



Christian Brothers Academy  
**COURSE CATALOG**  
MIDDLE SCHOOL | 2020-2021



## A MESSAGE FROM THE President

The CBA Course Catalog is designed to assist students and parents in the course selection process.

This process is an important part of a student's progress towards academic success, educational fulfillment and readiness for college, the military and/or employment. Please take the time to review the course offerings and requirements with your son.

If you have any questions don't hesitate to contact the Guidance Department or the Assistant Principal for Middle School.

Good luck and thank you.

**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.

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# ART

## ART 5

This course introduces art elements as well as color theory through various projects and materials. Projects will include *Primary Color Design*, *Monochromatic Abstract Lines*, *Doodle Design Creatures*, *Positive/Negative Design Using Construction Paper*, *Chalk and String Design*, *Painting on Wet Paper*, *Cracked Paper Crayon Resist*, *Illustrated Idioms*, *Colored Tissue Paper Painting*, and a *Glue Relief Design*. We will also be creating *Animal Totem Poles* in coordination with the 5th grade geography unit on North Western Canada, relating art to culture.

## ART 6

This course is designed to help the students build confidence in the basic art concepts while learning to master basic art skills. Students will learn how various artists used these concepts in their work. Projects for this course include *The Things I Like To Do Silhouettes*, *Secondary Color Cut-Out/Overlapping Designs*, *Texture Landscapes*, working in the style of Henri Rousseau creating a *Fantasy Landscape*, working with patterns in nature, and designing and sculpting *Stuffed Fantasy Fish*.

## ART 7

This course is designed to help students look at the everyday world around them realistically and abstractly. They will learn the emotional influence of the elements on works of art and recreate these emotions in their own work. Projects for this course include *Continuous Line Contour Drawing of a Still Life*, *Positive/Negative Space Design*, *Postage Stamp Design*, *Changing the Emotion of a Famous Painting to Create a New Emotion*, *Mysterious Creature Drawing*, *What's Inside My Locker?*, *Relief Landscapes*, and *Designing a Space City of the Future*.

## ART 8

This course places emphasis on architectural forms, including 20th century artists and design, as well as works created by other cultures. Proj-

ects will allow the students to express their individuality in their work. Projects for this course include *Continuous Line Contour Drawing of an Interesting House*, *Geometric Designs*, *Crayon Batik Still Life*, *Pop Art Labels*, *Construction Paper Masks*, *Starry Night Interpretation*, and *Fantasy 3D Castles*.

# ENGLISH

## ENGLISH 5

This course places an emphasis on the development of fundamental grammar, spelling, punctuation, and vocabulary skills. With an aim toward the development of essential literacy skills, including an introduction to keyboarding and handwriting, the course focuses on exposure to and examination of a variety of writing products and formats. Students will develop a basic understanding of the writing process through structured and scaffolded instruction using a range of print, digital, and visual aids.

## READING 5

Reading focuses on the author's purpose, main idea, theme, plot, characterization, sequencing, and context clues using novels, short stories, and poetry. Besides development of basic comprehension skills, our program focuses heavily on the development of fundamental close reading and analytical skills across a range of fiction and non-fiction texts and media.

## ENGLISH 6

This course places an emphasis on providing a sound foundation in grammar, spelling, and vocabulary skills. The use of short stories and novels, such as *The Giver*, are utilized to develop reading comprehension and a love of reading.

## READING 6

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## ENGLISH 7

This course begins with the skills of grammar and spelling rules. Vocabulary is coordinated as much as possible with the literature being studied. The writing section consists of student journals, essays, and compositions. In conjunction with the history department, the students learn how to prepare and write a research paper.

Reading comprehension is practiced through short stories, poems, and novels.

## ENGLISH 7 HONORS

This course begins with the skills of grammar and spelling rules. Vocabulary is coordinated as much as possible with the literature being studied. The writing section consists of student journals, essays, and compositions. In conjunction with the history department, the students learn how to prepare and write a research paper. Reading comprehension is practiced through short stories, poems, and novels.

The Honors track engages in novel discussion groups that includes peer editing of their written analysis gathered from exchanging ideas. In the Honors section students will be expected to do extra outside reading and writing that enhance the overall performance of the student.

## ENGLISH 8

This course begins with the rules of usage and mechanics being applied to solid sentence structure. The student's writing is closely monitored through essays, compositions, and local essay contests. The eighth grade explores the basics of a research paper in conjunction with the history department. The course is rounded out with weekly vocabulary or proofreading quizzes.

## ENGLISH 8 HONORS

This course begins with the two reading selections prepared over the summer. The novels have a short comprehensive assessment, but the major assessment is the essay. Using the two novels, we review the essay format that we use throughout the year with the class novels and short stories. The students will also write a number of compositions along with a research paper in conjunction with the history department. Throughout the year the Honors track will study rules of grammar and mechanics and apply these skills to their sentence structure. Reading comprehension skills and a solid vocabulary base are enhanced in preparation for future standardized tests.

# MATHEMATICS

## MATH 5

This course uses place value to help gain number sense, strengthening multiplication and division skills, operations with decimals and fractions, algebraic expressions and equations, as well as geometric concepts including volume. Attention is given to fluency with basic math facts, problem solving, and real world applications of mathematical concepts.

## MATH 6

This course covers the foundational topics of ratios and proportional relationships including percentages; operations with decimals and fractions; introduction to positive and negative numbers and the coordinate plane; algebraic expressions and equations; geometric concepts including area and surface area; and, statistical concepts including measures and displays. Students are able to complete performance activities to show what they know in a non-traditional way, giving attention to problem solving and real world applications of mathematical concepts.

## MATH 7

The focus of this course is to continue to build the foundation necessary for the successful study of Algebra and Geometry. Students will concentrate on the following domains: integers and rational numbers, expressions, equations and inequalities, ratios and proportional relationships, percents, geometry (area, volume and surface area), and statistics and probability.

## MATH 7 HONORS

This fast-paced accelerated course covers half of the 7th grade curriculum and the entire 8th grade curriculum. Topics include: ratios and proportional relationships including exponents; expressions, equations, linear and non-linear functions, inequalities in one and two variables; geometric concepts including angle and line relationships, Pythagorean theorem, transformations, congruence and similarity, volume and

surface area; and, investigation into probability and statistics. Students who complete this course successfully will move directly to Algebra I class in their 8th grade year.

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The focus of this course is to continue to build the foundation necessary for the successful study of Algebra and Geometry. Students will concentrate on the following domains: integers and rational numbers, expressions, equations and inequalities, linear and non-linear functions, linear relationships, congruent and similar functions, Pythagorean theorem, transformations, angle relationships, surface area, volume, statistics, and probability.

## ALGEBRA I REGENTS

**Grade: 8 | 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 Regents Exam.

*8th grade students may take Algebra I if they have an 85% average (or higher) in our Math 7/8H or a 90% average (or higher) in an 8th grade Math class, along with a teacher recommendation.*

# MUSIC

## MUSIC 6

Sixth grade students will be expanding the definition of music. They will create music using found objects as well as learn to write simple musical scores. In addition, students will explore music through the visual arts. We will focus on working in groups, creativity and imagination, and following directions.

## CONCERT BAND

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 is open to all CBA students.

## SYMPHONIC BAND

The Symphonic Band is geared toward entry-level players up to NYSSMA Level III. This group rehearses three times during the six day cycle and performs at our bi-annual music department concerts as well as at Open House, and some school functions. Audition required.

## WIND ENSEMBLE

This band is an audition-based group, which plays at a higher level than any other ensemble. Composed primarily of high school students, this band plays at numerous school functions and concerts. It rehearses three times during the six day cycle. Audition required.

## JAZZ ENSEMBLE

Jazz Band is an audition-based ensemble. The students explore jazz music and improvisation, and they perform at all music concerts. Audition required.

# PHYSICAL EDUCATION

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**Grades: 5-8**

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.

### HEALTH 7

Students study the effects of heredity, environment, culture, feelings, and the needs of their personality and self-concept. They learn ways to have good mental health by reducing stress. They investigate the importance of being healthy and the need to have a plan for one's health involving the continued study of nutrition, substance abuse, and personal safety.

### HEALTH 8

Students learn how self-knowledge and self-concept are related to their ability to mature, set goals, and reach those goals. They learn ways to reduce the effects of stress and improve mental health. Students study the structures and functions of the various systems of the body, as well as their healthy maintenance and the causes and treatment of their dysfunction.

# SCIENCE

## SCIENCE 5

Grade 5 science incorporates a variety of different sciences. We look at how scientists work, the engineering process, body systems, matter, light and sound, as well as forces of motion.

## SCIENCE 6

This earth science course is designed to give students an overview of common strands in earth science, including, but not limited to: geology (rocks, plates, tectonics, earthquakes, volcanoes, and erosion), water systems (ocean and freshwater), meteorology (weather systems, patterns, and fronts), and a brief tour of astronomy. With the use of hands-on and interactive learning, students are able to increase their understanding of their environment.

## LIFE SCIENCE 7

Life Science is an introductory-level course designed to help students to explore basic biological concepts in a real world setting. Students are exposed to scientific principles with regards to discovery, analysis and critical thinking, and then move on to biological concepts shared by all living things. These ideas include cell structure and function, biochemical makeup, and inheritance. In the second semester, students will investigate human systems. The year concludes with a look at diversity of living systems.

## LIFE SCIENCE 7 HONORS

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## PHYSICAL SCIENCE 8

Physical Science is a two-semester course. The first half of the year is spent discussing properties of matter, composition, and energy. The second half of the year is spent exploring Newtonian Mechanics; including motion, simple machines, energy conservation, waves, and sound. Students use cross-curricular skills to explore real world problems.

## EARTH SCIENCE HONORS

**Grades: 8 | 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 and 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 comple-*



*tion of Life Science 7 or 7H and a teacher recommendation.*

## **LIVING ENVIRONMENT BIOLOGY HONORS**

**Grades: 8 | 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 include successful completion of Life Science 7 or 7H and a teacher recommendation.*

# SOCIAL STUDIES

## HISTORY 5

This course is based on the history and geography of the world. Students will develop a way of looking at the world that blends an understanding of location, resource use, landscape change, and human use of the world, while also comparing cultures, governments, and economic systems of modern nations.

## HISTORY 6

This course in World History is designed to provide a look at the advances in world civilization from 5000 BC to the Age of Exploration. The study is generally confined to the Eastern Hemisphere. Areas of focus are the Neolithic Period, Ancient Mesopotamia, Egypt, Greece, India, China, Rome, Africa, Medieval Europe, and the Emerging Renaissance. Geography, multiculturalism, cultural diffusion, religion, and global interdependence rank as key themes for this course.

## HISTORY 7

This course covers the history of the United States from pre-Revolutionary times to 1860. Topics covered include: the geography of the Americas, Native Americans, European Colonization, the American Revolution, the development of our New Nation, the Jeffersonian Era, Growth and Expansion of the American Nation, the Jacksonian Era, the North and the South, and the Reform Era. Student learning will take place through a variety of instructional methods including: historical novels, research-based assignments, cross-curricular projects and presentations, and technology-based instruction.

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the Jacksonian Era, the North and the South, and the Reform Era. Student learning will take place through a variety of instructional methods including: historical novels, research-based assignments, cross-curricular projects and presentations, and technology-based instruction.

History 7 Honors includes an increased number of readings and discussions with a focus on developing historical analysis and communication skills. Students will learn to make historical connections to current events and issues in society.

## HISTORY 8

This course is designed to cover United States History from 1860 to the present. Topics covered will include: the Civil War, Industrialization, Imperialism, World War I, The Great Depression, World War II, and the Cold War Era including the study of the Civil Rights Movement, Counterculture, Vietnam War, U.S. Conflicts in the Middle East and the various changes in U.S. foreign and domestic policies as well as cultural perceptions. Student learning will take place through a variety of instructional methods including: historical novels, research-based assignments, cross-curricular projects and presentations, and technology-based instruction.

## HISTORY 8 HONORS

This course is designed to cover United States History from 1860 to the present. Topics covered will include: the Civil War, Industrialization, Imperialism, World War I, The Great Depression, World War II, and the Cold War Era including the study of the Civil Rights Movement, Counterculture, Vietnam War, U.S. Conflicts in the Middle East and the various changes in U.S. foreign and domestic policies as well as cultural perceptions. Student learning will take place through a variety of instructional methods including: historical novels, research-based assignments, cross-curricular projects and presentations, and technology-based instruction.

History 8 Honors includes an increased number of outside readings including books, primary and secondary sources, as well as academ-

ic articles. The Honors students participate in detailed discussions and complete writing assignments that focus on contemporary issues as well as the historical patterns of our society.

# SPANISH

## SPANISH 5

This course will serve as an introduction to Spanish culture and language. Fifth grade Spanish aims to introduce students to Spanish-speaking countries and cultures, rules of pronunciation, basic comprehension, and some reading and listening skills. Students will study other cultures, the importance of language learning, Spanish vocabulary, and simple grammatical structures of the Spanish language.

## SPANISH 6

Sixth grade Spanish is designed for students to begin to learn how to speak and write Spanish. In addition, they will build listening skills. Students will learn vocabulary, grammar, and cultural aspects of the Spanish language and the countries around the world that speak it.

## SPANISH 7

Seventh grade Spanish is the first half of Spanish I and aims to build the student's oral and written proficiency, as well as to begin to develop reading and listening skills. Students will learn new vocabulary, as well as grammatical structures needed to speak and write in Spanish, as they explore different Spanish-speaking cultures.

## SPANISH 8

Eighth grade Spanish is the culmination of Spanish I - in accordance with the three-year sequence of the New York State plan for second language study. While studying various Spanish-speaking countries, students will further develop oral and written proficiency, as well as reading and listening skills. Students will learn new vocabulary and grammatical structures as well as build on those they have already mastered from their previous experiences in Spanish class.

In order to earn credit for Spanish I, students are required to pass the CheckpointA exam administered at the end of the course.

# THEOLOGY

## THEOLOGY 5

The objective of this class is to develop a basic understanding of God's word. Activities include: experiencing God's word through Bible stories, focusing on the Golden Rule, learning how we are all created in God's Image, exploring ways to grow in faith through prayer and service, the sacraments, and gaining a basic understanding of parts of the Mass.

## THEOLOGY 6

The focus of this class is to become familiar with the People of God and His Word. Our year begins with the basic principles of the Bible. We then cover the Four Pillars of Catechism, What Catholics Believe, How Catholics Worship, How Catholics Live, and How Catholics Pray. During this time, we also focus on Feasts and Seasons of the Liturgical Year.

## THEOLOGY 7

The objective of this class is to develop a better understanding of the concepts of faith. Activities include: becoming aware of relationships with God, self, and others; developing an awareness of Jesus Christ as a real person and as a model; analyzing how modern works use themes, patterns, and character types from traditional Bible stories; applying the corporal and spiritual works of mercy into daily life; analyzing social justice issues; understanding the influential role of Christians; and, looking at the Gospels as sources of value principles.

## THEOLOGY 8

This course is intended to develop an understanding of the basic concepts of the church. Activities include: looking at "freedom" as the possibility of being unique; formulating an understanding of responsibility; understanding the Church as Community, People of God, Pilgrim, Institution, and Prophet; looking at the role of the Sacraments in the life of the community; developing verbal/non-verbal communication and evaluation skills in the group; studying

the role of individuals and their place in family, church, local communities, and the world; examining the life of Jesus; applying the corporal and spiritual works of mercy into daily life; analyzing social justice issues; and, understanding the influential role of Christians.