



THE MONTFORT ACADEMY

COURSE CATALOGUE AS AMENDED AND UPDATED SEPTEMBER 2019



Freshman Program of Study



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Trivium I – Grammar & Composition

The beginning of a classical education is mastery of language – how to read and write clearly. The Grammar & Composition course is the beginning of the three-year Trivium sequence that includes Logic and Rhetoric & Debate and culminates in a Philosophy course in the senior year. It also begins a four-year writing sequence that moves from serious analytical essays to a major research paper in the junior year and culminates in a written or oral thesis in the senior year. The AP English Language and Composition exam is offered in the junior year.

Ancient Literature

Beginning with Homer's Odyssey, students encounter the great literature of the Western canon during their four years at Montfort. The AP English Literature and Composition exam is offered senior year.

The Great Conversation – A History of Western Thought

From Plato to Pope Francis I, western ideas have established kingdoms, ignited revolutions, and sparked the imaginations of free men everywhere. Students engage these great ideas as they commence their study of history. Students may take the AP US History exam in the junior year and the AP US Government and Politics exam in the senior year.

Integrated Algebra/Geometry

Students may take Algebra or Geometry in the freshman year. For freshmen who begin with Algebra, the mathematics sequence continues with Geometry, Algebra II/Trigonometry, and Pre-Calculus. For freshmen who begin with Geometry, the mathematics sequence continues with Algebra II/Trigonometry, Pre-Calculus, and Calculus Honors/AP.

Biology (with Lab)

Biology begins a four-year study of the sciences and the scientific method. The science sequence includes chemistry, physics and astronomy and concludes with an opportunity for an independent science research course in the junior and/or senior years. Students may take AP exams in biology and chemistry.

Theology I – Old Testament

Students begin their study of God and the truths of the sacred deposit of faith with close study of Sacred Scripture. The sequence progresses through serious catechesis, moral theology, and apologetics.

Latin I

Latin provides students with a keen understanding of the principles of grammar. Students may progress to the reading of Cicero and Vergil in the upper grades and take the Latin AP exam senior year.

Italian I/Spanish I

Modern languages begin in the Sophomore Year and expand a student's cultural awareness and understanding. Language study is enhanced by opportunities foreign travel and exchange in the upper grades.

Chivalry/Christian Womanhood

Boys and girls take separate courses to explore their unique characteristics and the behaviors that reflect the authentic reality of their distinct and complementary natures.

Fine Arts I – Art History

The question of whether there exists objective beauty is best explored by a study of art and music through the ages. This course is followed by a similar course in Music History in the sophomore year.

Physical Education

Students develop an awareness of genuine fitness through disciplined stretching and exercise. Students also develop a zeal for competition and teamwork through games of strength, speed, and skill.

FOUR-YEAR PROGRAM OF STUDY

SUBJECT AREA	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
TRIVIUM	Grammar & Composition	Logic & Composition	Rhetoric and Debate & Composition	Philosophy
LITERATURE	Ancient Literature	Medieval & Renaissance Literature	British Literature (Honors option)	Modern Literature (AP Literature option)
HISTORY	Ancient History & The Great Conversation	European History	U.S. History (AP option)	US Government & Politics US Foreign Policy Civics
MATHEMATICS	Integrated Algebra (or Geometry)	Geometry (or Algebra II/Trig)	Algebra II/Trigonometry (or Pre-Calculus)	Pre-Calculus (or Calculus – H/AP option)
SCIENCE	Biology Biology Lab	Chemistry Chemistry Lab	Physics Physics Lab	Astronomy Advanced Biology (AP option) Independent Research
THEOLOGY	Theology I	Theology II	Theology III	Theology IV
LANGUAGES	Latin I	Latin II (H) Introduction to Greek Italian I Spanish I	Latin III (H) Greek I (H) Italian II Spanish II	Latin IV (H) Greek II (H) Italian III Spanish III
ELECTIVES	Chivalry or Christian Womanhood	Guidance (Sophomore Skills)	Health Education Guidance (Junior Skills)	Guidance (Senior Skills) Senior Thesis
FINE ARTS	Fine Arts I- Art History	Fine Arts II-Music History	Study in Italy or Spain (Elective)	Study in Italy or Spain (Elective)
PHYSICAL EDUCATION	Physical Education	Physical Education	Physical Education	Physical Education



Grammar & Composition (9th 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 & Composition (10th 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 and Rhetoric & Composition (11th 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*.

FOUR-YEAR WRITING PROGRAM



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The objective of the four-year writing program at The Montfort Academy is to teach the students to write effectively and persuasively about important ideas. The highest achievement of the program is for select seniors to write an academic, multi-disciplinary thesis of twenty pages that combines the techniques of research, idea formation, experiment design, metaphysical and statistical analysis, analytical writing, and oral presentation. Upon graduation, all students will be ready to leave Montfort confident and prepared to engage the world with a polished written and oral voice and a clearly organized mind.

The following subordinate objectives are critical to support this main objective:

- To teach proper grammar through studies in both English and Latin.
- To expose students to great English language prose and analytical writing by listening, recitation, and transcription.
- To ensure students can write proper sentences, and then assemble those sentences into proper paragraphs with topic sentences and support.
- To teach the proper construction of a critical essay and then ensure students can write such an essay through practice, receiving and providing comments and questions, and rewriting.
- To understand the concepts of textual analysis, assertion, and support in order that essays may be materially effective and valuable as well as technically competent.
- To expose students to and have the practice other forms of writing such as poetry, journaling, creative, and technical (lab notebook and reports) writing.
- To teach the techniques of proper research, including investigation and use of primary and secondary sources, citations, foot- and endnotes, and bibliographies, and the construction and execution of a proper research paper.
- To teach the process of formulating, testing, and reporting on a thesis statement in a particular area: to research current thought in a particular area and from that research posit a thesis statement to be tested, analyzed, and reported both orally and in written form.

FOUR-YEAR WRITING PROGRAM



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Freshman students should expect two or three short writing assignments per week among their freshman classes, including one or two Biology lab reports per month and five-paragraph analytical essays in Literature and History. Montfort's writing program coordinator will work with teachers to schedule these assignments among the various classes and provide rubrics for grading consistent with the writing skills being taught at that time in the curriculum. As in all four grades, the writing program coordinator must ensure consistency in application of the writing rubrics and the grading. Papers will be read and reviewed providing comments and corrections with the intent that the student will revise and improve them. Multiple revisions may be necessary. Students will be graded on the final product. Properly trained college interns will assist in the reviewing and grading papers in all grades. Consistency of grades is the responsibility of the teacher and the writing program coordinator.

Sophomore Year

The objective of the 10th grade writing program is proficiency in the five-paragraph analytical essay, the argumentative essay, laboratory reports, and the research paper. This program builds upon the work done freshman year and is accomplished through assignments given in literature, history, and theology. Students will also be doing technical writing in chemistry class in the form of laboratory notebooks and reports.

Sophomore students should expect one or two writing assignments per week, depending on length, including revision work. They will also be writing one or two chemistry lab reports per month. Students use the texts they study in class to prompt analytical essays. Teachers will vigorously stress outlining essays prior to writing and students will be graded on outlines as well as final products. The structure of their essays reflects the structure impressed upon their minds through careful study of literary and historical texts, among other scholarly sources. Clarity in writing indicates clarity of mind, both of which are goals for all Montfort students.

FOUR-YEAR WRITING PROGRAM



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Senior Year

The objective of the 12th grade writing program is mastery of analytical writing and continued practice in research and technical writing. Seniors are expected to have mastered analytical writing by twelfth grade and will be doing a lot of that in literature, philosophy, and theology. Seniors should expect to write at least one analytical essay per week among their various classes, as well as one or two lab reports per month in their respective science classes. All students will also accomplish a senior research paper, during one of the quarters, building on the research skills learned in the junior year and culminating in a final paper and oral presentation. In particular, Seniors taking Advanced Biology or Astronomy can expect to complete a formal twenty-page research paper over the course of three months. Honors students will embark on an interdisciplinary thesis, combining the tools of research and analytical writing with forming a new idea, testing it by appropriate means, and presenting their findings in both written and verbal format.

Senior research, whether in report or thesis form, involves more than just the completion of a thoroughly researched paper. During this project, students grapple with great ideas, the concepts that illuminate ourselves, our world, and our God. Students continue to practice writing effectively, but also gain the confidence to engage with other authors and to find their own voice. Throughout the year, students will present or defend their work in front of others and, in the case of the thesis, a small committee of readers consisting of Montfort faculty and staff. The research and thesis papers are independent projects. The entire senior class, meanwhile, encourages one another in camaraderie among young scholars and sparks debate between interested, energetic young minds.

Honors students in literature or history can expect to write longer analytical essays, a thesis, and further explore creative writing projects.



9th Grade Classical Literature

The cornerstone of a classical education is built upon the foundations of Judaism and 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 frequently involve the sacrificing of the hero's life, as in the case of *Antigone*. This course will focus on the great epic tales *The Iliad*, *The Odyssey*, *The Aeneid* and the plays *Julius Caesar*, *Oedipus Rex*, and *Antigone*. Shorter myths such as *The Labors of Hercules* will also form part of the coursework. Students will be taught how to outline these works using a modified version of the Cornell system of note-taking, which is a valuable skill for all Humanities courses. As with any Literature course, students will be required to complete varied writing assignments connected with course material. Students will also be introduced to Socratic dialogues exploring the themes of these great works. 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 (10th 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 Geoffrey 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 expressed in homework assignments, quizzes, essays, and tests. Reading and class participation is key. Texts include: Augustine – *Confessions*; Dante Alighieri – *Inferno*; Geoffrey Chaucer – *The Canterbury Tales*; William Shakespeare – *Hamlet*.

British Literature (11th grade, Honors level offered)

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*, *A Modest Proposal*, *Frankenstein*, *Silas Marner*, and *Hamlet*. Students will be taught how to appreciate and outline these works. Students will also be required to complete one major project per marking period connected to a theme in British Literature. 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 (12th grade)

The students in the 12th grade Modern Literature and AP Literature and Composition courses will focus upon in-depth writing and discussion of the themes contained in the following classic works: *A Man Called Thursday*, *The Hound of the Baskervilles*, *Murder on the Orient Express*, *Pygmalion*, *Wise Blood*, and *Othello*. Varied writing assignments and Socratic discussions will form a critical part of the coursework. Students will also be expected to present oral reports commensurate with their status and experience as Montfort seniors. AP students will be given extensive preparation for the AP exam in May.



N.B. Through oral and written examinations, students are required to exhibit adequate knowledge of all major authors and their works for each area of concentration.

I. FRESHMAN YEAR: CLASSICAL LITERATURE

Required texts

Summer reading: *The Old Man and the Sea*, Ernest Hemingway, *Of Mice and Men*, John Steinbeck, *The Life of St. Louis de Montfort*
Oedipus Rex, *Oedipus at Colonus*, or *Antigone*, Sophocles
The Odyssey or *The Iliad*, Homer
The Aeneid, Virgil
Julius Caesar, Shakespeare
The Republic, Plato

Optional texts

Bulfinch's Mythology, Thomas Bulfinch
The Oresteia, Aeschylus
Excerpts from *De Re Publica*, Cicero
Alcestis, *Medea*, *Andromache*, *Iphigenia in Tauris*,
Orestes, Euripides

II. SOPHOMORE YEAR: MEDIEVAL & RENAISSANCE LITERATURE

Required texts

Summer reading: *A Separate Peace*, John Knowles, *A Man for All Seasons*, Robert Bolt
The Inferno, Dante
The Canterbury Tales, Geoffrey Chaucer
Confessions, Augustine
Othello or *Macbeth*, *The Taming of the Shrew* or
The Twelfth Night, William Shakespeare

Optional texts

Don Quixote, Miguel Cervantes
Beowulf, Anonymous
Utopia, Thomas More
The Prince, Niccolo Machiavelli
The Death of Arthur, Sir Thomas Malory
Piers Plowman, William Langland
The Cattle Raid of Cooley (The Tain), Anonymous

III. JUNIOR YEAR: BRITISH LITERATURE

Required texts

Summer reading: *The Importance of Being Earnest*, Oscar Wilde, *Frankenstein*, Mary Shelley
The Picture of Dorian Gray, Oscar Wilde
Great Expectations, Charles Dickens
The Screwtape Letters, C.S. Lewis
Hamlet, Shakespeare

Optional texts

Dracula, Bram Stoker
Gulliver's Travels, Jonathan Swift
The Invisible Man, H.G. Wells
The Surprise, G.K. Chesterton
Jane Eyre and *Wuthering Heights*, Bronte sisters
The Power and the Glory, Graham Greene
Pride and Prejudice, Jane Austen

SENIOR YEAR: MODERN LITERATURE (AP LITERATURE AND COMPOSITION)

Summer reading: *Narrative on the Life of Frederick Douglass*, Frederick Douglass; *The Great Gatsby*, F. Scott Fitzgerald.

Novels

Things Fall Apart, Chinua Achebe
Go Tell It on the Mountain, James Baldwin
The Brothers Karamazov or *Crime and Punishment*, Fyodor Dostoyevsky
The Sound and the Fury, William Faulkner
A Farewell to Arms, Ernest Hemingway
Dubliners, *The Dead*, or *A Portrait of the Artist as a Young Man*, James Joyce
The Chosen or *My Name is Asher Lev*, Chaim Potok
The Natural or *The Fixer*, Bernard Malamud
Wise Blood or *The Violent Bear it Away*, Flannery O'Connor
Ethan Frome, Edith Wharton
The Invisible Man, Ralph Ellison
The Scarlet Letter, *The House of Seven Gables*, or *The Blithedale Romance*, Nathaniel Hawthorne
The Grapes of Wrath, *The Pearl*, *East of Eden*, or *The Red Pony*, John Steinbeck

Drama

The Jeweler's Shop, Karol Wojtyla
The Seagull, *Uncle Vanya*, *Three Sisters*, or *The Cherry Orchard*, Anton Chekhov
Waiting for Godot, *Krapp's Last Tape*, *Endgame*, or *Happy Days*, Samuel Beckett
Mourning Becomes Electra, *The Emperor Jones*, *Anna Christie*, *The Hairy Ape*, *Long Day's Journey Into Night*, Eugene O'Neill
The Crucible or *The Death of a Salesman*, Arthur Miller
The Zoo Story or *The Sandbox*, Edward Albee
A Streetcar Named Desire, *Cat on a Hot Tin Roof*, or *The Glass Menagerie*, Tennessee Williams
A Raisin in the Sun, Lorraine Hansberry
Murder in the Cathedral, T.S. Eliot

Short Stories

"Bartleby the Scrivener," Herman Melville
"The Death of Ivan Ilych" or "Three Questions," Leo Tolstoy
"The Man Who Would Be King," Rudyard Kipling
"The Lady With the Toy Dog," Anton Chekhov
"A Good Man is Hard to Find," "Good Country People," or "Parker's Back," Flannery O'Connor
"The Secret Life of Walter Mitty," James Thurber
"The Metamorphosis" or "A Hunger Artist," Franz Kafka
"The Lottery," Shirley Jackson
"The Birthmark," Nathaniel Hawthorne
"A Clean, Well-Lighted Place," Ernest Hemingway
"The Devil and Daniel Webster," Steven Vincent Benet

Optional poets

W.H. Auden, E.E. Cummings, Emily Dickinson, T. S. Eliot, Ralph Waldo Emerson, Robert Frost, Seamus Heaney, Gerard Manley Hopkins ("God's Grandeur," "Wreck of the Deutschland"), Carl Sandburg, William Shakespeare, Francis Thompson ("The Hound of Heaven"), Walt Whitman, William Carlos Williams



The Great Conversation: A History of Western Thought (9th 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.

European History (10th 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, 14th 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.

American History and AP US History (11th 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 20th 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 19th 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.

U.S. Government and Civics or American Foreign Policy (12th grade)

The senior class will study American history from 1890s until the present time. The goal of the two Senior level history courses will be to focus attention on the political philosophies and economic policies prevalent during the past 100 years and which have led to recent administration policies. Major topics 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, the Korean and Vietnam Wars, Containment, the fall of Communism, the rise of Terrorism, the War on Terrorism, as well as America's role in the world in the post-Cold War world will be explored. In addition, Influential Supreme Court cases will be discussed and used as a framework around which America's political evolution can be examined.



Latin I (9th 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 Honors (10th 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 Honors (11th 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 Honors (12th 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.

Introduction to Greek (10th Grade)

Greek is fascinating. Some call mastery of ancient Greek as the epitome of learning. In the Sophomore year, we offer an Introduction to Greek class for a select few students who would like to study both Latin and Greek. This once a week class introduces students to the Greek alphabet, the basics of Greek grammar, basic vocabulary, literature in translation, and Greek culture. This course is not a pre-requisite for Greek I in the 11th grade. It is meant as a fun, supplement to students with the interest in taking both classical languages offered at Montfort.

Greek I Honors (11th grade)

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 Honors (12th grade)

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

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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.



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

Algebra I (9th 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.

Geometry (9th or 10th 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 II/Trigonometry (10th or 11th 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 (11th or 12th 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 and AP Calculus (12th 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.

Real World Math (12th grade)

This class is structured around applications of mathematics in the real world. The first unit will emphasize SAT/ACT preparations for the October exam, the following units will be applications in fields such as pharmaceutical, biomedical, accounting, sports analysis, stagecraft, carpentry, electrical, architecture, art, budgeting and so many more topics based on the student's interests. This class will build upon the mathematical skills learned in Geometry and Algebra and put these skills to use solving problems and applying the tools. Topics such as probability and statistics will be further developed through applications. Other major units will include motion, gravity, surface area and maximization problems. The students will use experimentation and hands on learning to hone their math skills.



Biology (9th grade)

In the 9th 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 (10th 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 (11th grade)

Since the beginning of time, man has looked to the heavens to question his existence and creation. Astronomy is therefore the oldest of the sciences and is an integral part of a classical curriculum. In this course we will examine the basics of Astronomy through the eyes of Physics, by examining the history of exploring the universe, electromagnetic radiation, the classification structure, and evolution of stars, and the role of multi-wavelength astrophysics in solving the mysteries of God's universe. Special focus will be given on the tools used in studying astronomy, most importantly the telescope, which will be used as part of the lab requirements for the course. Students will be required to use a telescope for some night time viewings, in which we will try to recreate the experiments of Galileo. 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.

Astronomy (12th Grade)

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 Philosophy, 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 Astronomy course taught at the University of Arizona, one of the leading universities in the study and practice of Astronomy. Students are expected to follow classroom lectures; participate in classroom discussions; write papers; and engage with scientific texts, external readings, observatory experiments and methodologies, technological tools including refracting and reflecting telescopes, advanced computer software for data analysis, digital media like YouTube videos, and more. That said, this class will be taught at a level accessible to all academic levels and is designed, additionally and perhaps most especially, 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.

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 five 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 double period, one hour of course instruction in Astronomy; however, on good-weather Thursday nights we can plan on one-hour Astronomical viewings in place of class during the day. Other days may be used, again depending on the weather. Students who cannot participate in viewings on a particular day will have the chance to make them up; however, all mandatory viewings must be fulfilled.

Advanced Biology (AP optional) (12th grade)

The key concepts and related content that define the AP Biology course and exam are organized around a few underlying principles which encompass the core scientific principles, theories and processes governing living organisms and biological systems. These ideas include Evolution, Cellular Processes, Genetics and Information Transfer and Biological Systems Interactions.

Independent Science Research (12th grade - Honors)

Students are selectively chosen to work with real-world researchers from prestigious non-profit institutions to assist and conduct advanced scientific research into areas affecting our world and even our universe. Organizations with which our students collaborate include the LuEsther T. Mertz Library at the New York Botanical Gardens and the Hudson River Museum. A year of research culminates in an independent research paper that may be published in peer-reviewed scientific journals or citation as a research assistant on such a paper. This is work normally reserved for college graduate students.



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 (9th 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 (10th 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 (11th 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 (12th 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*.



Italian I (10th 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 (11th 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 (12th 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.

Spanish I (10th 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 (11th 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 (12th 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.



Chivalry I (9th grade boys) and II (12th 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 21st 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 (9th grade girls) and II (12th 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 (11th grade)

Students taking this 11th 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 (12th 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 (9th 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 (10th 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.



SAT/ACT Preparation (11th 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 (12th 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.



THE MONTFORT ACADEMY CLUB FAIR 2019

The Archimedes Math Club

Advisor: Mrs. Catherine Halleran

The math club has been designed to challenge and inspire students to learn more about mathematics through participation in national mathematics competitions and reinforcement of concepts taught in the classroom. Students will have the opportunity to compete in four competitions administered by the Catholic Math League against hundreds of Catholic schools throughout the nation. All the competitions occur at Montfort during our meeting times. The math club collaboratively prepares students for SAT and ACT exams using helpful hints and strategies. The math club travels to local business and locations to see how math is applied in the real world. Guest speakers come in to share their experiences using mathematics. We make math come to life and fun. The math club meets once a week with meeting time and day to be decided based on students availability.

The Art Club

Advisor: Ms. Siobhan Schenk

The Art Club at Montfort was started in 2014 by enthusiastic and promising artists at The Montfort Academy. They wanted a venue where they could express their artistic talents and use them for the benefit of the school. We try to encourage thinking outside the box and freedom of expression. The ultimate goal of the club is to generate enough artwork for the student to have a competitive portfolio to apply to art schools in college. This coming year we hope to do art projects in color starting with colored pencils and work our way to watercolors. We will begin with basic drawing for the benefit of the new students. Meetings will be held on Tuesday afternoons.

The Astronomy Club

Advisor: Hon. Richard Greco, Jr.

Please join Montfort's Founder and President, Secretary Greco, once a month for Astronomy Night. Time, location, and information each month will be announced one or two nights before the meeting to ensure ideal viewing conditions and atmospheric transparency. Most viewings will take place on the school's roof under our soon to be installed Skydome, permitting astronomers to delight in galaxies, nebulae, and planetary and lunar features. Viewing will be enhanced with hands-on experience using The Montfort Academy's Celestron CPC 1100 11" Catadioptric Telescope, purchased with funds generously donated by the Westchester area Knights and Dames of Malta.

The Henry Olynik Chess Club

Advisors: Dr. Nathan Liebowitz

Students participating in the Henry Olynik Chess Club at the Montfort Academy can expect to receive brief structured lessons from an experienced chess instructor. These lessons involve training in professional openings like the Sicilian Defense, the Ruy Lopez, the French Defense, the Queens Gambit and the Kings Indian Defense. Emphasis will also be given to learning how succeed in the end game and respond to complex middle game positions. Built into each club meeting is time for students to play recreational chess. The goal of the club is to provide students with a sound footing in the game of chess and to expose them to the kind of learning that has made chess a serious life-long hobby for millions of people across world. The Chess Club will meet on Wednesday afternoons from 3:30 to 4:45.

The GK Chesterton Club for Young Men

Advisor: Mr. Steven Edelson

This club will focus on the wonderful and wild adventure of manhood. We will be discussing, and more importantly, living out the great and untamed journey of living life to the fullest and becoming the men whom God made us to be. This club will meet bi-weekly on Wednesdays from 3:30 – 4:30.

Creative Writing Club

Advisor:

The Creative Writing Club welcomes both students who are confident in their writing ability and those who have little experience but are interested in tapping into their inner writer! We will hold workshops during which students can share and present their own work, and during which we will discuss giving and receiving literary feedback. Over the year, we will write poems, short stories, and essays.

Drama Club / The Montfort Players

Advisors: Ms. Reilly Hilbert and Mrs. Marci Schein

The Montfort Academy Players perform two shows each year: a Shakespeare production in the fall and a musical or drama in the spring. The fall production will be *Macbeth*. There will be an introductory workshop open to all students on Monday, September 30th from 3:30pm to 6pm. Auditions for the fall production directed by Reilly Hilbert will take place on the following day, Tuesday, October 1st afterschool. The performances will be on Friday, November 22nd and Saturday, November 23rd. Information on the spring musical directed by Marci Schein will be announced later this fall.

The Ethics Bowl Team

Advisor: Mr. Steven Merola

For Juniors and Seniors by invitation only. The team will prepare to compete in the Manhattanville College Philosophy Department's Regional High School Ethics Bowl. The Ethics Bowl challenges students to think critically about contemporary ethical dilemmas and present and defend their positions. Last year one of our teams placed first in the competition.

Marine Biology Club

Advisors: Mrs. Marla Greco

Started by two current Montfort students, this club will focus its attention on the study of relevant issues of marine biology from discoveries in marine life to marine sports and scuba diving to preservation and conservation issues affecting our world's waterways. Students will participate in field trips and community service projects including the current Bronx River Clean Up.

Music Ensemble

Advisors: Mr. Jerry O'Sullivan

More information to come...

Music Lessons

Advisors: Paul Effman Music

Music lessons will be offered through Paul Effman Music which has provided music education to Catholic schools for over thirty years. Instruction will be available in flute, clarinet, alto saxophone, trumpet, trombone, violin, bell kit and drums. Lesson fees and instrument rental are paid directly to the company. Demonstration of various instruments will take place at school on Friday, September 20th. Registration for lessons is due by Friday, September 27th. First lesson date is on Thursday, October 10th. Lessons will take place on Thursday afternoons.

National Honor Society

Advisors: Ms. Lauren Calman and Mrs. Marla Greco

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. Students in grades 10th through 12th will be invited to apply for membership based, among other things, on grade point average from last year. Meetings will take place during consult every other week.

Ornithology Club

Advisors: Mr. Will Haffey

Calling all bird lovers! Whether you are an amateur birdwatcher or are just want to learning more about our feathered friends, join Mr. Haffey on his early morning adventures to spot birds commonly and not so commonly found in our area.

Pro Causa Vitae

Advisors: Mrs. Marla Greco

The Pro Causa Vitae Club works to establish an active pro-life culture at Montfort by educating students on life issues and by actively promoting the right to life for all persons (preborn and born). We look forward to a busy year with speakers on relevant and timely issues, movie nights, diaper drives, training and class presentations, bake sales, and, of course, the pilgrimage to Washington DC for the Annual March for Life.

Robotics

Advisors: Mr. Paulo Marques

The Juggerknights welcome all students interested in the process of designing, building, and/or programming robots. The specific objectives for the robot change from year-to-year, depending on the contest presented by the FIRST Technology Challenge. Throughout the semester, the team not only works to design their approach to the game and to actualize it through teamwork and continuous improvement of their skills, but they build a sense of camaraderie not unlike Ron, Harry, and Hermione when they beat that troll in "Harry Potter and the Philosopher's Stone." The season culminates in friendly, tournament-style 2-vs-2 competition with other 7th-12th grade teams.

St. Joseph the Worker Club

Advisors: Mrs. Marla Greco, Mr. Auguste Horner and Mr. Kevin Duraiswamy

Named after the foster-father of Jesus who was a carpenter, the St. Joseph the Worker's Club allows our students to participate in the same goodness, beauty, and creativity of manual labor that Our Lord Himself participated in for much of His life. Participation in daily labors and household tasks can bring our students closer to God. SJTW performs manual labor such as painting, repair work and minor construction projects at charities such crisis pregnancy centers, convents and even at Montfort.

This year we are so excited to have established a special relationship with Fuller Center for Housing in New Rochelle which works to provide housing for people in need in the New York area. Ten Saturday work days throughout the school year are already on the Teamup schedule so take a look and plan ahead.

The Schola

Advisors: Mr. Will Haffey, Mr. Steven Merola, Mr. Auguste Horner

In Schola we sing selected works of Sacred Music, with an emphasis on Gregorian chant and Renaissance polyphony, for performance at Mass and school functions. We

hope to add some popular music to our repertoire this year and add new members. If you can sing at all, you can sing with us. Schola will meet Mondays from 3:30 to 4:30.

Social Media Club

Advisors: Mr. Nicola DiFiore

Under the guidance of Mr. DiFiore, students will assist in keeping our social media sites (Instagram, Facebook and Twitter) current with the most exciting school developments and news.

Society of St. Agnes

Advisors: Mr. Matthew Terilli

The club is designed for female high school students to give them an opportunity to discuss and become more active in the spiritual life. This is accomplished by reading various spiritual authors, coming together to discuss the application it has on their personal spiritual lives, as well as organizing opportunities for Corporal Works of Mercy for the school campus. The club will meet on the First and Third Wednesday of each month from 3:30 to 4:30pm.

Speech and Debate Team

Coach: Mr. George DeGaetano

Our Speech Team was formed 5 years ago and has had incredible success competing in meets within our two main leagues: The NY Catholic Forensic League and the NYS Forensic League. Students from all grades can compete in the various speech formats including Declamation (freshmen and sophomores only), Oral Interpretation, Original Oratory, Dramatic Performance, Duo Interpretations, and Extemporaneous Speech. In 2019, we had 2 members qualify and one selected as an alternate to compete at NYCFL Nationals in Wisconsin. In recent years we have had several members compete at the

NYS Forensic League Championships. In 2019, the team finished in the top 1/3 of the NYCFL teams competing at the highly regarded NYCFL Grand Stuyvesant Tournament.

This club is designed to teach students oratory skills, boost their confidence, and perhaps win some competitions but above all else we look to have fun and create a supportive team environment.

The practices are scheduled for Monday, Tuesday and Thursday. Each member is expected to attend at least one practice, and preferably two, a week; and the practice schedule will be worked out early in the season.

Student Government

Advisors: Mrs. Catherine Halleran

The Montfort Student Council is a body of student representatives elected by the student body each class elects two representatives. ***Freshmen elections will occur in the 1st quarter of the year if you are interested in representing the class of 2023 stop by and let us know.*** The representatives meet bi-weekly, are a vehicle for, and means of communication between the administration and the student body regarding academic, spiritual, service, social, and other extra-curricular initiatives.

Yearbook

Advisor: Ms. Lauren Calman

The Yearbook Club will meet on Mondays from 3:30 - 5:00 in Room 306. The following positions are needed - the more contributors, the less burden for each participating student:

1. PHOTOGRAPHERS - Attend events and games to photograph events as well as team photos. Photograph all Club groups.
2. PHOTO EDITORS - Students will work and learn how to use PHOTOSHOP to prepare photos for yearbook.
3. DESIGN EDITORS - Students will work and learn how to use INDESIGN to layout yearbook pages.

4. BUSINESS MANAGER and representatives. Student needed to coordinate and manage business activities such as yearbook sales, booster and business ads, and Senior Feature activities as it pertains to yearbook layout.