivals. On the subject of festivals, throughout the academic year, students will also dive into topical subjects pertaining to schoolwide observances like Hispanic Heritage Month, and learn about world ceremonies such as Chinese Lunar New Year.

*French IB*

**Course Number:** WL025

**Grade Level(s):** 8

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL021

**Grading Weight:** Standard

This second course in Middle School is the second course of a two-course sequence that covers (over a two-year period) the same material described in level I courses below.

*Italian IB*

**Course Number:** WL035

**Grade Level(s):** 8

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL031

**Grading Weight:** Standard

This second course in Middle School is the second course of a two-course sequence that covers (over a two-year period) the same material described in level I courses below

*Latin IB*

**Course Number:** WL045

**Grade Level(s):** 8

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL041

**Grading Weight:** Standard

This second course in Middle School is the second course of a two-course sequence that covers (over a two-year period) the same material described in level I courses below

*Spanish IB*

**Course Number:** WL055

**Grade Level(s):** 8

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL051

**Grading Weight:** Standard

This second course in Middle School is the second course of a two-course sequence that covers (over a two-year period) the same material described in level I courses below

## *Arabic I*

**Course Number:** WL111

**Grade Level(s):** 9, 10

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This is a 1 credit introductory course designed to provide students with a solid foundation in Arabic. This course focuses primarily on mastering the reading, writing, oral interpretation and pronunciation of the Arabic alphabet. Through the use of the Arabic alphabet, students are expected to attain 'Novice-High' proficiencies in the five core language skills of reading, writing, listening, speaking and cultural competency. Such proficiencies enable students to successfully manage a number of uncomplicated communicative tasks in straightforward social situations. Interpretive, interactive and presentational tasks are conducted within a few predictable topics and contexts, using relatively formulaic linguistic constructions.

Students will be able to use and understand the *muDaari3* present tense, the *maaDi* past tense and the *ism faa3il* active participle, for descriptive and narrative functions.

Topics covered include greetings and introductory conversation, time and date, weather, personal descriptions, family and relationships.

## *French I*

**Course Number:** WL121

**Grade Level(s):** 9, 10

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This is a 1 credit introductory course designed to provide students with a solid foundation in French. This course focuses primarily on introducing students to the French speaking world through explorations of culture and their ability to communicate in a new language. They will be encouraged to find ways to express their ideas in French, with the aim of engaging in simple conversational and written exchanges.

Students will be able to use and understand the present tense, noun-adjective agreement, negation, questions and interrogatives, irregular verbs, and will be introduced to the *passé composé* (with *avoir* & *être*).

Topics covered include greetings and introductory conversation, classroom vocabulary, sports, hobbies, and recreation, numbers, time and dates, food, weather, family and relationships, and emotions.

### *Italian I*

**Course Number:** WL131

**Grade Level(s):** 9, 10

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This is a 1 credit introductory course designed to provide students with a solid foundation in Italian. This course focuses primarily on developing the four critical skills of communication: speaking, listening, reading and writing, while offering the students an immersive cultural experience.

Students will be able to use and understand the present tense, noun-adjective agreement, gender and number, subject-verb agreement, the present tense and will be introduced to the simple past tense.

Topics covered include greetings and introductory conversation, time and date, weather, personal descriptions, family and relationships.

### *Latin I*

**Course Number:** WL141

**Grade Level(s):** 9, 10

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This is a 1 credit introductory course designed to provide students with a solid foundation in Latin. This course focuses primarily on cultivating strong Latin reading skills, an understanding of the basics of Latin grammar, and the ability to communicate in and understand simple spoken Latin. Through grammar activities, translation, and composition, students develop an understanding of the fundamentals of the Latin language, while beginning to develop a sense of reading intuition, Latin word order, and idioms. Students learn about the history, mythology, and the cultures of ancient Rome, while exploring the relationship between Latin and English grammar and vocabulary.

Students will be able to identify all verb conjugations and noun declensions 1-3 number via principal parts, use and recognize all five cases and their main uses, the first three declensions, most of the active indicative tenses, imperatives, present infinitives and their uses, irregular verbs, and basic questions.

Topics covered include greetings and introductory conversation, classroom vocabulary, family and relationships, houses and locations, Roman life for the varied population, Roman education, the Forum, various provinces, and the Roman gods.

## *Spanish I*

**Course Number:** WL151

**Grade Level(s):** 9, 10

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This is a 1 credit introductory course designed to provide students with a solid foundation in Spanish. This course focuses primarily on grammar and writing skills, through both interpersonal and intrapersonal modes of communication. Class will provide regular opportunities to practice simple, everyday conversation and will promote cultural competency, through a familiarity with Spanish-Speaking countries.

Students will be able to use and understand the present tense, noun-adjective agreement, negation, questions and interrogatives, and irregular verbs.

Topics covered include greetings and introductory conversation, calendar, seasons, family and relationships, sports, hobbies, and recreation, and classroom vocabulary.

## *Arabic II*

**Course Number:** WL211

**Grade Level(s):** 9, 10, 11

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL111 or Dept. Rec.

**Grading Weight:** Standard

This is a 1 credit intermediate course for students who have previously studied Arabic and can demonstrate mastery of the topics covered in WL111 (see course description). Building on this material, this course will enable students to function reactively, asking questions to obtain simple information, satisfy basic needs, and express personal meaning through linguistic creation.

Students will master the fundamentals of the Arabic system of roots and patterns, as well as the use of the *muDaari3* present tense, the *maaDi* past tense and the *ism faa3il* active participle. They will also begin to encounter the basics of the *I3raab* case ending system.

Topics covered in this course include travel, tourism, social customs, religion in public and private life, and leisure, among others.

## *French II*

**Course Number:** WL221

**Grade Level(s):** 9, 10, 11

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL121 or Dept. Rec.

**Grading Weight:** Standard

This is a 1-credit intermediate course for students who have previously studied French and can demonstrate mastery of the topics covered in WL121 (see course description). This is a milestone year in a student's foundational French studies in which essential everyday vocabulary is integrated into grammatical structures and cultural analysis to serve as a springboard for varied expression in writing and

speaking. Students are better able to interpret authentic reading and listening passages and practice relating anecdotes in a multitude of studied contexts.

Students will be able to use the present, past and future tenses, the imperative and conditional moods, proper question formation. Other key grammar components include pronouns, adjective agreement, reflexive verbs, and the comparative and superlative.

Topics covered in this course include daily routines such as wellness, household chores, errands, and food, as well as technology and the household.

### *Italian II*

**Course Number:** WL231

**Grade Level(s):** 9, 10, 11

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL131 or Dept. Rec.

**Grading Weight:** Standard

This is a 1 credit intermediate course for students who have previously studied Italian and can demonstrate mastery of the topics covered in WL131 (see course description). Building on this material, this course will challenge students to communicate through speaking and writing.

Students will be able to use the simple past tense, as well as the imperfect and past perfect tenses. Other skills introduced are the future and imperative tense, use of pronouns and reflexive verbs.

Topics covered in this course include daily routines such as wellness, domestic tasks, and the preparation and consumption of food.

### *Latin II*

**Course Number:** WL241

**Grade Level(s):** 9, 10, 11

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL141 or Dept. Rec.

**Grading Weight:** Standard

This is a 1 credit intermediate course for students who have previously studied Latin and can demonstrate mastery of the topics covered in WL141 (see course description). Building on this material, this course will focus on strengthening each student's grammatical foundation and developing strong and literal translation skills. Readings will become longer and more complex and students will be asked to show mastery of a variety of cases and uses, while expanding their understanding of verbs to incorporate a broad array of tenses and grammatical structures.

Students will master all indicative tenses (active and passive), and adjective agreement. Students will encounter and use pronouns, comparative and superlative adjectives and adverbs, deponent verbs, and 4th and 5th declension nouns, while they become comfortable with reading and using complex grammar including relative clauses, participial phrases, ablative absolutes, and indirect statements.

Topics covered in this course include Roman theater, mythology, slavery and freedman culture, gladiatorial games and public entertainment, marriage and the role of women.

## *Spanish II*

**Course Number:** WL251

**Grade Level(s):** 9, 10, 11

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL151 or Dept. Rec.

**Grading Weight:** Standard

This is a 1 credit intermediate course for students who have previously studied Spanish and can demonstrate mastery of the topics covered in WL151 (see course description). Students continue to develop listening and speaking skills that enable them to participate in conversations in a variety of tenses. While encountering a number of more complex grammatical structures, students will focus on developing their writing skills through forums, blogs, and projects, and the course, as a whole, will work to broaden each student's cultural awareness.

Students will be able to differentiate and correctly use both the preterite and imperfect tenses, engage in discussions about the future and hypothetical situations, use the subjunctive to express wishes, give commands and instructions.

Topics covered in this course include current events, traditional holidays, daily routines such as wellness, domestic tasks, and the preparation and consumption of food, the workplace, and the environment.

## *Arabic III*

**Course Number:** WL311

**Grade Level(s):** 10, 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL211

**Grading Weight:** Standard

This is a 1 credit mid-intermediate level course for students who can demonstrate mastery of the topics covered in WL111 and 211 (see course descriptions), designed to prepare students for advanced studies. Students will be proficient in the use of different tenses and constructions for narrative and descriptive functions.

### *French III*

**Course Number:** WL321

**Grade Level(s):** 10, 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL221

**Grading Weight:** Standard

This is a 1 credit mid-intermediate level course for students who can demonstrate mastery of the topics covered in WL121 and 221 (see course descriptions), designed to prepare students for advanced studies. It focuses on developing strong communication skills in writing and speaking with the goal of helping students to find their own authentic voice. With greater exposure to culturally authentic products ranging from literature to film to music, the students sharpen their reading and listening skills, and are able to use more sophisticated vocabulary and expression to engage in more in-depth cultural study and comparison. Exclusive use of the target language is employed by both the instructor and the students.

Students will be able to use all verb tenses and moods, along with more advanced grammatical structures and concepts including pronouns, adverbs and adjectives.

Topics covered include relationship dynamics, urban challenges, media influences, political values and the environment.

### *Italian III*

**Course Number:** WL331

**Grade Level(s):** 10, 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL231

**Grading Weight:** Standard

This is a 1 credit mid-intermediate level course for students who can demonstrate mastery of the topics covered in WL131 and 231 (see course descriptions), designed to prepare students for advanced studies. Through immersion into Italian language and culture, students will develop a strong grammatical understanding in Italian and become competent writers and speakers, while regularly practicing spoken Italian. The aim of this class is to build strong communicative and cultural competency, both in previously learned material and the advanced grammar concepts learned and practiced in this course.

Students will be able to use the future and conditional tenses, as well as the subjunctive mood.

Topics covered in this course include travel, city life, institutions, the arts and professions.

### *Latin III*

**Course Number:** WL341

**Grade Level(s):** 10, 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL241

**Grading Weight:** Standard

This is a 1 credit mid-intermediate level course for students who can demonstrate mastery of the topics covered in WL141 and 241 (see course descriptions), designed to prepare students for advanced studies. This course reviews and adds on to the most challenging concepts of Latin grammar, as students begin to read unedited Roman literature, such as the works of Catullus, Petronius, and Pliny the Younger. Through slow, focused translation and grammatical exercises, students learn to translate Latin texts carefully and literally and to demonstrate their knowledge of the grammar through their translation. In addition, this course begins to cultivate a more nuanced understanding of Latin literature and students will be asked to comment upon the ways in which authors express their ideas.

Students will be able to recognize and use all tenses and uses of the subjunctive, as well as the passive periphrastic and other advanced grammar concepts. Students will also begin to format arguments about texts based on references to specific aspects of the text.

Topics covered include literary genres and themes, rhetorical devices, and the lives of various Roman authors.

### *Spanish III*

**Course Number:** WL351

**Grade Level(s):** 10, 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL251

**Grading Weight:** Standard

This is a 1 credit mid-intermediate level course for students who can demonstrate mastery of the topics covered in WL151 and 251 (see course descriptions), designed to prepare students for advanced studies. Students are expected to speak Spanish throughout class and answer open ended questions in the target language. Special emphasis is given to developing more sophisticated communication skills and the creative use of the target language for self-expression is encouraged. Reading skills are further developed with the increased use of authentic materials and contemporary fiction.

Students will be able to express personal opinions, plans, wishes and events.

### *Advanced Arabic IV*

**Course Number:** WL413

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL311

**Grading Weight:** Advanced

This is a 1 credit high-intermediate/advanced course for students who can demonstrate mastery of all previously covered topics (see earlier course descriptions).

### *French IV*

**Course Number:** WL421

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL321

**Grading Weight:** Standard

This is a 1 credit high-intermediate/advanced course for students who can demonstrate mastery of all previously covered topics (see course descriptions). This course focuses on skill-building, elevated proficiency and cultural/literary study and is therefore taught exclusively in the target language. Students are expected to maintain use of French in both speaking and writing. The class will read and discuss authentic literature and film including *Intouchables*, Victor Hugo's *Notre-Dame de Paris*, Alexandre Dumas' *Le comte de Monte-Cristo*, and excerpts from *Le Petit Prince*. Class entails advanced and in-depth cultural and grammatical study and proficiency in multiple registers ranging from the informal to formal.

Students will be able to use the regular and irregular present tense, multiple past tenses, past participles, the future and anterior future tenses, conditional sentences, the past and present subjunctive, relative pronouns and the present participle.

Topics covered in this course include friendship, prejudice and discrimination, history and culture, societal problems, politics and family dynamics.

### *French V*

**Course Number:** WL425

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL421 or WL621

**Grading Weight:** Standard

An elective for seniors depending on demand and interest, this course continues the development of speaking and writing skills on a variety of topics drawn from the contemporary press, films, television and literature. Students should be able to express themselves on a variety of subjects commensurate with their years of study.

### *Italian IV*

**Course Number:** WL431

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL331

**Grading Weight:** Standard

This is a 1 credit high-intermediate/advanced course for students who can demonstrate mastery of all previously covered topics (see course descriptions). This course explores the various movements and great works of the Italian cinematic patrimony and a selection of literary works. The course allows students to view, discuss, and write about film, short stories and poetry while enriching both their academic and colloquial vocabulary. Classes are conducted entirely in the target language and students are expected to maintain use of their Italian throughout.

Each unit includes vocabulary and grammar lessons collocated with thematic elements of the work, as well as reviews, critiques, and secondary interpretive sources.

Students will practice discussing and interpreting the artistic and cultural merits of a variety of sources and movements beginning with post-war Italian neorealism to contemporary issues, such as the migrant crisis, identity and sexuality, regional bias, and conflict of modern versus traditional values.

### *Italian V*

**Course Number:** WL435

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL431 or WL631

**Grading Weight:** Standard

An elective for seniors depending on demand and interest, this course continues the development of speaking and writing skills on a variety of topics drawn from the contemporary press, films, television and literature. Students should be able to express themselves on a variety of subjects commensurate with their years of study.

### *Latin IV*

**Course Number:** WL441

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL341

**Grading Weight:** Standard

This is a 1 credit high-intermediate/advanced course for students who can demonstrate mastery of all previously covered topics (see course descriptions). This course focuses on reading a variety of literary texts in Latin and emphasizes critical thinking, consideration of genre and historical context and literary analysis through essays and in-class discussions. Students will also be asked to compose Latin in a variety of styles in order to creatively engage with the language and more closely consider the styles, genres, and word choices of the authors we study. Readings and assignments are often based on the interests of the students, so that the class creates connections between students' lives and the readings and maintains a focus on topics that feel relevant and important today.

Topics covered in this course include Roman myth and legend, Romanization and colonization, ethnic and cultural diversity, gender and sexuality, historical biases, morality and ethics, relevance of Roman culture today, and city planning.

*Latin V*

**Course Number:** WL445

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL441 or WL641

**Grading Weight:** Standard

An elective for seniors depending on demand and interest, this course continues the development of speaking and writing skills on a variety of topics drawn from the contemporary press, films, television and literature. Students should be able to express themselves on a variety of subjects commensurate with their years of study.

*Spanish IV*

**Course Number:** WL451

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL351

**Grading Weight:** Standard

This is a 1 credit high-intermediate/advanced course for students who can demonstrate mastery of all previously covered topics (see course descriptions). This course focuses on skill-building, elevated proficiency and in-depth cultural study and is therefore taught exclusively in the target language. Students are expected to maintain use of Spanish in both speaking and writing, with a focus on communication and comprehension.

Students will use the present, future, conditional, subjunctive, preterite, imperfect tenses, conjunctions and clauses. Students will be able to handle a variety of communicative tasks and their communication will be easily understood by native speakers unaccustomed to dealing with non-natives.

Topics covered in this course include family and heritage, social networks and technology, service and the global community, travel and leisure, education and careers, identity, nature and environment, basic levels of health and medicine.

*Spanish V*

**Course Number:** WL455

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL451 or WL651

**Grading Weight:** Standard

An elective for seniors depending on demand and interest, this course continues the development of speaking and writing skills on a variety of topics drawn from the contemporary press, films, television and literature. Students should be able to express themselves on a variety of subjects commensurate with their years of study.

### *Advanced Placement French Language and Culture*

**Course Number:** WL621

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL321/421, Dept. Rec.

**Grading Weight:** AP

The AP French Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in French language and culture. It emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication.

To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

### *Advanced Placement Italian Language and Culture*

**Course Number:** WL631

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL331/431, Dept. Rec.

**Grading Weight:** AP

The AP Italian Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in Italian language and culture. It emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Italian Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication.

To best facilitate the study of language and culture, the course is taught almost exclusively in Italian. The AP Italian Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

### *Advanced Placement Latin*

**Course Number:** WL641

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL341/441, Dept. Rec.

**Grading Weight:** Standard

AP Latin is approximately equivalent to an upper-intermediate (typically fourth- or fifth- semester) college or university Latin course. This course focuses on the in-depth study of selections from two works of Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

### *Advanced Placement Spanish Language and Culture*

**Course Number:** WL651

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL351/451, Dept. Rec.

**Grading Weight:** Standard

The AP Spanish Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in Spanish language and culture. It emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication.

To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

### *Advanced Placement Spanish Literature and Culture*

**Course Number:** WL655

**Grade Level(s):** 11, 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** WL651

**Grading Weight:** Standard

AP Spanish Literature and Culture is equivalent to a college or university survey course of literature written in Spanish at the first level counted towards a major in this subject area. This course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in

the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines.

Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

## Section 4: Course Number Changes

New Course Number	Old Course Number	Course Name
HS411	AD401	Leadership
PA101	MU102	Intro to Theater
PA201	MU201	Intro to Music
PA311	MU306	Music Theory
PA401	EN403	Theater
PA403	MU403	Keyboard Music
PA601	MU606	AP Mu Theory
SC001	IS001	Int Science
SC005	IS050	Int Sci II
SC111	BL101	Intro Bio I
SC113	BL103	Adv Bio I
SC221	CH201	Intro Chem I
SC223	CH203	Adv Chem I
SC331	PH301	Physics I
SC411	BL406	Envir Study
SC431	PH403	Engineering, Robotics, & AI
SC611	BL602	AP Biology
SC621	CH602	AP Chemistry
SC631	PH603	AP Physics 1
SC635	PH607	AP Physics C
SC641	PS601	AP Psychology
TH001	RE020	The Bible 1st Term
TH005	RE002	The Bible 2nd Term
TH051	RE052	Rel Heroes 1st Trm
TH055	RE051	Rel Heroes 2nd Trm
TH101	RE109	Benedictines
TH102	RE111	Foundations In Theology
TH201	RE213	Introduction to Sacred Scripture
TH202	RE214	Social Justice
TH301	RE212	Family Life
TH311	RE205	Genocide Stu H M
TH312	RE209	Pauline Epistles
TH313	RE301	Prophets
TH314	RE308	Sacraments
TH315	RE313	World Religions
TH411	RE404	Ethics M
TH412	RE402	Lifestyles M
TH413	RE411	Pentateuch

New Course Number	Old Course Number	Course Name
TH414	RE403	Quest 4 God H
TH415	RE204	Rel & Lit H
WL021	FR001	French IA
WL025	FR050	French IB
WL031	IT001	Italian IA
WL035	IT050	Italian IB
WL041	LT001	Latin IA
WL045	LT050	Latin IB
WL051	SP001	Spanish IA
WL055	SP050	Spanish IB
WL111	AB101	Arabic I
WL121	FR101	French I
WL131	IT101	Italian I
WL141	LT101	Latin I
WL151	SP101	Spanish I
WL211	AB201	Arabic II
WL221	FR201	French II
WL231	IT201	Italian II
WL241	LT201	Latin II
WL251	SP201	Spanish II
WL311	AB301	Arabic III
WL321	FR301	French III
WL331	IT301	Italian III
WL341	LT301	Latin III
WL351	SP301	Spanish III
WL413	AB403	Adv Arabic IV
WL421	FR401	French IV
WL425	FR405	French V Lit
WL431	IT401	Italian IV
WL435	IT405	Italian V
WL441	LT401	Latin IV
WL445	LT405	Latin V
WL451	SP401	Spanish IV
WL455	SP405	Spanish V
WL621	FR602	AP French
WL631	IT602	AP Italian Language
WL641	LT603	AP Latin - Vergil
WL651	SP602	AP Spanish Lang
WL655	SP606	AP Span Lit

## Section 5: Archived Courses

Courses listed here were once a part of the Delbarton curriculum but now are only listed for reference for previous transcripts.

### *Introduction to JAVA Programming*

**Course Number:** CS345

**Grade Level(s):** 11, 12

**Credit:** 0.5

**Length:** Semester

**Prerequisites:** None

**Grading Weight:** Standard

Students are required to design and solve problems with a computer by using a sophisticated object-oriented programming language, Java. Topics covered include an overview of computers and programming languages, the basic elements of a programming language, an introduction to objects, processing input and output, selection control structures, and repetition control structures.

### *Advanced English I*

**Course Number:** EN103

**Grade Level(s):** 9

**Credit:** 1.0

**Length:** Year

**Prerequisites:** Dept Rec

**Grading Weight:** Advanced

Advanced English 9 concentrates on fundamental and advanced composition skills, including pre-writing techniques, thesis development, sentence variety, and revision techniques. In order to compose clear and logical ideas, to maintain unity and coherence in a short written work, and to link multiple ideas to form an essay, students routinely practice how to draft and revise, as well as edit their peers' work, starting with the individual sentence, sentences in sequence, paragraphs in transition, all of which culminate in the formal analytical essay. Students will learn how to navigate, comprehend, and execute the language and format used in the Delbarton English Department writing guide.

With thorough grammar instruction, students will review and reinforce the importance of mechanics, word choice, and sentence variety. To study literature more effectively, students will develop their rhetorical and literary vocabulary, appreciate the importance of and strive to develop close-reading skills, and understand formal aspects of the literary works. Class discussions will focus on the literary work itself and on making intertextual connections, as well as making connections between the texts as the student begins to see patterns of humanity in literature. In this course, students read novels, short stories, and poetry with a focus on coming-of-age. In addition, students will learn to communicate effectively and safely across all media, while being introduced to the fundamental elements of rhetoric.

*English IV: World Literature*

**Course Number:** EN401

**Grade Level(s):** 12

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

In twelfth grade, students will study great works of world literature to learn more about themselves and what it means to be human and alive in a specific place and time. This exploration will focus on many literary forms – myth, the novel, drama, and poetry. From ancient mythology to the Elizabethan age to the postmodern era, class readings will encourage students to understand multiple human perspectives. A central theme students will explore is man’s “search for identity” as it has been conveyed through literature.

Students will read Dante’s *Inferno*, Shakespeare’s *Hamlet*, and Huxley’s *Brave New World*. To provide significant opportunities for students to examine man’s living circumstances in the modern world, throughout the year, writing instruction will focus on expressing personal views effectively and on interpreting each text with the author’s perspective in mind. The curriculum will emphasize continual development and refinement of each student’s critical thinking as well as their creative, interpretive, and analytical writing skills.

*Middle School Band*

**Course Number:** MS Band

**Grade Level(s):** 7, 8

**Credit:** 0.5

**Length:** Year (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard

The middle school band ensemble offers a chance to play a variety of great music while building on musical fundamentals and playing technique in an ensemble setting. Students will be challenged to read a variety of age appropriate music with attention to reading rhythms accurately, and sight reading new music. Emphasis will be placed on developing healthy technique for all musicians. This ensemble will perform during the year and students will be required to attend, and to participate in scheduled performances.

\* Students signing up for this class will be expected to bring an instrument to each class. If students do not own an instrument, or transportation of an instrument is an issue, he must reach out to the Performing Arts Faculty to help secure an instrument through rental or loan (based on instrument availability).

\*\* Students registering for this class are expected to have played previously in an ensemble or through private lessons. Any students without experience should speak to the director in advance to begin instruction.

### *Concert Band*

**Course Number:** Band

**Grade Level(s):** 9, 10, 11, 12

**Credit:** 0.5

**Length:** Year (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard, Arts Requirement

The Concert Band will focus on building individual musicality and technique through performance of a wide variety of musical styles and genres in an ensemble setting. Students will continue to develop fundamentals of musical expression, the refinement of tone quality, basics of music theory, and the ability to perform scales. This ensemble will perform during the year and students will be required to attend, and to participate in scheduled performances.

\* Students signing up for this class will be expected to bring an instrument to each class. If students do not own an instrument, or transportation of an instrument is an issue he must reach out to the Performing Arts Faculty to help secure an instrument through rental or loan (based on instrument availability).

\*\* Students signing up for this class are expected to have played previously in an ensemble or through private lessons. Any students without experience should speak to the director in advance to begin instruction.

### *String Ensemble*

**Course Number:** Strings

**Grade Level(s):** 7, 8, 9, 10, 11, 12

**Credit:** 0.5

**Length:** Year (3 meetings per cycle)

**Prerequisites:** None

**Grading Weight:** Standard, Arts Requirement

The string ensemble will perform a variety of different styles of music ranging from classical to popular music in an ensemble setting. Emphasis will be placed on the development of instrument technique, music reading and music theory skills, following a conductor, and critical thinking and listening skills. This ensemble will perform during the year and students will be required to attend, and to participate in scheduled performances.

\* Students signing up for this class will be expected to bring an instrument to each class. If students do not own an instrument, or transportation of an instrument is an issue he must reach out to the Performing Arts Faculty to help secure an instrument through rental or loan (based on instrument availability).

\*\* Students signing up for this class are expected to have played previously in an ensemble or through private lessons. Any students without experience should speak to the director in advance to begin instruction.

*French IA*

**Course Number:** WL021

**Grade Level(s):** 7

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This first course in Middle School is the first course of a two-course sequence that covers (over a two-year period) the same material described in level I courses below.

*Italian IA*

**Course Number:** WL031

**Grade Level(s):** 7

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This first course in Middle School is the first course of a two-course sequence that covers (over a two-year period) the same material described in level I courses below.

*Latin IA*

**Course Number:** WL041

**Grade Level(s):** 7

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This first course in Middle School is the first course of a two-course sequence that covers (over a two-year period) the same material described in level I courses below.

*Spanish IA*

**Course Number:** WL051

**Grade Level(s):** 7

**Credit:** 1.0

**Length:** Year

**Prerequisites:** None

**Grading Weight:** Standard

This first course in Middle School is the first course of a two-course sequence that covers (over a two-year period) the same material described in level I courses below.