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St. Ambrose Academy was accredited by the  
National Association of Private Catholic and  
Independent Schools in 2009.  
CEEBS #501147

## CLASSICAL EDUCATION

Classical education is grounded in the notion that training in the **Trivium**- Grammar, Logic, and Rhetoric - must precede specialized study in a particular field. The goal is to equip students with a well-trained mind so that they can be self-learners for the rest of their lives. These three "skill sets" are also commonly referred to as "stages," because attention to the intellectual development of students show that they pass through periods of growth that are more conducive to training in the different tools of the **Trivium**. Though we offer the same core subjects, what sets a Classical School apart is this commitment to training in the **Trivium**. The skills learned via Grammar, Logic, and Rhetoric apply equally to our robust STEM courses. Math and Science have their own methods distinct from the humanities, but they employ the same intellectual faculties of observation, analysis, and expression. The **Quadrivium** builds on the skills learned via the **Trivium**.

## MISSION STATEMENT

The mission of St. Ambrose Academy (SAA) as a private, Catholic co-educational school is to assist parents in the formation of their children by providing a classical (liberal arts) education rooted in the Catholic Faith. Our students study theology and college preparatory subjects through the teachings of the Magisterium and the primary works of civilization's greatest thinkers. Through a unified and rigorous program of study, SAA equips students with progressive tools of learning, critical thinking, and elegant expression of truth. Such an education frees them to pursue and choose the true, the good, the beautiful, and the one – and thus, they are able to bring wise order, compassionate help, and radiating joy to our world, that always finds itself in the tension of this freedom.

## HISTORY

SAA was founded in 2003 and is located on the west side of Madison - not far from the University of Wisconsin, state government, and business districts. The lay founders – mindful of St. John Paul II's call for a New Evangelization – recognized a need to recover the genius of a liberal arts training married to intentional Catholic formation, in order to foster wisdom and virtue most reliably and fruitfully. Since opening its doors with 10 students, the Academy has grown to 183 full-time students today – enjoying a growing breadth of athletic, club, and extracurricular activities and service opportunities that assuredly contribute to the well-rounded maturation of each individual student.

## STUDENT BODY

Average GPA for class of 2023: 3.5  
Senior class size for 2022-2023: 19 students  
9-12 enrollment: 99  
Students receiving financial assistance: 52%  
Total financial assistance provided: \$370,733

## FACULTY

SAA has 10 full-time teachers and 13 part-time teachers (five with doctorate degrees and 15 with master's degrees). In 2007, one teacher received the U.S. Department of Education Presidential Scholar Teacher Recognition Award.

Executive Director: Joan Carey; Principal: Scott Schmiesing; Dean of Faculty: Dr. John Joy;  
Dean of Academic Success: Michael Kwas; Dean of Students: Dr. Mary Skemp

## FORMING THE COMPLETE PERSON

The pursuit of education begins with wonder and aims for wisdom. Most students will pursue continuing education, because truth sets a person free to think and act rightly, with more forceful impact for the common good. As the school has matured in effectiveness in teaching and guidance, increasingly, students see the economic and salvific value of pursuing higher education. Nevertheless, there will always be room for a vocational call to go into the work force or military and we do not see following this call after high school (thus lowering college placement stats) necessarily as a negative. It is vocational, and we'll always encourage each individual to reach out for his or her highest potential and gift to society.

## GRADUATION REQUIREMENTS

SAA grants three types of diplomas: Classics, Standard and Transfer.

A **Classics Diploma** is the highest level of education SAA offers and requires 24 core course credits with a total of 27 credits.

A **Standard Diploma** requires 20 core course credits and 24 total credits.

A **Transfer Diploma** is offered for late transfers with a customized course of study.

	<u>Classics</u>	<u>Standard</u>
Religion	4	4
English	4	4
History	4	4
Math	Completion of Pre-Calculus	3
Science	4	3
Latin	Completion of Latin IV	Completion of Latin II
<u>Electives</u>	<u>3</u>	<u>4</u>
Totals:	27	24

## GRADING SYSTEM:

SAA uses a four-point grading system:

A = 4.0	B+ = 3.33	C+ = 2.33	D+ = 1.33
A- = 3.67	B = 3.0	C = 2.0	D = 1.00
	B- = 2.67	C- = 1.67	D- = 0.67

## NATIONAL LATIN EXAM:

Since SAA began taking the exam in 2006, we have had 57 Gold Summa Cum Laude medals. List below are test results from Latin I to Latin V.

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>TOTAL</u>
Gold Summa Cum Laude	6	2	2	5	3	6	4	1	3	4	5	5	3	49
Silver Maxima Cum Laude	4	5	8	9	7	14	5	4	3	8	6	7	13	93
Magna Cum Laude	1	5	3	4	4	6	9	4	5	5	6	8	13	73
Cum Laude	1	2	4	1	2	6	1	0	4	7	3	8	7	46

## ACT RESULTS

<u>Year</u>	<u>SAA</u>	<u>WI</u>	<u>National</u>	<u>SAA Tested</u>
2023	26.4	20.1	NA	79%
2022	26.8	19.4	19.8	54%
2021	27.2	20.3	20.7	69%
2020	26.9	20.5	20.8	93%
2019	24.5	20.7	20.7	80%
2018	28.5	20.8	20.8	60%

## ADV. PLACEMENT TESTS

AP courses are **not** offered because the liberal arts approach esteems versatility and penetration of thought, fineness of analysis, and gifts of expression over ability to regurgitate a copious set of facts. Nevertheless, students are encouraged to take AP exams and the soundness of academic prep at St. Ambrose prepares students for success on these exams.

	<u>Exams</u> <u>Administered</u>	<u>Exams with Score</u> <u>of 3 or Higher</u>
2023	35	77%
2022	31	82%
2021	48	69%
2020	25	68%
2019	18	89%
2018	11	82%

## AP SCHOLAR AWARDS

<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
2	4	2	7	4	5

## NATIONAL MERIT HONORS

<u>Year</u>	<u>Class size</u>	<u>Honors</u>
2023	19	1 Scholar
2021	13	1 Scholar
		2 Commended
2019	10	1 Finalist
2018:	10	1 Finalist
2017:	11	1 Semi-Finalist
2016:	7	1 Finalist
2015:	8	1 Finalist
2014:	9	1 Finalist
2012:	10	1 Finalist
2011:	6	2 Commended
2008:	4	2 Commended

## USDE PRESIDENTIAL SCHOLAR:

One student from the class of 2007

## POST-GRADUATE PLANS

160 graduates since school's inception:

Post-secondary School	90%
Military	4%
Work	6%

## STUDENT ACTIVITIES

Activities offered include:

- National Honor Society
- debate
- forensics
- yearbook
- music and drama
- band
- student council
- student service days
- field science club
- biannual trip to Washington, D.C. for the March for Life
- various faith-forming groups

## ATHLETICS

- Cross Country
- 8-Man Football\*
- Boys Basketball
- Girls Basketball\*
- Boys Soccer\*\*
- Girls Soccer\*\*
- Girls Volleyball\*
- Boys Track & Field\*\*
- Girls Track & Field\*\*
- Boys Golf\*\*
- Girls Golf\*\*

\*Co-op with Abundant Life Christian School

\*\*Tri-op with Abundant Life Christian School and Madison Country Day School

## COLLEGE ADMISSIONS\*

Our graduates have been accepted to the following institutions:

American University  
Alverno College  
Arizona State University  
Belmont Abbey College  
Beloit College  
Benedictine College  
Boston College  
Bowling Green State University  
Carroll College  
Carroll University  
Christendom College  
Clarke University  
Colorado School of Mines  
Franciscan University of Steubenville  
Georgetown University  
George Washington University  
Hillsdale College  
John Carroll University  
Iowa State University  
Loras College  
Madison College  
Marquette University  
Michigan Technological University  
Missouri Univ. of Science & Technology

Oklahoma City University  
Princeton University  
Rose Hulman Institute of Technology  
St. Gregory the Great Seminary  
St. John's University, MN  
St. Mary's College of California  
St. Mary's University of Minnesota  
St. Norbert College  
Seton Hall University  
South Dakota School of Mines  
Southwest Technical College  
Swarthmore College  
Truman State University  
United States Naval Academy  
University of Alaska/Fairbanks  
University of Chicago  
University of Cincinnati-College  
Conservancy of Music  
University of Dallas  
University of Illinois  
University of Iowa  
University of Kansas  
University of Kentucky  
University of Mary, Bismarck, N. Dakota

University of Michigan  
University of Minnesota  
University of Nebraska  
University of Northern Michigan  
University of Notre Dame  
University of Southern California  
University of St. Thomas, MN  
University of Wisconsin - Eau Claire  
University of Wisconsin - La Crosse  
University of Wisconsin - Madison  
University of Wisconsin - Platteville  
University of Wisconsin - River Falls  
University of Wisconsin - Stevens Point  
University of Wisconsin - Stout  
University of Wisconsin - Whitewater  
University of Wyoming  
Villanova University  
Virginia Commonwealth University  
Virginia Tech  
Viterbo University  
West Virginia University/Morgantown  
Wyoming Catholic College

# St. Ambrose Academy Course of Study

## SENIOR HIGH

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 the Church Fathers, the writings of the saints, papal encyclicals and the Catechism). Our classes revolve around Socratic questioning, analysis of the text, 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.

### Humanities Overview

The humanities courses follow a historical progression, taught in a four-year cycle (Cycles I, II, III, and IV). The historical topic for each cycle is integrated throughout the other courses, resulting in a unified and interdisciplinary approach to each historical period. 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, and to study the spirit and intellectual history of each age in its politics, literature, art, etc., alongside the Gospel proclamation. The ninth and tenth graders alternate between Cycles I and II, while the eleventh and twelfth graders alternate between Cycles III and IV. Though the grades are combined to share the same content, the skills being taught are distinguished according to grade level, as are the assessments and expectations.

	English	History	Latin	Religion
SH I	Ancient Greece and Rome 3100 B.C. - 400 A.D		Latin I	The Church in the Pagan World/Early Church Traditional Logic
SH II	Medieval / Renaissance Europe 400 A.D. - 1650 A.D		Latin II	Scripture/Scholasticism/Reformation
SH III	America / Government 1500 A.D.- Present		Latin III	Moral Theology/Liturgy & Sacraments
SH IV	Enlightenment to Contemporary 1700 A.D.-Present		Latin IV	The Church in the Modern World/Catholic Social Teaching

Major literary works form the core of the **English** 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 paired with the historical framework, offering a complete overview of Church History, but also includes a thorough study of Scripture and Exegesis, the Sacraments, Moral Theology, and Catholic Social Teaching.

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 contemporary times with primary texts from the Founding Fathers, Karl Marx, Adam Smith, and other texts that have shaped and impacted the world in which we currently live.

**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.

**Latin** studies continue with all students completing a minimum of Latin II, which includes the complete study of the full indicative verb system. Students pursuing the Classical Diploma will complete Latin IV, which concludes the grammar studies and culminates in primary Classical Latin sources. When warranted, Latin V is offered, which covers Caesar and Vergil. Latin students are also taught to pray in Latin, including all of the prayers of the Rosary, the Mass parts for the Ordinary, the major Marian prayers, and the Eucharist Hymns of St. Thomas Aquinas. Students use the classical pronunciations for classical texts and classwork, and ecclesiastical pronunciations for all prayers, mastering both styles and earning the ability to transition fluidly between the two.

## 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. Some courses in our curriculum are more conducive to AP preparation (such as Biology II, Calculus II, and Latin V). St. Ambrose students tend to do well in the Literature and History AP courses with only a minimum of extra-curricular study. St. Ambrose Academy will host any AP course requested by a student that it is within our power to administer.

## English

Having completed their grammar studies, St. Ambrose Academy Senior High students now focus exclusively on literary analysis and composition. Literature is drawn from reading lists that are integrated with the history course, and are studied not only for the sake of literary criticism, literary tropes, and style, but also for the themes of the age that the works represent, and the timeless struggles of the human person.

### Basic Writing Course:

Each year students develop and expand upon the writing goals of the prior year so that by graduation the student is proficient not only in the skills necessary for writing the modern college research paper, but in a variety of other styles for diverse audiences according to the contingencies of the rhetorical demands. Cycles I and II focus primarily on the essay form; Cycle III focuses on poetry, speech, and editorial; Cycle IV on research papers in support of a thesis.

9<sup>th</sup> Grade: *The Lively Art of Writing*, Lucille Vaughn Payne (ISBN 978-0-451-62712-4)

10<sup>th</sup> Grade: *The Elements of Style*, William Strunk, Jr., and E.B. White (ISBN 0-205-30902-X)

11<sup>th</sup> Grade or Cycle III: Whitling, *The Grammar of Poetry*

12<sup>th</sup> Grade or Cycle IV: Scott F. Crider, *The Office of Assertion*

### Optional Resources:

Sister Miriam Joseph, *The Trivium* (ISBN 978096796750)

Harvey's Grammar or Warriner's Grammar & Composition

Corbett, *Classical Rhetoric for the Modern Student* (ISBN10: 0195115422)

Aristotle, *Poetics* (ISBN 9781587310256) and *Rhetoric*

## English I, Ancients

English Cycle I studies the foundational texts for Western Literature and explores the ethos and stylization of ancient literature. English I also begins the practice of writing the standard academic essay.

### Required:

Either the complete *Iliad* or *Odyssey* by Homer, with selections from the alternate text

Virgil, *The Aeneid*

Sophocles, *Three Theban Plays* (ISBN 978014044425)

Shakespeare, *Julius Caesar* or *Troilus and Cressida*

### Additional Selections From:

Aeschylus, *Oresteian Trilogy*

Ovid, *Metamorphoses* (Dryden's public domain version)

Cicero, selections

## English II, Medieval / Renaissance

English II focuses on the medieval and renaissance periods, following the manner in which the ancient literature develops and expands within and alongside the literature of Christendom. English II is also a continuation of the study of the academic essay, striving for greater style.

<b>Required:</b> “Everyman” <i>Beowulf</i> (ISBN: 0-393-32097-9) <i>Sir Gawain and the Green Knight</i> (ISBN: 978-0-345-27760-2) Chaucer, <i>The Canterbury Tales</i> , selections (SAA edition) Spenser, <i>Faerie Queene</i> , Book I (ISBN: 0-87220-808-7) Shakespeare, <i>Romeo &amp; Juliet</i> , <i>Midsummer Night's Dream</i> , or <i>Merchant of Venice</i> (ISBN: 978-1-58617-320-3)	<b>Additional Selections From:</b> Anglo-Saxon poetry, including “The Dream of the Rood” and “The Wife’s Lament” Milton, John, <i>Paradise Lost</i> More, Thomas, <i>Utopia</i> <i>The Song of Roland</i> Aligheri, Dante, <i>The Divine Comedy</i>
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## English III, America

Cycle III is a study of American literature, and the effects of American culture on the development of literary genres and themes. English III also includes a genre study of poetry and the creative writing of poetry. American literature also offers an appropriate focus on the rhetoric of public speaking and the style of editorial. Students continue to work on academic writing, advancing from the essay to the full-length thesis paper and beginning to examine and practice various rhetorical devices.

<b>Required:</b> Hawthorne, Nathaniel, <i>The Custom House</i> and <i>The Scarlet Letter</i> Ralph Waldo Emerson, “The American Scholar” Harper Lee, <i>To Kill a Mockingbird</i> 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 Ernest Hemingway, <i>The Old Man and the Sea</i>	<b>Additional Selections From:</b> Poetry selections for the purpose of teaching meter and form Poe, Edgar Allan, selected poems and short stories James, Henry, <i>Portrait of a Lady</i> , or <i>Daisy Miller</i>
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## English IV, Modern

English IV marks the passage from the pre-Enlightenment worldview to the post-Enlightenment struggle with the loss of meaning. Additional texts are chosen to offer a literary study of themes from Cycle IV Religion and History. Also in Cycle IV, students break out of the rigors of the standard academic essay to study rhetoric more formally and write more complex and convincing papers.

<b>Required:</b> Alfred Lord Tennyson, "In Memoriam" Additional poetry from Matthew Arnold, Gerard Manley Hopkins Jonathan Swift, <i>Gulliver's Travels</i> (ISBN: 978-1-58617-395-1/ISBN 10: 1586173952) Solzhenitsyn, <i>One Day in the Life of Ivan Denisovich</i> (ISBN: 978-0-451-53104-9) Chesterton, <i>The Man Who was Thursday</i> (ISBN 10: 0141191465) Josef Conrad, <i>Heart of Darkness</i> Lewis, C.S., <i>Out of the Silent Planet</i> Shakespeare, <i>The Tempest</i>	<b>Additional Selections From:</b> Lewis, C.S., <i>Perelandra</i> Abrams, M.H. A Glossary of Literary Terms Newman, John Cardinal, <i>On the Idea of a University</i> Leacock, <i>Essays on Humor</i> Steinbeck, <i>Grapes of Wrath</i> Lewis, C.S., <i>Abolition of Man</i> Pieper, Josef, <i>Leisure, the Basis of Culture</i> Dickens, <i>Oliver Twist</i> Eliot, T.S. "The Wasteland" Excerpts from <i>The Diary of Anne Frank</i> Wodehouse, P.G., <i>Joy in the Morning</i> Remarque, <i>All Quiet on the Western Front</i> Buckley, <i>God and Man at Yale</i> Dostoyevsky, <i>Crime and Punishment</i> or <i>Brothers Karamozov</i> Chesterton, <i>Ballad of the White Horse</i> Austen, Jane, <i>Pride and Prejudice</i> (1813)
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## 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

<b>Required</b> Plato, <i>The Republic</i> Herodotus, <i>The Histories</i> (tr. David Grene) Plutarch, <i>The Rise and Fall of Athens: Nine Greek Lives</i> Thucydides, <i>History of the Peloponnesian War</i> , excerpts	<b>Additional Selections From:</b> Hamilton, <i>The Greek Way</i> Hamilton, <i>The Roman Way</i> Xenophon, <i>The Persian Expedition</i> Aristotle, <i>The Athenian Constitution</i> Livy, <i>The War with Hannibal</i> Tacitus, <i>The Histories</i>
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Pliny the Younger, Letter XCVII to the Emperor Trajan (Harvard Classics)	<i>The Passion of Saints Perpetua and Felicity</i>
Pliny the Younger, <i>Accounts of Mt. Vesuvius</i>	
Suetonius, <i>Lives of the Caesars</i>	
Marcus Aurelius, <i>Meditations</i>	
Hesiod, <i>Theogony</i>	
Ovid, <i>Metamorphoses Bk. I</i>	
Cicero, <i>Catiline Orations</i>	
Livy, <i>Early History of Rome</i>	
Vibia Perpetua, <i>Journal of Vibia Perpetua the Martyr</i>	
Plutarch's <i>Parallel Lives</i> , "Pericles" (online)	

## History II, Medieval / Renaissance

<b>Required</b>	<b>Additional Selections From:</b>
<i>Light to the Nations</i> , vol. 1, Catholic Textbook Project, Ignatius Press	Charter of Cluny
<i>The History of the Church</i> , Didache series (Midwest Theological Press)	Wagh, <i>Saint Edmund Campion: Priest and Martyr</i>
Codex Iustinianus / Justinian Code [selections]	Ferdinand & Isabella, <i>Charter of Christopher Columbus</i>
Excerpts from <i>An Ecclesiastical History of the English People</i> by Bede	<i>Victors &amp; Vanquished: Spanish and Nahua</i> (ISBN: 0-312-39355-5)
Urban II's speech at Clermont	Christopher Columbus, <i>Letters to the King and Queen of Spain (excerpts); Journals (excerpts)</i>
Machiavelli, <i>The Prince</i>	Joan of Arc, Letter to the King of England (1429)
Various authors, <i>Accounts of the Crusades</i>	Hundred Year's War
Magna Carta	Robert de Clari, "Capture of Constantinople"
<i>Ordinances of Pistoia in time of Plague</i>	St. Bernard of Clairveux, "In Praise of Knighthood" (Templars)
<i>Letters of Joan of Arc, Trial of Joan of Arc</i>	St. Catherine of Siena, <i>Letters of Catherine Benincasa</i> (St. Catherine of Siena)
Marchione di Coppo Stefani, <i>Florentine Chronicle (Black Plague)</i>	
Einhard, <i>Two Lives of Charlemagne</i>	
Luther, <i>95 Theses</i> (excerpted) and <i>On the Freedom of a Christian</i>	



## History III, America / Government

Uses the first half of Paul Johnson's *History of the American 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.

<b>Required</b> Johnson, P. <i>A History of the American People</i> , 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. <i>Federalist Papers</i> (including 1, 10, 51, 78) Washington's Farewell Address 1796 Alexis de Tocqueville, <i>Democracy in America</i> , selections	<b>Additional Selections From:</b> Ferrier, R., Seeley, A. <i>Declaration Statesmanship</i> Winthrop, John, "A Model of Christian Charity" and "On Liberty" <i>The Mayflower Compact</i> Jefferson, Thomas, <i>A Summary View of the Rights of British America</i> Paine, Thomas, <i>Common Sense</i> 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, <i>The American Scholar</i> Dred Scott case: the Supreme Court decision Stanton, Elizabeth Cady et al, Seneca Falls Declaration (1848) George Whitfield, "The Knowledge of Jesus Christ the Best Knowledge" Patrick Henry, "Give Me Liberty" Daniel Webster, "7 <sup>th</sup> of March" J.D.B. DeBow, "Art. VI. The Non-slaveholders of the South: Their Interest in the Present Sectional Controversy Identical with That of the Slaveholders" John Brown, "Final Statement" "Organization and Principals of the Ku Klux Klan" Frederick Jackson Turner, selections from <i>The Significance of the Frontier in American History</i> Booker T. Washington, "The Atlanta Compromise" John Hope, "A Critique of the Atlanta Compromise" William Jennings Bryan, "Cross of Gold" Herman Melville, <i>Benito Cereno</i> George Washington Plunkitt, "In Defense of Graft"
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## 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	Additional Selections From:
Paul Johnson, <i>Modern Times</i>	Johnson, P. <i>Modern Times</i>
<i>The History of the Church</i> , Didache, Chapters 16-18 as background to the Enlightenment	Descartes' <i>Discourse on Method</i>
Roe v. Wade	Mary Shelley, <i>Frankenstein</i> (ISBN: 978-1-58617-138-4)
Jean-Jacque Rousseau, <i>The Social Contract</i>	"Declaration of the Rights of Man" (French Rev.)
Adam Smith, <i>The Wealth of Nations</i>	"Civil Constitution of the Clergy" (French Rev.)
Karl Marx, <i>The Communist Manifesto</i>	Woodrow Wilson, Fourteen Points and War Message
	Benito Mussolini, <i>The Doctrine of Fascism</i> (ISBN: 0865274630)
	Adolf Hitler, <i>Mein Kampf</i>
	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"
	Griswold v. Connecticut
	Ciszek, Walter, <i>He Leadeth Me</i>

## 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.

### Religion I, The Church in the Pagan 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 (St. Augustine). 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? How do philosophy and theology (reason and faith) work together?

Also included within Cycle I Religion is a study of Aristotelian (Formal) Logic. 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. Supplementary selections may be taken from the 1999 encyclical letter *Fides et Ratio* (Faith and Reason).

#### Required:

Peter Kreeft, *Socratic Logic*, ed. 3.1  
St. Thomas Aquinas, ST Ia Q1 a. 1-2  
St. Augustine, *Confessions* (ISBN 0-19-814378-8)  
Mike Aquilina, *The Fathers of the Church* (ISBN: 978-1612785615)  
Pope Benedict, *Church Fathers: From Clement of Rome to Augustine* (ISBN 13: 978-1586172459)

#### Additional Selections From:

Augustine, *On True Religion*, *City of God*  
Boethius, *Consolation of Philosophy*  
Pope St. John Paul II, *Fides et Ratio*  
Belloc, Hilaire, *The Great Heresies*

#### Alternate Logic Text

*Traditional Logic*, Memoria Press

### Religion II, Scripture/Scholasticism/Counter-Reformation

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:

RSV Catholic Edition Bible  
*Dei Verbum*  
Pope Leo XIII, *Providentissimus Deus*,  
St. Thomas Aquinas, *Summa Theologiae*

#### Additional Selections From:

Pre-1971 Writings of the Pontifical Biblical Commission  
Hahn, Scott, *Understanding the Scriptures* (ISBN 9781890177478)

Council of Trent Fourth Lateran Council	Cavins, Jeff, <i>The Great Adventure: A Journey Through the Bible</i> (ISBN 9781932645828) Gui, <i>On the Albigensians</i> Raynaldus, <i>On Accusations Against the Albigensians</i> Pope Paul VI & Patriarch Athenagoras: Joint Declaration 1965 Excerpts from <i>Jewish Wars and Antiquities of the Jews</i> , by Josephus about the beliefs of the Pharisees, Sadducees, and Essenes Gregory the Great, <i>The Pastoral Rule</i> , excerpts St. Thomas More, <i>Selected Writings</i> [selections] St. Teresa of Avila, <i>The Way of Perfection</i> Bonaventure, <i>Life of St. Francis</i> Classics of Western Spirituality: <i>Early Dominicans</i> , including <i>The Early Dominican Constitutions</i> and miscellaneous texts on St. Dominic
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### 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 Aristotle, <i>Nicomachean Ethics</i> (ISBN:) Thomas Aquinas, <i>Summa Theologiae</i> (excerpts) ( <a href="http://www.newadvent.org/summa/1002.htm">www.newadvent.org/summa/1002.htm</a> ) <i>Sacrosanctum Concilium</i> <i>Musicam Sacram</i> Ratzinger, Cardinal Joseph, <i>Spirit of the Liturgy</i>	Additional Selections From: Kreeft, Peter, <i>The Summa of the Summa</i> (elements of Thomist theology) Gray, Tim, <i>Sacraments in Scripture</i> (ISBN 9781931018043) <i>Our Moral Life in Christ</i> , Midwest Theological Forum (ISBN 9781890177294) Sheed, F. J. <i>Theology for Beginners</i> (ISBN 9780892831241) John Paul II, <i>Ordinatio Sacerdotalis</i> , 1994 St. Peter Julian Eymard, <i>How to Get More Out of Holy Communion</i>
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	Cardinal Joseph Ratzinger, <i>On Conscience</i> St. Alphonsus Liguori, <i>Selected Writings</i> Bergamo, Father Cajetan, <i>Humility of Heart</i> John Paul II, <i>Chirograph on Sacred Music</i> Code of Canon Law on marriage Pope Benedict XVI, <i>Summorum Pontificum</i> Pope Francis, <i>Traditionis Custodes</i> St. Peter Julian Eymard, <i>How to get More out of Holy Communion</i> Cardinal Joseph Ratzinger, <i>On Conscience</i> St. Alphonsus Liguori, <i>Selected Writings</i> Catechism of St. Thomas Aquinas on the sacraments <i>Dignitatis personae</i> <i>Casti Connubii</i> Catechism of St. John Vianney Letter of Pliny the Younger (on the Liturgy) Recruit of the Republican Army (on “sacramentum”)
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## 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.

<b>Required:</b>	<b>Additional Selections From:</b>
Thomas Aquinas, ST IIa IIae Q. 66, a. 1-2 and Q.77 a. 1-4	John Paul II, <i>Centessimus Annus</i>
John Paul II, <i>Christifideles Laici</i>	John Paul II, <i>Sollicitudo rei socialis</i>
Vatican I, <i>Lumen gentium</i>	John Paul II, <i>Magnum Matrimonii Sacramentum</i>
Pope Leo XIII, <i>Rerum novarum</i> , 1891	John Paul II, <i>Theology of the Body</i> , sections on Genesis
John Paul II, <i>Mulieris Dignitatem</i>	John Paul II, “Letter to Women”
	John Paul II, <i>Ex corde ecclesiae</i>
	Pope John Paul II, <i>Veritatis Splendor</i> , 1993
	Pope Benedict XVI, <i>Christianity and the Crisis of Culture</i>
	Pope Benedict XVI, <i>Caritas in veritate</i>
	Pope Benedict XVI, <i>Light of the World</i>
	Pope Benedict XVI, <i>Deus Caritas Est</i> , 2005
	Pope Paul VI, <i>Humanae Vitae</i> , 1968
	Vatican II, <i>Gaudium et Spes</i> , 1965

## Latin

The study of an inflected language such as Latin 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.

### 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 IV and are preparing for the Latin AP. This course will be offered on-line or with a teacher, depending on teacher availability.

Virgil, *Aeneid* ([classics.mit.edu/Virgil/aeneid.html](http://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 and Science Overview

In Math, senior high students test into the level that is most appropriate for them. Our goal is to keep students at the appropriate level for their current level of mastery, as well as on a reasonable track for the pace at which they will best learn the material.

Students entering the Senior High, as well as students finishing the St. Ambrose 8<sup>th</sup> grade Algebra course, will be tested for placement in math their senior year. Many students will begin again with Algebra I in high school, while others will proceed immediately to Geometry freshman year. Alternative math classes are offered during Junior and Senior year for both accelerated students, and students interested in more applied math. All students are required to take at least three years of math.

In Science, all senior high students take Biology and Chemistry. Upper level options include Physics, Advanced Chemistry, and Biology II. All students are required to take at least three years of Science.

## 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.

## **Algebra I**

Foerster, P. *Algebra I: Expressions, Equations, and Applications*, Chapters 1-12 (ISBN 9780201324587)

## **Geometry**

Jacobs, *Geometry*, Ch. 1-12 (skip 8) (ISBN 9780716743613)

Euclid, *Elements*, excerpts

Chapter 15 from Foerster, P.A., *Algebra and Trigonometry: Functions and Applications*, (ISBN 0201232537)

## **Algebra II**

Foerster, P.A., *Algebra and Trigonometry: Functions and Applications*, Chapters 1-13 (skip 11) (ISBN 0201232537)

## **Pre-Calculus**

Foerster, P.A., *Pre-Calculus*, Chapters 1-15 (skip 6, 8, 14) (ISBN 1559537884)

## **Calculus**

Briggs & Cochran, *Calculus: Early Transcendentals* (ISBN 9780321570567)

## **Business Math**

This class is open to 11<sup>th</sup> and 12<sup>th</sup> grade students who have completed Algebra 2. It looks at business math from an algebraic perspective, teaching students the “time value” of money, and training them in business functions on paper, with a business calculator, and in an Excel spreadsheet. They will learn to understand and be able calculate simple and compound interest, annuities, mortgages, loans, retirement plans, et al. The course will also include units on economics and accounting. Business Math is offered in years when two or more students are enrolled.

## **Calculus II**

This course is offered based upon teacher availability when two or more students wish to enroll.

## **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](http://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)

## **Biology 2**

Biology 2 is open to 11<sup>th</sup> and 12<sup>th</sup> grade students who have received a passing grade in Biology. It offers an advanced and more thorough study of the topics covered in Biology, as well as new topics not broached in the lower level course.

*Principles of Life*, David M. Hillis, et al. (ISBN 13: 978-1-4641-5641-0)

## **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](http://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](http://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.

## **Music / Choir**

Music courses offer students an opportunity to focus on choral, solo, and ensemble singing. Music theory and the history of music in the Church are also taught.

## **Drama**

The first semester of this course focuses on acting skills. Students will develop concentration, characterization, physical agility, and creativity through the use of improvisation, pantomime, monologues and directing. The second semester focuses on bringing great literary texts to life, from Greek tragedy to Shakespeare to modern theater, using the skills built in the first semester. The year will culminate in presenting rehearsed scenes.

## **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 either outdoors or at local facilities, such the Keva Sports Center and Capitol Ice Arena. Students are introduced to a variety of games/activities throughout the year which include: volleyball, kickball, capture the flag, dodgeball, bowling, ice skating, pickleball, basketball, floor hockey, soccer, ultimate frisbee, sledding, badminton, and touch football.

## **Introduction to Ancient Philosophy**

This course explores the big questions about “life, the universe, and everything” raised by the earliest philosophers from Solomon to the early Greeks and Romans, with special emphasis on Socrates, Plato, and Aristotle. Students read short introductions to the personality and thought of 33 early philosophers and discuss their biggest ideas in a conversational setting.

## **Introduction to Rhetoric**

This course is for anyone who loves, or wants to learn to love, public speaking. Our emphasis is on persuasion, and students will learn the art of rhetoric through exposure to Aristotle’s Rhetoric, reading and listening to great speeches, practicing impromptu speeches, and delivering an 8-10 minute persuasive speech at the end of the semester. This would be a great course for anyone interested in apologetics, law, advertising, marketing, or who just wants to develop self-confidence and improve their writing and public speaking.

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