

St. Ambrose Academy Course of Study

The St. Ambrose curriculum is designed to provide an outstanding foundation in the critical academic disciplines of math, science, history, literature, logic, rhetoric, composition, and Latin, crowned by regular study of and growth in the Faith. Our approach to learning includes in-depth study of the classical works of the western world and the great works of Christendom. Our religion studies focus on the analysis and understanding of the Scriptures and significant Church documents (such as papal encyclicals and the Catechism). Our classes revolve around discussion, debate, presentations, and regular papers.

Our dedicated faculty uses a variety of methods to give our students the tools they need to master our curriculum with an enthusiasm that comes from true understanding of the profound ideas of the ages. Works are studied in an introductory manner suited to the intellectual capacity of the students; students are not expected to display exceptional ability or college-level understanding. One of the characteristics of "great books" is that they are accessible, like Sacred Scripture, on a wide variety of levels. One needs no specialized training to see their beauty and experience their power.

There are six core subject areas at St. Ambrose Academy: English, history, Latin, math, religion, and science. The topical studies that roughly follow a historical progression are taught in a four-year cycle (Cycle I, II, III, and IV). The historical topic for each cycle is integrated in these courses (history, English, and religion), with the other courses reinforcing these topics when possible, resulting in a unified and interdisciplinary approach to each historical period. The ninth and tenth graders alternate between Cycle I and Cycle II, while the eleventh and twelfth graders alternate between Cycle III and Cycle IV.

Students at St. Ambrose are enrolled in courses based on grade level, placement testing, and mastery of prerequisites. Certain courses may have prerequisites, such as an acceptable grade in the preceding course, which must be fulfilled for the student to progress in the course sequence.

	English	History	Latin	Math	Religion	Science
SH I	Ancients		Latin I	Algebra I	The Church in the Pagan World/Logic	Biology
SH II	Medieval / Renaissance		Latin II	Geometry	Scripture	Chemistry
SH III	America / Government		Latin III	Algebra II	Moral Theology, Liturgy & Sacraments	Physics
SH IV	Enlightenment / The Modern World		Latin IV or Advanced Latin	Pre-Calculus or Calculus	The Church in the Modern World	Advanced Science

The high school curriculum follows an historical matrix, studying the various subjects within the context of one given historical time period. The flow of this study brings the student through the course of western history: the classical world, early Christianity, medieval Europe, and the modern world. Each year of high school is devoted to one of the following time periods:

3100 B.C. - 400 A.D.	Ancient Greece and Rome
400 A.D. - 1650 A.D.	Medieval / Renaissance Europe
1500 A.D.- Present.	America / Government
1700 A.D.-Present.	Enlightenment / The Modern World

The objective of this division is to observe the birth, height, and decline of the civilizations that were dominant in the development of Western Civilization.

Major literary works form the core of the literary curriculum: *The Iliad* by Homer, *The Aeneid* by Virgil, *The Divine Comedy* of Dante Alighieri, and the works of Shakespeare. The story of the twentieth century is told by such works as Solzhenitsyn's *One Day in The Life of Ivan Denisovich* and John Steinbeck's *Grapes of Wrath*. Works such as these help the student begin to understand the human condition including its dignity and beauty as well as its social, political, and philosophical difficulties. While the study of literature is critical for development of writing, analysis, and rhetorical skills, it is the transcendent truth explored by each author that is the point of the composition and the object of its study.

Religion course material is also organized according to an historical framework, with Scripture, the writings of the Saints, and the history and content of dogmas all featured.

The History curriculum introduces the student to the great historical works, including the writings of Herodotus, Thucydides, Plutarch, Livy, Tacitus, and medieval chroniclers. The last two cycles feature an in-depth study of the formation and function of the American government and the events of modern times.

In Math, senior high students test into the level that is most appropriate for them. We recommend Algebra I, Geometry, Algebra II, and Pre-Calculus for most students. Advanced math students may take Calculus. All students are required to take at least three years of math.

In Science, senior high students take Biology, Chemistry, Physics, and Advanced Science. All students are required to take at least three years of Science. Teachers may provide additional instruction to help students prepare for the AP and other advanced science exams.

Latin is emphasized in Language studies at St. Ambrose Academy as it lays a grammatical foundation for the study of any language. Knowledge of Latin aids in the study of the Romance languages, enhances a student's ability to express himself well in English, hones logical and organizational thinking skills, and assists students who continue in science, medicine, and the humanities. All students are required to complete two years of Latin successfully.

Logic and rhetoric are covered in the Senior High Religion and English courses.

Given the opportunity to read, understand, and discuss the great works, the high school graduate is fully prepared to enter the work force or attend any college or university in the United States or abroad.

Advanced Placement

St. Ambrose Academy does not offer advanced placement courses as such. However, we recognize the value of these courses and will endeavor to offer preparatory guidance for certain AP exams for students who receive permission from the principal. The form this guidance takes each year will depend on student interest, faculty availability, and other factors, and may take the form of extra weekly meetings or independent study with a teacher or online courses. Depending on these factors, extra course credit may be granted for this extra work. St. Ambrose Academy will offer tests that are appropriate for interested students.

English

St. Ambrose English courses emphasize grammar, composition, logical thinking, analysis of the great literary works of the ages, genre studies, and topics from rhetoric such as memory, literary figures, style, and delivery. Students develop oral and written expression according to the principles of rhetoric. Literature is drawn from reading lists that are integrated with the history course.

St. Ambrose students learn composition by studying good writing. Students use a variety of examples from literature to study the *progymnasmata*, pre-rhetoric writing exercises from the ancient Greeks that familiarize the students with the elements of rhetoric: Fable, Narrative, Chreia, Proverb, Refutation, Confirmation, Commonplace, Encomium, Vituperation, Comparison, Impersonation, Description, Thesis, Defend or Attack a Law.

Senior high English students progress through the upper-level progymnasmata and a study of rhetoric.

Aristotle, *Poetics* (ISBN 9781587310256) and *Rhetoric*
Classical Writing Series

Grade Level	Basic Course	Topic	Poetry/Fiction
9	Herodotus	Argumentation (judicial rhetoric)	Advanced Poetry
10	Plutarch	Biographical essay	Shakespeare
11-12	Demosthenes	Logic & rhetoric (uses Corbett)	

Sister Miriam Joseph, *The Trivium* (ISBN 978096796750)
Harvey's Grammar or Warriner's Grammar & Composition
Moutoux Diagramming
Corbett, *Classical Rhetoric for the Modern Student* (ISBN 9780195115420/ISBN10: 0195115422)

Some literary texts may also be read in homeroom:

Tolkien, *Lord of the Rings*
Cervantes, *Don Quixote*, Smollet translation

English I, Ancients

Required	Additional Selections From:
Sophocles, <i>Three Theban Plays</i> (ISBN 978014044425) Homer, <i>The Iliad</i> Virgil, <i>The Aeneid</i> Cicero, to be decided; on rhetoric Shakespeare, <i>Julius Caesar</i> or <i>Troilus and Cressida</i> Vaughan-Payne, Lucile, <i>The Lively Art of Writing</i> (essay writing) (ISBN: 9780451627124)	Aeschylus, <i>Oresteian Trilogy</i> Homer, <i>The Odyssey</i> Ovid, <i>Metamorphoses</i> (Dryden's public domain version)

English II, Medieval / Renaissance

Required	Additional Selections From:
<i>Beowulf</i> Middle English poetry, including <i>Sir Gawain and the Green Knight</i> <i>The Song of Roland</i> Chaucer, <i>The Canterbury Tales</i> Aligheri, Dante, <i>The Divine Comedy</i> More, Thomas, <i>Utopia</i> Shakespeare, <i>Merchant of Venice</i> , <i>Romeo & Juliet</i> or <i>Midsummer Night's Dream</i> Spenser, <i>Faerie Queene</i> , Canto I	Anglo-Saxon poetry, including "The Dream of the Rood" and "The Wife's Lament" Poetry from Petrarch Erasmus, <i>Ten Colloquies</i> Machiavelli, <i>The Prince</i> Milton, John, <i>Paradise Lost</i>

English III, America / Government

Cycle III, in addition to the study of American literature, includes a genre study of poetry and the creative writing of poetry.

Required	Additional Selections From:
Hawthorne, Nathaniel, <i>The Custom House</i> and <i>The Scarlet Letter</i> James, Henry, <i>Daisy Miller</i> Poe, Edgar Allan, selected poems and short stories Twain, Mark, <i>Huck Finn</i> Whitman, Walt, selected poems, including "One's Self I Sing," "I Hear America Singing," "When Lilacs Last in the Dooryard Bloomed," and "O Captain, My Captain" O'Connor, Flannery, selected short stories	Whiting, <i>The Grammar of Poetry</i> and accompanying poems Bradstreet, Anne, "Upon the Burning of Our House" and "The Author to Her Book" Taylor, Edward, selected poems, including "Meditation 1," "Huswifery," and "Upon Wedlock and the Death of Children" Wheatley, Phillis, selected poems, including "On Being Brought from Africa to America" and "To the University of Cambridge" Dickinson, Emily, selected poems, including 964, 76, 31, 1718, 214, 95, 401, 986, 974, 989, 712, 1695 James, Henry, <i>Portrait of a Lady</i>

English IV, Modern

Required

Solzhenitsyn, *One Day in the Life of Ivan Denisovich*
Dostoyevsky, *Crime and Punishment* or *Brothers Karamozov*
Poetry from Alfred Lord Tennyson, Matthew Arnold, Gerard Manley Hopkins
Chesteron, *Ballad of the White Horse*
Chesteron, *The Man Who was Thursday*
Austen, Jane, *Pride and Prejudice* (1813)
Conrad, *Heart of Darkness*
Shakespeare, *The Tempest*

Additional Selections From:

Abrams, M.H. A Glossary of Literary Terms
Strunk, W., White, E.B. *The Elements of Style*
Perfecting the Art of the Essay Test (Trivium School)
Major Thesis
Creative Writing: Short Story, Literary Themes
Newman, John Cardinal, *On the Idea of a University*
Leacock, *Essays on Humor*
Scott, Sir Walter, *Ivanhoe* (1819)
Lee, Harper, *To Kill A Mockingbird*
Steinbeck, *Grapes of Wrath*
Lewis, C.S., *Abolition of Man*
Pieper, Josef, *Leisure, the Basis of Culture*
Dickens, *Oliver Twist*
Eliot, T.S. "The Wasteland"
King, Jr., M. "Letter from a Birmingham Jail"
Excerpts from *The Diary of Anne Frank*
Wodehouse, P.G., *Joy in the Morning*
Remarque, *All Quiet on the Western Front*
Hemingway, *The Old Man and the Sea*
Lewis, C.S., *Out of the Silent Planet, Perelandra*
Buckley, *God and Man at Yale*

History

The history courses emphasize historical trends and especially the role of the Church in the world through the study of the great historical documents of the ages. History students study research paper writing in their freshmen and sophomore years using Phyllis Goldenberg's *Writing a Research Paper: A Step-by-Step Approach* (ISBN # 9780821507612).

History I, Ancients

Required

Plato, *The Republic*
Aristotle, *Nicomachean Ethics*
Plutarch, *The Rise and Fall of Athens: Nine Greek Lives*
Thucydides, *History of the Peloponnesian War*, excerpts

Additional Selections From:

Hamilton, *The Greek Way*
Hamilton, *The Roman Way*
Herodotus, *The Histories* (tr. David Grene)
Xenophon, *The Persian Expedition*
Aristotle, *The Athenian Constitution*
Livy, *The War with Hannibal*
Tacitus, *The Histories*

History II, Medieval / Renaissance

Required

St. Benedict, *Rule of St. Benedict*
Early Christian Lives
Bernard of Clairvaux, *Selected Works* [selections]
Boniface VIII, *Unam sanctam* (on the singular character of the Church)
Leo X, *Exsurge Domine*
Luther, *95 Theses* (excerpted) and *On the Freedom of a Christian*
Fourth Lateran Council (1215 AD)
Council of Trent documents

Additional Selections From:

The History of the Church, Didache series (Midwest Theological Press)
St. John of Damascus, *Three Treatises on the Divine Images*
Codex Justinianus / Justinian Code [selections]
Gregory the Great, *The Pastoral Rule*, excerpts
St. Catherine of Siena, *Letters of Catherine Benincasa* (St. Catherine of Siena)
St. Thomas More, *Selected Writings* [selections]
St. Teresa of Avila, *The Way of Perfection*
Bonaventure, *Life of St. Francis*
Classics of Western Spirituality: *Early Dominicans*, including *The Early Dominican Constitutions* and miscellaneous texts on St. Dominic
Excerpts from *An Ecclesiastical History of the English People* by Bede
The Passion of Saints Perpetua and Felicity
Gui, *On the Albigensians*
Catholic Encyclopedia, *Albigensians*
Raynaldus, *On Accusations Against the Albigensians*
Catholic Encyclopedia, *Waldensians*
Einhard, *Two Lives of Charlemagne*

The Paris Newsletter Account of More's Trial and Execution, August 4, 1535
A devote prayer of St. Thomas More
Twelfth Ecumenical Council: Lateran IV 1215 (with note on use of word "exterminate" vs. "drive out")
The Charter of Charity
Charter of Cluny
Redacted (by Gabriel Curio) form of the Chronicles of the Fourth Crusade by Geoffrey de Villehardouin
Urban II's speech at Clermont
Gabriel Curio's reader on the First Crusade

History III, America / Government

Uses the first half of Paul Johnson's *History of the America People* as a spine, supplemented by historical and literary documents from our country's history, including a close study of the Constitution and other documents crucial to the formation of our government.

Required

Johnson, P. *A History of the American People*, selections (ISBN 9780060168360)
Lincoln, Abraham, "House Divided" Speech, The Gettysburg Address, The Emancipation Proclamation
Declaration of Independence, 4 July 1776
The Constitution of the United States
The First 10 Amendments to the Constitution as Ratified by the States
Hamilton, Alexander, et. al. *Federalist Papers* (including 1, 10, 51, 78)
Washington's Farewell Address 1796
Alexis de Tocqueville, *Democracy in America*, selections

Additional Selections From:

Ferrier, R., Seeley, A. *Declaration Statesmanship*
Winthrop, John, "A Model of Christian Charity" and "On Liberty"
The Mayflower Compact
Jefferson, Thomas, *A Summary View of the Rights of British America*
Paine, Thomas, *Common Sense*
Franklin, Benjamin, "Information to Those Who Would Remove to America"
Missouri Compromise (1820) and version abridged by Henry Clay
Transcript of Monroe Doctrine (1823)
Emerson, Ralph Waldo, *The American Scholar*
Dred Scott case: the Supreme Court decision
Stanton, Elizabeth Cady et al. *Seneca Falls Declaration* (1848)

History IV, Enlightenment / The Modern World

This course begins by tracing some of the early development of relativism from the time of the Enlightenment and then continues with Johnson's *Modern Times* for an overview of modern history.

Required

Johnson, P. *Modern Times*
The History of the Church, Didache, Chapters 16-18 as background to the Enlightenment
Solzhenitsyn, Alexander, "A World Split Apart"
Roe v. Wade
Griswold v. Connecticut
Waugh, *Saint Edmund Campion: Priest and Martyr*

Additional Selections From:

Descartes' *Discourse on Method*
Karl Marx, *The Communist Manifesto*
Thomas Aquinas, *Summa Theologica* IIa IIae, Q. 66, articles 1-2 and Q.77, articles 1-4
Woodrow Wilson, Fourteen Points and War Message
Adolf Hitler, *Mein Kampf*
Franklin D. Roosevelt, "Day of Infamy"
Addams, Jane, "Why Women Should Vote," 1915
Coolidge, Calvin, Inaugural Address
Roosevelt, Franklin D., First Inaugural
Roosevelt, Franklin D., Potsdam Conference of July 17, 1945, "The Four Freedoms," "Day of Infamy"
Truman, Harry S., The Truman Doctrine
Marshall, John, The Marshall Plan
Eisenhower, Dwight D., Farewell Address
MacArthur, Douglas, "Thayer Award Acceptance Address" and "Farewell Address to Congress"
Faulkner, William, Speech Accepting the Nobel Prize in Literature
Kennedy, John F., Inaugural Address and "Cuban Missile Crisis Speech"
Johnson, Lyndon B., "The Great Society"
King, Martin Luther, "I Have a Dream"
Nixon, Richard M., "The Silent Majority"
Malcom X, "The Ballot or the Bullet"
Reagan, Ronald, "Remarks at the Brandenburg Gate"

Winks, Robin W., *A History of Civilization: Renaissance to the Present*, Chapters 17-27

Carroll, Warren, *The Guillotine and the Cross*
Ciszek, Walter, *He Leadeth Me*

Latin

The study of an inflected language such as Latin lays a grammatical foundation for the study of any language. A knowledge of Latin aids in the study of the Romance languages, enhances a student's ability to express himself well in English, hones logical and organizational thinking skills, and assists students who continue in science, medicine, and the humanities. All students are required to complete two years of Latin successfully.

Latin I - IV

Oerberg, *Lingua Latina* (ISBN 8790696026) and selections from *Colloquia Personarum*
Henle, R. J. *Latin* and *Latin Grammar* Books I-IV (ISBN 9780829410266)
Simpson, D. P., *Cassell's Latin Dictionary* (ISBN 0052106013347)

Advanced Latin

This course is for students who have completed Latin I-IV and are preparing for the Latin AP or other advanced exam. This course will be offered on-line or with a teacher, depending on teacher availability.

Virgil, *Aeneid* (classics.mit.edu/Virgil/aeneid.html)
Cicero: excerpts from Henle IV and *De Amicitia* (Gould & Whitely)
Catullus: *The Student's Catullus* (Garrison) (ISBN 0806136359)

Math

The Academy's math courses help students learn to solve problems by providing them with computational skills and an understanding of the ideas underlying those skills. Advanced math courses also help students understand and engage in formal reasoning. Students will be placed based on prior performance and placement testing.

Pre-Algebra

Dolciani, M. P., Sorgenfrey, R., Graham, J. *Mathematics: Structure and Method*, Course 2 and math drills ISBN 9780395570135

Algebra I

Foerster, P. *Algebra I: Expressions, Equations, and Applications* ISBN 9780201324587

Geometry

Jacobs, *Geometry* (ISBN 9780716743613)
Euclid, *Elements*, excerpts

Algebra II

Foerster, P.A., *Algebra and Trigonometry: Functions and Applications, Chapters 1-12* (ISBN 0201232537)

Pre-Calculus

Foerster, P.A., (*Pre-Calculus* ISBN 1559537884)

Calculus

This rigorous course, offered to those who are prepared for it, is taught at the college level from a three-semester college textbook.

Gillett, P. *Calculus and Analytic Geometry* (ISBN 9780669060591)

Religion

Religion is, of course, not just a subject at St. Ambrose Academy, but the golden thread tying all the courses and lives of the faculty and students together. All courses rely on:

The Holy Bible, RSV 2nd edition (NRSV# 0061441716 441710)
Catechism of the Catholic Church (http://www.vatican.va/archive/catechism/ccc_toc.htm)
Compendium of the Catechism of the Catholic Church
The Baltimore Catechism, Catholic Book Publishing Company

Each cycle will address prayer and apologetics. Apologetics is the basic perspective of our theological training at St. Ambrose; all topics are addressed in light of evangelization and apologetics. Prayer also is in all that we do. The theology staff incorporates prayer into every possible area of the course materials, so there is no disconnect between prayer and theology. Senior High courses make frequent reference to the Bible and the *Catechism of the Catholic Church*. The texts mentioned below are illustrative of those covered.

Given the *Catechism's* presentation of “an organic synthesis of the essential and fundamental contents of Catholic doctrine, as regards both faith and morals” (CCC 11), as well as Pope John Paul II’s exhortation that it be used as “a sure and authentic reference text for teaching Catholic doctrine (Pope John Paul II, *Fidei Depositum*), the Senior High religion courses make frequent reference to the teaching found in the *Catechism*. By reading select passages of the Catechism, our students are given the proper theological foundation to engage the primary texts they encounter not only in their religion courses, but in all areas of study.

SH Religion I – The Church in the Pagan World

Prologue (CCC 1-25)
Man’s Capacity for God (CCC 26-49)
God, Trinity, and Creation (CCC 199-354)
Christ (CCC 422-483)

Relevant Topic

Intro to the Catechism
Natural/Supernatural Realms
Trinitarian Theology
Christological Theology

SH Religion II – Scripture

God Comes to Meet Man (CCC 50-141)
o The Revelation of God (CCC 50-73)
o Transmission of Divine Revelation (CCC 74-100)
o Sacred Scripture (CCC 101-141)

Relevant Topic

CCC on Revelation
History of God’s Revelation
Tradition & Scripture
Scripture

SH Religion III – Moral Theology / Liturgy & Sacraments

Life in Christ (CCC 1691-2557)
Celebration of the Christian Mystery (CCC 1066-1689)

Relevant Topic

Moral Theology
Liturgy & the Sacraments

SH Religion IV – The Church in the Modern Period

The Human Community (CCC 1877-1948)
The Love of Husband and Wife (CCC 2331-2400)
Freedom, the Moral Act, Conscience (CCC 1730-1802)
Sin (CCC 1846-1876)
Law and Grace (CCC 1949-2051)

Relevant Topic

Rerum Novarum
Humanae Vitae
Veritatis Splendor
Veritatis Splendor
Veritatis Splendor

For Use in Every Cycle

Christian Prayer (CCC 2558-2865)

Religion I, The Church in the Pagan World

Much like Cycle IV, The Church in the Modern World, this cycle studies the emergence of the Church in the early centuries: its struggle to understand and define itself, and its interaction with the pagan world around it. It addresses apologetics, as the problems of our secular world are so very similar to the pagan. The student studies early Christological heresies (learning the Creed) and early struggles with the Christian way of life (Augustine, Boethius). How does the Christian way of love and the Beatitudes challenge the reigning pagan worldview of power and pleasure? How does the incarnation challenge the ancient philosophy of deity?

Also included within Cycle I Religion is a study of Aristotelian Logic via *Traditional Logic* (formal logic) and *Material Logic* (Trivium Core Studies). Supplementary selections may be taken from the 1999 encyclical letter *Fides et Ratio* (Faith and Reason). After an eight week study of Logic, students will be familiar with basic logical principals, the logical syllogism, and Aristotelian categories. While knowledge of Logic is essential for the study of Systematic Theology, Logic is itself a philosophical discipline. The ability to reason strikes at the heart of who the person is—a logical being with a rational soul created in the image and likeness of God—and as such provides insight into what it means to be human.

Required

Boethius, *Consolation of Philosophy* (www.fordham.edu/halsall/source/con-phil.html)
 Augustine, *Confessions* (ISBN 0-19-814378-8)
 Ignatius of Antioch, *Letters* (www.newadvent.org/cathen/07644a.htm)
 Irenaeus, *Adversus Haereses* (www.newadvent.org/fathers/0103.htm)
 Fathers of the Church: Didache, Clement of Rome, Ambrose, Chrysostom, Jerome, Cyril of Jerusalem (www.newadvent.org/fathers/)
 The Gnostic Heresy: Selections from Gnostic Gospels, St. Irenaeus of Lyons
 The Arian Heresy: Letter of Arius to Eusebius, St. Athanasius, The Council of Nicaea
 Semi-Arianism: Cappadocian Fathers, Council of Constantinople
 The Nestorian Heresy: Account of Nestorius' Homily, The Council of Ephesus
 The Monophysite Heresy: The Council of Chalcedon
 Religion I Additional Selections: Aquinas, Summa Contra Gentiles

Additional Selections From:

Belloc, Hilaire, *The Great Heresies* (www.cs.cmu.edu/~spok/metabook/heresies.html)
 Flood, Emmet, *Introduction to Catholicism*, Midwest Theological Forum (Didache) (Product ID: DAS8404)
 Augustine, *On True Religion, City of God* (www.newadvent.org/fathers/120119.htm)

Religion II, Scripture

This course covers Sacred Scripture: the basic narrative of the Old and New Testaments, the Church's method for reading Scripture, and Scriptural texts.

Required

Dei Verbum (www.vatican.va/archive)
 Pope Leo XIII, *Providentissimus Deus*, Encyclical on the Study of the Holy Scripture (www.vatican.va)

Additional Selections From:

Pre-1971 Writings of the Pontifical Biblical Commission
 Hahn, Scott, *Understanding the Scriptures* (ISBN 9781890177478)
 Cavins, Jeff, *The Great Adventure: A Journey Through the Bible* (ISBN 9781932645828)
 Excerpts from *Jewish Wars and Antiquities of the Jews*, by Josephus about the beliefs of the Pharisees, Sadducees, and Essenes

Religion III, Moral Theology / Liturgy & Sacraments

This class focuses on moral theology and the Sacraments and through each encounter the theology of Thomas. The Church's moral system and its sacramental system borrow heavily from the language and systematization of Aquinas. This is a natural way to teach the Thomistic method, via specific topics, but without staying limited to Aquinas. For both moral theology and sacraments the teacher can begin with the basic premises of the Summa and then move into other texts, including Church teaching, particularly in the Catechism, and rudimentary principles of ecclesiology.

Required

Thomas Aquinas, *Summa Theologiae* (excerpts) (www.newadvent.org/summa/1002.htm)
Sacrosanctum Concilium
Musica Sacram
 Ratzinger, Cardinal Joseph, *Spirit of the Liturgy*

Additional Selections From:

Kreeft, Peter, *The Summa of the Summa* (elements of Thomist theology)
 Gray, Tim, *Sacraments in Scripture* (ISBN 9781931018043)
Our Moral Life in Christ, Midwest Theological Forum (ISBN 9781890177294)
 Sheed, F. J., *Theology for Beginners* (ISBN 9780892831241)
 Chesterton, Thomas Aquinas
 John Paul II, *Oratio Sacerdotalis*, 1994
 St. Peter Julian Eymard, *How to Get More Out of Holy Communion*
 Cardinal Joseph Ratzinger, *On Conscience*
 St. Alphonsus Liguori, *Selected Writings*
 Bergamo, Father Cajetan, *Humility of Heart*
 John Paul II, *Chirograph on Sacred Music*

Religion IV, The Church in the Modern World

This course explores the history of the Church from the late 19th century to the present day, focusing on important writings of Popes, ecumenical councils, and theologians of this time. By studying these texts in depth, we will come to understand more fully the role of the Church in the modern world.

Required

Vatican I, *Dei Filius*, 1870
(www.ewtn.com/library/COUNCILS/V1.htm)
Pope Leo XIII, *Rerum novarum*, 1891
Vatican II, *Lumen Gentium*, 1964, or *Gaudium et Spes*, 1965
Pope Paul VI, *Humanae Vitae*, 1968
Pope John Paul II, *Veritatis Splendor*, 1993
John Paul II, *Theology of the Body*, sections on Genesis

Additional Selections From:

Arthur Hippler, *Citizens of the Heavenly City* (excerpts)
Audi and Wolterstorff, *Religion in the Public Square* (excerpts)
Code of Canon Law [selections]
Pope Benedict XVI, *Deus Caritas Est*, 2005
John Paul II, *Centesimus Annus*
John Paul II, *Magnum Matrimonii Sacramentum*
John Paul II, *Mulieris Dignitatem*
John Paul II, "Letter to Women"
John Paul II, *Ex corde ecclesiae*
John Paul II, *Christifideles Laici*
Gregory XVI, *Mirare vos*
Pius IX, *Syllabus of Errors*
Pope Pius X, *Pascendi dominici gregis*, 1907
Collections of Joseph Ratzinger Material (excerpts)
(www.vatican.va/holy_father/benedict_xvi/index.htm)
- Introduction to Christianity
- Truth and Tolerance
- Called to Communion
- The Ratzinger Report
- Christianity and the Crisis of Cultures
Pius XII, *Mystici Corporis*, 1943
Pius XII, *Humani Generis*, 1950
Vatican II, *Gaudium et Spes*, 1965
St. Faustina, *Devotion to the Divine Mercy*
Mother Teresa, *Come Be My Light*
Congregation for the Doctrine of the Faith, *Dominus Iesus*
Benedict XVI, *Light of the World*

Science

The St. Ambrose Science program helps students understand and marvel at the natural world while preparing for college and life in a technologically and scientifically advanced culture. The Academy's science courses help students appreciate the scientific method and learn what a scientist means in making a claim about the nature of the world. Guided by the Catechism's assertion that "there can never be any real discrepancy between faith and reason" (#159), our courses seek to resolve any apparent conflict between science and Catholic teaching. Throughout their study of science, students study writings that put science in the context of faith.

Teachers may provide additional instruction to help students prepare for the AP and other advanced science exams.

Biology

The course treats the study of life, ecology, life of the cell, genetics, the history of life, and an overview of the classification of life ranging from viruses and bacteria to the human body.

Glencoe, *Biology* (ISBN 9780078802843)

International Theological Commission, "Communion and Stewardship: Human Persons Created in the Image of God," 2004, 62-70 (Church teaching on faith and science) <http://www.bringyou.to/apologetics/p94.htm>

The topic of human reproduction is covered in the Glencoe textbook. Catholic schools come to different conclusions on how to teach human sexuality when considering documents such as the one published in 1995 by the Pontifical Council on the Family, *The Truth and Meaning of Human Sexuality: Guidelines for Education within the Family*. (www.vatican.va)

St. Ambrose Academy was privileged to meet with Bishop Robert Morlino to discuss how we can best serve the local Church in approaching this topic. Our conclusions follow.

At St. Ambrose Academy, Senior High Biology covers human reproduction. We assert that it is important for students to know who they are and how they were made in the lovingly providential design of their Creator. God has ordered the human body to work in a particular way, and by learning as much as they can about exactly how the body works, students are given insight into the Creator. Moreover, knowledge about embryonic and fetal development is important when engaging in dialogue with the culture, particularly in reference to life issues such as abortion, contraception, embryonic stem-cell research, in-vitro fertilization, and cloning.

Biology class must teach that:

The fertilized egg is a unique individual of the human species with a unique genetic map.

There is no difference between an "individual of the human species" and a "human being."

Whatever dignity is ascribed to the human being is therefore necessarily ascribed to the fertilized egg, regardless of age.

The biology teacher aids in providing an integral education by noting important questions raised but unanswered by scientific reasoning so that these questions can be addressed in religion and philosophy class (for example, on the nature of human dignity, the nature of marriage, etc.). References to the other disciplines encourages a humble view of science and what it really can answer. It is critical that students believe in the existence and accessibility of truth.

Chemistry

The course studies atomic structure and the properties of atoms, molecules, and matter during physical change and chemical interactions; forces within atoms, molecules, and matter; the exchange of energy involved in physical changes and chemical interactions; how substances interact with one another to produce new substances; patterns in chemical and physical properties; chemical reactions; and laboratory skills including writing formal lab reports.

Glencoe, *Chemistry, Concepts and Applications* (ISBN 9780028282091)

Physics

The course studies motion, forces, gravitation, momentum and its conservation, energy, work, and simple machines, energy and its conservation, thermal energy, states of matter, vibrations and waves, sound, fundamentals of light, reflection and mirrors, refractions and lenses, interference and diffraction, static electricity, electric fields, current electricity, series and parallel circuits, magnetic fields, electromagnetic induction, electromagnetism, quantum theory, the atom, solid-state electronics, and nuclear physics.

Glencoe, *Physics* (ISBN 9780078807213)

Barr, Stephen, "Retelling the Story of Science," summary lecture of *Modern Physics and Ancient Faith* (www.leaderu.com/science/storyofscience.html)

Advanced Chemistry

Topics for fourth-year senior high science students will be determined based on teacher availability. In the past, advanced chemistry has been offered to help students prepare for national exams in this area.

Kotz & Treichel, *Chemistry and Chemical Reactivity* (ISBN 0-03-033604X)

Electives

Art

Art studies include historical and modern works of art, medium technique study, basic anatomy, 3-dimensional study, and cultural art. Influencing each of these areas of study is the beautiful “Letter to Artists” of Pope John Paul II. (www.vatican.va)

Band / Orchestra

These elective courses include individual instrument lessons, group lessons, end-of-semester performances, and other opportunities for playing publicly. Students in these programs also prepare for Solo/Ensemble competitions. These courses are offered depending on student interest.

Schola

This elective course focuses on chant and polyphony and choral, solo, and ensemble singing. Music theory and the history of the music in the Church are also taught.

Physical Education

The “good, true and beautiful” can be learned through physical exercise and sport as well as in the academic courses. Physical education classes are held once a week at local facilities, such as the Bishop O’Connor Center gym, pool, and playing fields, the Keva Sports Center, SwimWest, Harbor Athletic Club, and Capitol Ice Arena.

Technology in the Classroom

St. Ambrose students build skills with modern technological tools throughout their years at St. Ambrose. Teachers require the use of these tools regularly in student work, relying on technology in the home, at local libraries, or through equipment loans from St. Ambrose. (For example, we provide graphing calculators, computer and printer use, and Internet access to students who need it to complete assignments.)

SKILL	SKILL DEVELOPMENT
Keyboarding	Junior high students use typing training software during study hall periods using school computers. Senior high students are expected to develop these skills independently if they haven't attained them already.
Word Processing	Junior high students use word processing software to compose and edit short papers using simple paragraph and font attributes. High school students use more advanced word processing features such as footnotes, headers and footers, page numbering, headings, styles, and tables.
Online Learning	Advanced students take specialized online courses, such as AP Latin. In some courses teachers may direct students to websites that feature specialized learning tools.
Calculators	Calculators are not used in junior high math courses so that students develop facility with basic mathematical operations, without which most students will have difficulty with the abstract thinking required in upper-level math. Facility with scientific calculators is required in upper level math and science courses. The pre-calculus course includes direct and detailed instruction in the use of graphing calculators.
Multimedia	Students use audio files to record certain verbal assignments; teachers use audio files to record drills. A variety of classroom projects offer students the opportunity to master videography skills. Latin skits, dramatizations of plays in English class, and skits bringing historical periods to life in history have all been the subjects of student-produced videos where filming and film editing skills are honed.
Presentation Software	Senior high students use PowerPoint for presentations in various courses.
Spreadsheets	Science courses involving data collection and analysis give students the opportunity to learn column and row operations and the basic functions available in spreadsheet software packages.
Web Search Tools	Religion, history, and science courses regularly require students to use web search tools for research.
Communications	Some teachers communicate with students through email and the St. Ambrose website. Each teacher has a webpage on the St. Ambrose website for posting course-related materials.

The St. Ambrose graduate will be prepared to use technology to succeed in future endeavors. However, the focus of the St. Ambrose curriculum is developing skills of the mind and encouraging a thirst for truth. Technology rapidly changes; truth is permanent. To meet these changes requires adaptable skills. Instead of training our students to specific applications that are outdated in a few years via courses specifically focused on technology, we train minds and hearts in the permanent things. We train students to learn independently. Thus, we are confident that they have the skills necessary to learn whatever new applications arise.