



SAINT LOUIS  
PRIORY SCHOOL

**2021-2022**

**CURRICULUM**  
**COURSE DESCRIPTIONS**

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# CURRICULUM OVERVIEW

Out of necessity, students who are at the early stages of their Priory experience are required to follow a prescribed course of study. Such a course of study provides the liberal arts foundation which prepares young men for admission to distinguished colleges and universities, and it also enables them to undertake their continuing studies with success. Through our broad-based curriculum, we strive to impart the intellectual skills and habits of inquiry, study, and reflection vital to success in any endeavor.

Students in Forms I and II engage in a course of study that assists them in developing the discipline and academic habits that will ensure their success in the upper grades. During these two years, students complete the following classes:

## Form I

- English
- Theology
- Pre-Algebra OR Algebra
- Latin
- Computer Science
- Science (2 terms)
- Geography (2 terms)
- Fine Arts (Studio Art, Vocal Music, Public Speaking)
- Writer's Workshop (1 term)

## Form II

- English
- Theology
- Algebra/Algebra 2
- Latin
- Computer Science
- Science (2 terms)
- Government (2 terms)
- Fine Arts (Medieval Arts, Acting and Studio Art or Vocal Music)
- French or Spanish

Saint Louis Priory School does not award credits for individual courses. Rather, students in a given Form level enroll in the same number of courses (with the exception of Form V, in which students may elect to carry an additional course in Classics, STEM, or the Arts). Seniors are required to pass fourteen of sixteen trimester courses in Form VI in order to receive a diploma. At the end of the High School program of study, all Priory graduates will have completed the following:

- |                    |              |                       |                        |
|--------------------|--------------|-----------------------|------------------------|
| • English          | 4 years      | • Classical Languages | 1, 2, or 3 years       |
| • Mathematics      | 4 years      | • Fine Arts/Greek     | 2 or 3 years           |
| • Theology         | 4 years      | • Computer Science    | up to 3 years          |
| • Modern Languages | 3 or 4 years | • Art History         | One trimester (Form V) |
| • Social Studies   | 3 or 4 years | • Senior Thesis       | Winter Term of Form VI |
| • Science          | 3 or 4 years | • Senior Elective     | Spring Term of Form VI |

The number of High School courses in which a student enrolls is determined by the requirements of the curriculum as follows:

- |            |   |
|------------|---|
| • Form III | 8 courses (7 for newly enrolled Form III students)                    |
| • Form IV  | 8 courses   |
| • Form V   | 6 courses (additional course in Classics, STEM, or the Arts)          |
| • Form VI  | Five courses + Senior Honors Thesis II (Winter) and Elective (Spring) |

Once a student enrolls in the School, only courses completed at Priory will appear on the transcript and be calculated in our GPA. Honors courses with a grade of B- or better receive a 0.3 weight, and AP courses with a grade of B- or better receive a 0.5 weight.

Courses designated as Honors are accelerated and require stronger background and more intensive preparation than other courses. Courses labeled as "AP" are Advanced Placement courses designed to prepare students for the College Board examinations in May. They are the equivalent of college level courses. Both Honors and AP courses are labeled as such on the transcript.

In order to enroll in an Honors or AP course, a student must be placed in the course according to departmental guidelines, and such enrollment is not automatic. The Department Heads, in consultation with the Director of the High School, establish Honors courses. Rather than boys choosing to enroll in an Honors or AP section, the appointment is made on the basis of ability, achievement, effort and the upper limit of a set size. At the end of any given year, there may be movement between the sets based on the results of that year's work.

*All courses are offered on condition of a minimum of viable enrollment.*

## FORM I AND FORM IV SEMINARS

### FORM I

The seventh grade seminar class meets once a week throughout the fall and winter terms. The Director of the Junior School convenes the seminar and is assisted by a number of faculty members. During the first trimester, this seminar will familiarize the students with Priory's student services and other aspects of student life. Students will meet with a variety of members of the Priory family, faculty and staff, monks, and alumni and will have the opportunity to share their interests, experiences and knowledge with the seventh graders. In turn, seventh grade students will develop a better understanding of Priory's history and the people who are a part of the community.

In addition, students will engage in the Passport Program which will encourage them to explore the St. Louis metropolitan area so as to experience its rich culture and history. In addition, guest speakers from the St. Louis community will come and speak to the seminar groups in order to give students an appreciation of the community that exists outside of Priory's campus. In the fall trimester, before exams, a key seminar class will be used to develop the students' organization and study skills.

### FORM IV

Priory offers a required seminar class to all 10th grade students. This seminar takes place once a week throughout the school year, and several members of the faculty assist in its development and implementation. Each trimester of the seminar program focuses on a different theme relevant to 10th graders and their lives in the school.

#### ***Term 1 - Health and Wellness***

In the first term, the school's counseling office puts together a program that addresses Student Health and Wellness issues. The focus will be on providing students with information and resources that will encourage them to live happy and healthy lives. Topics will focus on the mental and physical challenges that students face in their high school years.

#### ***Term 2 - College Counseling***

In the second term, Priory's College Counseling staff will begin working with the sophomores as part of the seminar. Weekly workshops and information sessions on the college application process will allow the sophomore class to get an early start on preparing for their futures beyond Priory.

#### ***Term 3 - Social Justice and Community Service***

In the third term, students will develop an appreciation of both social justice issues and community service. Guest speakers from the St. Louis community speak to the seminar group in order to give students an appreciation of the community that exists outside of Priory's campus. The goal of this seminar is to instill an appreciation of community service in Priory sophomores so that the community service requirement in the junior and senior years is a more natural progression of the program. As part of the seminar, all sophomores will be required to take part in some form of community service.

## IMPORTANT CONSIDERATIONS

In planning a program of study, a student should challenge himself by taking a strong and varied course load, generally with a combination of Honors or Regular-level coursework. It is true that colleges and universities are impressed with students who extend themselves academically by taking an extra course, when possible, and pursue advanced-level classes for *which they are qualified*. It is not prudent, however, to overload oneself; therefore it is essential to carefully consider a student's total school involvement, athletic and other curricular commitments, and combination of classes (as departmental placements are reliable indicators only for **individual** courses under consideration) when deciding on an appropriate course load.

Budgets, staffing, and scheduling are carefully planned to accommodate course selections received and processed in the spring and summer. Student requests for course changes past this time and up to the midterm of the first trimester are considered on an individual basis by the Department Head and the Director of the High School. Approval of all such requests will be based on academic performance, class size limits, and the nature of the Priority schedule. In cases in which a late schedule change is approved due to extraordinary circumstances at the end of the first trimester, the grade earned for the fall term will remain on the transcript.

## COURSE SELECTION PROCESS

1. Students and parents should refer to the updated Curriculum Handbook on MyPriority (available early March).
2. Students should discuss possible course selections with parents and advisor before the online course selection process opens.
3. Online course selection will open March 8 and remain open for two weeks.
4. Priority for course registration will be based on the date selection forms are received and on departmental approval.

FORM I	FORM II	FORM III	FORM IV	FORM V	FORM VI
ENGLISH	Grammar, Writing and Reading	Portfolio Writing and Reading	Writing Drama and Novel	Short Story, Novel, Drama and Poetry w/ Writing	Thesis I (Fall) English Electives (Winter & Spring)
THEOLOGY	Scripture I: The Old Testament	Scripture II: The New Testament	Church History	Development of Catholic Doctrine I	Development of Catholic Doctrine II  Theology Electives (Fall and Winter)
MATH	Beginning Algebra or Algebra I	Algebra I or Algebra II	Geometry*	Algebra II or Precalculus	AP Calculus (AB/BC) or AP Statistics
SCIENCE	Integrated Science I	Integrated Science II	Biology*	Chemistry*	AP Physics or Physics  AP Biology or AP Chemistry or Science Seminar
MODERN LANGUAGES	Seminar and Writing Workshop	French I or Spanish I	French II or Spanish II	French III* or Spanish III*	French IV* or Spanish IV*  AP French or French VI or AP Spanish or Spanish VI
SOCIAL STUDIES	Geography	American Government & Politics	World History I	World History II	AP U.S. History or U.S. History  AP Social Studies Elective (American Gov't & Politics or European History, depending on the year) or Social Studies Seminar or AP Computer Science
CLASSICS	Latin I	Latin II*	Latin III*	Latin IV* or Elective (Technology and Business)	Electives (Latin, STEM electives, Vocal Music or Visual & Performing Arts)
FINE ARTS	Vocal Music, Studio Art, Public Speaking (1 term each)	Vocal or Studio, Theatre, Medieval (1 term each)	Greek I or Fine Arts (Medieval, Acting, Studio or Vocal)	Greek II or Fine Arts (Video Production, Studio, Vocal or Medieval)	Art History (1 term)  Senior Thesis II (Winter)
COMPUTER SCIENCE	Introduction to Computer Programming	Computer Programming			

\* = courses may be offered in honors and regular sets  
Curriculum subject to change. Please check [www.priorj.org](http://www.priorj.org) for current information.

# HUMANITIES DEPARTMENT

## ENGLISH

The English curriculum is a six-year required program. At all levels students read a variety of works, engage in thoughtful discussion, practice different kinds of writing, study the elements of language, and learn new vocabulary. The goal of the program is to enable students to develop facility in wielding the language effectively for a variety of purposes. In learning to use language accurately, whether in writing or in discussion, students develop the skills of critical thinking.

### ENGLISH I

Grade Level: Form I (Seventh Grade)  
Classes: 4 or 5 classes per week (depending on the trimester)  
Homework: 4 or 5 thirty minute assignments (depending on the trimester)

Texts: The Faithful Spy  
The Boys in the Boat  
And Then There Were None  
The Outsiders  
A Midsummer Night's Dream  
The Odyssey (adaptation by Gareth Hinds)  
The Odyssey (translated by Robert Fagles)  
Beowulf (translated by Seamus Heaney)  
A Raisin in the Sun

At the Form I level, students read closely and develop the skills and acquire the vocabulary to respond to literature deeply on both an analytical and personal level. Students are introduced to a variety of writing forms and develop their skills as writers of expository, descriptive, argumentative and creative writing. Grammar is used to deepen their knowledge of and expertise with their writing. In vocabulary studies, students develop their awareness of the interconnection between Greek/Latin roots and English words. In their culminating project, students learn research skills and apply these skills to a creative writing project.

### ENGLISH II

Grade Level: Form II (Eighth Grade)  
Classes: 4 or 5 classes per week (depending on the trimester)  
Homework: 4 or 5 thirty minute assignments (depending on the trimester)

Texts: All Quiet on the Western Front  
Animal Farm  
The Call of the Wild  
Julius Caesar  
October Sky  
Of Mice and Men  
To Kill a Mockingbird  
Twelve Angry Men

Building on their grasp of basic grammar and syntax, students practice revising sentences to eliminate common faults, to achieve clarity, and to strengthen effectiveness. They develop writing portfolios, which include narrative, expository, fictional, and poetic forms, revising some pieces to a high quality. They work at



composing organized, well-supported paragraphs. They read books of their own choice and literature from the list above. Vocabulary is drawn from the literature.

### **ENGLISH III**

Grade Level:	Form III (Ninth Grade)
Classes:	4 classes per week
Homework:	3 forty-five minute assignments
Texts:	Antigone The Chosen The Glass Menagerie Lesson Before Dying Lord of the Flies Macbeth The Norton Anthology of Short Fiction (Eds. Cassill & Bausch)

The students compile writing portfolios, exploring more thoroughly the various forms of discourse (narrative, descriptive, argumentative, reflective, expository, fictional, etc.). Careful revision is required. Students also begin a more thorough study of the genres of literature, discussing the elements of plays, novels, and short stories.

### **ENGLISH IV**

Grade Level:	Form IV (Tenth Grade)
Classes:	4 classes per week
Homework:	3 forty-five minute assignments
Texts:	The Catcher in the Rye The Elements of Style Henry IV, Part One or The Tempest The Norton Anthology of Short Fiction (Eds. Cassill & Bausch) A Separate Peace Shoeless Joe Sound and Sense (Poetry anthology: Ed. Perrine)

Students continue to study the various genres of literature and its techniques; this includes a term-long unit on poetry. In addition to writing poetry, fiction, and personal narrative, students learn to compose more developed expository essays that emphasize integrating the text to support a position. Students study a more sophisticated vocabulary and become familiar with the format of college entrance tests.

### **ENGLISH V**

Grade Level:	Form V (Eleventh Grade)
Classes:	4 or 5 classes per week (depending on the trimester)
Homework:	3 hours per week
Texts:	The Adventures of Huckleberry Finn Death of a Salesman The Great Gatsby Hamlet Master Harold and the Boys Night Othello

The Things They Carried  
Sir Gawain and the Green Knight  
Selected poems and stories

Students read and discuss the literature in class and write on themes or issues rising from the texts. Students develop their ability to see how literature illuminates their lives and the world in which they live. They examine how style reflects thought and influences meaning. Peer editing and teacher conferences foster intelligent revision of papers. Students will also prepare for the writing portions of the SAT and ACT, and many juniors choose to take the Advanced Placement English Literature and Composition exam each May.

## **ENGLISH VI**

Grade Level: Form VI (Twelfth Grade)  
Classes: 5 classes per week  
Homework: 4 hours per week

The final year offers a series of trimester options. The literature courses teach close reading of texts and ways of writing about literature. Students become more comfortable writing the kinds of papers they will be expected to write as college freshmen. The instruction in all of the literature courses prepares students to take the Advanced Placement Examination in English Literature and Composite.

### ***FALL TERM***

#### ***THESIS I***

All seniors will take this Term 1 course as a start to the process of writing their senior thesis. With the close guidance of an English teacher, students will work to develop and narrow a topic; identify and read useful sources; compile and annotate a working bibliography; formulate and organize an argument; articulate a clear and informative thesis; and compose a preliminary outline. The teacher will present group instruction at various steps of the process and provide individual assistance as needed. By the end of the term, each student should be prepared to continue his thesis as an independent project with a faculty advisor during Term 2.

### ***WINTER and SPRING TERMS***

During Terms 2 and 3, seniors will choose one-term courses from an assortment of these offerings:

#### ***AMERICAN MYTH IN LITERATURE***

We will read some of the most original voices in the American literary tradition. In doing so we will try to get a sense for the ways American writers have addressed some of the foundational myths of human, and particularly American, culture. To this end, we will look at a host of works of American art: stories, poems, essays, and film. (Texts: For Love of Country?, Nussbaum; "Pafko at the Wall," DeLillo; Ragtime, Doctorow)

#### ***CREATIVE WRITING***

In this course students will develop a varied portfolio of creative writing. The first part of the course is focused on poetry and the second part of the course (after Christmas) focuses on short stories, with students reading several landmark literary works that can act as models and inspiration for their own creative work. The students will receive one-on-one guidance from the teacher and feedback from their classmates both in peer editing sessions and in group workshops. Students will try their hands at many different writing styles over the term and will then revisit earlier drafts, choosing which pieces to work on in more depth, to create a final portfolio.

#### ***DYLAN***

In this class we will focus on Bob Dylan, his poetry, and how the music works with his poetry. Dylan will be viewed in the following prism: His work can be tied to Ancient Greece and Rome and just as Homer and Sappho were to be sung, so may indeed Dylan's poetry. In addition we will look at Dylan as a consummate artist. We will see how his work can be closely tied to our sense of "Western Culture" through Richard F. Thomas' Why

Dylan Matters. Finally, we will investigate Bob Dylan's Poetics as such through the lens of Timothy Hampton's *Bob Dylan's Poetics: How the Songs Work*. However, most of our time will be used to listen to a sampling of Bob Dylan's 500-600 compositions, and discussions based on these songs.

### ***GRACE AND THE HUMAN SPIRIT***

Through the study of modern novels, short stories, and poems, this course will reflect on how grace and the resilience of the human spirit can appear in the unlikeliest places. Students will explore the themes of the course through open discussion and written response. (Texts: *The Power and the Glory*, Graham Greene; *Ironweed*, William Kennedy; *Plainsong*, Kent Haruf. Short stories will include the authors Flannery O'Connor, Raymond Carver, Andre Dubus, and others.)

### ***MADNESS IN LITERATURE***

"...a man must have chaos yet within him to be able to give birth to a dancing star."

-Friedrich Nietzsche, *Thus Spake Zarathustra*

In this class we will briefly explore the evolution of the West's conception of madness and its relationship to particular theories of rationality. We will also discuss some of the ways madness has been associated with wisdom, imagination, religious experience, and artistic achievement. Philosophical tracts, novels, poetry, music, and short stories will be our guide through these issues. (Texts: *The Bacchae*, Euripides; *The Collector*, John Fowles)

### ***THE SELF IN LITERATURE***

The students will explore characters' attempts "to take hold of themselves" and to what extent each is successful or whether this endeavor is even possible. The students will also examine whether the search and/or decisions made are more significant than any "self-discovery" attained. In addition to selected films, poems, essays, and short fiction, the literature will include the following titles: *The Fall*, Albert Camus; *Hard Times*, Charles Dickens; *Alas, Babylon*, Pat Frank; *Waiting for Godot*, Samuel Beckett; *Heart of Darkness*, Joseph Conrad.

## ***ADJUNCT WRITING***

### **THESIS**

Every Priority senior is required to write a senior thesis (a lengthy, argumentative research paper that should formulate, organize, and defend an original argument) or complete an original creative project (painting, photography, dance, poetry, fiction, etc.). Each student will work closely with a faculty advisor throughout the process.

### **PUBLICATIONS**

Though our curriculum does not offer a journalism course, high school students publish a yearbook each year and a newspaper every week or two during the school year. An annual literary magazine is published in the high school each year.

### **PUBLIC SPEAKING**

Discussion is an integral part of most English classes in the high school and junior school. Students of all ages regularly speak at the Student Council assembly each week. And a few students, usually upperclassmen, occasionally talk before the whole school at morning assemblies.

### **THEATER**

Each high school class attends live theater once a year, usually at The Repertory Theatre of St. Louis.

# HISTORY AND SOCIAL STUDIES

The History and Social Studies Department endeavors to foster an appreciation of the social sciences while imparting knowledge of the practical skills used by the social scientist.

The integrated, six-year curriculum is designed to give students an understanding of their role as citizens of a constitutional republic and members of a diverse global community. By drawing upon all of the Social Sciences - Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology - the Department hopes to present a multifaceted explanation of the human condition in the past, present, future.

The Department is very concerned with the development of academic skills that will be transferable to university and graduate studies. The curriculum stresses skills such as reading, analyzing, interpreting, writing, discussing, debating, and researching. We believe that the development of these skills is vital to the development of our young men into educated adults and responsible citizens.

## WORLD GEOGRAPHY (Required)

Grade Level:	Form I (Seventh Grade)
Classes:	5 classes (fall and winter trimesters)
Homework:	5 twenty-minute assignments

Geography is a required course for all seventh grade students. It meets for the first & second trimesters. This survey class covers the major themes of physical, economic, political and cultural geography. Physical geography is emphasized during the first third of the course. During this section there is a heavy emphasis on vocabulary to build a foundation for human geography. The remainder of the course is spent studying human geography region by region. Methods of presentation include lecture, library research, video presentation, and weekly map and graph exercises. Primary study skills built during this course include note taking, reading comprehension, writing and organization.

## AMERICAN GOVERNMENT AND POLITICS (Required)

Grade Levels:	Form II (Eighth grade)
Classes:	4 classes per week (winter and spring trimester)
Homework:	4 twenty-five minute assignments

American Government and Politics is a required survey course covering all aspects of the U. S. Federal Government. The course will meet four days a week for two trimesters. Students will learn the vocabulary necessary to understand the democratic republic that is the United States. A careful reading of the textbook and note taking during class lectures and discussions will be essential skills to master. Additional materials, pamphlets, readings, videos and primary source materials will be used to enrich the student's understanding of the operations of the U. S. government. Key concepts such as, but not limited to, federalism, separation of powers, limited government and individual rights will be revisited throughout the course to guide the student's understanding of the intentions of the Framers of the U.S. Constitution.

## WORLD HISTORY I and II (Required)

Grade Levels:	Forms III and IV (Ninth and Tenth Grades)
Classes:	4 classes per week
Homework:	4 twenty-five minute assignments

A survey course in World History is a requirement for all students. It is currently taught over six terms through the entire freshman and sophomore years. The class meets four times a week in each of the trimesters of those years. Homework assignments are given on each day that the class meets and are

allotted to 25 minutes each evening. Teacher methods employed vary. Various teaching methods are employed and the boys will often encounter more than one teacher for the course during each school year.

The six terms that the course covers allows for in-depth coverage of the various periods of World History. While the course does place some emphasis on Western Civilization, it is a complete World History offering. The freshman year of study encompasses Early Civilizations; Early Development of Asia, Africa, and the Americas; and the World of the Middle Ages. The sophomore year of study covers the Development of the Modern World; World Crises of the 20th Century; and Recent World Developments. In addition to reading in the text and related materials presented by the instructors, all students will be required to complete a major writing assignment in the last term of the sophomore year. This project will entail writing a 5-7 page argumentative, research paper.

### **AMERICAN HISTORY (Required)**

Grade Level:	Form V (Eleventh Grade)
Classes:	5 classes per week
Homework:	3-4 hours per week

American History is a survey course taught chronologically. It begins with the English colonial experience in North America and ends approximately with the Clinton presidency. Teaching methods employed vary from class to class. Teacher-directed lectures, cooperative learning exercises, and class presentations will provide the student with a number of ways to master the material.

### **A.P. U.S. HISTORY (Elective)**

Grade Level:	Form V (Eleventh Grade)
Classes:	5 classes per week
Homework:	5 hours per week

The U.S. History - Advanced Placement Course is an offering for qualified juniors. The class meets five days a week. The course is designed to provide a more thorough review of the major themes in American History. In each term, study focuses on a major time period: Creation of the American Republic through Reconstruction, Post-Reconstruction Domestic and Foreign Policy through World War II, and the Cold War and Post-War Domestic Policy. Political, social, and diplomatic aspects of American History are emphasized. The methodology of the course varies. Small group work and discussion occur frequently, as do teacher-led lectures. Students read, write on, and discuss secondary source articles regularly. Each student prepares for and participates in a number of debates on historical questions in American History throughout the year. Document-based essay writing also is emphasized. Every effort is made to make the course as similar to an introductory-level college course as is possible given the parameters present in a high school setting.

### **SOCIAL STUDIES SEMINAR (Elective)**

Grade Level:	Form VI (Twelfth Grade)
Classes:	5 classes per week
Homework:	3 hours per week

#### ***INTRODUCTION TO ECONOMICS***

Introduction to Economics hopes to impart to students an economic literacy that will allow them to comprehend the basic vocabulary of Economics and to apply that knowledge to historical and current events. A discussion-based course, students will be required take information found in course readings and be able to comment on its relevance to micro and macroeconomic issues of the past and present. This course should prepare them for a more detailed, formal course in Economics at the collegiate level.

## **LITERATURE AND POLITICS**

This course will be a study of significant, albeit short literature, which makes an attempt to analyze the life of a society. Aristotle wrote that “It is clear that all partnerships aim at some good, and that the partnership that is most authoritative of all and embraces all the others does so particularly, and aims at the most authoritative good of all. This is what is called the city or the political partnership.” The students will analyze the views of authors who have attempted to give a description of the good of society and how it can be achieved. Oftentimes this will be given in a negative description for the sake of correcting errors or preventing them. *Animal Farm*, *Brave New World* and *One Day in the Life of Ivan Denisovich* are examples of works that fit this description and will be used in the course. The course will be an opportunity for the students to consider politics in theory and develop some of their own questions and answers to these ongoing debates. A seminar style approach to the classroom will require students to be active in discussions, and in most cases lead them, to demonstrate their understanding of the work and its political prescriptions.

## **THE STORY OF ST. LOUIS (Elective)**

The French founders, the mid-19th century German and Irish immigrants, the African-American participants in the Great Migration, and refugees from the Balkans – all of these new St. Louisans had a unique view of the historical events that shaped our city. This course aims to give an overview of the history of St. Louis, and to look at pivotal events through the point of view of the people who lived them. It will also have a particular focus on the political, social and demographic changes that have affected the course of those events and the ways local leaders are looking to change the way our region operates in the future.

## **A.P. EUROPEAN HISTORY (Elective)**

Grade Level: Form VI (Twelfth Grade)

Classes: 5 classes per week

Homework: 5 hours per week

A.P. European History is a 12th grade elective. The course will focus on developing a student's understanding of European History from approximately 1450 to the present. Students will investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians in the field. The course will present five themes (interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society) to help students make connections among historical developments in different times and places.

## **A.P. U.S. GOVERNMENT AND POLITICS (Elective)**

Grade Level: Form VI (Twelfth Grade)

Classes: 5 classes per week

Homework: 5 hours per week

The U.S. Government and Politics - Advanced Placement Course is an offering for qualified seniors. The class meets five days a week. The course is designed to provide a more thorough review of the major themes in American Government. Each term, is a progression to develop a firm understanding of the U. S. Federal Government and how it operates at this point in history. Topics included are the branches of the federal government, election strategies, function of parties and ideology in U. S. politics. The methodology of the course varies. Student-research and discussion occur frequently, as do teacher-led lectures. Students read, write on, and discuss secondary source articles regularly. Each student will make an in-class presentation on two landmark Supreme Court cases. Essay writing is emphasized for the sake of scoring well on the AP Exam and also to demonstrate a deeper understanding of the theory, history and practice of U. S. government. The course is intended to be as similar to an introductory-level college course as is possible given the parameters present in a high school setting.

# MODERN AND CLASSICAL LANGUAGES DEPARTMENT

## CLASSICAL LANGUAGES

The study of Latin and Greek is essential to Priory's identity as a Benedictine school rooted in the Classical tradition. Latin is the official and unifying language of Roman Catholicism. It is the mother tongue of the Romance languages and the cornerstone of a traditional western education. Latin transcends all races and nationalities. It encapsulates the beauty of classical art and learning, which it has transmitted without interruption from antiquity into the modern world.

In Form I, students begin to lay the foundations for their next four years of study. The textbook, *Lingua Latina per se Illustrata*, teaches Latin through the natural method (i.e., the way one learns any modern language). Latin is the primary language of instruction, so that students gain much practice speaking, writing, reading, and listening in Latin. In this way they also acquire a deeper understanding of the basics of Latin grammar and vocabulary while reinforcing their knowledge of English grammar as well as becoming familiar with the history and culture of ancient Rome.

All students continue their study of Latin through Form III in either regular or accelerated sets. In Form IV, students may continue with Latin if they wish or they may choose an elective in Classical studies or Computer Science. Those who continue with Latin are introduced to some of the most influential writings in western culture, Cicero, Livy, Ovid, Catullus, Caesar, and Vergil. Through frequent translations and discussions, students learn to appreciate the beauty of Latin prose and poetry in its original form. In Form V, students may choose either AP Latin or, pending sufficient enrollment, a non-AP Latin class to continue their study of literature.

In addition to Latin, students may elect to study Greek beginning in Form III. This course of study culminates in a year-long senior elective in New Testament Greek, in which students read the holy Gospel according to John and other apostolic writings in their original language.

### **LATIN I (Required)**

Grade Level:	Form I (Fall); 5 classes per week (Winter and Spring)
Classes:	4 or 5 classes per week
Homework:	5 20-minute assignments per week

This course is an introduction to Latin, the language of ancient Rome and the official language of the Roman Catholic Church. The primary text, *Lingua Latina per se Illustrata*, teaches Latin through the natural method and is in the form of a novel centered on the daily lives and exploits of a fictional Roman family. In this first year, students build a foundation in Latin grammar and vocabulary. Attention is also given to the study of the geography, culture, history and customs people of ancient Rome.

### **LATIN II (Required)**

Grade Level:	Form II (Fall and Spring); 4 classes per week (Winter)
Classes:	4 or 5 classes per week
Homework:	5 20-minute assignments per week

This course builds upon the foundation established in Form I Latin with continuing emphasis on the language and civilization of ancient Rome. The text is *Lingua Latina per se Illustrata*. After 7th grade students may be enrolled in Honors level classes within the discipline; Honors classes proceed through the subject matter more quickly and in greater depth. All 8th grade students take the National Latin Exam (Level 1) in March.

### **LATIN III (Required)**

Grade Level: Form III  
Classes: 4 per week  
Homework: 4 25-minute assignments per week

Building upon the foundation of their work in Latin I and II, students continue to master the vocabulary, grammar, and syntax of the Latin language and to learn about the civilization of ancient Rome. They also begin to read brief extracts from Roman literature. Honors classes proceed through the subject matter more quickly and in greater depth. All 9th grade students take the National Latin Exam (Level 2) in March.

### **LATIN IV HONORS (Elective)**

Grade Level: Form IV  
Classes: 4 per week  
Homework: 4 25-minute assignments per week

Highly motivated students bring their Latin skills to the next level in this course by reinforcing their command of the elements previously mastered while learning various ways of syntactic subordination. Students will cover the later part of Familia Romana and complete studying the main aspects of Latin grammar and syntax. Students will also be introduced to the basic elements of reading Latin poetry through poems of Catullus, Ovid, and Martial. Along with the higher-level Latin language skills, students will read in Latin about the culture, history, philosophy, and mythology of ancient Rome. Students in this course are equipped with all the necessary skills to succeed at the AP level in their junior year. All students take the National Latin Exam in March.

### **LATIN IV (Elective)**

Grade Level: Form IV  
Classes: 4 per week  
Homework: 4 25-minute assignments per week

This course gives students a unique opportunity to review the basic Latin grammar learned previously and move through the whole Latin grammar in one year. Along with the language skills, students will read original or slightly adapted dialogues and short stories written by native speakers of Latin in late antiquity for beginners of Latin. The subject matter of these dialogues is daily life and customs in the Roman empire. Students will also be introduced to the basic elements of reading Latin poetry through some selections of Vergil's Aeneid. Highly motivated students may qualify to take AP Latin the following year with recommendation of their Latin teacher and approval of the Department Chair. All students take the National Latin Exam in March.

### **AP LATIN (Elective)**

Grade Level: Form V  
Classes: 4 per week  
Homework: 4 one-hour assignments per week

Students may elect to take a college level course in their junior year for which they can receive 3-6 hours of credit. Students read the appointed selections from Books I, II, IV and VI of Vergil's Aeneid (as well as several other books of the poem in English) and review the appointed selections from Caesar's de Bello Gallico. Students take several past National Latin Exam tests to help prepare for the multiple-choice section of the AP Exam. Students practice and discuss essays from previous AP Exams and take a comprehensive final exam at the end of the first and second terms. All students also take the National Latin Exam (Poetry Level IV) in March.



## **LATIN V (Elective)**

Grade Level: Form V  
Classes: 3 per week  
Homework: 3 one-hour assignments per week

This course offers students an enjoyable opportunity to continue their study of Latin outside the rigors of the AP syllabus. Students read a broad selection of interesting excerpts from Latin literature. In March they take the National Latin Exam (Level IV).

## **GREEK I (Elective)**

Grade Level: Form III  
Classes: 3 per week  
Homework: 3 25-minute assignments per week

In 9th grade, students are given an opportunity to study a third foreign language - Greek - during the Fine Arts period. Greek is the language of the New Testament and early Christianity and is an important tool for students to more fully explore the religious and intellectual roots of Western culture. Additionally, the Ancient Greeks were responsible for instituting the disciplines of History, Medicine, and Philosophy, and laid the groundwork for our democratic system. The knowledge of Greek will allow students to gain deeper insights into the ideas that build Western Civilization, while at the same time giving them a competitive edge in entering the STEM fields. Students learn the basic grammar and vocabulary of Attic Greek. The course begins with the Greek alphabet, and progresses to morphology, declensions and vocabulary. This introduction lays the groundwork for students to begin reading and writing in Greek. 9th graders new to Greek with no previous Latin experience are eligible to enroll in this course.

## **GREEK II (Elective)**

Grade Level: Form IV  
Classes: 3 per week  
Homework: 3 25-minute assignments per week

Building on the foundation of their work in Greek I, students continue to master the basic vocabulary, morphology, and syntax of Attic Greek, simultaneously acquiring both refined training in the humanities and a real facility with the roots of innumerable technical terms employed in the natural sciences.

## **NEW TESTAMENT GREEK (Theology Elective)**

Grade Level: Form VI  
Classes: 5 per week  
Homework: 3 hours per week

This year-long course, taught under the aegis of the Department of Theology, is open to seniors who have taken Greek previously (or who are motivated to learn the basic grammar during the summer before their senior year). Students read the holy Gospel according to John and other selections from the New Testament in the original Greek. Since most students will not have taken any Greek during their junior year, care is taken to provide a thorough and systematic review of the elements of the language.

## MODERN LANGUAGES

Saint Benedict's Rule begins with the word "listen." God speaks first. We listen, and then we respond. This is the template of all education. The cultivation of these sensibilities – listening attentively and responding appropriately – certainly takes place in every discipline, but it is perhaps most easily perceived in Modern Languages where students learn to listen and respond anew and, along the way, open their horizons while closing the gaps between peoples.

The Modern Languages Department of Saint Louis Priory School offers French and Spanish, as well as Mandarin II and III for those students who have taken the discontinued Mandarin I. The day-to-day goals of the department at each level are to help students develop to the best of their ability the four interrelated skills of listening comprehension, speaking, reading and writing in these languages, and also to expose them to the culture, and later the literature, of the language.

The target language is used almost exclusively in the classroom in order to create as much of an immersion experience as possible; literature selections and video and audio materials supplement texts. We emphasize a thorough understanding of the structure of the language, and we provide a variety of ways for the student to practice and to develop their communication skills.

Boys will start their Modern Language studies in Form II (8th grade) and continue in their language of choice (Spanish or French) through the end of Form V (11th grade). All Priory students will study a modern language for four full years and have the option of studying it for yet another year in Form VI (12th grade). There are AP classes in both French and Spanish in Form VI (12th grade) as well as a non-AP option for both languages in the same year, depending on interest.

At the end of their freshman or sophomore year, students in French and Spanish may be offered a place in an accelerated class. An accelerated class is considered a kind of pre-AP and is a pre-requisite for placement in the Senior year AP course in both French and Spanish. Regular (non-accelerated) classes for both French and Spanish are also offered in the boys' Junior and Senior years, depending on interest.

### FRENCH I

Grade Level:	Form II (Eighth Grade)
Classes:	5 classes per week (Fall and Spring); 4 classes (Winter)
Homework:	4 20-minute assignments per week

French I focuses on developing language proficiency in a cultural context. Students will learn French in a 90% immersion environment. Students will practice listening, speaking, reading, and writing; they will learn elementary grammar and be introduced to the vibrant and varied culture of la Francophonie (France and the French-speaking world). Using a textbook and teaching style that showcase the communicative method along with authentic audio, video, and written resources, students will begin building a cathedral of cultural knowledge, grammatical finesse, and varied vocabulary while engaging with humor and creativity. Students will also discuss the practical benefits of knowing French, the only language spoken on all continents.

### SPANISH I

Grade Level:	Form II (Eighth Grade)
Classes:	5 classes per week (Fall and Spring); 4 classes (Winter)
Homework:	20-minute assignments per week

This course stresses the basic grammar and vocabulary for communication in Spanish. Students learn greetings, and how to speak in language relating to school and family topics, as well as hobbies and sports. The class particularly emphasizes the value of students asking questions and about daily activities in Spanish, as this is key to building their confidence and practical skills in the language. As the students learn

more vocabulary and grammar, the course will eventually be taught in Spanish. The growing need for Spanish-English bilingual skills in the United States have made this course a popular foreign language choice at Priory.

## **FRENCH II**

Grade Level: Form III (Ninth Grade)  
Classes: 4 classes per week  
Homework: 4 25-minute assignments per week

In French II we will build upon the foundations laid last year, expanding the students' vocabulary and honing their understanding of French grammar and composition. This course will develop skills in conversation, reading and listening comprehension, as well as cultural literacy within the Francophone world. One of the primary goals of the course is to expose students to the scope and diversity of French in the 21st century. The class will be conducted in French, giving the students an immersive language experience which will accelerate their confidence and proficiency.

## **SPANISH II**

Grade Level: Form III (Ninth Grade)  
Classes: 4 classes per week  
Homework: 4 25-minute assignments per week

This course stresses continued progress in the foundations of basic grammar and vocabulary learned in Spanish I. Students learn the past tense, and how to speak in language relating to daily routine, shopping, and travel topics. The class particularly emphasizes the value of students asking questions about daily activities in Spanish, as this is key to building their confidence and practical skills in the language. Spanish II also involves a strong written element. As the students learn more vocabulary and grammar, the course will eventually be taught in Spanish.

## **FRENCH III (Honors)**

Grade Level: Form IV (Tenth Grade)  
Classes: 4 classes per week  
Homework: 4 25-minute assignments per week

French III continues to develop intermediate language proficiency. Students will read extensive selections from a series of Francophone African fairy tales and discuss them in their cultural context. Each student will focus on a different region of mainland France (and Corsica) for the year; they will choose a different region than what they researched in French I. In the Honors set, more emphasis is given to written and verbal communication skills as well as to reading comprehension. This course is almost entirely taught in French.

## **FRENCH III**

Grade Level: Form IV (Tenth Grade)  
Classes: 4 classes per week  
Homework: 4 25-minute assignments per week

French III will continue to introduce contextualized vocabulary while delving deeper into more complex grammar. This course will maintain the focus on advancing conversation, reading, listening comprehension, and cultural literacy within the 21st-century Francophone world. The class will be conducted in French, giving the students an immersive language experience, which will accelerate their confidence and proficiency.

## **SPANISH III (Honors)**

Grade Level: Form IV (Tenth Grade)  
Classes: 4 classes per week.  
Homework: 4 25-minute assignments per week

Students continue to strengthen listening and speaking skills as they add more complex grammatical structures and verb tenses. Throughout the course the goals are more accuracy and expansion of the student's expression. In the Honors set, more emphasis is placed on developing reading, writing skills and verbal communication skills.

## **SPANISH III**

Grade Level: Form IV (Tenth Grade)  
Classes: 4 classes per week.  
Homework: 4 25-minute assignments per week

Students continue to strengthen listening and speaking skills as they add more complex grammatical structures and verb tenses. Throughout the course the goals are more increased accuracy and expansion of the students' expression. Students also begin developing higher reading and writing skills.

## **FRENCH IV (HONORS)**

Grade Level: Form V (Eleventh Grade)  
Classes: 5 classes per week  
Homework: 4 25-minute assignments per week

This course is for the serious French student to prepare for success in the AP course the following year. "Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges" (Collegeboard.org) in a warm, encouraging, fun, and media-rich environment. Students will complete a review of advanced grammar and vocabulary, complete cultural activity module presentations, and read and conduct sophisticated literary analysis of *Le Petit Prince*.

## **FRENCH IV**

Grade Level: Form V (Eleventh Grade)  
Classes: 5 classes per week  
Homework: 4 25-minute assignments per week

The French IV curriculum is designed to launch students to the next level in their command of the French language. While continuing the trajectory of increasingly complex conversation, grammar, vocabulary and cultural study, students will read *Le Petit Prince* during the spring term. Students are expected to speak in French during class. The class will be conducted in French, giving the students an immersive language experience, which will accelerate their confidence and proficiency.

## **SPANISH IV (HONORS)**

Grade Level: Form V (Eleventh Grade)  
Classes: 5 classes per week  
Homework: 4 25-minute assignments per week

This course continues the review and study of complex grammatical structures and vocabulary. Listening, speaking, and reading skills are practiced using a variety of authentic materials, literature, films, tape activities, and oral presentations. Honors set students also focus on writing and literary analysis of short stories in preparation for the Advanced Placement Spanish Language Exam.

## **SPANISH IV**

Grade Level: Form V (Eleventh Grade)  
Classes: 5 classes per week.  
Homework: 4 25-minute assignments per week

This course covers previously learned structures that will help the student to increase his understanding and appreciation of the language. Essay writing, short story reading, and increased conversation are emphasized.

## **AP FRENCH V (Electives)**

Grade Level: Form VI (Twelfth Grade)  
Classes: 5 classes per week  
Homework: 4 to 5 hours of homework per week

The AP course is intended for those students who are seriously interested in continuing to develop their language skills and are willing to devote the time necessary to succeed. Students who enroll in the course should already have a strong command of grammar and considerable competence in listening, reading, writing and speaking. As this course is equivalent to an intermediate university-level course and the capstone course in Priory's French program, it will be conducted in a seminar fashion, whereby students will participate in active discussion as well as help organize the course by providing and presenting materials. It will be an open exchange of information on French culture and the structures of the language. As is Priory's standard, French will be the only language used in the course by both student and instructor.

The following six themes will be addressed via lessons on sub-themes/topics: 1) Families and Communities, 2) Science and Technology, 3) Beauty and Aesthetics, 4) Contemporary Life, 5) Global Challenges, and 6) Personal and Public Identities. Within the structure of the AP themes, students will process this input, looking for implicit and explicit information on French-speaking cultures and seeking to compare what they hear and observe with what they know of other cultures, especially their home culture, in an effort to understand today's global community and their place in that community. Students are encouraged to take the AP French Language and Culture exam at the end of the year.

## **AP SPANISH V (Elective)**

Grade Level: Form VI (Twelfth Grade)  
Classes: 5 classes per week  
Homework: 4 to 5 hours of homework per week.

The AP set prepares intensively for the AP Language exam. In this class the students review advanced grammar, and read and discusses works from a selection of Spanish and Latin American authors. Students also write essays on topics from previous AP exams and practice listening and comprehension skills using a variety of authentic materials. While continuing to develop all language skills, the non-honors set focuses on newspaper articles, short stories, and films for conversation and writing topics.

## **SPANISH V (Elective)**

Grade Level:	Form VI (Twelfth Grade)
Classes:	5 classes per week
Homework:	4 25-minute assignments per week

Students further their listening, writing, reading and conversation skills outside of the rigors of the AP syllabus. Texts that form the basis of their conversations are provided by the teacher. Additionally, the students are guided through a complete review of the grammar of the language with the help of *Una vez más*. This review is meant to further solidify the language for them as well as set them up for success on placement tests in the freshman year of college.

# SCIENCE, MATH AND TECHNOLOGY DEPARTMENT

## MATHEMATICS

The Mathematics Department offers a thorough six-year program aimed to provide all students with computational tools and skills; foster independent and creative thought; and empower students to confidently make clear and concise technical arguments. It is our premier responsibility to provide students with a strong mathematical backbone from which they can build on in their future studies. Technology is an important tool but not a replacement for understanding and presentation of logical thought.

While for most students it is recommended that Beginning Algebra be taken in seventh grade, a student may place out of Beginning Algebra in order to take Algebra 1 in seventh grade. The ability to place out of Beginning Algebra will be based on a combination of performance on the Iowa Algebra Aptitude Test taken during the summer preceding seventh grade, recommendation of the chair, and individual circumstances. All students will be placed in Beginning Algebra unless there is sufficient evidence that it is in the student's best interest to be placed directly into Algebra 1. This is because success in a math course, somewhat unlike most other disciplines, is highly dependent on your mastery of the previous course. A weak foundation in Beginning Algebra can have an impact on the entire rest of a student's mathematics career.

The Mathematics Department strives to place students in appropriately challenging courses in order to foster students' development into independent, critical thinkers. To this end, we are wary of students relying on tutors, especially in any sort of regular capacity. This can prevent a student from becoming confident in his ability to take on new, and at times challenging, material; from developing skills of how and when to reach out for help; and from utilizing class time well. Before any student contemplates using a tutor, he should reach out to his instructor for help and suggested resources. If, after this, it is decided that a tutor is appropriate, the tutor should be used in very specific ways – namely, they should be focused on procedure and not answers. It is not appropriate to use a tutor in doing homework. Rather, a tutor should be used to help clarify and deepen understanding of the material presented in class. In the case that a tutor is used, the teacher should be aware and perhaps even given the tutor's contact information.

### ***Acceleration in Mathematics***

Students who wish to accelerate in mathematics must make a formal request to the department chair. Acceleration in mathematics is extremely difficult since it requires students to master an entire year's worth of material via independent study. Since fundamental skills are so crucial to future success in mathematics, any acceleration should be considered thoughtfully.

Students who are eligible for consideration must have a) a strong overall GPA, b) excellent math grades, c) high standardized test scores (if applicable), d) the recommendation of their math teacher and e) the support of the Assistant Head of School for Intellectual Formation. If a student meets these criteria, he is invited to take a placement test in the summer. If he is unsuccessful in the placement test, he will not be eligible for acceleration.

Availability may be limited based upon enrollment. A request to accelerate does not guarantee acceleration. A final decision about placement is made by the Department Chair.

## **BEGINNING ALGEBRA**

Grade Level: Form II (Eighth Grade) and Form II (Seventh Grade)  
Classes: 4 or 5 classes per week  
Homework: Not to exceed 20 minutes a night

Beginning Algebra establishes a solid foundation in arithmetic as well as an introduction to algebra. Topics covered include, but are not limited to, signed numbers, square roots, absolute value, integer exponents, algebraic proof, translating words and ideas into algebra, basic equation solving, basic two and three dimensional geometry, writing correct and complete mathematical statements including words where appropriate, using precise language and notation, and problem solving techniques.

## **ALGEBRA 1**

Grade Level: Form I (Seventh Grade/Eighth Grade)  
Classes: 4 or 5 classes per week  
Homework: Average of 20 minutes a night

The main goal of Algebra 1 is for students to master techniques of solving linear equations over real numbers as well as to introduce students to functions, inequalities, quadratics and rational expressions. A significant emphasis will be put on graphing and problem solving techniques. Course work will also emphasize writing correct and complete mathematical statements including words where appropriate and using precise language and notation.

## **GEOMETRY**

Grade Level: Form III (Ninth Grade)  
Classes: 5 classes per week  
Homework: Approximately 25 minutes per night

This Geometry class covers a more traditional curriculum with emphasis on proofs, triangular congruence, and similarity, and an introduction to trigonometric functions and identities. Additional topics include properties of parallel and intersecting lines. The course spends more time on the basic topics and provides various levels of difficulty in the problem sets. Students may explore geometric constructions using compass and straightedge or via interactive geometry software.

## **HONORS GEOMETRY**

Grade Level: Form III (Ninth Grade)  
Classes: 5 classes per week  
Homework: Approximately 25 minutes per night

Honors Geometry is a challenging course, with an emphasis on critical thinking and independent problem solving. Trigonometry, similarity, and congruence are a few of the topics covered. Proofs challenge the students to be creative problem solvers, with many different options pursued. Students may explore geometric constructions using compass and straightedge or via interactive geometry software.



## **ALGEBRA 2**

Grade Level:	Form IV (Tenth Grade) and Form II (Eighth Grade)
Classes:	Form II: 4 or 5 classes per week
Form IV:	5 classes per week
Homework:	Average of 25 minutes a night

Algebra 2 is designed to be an application-based course where students continue their exploration of functions that was started in Algebra I. Topics covered include, but are not limited to, linear, quadratic, absolute value, polynomial, radical, exponential, logarithmic, and rational functions. Students will continue to work on writing correct and complete mathematical statements including words where appropriate and using precise language and notation. Additional topics explored may include probability and statistics, sequences and series, conic sections, and/or an introduction to trigonometric functions and identities.

The TI-83+ calculator is required and used to supplement, not substitute for, the applications of the course work. Calculator and non-calculator tests are administered.

## **PRECALCULUS**

Grade Level:	Form V (Eleventh Grade) and Form IV (Tenth Grade)
Classes:	5 classes per week
Homework:	Approximately 25 minutes per night

This course is meant to fully prepare students for the rigor of Calculus. There will be significant review and expansion of topics developed in algebra including polynomial, exponential, logarithmic, and rational functions as well as compositions of these functions. Students will also develop and explore trigonometric functions in great detail. This will include discussions of trigonometry from several perspectives (right triangle, unit circle, functional and analytical). Students may also explore polar coordinates, parametric equations, vectors in two and three dimensions, and conic sections. Expressing technical ideas in a clear and complete manner is also a focus in this course. This course will make use of WebAssign, an online homework and eBook tool. While the eBook through WebAssign is required, students may purchase a hard copy if desired.

## **AP CALCULUS AB**

Grade Level:	Form VI (Twelfth Grade) and Form V (Eleventh Grade) (Form V course offered as a separate course when faculty loading permits. Otherwise, Form V will be a joint AB/BC course.)
Classes:	5 classes per week
Homework:	3.5 hours per week

This course will cover the equivalent of the college course Calculus I as well as about a third of the college course Calculus II. Special attention will be given to the topics included on the AP exam. The topics will include limits, differential calculus and integral calculus as well as applications of these topics. Students will be expected to understand and present arguments from algebraic, numerical, and graphical perspectives. A significant emphasis will be put on presenting complete and clear technical arguments, not just numerical answers. Substantial time will be spent at the end of the year to review for the AP exam. This course will

make use of WebAssign, an online homework and eBook tool. While the eBook through WebAssign is required, students may purchase a hard copy if desired.

## **AP CALCULUS BC**

Grade Level:	Form V (Eleventh Grade) (Form V course offered as a separate course when faculty loading permits. Otherwise, Form V will be a joint AB/BC course.)
Classes:	5 classes per week
Homework:	Approximately 4 hours per week

This course will cover the equivalent of the college courses, Calculus I and Calculus II. Special attention will be given to the topics included on the AP exam. The topics will include limits, differential calculus, integral calculus, and sequences and series as well as applications of these topics. Students will be expected to understand and present arguments from algebraic, numerical, and graphical perspectives. A significant emphasis will be put on presenting complete and clear technical arguments, not just numerical answers. Substantial time will be spent at the end of the year to review for the AP exam. This course will make use of WebAssign, an online homework and eBook tool. While the eBook through WebAssign is required, students may purchase a hard copy if desired.

Because of the significant overlap in material between AB and BC Calculus, students may be assigned AB Calculus for the first half of the year before transitioning to BC Calculus. In this case, the High School transcript would reflect the change to BC calculus for the winter and spring trimesters.

## **AP STATISTICS AND ADVANCED MATHEMATICS**

Grade Level:	Form VI (Twelfth Grade)
Classes:	5 classes per week
Homework:	3.5 hours per week

This course will have two distinct parts. Two terms will cover statistical topics which will include describing data, designing studies, and statistical inference. The class is designed to prepare students for the AP Statistics test. Appropriate methods for describing and understanding data sets, as well as methods for designing experiments and selecting participants in a way that reduces bias, support the focus on well-rounded statistical evaluations. Statistical inference will be covered by looking at confidence intervals and hypothesis testing. Probability topics will include, but will not be limited to, relative frequency interpretation of probability, conditional probability, simulation, and expected value. Calculations as well as clear communication of the meaning of the values found will be integral.

The additional will be dedicated to an advanced mathematics topic. Depending on the interest of the students and the teacher availability, this term may consist of the topics covered in AP Physics C, the gap of material that is on the BC Calculus exam but is not on the AB Calculus exam, Differential Equations, Abstract Algebra, Linear Algebra, Special Relativity, etc.

## **AP STATISTICS AND PROBABILITY**

Grade Level: Form VI (Twelfth Grade)  
Classes: 5 classes per week  
Homework: 3 to 3.5 hours per week

Students will be exposed to statistical topics which will include describing data, designing studies, and statistical inference. The class is designed to prepare students for the AP Statistics test. Appropriate methods for describing and understanding data sets, as well as methods for designing experiments and selecting participants in a way that reduces bias, support the focus on well-rounded statistical evaluations. Statistical inference will be covered by looking at confidence intervals and hypothesis testing. Probability topics will include, but will not be limited to, relative frequency interpretation of probability, conditional probability, simulation, and expected value. Calculations as well as clear communication of the meaning of the values found will be integral.

## SCIENCE

The Saint Louis Priory School Science Department aims to provide students with the confidence, intellect, and techniques required to successfully participate in and constructively analyze the growing corpus of modern scientific knowledge. Constant communication between scientists both nationally and internationally, across all disciplines, is the rule, not the exception. To be successful in science in the modern age, students need to keep up with new technologies and understand both the purpose behind fundamental research (the driving force of creativity) and all the components that play into the development and execution of final projects. The subject matter of science curricula do not exist in vacuum of each other or the humanities. Students need to recognize the importance of proper communication between professional disciplines and all the consequences that precipitate from the choices made in the lab as a result of those communications.

To that end, the Priory's Science curriculum design follows a traditional curriculum that plays to the interests and strengths of students as they mature through middle school and into high school. The middle school curriculum is purposefully designed to prepare the students for their high school science coursework with a focus on active discussions and hands-on activities. In seventh grade, students explore the iterative process of scientific reasoning within the context of Missouri ecology. The eighth grade curriculum finds the students learning the basic principles that govern physics and chemistry through explorations that employ integrated activities across a variety of scientific and mathematical disciplines. The High School curriculum starts with biology in the freshman year, chemistry in the sophomore year, physics in the junior year, and ends with an advanced elective in the senior year that best fits the student's interest (AP Biology, AP Chemistry, Environmental Science, Frontiers in Astronomy or Senior Science Seminar). Priory Science strives to provide many opportunities for students to collect and analyze data in laboratory experiences pertinent to the subject at hand. Through these analyses, students will deepen their understanding of the fundamental principles that guide the theories and laws that govern our physical world. Furthermore, the students will have a greater capacity to both communicate and expand upon these principles using their past experiences in our program as a baseline for further academic endeavors.

### ***Acceleration into Honors Science***

Students who wish to move into honors science must make a formal request to the department chair. Students who are eligible for consideration must have a) a strong overall GPA, b) excellent math and science grades, c) the recommendation of their science teacher and d) the support of the Assistant Head of School for Intellectual Formation. Availability may be limited based upon enrollment. A final decision about placement is made by the Department Chair.

## INTEGRATED SCIENCE

The seventh and eighth grade Integrated Science (IS) program at Priory has been designed to introduce the students to the process of scientific reasoning using classic and current topics within the life and physical sciences. Students coming into Priory with diverse backgrounds are provided with a baseline knowledge of common scientific principles and experience a variety of scientific inquiry opportunities. In this way, all Priory students enter the high school with a common understanding of applied science and basic laboratory skills such as measuring matter, collecting/analyzing/interpreting data, graphing, and the use of computers as tools for processing and storing information. The topics are covered in a thematic approach with basic ecology, evolution, conservation, and sustainability taught during the seventh grade year using the Missouri Department of Conservation's Discover Nature curriculum; while the eighth grade explores the basic relationships that govern matter through explorations in physical science involving physics, chemistry, and engineering. Where applicable, teachers of the Junior School Experience draw connections in these courses to the more rigorous life and physical sciences taught in the high school (biology, chemistry, and physics) allowing for the students to anticipate the natural progression and extension of these topics as their understanding matures.

***DISCOVER NATURE******NATURE UNHOOKED AND NATURE UNBOUND***

Grade Level: Form I (Seventh Grade)  
Classes: 5 classes per week. (Fall and Spring terms only)  
Homework: 5 twenty minute homework/week (Fall and Spring terms only)

***INTRODUCTION TO PHYSICAL SCIENCE***

Grade Level: Form II (Eighth Grade)  
Classes: 4 classes per week (Fall and Winter terms only)  
Homework: 4 twenty-five minute homework per week

**BIOLOGY**

Grade Level: Form III (Ninth Grade)  
Classes: 5 classes per week  
Homework: 5 twenty-five minute homework per week.

Biology is a course that aims to address the nature of living things, how they work and how they change from a molecular level all the way up to an ecological level - topics covered include molecular biology and biochemistry, cellular biology, genetics, evolution, taxonomy and systematics. The setup of the course is cumulative with concepts being taught from a small scale and gradually building up to a large scale. While many concepts seem to stand alone, they are continuously revisited as each topic applies it to a larger scale. Labs are meant to foster both a kinesthetic understanding of covered material as well as develop inquiry based learning. In this sense, labs bring to life otherwise abstract concepts that are not readily apparent in the reading material. This class also focuses on the interactions between biology and human activities. Through the use of supplemental materials from the BBC, Nova, National Geographic, NPR, St. Louis Zoo, St. Louis Science Center, Danforth Plant Science Center, and Botanical Gardens, this course will engage students in biological topics of personal, local, and global significance with the goal of making students aware of the significance of biology's impact on their daily lives.

**HONORS BIOLOGY**

Grade Level: Form III (Ninth Grade)  
Classes: 5 classes per week  
Homework: 5 twenty-five minute homework per week.

Biology, at any level, is the study of life. The Honors Biology curriculum is designed to appeal to the biology enthusiast and provide a solid foundation for the AP Biology course. In the Honors Biology curriculum, students will cover the same material as the Biology course but at a greater depth and at times, a greater pace. Honors Biology aims to provide experiences that extend into advanced topics that occasionally pull from college-level instruction and other physical science topics (physics, chemistry, environmental science). Students in Honors Biology will take a bottom-up approach with the course split into three major units: the course begins with molecules, cells, and energy; continues with heredity, genetics, and evolution; and finishes with organisms and populations. The students will engage with the course material through lecture, discussion, laboratories, observations, readings, group and individual projects, and library/internet research on specific topics.

## CHEMISTRY

Grade Level: Form IV (Tenth Grade)  
Classes: 5 classes per week  
Homework: 5 twenty-five minute homework per week.

Chemistry is a course that aims to address matter's composition and the interactions it undergoes according to modern and accepted theories - topics covered include defining the properties and reactivity of matter, periodicity, bonding, stoichiometry, acid/base chemistry, thermodynamics, kinetics (Le Chatelier's principle), and equilibria (conceptual). The setup of the course is cumulative with each new concept interweaving with and expanding on the previous thus resulting in a spiral series of consistently reviewed topics. Chemical, lab-skill, and safety demonstrations are standard practice and are adapted to the logical development of content, but laboratory investigations provide the bulk of the student's interactions with laboratory equipment, instrumentation, and chemicals. Labs are preceded with and followed by a discussion of the problem raised or concept illustrated. Inquiry plays a significant role both in the classroom and laboratory experiences. Student work is corrected, discussed in class, and provides the springboard for further development. Group work, both in the lab and classroom, is an integral part of the course.

## HONORS CHEMISTRY

Grade Level: Form IV (Tenth Grade)  
Classes: 5 classes per week  
Homework: 5 twenty-five minute homework per week.

The Honors Chemistry curriculum is designed to appeal to the chemistry enthusiast and provide a solid foundation for the AP Chemistry course. Honors Chemistry covers the same material as the Chemistry course but at a greater depth and at times, a greater pace. Honors Chemistry aims to provide experiences that extend into advanced topics that occasionally pull from college-level instruction and other physical science topics (physics, biology, engineering). Students in Honors Chemistry will experience the same curriculum as the Chemistry students in addition to the following topics: acid/base equilibria, oxidation/reduction (reactions and applications), kinetics (rate laws), and explorations of both classic and emerging technologies (corrosion science, semiconductors, polymers, industrial processes, etc.).

## PHYSICS

Grade Level: Form V (Eleventh Grade)  
Classes: 5 classes per week  
Homework: Two and one-half hours of outside class work.  
*Students need to budget their time accordingly as some assignments span several days.*

Physics is a course aimed at providing opportunities to study the fundamental scientific theories and laws that explain how and why the universe exists as it does. A natural continuation of chemistry from the previous year, students will now approach matter on a both a microscopic and macroscopic scale studying kinematics, energy transfer, forces, and the behavior of charged bodies (electricity and magnetism). The language of physics is mathematics and students will be expected to have a consummate grasp of basic algebraic and trigonometric skills.

Topics are introduced in class by the instructor, emphasizing the conceptual understanding of the physical principles. These principles are then explored by the student, by way of mathematics, working through sample problems with an emphasis on variable identification and algebraic manipulation. As many variables are introduced early on and used throughout the course, as in chemistry the course naturally spirals the topics and revisits previous concepts in greater detail as the year progresses. As a result, the student must draw relationships between several familiar variables in a variety of novel settings. In addition to raw mathematical rigor, students engage in lab experiences that both confirm previously taught relationships

between physical variables and allow for inquiry where appropriate. While participating in inquiry investigations, students explore and discover relationships using proper scientific reasoning.

## **AP PHYSICS I**

Grade Level: Form V (Eleventh Grade)  
Classes: 5 classes per week  
Homework: Two and one-half hours of outside class work.

*Students need to budget their time accordingly as some assignments span several days.*

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics of Newtonian mechanics (translational motion, projectiles, circular motion, rotational systems, rolling motions, oscillatory motion, and collisions). Model systems are analyzed through the lenses of kinematics, dynamics, mechanical energy, and momentum. In addition to rigorous content, the inquiry-based investigations allow the students to gain insight into proper scientific practices that further their ability to design, run, and interpret their own experiments. While there are no pre-requisite courses given by the College Board, students should have completed geometry and be concurrently taking (or have successfully completed) Algebra II. Although AP Physics I includes the basic use of trigonometric functions, this understanding will be gained either in the concurrent math course or in the AP Physics I course itself.

## **STEM MODULES**

Grade Level: Form V (Eleventh Grade)  
Classes: 3 classes per week, one module per trimester  
Homework: Two and one-half hours of outside class work.

*Students need to budget their time accordingly as some assignments span several days.*

Students interested in exploring the applied sciences, an extension and integration of previous coursework in math, physical science, and computer science, have the option of taking any combination of courses offered below as electives. The courses are designed to facilitate the interests of students who have a particular desire to study these specific subjects. These electives operate independently of one another and the student may select any combination that fits his schedule.

### ***2020-2021 FALL TERM STEM MODULE INTRODUCTION TO ENGINEERING AND DESIGN***

Introduction to Engineering and Design is an exploratory course which delves into the principles of product design by utilizing Design Thinking, CAD (Computer Aided Design), plastic part design and 3D printing. Understanding these principles will allow students to identify a need, come up with an effective design strategy (discovery, interpretation, ideation, experimentation and evolution), design a product (via the online CAD solution, Onshape) and manufacture it efficiently with a 3D printer. The setup of the course is cumulative and will lead up to a final project which will cover all topics explored.

### ***2020-2021 WINTER TERM STEM MODULE ADVANCED COMPUTER PROGRAMMING***

The purpose of this Junior elective is to prepare students for studies in advanced computer programming. Students will take a look at the fundamentals of computing (binary, logic, hardware vs. software, etc.) and will be introduced application development using Python and/or Java. Ultimately the students will develop and deploy their own application.

This course is designed to prepare students without prior programming experience for the AP Computer Science course and is highly recommended for students without prior programming experience.

## **2020-2021 SPRING TERM STEM MODULE INTRODUCTION TO MATERIALS SCIENCE**

Introduction to Materials Science exists as a blending of solid-state chemistry and engineering that aims to define the physical and chemical properties of metals, ceramics, polymers, and composites. Understanding the behavior of these material types allows engineers to select appropriate substances designed to perform specific functions. Students will study these material types through journal articles (popular and academic), activities, and formal lab investigations with an eye towards understanding how to implement these substances into the fabrication of tools, devices, and instrumentation.

## **AP BIOLOGY**

Grade Level: Form VI (Twelfth Grade)  
Classes: 6 classes per week with two periods serving as a double lab  
Homework: 5 hours homework per week.  
*Some lengthy labs are completed outside of class time.*

The AP Biology course consists of a series of smaller units that relate to the four overarching big ideas and enduring understandings contained within the College Board's Curriculum Framework. Students will examine how the process of evolution drives the diversity and unity of life; how biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis; how living systems store, retrieve, transmit, and respond to information essential to life processes; and how by biological systems interact. All essential knowledge will be taught and all learning objectives will be assessed throughout the curriculum. The course will focus on inquiry-based laboratory investigations and the use of seven science practices in both lab and non-lab activities.

## **AP CHEMISTRY**

Grade Level: Form VI (Twelfth Grade)  
Classes: 6 classes per week with two periods serving as a double lab  
Homework: 5 hours homework per week

AP Chemistry is a course that provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. In addition to rigorous content, inquiry-based investigations are emphasized, allowing the students to gain insight into proper scientific practices that further their ability to design, run, and interpret their own experiments. While there are no pre-requisite courses given by the College Board, students should have completed Geometry, Algebra II, and the Regular or Honors Chemistry course.

## **ENVIRONMENTAL SCIENCE**

Grade Level: Form VI (Twelfth Grade)  
Classes: 6 classes per week with two periods serving as a double lab  
Homework: 5 hours homework per week

Environmental Science will use an interdisciplinary; ecological, social, policy, and ethics approach to address scientific issues related to our environment. Students will collaborate in problem-solving, debate, and deep investigation of the concepts and principles of the discipline. Experiments conducted in real time using real data and application of the study of human actions on the environment. The class will also include outside projects that will be required, including a possible overnight field study and local field trips.



Environmental Science is not offered as an AP course. If students are interested in taking the AP Environmental Science exam at that end of the year, they should speak with their teacher to determine their readiness for the exam. Additional work may be required outside of the classroom.

## **FRONTIERS IN ASTRONOMY**

(Course offered when faculty loading permits)

Grade Level:	Form VI (Twelfth Grade)
Classes:	5 classes per week
Homework:	1.5 hours per week

Frontiers in Astronomy will cover three major topics in current astronomical research. First, the course will look at exoplanets: planets orbiting stars other than our Sun. Only recently discovered, astronomers are still hunting for the perfect Earth analogue. Then the course will switch to studying black holes of all sizes. There is a lot of theoretical work about black holes, but since not even light can escape them, observing them has proved very difficult. With recent detections from the LIGO gravitational wave observatory, our evidence of the actual existence of black holes is much stronger. Finally, the course will look at the overall fate of the universe. In the past decade, evidence for the acceleration of the expansion of the universe has been found. We will study the strength of these observations and work through the deductive process leading to the conclusion that we live in an expanding universe.

# TECHNOLOGY

The Computer Science curriculum is designed to give our students a well-rounded introduction to established and emerging technologies. Every student is introduced to the many possibilities of solving real-world problems using technology in our mandatory classes and has the opportunity to explore many advanced technologies through our electives. As a whole, the program is designed to prepare students who plan to go into Computer Science and technology related programs in college, while also to giving every student the tools they need to use technology effective in college and beyond.

## INTRODUCTION TO COMPUTER PROGRAMMING

Grade Level: Form I (Seventh Grade)  
Classes: Three class periods per week, three trimesters

The Fall and Winter trimesters are dedicated to teaching Form I students how to leverage one of the most widely used software programs in the world: Google. By teaching our students to use Google apps, such as Google Docs, Google Slides, Google Sheets, Google Forms, and Google Earth, we are preparing them for the inevitable collaboration in which they will take part in high school, college, and their professional lives. The project-based nature of the course allows our students to get creative, have fun, and develop a cross curricular proficiency that supports their efforts in other classes.

During the Spring trimester, Form I students learn how to create computer games using a software called Scratch 2.0. This software teaches both the basics of computer programming and provides an outlet for our students to produce their own computer games.

## COMPUTER PROGRAMMING

Grade Level: Form II (Eighth Grade)  
Classes: Two class periods per week, three trimesters

The Fall and Winter trimesters are dedicated to entrepreneurship and website design. After learning how to design a website using HTML and CSS, students organize themselves into groups of three or four to design a product, service, or software, followed by a corresponding website. This project culminates in a field trip to T-REX in downtown St. Louis, where the winners of the website design competition present their ideas to executives of some of St. Louis' top start-ups.

During the Spring trimester, students will learn how to use the internet responsibly. "Digital Citizenship" is an essential component of Computer Science. Our digital information is collected, analyzed, stored, and sold by companies powered by complex algorithms. The use of social media has been linked to increasing rates of depression and anxiety in adolescents. Understanding this new reality is elemental in preparing the next generation for the digital road ahead.

## TECHNOLOGY AND BUSINESS

Grade Level: Form IV (Tenth Grade)  
Classes: Four class periods per week, three trimesters

The primary goal of the Form IV course is to introduce the students to the world of technology-based startups. The boys will work on general business organization, programming, product, design, and many other topics that will help them develop their own ideas into products.

In the third trimester, the students will form "companies" and pitch their ideas to an audience of entrepreneurs and business leaders from the region.

## **INTRODUCTION TO ADVANCED COMPUTER PROGRAMMING**

Grade Level: Form V (Eleventh Grade)  
Classes: Three class periods per week, winter trimester only

The purpose of this Form V elective is to prepare students for studies in advanced computer programming. Students will take a look at the fundamentals of computing (binary, logic, hardware vs. software, etc.) and will be introduced to application development using Python and/or Java. Ultimately the students will develop and deploy their own application.

This course is designed to prepare students without prior programming experience for the AP Computer Science course and is highly recommended for students without prior programming experience.

## **AP COMPUTER SCIENCE**

Grade Level: Form VI (Twelfth Grade)  
Classes: Five class periods per week, three trimesters

This course follows the requirements of the CEEB syllabus in preparing students for the AP Computer Science exam.

## **COMPUTER SCIENCE SEMINAR**

Grade Level: Form VI (Twelfth Grade)  
Classes: Five class periods per week, spring trimester only.

This course consists of a study into two or three topics of the students' choice. Topics are chosen from a list of potential topics including 3D printing, quantum computer, synthetic music, virtual reality, advanced robotics, artificial intelligence, virtual worlds, self-driving cars, technological singularity, etc. The goal is to broaden the student's understanding of the current and upcoming applications of computers and technology in general. Topics will be discussed not only for their technological significance, but also their historical impact, philosophical implications and even their plausibility.

# THEOLOGY DEPARTMENT

## SCRIPTURE I: THE OLD TESTAMENT

Grade Level: Form I (Seventh Grade)  
Classes: 4 classes per week  
Homework: 30 minutes per week.

After a review of the Mass the course systematically covers the Old Testament supported by basic catechetical studies. (Chapters 1-15 of Understanding the Scriptures). Special weeklong units on the history of monasticism and human sexuality are taught in the spring term. Students are evaluated by a combination of homework, quizzes, tests and examinations at the end of the fall and spring terms.

## SCRIPTURE II: THE NEW TESTAMENT

Grade Level: Form II (Eighth Grade)  
Classes: 4 classes per week  
Homework: 30 minutes per week.

The course begins with Prophets and Wisdom Literature in the first term, followed by the New Testament Scriptures in the second two, with special emphasis on the four Gospels and Acts (Chapters 16-30 of Understanding the Scriptures) supported by continued catechetical studies. The third term includes a section on the "Theology of the Body." Students are evaluated by a combination of homework, quizzes, tests and examinations at the end of the fall and spring terms.

## DEVELOPMENT OF DOCTRINE I

Grade Level: Form III (Ninth Grade)  
Classes: 4 Classes per week  
Homework: One hour 30 minutes per week

This two-year course traces the development of Catholic doctrine from the Old and New Testaments to the formal teachings of the Church after the Second Vatican Council. In Form III, students will focus on the following theological topics: the sacraments, and the relationship of faith with science, showing how these have worked in concert with each other over the centuries. For each topic, students will be challenged to reflect on the meaning of the doctrine in their own lives as well as to articulate an understanding of how and why doctrine develops while the central truths of the Faith remain unchanged.

## Development of Catholic Doctrine II

Grade Level: Form IV (Tenth Grade)  
Classes: 4 Classes per week  
Homework: One hour 30 minutes per week

This two-year course traces the development of Catholic doctrine from the Old and New Testaments to the formal teachings of the Church after the Second Vatican Council. In Form IV, students will focus on the following theological topics: the person and natures of Christ, the Blessed Virgin Mary, and the mystery of the Church. For each topic, students will be challenged to reflect on the meaning of the doctrine in their own lives as well as to articulate an understanding of how and why doctrine develops while the central truths of the Faith remain unchanged.

## FUNDAMENTALS OF CATHOLIC MORAL THEOLOGY

Grade Level: Form V (Eleventh Grade)  
Classes: 4 classes per week  
Homework: One hour 30 minutes per week.

This course is an introduction and overview of the fundamentals of Catholic moral theology. The course is divided into three one-term units, and one class of each unit is offered each term. The four sets of juniors are rotated through each of the three units, but in a different sequence for each set. Students are evaluated by a combination of written work, tests and examinations at the end of each term.

### ***Unit I: The Basic Principles of Morality***

This unit is an introduction to Part III of the Catechism of the Catholic Church, Life in Christ. It presents the fundamentals of moral theology, with a particular emphasis on virtue ethics as a means to living out our faith in imitation of Christ.

### ***Unit II: Christian Marriage and Ethics***

This course investigates marriage and sexuality as a specific aspect of natural law, and that the Church's understanding of sacramental marriage and sexual morality derives from the purposes inherent in our human nature, for the sake of authentic human happiness and fulfillment, the good of children, and strengthening of society. Various misunderstandings of sexuality and contemporary controversies are also investigated, with a view to the understanding and application of a healthy human and Christian way of living. Students are also introduced to methods of logical argumentation, and skills of debate and respectful dialogue about disagreements and controversy.

### ***Unit III: Social Morality***

This unit examines current moral questions and the appropriate teachings of the Church through use of argumentative essays. The primary considerations of the course center on social issues that envelope our culture. Students form the ability to offer reasons and evidence in support of their moral decision process in response to the social issues. Through research, the development of arguments, and class discussions the students will possess the proper orientation for forming their lives as faithful men.

## THE SENIOR SEMINAR

Grade Level: Form VI (Twelfth Grade)  
Classes: 4 classes per week (spring trimester)  
Homework: 1 hour 30 minutes per week.

A variety of courses, taught in seminar style, are offered in the senior year, giving students an opportunity to investigate more specialized topics according to their own interests. Students are required to take courses in all three modules. The courses are all elective, though some of these may not be offered in a given year.

### ***THE CHURCH AND THE POOR IN ST. LOUIS***

One Module, Elective - Fall, Winter

This course explores the Church's ministry to certain segments of the powerless in our St Louis community. Each week the class studies a particular response to the poor (e.g. prison ministry, service to the homeless, safe shelter to victims of violence, ministry to those living with AIDS). Field trips, guest speakers, presentations, and group discussions provide the structure for this class. Assigned readings, reflection papers, and regular discussions are required

### ***NEW TESTAMENT GREEK***

Grade Level: Form VI  
Classes: 5 per week  
Homework: 3 hours per week

This year-long course, taught under the aegis of the Department of Theology, is open to seniors who have taken Greek previously (or who are motivated to learn the basic grammar during the summer before their senior year). Students read the holy Gospel according to John and other sacred scripture of the New Testament in the original Greek. Since most students will not have taken any Greek during their junior year, care is taken to provide a thorough and systematic review of the elements of the language.

### ***BIBLICAL THEMES IN LITERATURE***

One Module, Elective - Fall, Winter

The course is an exploration of how themes in the Bible and associated themes have been used in literature: two major works of classical literature are explored in depth: Dante's *Inferno* and *Purgatorio*, both of which focus on the nature of evil, Satan, and sin. Class discussions and weekly reflection papers will comprise the material for evaluation in the course.

### ***COMPARATIVE RELIGIONS***

One Module, Elective (Social Studies) - Spring Only

How do we study "religion" as a universal human phenomenon, and what is a "theology of religions"? How do Catholics respond to the conundrum of "pluralism"? Do all religious traditions amount to the same pursuit of a single, unified human impulse, or are all religious traditions fundamentally different?

In pursuit of our own responses to these questions, we will explore some of the basics of three major religious traditions: Hinduism, Buddhism, and Islam. In each case, we will read excerpts from religious texts on their own terms and explore some of the religious practices that grow out of these texts. The conclusion of the course will raise the question of how one religious tradition (Catholicism) aims both to maintain its claim on truth without foreclosing an openness to learn from other religious traditions.

### ***FRIENDSHIP WITH GOD***

One Module, Elective - Winter Only

This course will sample the writings of the saints, the fourth part of the Catechism (on prayer), and various topics in Spiritual Theology to seek some preliminary answers on the following questions: What is friendship with God? How does one develop one's friendship with God? What is the goal of our life in Christ? How does God's grace heal, transform, and perfect a person? What are the various ways to pray? What is Catholic mysticism? What dispositions help one to grow in one's relationship with God? As time permits, we may explore other topics, such as salutary self-knowledge in God, the practice of the presence of God, the principles of discernment, spiritual reading, the role of spiritual direction, holy friendships, etc.

### ***AUGUSTINE'S CONFESSIONS AND THE SOUL***

Fall, Winter

Excluding the Apostle Paul, Saint Augustine is the most influential Christian author who has ever lived. The *Confessions* is one of two of his greatest pieces of writing (the others being *City of God* and *The Trinity*). In this class, you will encounter the text of the *Confessions*, largely on its own terms. Augustine's theology represents a high-water mark of the early Church's intellectual development: it draws on Hellenistic philosophy, literary rhetorical skill, and biblical scholarship to produce a rich tapestry of spiritual contemplation. It is not an easy or simple piece of literature; it is demanding. Therefore, the goal of this class will be simply to gain an elementary appreciation of it as a work of classic theological meditation.

## **VISUAL AND PERFORMING ARTS DEPARTMENT**

For Form I (Seventh Grade), three trimesters of Vocal Music I, Studio Art I and Communication/Public Speaking are required. There are four classes per week, each trimester. For Form II (Eighth Grade), three trimesters of Vocal Music II or Studio Art II, Communication Arts II and Calligraphy are required. There are four classes per week, each trimester. For Form III and Form IV, three trimesters of Vocal Music III/IV, Studio Art III/IV, Acting (Form III only), Video Production (Form IV only), and Medieval Stained Glass are required. Students taking Greek in these Forms are not eligible. For Forms V, students may elect to take Theatre/Communication Arts, Video Production, Visual Arts, or Vocal Music as an independent study elective. All Form VI students completing a Creative Thesis must register for an independent study (pass/fail) in the fall term.

### **VOCAL MUSIC I**

Students learn about music through rehearsing choral music of various styles, languages, and time periods. Basic concepts of music theory covered include music notation, dynamics terminology, rhythm reading and notes of the keyboard. The entire Form I performs together at the Spring Concert.

### **STUDIO ART I**

This course is an introduction to basic drawing and design concepts and practices with a focus on the development of observation skills. Drawing in a variety of media is the primary tool for translating observations of the three-dimensional world (still life, landscape, and figures) onto a two-dimensional surface. Design work focuses on color theory and practice.

### **COMMUNICATION AND PUBLIC SPEAKING**

Students learn the basics of the communication process including intrapersonal communication, interpersonal communication, nonverbal communication, group process and mass media. Public speaking skills are taught through speeches of introduction, group process speeches, informative speaking, persuasive speaking, eulogies, wedding toasts, oral interpretation and radio speaking. This course culminates in a capstone project of either a radio podcast or a Reader's Theatre performance for an audience.

### **VOCAL MUSIC II**

This course is a continuation of Vocal Music I, with emphasis on vocal production. Basic concepts of music theory covered will include whole and half steps, major scales and key signatures, intervals and melodic sight singing. The Vocal Music students of Form II will join together at the end of the year to sing at the Spring Concert.

### **STUDIO ART II**

This course is a continuation of Studio Art I more in-depth projects, and additional work in composition.

### **THEATRE I**

Grade Level: Form II (Eighth Grade)  
Classes: 4 classes per week, one half trimester

This course covers the basics of theatre including stage terminology and presentational skills. Units include improvisational theatre, concentration, memory of emotion, dramatic action, characterization, observation,

artistic criticism, basic stage combat, stock characters, and slapstick comedy. The course culminates in a performance of Commedia Del'Arte.

## **INTRODUCTION TO MEDIEVAL ARTS**

Introduction to Medieval Arts involves a careful examination of one of the most important practices of the Middle Ages; the art of the written word. The boys will be introduced not only to the art itself but they will also investigate its historical importance. The course will cover the religious, social, economic, and scientific impacts the development of the written word had on Europe during the Middle Ages. During the instruction on the historical impact, the boys will be practicing and learning how the written word was produced during the Middle Ages. At the end of the course the boys will create their own illuminated manuscript.

## **VOCAL MUSIC III**

Grade Levels: Forms III and IV (Ninth and Tenth Grades)  
Classes: 3 classes per week

Students learn about vocal literature of different styles, cultures, languages, and time periods. This is done primarily through rehearsal and performance of choral music. The students perform three concerts a year, and sing often in school masses. Additionally, the students learn the basics of music theory, sight singing and ear training.

## **VOCAL MUSIC IV**

Grade Levels: Forms III and IV (Ninth and Tenth Grades)  
Classes: 3 classes per week

Students continue exploring vocal literature in contemporary and traditional genres through rehearsal and performance. The class performs in three concerts throughout the year and regularly sings in school masses. Students build upon previous studies in music theory, sight singing and ear training.

## **STUDIO ART III/IV**

Grade Levels: Forms III and IV (Ninth and Tenth Grades)  
Classes: 3 classes per week

Students may pursue projects in drawing, painting, printmaking, sculpture, and computer graphics (Photoshop) at the beginning level and continue their work to the advanced level. Generally, these courses will involve a more in-depth pursuit of one to three projects per trimester, depending on the focus of the course and the specific ambitions of the student.

## **ACTING**

Grade Levels: Form III (Ninth Grade)  
Classes: 3 classes per week

Students continue learning stage skills including advanced improvisation, aesthetic criticism, advanced acting techniques, technical theatre, theatre history including Greek theatre and Shakespearean combat scenes, and play production. Students will perform a radio play at Christmas time and plan and perform an acting showcase of monologues, duet scenes and short plays in the spring.



## **VIDEO PRODUCTION**

Grade Levels: Form IV (Tenth Grade)  
Classes: 3 classes per week

This course teaches both fiction and non fiction film and broadcasting. Students will study classic and award winning films in order to improve their own filmmaking. Over the course of the year students will study propaganda and create commercials; create and present a video news broadcast; create a music video; and write, plan, film and edit a short film of either fiction or non fiction to be entered in a student film contest. Capstone film projects will be screened for audiences at "Cinema Priory" in the spring.

## **MEDIEVAL STAINED GLASS**

Grade Levels: Forms III and IV (Ninth and Tenth Grades)  
Classes: 3 classes per week

Each student studies a particular composition in stained glass from Middle Ages. Beginning with a basic drawing, each student learns the techniques of stained glass fabrication, including glass cutting, painting and firing of designs onto glass, and assembling the project into a panel.

## **INDEPENDENT STUDY**

Grade Level: Form V (Eleventh Grade)  
Classes: 3 days per week

Students may elect to take Theatre/Communication Arts, Video Production, Visual Arts, or Vocal Music as an independent study elective (in lieu of three study halls per week). This course is **STRONGLY RECOMMENDED** for students interested in pursuing a Creative Thesis in Form VI. Enrollment in this course requires the approval of the instructor and the department head.

## **ART HISTORY**

Grade Level: Form V (Eleventh Grade)  
Classes: 3 classes per week

This one trimester junior interdisciplinary course covers Greek and Roman Art and Architecture from 1000 B.C. to the end of the Roman Empire. There is a deliberate attempt to integrate this course with the Modern European A.P. History course.

## **INDEPENDENT STUDY**

Grade Level: Form VI (Twelfth Grade/fall term only)  
Classes: unscheduled and pass/fail

Students competing a Creative Thesis in the arts are required to register for an independent study in the fall term to begin the preparatory work of Thesis II. This course will be listed on the student's transcript (Pass/Fail) but not included in his weekly schedule.

## **VOCAL MUSIC VI**

Emphasis will be on vocal production and performance as students broaden their knowledge of choral literature. Performance opportunities include three concerts, several school masses and other special events. Enrollment in this course requires the approval of the instructor and the department head.