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St. Ambrose Academy was accredited by the National Association of Private Catholic and Independent Schools in 2009 and the Wisconsin Religious and Independent School Accreditation in 2026. CEEB #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 252 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 2026: 3.6
Senior class size for 2026-2027: 38 students
9-12 enrollment: 164
Students receiving WI Parental School Choice or benefactor-provided tuition assistance: 44%

FACULTY

SAA has 18 full-time teachers and 12 part-time teachers (seven with doctorate degrees and nine with master's degrees). In 2007, one teacher received the U.S. Department of Education Presidential Scholar Teacher Recognition Award. In 2023 and 2026, a teacher received the Herb Kohl Foundation Teaching Award.

Head of School: Dr. John Joy; Asst. Head of School: Aaron Roser; Dean of Faculty: Dr. John Joy; Dean of Academic Success: Michael Kwas; Dean of Students: Rhea McKearn

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 21 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>
Theology	4	4
English	4	4
History	4	4
Math	4, with completion of at least Pre-Calculus	3
Science	4	3
Latin	Completion of Latin IV	Completion of Latin II
<u>Electives</u>	<u>3</u>	<u>3</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 86 Gold Summa Cum Laude medals. Listed below are test results from Latin I to Latin V taking the National Latin Exam from the past decade:

	<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>2024</u>	<u>2025</u>	<u>2026</u>	<u>TOTAL</u>
Gold Summa Cum Laude	6	4	1	3	4	5	5	3	5	24	9	63
Silver Maxima Cum Laude	14	5	4	3	8	6	7	13	12	21	20	100
Magna Cum Laude	6	9	4	5	5	6	8	13	13	13	21	86
Cum Laude	6	1	0	4	7	3	8	7	10	8	16	56

ACT RESULTS

<u>Year</u>	<u>SAA</u>	<u>WI</u>	<u>National</u>	<u>SAA Tested</u>
2026	25.4	19.4	19.2	95%
2025	23.8	19.4	19.9	97%
2024	25.2	19.4	21	61%
2023	26.4	20.1	19.5	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%

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>Year</u>	<u>Exams Administered</u>	<u>Exams with Score of 3 or Higher</u>
2026	73	95%
2025	53	77%
2024	27	78%
2023	35	77%
2022	31	82%
2021	48	69%

AP SCHOLAR AWARDS

<u>2020</u>	<u>2021</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>
2	7	5	6	6	14

NATIONAL MERIT HONORS

Since 2008, we have had 8 Commended, 7 Finalists, 1 Semi-Finalist, and 7 Scholars. Listed below are honors from the past five years:

<u>Year</u>	<u>Class size</u>	<u>Honors</u>
2026	31	1 Scholar 1 Finalist
2024	23	2 Commended
2023	19	1 Scholar
2021	13	1 Scholar 2 Commended

USDE PRESIDENTIAL SCHOLAR:

One student from the class of 2007

POST-GRADUATE PLANS

237 graduates since school's inception:

Post-secondary School	86%
Military	3%
Work	11%

STUDENT ACTIVITIES

Activities offered include:

- National Honor Society
- Business club
- Debate
- Creative writing club
- Forensics
- Yearbook
- Prefect Council
- Student service days
- Annual trip to Washington, D.C. for the March for Life
- Various faith-forming groups

ATHLETICS

- Boys and Girls Cross Country*
- 8-Man Football*
- Boys Basketball
- Girls Basketball*
- Boys Soccer**
- Girls Soccer**
- Boys Volleyball
- Girls Volleyball
- Track & Field
- Golf**
- Boys Baseball*
- Girls Softball***
- Boys Tennis**
- Girls Cheerleading *

*Co-op with Abundant Life Christian School

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

*** Co-op with Edgewood High School

COLLEGE ADMISSIONS*

Our graduates have been accepted to the institutions including:

American University Alverno College Arizona State University Ave Maria 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 Dakota County Technical College 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 Ripon College 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 Alabama 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	Villanova University Virginia Commonwealth University Virginia Tech Viterbo University West Virginia University/Morgantown Wyoming Catholic College
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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 theology 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, Theology, and Science. In addition, students may choose to take courses in Philosophy.

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.

	English	History	Latin	Theology
SH I	Ancient Greece and Rome 3100 B.C. - 400 A.D		Latin I	Sacred Scripture
SH II	Medieval / Renaissance Europe 400 A.D. - 1650 A.D		Latin II	Logic/Church Fathers/Scholasticism/ Reformation
SH III	America / Government 1500 A.D.- Present		Latin III	Moral Theology/Liturgy
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 the 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.

Theology 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 Theology 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 Vergil and Pliny the Younger. 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 analysis papers in support of a thesis.

9th and 10th Grade: *The Lively Art of Writing*, Lucille Vaughn Payne (ISBN 978-0-451-62712-4)

11th Grade: Poetry lessons based on Whitling, *The Grammar of Poetry*, and rhetorical lessons on several great, American speeches

12th Grade: Scott F. Crider, *The Office of Assertion*

Optional Resources for Instructors:

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:	Additional Selections From:
Either the complete <i>Iliad</i> or <i>Odyssey</i> by Homer, with selections from the alternate text	Aeschylus, <i>Oresteian Trilogy</i>
Virgil, <i>The Aeneid</i>	Sophocles, <i>Three Theban Plays</i>
Choice of at least one Greek tragedy from "Additional Selections"	Euripides, <i>The Trojan Women</i>
	Shakespeare, <i>Julius Caesar</i> or <i>Troilus and Cressida</i>
	Ovid, <i>Metamorphoses</i> (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.

Required:	Additional Selections From:
<i>Beowulf</i>	

<i>Sir Gawain and the Green Knight</i> Geoffrey Chaucer, <i>The Canterbury Tales</i> , selections Edmund Spenser, <i>Faerie Queene</i> , Book I William Shakespeare, <i>Romeo & Juliet</i> , <i>Midsummer Night's Dream</i> , or <i>Merchant of Venice</i>	Anglo-Saxon poetry, including “The Dream of the Rood” and “The Wife’s Lament” Dante Alighieri, <i>The Inferno</i> John Milton, <i>Paradise Lost</i> Thomas More, <i>Utopia</i> <i>The Song of Roland</i> “Everyman” morality play
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English III, America/Poetry

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.

Required: Speeches: Ralph Waldo Emerson, “The American Scholar”; Frederick Douglass, “What to the Slave is the Fourth of July?” Nathaniel Hawthorne, “The Custom House” and <i>The Scarlet Letter</i> Poems: Edgar Allan Poe, “The Bells”; Emily Dickinson selections; Walt Whitman, “O Captain, My Captain”, “One’s Self I Sing”, and “I Hear America Singing” Harper Lee, <i>To Kill a Mockingbird</i> Mark Twain, <i>The Adventures of Huckleberry Finn</i> Flannery O’Connor, selected short stories	Additional Selections From: Abraham Lincoln, “Second Inaugural Address” Poetry selections for the purpose of teaching meter and form Edgar Allan Poe, “Annabel Lee” Anne Bradstreet, <i>Verses upon the Burning of Our House</i> , <i>On My Dear Grandchild Simon</i> Henry James, <i>Portrait of a Lady</i> , or <i>Daisy Miller</i> Ernest Hemingway, <i>The Old Man and the Sea</i> F. Scott Fitzgerald, <i>The Great Gatsby</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 Theology 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.

Required: Alfred Lord Tennyson, “In Memoriam” Alexander Solzhenitsyn, <i>One Day in the Life of Ivan Denisovich</i> G.K. Chesterton, <i>The Man Who was Thursday</i> C.S. Lewis, <i>Out of the Silent Planet</i> Mary Shelley, <i>Frankenstein</i>	Additional Selections From: C.S. Lewis, <i>Perelandra</i> Charlotte Bronte, <i>Jane Eyre</i> John Cardinal Newman, <i>On the Idea of a University</i> Stephen Leacock, <i>Essays on Humor</i> John Steinbeck, <i>Grapes of Wrath</i>
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	C.S. Lewis, <i>Abolition of Man</i> Josef Pieper, <i>Leisure, the Basis of Culture</i> Charles Dickens, <i>Oliver Twist</i> P.G. Wodehouse, <i>Joy in the Morning</i> Erich Maria Remarque, <i>All Quiet on the Western Front</i> William Frank Buckley, <i>God and Man at Yale</i> Fyodor Dostoyevsky, <i>Crime and Punishment</i> or <i>Brothers Karamazov</i> G.K. Chesterton, <i>Ballad of the White Horse</i> Jane Austen, <i>Pride and Prejudice</i> Additional poetry from Matthew Arnold, Gerard Manley Hopkins, and T.S. Eliot Jonathan Swift, <i>Gulliver's Travels</i> Josef Conrad, <i>Heart of Darkness</i> F. Scott Fitzgerald, <i>The Great Gatsby</i> (if not taught during English III) William Shakespeare, <i>The Tempest</i>
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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

Required	Additional Selections From:
Plato, <i>The Republic</i>	Hamilton, <i>The Greek Way</i>
Herodotus, <i>The Histories</i> (tr. David Grene)	Hamilton, <i>The Roman Way</i>
Plutarch, <i>The Rise and Fall of Athens: Nine Greek Lives</i>	Xenophon, <i>The Persian Expedition</i>
Thucydides, <i>History of the Peloponnesian War</i> , excerpts	Aristotle, <i>The Athenian Constitution</i>
Pliny the Younger, Letter XCVII to the Emperor Trajan (Harvard Classics)	Livy, <i>The War with Hannibal</i>
Pliny the Younger, <i>Accounts of Mt. Vesuvius</i>	Tacitus, <i>The Histories</i>
Suetonius, <i>Lives of the Caesars</i>	<i>The Passion of Saints Perpetua and Felicity</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

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

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	Additional Selections From:
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	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, “7th 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 Paul Johnson, <i>Modern Times</i> <i>The History of the Church</i>, Didache, Chapters 16-18 as background to the Enlightenment Roe v. Wade Jean-Jacque Rousseau, <i>The Social Contract</i> Adam Smith, <i>The Wealth of Nations</i> Karl Marx, <i>The Communist Manifesto</i>	Additional Selections From: Johnson, P. <i>Modern Times</i> Descartes' <i>Discourse on Method</i> Mary Shelley, <i>Frankenstein</i> (ISBN: 978-1-58617-138-4) “Declaration of the Rights of Man” (French Rev.) “Civil Constitution of the Clergy” (French Rev.) 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
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	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>
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Theology

The Catholic faith 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.

Theology I, Sacred Scripture

This course offers students a deeper study of Sacred Scripture, reviewing the salvation history learned in Junior High, but with an added emphasis on the unity of the canon of Scripture and the Church’s method of reading Scripture. In addition to the study of Scripture itself, students read *Dei Verbum*. The guiding question of the course is “Who are you, Lord?”

Aware that “ignorance of Scripture is ignorance of Christ,” as St. Jerome said, this class gives students the tools to plumb the depths of Scripture and to see that errors in reading Scripture lead to a loss of relationship with Christ’s Body, the Church. Students pray *lectio divina* with the Psalms regularly in class.

Required: RSV Catholic Edition Bible <i>Dei Verbum</i>	Additional Selections From: Pre-1971 decisions of the Pontifical Biblical Commission Pope Leo XIII, <i>Providentissimus Deus</i> Hahn, Scott, <i>Understanding the Scriptures</i> (ISBN 9781890177478) Cavins, Jeff, <i>The Great Adventure: A Journey Through the Bible</i> (ISBN 9781932645828) Excerpts from <i>Jewish Wars and Antiquities of the Jews</i> , by Josephus about the beliefs of the Pharisees, Sadducees, and Essenes
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Theology II, Church Fathers and Medieval Theology

This course begins with a study of traditional formal Logic, which strengthens the students' critical thinking as well as providing a philosophical vocabulary for theological study – essence, matter, form, etc. From Logic, the course turns to the early Church where students become intimately acquainted with the Church Fathers through their lives and writing offering a compelling illustration of the Apostolic Church and the witness to Christ against prevailing pagan norms. Their theological training also includes an intense study of the early Trinitarian and Christological heresies (Gnosticism, Docetism, Arianism, etc.) in order to fully comprehend the Creed and be on guard against their modern counterparts. The study of the Church Fathers ends with St. Augustine's *Confessions*, which, while providing immense instruction in theology, is a highly relatable story for young people today. The last section of the course works in partnership with History II, offering a study of major medieval developments, such as the method of scholasticism, and the counter-reformation, from a theological rather than an historical perspective. Sacramental theology, which flourished in the Medieval period, is studied at this point.

The guiding theme that unites the semester is the relationship between faith and reason – that reason is a beautiful gift of the human person but is limited in its power to know and serve God. The intellect requires revelation, the will requires God's grace, and a loving God comes down to our level to save us. Daily scriptural reading is focused on the book of Wisdom. The Thomistic portion of the class comprises a close study of ST I, q. 1, a. 1 on divine revelation and ST I, q. 2 on the five ways of proving the existence of God. The unit on sacramental theology also draws heavily on the thought and writings of St. Thomas.

Required:

Peter Kreeft, *Socratic Logic*, ed. 3.1 (ISBN: 978-1587318085)

St. Thomas Aquinas, ST Ia, q. 1, a. 1; q. 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)

Council of Trent, Decrees on Original Sin and Justification

Catechism on the Sacraments

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*

Gui, *On the Albigensians*

Raynaldus, *On Accusations Against the Albigensians*

Pope Paul VI & Patriarch Athenagoras: Joint Declaration 1965

Gregory the Great, *The Pastoral Rule*, excerpts

St. Thomas More, *Selected Writings*

St. Teresa of Avila, *The Way of Perfection*

Classics of Western Spirituality: *Early Dominicans*, including The Early Dominican Constitutions and miscellaneous texts on St. Dominic

Theology III, Moral Theology / Liturgy

This class focuses on moral theology, which is life in Christ, and the Liturgy, which is the source and summit of the whole Christian life. The Church's moral system and its liturgical 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 being limited to Aquinas. For both moral

theology and liturgy 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	Additional Selections From:
Aristotle, <i>Nicomachean Ethics</i> (ISBN: 978-0140449495)	Kreeft, Peter, <i>The Summa of the Summa</i> (elements of Thomist theology)
Thomas Aquinas, <i>Summa Theologiae</i> (excerpts)	Gray, Tim, <i>Sacraments in Scripture</i> (ISBN 9781931018043)
<i>Sacrosanctum Concilium</i>	<i>Our Moral Life in Christ</i> , Midwest Theological Forum (ISBN 9781890177294)
<i>Musica Sacram</i>	Sheed, F. J. <i>Theology for Beginners</i> (ISBN 9780892831241)
Ratzinger, Joseph, <i>Spirit of the Liturgy</i>	John Paul II, <i>Ordinatio Sacerdotalis</i> , 1994
	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
	<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”)

Theology 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:	Additional Selections From:
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, *Ex corde ecclesiae*
 Pope John Paul II, *Veritatis Splendor*, 1993
 Pope Benedict XVI, *Christianity and the Crisis of Culture*
 Pope Benedict XVI, *Caritas in veritate*
 Pope Benedict XVI, *Light of the World*
 Pope Benedict XVI, *Deus Caritas Est*, 2005
 Pope Paul VI, *Humanae Vitae*, 1968
 Vatican II, *Gaudium et Spes*, 1965
 Pope Leo XVI, *Magnifica Humanitas* (2026)

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*
 Simpson, D. P., *Cassell's Latin Dictionary* (ISBN 0052106013347)

Latin V

This course is for students who have completed Latin IV and are preparing for the Latin AP. This course is offered depending on student interest and teacher availability.

Pliny: 20 letters and Suggested Companion Texts and *A Pliny Workbook* (Bolchazy-Carducci)
Virgil, Aeneid: Selections and Suggested Companion Texts and *A Vergil workbook* (Bolchazy-Carducci)

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 8th grade Algebra course, will be tested for placement in math. Many students will begin with Algebra I in high school, while others will proceed to Geometry freshman year. Alternative math classes are offered during Junior and Senior year for accelerated students. All students are required to take at least three years of math.

In Science, all senior high students take Biology, Chemistry, and Physics. Upper-level options include Advanced Physics, Chemistry II, 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

Sadlier-Oxford, *Algebra I Sourcebook* (ISBN 9780821582091), *Practice Book* (ISBN 9780821582299)

Geometry

Jacobs, *Geometry Seeing, Doing, and Understanding* (ISBN 978-1683442547), Optional: Euclid, *Elements* (ISBN 978-1888009194), excerpts

Algebra II

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

Algebra III

Murdock, J., Kamischke, E., Kamischke, E., *Discovering Advanced Algebra* (ISBN 7981559536066)

Precalculus

Foerster, P.A., *Precalculus*, (ISBN 1559537884)

Calculus I

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

Calculus II

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

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 I

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. *HMH Science Dimensions: Biology* (ISBN: 9780544861787).

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 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 theology and philosophy class (for example, on the nature of human dignity, the nature of marriage, etc.). References to the other disciplines encourage 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 I

The course will cover several fundamental properties involved in the study of chemistry. Students will explore atomic structure and the forces within atoms, molecules, and matter. They will also study the chemical and physical properties of atoms, molecules, and matter during physical change and chemical interactions. Within these reactions, students will also look at the exchange of energy and the production of new substances. Students will grow in their abilities as scientists as they work to further their understanding of the natural world.

Physics

Physics is an algebra-based introductory course that explores the fundamental principles governing the physical world. Students will investigate one- and two-dimensional motion, Newton's Laws of Motion, projectile and circular motion, momentum and collisions, work and energy, wave properties, and basic electricity. Hands-on and virtual laboratory experiences are

an integral part of the course, providing students with opportunities to observe, analyze, and apply physical principles through a wide variety of real-world phenomena. By the end of the course, students will be able to apply physics concepts and mathematical reasoning to solve problems, interpret experimental data, and explain the physical processes that govern everyday phenomena.

Glencoe, *Physics: Principles and Problems* (ISBN 9780078238963)

With additional materials supplemented by the instructor.

Biology II

The Biology II course is an advanced course designed to build upon your knowledge and understanding of biology. The course will cover several fundamental topics in biology such as cellular processes, energy and communication, genetics, information transfer, evolution, ecology, and interactions. Additionally, the course will help develop laboratory skills including writing formal lab reports. Students who excel in this course are good candidates for the AP Biology exam after completing Biology II.

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

Chemistry II

The Chemistry II course builds upon students' knowledge and understanding of the fundamentals of chemistry with the knowledge that all patterns and order that we observe in our universe were created by God. The course will expand on several topics including atoms and the elements, molecules, ions and compounds, equations and stoichiometry, atomic structure, atomic and molecular orbital theory, acids and bases, equilibrium, and organic chemistry. Students will also improve their laboratory skills throughout this course which will include writing formal lab reports. Students who excel in this course are good candidates for the AP Chemistry exam after completing Chemistry II.

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

Advanced Physics: Force and Motion

Advanced Physics is an algebra-based physics course designed for highly motivated students seeking a deeper understanding of the fundamental principles that govern the physical world. The course emphasizes scientific inquiry, conceptual understanding, mathematical modeling, and problem-solving. Students will investigate topics including kinematics, dynamics, rotational motion, gravitation, momentum, energy, oscillations, mechanical waves, and fluids. While not an AP course, the material covered in the course can be used by the motivated student as a foundation for preparation for the *AP® Physics 1: Algebra-Based* exam.

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)

Philosophy

Philosophy courses are not a required part of the curriculum, but students in grades 11 and 12 may choose to take the following courses when offered.

Ancient Philosophy

This course focuses on the greatest of the ancient Greek philosophers, Socrates, Plato, & Aristotle. Smaller selections of the Roman philosophers Epictetus, Marcus Aurelius, and Cicero are also included. The course culminates in a close reading of the classic work *On the Consolation of Philosophy* by Boethius.

Advanced Logic

This course is a continuation of the study of formal logic that is offered as part of the Cycle II Theology course. Students will review the basic laws of logic, but with a much deeper exploration of its philosophical foundations in the nature of the human mind and the nature of truth itself. More advanced and complex forms of argument will also be learned, analyzed, and practiced. These tools are then applied to an in depth study of St. Thomas's proofs for the existence of God and to the arguments of prominent atheist Richard Dawkins in his book *The God Delusion*.

Medieval Philosophy

The focus of this course is on the philosophy of St. Thomas Aquinas, giving students the opportunity to delve much more deeply into Thomistic metaphysics, natural theology, ethics, psychology, and more.

Philosophy of the Human Person

In this course, students will engage prominent texts from the Western tradition, along with modern texts, to discover what it means to be embodied rational souls. Students will think critically about the relationship between body and soul in man, the powers of the soul, what those powers enable us to do, and how we are called to live because of that ability. As students investigate man as man, they will place their findings within the context of the human condition, and explore the role of emotions, suffering, and community for the human person. Readings include selections from Plato, St. Thomas Aquinas, Mortimer Adler, Victor Frankl, Karol Wojtyla, and more.

Philosophy of Lewis and Chesterton

This course studies modern philosophical issues through the lens of classical philosophy by focusing on the writings of two intellectual giants of the twentieth century, G.K. Chesterton and C.S. Lewis. Works include: *Orthodoxy*, *The Everlasting Man*, *The Abolition of Man*, *The Four Loves*, *Manalive*, and a variety of selected essays.

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.

Concert Choir

Concert Choir is a non-auditioned choir at the high school level. Students will grow in technique, theory, and ensemble singing at an intermediate level. This ensemble will perform in two concerts throughout the year: Lessons and Carols in the winter, and a cycled* spring concert. Students are always welcome to audition the following year for Chamber Choir or continue to grow in their skills in Concert Choir.

Chamber Choir

Chamber Choir is an auditioned choir at the high school level. Students will grow in technique, theory, and ensemble singing at an advanced level. This ensemble is expected to have prior musical knowledge. Much like Concert Choir, Chamber Choir will perform in two concerts throughout the year: Lessons and Carols in the winter, and a cycled* spring concert.

**Cycles: Through a 4 year cycle, students will learn music, theory, and techniques at different levels from following genres/periods: Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Sacred music, American, South American, and European composers.*

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.

Music Theory

This full-credit course is designed for upperclassmen interested in the deeper theory behind music. Students will learn the fundamentals of music at an accelerated pace, including composition, harmonics, and aural skills. This class is encouraged for Juniors and Seniors with a musical background.

Physical Education

The “good, true and beautiful” can be learned through physical exercise and sport as well as in 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.

Piano

The Piano course is an introductory course for students interested in learning piano. The course offers both a group lesson that teaches theory and technical skills, as well as one-on-one instruction for repertoire the student and instructor pick together. This course is designed for students at a beginning level in piano.

