



Christian Brothers Academy
COURSE CATALOG
HIGH SCHOOL | 2026-2027



A MESSAGE FROM THE President

As a Lasallian Catholic school, we strive to offer a transformative education that touches a student's mind and heart through diverse programs meeting recognized standards of excellence.

The course selection process is an important step in a student's academic career, which helps guide them to educational success and readiness for college. Students and parents are encouraged to review and discuss the course offerings and graduation requirements as described in this Course Catalog.

Should you have any questions, please don't hesitate to contact your son's counselor in the Guidance Department.

Sincerely,

Dr. James Schlegel

OUR MISSION

Christian Brothers Academy, a college preparatory school in the Lasallian tradition, provides young men in grades five through twelve with a balanced education through challenging academic and broad co-curricular programs in a safe, faith-filled environment. Sponsored by the Brothers of the Christian Schools, CBA is committed to meeting the needs of the individual, developing his full potential and guiding him toward his role as a successful member of society. The teachings of the Catholic Church, the traditions of the Brothers of the Christian Schools and the principles of American citizenship form the foundation of the school's educational philosophy.

TABLE OF CONTENTS

Graduation Requirements	3
Program Options	4
Course Descriptions:	
Art	5
Business	6
English	8
JROTC	10
Mathematics	11
Music	14
Physical Education	15
Science	16
Social Studies	20
Spanish	22
Technology & Engineering	23
Theology	25

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GRADUATION REQUIREMENTS

In accordance with our academic requirements, all students are required to complete at least 25.5 credits plus 1 credit for each year students participate in the JROTC program to be eligible for graduation.

In addition to completing the courses listed to the right, a student must also pass the five (5) NYS Regents exams listed in order to receive a CBA/NYS Regents Diploma.

In order for a student to earn an Advanced Regents Diploma, he must meet NYS Regents Diploma requirements listed to the right, as well as pass these additional NYS Regents exams:

- Geometry
- Algebra II
- Two (2) Science Exams
- Comprehensive Foreign Language Exam or five (5) credits in Technology, Art, or Business

CBA DIPLOMA

Required Courses

English	4
Social Studies	4
Mathematics	4
Science	3
Foreign Language	3
Fine Arts	1
Physical Education	2
Health	.5
Leadership/JROTC	4*
Theology	4
Total	29.5

Testing Required for a CBA Diploma

Comprehensive English Exam
Global History & Geography
U.S. History & Government
Algebra I
One (1) Science Exam
Language Exam
(Checkpoint A Exam)

**JROTC if you enroll in JROTC you will need 4 credits to graduate.*

NYS REGENTS DIPLOMA

Required Courses

English	4
Social Studies	4
Mathematics	3
Science	3
Foreign Language	1
Fine Arts	1
Physical Education	2
Health	.5
Electives	3.5
Total	22

Testing Required for a NYS Regents Diploma

Comprehensive English Exam
Global History & Geography
US History & Government
Algebra I
One (1) Science Exam
Language Exam
(Checkpoint A Exam)

NYS ADVANCED REGENTS DIPLOMA

Required Courses

English	4
Social Studies	4
Mathematics	3
Science	3
Foreign Language	3
Fine Arts	1
Physical Education	2
Health	.5
Electives	3.5
Total	22

Required Testing

All the credentials for a NYS Regents Diploma (Below)

+2 Additional Math Exam
+1 Additional Science Exam
+1 Additional Language
(Checkpoint B Exam)

PROGRAM OPTIONS

Academic achievement stands at the center of our mission. We challenge our students with a rigorous college-preparatory curriculum that engages them and makes them think. We offer Honors courses, as well as Advanced Placement and college credit courses to help challenge motivated students.

Planning a program of study for each of the four years of high school is one of the many important decisions students must make during their time at CBA. Students are encouraged to make their decisions using the advice of their parents, guidance counselors, and teachers.

ADVANCED PLACEMENT

Christian Brothers Academy provides its students with the opportunity to enroll in a range of College Board approved Advanced Placement courses. It is expected that students are interested in the course content and motivated to succeed. **All AP students must take the AP exam at the conclusion of the course. AP fees are billed separately in November.**

AP courses offered at CBA are:

- Biology
- Calculus AB
- Chemistry
- Computer Science Principles
- English Language & Composition
- English Literature & Composition
- Physics
- Statistics
- US History
- World History: Modern

COLLEGE CREDIT COURSES

We offer College in the High School (CHS) courses through Hudson Valley Community College and University in the High School (UHS) courses through the University at Albany. CBA offers CHS/UHS courses in math, business, computer science, Spanish, and political science; as well as a SAGE College Jump Start program offered for English.

All courses in the CHS/UHS/SAGE program are college-level courses, and students are required to pay a reduced HVCC, University at Albany or Russell Sage College tuition for each class.

Advantages of enrolling in college credit courses:

- Students can earn both college and high school credit upon successful completion of the courses.
- Students have the opportunity to fulfill first-year courses for college graduation.
- The cost of a college education could be reduced depending on the college and the student's plans.

HONORS PROGRAM

Our Honors Program courses are available to qualified students in the middle and high school. Honors students in 8th grade are permitted to study 9th grade math and science. The high school program offers students the opportunity to take honors-level courses in all of the core disciplines (math, science, social studies, English, and Spanish) through a combination of Advanced Placement offerings and regularly scheduled courses.

GUIDELINES

Many courses have stated prerequisites which must be met before a student can be enrolled in that particular course. Prerequisites are determined through experience over several years and are established to aid students in selecting courses in which they have reasonable assurance of success.

SENIOR SEMINAR

The Senior Seminar course is a project-based class that prepares seniors for the transition to college and life after graduation. The first quarter is dedicated primarily to the college application process, with dedicated time for students to work on the Common Application, their college essay and additional application materials. During the remainder of the school year, students participate in a variety of exercises to help them prepare for college and adult life.

ART

ART I

7100 | Grades: 9-12 | Credit: 1

This course is designed to fulfill the New York State Regents requirement for graduation. The emphasis is on the principles of art, developing the student's knowledge of art and the historical function of art. In addition, the emphasis is also on developing the student's ability to master skills and techniques through art materials.

ART II

7200 | Grades: 10-12 | Credit: 1

This course is designed for students to explore art in greater depth from Art I, with emphasis on control of art media, technique, and creativity. Students will investigate artworks from Western and non-Western cultures to help expand the understanding and role of art. Students will refine techniques used to create artworks in drawing, painting, printmaking, sculpture, and collage. Students will gain a deeper understanding of art concepts using the Elements and Principles of Design.

ADVANCED ART: PORTFOLIO DEVELOPMENT

7410 | Grades: 11-12 | Credit: 1

Students will prepare a portfolio that may be used for applications and entrance requirements into art school or college. A variety of art disciplines like architecture, graphic design, fine arts, will require students to submit an art portfolio. This course will be designed as a two-year independent study. Students will work on their own to create a portfolio of at least 12-20 major works. These works will be designed around a theme and varied in media as the students create a concept with the guidance of the instructor. Additionally, students will participate in discussions and writing about art and aesthetics to help articulate their artist statements. **Year 1:** In the first year, students will focus on exploring foundational techniques and developing their artistic voice.

The primary goals include: Creating a concept or central theme for their portfolio. Experimenting with various media, such as drawing, painting, sculpture, or digital art. Produce 6-10 major works demonstrating skill, creativity, and thematic coherence. Students will also participate in class discussions about art and aesthetics, serving as a foundation for articulating their artistic vision. Additionally, they will begin drafting their artist statements with the instructor's guidance. **Year 2:** The second year will focus on refining the portfolio and completing the body of work. Key objectives include: Finalizing the central theme and ensuring consistency across the portfolio. Producing 6-10 additional major works, bringing the total to 12-20 pieces. Enhancing the diversity of media and techniques in their work. Students will participate in deeper discussions on art criticism and aesthetics and finalize their artist statements. By the end of Year Two, each student will have a cohesive, polished portfolio that meets college or art school application standards.

This is an Honor's level course that meets every day. Guidelines should include teacher approval, but do not require consecutive.

BUSINESS

PRINCIPLES OF MARKETING (CHS)

7420 | Grades: 11-12 | Credit: 0.5

This course will provide an introduction to marketing. Students will learn about consumer behavior and gain an understanding of targeting and positioning. Additionally, the elements of the marketing mix, including new product development, promotion, pricing, and distribution will be covered.

The course will culminate with the submission of a semester-long research project. As this is a college-level course, students are expected to submit high level work in an academically demanding environment.

This course is part of the College in the High School program. A student may earn college credit from Hudson Valley Community College upon successful completion of this course. Students taking Principles of Marketing will also be scheduled for Advertising.

ADVERTISING (CHS)

7420 | Grades: 11-12 | Credit: 0.5

This course provides a basic understanding of advertising and the advertising industry and will expand upon concepts studied in Principles of Marketing. Advertising in radio, television, magazines, and newspapers will be studied. An integrated marketing communications approach will also be presented, and various communication/promotional efforts will be examined.

The course will culminate with the submission of a semester-long research project. As this is a college-level course, students are expected to submit high level work in an academically demanding environment.

This course is part of the College in the High School program. A student may earn college credit from Hudson Valley Community College upon successful completion of this course.

PRINCIPLES OF SPORTS MANAGEMENT

8501 | Grades 11-12 | Credit: 1

This course will provide students with an overview of some important topics in Sports Management including management principles applied to sports management and current issues in college sports. Students will be expected to complete a variety of projects and engage in class discussion.

BUSINESS MATHEMATICS (CHS)

4420 | Grade: 12 | Credit: 0.5

This course reviews basic arithmetic and algebra skills through factoring trinomials and applying those skills to topics including ratio and proportion; percentages; simple interest; commercial discounts and purchases and present value. Income statement calculations and analysis will include sales, cost of goods sold, markup, and operating expenses.

This course is part of the College in the High School program. A student may earn college credit from Hudson Valley Community College upon successful completion of the course.

QUANTITATIVE BUSINESS APPLICATIONS (CHS)

4420, 4421 | Grade: 12 | Credit: 0.5

This course includes algebra-based calculations and analysis of business investment situations, including simple and compound interest, annuities (ordinary due, deferred, complex, perpetuity, and forborne), applications of present value and future value, and a conceptual discussion of business investments.

This course is part of the College in the High School program. A student may earn college credit from Hudson Valley Community College upon successful completion of the course.

BUSINESS STATISTICS (CHS)

4421 | Grade: 12 | Credit: 0.5

This course will discuss general statistical methods used in the collection, presentation, analysis, and interpretation of statistical data. This includes measures of central tendency; dispersion and skewness; probability theory; probability distributions (discrete and continuous); hypothesis testing, including "t" and "z" distributions; chi square analysis; and regression analysis, correlation, and ANOVA.

This course is part of the College in the High School program. A student may earn college credit from Hudson Valley Community College upon successful completion of the course.

ACCOUNTING (UHS)

7401 | Grades: 11-12 | Credit: 1

This course includes a thorough introduction to the basic financial statements including the balance sheet, income statement, and statement of cash flows, with a focus on accounting information that is available to individuals outside an organization. The course provides an introduction to the concepts, terminology, and principles of financial accounting. Students learn about accounting as an information development and communication function that supports economic decision-making.

Accounting enables students to analyze financial statements; derive information for personal and organizational decisions from financial statements; and, better understand business entities.

This course is part of the University in the High School program. A student may earn college credit from the University at Albany upon successful completion of the course.

BUSINESS COMMUNICATION

7440 | Grades: 11-12 | Credit: 1

This course explores written, and non-verbal communications as applied to business situations. It includes discussion of the specific types of written business communications forms and graphic aids for successful visual communication; listening skills; resume preparation; interviewing techniques; and group reports and oral presentations.

ENGLISH

ENGLISH I

2101 | Grade: 9 | Credit: 1

The ninth grade curriculum is literature-based. Students explore short stories, poetry, novels, plays, and a variety of non-fiction works. Students are actively engaged in discussion and group activities. Writing assignments focus on response to and analysis of literature, personal reflection, and creative writing. In addition, students will be required to write a research paper. Public speaking projects are required in order to help students become more comfortable communicating their thoughts and experiences in front of an audience of peers and teachers.

ENGLISH I HONORS

2100 | Grade: 9 | Credit: 1

The ninth grade curriculum is literature-based. Students explore short stories, poetry, novels, plays, and a variety of non-fiction works. Students are actively engaged in discussion and group activities. Writing assignments focus on response to and analysis of literature, personal reflection, research, and creative writing. Public speaking projects are required in order to help students become more comfortable communicating their thoughts and experiences in front of an audience of peers and teachers.

The Honors course challenges students with additional reading and writing assignments and requires them to work independently on assignments both in and out of the classroom. Students in the Honors class must have the self-discipline and desire to challenge themselves intellectually.

Guidelines for entry include successful completion of either English 8 with a class average of 90% or above or successful completion of English 8H with a class average no lower than 85%, and/or a recommendation from the English teacher.

ENGLISH II

2201 | Grade: 10 | Credit: 1

This course consists of a thorough study of American literature including novels, essays,

poetry, and plays. Writing assignments will include response to and analysis of literature, narrative, and expository essays. Building vocabulary is an essential part of the curriculum. Students will be expected to be prepared for and fully engaged in class discussion. Collaborative learning will be an important component of classroom instruction. Students are expected to complete a research paper that will continue to build on the research skills developed in the 9th grade.

ENGLISH II HONORS

2200 | Grade: 10 | Credit: 1

This course consists of a thorough study of American literature including novels, essays, poetry, and plays. Writing assignments will include response to and analysis of literature, narrative, and expository essays. Vocabulary will be developed authentically through advanced materials assigned for reading. Students will be expected to be prepared for and fully engaged in class discussion. Collaborative learning will be an important component of classroom instruction. Students will continue to develop the writing process for a research paper.

Students in the Honors class will be responsible for several independent literature based projects throughout the year, including an in-depth author study research paper during the second semester. This course provides an introduction to rhetoric and the importance of reviewing multiple sources from a variety of outlets.

Guidelines for entry include successful completion of either English I with a class average of 90% or above or successful completion of English IH with a class average no lower than 85%, and/or a recommendation from the English teacher.

ENGLISH III

2301 | Grade: 11 | Credit: 1

Modern literature from a variety of authors and genres provides the focus for continued development of students' reading, writing, and critical thinking skills in preparation for the rigors

of college study. Class discussion and writing assignments will begin with responses to the assigned reading. Students are expected to be prepared for and engaged in class discussion. Students will write analytical, narrative, and expository essays. The research process will be reviewed in the fall. Students will complete at least one research paper over the course of the academic year. All grade 11 students will take the NYS English Regents exam in June.

AP ENGLISH LITERATURE & COMPOSITION

2400 | Grades: 11-12 | Credit: 1

AP English Literature & Composition is equivalent to an introductory English class for college freshmen. Students will read, analyze, and interpret imaginative literature: short fiction, novels, plays, and poetry. Students will develop their skills as readers and critical thinkers through close reading and active discussion of numerous texts. Ideal candidates for this course are self starters, and enjoy reading challenging texts- often on their own.

Writing will be an integral part of the course, both in response to literature and in imaginative pieces in prose and poetry. Students will be given a large volume of literature to read outside of class, including two classic novels in the first semester of the year.

All students must take the AP English Literature and Composition Exam given in May. Juniors enrolled in the course will also take the NYS English Regents exam. Seniors will take a school final exam at the conclusion of the year.

Guidelines for entry include a teacher recommendation and good academic standing.

AP ENGLISH LANGUAGE & COMPOSITION

2401 | Grades: 11-12 | Credit: 1

AP English Language & Composition is the equivalent of an introductory English class for college freshmen and is primarily a course in non-fiction work. The main focus of this course will be reading and analyzing works of literature

and nonfiction writings with the goal of identifying the author's purpose and audience in crafting these writings. In turn, students will develop their own writing techniques for different purposes and audiences through the use of rhetoric: writing and speaking with the purpose/goal of persuading, informing, or motivating an audience regarding a particular topic or area of interest.

Students will examine various historical documents and presidential speeches. Additionally, students will read, research, and ultimately write about and present topics of personal interest and world/current events using a rhetorical approach.

All students enrolled in the course must take the AP English Language and Composition Exam given in May. Juniors enrolled in the course will also take the NYS English Regents exam in June. Seniors will take a final school exam at the conclusion of the year.

Guidelines for entry include a teacher recommendation and good academic standing.

ENGLISH IV

2403 | Grade: 12 | Credit: 1

\$50/credit per student

This is a college prep English class. Primary objectives of the class include further developing students' skills and confidence in writing effectively in various genres; reading thoughtfully and perceptively; listening with openness and understanding; speaking in and to a group; working collaboratively as well as independently; developing research skills using database, print, and online resources; thinking critically; and, directing and assessing their own learning.

Two quarters will focus on narrative nonfiction with students writing their own pieces involving personal narrative, research, and interviews. The other two quarters will focus on reading and writing in response to film and film criticism. This course is part of the SAGE College Jump Start program. A student may earn credit from SAGE College upon successful completion of the course.

JROTC

The Army **Junior Reserve Officer Training Corps** (JROTC) prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. This includes activities both inside and outside of the classroom, such as service learning projects, opportunities to acquire the knowledge, discipline, and a sense of responsibility that is necessary in order to take charge of one's future. The result is responsible cadets who are sure of themselves, can think on their own, and can express their ideas and opinions clearly and concisely.

CBA's JROTC program is proud to have military instructors, all of whom have over 20 years of service in the active Army. These instructors have served in every corner of the world, from Korea to Europe, to the Middle East, providing a level of leadership experience unique to a school of our size.

JROTC 9

9100 | Credit: 1

The mission of Leadership Education and Training (LET I) is to motivate first-year JROTC Cadets to be better citizens. To accomplish this purpose, the text discusses citizenship, leadership, and a number of topics designed to help

the cadets succeed in high school and after graduation. Cadets wear uniforms every day. Extra or co-curricular activities include: Color Guard, Drill Team and Rifle Team competition, Service Learning Projects, and participation in local community events.

JROTC 10

9200 | Credit: 1

The second year of Leadership Education and Training is split into units including: Techniques of Communication, Leadership, Cadet Challenge, Leadership Lab, First Aid, Map Reading, History, Your American Citizenship, Career Opportunities, and Role of the US Army. The wearing of the uniform and extracurricular activities are the same as LET I.

JROTC 11

9300 | Credit: 1

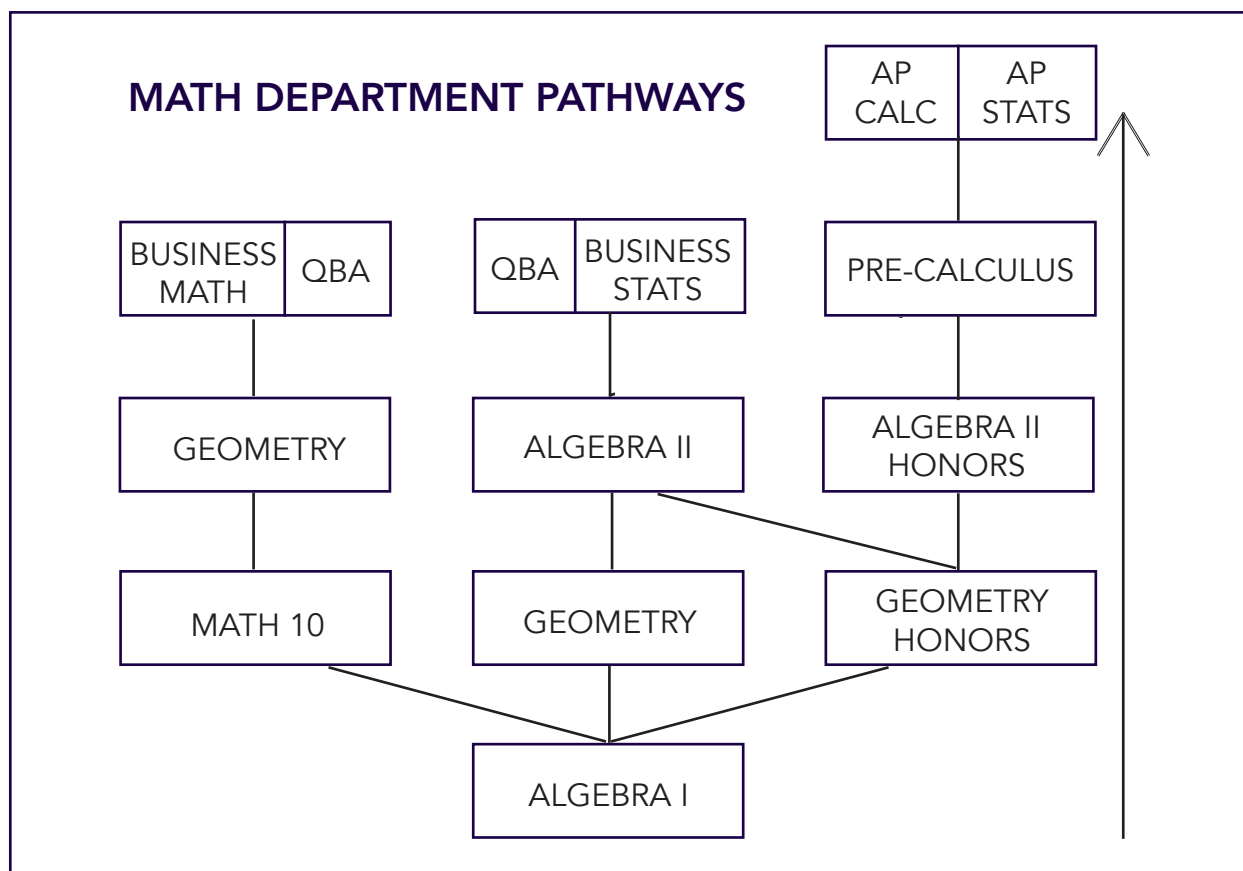
The third year of Leadership Education and Training provides additional leadership situations. In this year, students will not only be more involved as teachers and leaders within the Cadet brigade, but they will also do more independent studies in the areas of communication, leadership, financial management, history, career opportunities, college preparation, and technology awareness. The wearing of the uniform and the extracurricular activities are the same as LET I.

JROTC 12

9400 | Credit: 1

The fourth-year cadets are responsible for the daily Cadet administration and perform as commanders and staff officers. They act as assistant instructors in some subject areas for other JROTC classes. They continue to develop their leadership skills and plan special unit events such as the Military Ball, parades, and the annual Awards Banquet, as well as several Leadership camps. The wearing of the uniform and the extracurricular activities are the same as LET I.

MATHEMATICS



ALGEBRA I

4153 | Grade: 9 | Credit: 1

This one-year Regents-level course follows the standards set forth by the New York State Education Department. The curriculum focuses on algebraic problem solving, understanding linear, quadratic, exponential, and rational functions, and statistics.

Algebra I satisfies one of the three-year Mathematics requirements for a Regents Diploma and prepares students for the Algebra I NYS Regents exam.

MATH 10

4252 | Grade: 10 | Credit: 1

This is a one-year course that provides students with an additional semester of instruction in Algebra and the opportunity to take the NYS Algebra I Regents exam in January. The second semester of the course is an introduction to selected concepts in Geometry.

GEOMETRY

4251 | Grades: 10-11 | Credit: 1

This curriculum includes topics such as geometric relationships, constructions, rigid motions, proofs, and coordinate geometry. A school final exam is taken at the end of the course.

Guidelines for entry include successful completion of the Algebra I or Math 10 course, a passing grade on the Algebra I Regents exam and a teacher recommendation.

GEOMETRY HONORS

4291 | Grades: 9-11 | Credit: 1

This course is a one-year Honors-level course. The curriculum includes topics such as geometric relationships, constructions, rigid motions, proofs, and coordinate geometry. The Honors course includes more complex problem solving and an enriched curriculum.

The NYS Geometry Regents exam is taken at the end of the course. Geometry satisfies year two of the NYS three-year Mathematics require-

ments for an Advanced diploma.

Guidelines for entry include an average of 85% or higher in Algebra I and a score of 80% or higher on the Algebra I Regents exam, with a teacher recommendation.

ALGEBRA II

4334 | Grades: 11-12 | Credit: 1

Students in this course will study advanced algebra topics at a deeper level. Topics include: factoring, rational and irrational expressions and equations, complex numbers, quadratic equations, functions, laws of exponents, statistics, and regression equations.

Upon completion of this course, students must take a school exam.

Guidelines for entry include successful completion of Algebra I and Geometry.

ALGEBRA II HONORS

4335 | Grades: 10-11 | Credit: 1

Students in this course will study advanced algebra topics and the essential topics of trigonometry from the perspective of both the right triangle and the unit circle. Topics include: absolute value, relations and functions, transformations, exponential functions, logarithmic functions, regression, mathematical sequences, probability and statistics, and trigonometric functions, graphs, applications, and identities and equations.

Upon completion of this course, students must take the NYS Regents exam which leads to an Advanced Regents Diploma.

Guidelines for entry include successful completion of Algebra I and Geometry Honors with a class average of 85% or above, and at least an 85% on both Regents exams with a teacher recommendation.

PRE-CALCULUS (UHS)

4403 | Grades: 11-12 | Credit: 1

Pre-Calculus is designed to prepare the students for a college-level calculus course. The course will have a strong emphasis on the analysis of functions, the applications of trigonometry, and solving real-life word problems. The final semester of Pre-Calculus will focus on the fundamentals of introductory calculus including limits, definition of derivative rules, and curve sketching.

Guidelines for entry include successful completion of Algebra II Honors with a Regents score of 80% or above and/or a teacher recommendation.

AP CALCULUS AB

4400 | Grades: 11-12 | Credit: 1

AP Calculus AB is a college-level course in differential and integral calculus, the equivalent of the first semester at most universities. This course is designed to prepare students for the AP Calculus AB exam and provide them with a well-rounded foundation to aide them with subsequent math courses. Particular emphasis will be placed on key concepts and core calculus techniques and the real-life implementation of these ideas and methods. A graphing calculator is required for the course. The recommended model is the TI-84+. Students will take the AP Calculus exam at the end of the course.

Guidelines for entry include a teacher recommendation and successful completion of Pre-Calculus with an average of 85% or above.

AP STATISTICS

4410 | Grades: 11-12 | Credit: 1

AP Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will work on projects involving hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections to actual events.

Computers and calculators will allow students to focus on the concepts involved in statistics. Students will take the AP Statistics exam at the end of the course.

Guidelines for entry include successful completion of Pre-Calculus, with an average of 85% or above and a teacher recommendation.

BUSINESS MATHEMATICS (CHS)

4420 | Grade: 12 | Credit: 0.5

This course reviews basic arithmetic and algebra skills through factoring trinomials and applies those skills to topics including ratio and proportion; percentages; simple interest; commercial discounts and purchases and present value. Income statement calculations and analysis will include sales, cost of goods sold, mark-up, and operating expenses.

This course is part of the College in the High School program. A student may earn college credit from Hudson Valley Community College upon successful completion of the course.

BUSINESS STATISTICS (CHS)

4421 | Grade: 12 | Credit: 0.5

This course will discuss general statistical methods used in the collection, presentation, analysis, and interpretation of statistical data. This includes measures of central tendency; dispersion and skewness; probability theory; probability distributions (discrete and continuous); hypothesis testing, including "t" and "z" distributions; chi square analysis; and regression analysis, correlation, and ANOVA.

This course is part of the College in the High School program. A student may earn college credit from Hudson Valley Community College upon successful completion of the course.

QUANTITATIVE BUSINESS APPLICATIONS (CHS)

4420, 4421 | Grade: 12 | Credit: 0.5

This course includes algebra-based calculations and analysis of business investment situations,

including simple and compound interest, annuities (ordinary due, deferred, complex, perpetuity, and forborne), applications of present value and future value, and a conceptual discussion of business investments.

This course is part of the College in the High School program. A student may earn college credit from Hudson Valley Community College upon successful completion of the course.

ACCOUNTING (UHS)

7401 | Grades: 11-12 | Credit: 1

This course includes a thorough introduction to the basic financial statements including the balance sheet, income statement, and statement of cash flows, with a focus on accounting information that is available to individuals outside an organization.

The course provides an introduction to the concepts, terminology, and principles of financial accounting. Students learn about accounting as an information development and communication function that supports economic decision-making.

Accounting enables students to analyze financial statements; derive information for personal and organizational decisions from financial statements; and, better understand business entities.

This course is part of the University in the High School program. A student may earn college credit from the University at Albany upon successful completion of the course.

MUSIC

CONCERT BAND

7004 | Grades: 9-12 | Credit: 0.5

The Concert Band is an entry-level band. It is designed to foster the development of the skills required to play traditional band instruments. The concert band rehearses every other day and is open to all CBA students.

SYMPHONIC BAND

7000 | Grades: 9-12 | Credit: 0.5

The Symphonic Band is geared toward entry-level players up to NYSSMA Level III. This group rehearses every other day and performs at music department concerts, at Open House, and other school functions. Audition required.

WIND ENSEMBLE

7001 | Grades: 9-12 | Credit: 0.5

This Wind Ensemble is for musicians performing at or above NYSSMA Level IV. This group rehearses every other day and performs at numerous school functions and concerts students wishing to participate in the Wind Ensemble must have a teacher recommendation from a CBA music teacher. Audition required.

JAZZ ENSEMBLE

7002 | Grades: 9-12 | Credit: 0.5

Jazz Ensemble is an audition-based ensemble. This group explores jazz music and improvisation, performs at all music concerts, and rehearses every other day. Audition required.

MUSIC THEORY I

7305 | Grades: 11-12 | Credit: 1

This basic theory course will offer interested students an overview of college-level theory and ear training with some music history and accompanying listening examples.

Guidelines for entry include the ability to read music and teacher approval.

STUDENT INSTRUMENT LESSONS

CBA offers free instrumental group music lessons for all band instruments. Students enrolled in Concert, Symphonic or Wind are eligible to receive one regularly scheduled group lesson on the instrument they play in the band. Students who are looking to begin school lessons at CBA should start by filling out the Prospective Musician Lesson Form (cbaalbany.org/music).

PHYSICAL EDUCATION

PHYSICAL EDUCATION

8200, 8400 | Grades: 9-12 | Credit: 0.5

The Christian Brothers Academy Physical Education Program is designed to assist the student in developing his full potential. Each student is encouraged to develop a bridge between recreation and healthy living habits which will be a lifetime foundation for self-fulfillment and achievement; for caring and gaining a responsible place in society. Students are taught to value personal qualities of self-control, discipline, good sportsmanship, rules and regulations, and respect for others in life situations. Our goal is that each student possess a personal sense of self-confidence, social grace, pride toward life and self, and the desire to pursue excellence in his endeavors.

STRENGTH TRAINING

8500 | Grades: 10-12 | Credit: 0.5

Weight training is an exercise that uses progressive resistance movements to build strength using free weights or machines. This weight lifting class will help improve an individual's muscular strength and muscular endurance. This course is designed to use weightlifting to develop a positive mental and physical self and identify the positive effects of physical fitness. The focus of this course will be on safely building muscle, endurance, and flexibility with proper lifting technique. Preference will be given to students participating in two or more interscholastic sports.

SCIENCE

EARTH SCIENCE

5121 | Grades: 8-10 | Credit: 1

Earth Science is a laboratory science course that explores origins and the connections between physical, chemical, and biological processes of the earth system. Students experience the content of Earth Science through inquiry-based laboratory investigations and focus on topics associated with matter, energy, crystal dynamics, cosmic evolution and structure, cycles, geochemical processes, and the expanded time scales needed to understand events in the earth system.

Earth Science provides the knowledge, skills, and habits of mind needed for problem solving and ethical decision making about scientific and technological issues. Embedded standards for inquiry and technology & engineering are taught in the context of the content standards for the universe, energy in the earth system, cycles in the earth system, and geologic history.

Students will take the NYS Earth Science Regents exam at the end of the course.

EARTH SCIENCE HONORS

5181 | Grades: 9-10 | Credit: 1

Earth Science is a laboratory science course that explores origins and the connections between physical, chemical, and biological processes of the earth system. Students experience the content of Earth Science through inquiry-based laboratory investigations and focus on topics associated with matter, energy, crystal dynamics, cosmic evolution and structure, cycles, geochemical processes, and the expanded time scales needed to understand events in the earth system.

Earth Science provides the knowledge, skills, and habits of mind needed for problem solving and ethical decision making about scientific and technological issues. Embedded standards for inquiry and technology & engineering are

taught in the context of the content standards for the universe, energy in the earth system, cycles in the earth system, and geologic history.

In addition, the Honors course also includes reading and writing assignments that will encourage and require a greater depth of understanding of Earth Science concepts; Honors lab activities and extensions that will require more sophisticated math, geometry, trigonometry, and algebra to help convey scientific information; and, mandatory projects that will reflect the depth of understanding expected of Honors students. Students will take the NYS Earth Science Regents exam at the end of the course.

Guidelines for entry include successful completion of Physical Science with a teacher recommendation or successful completion of Living Environment, or Living Environment Honors with a Regents exam grade of 80% or above, or a teacher recommendation.

LIVING ENVIRONMENT

5211 | Grade: 9-10 | Credit: 1

Instruction focuses on the eight basic topics from the State Syllabus, ranging from the activities of living things to identifying and defining interrelationships among organisms. Themes describing unity and diversity of organisms are further developed into the structure and function of anatomy and the transmission of traits from generation to generation. Evolution and ecology describe patterns of the origins of organisms as well as their interdependencies.

As part of this course, the students must complete 1,200 minutes of laboratory work and must have a complete file of their satisfactory written reports for each lab. Students will take the NYS Regents exam at the end of the course.

Guidelines for entry include successful completion of Earth Science.

LIVING ENVIRONMENT HONORS

5210 | Grades: 8-10 | Credit: 1

Instruction focuses on the eight basic topics from the State Syllabus, ranging from the activities of living things to identifying and defining interrelationships among organisms. Areas of concentration include: research skills, scientific inquiry, biochemical aspects of modern biology, cells genetics, evolution, ecology, human anatomy, and physiology.

As part of this course, the students must complete 1,200 minutes of laboratory work and must have a complete file of their satisfactory written reports for each lab.

The Honors course is designed for the science-oriented student who may be considering a career in science. The Honors curriculum covers concepts in greater depth and detail. The course involves advanced readings in order to strengthen reading and comprehension across the curriculum and to better prepare students for future AP courses and the SAT exam. This class will also prepare students for the NYS Regents exam.

Guidelines for entry for students in Grade 7 include successful completion of Life Science 7 or 7H with teacher recommendation; Guidelines for students in Grades 8-10 include successful completion of the Earth Science Regents with a class average 90% (or higher) and a teacher recommendation; Successful completion of Earth Science Honors with a class average of 85% (or higher) and a teacher recommendation.

AP BIOLOGY

5205 | Grades: 11-12 | Credit: 1

AP Biology is an introduction to college biology that focuses on the following areas: the molecular basis of life and cells, principles and theories of evolution, and organism and population biology. Laboratory experiences are a vital part of this course. Students will take the AP Biology exam at the end of the course.

This course is recommended for those who are

considering a career in the biological or medical sciences.

Guidelines for entry include successful completion of Biology and Chemistry, with a final class average of 85% or above, and passing grade of 80% or above in regents exams in both subject areas.

CHEMISTRY

5321 | Grades: 11-12 | Credit: 1

This course is designed for third-year science students and will provide instruction on topics including, but not limited to, matter and energy, atomic structure, bonding, periodic tables, and acids and bases. The course, while examining fewer topics than the NYS Regents curriculum, will examine topics and concepts in depth. Laboratory methods and skills will be learned in order to expand the student's understanding of chemistry. A comprehensive school exam will be administered at the end of the course.

Guidelines for entry include successful completion of Earth Science, Biology, and Algebra I.

CHEMISTRY HONORS

5399 | Grades: 10-11 | Credit: 1

The Chemistry Honors curriculum includes the following topics: matter and energy, atomic structure, bonding, periodic table, mathematics of chemistry, kinetics and equilibrium, acids and bases, redox and electro-chemistry, organic chemistry, application of chemical principles, and nuclear chemistry.

During the year, students develop skills in measurement, handling chemicals safely, and collecting and organizing data/evidence. They are encouraged to think critically, weigh the evidence, and extend their problem solving abilities. The Honors level course includes all additional materials in the NYS Syllabus.

In addition, students will perform more demanding laboratory experiments requiring applications of chemical mathematics principles and equation writing skills. Students must com-

plete a satisfactory lab report for each laboratory investigation. A complete laboratory folder is necessary in order for the student to take the required NYS Chemistry Regents exam at the end of the school year.

Guidelines for entry include successful completion of Earth Science, Biology, Algebra I with a class average of 85% or above, no regents grade below 80% and a recommendation from the student's Earth Science or Biology teacher.

It is strongly suggested that the student has either completed Algebra II or be enrolled in Algebra II.

AP CHEMISTRY

5426 | Grades: 11-12 | Credit: 1

AP Chemistry is an introduction to college Chemistry that focuses on many areas including the behavior of gases, chemical bonding, kinetics, and equilibrium. Laboratory experiments are a vital part of this course and students are expected to write detailed reports. Students will take the AP Chemistry exam at the end of the course.

Guidelines for entry include successful completion of Chemistry Honors with a class average of 85% or above, a Regents Exam grade of 85% or above, and a teacher recommendation.

FORENSIC SCIENCE

5403 | Grades: 11-12 | Credit: 1

Forensics is a two-semester, interdisciplinary science and technology course. Students will learn how to observe, collect, analyze, and evaluate evidence found at crime scenes and discuss the scientific principles behind them. Some topics include: fingerprint analysis, ballistics, DNA fingerprinting, blood spatter, and toxicology. The course will utilize a variety of instructional techniques including class discussions, projects, and labs.

PHYSICS

5400 | Grades: 11-12 | Credit: 1

This survey course in Physics is designed to explore, develop, and apply the basic fundamental concepts of Physics as they relate to everyday life. Topics to be covered include, but are not limited to, mechanics, projectile motion, electricity, work power, and energy. The final assessment will be a school exam.

PHYSICS HONORS

5406 | Grades: 11-12 | Credit: 1

Physics is a laboratory science course that examines the interactions between matter and energy. This course will have a strong emphasis in the mathematics of Physics. Students will explore Physics concepts such as mechanics, energy, electromagnetism, wave phenomena, and modern physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work which follows the NYS Regents Physics curriculum.

This course has a mandatory 1200 minute laboratory experience requirement to be eligible for the Regents examination at the end of the year. Satisfactory laboratory reports must be submitted to obtain minutes.

During the year, students will master scientific investigative skills, extend their problem solving abilities, and develop a positive attitude toward science. Activities and problems are chosen to foster critical thinking as students collect and analyze data.

Guidelines for entry include successful completion of Algebra I, Algebra II (or currently enrolled in), and two years of science.

AP PHYSICS

5410 | Grades: 11-12 | Credit: 1

AP Physics 1, developed by the College Board, is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like kinematics, Forces and Translational Dynamics, Work, Energy, Power, Linear Momentum,

Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, Oscillations, and Fluids.

Students will take the AP physics 1 exam at the end of the course.

Guidelines for entry include successful completion of Algebra II and Chemistry Honors with a grade of 85% or higher.

SOCIAL STUDIES

GLOBAL STUDIES I

3101 | Grade: 9 | Credit: 1

This course is the first year of a two-year sequence in Global Studies. It is a study of the cultures and history of Africa, East Asia, the Middle East, Europe and Pre-Columbian America. The course begins with early civilizations in Mesopotamia, Egypt, India, and China. The emphasis is on the growth of these civilizations and their relationship to Africa and Eurasia. The chronology of the course begins with the Neolithic Revolution (circa 9000 BC) and finishes during the Age of Exploration (circa 1500 AD). Emphasis is placed on developing the skills needed to succeed on the NYS Regents Exam, taken at the conclusion of Grade 10.

Guidelines for entry include successful completion of Social Studies 8 and passing of 8th grade.

GLOBAL STUDIES I HONORS

3100 | Grade: 9 | Credit: 1

This course is the first year of a two-year sequence in Global Studies. It is a study of the cultures and history of Africa, East Asia, the Middle East, Europe and the Pre-Columbian Americas. The course begins with early civilizations in Mesopotamia, Egypt, India, and China. The curriculum then expands into the Classical and Medieval Eras with an emphasis on the interaction, and at times, isolation of peoples throughout history. The chronology of the course begins with the Neolithic Revolution (circa 9000 BC) and finishes during the Age of Exploration (circa 1500 AD).

Guidelines for entry include successful completion and passing of 8th grade with a social studies average of 90% or above and a teacher recommendation.

GLOBAL STUDIES II

3201 | Grade: 10 | Credit: 1

The Global Studies II course is the second year

of the required two-year sequence. The course continues to examine the relationship of societies across the world from the Age of Exploration to the present era and covers the 16th, 17th, 18th, 19th, 20th, and 21st centuries in depth in order to explain issues in the modern world.

A wide variety of important concepts are reviewed in order to enable the student to succeed on the NYS Regents exam and at the same time cultivate an appreciation of the discipline of Social Studies.

Guidelines for entry include successful completion and passing of Global Studies I.

AP WORLD HISTORY: MODERN

3400 | Grades: 10-12 | Credit: 1

The AP World History course is designed to provide students with the analytical skills necessary to deal critically with the problems and materials in modern World History. The course is rigorous in the sense that it covers the "big picture" of all of World History. The course is divided into five main periods of history, each followed by one large exam per marking period.

Students are required to sit for both the AP Exam and the NYS Global History Regents exam.

Guidelines for entry include successful completion of Global Studies I Honors or successful completion of Global Studies I with a class average of 85% or above and a teacher recommendation.

US HISTORY

3301 | Grade: 11 | Credit: 1

This course provides students with an overview of American history as well as preparation for the NYS Regents examination. All major periods, events, and themes are covered from Colonial America through the Modern Era.

Students will take the NYS US History Regents at the conclusion of the course.

Guidelines for entry include successful completion of Global History I & II or AP World History.

AP US HISTORY

3300 | Grades: 11-12 | Credit: 1

The AP US History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college history courses by making demands upon them equivalent to those made by a full-year introductory college course. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Juniors will take the NYS US History Regents at the end of the course. All students will take the AP US History exam at the end of the course.

Guidelines for entry include successful completion of AP World History or Global Studies I and II with a class average of 90% or above and a teacher recommendation.

GOVERNMENT AND ECONOMICS

3401 | Grade: 12 | Credit: 1.0

In one semester the course covers the functions of the US Government including the election process, and the influence the media has on government. The learning process is facilitated by a lecture and class discussion approach.

Economics is the discussion of choice, cost, and benefit as it relates to individuals and society as a whole. This course highlights the structure of the free market system of the United States and the reasons for the success of the system as well as its shortcomings. This material is presented in one semester.

SPANISH

SPANISH I

6101 | Grade: 9-10 | Credit: 1

This course begins the New York State plan for second language study. The emphasis in this course is on listening comprehension, basic pronunciation patterns, oral expression, elementary grammar, and culture.

SPANISH II

6201 | Grades: 9-11 | Credit: 1

This course continues the emphasis on listening and speaking skills. The students practice reading for comprehension. There is a continued study of basic grammatical structures and culture.

Guidelines for entry include successful completion of Spanish I or a Placement Exam.

SPANISH III

6301 | Grades: 11-12 | Credit: 1

This is an intermediate course, which completes the three-year sequence of the New York State plan for second language study. It aims to build the student's oral and written proficiency, as well as to enhance reading and listening skills. Students will expand their vocabulary and will refine their knowledge of the grammatical structures needed to speak and write well in Spanish. They will also explore multiple cultural experiences and traditions from various Spanish-speaking countries. The course concludes with a Comprehensive Checkpoint "B" exam.

SPANISH III HONORS

6300 | Grades: 10-11 | Credit: 1

This is an intermediate course, which completes the three-year sequence of the New York State plan for second language study. It is offered to highly motivated students who want to be challenged with a fast-paced Spanish curriculum. It aims to extensively build the student's oral and written proficiency, as well as to enhance reading and listening skills. Grammar and vocabulary will be covered in more depth, and students

will continue to develop their understanding of Spanish-speaking cultures by integrating information about art, history, literature, and current events. The course concludes with a Comprehensive Checkpoint "B" exam.

Guidelines for entry include successful completion of Spanish II and a teacher recommendation.

SPANISH IV (UHS)

6450 | Grades: 11-12 | Credit: 1

The main objective of Spanish IV is to continue to develop skill in the four areas of listening, speaking, reading, and writing in the Spanish language. The student's ability to communicate in and comprehend Spanish will develop along with their knowledge of the vocabulary and grammatical structures of the language. Acquisition and mastery of these skills are enhanced through cultural awareness.

This course is part of the University in the High School program. A student may earn college credit from the University at Albany upon successful completion of the course.

Guidelines for entry include successful completion of Spanish III Honors and a teacher recommendation.

SPANISH V (UHS)

6500 | Grade: 12 | Credit: 1

The main objective of this course is to continue to develop skills in the four areas of speaking, listening, reading, and writing in the Spanish language. Students' ability to communicate in and comprehend Spanish will develop along with the knowledge of the vocabulary and grammatical structures of the language. Acquisition and mastery of these skills are enhanced through cultural awareness.

This course is part of the University in the High School program. A student may earn college credit from the University at Albany upon successful completion of the course.

Guidelines for entry include successful completion of Spanish IV and a teacher recommendation.

TECHNOLOGY & ENGINEERING

CONCEPTS IN ENGINEERING

5413 | Grades: 9-12 | Credit: 1

The days of a pocket-protector wearing techno geek as an engineer are gone. Future engineers need a diversity of soft and hard skills to be successful engineers of the future. This class will use project-based team learning to explore the seven critical skills required of future engineers. These skills include communication, problem solving, teamwork, leadership, management, creativity, and curiosity.

INTRODUCTION TO ENGINEERING DESIGN (IED)

5416 | Grades: 9-12 | Credit: 1

In IED, students explore engineering tools and apply a common approach to the solution of engineering problems Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills.

Through both individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, assemblability and sustainability. Students develop skills in technical representation and documentation especially through 3D computer modeling using a Computer Aided Design (CAD) application. As part of the design process, students produce precise 3D-printed engineering prototypes using an additive manufacturing process. Student-developed testing protocols drive decision-making and iterative design improvements.

To inform design and problem solutions ad-

dressed in IED, students apply computational methods to inform design by developing algorithms, performing statistical analyses, and developing mathematical models. Students build competency in professional engineering practices including project management, peer review, and environmental impact analysis as part of a collaborative design team. Ethical issues related to professional practice and product development are also presented.

Guidelines for entry include successful completion of Concepts In Engineering.

PRINCIPLES OF ENGINEERING (POE)

5415 | Grades: 10-12 | Credit: 1

This course introduces students to engineering concepts that are applicable to a variety of engineering disciplines and empowers them to develop technical skills through the use of engineering tools such as 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware to bring their solutions to life. Students apply the engineering design process to solve real-world problems across a breadth of engineering fields such as mechanical, robotics, infrastructure, environmental sustainability, and product design and development.

Using a problem-based (APB) instructional approach, students advance from completing structured activities to solving open-ended projects and problems that provide opportunities to develop planning and technical documentation skills, as well as in-demand, transportable skills such as problem solving, critical thinking, collaboration, communication, and ethical reasoning. The last is particularly important as the course encourages students to consider the impacts of engineering decisions.

Giving students exposure to various engineering disciplines, developing their enthusiasm for engineering, and understanding the role, impact, and practice of engineering are primary goals of the course.

Guidelines for entry include successful completion of algebra 1, Geometry, Algebra II (or currently enrolled)

AP COMPUTER SCIENCE PRINCIPLES

7504 | Grades: 11-12 | Credit: 1

AP Computer Science Principles (CSP) is a college board-approved course which fosters computational thinking skills, generates excitement about computing careers, and introduces professional tools that encourage creativity and collaboration. It teaches the fundamentals of programming and enables students to gain beginning-level fluency in reading and writing code. Projects and case studies include app development, web design, cybersecurity, visualization of data, and modeling and simulation. Students will take the AP Computer Science exam at the end of the course.

Guidelines for entry include successful completion of Introduction to Engineering Design and a teacher recommendation.

THEOLOGY

THEOLOGY I

1100 | Grade: 9 | Credit: 1

This course provides the student with an in-depth study of the Hebrew Scriptures and an introduction to the Christian Scriptures and lives of saints and other persons of heroic virtue. These examples are intended to provide students with role models who put other peoples' needs before their own.

Concepts to be covered include the Word of God, Revelation, Salvation History, Covenant, Mass, the Rosary, and Stations of the Cross. Additionally, students are provided an overview of the life of St. John Baptist de La Salle, the Liturgical Year of the Church, and various prayer forms for personal and communal use.

THEOLOGY II

1200 | Grade: 10 | Credit: 1

The objective of this course is to foster appreciation of the meaning of the Sacraments, prayer, worship, and faith throughout the history of the Catholic Faith. Activities include: delving into the nature of the Sacraments; exploring the meaning and role of liturgy and Para liturgies in celebrating the Sacraments; participating or observing several Eucharistic liturgies and communal ceremonies of Reconciliation; discussing the role of Sacraments, prayer, and worship in our own spiritual lives and how they compare with other religions; and defining faith and evaluating its effects on individuals.

THEOLOGY III

1300 | Grade: 11 | Credit: 1

This course is intended to help students understand the Christian vision of morality, with Jesus as our model. Activities include: understanding the steps in the decision-making process; acquiring a foundation from which to reach decisions on contemporary moral issues and confronting them in the light of Christian values; exploring possible influences on decision-making

such as survival, need, group affiliation, peer pressure, law, and conscience; developing positive attitudes about oneself, life, other persons, and things that stem from the Christian interpretation of life; and, studying current events as related to morality.

THEOLOGY IV

1400 | Grade: 12 | Credit: 1

This course is designed to provide an analysis of the social teachings of the Catholic Church as they pertain to many contemporary issues of social justice. Activities include: participating in student-led seminars; discussing current events and issues in social justice; examining several teaching documents and letters issued by the Catholic Church, especially the US Conference of Catholic Bishops; and, exploring the meaning of the 7 Themes of Catholic social teaching.