



## Grammar & Composition (9<sup>th</sup> grade)

In this course, freshman students will learn the fundamentals of English grammar and language. They will learn that successful writing incorporates not just proper grammar but the relationships between words, prescribed rules, and content. They will explore all aspects of the writing process: brainstorming, outlining, writing, and revising. Students will develop an appreciation for the systematic foundation of language, specifically English. They will be encouraged not just to appreciate linguistic beauty and effectiveness, but also to analyze why certain writing is considered beautiful and effective. Through such analysis, they will develop the skills to improve their own writing abilities. In addition to learning the foundational rules of the English language, students will think critically and creatively by crafting well-formulated and well-reasoned essays. By approaching language first from the level of the sentence, then progressing to the paragraph, and ultimately the essay, they will learn to write properly, clearly, and effectively.

## Logic (10<sup>th</sup> grade)

Logic is the art which directs the actions of reason so that they proceed easily, in an orderly way, and without error. It was first described at length in six works by Aristotle collectively dubbed the *Organon* (translated “tool” or “instrument”) by later authors. Logic, then, is an instrument used to make abstract reasoning easier, to ensure its correctness, and to identify fallacious reasoning. This course mainly explores the logic taught by Aristotle, St. Thomas Aquinas, and innumerable classical and medieval authors, and delves into some of the original texts to do so. It also covers modern symbolic (mathematical) logic and examines the impact logic has in modern thought and technology. Classical logic has three main parts: 1) definitions, in which the students learn how to define words properly; 2) statements, in which students study the logic of statements (i.e. sentences which can be true or false); and 3) syllogism, in which students learn how to recognize and construct proper syllogisms. There are innumerable smaller topics such as common fallacies, deduction and induction, analogy, and as time permits an examination some of the philosophical underpinnings of Aristotle’s logic.

## Debate & Rhetoric (11<sup>th</sup> grade)

There are five basic processes in classical rhetoric: 1) Invention (coming up with effective arguments; 2) Organization (ordering one’s arguments and appeals so that they are more persuasive); 3) Style (using particular rhetorical techniques such as figures of speech); 4) Memory (memorizing your speech, and storing up facts, statistics, and anecdotes for use in speeches); 5) Delivery (practicing the actual delivery of the speech, and determining the proper gestures, intonation, and appropriate pauses). In writing essays, only the first three processes really apply, but all five are necessary to some extent in preparation for a speech. Some of the texts we examine during the year are Thoreau’s “Civil Disobedience,” Martin Luther King Jr’s “Letter from Birmingham Jail,” selections from De Tocqueville’s *Democracy in America*, Jonathan Swift’s “A Modest Proposal,” John F. Kennedy’s Inaugural Address, The Declaration of Independence, and we’ll draw from Aristotle’s *Rhetoric*, and Corbett and Connors’ *Classical Rhetoric for the Modern Student*.

### **Etymology (All Grades)**

The Montfort Academy begins each day with morning prayers and announcements. One of the daily announcements is the SAT Word of the Day. For each word, we study its meaning and etymology, including word prefixes, suffixes, and roots. This is a tremendous help when taking standardized tests, but it is also a lifelong skill that greatly aids understanding of literature. The English language is a unique hybrid of German and French strongly influenced by Latin, Greek, and other languages. Students at Montfort will also work with the *Wordly Wise* series of texts which employ word lists frequently seen on the SAT and other standardized tests encountered by high school students. Students will also be given their own personal copy of *Webster's Collegiate Dictionary* in order to become familiar with discovering the meanings of prefixes, suffixes, and word roots and have an appreciation of the parent languages that contributed to English. A goal of this daily activity over four years is that students will recognize related prefixes, suffixes, and word roots and therefore be able arrive at an educated guess as to the meaning of a word that they have not encountered before.



## **Ancient Literature (9<sup>th</sup> grade)**

The cornerstone of a classical education is built on the foundation of Christianity and the great epic tales, plays, and myths of ancient Greece and Rome. Typically, the heroes of these works are noble characters who have to surmount great difficulties to achieve their goal. Achieving this goal can sometimes involve the sacrificing of the hero's life, as in the case of *Antigone*. This course will focus on the epic tales *The Odyssey*, *The Iliad*, *The Aeneid*; the plays *Julius Caesar*, *Oedipus Rex*, *Antigone*; and *Plato's Republic*. Myths will be explored in *Bulfinch's Mythology*. Students will be taught how to outline these works using a modified version of the Cornell system of note-taking. Students will also be required to complete one major project per quarter on an ancient Classical theme of their own choosing. As with any Literature course, students will be required to complete varied writing assignments connected with course material. The aim of this course is to give students a broad survey of the literature of the ancient classical world so that they can appreciate how that literature influenced and informed classically educated writers and artists who made great contributions to Christianity and Western Civilization.

## **Medieval & Renaissance Literature (10<sup>th</sup> grade)**

This course will focus on some of the greatest poets and writers of the Early Middle Ages to Late Middle Ages, Humanism, early and late Renaissance. Students will explore Poetic Schools such as the Sicilian and Tuscan School and their Philosophies as well as individual poets like Dante Alighieri, Francesco Petrarch, and Jeffrey Chaucer; writers such as Giovanni Boccaccio philosopher and playwright Niccolò Machiavelli as well as theologians like St. Augustine of Hippo. They will examine their major works and discuss them in the context of the periods, histories, philosophical thoughts and currents of their times. This course will encourage students to examine and discuss, using the Socratic method, new and complex ideas, which will be critically discussed in class and express in HW assignments, quizzes, essays and tests (midterm & final) as well as semester projects. Reading and class participation is key. Texts include: Dante Alighieri- *Inferno*; Geoffrey Chaucer – *The Canterbury Tales*; Niccolò Machiavelli – *The Mandrake*; Giovanni Boccaccio – *Decameron*.

## **British Literature (11<sup>th</sup> grade)**

Juniors will focus on the contributions of British Literature to Western Civilization. English literature is a unique hybrid of Norman French, Anglo-Saxon, and Celtic influences that reflect the history of the peoples of Great Britain. Some examples of the main works that will be covered are *The Importance of Being Earnest*, *The Screwtape Letters*, *The Picture of Dorian Gray*, *Gulliver's Travels*, *Frankenstein*, *Great Expectations*, and *Hamlet*. Students will be taught how to outline these works using a modified version of the Cornell system of note-taking. Students will also be required to complete one major project per marking period connected to a British Literature theme. As with any literature course, students will be required to complete varied writing assignments connected to the course material. The overall aim of this course is to give students a broad survey of British writing and an appreciation of the contributions of British writers to the continued development of Western Civilization.

### **Modern Literature and AP Literature and Composition (12<sup>th</sup> grade)**

Students read, analyze, and discuss literature from the time period 1870-1970. During the first semester students read plays, novels, and short stories. In the second semester, students read many of the better known modern poets such as Robert Frost, Walt Whitman, T.S. Eliot, Emily Dickinson, Langston Hughes, Dylan Thomas, and W.B. Yeats. We'll read *The Great Gatsby*, by F. Scott Fitzgerald; *The Metamorphosis and Other Stories*, by Franz Kafka; *Everything That Rises Must Converge*, by Flannery O'Connor; *The Underdogs*, by Mariano Azuela; *The Turn of the Screw*, by Henry James; *Invisible Man*, by Ralph Ellison; *A Portrait of the Artist as a Young Man*, by James Joyce; *Maus I and II*, by Art Spiegelman; *A Streetcar Named Desire*, by Tennessee Williams; "Sonny's Blues," by James Baldwin; and "A Rose For Emily," by William Faulkner. Students taking the AP course will learn additional literary terms and grammar concepts, and will be assigned short essays or paragraphs in which students must closely examine texts and the use of literary techniques in the text.

### **Honors Seminar (9<sup>th</sup> – 12<sup>th</sup> grades)**

This course is designed to allow the Honors student to engage in the kind of critical thinking and wide-reaching discussion which are not possible under the usual constraints of other courses. Students will read books which lend themselves to the examination of great themes which are emblematic of a Montfort education. Our discussions will not be limited by a literary perspective but will look at these themes in an inter-disciplinary kind of way. So when you read a book for this class, you should be considering not only its literary elements but also bringing to bear ideas you have learned in your other classes such as art, history, theology and so on. This kind of study will require slow and careful reading, and as a result, we will aim to cover only one book per semester. For the fall semester, we will be reading Evelyn Waugh's *Brideshead Revisited*.



## **The Great Conversation: A History of Western Thought (9<sup>th</sup> grade)**

The overriding objective of this course is to provide students with a vocabulary for understanding the classics and classical education. Students will be taught the Socratic Method and exposed to age appropriate selections from Greek mythology and the writings of Plato, Aristotle and Cicero. These include Plato's *The Apology*, *the Allegory of the Cave* and Aristotle's *The Politics*. Another objective of this course is to help students understand the contemporary relevance of the classics. Selections from Charles Dickens's *A Christmas Carol*, Maya Angelou's *Letters to My Daughter*, Floyd Patterson's *Victory over Myself* and Craig Kielburger's *Free the Children* will be discussed in order satisfy this second objective. By the end of the course students will come to know and understand the values and ideals traditionally associated with Western Civilization.

## **The Great Conversation: European History (10<sup>th</sup> grade)**

The course is designed to help students better understand the values and ideals traditionally associated with Western Civilization. It seeks to help students understand how those values and ideals developed through European history. The course will focus on the development of the Judaic-Christian tradition and the ancient Greek and Roman experience. Students will become familiar with the Peloponnesian War, the importance of Plato, Aristotle, Cicero and Julius Caesar in history. The decline and fall of the Roman Empire will be highlighted. The development of representative government as a product of feudalism will be highlighted as will the importance of the Italian City-States in the development of republicanism. Careful attention will be given to the struggle with Islam, the Crusades, 14<sup>th</sup> century plague, the Investiture Crisis and the Albigensian Crusade the development of the Italian Renaissance, the Reformation, the Thirty Year War and the Peace of Westphalia and the Westphalian State system it produced. Also highlighted will be the Copernican and Scientific Revolutions, the Puritan and Glorious Revolutions, the Enlightenment, the French Revolution, the Reign of Terror, the rise of Napoleon, the development of Nationalism, Capitalism, Liberalism, Conservatism, Romanticism, Socialism, Communism and Fascism. The conditions that gave rise to World War I, the Russian Revolution, World War II and the Holocaust will be carefully reviewed. Special attention will be given to the creation of post-war European institutions like NATO and the European Union. Special attention will also be given to the fall of the Soviet Union, "ethnic cleansing" in the former Yugoslavian nation-state, the Syrian refugee crisis, ISIS and the War on Terror, Brexit and European nativism and populism. The aim of the course is demonstrate the contemporary relevance of history and the importance of the Western intellectual tradition in today's world.

## **The Great Conversation: American History and AP US History (11<sup>th</sup> grade)**

The course is a survey course of American History from the Age of Exploration to the Present Day. The goal of the first half of the year is to cover major topics up to the turn of the 20<sup>th</sup> century, starting with England's rise to power and the establishment of her colonies in North America until the rise of big corporations and trusts after the industrial revolution in the late 19<sup>th</sup> century. There will be a focus on the founding of our nation through an examination of our two founding documents and consideration that went into the Constitution's ratification as outlined in selected essays taken from the Federalist

Collection. Attention will be paid to the causes leading up to the Civil War and Reconstruction Amendments that followed it. The second half of the course will begin with events leading up to and causing the two world wars and our involvement in them as well as a look at the Great Depression and FDR's New Deal policies that were meant to address it. It will end after considering the policies of the Cold War, including the Containment and Rollback of Communism and finish with major events and players instrumental in ushering in the current "war on terror" in the post-9/11 world.

**The Great Conversation: America and the World, American Foreign Policy, Government & Economics (12<sup>th</sup> grade)**

These senior classes will study American history from 1890s until the present, with particular emphasis on Current Events post-Cold War. The goal of the course will be to focus attention on the political philosophies and economic policies prevalent during the past 100 years which have led recent administration to the policies they have pursued. Major topics will include the rise of industrialization and the formation of trusts and corporations that encouraged significant immigration from overseas and inspired reform movements including but not limited to Progressivism, Socialism, and Organized Labor. The causes of and our participation in the two World Wars of the 20th century will be covered as well as the Great Depression and New Deal programs of FDR's unique tenure as president between the wars. The Cold War and our involvement in the hot wars of Korea and Vietnam, along with the policies of Containment and Rollback of Communism will dominate discussion of the 1950s thru the 1980s. Influential Supreme Court cases will be discussed and used as a framework around which America's political evolution can be examined. To grasp geo-political concepts and delve more deeply into the ramifications a sudden change in Foreign Policy causes. Ex: Pres. Trump's withdrawal from the Iranian Nuclear Deal. Immediate increase in the cost of oil? Analyze causes for changes to the U.S.A. Foreign Policy especially as it applies to China, Japan, N. Korea, S. Korea, Russia and Europe. We will study "America and the World" by Z. Brezezinski and B. Scowcroft. Everyday we will discuss current events, both International and Domestic. In these courses students will also learn about Fiscal Literacy for today's world. It will include budgeting, banking, investing and investment strategies, retirement accounts, loans (including Student loans) and Insurance. There will be several sub-sets to all these topics. The Students will be given \$50,000 (monopoly money) to invest in any stock, bond, option or C.D. of their choice for a finite period of time. There will be a trip to the floor of the New York Stock Exchange to see how trades are executed.



*Mathematics is the language with which God has written the universe.*  
**Galileo Galilei**

## **Geometry (9<sup>th</sup> grade)**

Although there are many types of geometry, high school mathematics is devoted primarily to plane Euclidean geometry, which is studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate, that through a point not on a given line there is exactly one parallel line that exists. During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful, well thought out proofs of axioms and postulates. Later, in college, students are able to develop Euclidean and other geometries carefully from a small set of axioms. Topics covered in this class include: points, lines, and planes; angles and parallel lines; geometry of the triangle; congruence of the triangle; quadrilaterals; coordinate geometry; geometry of the circle; transformations on the coordinate plane; perimeter, area, surface area, and volume; locus; logic and proofs.

## **Algebra I (10<sup>th</sup> grade)**

In high school students will be exposed to yet another extension of numbers, when the real numbers are augmented by the imaginary numbers to form the complex numbers. With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system – integers, rational numbers, real numbers, and complex numbers – the four operations stay the same in two important ways: they have the commutative, associative, and distributive properties, and their new meanings are consistent with their previous meanings. Topics covered in this class include: algebraic expressions, solving equations and inequalities, learning to graph, working with polynomials, factoring, rational expressions and equations, solving systems of equations, solving radical expressions and equations, and solving quadratic equations.

## **Algebra II/Trigonometry (10<sup>th</sup> or 11<sup>th</sup> grade)**

Once students have mastered both Algebra I and Geometry, they are able to take on the challenges that both higher level algebra and trigonometry present to the learner. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomials, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem situation involving direct and indirect variation will be solved. Problems resulting in systems of equations will be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Associated correlation coefficients will be determined, using technology tools and interpreted as a measure of strength of the relationship. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Binomial experiments will provide a basis for the study of probability theory and the normal probability

distribution will be analyzed and used as an approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated.

### **Pre-Calculus (11<sup>th</sup> or 12<sup>th</sup> grade)**

Students will be exposed to some interesting topics that they may not otherwise see in any other math class such as: working with vectors, matrices, and conic sections. Students will also be honing their skills in all of the math concepts that they have been exposed to throughout their high school careers. This course is structured so that students are ready to take a college level calculus course as freshmen in college. Within this course students will also be exposed to how to take and apply derivatives of functions. The course also offers students the opportunity to pick topics which they find interesting within mathematics and spend some of their time and energy to dive deeper into math and create a better understanding for themselves. Topics covered in this course include: polynomial and rational functions, exponential and logarithmic functions, trigonometric functions of real numbers, trigonometric functions of angles, analytical trigonometry, sequences and series, counting and probability, limits, derivatives, and related rates.

### **Calculus (12<sup>th</sup> grade)**

This is an intensive course in the calculus of one variable including limits, differentiation, maxima and minima, and the chain rule for polynomials, rational functions, trigonometric functions, and exponential functions. It also introduces integration with applications to area and volumes of revolution followed by further development of integration, inverse trigonometric and logarithmic functions, techniques of integrations, and applications which include work and pressure. Other topics covered are infinite series, power series, Taylor's formula, polar coordinates, parametric equations, introduction to differential equations, and numerical methods. Select students will be able to use this course as preparation for the AP Calculus AB examination.





## **Biology (9<sup>th</sup> grade)**

In the 9<sup>th</sup> grade, students will continue their previously gained knowledge of scientific process and theory to pursue and understand the Dynamics of Life. This course will serve as an introduction into the study of life, covering topics which include molecular replication and repair, cellular structure and function, genetics and heredity, evolution and adaptation, and animal form and function. Interdisciplinary topics will include the history of scientific theory and writings by prominent scientists. All students will learn relevant scientific laboratory techniques and practice these in the classroom. The course will culminate in a scientific project of the student's choosing.

## **Chemistry (10<sup>th</sup> grade)**

Over the course of human history, the definition of chemistry has changed from "the study of compositions of water," to "a scientific art by which one...exalts [dissolved bodies] to a higher perfection," to "the study of matter and the changes it undergoes." Despite the varying definitions, chemistry has always been a pursuit of knowledge. This same pursuit will be brought to the classroom setting as the students are taught fundamental topics in chemistry and use this knowledge to apply and pursue greater questions. Topics will include use of the Periodic Table, stoichiometry, gas laws, thermodynamics, chemical reactions, electrochemistry, biochemistry, and organic chemistry. This course will contain labs and draws heavily upon an understanding of algebraic calculations. At the end of the year, all students will produce an original experiment and report on their findings.

## **Physics (11<sup>th</sup> grade)**

This course will introduce students to the fundamentals of both classical and modern physics, aiming to instill a sense of understanding, appreciation, and wonder while doing so. Physics, properly understood and studied, will help develop the observational, analytical, and problem solving abilities of those who take the time to love it. Students will be asked to incorporate their understanding of class topics, previous science courses, mathematics, and every-day observations in their assignments and classroom discussions.

Upon successful completion of this course students will be able to:

- Utilize mathematical and scientific analytical skills to interpret problems and devise solutions.
- Apply their understanding of mathematical and scientific concepts to academic scenarios and daily life.
- Understand the fundamental principles and laws governing nature at both microscopic and macroscopic scales within the scope of natural science generally.

Further topics in Physics will also include Newton's law of universal gravitation, Kepler's laws of planetary motion, Doppler effect, Rutherford-Bohr's model of the atom, Planck's formula of a photon energy, nuclear fission and fusion, Einstein's theory of relativity, and inverse-square law for light luminosity are among topics for class discussions in the course. The emphasis on physics concepts, laws, and theories will allow students to understand better the nature of astronomical phenomena.

## **Advanced Biology (12<sup>th</sup> grade – Honors/College Level Course)**

The Advanced course in biology is designed to give students a strong academic introduction to college-level biology while providing a solid foundation for future studies in a wide range of related topics. Though by title it is not one, this class closely mirrors the outline of an AP course, where students are expected to engage in an advanced way with complex science texts, external reading, and laboratory experiments. As the study of biology is naturally cumulative, the student is expected to continually augment the content of earlier lessons with new material as the course proceeds, building a diverse and informed scientific intellect. Upon completing this course, students will be both well-prepared for the AP Biology Exam should he or she wish to take it and well-equipped to engage with the ever-changing science of biology. Over the course of the year, students will engage in a variety of laboratory and investigative activities, corresponding to roughly 25% of class time. This component of the course includes discussions on a variety of biologically-motivated social issues, seminar-type analysis of peer-reviewed journal articles, at 20-page research paper, guided experiments corresponding to the four traditional "big ideas" of the AP course, and a long term self-designed research project. Furthermore, there will be at least one field trip to the Bronx Zoo during the latter half of the spring semester. Finally, students are required to keep a neat, detailed lab notebook for all their laboratory assignments, and will occasionally have to submit formally written lab reports on their findings.

### **Physics II Honors: Astronomy & Astrophysics (12<sup>th</sup> grade - Honors/College Level Course)**

The Montfort Academy's course in Astronomy is a senior year capstone course designed to give students a strong practical introduction to the science of Astronomy while providing a solid foundation for future studies in a wide range of related topics, including Engineering, Physics, Astrophotography, Optics, and Mathematics. The course unifies in practical ways many subjects and skills already learned at Montfort, including Philosophy, Religion, History, Mathematics, Physics, Chemistry, Writing, Research, and Debate & Rhetoric. The class closely mirrors the outline of the award-winning Starry Night high school simulation curriculum as well as the introductory 100-level and advanced 200-level Astronomy courses taught at the University of Arizona, one of the leading universities in the study and practice of Astronomy. Students are expected to prepare for and follow the weekly classroom lectures; participate in classroom discussions; write papers; and engage with scientific texts, external readings, observatory experiments and methodologies; embrace technological tools including refracting and reflecting telescopes, advanced computer software for data analysis, modeling, and scenario analysis, as well as digital media like YouTube videos, and more. Additionally and perhaps most especially, this course is designed to be fun and engaging so that students indeed leave the class with wonder and awe about the beauty and order of God's created world and a genuine understanding that Astronomy is the first science, from which most physics and mathematics, as well as the applied sciences of engineering and technology derive. Over the course of the year, students will engage in astronomical viewings and investigative activities, corresponding to roughly one-third of instructional time. Up to ten class sessions will be held at nighttime, using The Montfort Academy's roof-top observatory. These viewings may happen with little advance notice because so much of terrestrial-based Astronomy is dependent on the weather. The Thursday schedule at The Montfort Academy permits a triple period of Astronomy beginning at 12:20 pm and going through 2:01 pm. Astronomical viewings can take place on any good weather night. Students who cannot participate in viewings on a particular day will have the chance to make them up; however, all mandatory viewings and telescope work must be fulfilled. The practical component of the course includes not only astronomical viewings but also several Socratic discussions and team-based projects such as the construction of an actual telescope, the creation of a universe, galaxy, and planetary system on a computer-based design program, virtual reality sessions with a VR headset, one 3-5 page research paper on the subject of the Galileo Controversy, and one long term self-designed research project that will result

in a 15-20 page research paper and accompanying oral presentation to the class<sup>1</sup>. Research for the paper will be conducted during class time. Furthermore, there will be one or two field trips—to a local planetarium and/or another to an astronomical observatory. We may also engage in one or two formal Lincoln-Douglas style debates throughout the year as per student interest. Finally, students are required to keep a neat, detailed lab notebook for all their laboratory assignments and a sketch book for all their viewings and will occasionally have to submit formally written lab reports on their observations and findings.

### **Oceanography (12<sup>th</sup> grade - Honors/College Level Course)**

Whether biology, chemistry, geology, or physics, the world's oceans offer a dynamic and engaging world to study. We know more about the surface of the moon than about the depths of our own oceans, but this course will survey what we have and can come to know, applying concepts you have learned throughout your four years at Montfort. Particular topics of study will include marine biology in various surface and abyssal ecosystems, the geology that underlies the world's oceans such as plate tectonics, the influence that the oceans play in driving climate and being driven by climate (meteorology), and the dynamic of the oceans themselves (chemistry and fluid dynamics). Laboratory work will be framed around field visits into the Long Island Sound on Montfort's own research vessel, with hands on experiments regarding the chemistry, meteorology, ecology, and biology that opportunity offers.

I. Course Objectives Upon successful completion of this course students will be able to:

- Apply their knowledge of previous courses (biology, chemistry, physics, and history in particular) to achieve an grounding in the mechanics of the oceans, and the wider role they play.
- Express and prove their conceptual understanding of the material.
- Compile a substantial research project on a transformative aspect of oceanography. Details to follow in a few weeks.



## **Latin I (9<sup>th</sup> grade)**

The purpose of this course is to introduce you to Latin and the ancient world in which it was spoken. The four major components of the course are vocabulary, grammar, readings, and culture. Much effort will be expended on the vocabulary core of two hundred and fifty words and the English words derived from them. We will also learn how Latin words fit together by mastering a set of endings for nouns, adjectives, and verbs. We will read a continuous narrative about a Roman family that lived in 80 AD and travel with them on a series of adventures in both Rome and Italy. Each chapter will also feature some aspect of Roman culture, such as the family, their summer house and farm, and their stories, gods, slaves, and kings. Students will be expected to write, record, and quiz themselves on Latin vocabulary and English derivatives after every class. Frequent check-up quizzes will be given without notice. A written test will usually be given at the end of every chapter. A mini-project will be assigned in the first semester and a major project in the second.

## **Latin II (10<sup>th</sup> grade)**

The purpose of this course is to give you a basic knowledge of Latin and the ancient world in which it was spoken. The four major components of the course are vocabulary, grammar, readings, and culture. Much effort will be expended on the vocabulary core of over five hundred words and the English words derived from them. We will also learn how Latin words fit together by mastering all the forms of nouns, the indicative, imperative, infinitive, and participial forms of verbs, and personal, relative, and demonstrative pronouns. We will read a continuous narrative about an ancient family and return with them to Rome in 80 AD. Each chapter will also feature some aspect of Roman culture, including the family, the townhouse, vehicles, heroes, colonies, aqueducts, chariot races, hairstyles, and recipes. Students will be expected to write, record, and quiz themselves on Latin vocabulary and English derivatives after every class. Frequent check-up quizzes will be given without notice. A written test will usually be given at the end of every chapter. A mini-project will be assigned in the first semester and a major project in the second.

## **Latin III (11<sup>th</sup> grade)**

In this course students will continue to develop their understanding of Latin vocabulary and grammar. They will acquire a familiarity with the language through careful and methodical repetition and practice. In the third year of study, more emphasis will be placed on learning to translate and analyze Latin poetry and prose. They will not merely reiterate their previously acquired foundational knowledge; in the third year of study, more emphasis will be placed on learning to read and analyze Latin poetry and prose. Students continue to study Roman culture, history, and mythology. They will encounter the works of famous authors such as Ovid, Catullus, and Vergil. Rather than focusing just on translation, students will be asked to draw connections between texts and historical context, language and literary meaning, and linguistic devices and modern English. Consequently, students will build confidence in abilities and will gain a deeper appreciation of the Latin language and Roman culture--both of which led to the development of their own language and culture.

### **Latin IV (12<sup>th</sup> grade)**

Upon entering this final year of Latin study, students already have a wealth of knowledge regarding Latin vocabulary, grammar, history, and culture. They will begin the course by completing their study of Latin grammar. Throughout the year, they will encounter unaltered Latin texts by authors such as Petronius, Cicero, Catullus, and Pliny. They will read and consider these texts as both a literary and historical source of Roman history. They will focus on the practice of translation, specifically utilizing their knowledge of Latin grammar, syntax, and vocabulary. This course will enable students to put into practice all of the skills they have developed throughout their study of Latin. It will also open up conversation about the general art of translation; students will consider the practical issues faced by a translator and will develop an appreciation for the linguistic and cultural discrepancies for which a translator must account. Students will be encouraged to find solutions for these translational problems themselves by means of their own knowledge of the language and by gaining a greater understanding of Roman. At the end of the year, as a culmination of four years of language study, students will collaborate on a creative, linguistic project.

### **Greek I (10<sup>th</sup> grade Honors)**

The purpose of this course is to introduce you to ancient Greek and the world in which it was spoken. The four major components of the course are vocabulary, grammar, readings, and culture. Much effort will be expended on the vocabulary core of over three hundred words and the English words derived from them. We will also learn how Greek words fit together by mastering the forms of nouns and adjectives of three declensions, and the present indicative, imperative, and infinitive forms of verbs, and personal, interrogative, and indefinite adjectives. We will read the first half of a continuous narrative about an ancient family in Athens in 432 BC. Each chapter will also feature an aspect of Greek culture, including agriculture, slavery, women, religion, mythology, epic poetry, and the city of Athens. Students will be expected to write, record, and quiz themselves on Greek vocabulary and English derivatives after every class. Frequent check-up quizzes will be given without notice. A written test will usually be given at the end of every chapter. A project will be assigned each semester.

### **Greek II (11<sup>th</sup> grade Honors)**

The purpose of this course is to give you a basic knowledge of ancient Greek and the world in which it was spoken. The four major components of the course are vocabulary, grammar, readings, and culture. Much effort will be expended on the vocabulary core of six hundred fifty words and the English words derived from them. We will also learn how Greek words fit together by mastering all the forms of nouns and adjectives, including comparatives and superlatives, the present and aorist indicative, imperative, infinitive, and participial forms of verbs, and personal, relative, and demonstrative pronouns. We will read the second half of a continuous narrative about an ancient family in 431 BC. Each chapter will also feature some aspect of Greek culture, including the geography and history of Athens, festivals, medicine, trade, travel, and the war with Persia. Students will be expected to write, record, and quiz themselves on Greek vocabulary and English derivatives after every class. Frequent check-up quizzes will be given without notice. A written test will usually be given at the end of every chapter.

### **Greek III (12th Grade Honors)**

Our aim in this third-year course is to develop a working knowledge of the Greek language and the ability to tackle longer, unadulterated ancient texts with some confidence and pleasure by the end of the year. We shall devote a considerable amount of time each week to the reading of both short snippets of authentic Greek text, drawn from Zuntz's magnificent *Griechischer Lehrgang*, and longer passages from Peckett and Munday's *Thrasymachus*. This course will be structured around both a rigorous study of grammar, along with the memorization of paradigms and vocabulary, and heavy exposure to actual written Greek. The work we do in class will be supplemented by about fifteen minutes of homework every night (so about a half hour of homework per class) and short, daily quizzes (no more than five minutes in length) on what we have learned the previous day. The steady dedication and effort expended now, at the start of this very exciting journey, will surely pay off for a lifetime



## **Italian I (9<sup>th</sup> grade)**

This class is focused on the simple level of Italian grammar structures (Pronunciation, alphabet, nouns, simple mode verbs, adjectives and pronouns) and Italian culture. Italian I is the first in a series of Italian Courses and is designed for students who have no previous Italian instruction. Students learn greetings and introductions, numbers, how to find their way around, nationalities, how to describe themselves, their families and others, and how to speak about hobbies, sports and the weather. The main goal of this course is to communicate in Italian at a basic level (speaking, reading and writing) and to expand your knowledge and understanding of Italian culture.

## **Italian II (10<sup>th</sup> grade)**

This class is focused on the intermediate level of Italian grammar structures. Students will learn how to speak in Italian about food and drinks, their everyday life, clothing, the entertainment industry and health issues. Students will learn about Italian fashion and Italian TV. They will also learn Italian geography. Italian's history is another important goal of this course, starting from the Medieval History main characters like Saint Francis, Saint Benedict and it will end with Christopher Columbus. The main goal of this course is help the students connect the study of the Italian language and Italian culture.

## **Italian III (11<sup>th</sup> grade)**

Students can expect to begin communicating with some success using sentence-length discourse and to practice responding and asking simple questions. You will learn to read and write simple texts in present time well enough to carry out the routine tasks of daily life. You will also learn about some salient aspects of Italian culture. Grammar includes basic structures and an introduction to the past and future tenses. The main goal of this course is help the students to expand their knowledge of Italian basic conversation. Also students will learn the Italian history from 1492 to the Congress of Vienna.

## **Italian IV (12<sup>th</sup> grade Honors)**

This class is focused on sustaining a full conversation in Italian and also making comparisons between the Italian language and culture and your native language and culture. The course will help the students to acquire the ability to use what they have learned by focusing on seven essential communicative functions in Italian (describing, comparing, reacting and recommending, narrating in the past, talking about likes and dislikes, hypothesizing, and talking about the future), and help to achieve greater cohesion in speaking and writing abilities. Further, this course will give you opportunity to apply these skills as you learn more about Italian culture through authentic sources. Also included are studies of great Italian Poets like Dante (Divina Commedia), Alessandro Manzoni (I Promessi Sposi). Students will study Contemporary History about Italy and the influence of Italian Immigration on the American culture.

**Spanish I (9<sup>th</sup> grade)**

This year marks the beginning of your study of Spanish and Spanish culture. The emphasis will be on mastering the basic elements of the Spanish Language: grammar, vocabulary, writing, listening, and speaking (conversationally and alone). We will also focus our studies on the historical, geographical, and cultural awareness of Spain and Latin America. You will learn to write simple compositions, prepare and engage in oral conversation, and be able to read and understand stories from your texts as well as other material given throughout the year. We will also work on projects individually and as a class.

**Spanish II (10<sup>th</sup> grade)**

Spanish II is your second year of the study of the Spanish language, history, geography, and culture. After a review of the grammatical skills, vocabulary, and idiomatic expressions you covered in Spanish I last year, we will continue to focus our learning and skills on reading, writing, listening, and speaking. Emphasis will be on reading and understanding, oral presentations, written paragraphs, and listening comprehensions. We will also continue our studies on some of the historical, geographical, and cultural awareness of Spain and Latin America.

**Spanish III (11<sup>th</sup> grade)**

Spanish III is the third year of the study of the Spanish language, history, geography, culture, and literature. Review the grammar, vocabulary, and idiomatic expressions covered in Spanish I and II, we will continue to focus our learning and skills on reading, writing, listening, culture, and literary awareness. Emphasis will be on longer conversations, oral presentations, written compositions, and listening comprehensions. Additionally, we will continue learning about the historical, geographical, and cultural awareness of the Spanish speaking world.

**Spanish IV (12<sup>th</sup> grade Honors)**

Spanish IV is the fourth year of the study of the Spanish language, history, geography, culture, and literature. This class is focused on sustaining a full conversation in Spanish and also making comparisons between the Spanish language and culture and your native language and culture. We will continue to focus learning and skills on reading, writing, listening, culture, and literary awareness. Using combination of extended readings, oral presentations, written compositions, and listening comprehensions, students should finish the Spanish program with the confidence to communicate their ideas in a Spanish speaking environment.





Theology courses at The Montfort Academy are not meant to be treated only as academic classes but are also meant to teach the students about the way to live their lives. By the time each course is finished, students will have a better appreciation of the Faith and a deeper relationship with Our Lord.

## **Theology I (9<sup>th</sup> grade) – Old Testament & the Prefiguring of Salvation**

*Think not that I have come to abolish the law and the prophets; I have come not to abolish them but to fulfill them* (Mt 5:17). These words of Our Lord show us the importance of knowing and understanding what is written in the Old Testament. This is something very much lost among Christians in the world today. By learning to read Scripture in context, students will learn how Our Lord and the Church are foreshadowed in the Old Testament, and how they came to be fulfilled in the New Testament; they will see the very whole of salvation history. This will be accomplished by focusing on Covenantal Theology and how each of the Old Testament covenants is used to begin to draw all of mankind back into the one Family of God. The main books used as the focus of the course will be Sacred Scripture (*Revised Standard Version* which has been translated directly from the original Hebrew and Greek scriptures) and *Understanding The Scriptures: A Complete Course on Bible Study* which is authored by renown theologian, Dr. Scott Hahn.

## **Theology II (10<sup>th</sup> grade) - New Testament and Sacramental Theology**

In the words of St. Augustine, *In the Old Testament the New Testament is concealed; in the New Testament the Old Testament is revealed*. Building upon what was learned and studied in the Old Testament during Freshman Theology, students will focus on the life of Christ as it appears in the four Gospels, and the life of the early Church through the Acts of the Apostles and the Epistles. Students will also do a study of Sacramental Theology as it is presented in the New Testament and the writings of the early Church Fathers. The main texts used as the focus of the course will again be Sacred Scripture (*Revised Standard Version*) and *Understanding The Scriptures: A Complete Course on Bible Study*. In addition to these, we will use the writings of the Early Church Fathers (St. Athanasius, St. Irenaeus, *et. al.*).

## **Theology III (11<sup>th</sup> grade) - Church History and Doctrinal Theology**

This course traces out the major events and ideas in the history of the Catholic Church. Along the way, it looks at how the Church's great theologians formulated the doctrines of the Church in response to both Revelation and to these events and ideas. This course will give students the opportunity to understand how the Catholic faith was received by the Apostles, formulated by the theologians, taught and defended by the hierarchy and practiced by the faithful. At the end of the course, students ought to have a grasp of the following: the major time periods of Church history, the significant personalities who were its architects, and the development of doctrine in the context of the Church's historical issues. In addition, students should understand not only the outlines of the history of the Catholic Church but also a sense of doctrine as alive and permanent. The course will use H.W. Crocker's *Triumph* as a guiding text but will also draw on other histories such as Thomas Bokenkotter's *A Concise History of the Catholic Church*, Fr. John Laux's *Church History*, and Philip Hughes' *A History of the Church to the Eve of the Reformation*. Students will also read selections from primary sources which detail various doctrinal

controversies. For this, we will rely on the series edited by William Rusch, *Sources of Early Christian Thought* as well as Robert Louis Wilken's *The Spirit of Early Christian Thought*.

#### **Theology IV (12<sup>th</sup> grade) – Moral Theology and Apologetics**

The senior year theology course, Moral Theology and Apologetics, is the culmination of the first three. This course seeks to articulate and defend the Church's view of the best way to live. With an understanding of Scripture and the sacraments as well as the historical development of doctrines, fourth-year students are now in a position to explore the moral implications of what the Church believes to be true. Moreover, they will carry the apostolic responsibility of making this view intelligible and appealing to others. In the first place, then, this course will examine how one is to live as a Catholic, particularly in the modern world. Secondly, it will introduce students to the foundations of Apologetics such that they might themselves be capable of making a compelling case for the Christian life. This course will require research, writing, debate, and oral presentations. Particular topics will generally be selected by the instructor, but sometimes determined by student interest. They will include: 1) the problem of evil; 2) arguments for the existence of God (with a focus on Aquinas's "Five Ways"); 3) the authenticity of Scripture; 4) the role of Tradition in Catholic doctrine; 5) the Church's moral teaching (especially on controversial topics); 6) the nature of Faith and its relation to the motives of credibility; 7) objections to Catholicism from natural science. Key texts will include Aquinas's *Summa Theologica*, C.S. Lewis's essay *The Abolition of Man*, *The Bible*, *The Catechism of the Catholic Church*, St. Justin Martyr's *First Apology*, St. Irenaeus' *Against Heresies*, and Mortimer Adler's *Ten Philosophical Mistakes*.



## **Chivalry I (9<sup>th</sup> grade boys) and II (12<sup>th</sup> grade boys)**

Chivalry explores the nature of true manliness as designed by God in the creation. It begins with the proposition that man is made *in the image and likeness of God, male and female* (Gen 1:27) and that this leads to the notion that male and female are equal but different and, in fact, complementary and generative. With that established, it is the aim of these courses to discover what makes the male different, particular, and necessary in God's plan of creation. In practical application, students discuss what are the manly virtues as defined throughout the centuries, and how do they translate into true manliness in the 21<sup>st</sup> century. Readings include *The Holy Bible*, Genesis, Chapter 1-2, *The Compleat Gentleman*, by Brad Miner, articles *Welcome Back Duke*, by Peggy Noonan, *Wimps and Barbarians: The Sons of Murphy Brown*, by Terrance O. Moore, *What Sports Illustrate*, by Professor Anthony Esolen, *Lessons in Manliness from "Beowulf"* by Andrew Ratelle, the poem *Invictus* by William Ernest Henley, *If* by Rudyard Kipling, *The Man in the Arena* speech by Theodore Roosevelt, George Washington's *Rules of Civility and Decent Behaviour* and Abraham Lincoln's *Gettysburg Address*, and the film *Taking Chance* starring Kevin Bacon. Chivalry II for senior boys explores all of these topics on a deeper level with the benefit of reflecting on the personal growth and experiences of the two intervening high school years.

## **Christian Womanhood I (9<sup>th</sup> grade girls) and II (12<sup>th</sup> grade girls)**

Christian Womanhood explores what it means to be a Christian woman. That is to say, we will study the feminine nature as it expresses itself in Christian identity, and we will consider the important question of *how* one lives out that identity in the modern world. Christian Womanhood I begins with the fundamental observation of the important features which distinguish women from men both by (created) nature and in society. We will begin by studying the second part of the Creation story in *Genesis* in order to set up the questions which will guide our discussions:

1. What is distinctive about the feminine expression of human nature?
2. How does the complementarity of men and women play out?
3. What tensions sometimes arise between the feminine nature and the masculine one?
4. What tensions arise between women and society, particularly in today's world?
5. What does Christianity, and particularly the Catholic Church, have to say about addressing and rectifying those tensions? And further, how does the Church articulate the particular dignity of women?

This course will draw from a variety of sources including various articles, poetry, film and a play. The major texts (besides *Genesis*) include titles such as Alice von Hildebrand's *The Privilege of Being a Woman*, John Paul II's *On the Dignity and Vocation of Women*, and Christopher West's *Theology of the Body for Beginners*. Christian Womanhood II for senior girls explores all of these topics on a deeper level with the benefit of reflecting on the personal growth and experiences of the two intervening high school years.

## **Chess, Leadership, and Strategic Thinking for the Modern World (11<sup>th</sup> grade)**

Students taking this 11<sup>th</sup> grade course will be taught to play chess at a fairly sophisticated level. They will be required to memorize several professional chess openings (the King's Gambit, the Sicilian

Defense, the Ruy Lopez, the Queen's Gambit, the French Defense) and understand the intricacies of end game play. They will study the games of Paul Morphy, Emmanuel Lasker, Jose R. Capablanca, Alexander Alekhine, Mikhail Botvinnik, Bobby Fischer, Gary Kasparov and current world's champion Magnus Carlsen. The ultimate objective of this phase of the course will be to help develop a set of skills that are transferable. These include focusing on immediate situations and problems, learning the ability to adapt to changing circumstances and develop long term plans. Complementing student's study of chess will be a review of key turning points in history and the nature of leadership as understood by major analysts of human behavior and modern organization. This review will focus on the struggles of Sojourner Truth, Abraham Lincoln, Ulysses S. Grant, Teddy Roosevelt, Franklin D. Roosevelt, Winston Churchill, Mohandas Gandhi, Martin Luther King, and Pope John Paul. Two movies will be shown-- *12 Angry Men* and *The Best Years of Our Lives*—in order to underscore for students qualities necessary to standing one's ground in the face of great personal opposition and the challenge of adapting to changing conditions and circumstances brought on by modernization and technological change.

### **Philosophy (12<sup>th</sup> Grade)**

The overall aim of this course is to study the writings of the great philosophical minds of Western civilization. The first half of the course examines classical and Christian philosophers and the foundational questions which guide their inquiry: "What is reality and how do we know it?" "What is the nature of the human person?" "What constitutes human happiness or flourishing?" and "What is the best way to live?" The second half of the course considers the radically different approach which modern philosophy takes toward raising and answering these fundamental questions. The course draws from writers such as Plato, Aristotle, Augustine, Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau and Newman. In the first place, this course of study will give students a foundational understanding of the major themes and ideas of the philosophical tradition of the West. Secondly, the course will allow students to be able to engage with and evaluate the ideas they encounter in contemporary society. Our readings will be drawn from: Plato, *The Meno*, and *The Republic* (and possibly *The Apology*); Aristotle, selections from *The Metaphysics*, *On the Soul* and *The Politics*; Augustine, *On the Teacher*, *City of God* (Bk XIX) and, if time allows, we may touch on the *Confessions* (again!); Boethius, *The Consolation of Philosophy*; Bonaventure, *The Mind's Road to God*; Aquinas, *Summa Theologiae* (select questions); Machiavelli, *The Prince*; Hobbes, *Leviathan*; Locke, *Second Treatise on Government*; Bacon, *Great Instauration*; Descartes, *Discourse on Method*; Rousseau, *First and Second Discourses*; Kant, *Grounding for a Metaphysics of Morals*; Newman, *A Grammar of Assent*.



### **Art History (9<sup>th</sup> grade)**

Our Art History course gives students the opportunity to experience and understand the history of Western Civilization through the lens of artistic expression from artists as diverse as Raphael to Van Gogh, Bernini to Brancusi and Palladio to Frank Lloyd Wright. Dividing the survey year into segments of painting, sculpture and architecture, the goal of this course is to give students a sense for the true scope of art from ancient to modern, while expanding on their skills of observation, interpretation and deep understanding.

Students will learn both how to analyze and interpret works of art through essay, linking key works of art to the historical time periods. Importantly, all students will learn the art of artistic presentation through numerous oral presentations and criticisms. We will expand our classroom experience through visits to numerous museums, including The Metropolitan Museum of Art and The Frick Collection, throughout the year.

### **Music History (10<sup>th</sup> grade)**

Music is a universal language that has existed since God's creation of mankind. Although there are many styles of music, they all communicate ideas and feelings. This course will explore the development of music in Western Civilization in the folk, classical, and modern musical genres. This course will begin with the study of music of the ancient Mediterranean world, particularly Greece, Rome, and Israel. This geographic location was pivotal to music history as well as to the history of Western civilization in general. Modern examples of folk music from the Mediterranean world will be examined. The course will then focus upon the sacred Gregorian chant of the Catholic Church, as this was informed by the folk music of the southern Mediterranean and the Middle East. This course will then explore Early (Medieval) Music, Renaissance Music, Baroque Music, Classical Music, Romantic Music, and Modern Orchestral Music. Biographies of the leading exponents of these styles (such as J.S. Bach, Palestrina, Haydn, Beethoven, Aaron Copland, etc.) will be part of the course content. As well, basic musical terms and the structure of the orchestra and its instruments will be covered. Styles such as Country, Blues, Jazz, Opera, Broadway, Rock and Roll, Folk Music etc. will also be studied.



# Guidance and College Placement

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THE  
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ACADEMY

## **SAT/ACT Preparation (11<sup>th</sup> grade)**

The junior class meets once a week, for a full class period, to prepare and strengthen their skills for the SAT. Due to the redesigned SAT (March 2016), students gain insight on what changes have been made and how to perform well on the exam. The class is facilitated by the Guidance Counselor and students utilize practice booklets during the class period. Students are timed on each section and are able to review and discuss questions they have within the class. In addition, the junior class prepares for the PSAT/NMSQT, prior to the exam given in October. Students again utilize practice booklets to help them for the PSAT/NMSQT. Midyear, the Guidance Counselor begins to discuss and highlight their upcoming senior year in order to prepare the juniors for the college application process. Topics such as college essays, interviews, academic resumes, and FAFSA are some examples. This helps the junior students gain perspective on important academic responsibilities and allows them to ask questions directly to the Guidance Counselor.

## **Senior Seminar (12<sup>th</sup> grade)**

The senior class meets once a week within a classroom setting. The purpose of the class is to discuss the college application and admissions process, FAFSA, and other important tasks the students will need to complete for graduation and enter college. The senior skills class is facilitated by the Guidance Counselor and meets for a full class period. In addition to discussing the college admissions process, the Guidance Counselor allows the seniors to share concerns they may be facing during senior year and their transition into college. Students are able to share concerns and support each other. Students are then given the opportunity to lead a class discussion about a topic that applies to their upcoming transition from high school into college.