



SAINT LOUIS
PRIORY SCHOOL

2026-2027

**CURRICULUM
COURSE DESCRIPTIONS**

TABLE OF CONTENTS

Priory's Philosophy of Education.....	2
Curriculum Overview.....	4
Form I and IV Seminars.....	7
Important Considerations.....	9
Course Selection Process.....	9
Curriculum Map.....	10

ACADEMIC SUBJECTS

English.....	11
History and Social Studies.....	19
Classical Languages.....	24
Modern Languages.....	28
Mathematics.....	35
Science.....	41
Technology.....	48
Theology.....	50
Visual and Performing Arts.....	55

PRIORY'S PHILOSOPHY OF EDUCATION

The Catholic and Benedictine Character of a Priory Education

The Saint Louis Priory School's educational philosophy is rooted in its Catholic and Benedictine identity. Just as the Apostle Paul exhorts us to "be transformed by the renewal of your mind" (Rom 12:2), a Priory education aims to *transform*. Priory's approach is about imparting foundational knowledge and orienting the whole person—mind, body, and soul—towards divine wisdom. As a community rooted in Christ, Priory nurtures young men to know the truth and do the good, preparing them for academic success and a life lived in service to God and others.

Foundations: The Catholic Intellectual Tradition and the Liberal Arts

The ancient tradition of a broad, non-specialized approach to education characteristic of the Liberal Arts has oriented Priory since its inception and continues to guide Priory today. The Liberal Arts, or "Free" Arts, were so-called because their students received the privilege of leisure to study, free (*liberalis*) from practical concerns, the *trivium* (rhetoric, grammar, and logic) and the *quadrivium* (geometry, arithmetic, astronomy, and music). These subjects comprised a broad body of human knowledge, study, and practice—from literature and the fine arts to math and science. This tradition established an intellectual culture in which mathematicians were free to explore numbers in theory, scientists were free to experiment with natural phenomena, poets were free to play with speech and sound, and theologians were free to apply their minds to the most profound mysteries of Catholic faith.

College preparatory schools like Priory were established to prepare students for success at such higher endeavors. At Priory, we aim to give students a firm grounding in the core subjects that prepare students for success in this great tradition, transforming them to become conscientious citizens of the wider world. We admit intellectually curious young men ready to engage with the high-level thinking that drives our classes. Whether by deepening their understanding of human culture, pursuing scientific experimentation and exploration, or engaging in sheer wonder at nature, Priory students are graduated to enter into the culture of intellectual inquiry in college and beyond because they have already begun to experience that culture here.

Priory's curriculum is rich and rigorous. It privileges foreign language study—both ancient and modern. Linguistic competence is not merely a tool for communication but a gateway to intellectual growth and intercultural competence, leading to broad cultural appreciation and a way to connect with literature from many different points of view. In Humanities courses (English and Social Studies), students are exposed to challenging literature, given a strong foundation in competent English expression, and invited to master a broad body of historical and cultural knowledge and skills—from ancient civilizations to the modern era. In Science, Mathematics, and Technology, students acquire the rigorous training and healthy curiosity required for excellence in further study. The Arts offer students the opportunity to excel at a high level in one form of artistic expression, whether in Visual Arts (Studio Art or Medieval Arts) or the Performing Arts (Vocal Music or Theatre). Theology is required of all students at every level in the program to ensure that students are continually invited to deepen their understanding of how Catholic faith coheres.

Intellectual, Human, and Spiritual Transformation

In light of God's creation of human beings as finding fulfillment in rational growth, the Catholic intellectual tradition extols discovery and interdisciplinary exploration as one of the highest goods humans can pursue. Students in this tradition are equipped to master large bodies of complex knowledge and to make broad connections that lead to new depths of inquiry. Priory's faculty are not only highly qualified, but also disposed to an intellectual culture that values inquiry, not merely as a means to an end, but for its own sake. This goes beyond adhering to rote doctrine and emphasizes a living tradition of "handing on the faith" through dialogue and conversation. All Priory educators are guides to whom students can look for formative wisdom as they navigate the complexities of life, both inside and outside the classroom.

Priory's program in Human and Spiritual Formation is a community-wide effort to form students in moral virtue. The faculty partners with parents in the intellectual and moral transformation of their sons. Form Masters and Faculty Advisors lead students in an iterative process of growth towards the depth of character that comes from increased justice, courage, honesty, self-control, and prudence. Priory's curricular sports requirement means that boys develop virtue both physically on the athletic field and intellectually in the classroom.

Priory's educational culture values inquiry, but not at the expense of knowledge mastery. Priory teachers combine the best of traditional and innovative pedagogical practices to enhance student engagement without sacrificing rigorous standards. Students are encouraged to take ownership of their learning and to develop broad mastery. They are expected to take a path of continual growth in autonomy. Students also develop in terms of organizational character, nurturing key habits of mind that come from planning, time management, and self-regulation. Teachers provide ongoing assessment of student growth with regular, detailed, and targeted feedback. Their classrooms are responsive, so that students are supported to maximize their potential regardless of circumstance. In the words of St. Benedict, "the strong have something to yearn for and the weak nothing to run from" (RB 64.19).

Priory's Catholic identity means that in many ways formal and informal, all of its students are steeped in the Catholic faith. At Priory, Catholic students are nurtured in their faith through a re-discovery of the intellectual foundations of that faith. Non-Catholic and non-religious students are invited to gain an appreciation for Catholic culture and teaching while they are here; they are treated with the same warmth of hospitality given to all students in a Benedictine school.

On Education and Technology

At Priory, technology is neither upheld as an unmitigated good nor shunned as a necessary evil. The value of any particular technology depends primarily upon its use. Therefore, we work on a continual basis to discern whether any given technology will enhance the ability of the student to gain knowledge mastery, to develop appropriate skills, and to excel in the curriculum. If the answer is "Yes," then technology may be helpful to augment the learning experience, and teachers are broadly encouraged to use any tools that may better prepare Priory students academically. At the same time, faculty retain autonomy to determine how best to apply technology adopted by the school more broadly.

CURRICULUM OVERVIEW

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

Students in Form A are prepared to succeed in Forms I and II of Priory's comprehensive program. Throughout this formative year, students engage in the following classes:

Form A

- Literature
- Mechanics: Grammar
- Mathematics A / Beginning Algebra (via assessment after Term 1)
- Classical Civilizations
- Understanding St. Benedict and the Benedictines
- Science and Engineering
- Fine Arts A
- Physical Education

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

Form I

- English
- Theology
- Beginning Algebra OR Algebra I
- Latin
- Computer Science
- Science (2 terms)
- Geography (2 terms)
- Fine Arts
- Research Methods (1 term)

Form II

- English
- Theology
- Algebra I OR Algebra 2
- Latin
- Computer Science
- Science (2 terms)
- Government (2 terms)
- Fine Arts
- French or Spanish

Seniors are required to pass fourteen of sixteen trimester courses in Form VI in order to receive a diploma. At the end of the High School program of study, all Priory graduates will have completed the following:

English	4 years	Latin	1, 2, or 3 years
Mathematics	4 years	Fine Arts OR Greek	2 or 3 years
Theology	4 years	Computer Science	up to 3 years
Modern Languages	3 or 4 years	Art History	1 year
Social Studies	3 or 4 years	Senior Thesis	one term
Science	3 or 4 years	Senior Elective	one term

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

- Form III 8 courses
- Form IV 8 courses
- Form V 7 courses
(+ electives in Latin, STEM, or the Visual and Performing Arts)
- Form VI 5 courses + Senior Thesis II (Winter) and Elective (Spring)
(+ electives)

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

Honors and AP Courses

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

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

Advanced College Credit (ACC)

Priory offers Advanced College Credit (ACC) through dual credit in Saint Louis University’s 1818 Program, which provides the opportunity for high school students to complete college level coursework. Students who participate in and successfully

complete the Advanced College Credit program will earn a SLU transcript for the relevant coursework at a significantly lower cost. Transfer credit eligibility outside of SLU is determined by a student's university of choice upon graduation. Students should select their relevant courses agnostic of the course's designation of Advanced College Credit (ACC). Advanced College Credit is an optional program with additional fees due to Saint Louis University. The ACC program is offered independently of the AP program. Students may enroll in both or opt to use one or the other.

The exact courses available for ACC participation may change **after** the course selection process is complete. Not all courses that have historically been offered as ACC are guaranteed to continue in the future.

Questions about ACC should be directed to the college counseling department.

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

FORM I AND FORM IV SEMINARS

FORM A

The sixth-grade seminar class meets once a week throughout the year. The school counselor and learning consultant convene the seminar. The focus is on executive functioning skills, such as learning style, organization, note-taking, communication skills, problem-solving, and study skills. Near the end of each term, students will also receive exam preparation support.

FORM I

The seventh-grade seminar meets once a week and is led by the Form I Form Master, Learning Consultant, and School Counselor. The Form Master will help familiarize the students with Priory's history, community, and aspects of student life. Additionally, the Learning Consultant and School Counselor will focus on learning styles and study strategies as well as executive functioning skills, including organization, time management, and social-emotional skills. Seventh graders will develop a better understanding of themselves as a member of the Priory community and as an individual student.

FORM IV

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

Health and Wellness

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

College Counseling

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

Social Justice and Community Service

Students will develop an appreciation of both social justice issues and community service. Guest speakers from the St. Louis community speak to the seminar group in order to give students an appreciation of the community that exists outside of Priory's

campus. The goal of this seminar is to instill an appreciation of community service in Priority sophomores so that the community service requirement in the junior and senior years is a more natural progression of the program. As part of the seminar, all sophomores will be required to take part in some form of community service.

IMPORTANT CONSIDERATIONS

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

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

COURSE SELECTION PROCESS

1. Students are provided with a list of possible course options for the upcoming year. Students and parents should refer to the updated Course Guide on MyPriory.
2. Students should discuss possible course selections with parents and advisor before the online course selection process opens.
3. Students complete the online course selection. Priority for course registration will be based on the date selection forms are received and on departmental approval. A course request does not guarantee enrollment into the selected class.

	FORM A	FORM I	FORM II	FORM III	FORM IV	FORM V	FORM VI
HUMANITIES	Literature & Mechanics: Grammar	English I	English II	English III	English IV	English V	REQUIRED: Theology Electives (incl. New Testament Greek) English Electives Math AP Calculus (AB) or AP Statistics or Advanced Mathematics Thesis
	Classical Civilizations	Geography	American Government and Politics	World History I	World History II	AP U.S. History or U.S. History	
THEOLOGY	Understanding St. Benedict & the Benedictines	Scripture I: The Old Testament	Scripture II: The New Testament	Faith, Science and Reason	Christology	Fundamentals of Catholic Moral Theology	REQUIRED ELECTIVES: Students must choose two blocks, and one course from each chosen block. Block A • AP Social Studies • AP Computer Science A Block B • AP French • French V • AP Spanish • Spanish V Block C • AP Biology • AP Chemistry • Environmental Science OPTIONAL ELECTIVES: Visual and Performing Arts Student Council Yearbook/Newspaper
MODERN AND CLASSICAL LANGUAGES		Latin I	Latin II*	Latin III* Greek I^	Latin IV*^ Greek II^	AP Latin# or Latin V#	
			French I or Spanish I	French II or Spanish II	French III* or Spanish III*	French IV* or Spanish IV*	
SCIENCE, MATH AND TECHNOLOGY	Mathematics A*	Beginning Algebra or Algebra I	Algebra I or Algebra II	Geometry*	Algebra II or Precalculus	AP Calculus (AB or BC) or Precalculus	
	Science & Engineering	Earth Science	Physical Science	Biology*	Chemistry*	AP Physics or Physics	
VISUAL AND PERFORMING ARTS		Computer Science I	Computer Science II		Introduction to Python+ or Philosophy and Film+	STEM Electives# (1 term each)	
	Fine Arts A	Fine Arts I	Fine Arts II	Visual and Performing Arts^	Visual and Performing Arts^	Art History and Visual and Performing Arts Electives#	
NOTES	*Students may accelerate to Beginning Algebra in the second trimester depending upon performance in the Fall trimester.	In Forms I and II, the Visual and Performing Arts Seminar has 8-week units in vocal music, studio art, theatre/communication arts and medieval arts (heraldry and calligraphy)		^ = In Forms III and IV, students choose between Greek and Visual and Performing Arts (Medieval, Theatre and Video Production, Studio or Vocal) + = In Form IV, students choose between Latin, Introduction to Python and Philosophy and Film		* = Courses may be offered in honors and regular sets # = Electives	

9TH GRADE ENTRY CURRICULUM MAP

		FORM III - 9TH GRADE	FORM IV - 10TH GRADE	FORM V - 11TH GRADE	FORM VI - 12TH GRADE
HUMANITIES		English III	English IV	English V	REQUIRED: Theology Electives (incl. New Testament Greek) English Electives Math AP Calculus (AB) or AP Statistics or Advanced Mathematics Thesis
		World History I	World History II	AP U.S. History or U.S. History	
THEOLOGY		Faith, Science and Reason	Christology	Fundamentals of Catholic Moral Theology	REQUIRED ELECTIVES: Students must choose two blocks, and one course from each chosen block. Block A - AP Social Studies - AP Computer Science A Block B - AP Spanish - Spanish V Block C - AP Biology - AP Chemistry - Environmental Science OPTIONAL ELECTIVES: Visual and Performing Arts Student Council Yearbook/Newspaper
MODERN AND CLASSICAL LANGUAGES		Elements of Latin Opportunities for continued Latin instruction are available in consultation with the department chair			
		Spanish I/II <i>Alternative placements available with prior coursework in Spanish or French</i>	Spanish III*	Spanish IV*	
SCIENCE, MATH AND TECHNOLOGY		Geometry*	Algebra II or Precalculus	AP Calculus (AB or BC) or Precalculus	
		Biology*	Chemistry*	AP Physics or Physics	
VISUAL AND PERFORMING ARTS			Introduction to Python+ or Philosophy and Film+	STEM Electives# (1 term each)	
		Visual and Performing Arts^	Visual and Performing Arts^	Art History and Visual and Performing Arts Electives#	
NOTES		^ = In Forms III and IV, students choose a Visual and Performing Art (Medieval, Theatre and Video Production, Studio or Vocal) + = In Form IV, students choose between Latin, Introduction to Python and Philosophy and Film		* = Courses may be offered in honors and regular sets # = Electives	

HUMANITIES DEPARTMENT

ENGLISH

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

LITERATURE

Grade Level: Form A (Sixth Grade)
Classes: 5 classes per week
Homework: 3 twenty-minute assignments

This course engages students in a comprehensive exploration of literature and language, featuring four novels, one play, and a poetry unit. Vocabulary is derived directly from the texts, focusing on correct spelling and usage. Students will develop expressive writing skills through creative writing exercises, employing active and passive voice. Emphasis is placed on writing and revision through self-assessment, with opportunities for oral reading, speeches, and classroom discussions.

Students will enhance their analytical skills by drawing conclusions, citing textual evidence, and analyzing the structure and meaning of texts. The course includes library skills training, helping students navigate academic and pleasure reading resources, including eBooks, audiobooks, and more. Additionally, the course covers decoding, fluency, and fostering proficiency in reading comprehension and literary analysis.

MECHANICS: GRAMMAR

Grade Level: Form A (Sixth Grade)
Classes: 2 classes per week
Homework: 1 or 2 short assignments

This course focuses on building a strong foundation in English grammar, including parts of speech, phrases, clauses, verb tenses, voice, and mechanics. Students will develop their writing skills through structured multi-paragraph non-fiction writing exercises using the Main idea, Evidence, Analysis, and Link (MEAL) and Claim, Evidence, and Reasoning (CER) strategies with a focus on argumentative writing. Emphasis is placed on precise language use, and adherence to standard English conventions.

ENGLISH I

Grade Level: Form I (Seventh Grade)
Classes: 4 or 5 classes per week (depending on the trimester)
Homework: 3 thirty-minute assignments (depending on the trimester)

Texts: And Then There Were None
A Midsummer Night's Dream
The Odyssey (graphic novel by Gareth Hinds)
The Odyssey (translated by Robert Fagles)
Beowulf (translated by Seamus Heaney)
A Raisin in the Sun
English Grammar: 100 Tragically Common Mistakes

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

RESEARCH METHODS

Grade Level: Form I (Seventh Grade)
Classes: 1 per week (Spring trimester)

The purpose of the Research Methods course is twofold. Firstly, students will be introduced to several different methods for conducting research and be asked to consider the validity of different kinds of sources and approaches. Secondly, each student will undertake a small group project to research the quality of life in an American city, using a variety of sources, and students will present their findings in a project at the end of the term. This course meets once a week during the third term.

ENGLISH II

Grade Level: Form II (Eighth Grade)
Classes: 4 or 5 classes per week (depending on the trimester)
Homework: 3 thirty-minute assignments (depending on the trimester)

Texts: All Quiet on the Western Front
Julius Caesar
Of Mice and Men
To Kill a Mockingbird
English Grammar: 100 Tragically Common Mistakes

Building on their grasp of basic grammar and syntax, students practice revising sentences to eliminate common faults, to achieve clarity, and to strengthen effectiveness. They develop writing portfolios, which include creative writing and literary analysis papers, revising some pieces to a high quality. They work at composing organized, well-supported paragraphs and short papers. Students will deepen their vocabulary drawing upon words from the literature.

ENGLISH III

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

Texts: Antigone
The Chosen
The Glass Menagerie
Lesson Before Dying
Lord of the Flies
Macbeth

Freshmen will begin a more thorough study of literary genres, discussing the elements of plays, novels, and short stories. All students will write in various modes, special attention will be paid to analysis of the literature they read with a focus on structure and argumentation, editing and revision.

ENGLISH IV

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

Texts: The Catcher in the Rye
The Elements of Style
Henry IV, Part One OR The Tempest
A Separate Peace
Nickel Boys
Sound and Sense (Poetry anthology: Ed. Perrine)

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

ENGLISH V

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

Texts: The Adventures of Huckleberry Finn
 The Great Gatsby
 Hamlet
 Master Harold and the Boys
 Othello
 The Things They Carried
 Fences
 Selected poems and stories

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

ENGLISH VI

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

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

FALL TERM

THESIS I

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

CREATIVE THESIS I

Students who are interested in pursuing a creative thesis will also be enrolled into Creative Thesis I. This course is unscheduled, pass/fail. Recognizing that creative theses may require an extended timeline, this course will begin the mentorship process

with their advisor. Students must meet with their advisor at least once per week during the first trimester in order to be allowed to proceed with a creative thesis in the second trimester. Their advisor will remain the same once the student enters Thesis II in the winter term.

WINTER and SPRING TERMS

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

AMERICAN MYTH IN LITERATURE

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

CREATIVE NONFICTION

"The Truth is Stranger than Fiction." In this semester-long course, students will study how writers have fused literary writing techniques with factual reporting of the world around them. Readings will include a number of acclaimed personal essays and several masterpieces of modern journalism, including work by Tom Wolfe, Joan Didion, George Plimpton and others. In addition to analyzing these works, students will have the opportunity to write in this vein in an end-of-term capstone project.

CREATIVE WRITING

In this course, students will develop a varied portfolio of creative writing. The course will concentrate on the idea of character and voice, and how the conflict between characters can lead to interesting dramatic situations. The students will receive one-on-one guidance from the teacher and feedback from their classmates both in peer editing sessions and in group workshops. Students will have options to try different writing styles during the term (character sketch, short story, poem, short play, etc.) and will then revisit earlier drafts, choosing which pieces to work on in more depth, to create the final portfolio.

DYLAN

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

However, most of our time will be used to listen to a sampling of Bob Dylan's 500-600 compositions, and discussions based on these songs.

EXPERIENCE: THE WORLD

Literature and travel resemble each other. For some, literature provides an escape. For others, a powerful book validates one's own experience, a vehicle of profound empathy. Similarly, one can travel to escape, to seek refuge, to expand one's own perspective, or to feel relief. The course will aim to transport students across the world, while maintaining a critical eye on the act of travel itself. We will explore what travel communicates about us and what we communicate about travel. While the class will embark on a literary adventure, students might discover themselves during the voyage. After all, a vacation requires a home to vacate. Though a text might seem like a sojourn, perhaps the journey will permanently relocate the reader.

WORD = PICTURES?

Can anyone properly adapt a literary work into film? While we often wonder what we lose when adapting a work of literature for the screen, consider what we stand to gain. Consider the following word picture from Virgil's *Aeneid* (don't worry: the course will not involve Latin): "*speluncam Dido dux et Troianus eandem deuenient.*" Roughly: "Dido and the Trojan leader arrive at the same cave." Dido and the Trojan leader are placed between the Latin word for "cave" (*speluncam*) and "same" (*eandem*). Not only are Dido and the Trojan leader in the cave together according to the direct translation of the text, but they are positioned between the word "cave" and "same," so that the word placement creates a picture on the page that mimics the meaning of the sentence. The subjects are between the same cave walls, while the words for the subjects are also between the words for "same" and "cave." The concept of a word picture creates a framework for analyzing film adaptations of literature. Can one adapt words on a page into sound and moving images that simultaneously satisfy and transcend the value of its source material?

GRACE AND THE HUMAN SPIRIT

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

MADNESS IN LITERATURE

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

-Friedrich Nietzsche, Thus Spake Zarathustra

In this class we will briefly explore the evolution of the West's conception of madness and its relationship to particular theories of rationality. We will also discuss some of the

ways madness has been associated with wisdom, imagination, religious experience, and artistic achievement. Philosophical tracts, novels, poetry, music, and short stories will be our guide through these issues. (Texts: *The Bacchae*, Euripides; *The Collector*, John Fowles)

THE SELF IN LITERATURE

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

THE AMERICAN DREAM AND THE AMERICAN DRAMA

This course explores the concept of the American Dream through a close study of 20th Century American playwrights and their works. The course will cover works by Tennessee Williams, Eugene O'Neill, Arthur Miller, Sam Shepard, and David Mamet. Students will also identify contemporary authors whose work also explores the concept of the American Dream. The course will be guided by three fundamental questions: What is the American Dream? Is it a reality today? Which version of the American Dream will lead to a happy and meaningful life?

THE STARS MY DESTINATION: UTOPIAN DREAMING THROUGH SCIENCE FICTION

The act of imagining a perfect world has been a source of literary inspiration from Plato's Republic to the present day. The concept of utopia allows authors to build alternative worlds free of the constraints that govern life as it is actually lived. The question arises though: What do we do with these imagined ideal places? Are they merely fun thought experiments, or can the ideas be implemented to improve the "real" world? In this course, we will read a selection of utopian novels and excerpts from nonfiction works that ask these very questions (and others!) and attempt to pose answers as well. As attentive and critical readers, we will learn how to assess the aesthetic merit of these stories and evaluate the merits of the utopian visions they propose. We will also discuss why the science fiction genre is particularly suited to explore utopian world building. As we read and discuss these ideas, our goal is to continually reflect on the numerous problems we face today and the coming years and how these stories can serve as inspiration for bettering our world. Required Texts: *Looking Backward* by Edward Bellamy; *The Ministry of the Future* by Kim Stanley Robinson

ADJUNCT WRITING

THESIS

Every Priory senior is required to write a senior thesis (a lengthy, argumentative research paper that should formulate, organize, and defend an original argument) or complete an original creative project (painting, photography, dance, poetry, fiction, scientific research, 3-D printing, etc.). Each student will work closely with a faculty advisor throughout the process.

Students are enrolled in Thesis I in the Fall and Thesis II in the Winter. Students who are completing a creative thesis will also be enrolled in Creative Thesis I in the Fall.

PUBLICATIONS

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

HISTORY AND SOCIAL STUDIES

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

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

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

CLASSICAL CIVILIZATIONS

Grade Level: Form A (Sixth Grade)
Classes: 4 classes
Homework: 3-4 twenty-minute assignments

Students will undertake an in-depth exploration of three classical civilizations: Persia, Greece, and Rome. Students will delve into the historical origins, geography, religion, achievements, politics, economy, social structure, and culture of these classical peoples. This content will be used as a vehicle for skill development, including both foundational skills (reading comprehension, organization, note-taking) as well as higher order thinking and writing skills. Students will also work collaboratively on project-based learning and engage in weekly discussions connecting these civilizations to a burgeoning knowledge of current events.

WORLD GEOGRAPHY

Grade Level: Form I (Seventh Grade)
Classes: 5 classes (fall and winter trimesters)
Homework: 3-4 twenty-minute assignments

Geography is a required course for all seventh-grade students. This survey class will explore a variety of themes. These themes will challenge students to understand and interpret how humans interact with each other and the physical world around them. Methods of presentation include class discussion, library research, video presentation,

and weekly map and graph exercises. Primary study skills built during this course include note taking, reading comprehension, writing and organization.

AMERICAN GOVERNMENT AND POLITICS

Grade Levels: Form II (Eighth grade)
Classes: 4 classes per week (winter and spring trimester)
Homework: 3-4 twenty-minute assignments

American Government and Politics is a required survey course covering all aspects of the U. S. Federal Government. This survey will explore the history, structure, and functions of our government. It will challenge our students to be educated citizens of the United States. Methods of instruction include class discussions, projects, research, video production, and primary sources. Primary study skills built during this course include note taking, reading comprehension, writing, and critical thinking.

WORLD HISTORY I & II

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

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

The six terms that the course covers allow for in-depth coverage of the various periods of World History. While the course does place some emphasis on Western Civilization, it is a complete World History offering. The freshman year of study encompasses Early Civilizations; Early Development of Asia, Africa, and the Americas; and the World of the Middle Ages. The sophomore year of study covers the Development of the Modern World; World Crises of the 20th Century; and Recent World Developments. In addition to reading in the text and related materials presented by the instructors, all students will be required to complete a major writing assignment in the last term of the sophomore year. This project will entail writing a 7-10 page argumentative research paper.

PHILOSOPHY AND FILM (Elective)

Grade Level: Form IV (Tenth Grade)
Classes: 4 classes per week, one trimester

Philosophy and Film will introduce students to important issues in philosophy as well as a handful of seminal thinkers. Major philosophical topics of study include Metaphysics, Epistemology, and Ethics. Significant works will be paired with films to aid students in their exploration of complex principles. Additionally, written responses to philosophical questions will serve as a vehicle for the continued development of student writing skills.

A majority of the coursework will take place in class with direct instruction to help students parse difficult texts.

ACC UNITED STATES HISTORY

Grade Level: Form V (Eleventh Grade)
Classes: 5 classes per week
Homework: 2-3 hours per week

American History is a survey course taught chronologically. It begins with the English colonial experience in North America and ends approximately with the Clinton presidency. The methodology of the course varies. Small group work and discussion occur frequently. Students read, analyze, and discuss supplementary materials regularly. The course will cover various themes of American History including political, economic, military, and social perspectives.

AP/ACC UNITED STATES HISTORY (Elective)

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

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

US GOVERNMENT & AP MICROECONOMICS (Elective)

Grade Level: Form VI (Twelfth Grade)
Classes: 5 classes per week
Homework: 2 hours per week

The main objects of this course will be: the major themes of American government, economic literacy, understanding the basic vocabulary of economics, applying it to historical and current events, and preparation for success on the AP Microeconomics exam. The first term of the course will be focused on an in-depth review of specific

aspects of US Government and Politics, providing relevant context to a discussion of the role of economic forces and structures within and upon society. The course will examine the functions of individual economic decision-makers. Concepts basic to microeconomics such as Supply and Demand, Marginal Utility, Perfect and Imperfect Competition will be studied. The use of graphs and charts to analyze, explain, and predict outcomes will be emphasized. Good study habits and class participation will be essential to success in the class. Current events will present opportunities to discuss economics and use the information that has been covered in course readings. Effective essay writing will be very helpful for communicating your mastery of the material.

THE STORY OF ST. LOUIS (Elective)

Grade Level: Form VI (Twelfth Grade)
Classes: 4 classes per week, one trimester
Homework: 2 hours per week

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

CONSPIRACY THEORIES, MISINFORMATION, AND CRITICAL THINKING (Elective)

Grade Level: Form VI (Twelfth Grade)
Classes: 5 classes per week, one trimester
Homework: 1½-2 hours per week

The course will address the question as to why unsupported and false beliefs become prevalent and then difficult to combat. The course will explore the psychological factors and motivations that make people vulnerable to misinformation and conspiracy theories. It will also examine how false beliefs gain the appearance of legitimacy through in-group social consensus and are exploited by powerful individuals and advocacy groups to advance self-interested agendas. The course will have a historical component to show students that the spread of falsehoods is not just a contemporary phenomenon due to the rise of social media and subsequent changes in journalistic norms. We will look at historical examples of misinformation campaigns to learn how fear and paranoia are not relegated to the subcultural but are mass culturally embedded practices in American life. We will also examine and evaluate how journalists, politicians, media scholars, technology leaders, and everyday citizens are combating the spread of misinformation. Students will develop expertise in diagnosing, analyzing, and responding to falsehoods.

AP EUROPEAN HISTORY (Elective)

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

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

MODERN AND CLASSICAL LANGUAGES DEPARTMENT

CLASSICAL LANGUAGES

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

In Form I, students begin to lay the foundations for their next four years of study. The textbook, Lingua Latina per se Illustrata, teaches Latin through an immersive approach in reading fictional stories about a Roman family from the 2nd century A.D. Students gain much practice writing, reading, and listening to the Latin language. In this way they also acquire a deeper understanding of the basics of Latin grammar and vocabulary while reinforcing their knowledge of English grammar as well as becoming familiar with the history and culture of ancient Rome.

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

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

LATIN I (Required)

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

This course is an introduction to Latin, the language of ancient Rome and the official language of the Roman Catholic Church. The primary text, *Lingua Latina per se*

Illustrata, teaches Latin through the natural method and is in the form of a novel centered on the daily lives and exploits of a fictional Roman family. In this first year, students build a foundation in Latin grammar and vocabulary. Attention is also given to the study of the geography, culture, history and customs people of ancient Rome.

LATIN II (Required)

Grade Level: Form II
Classes: 4 or 5 classes per week
Homework: 5 20-minute assignments per week

This course builds upon the foundation established in Latin I with continuing emphasis on the language and civilization of ancient Rome. After 7th grade, students may be enrolled in Honors level courses within the discipline. The honors set proceeds through the subject matter more quickly and in greater depth. All Form II students take the National Latin Exam in March.

LATIN III (Required)

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

Building upon the foundation of their work in Latin I and II, students continue to master the vocabulary, grammar, and syntax of the Latin language and to learn about the civilization of ancient Rome. They also begin to read brief extracts from Latin literature. The honors set proceeds through the subject matter more quickly and in greater depth. All Form III students take the National Latin Exam in March.

ELEMENTS OF LATIN (Required for 9th grade transfer students)

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

Elements of Latin offers freshmen new to Priory an introduction to Latin grammar (a knowledge of profound benefit to anyone who reads and writes English) and a path for advancing to elective upper-level Latin courses offered in the sophomore and junior years.

ACC LATIN IV HONORS (Elective)

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

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

LATIN IV (Elective)

Grade Level: Form IV

Classes: 4 per week

Homework: 4 25-minute assignments per week

This course gives students a unique opportunity to review the basic Latin grammar learned in previous years. Students will develop advanced reading by reading original or slightly adapted stories written by native speakers of Latin in late antiquity for beginners of Latin. Students will also be introduced to the basic elements of reading Latin poetry through some selections of Vergil's Aeneid. Highly motivated students may qualify to take AP Latin the following year with the teacher's recommendation and approval of the Department Chair. All students take the National Latin Exam in March.

AP/ACC LATIN (Elective)

Grade Level: Form V

Classes: 4 per week

Homework: 5 30-minute assignments per week

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

LATIN V (Elective)

Grade Level: Form V

Classes: 3 per week

Homework: 3 25-minute assignments per week

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

GREEK I (Elective)

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

Students begin learning the vocabulary, grammar, and syntax of Biblical Greek with the goal of learning to read the Holy Gospels in the very words written by the holy evangelists and eyewitnesses of Christ. Direct engagement with original texts begins very early in the course. In consideration of students' demanding schedules, much care is taken to ensure that assignments are manageable and deadlines flexible. Ancillary benefits of the study of Biblical Greek include the acquisition of the Greek roots of numerous technical terms used in theology, the humanities, and the natural sciences.

GREEK II (Elective)

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

Students continue learning the vocabulary, grammar, and syntax of Biblical Greek with the goal of learning to read the Holy Gospels in the very words written by the holy evangelists and eyewitnesses of Christ. Students engage directly with original texts throughout the course. In consideration of students' demanding schedules, much care is taken to ensure that assignments are manageable and deadlines flexible. Ancillary benefits of the study of Biblical Greek include the acquisition of the Greek roots of numerous technical terms used in theology, the humanities, and the natural sciences.

ACC NEW TESTAMENT GREEK (Theology Elective)

Grade Level: Form VI
Classes: 5 per week
Homework: 2 hours per week

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

MODERN LANGUAGES

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

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

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

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

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

FRENCH I

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

French I focuses on developing language proficiency in a cultural context. Students will learn French in a 90% immersion environment. Students will practice listening, speaking, reading, and writing; they will learn elementary grammar and be introduced to the vibrant and varied culture of la Francophonie (France and the French-speaking world). Using a textbook and teaching style that showcase the communicative method

along with authentic audio, video, and written resources, students will begin building a cathedral of cultural knowledge, grammatical finesse, and varied vocabulary while engaging with humor and creativity. Students will also discuss the practical benefits of knowing French, the only language spoken on all continents.

SPANISH I

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

This course stresses the basic grammar and vocabulary for communication in Spanish. Students learn greetings, and how to speak in language relating to school and family topics, as well as hobbies and sports. The class particularly emphasizes the value of students asking questions and about daily activities in Spanish, as this is key to building their confidence and practical skills in the language. As the students learn more vocabulary and grammar, the course will eventually be taught in Spanish. The growing need for Spanish-English bilingual skills in the United States have made this course a popular foreign language choice at Priory.

FRENCH II

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

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

SPANISH II

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

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

also involves a strong written element. As the students learn more vocabulary and grammar, the course will eventually be taught in Spanish.

SPANISH I/II

Grade Level: Form III (Ninth Grade)
Classes: 4 classes per week
Homework: 4 30-minute assignments per week

Spanish I/II is designed for incoming 9th grade transfer students to complete their first- and second-year Spanish language requirement before moving on to Spanish III. The class condenses the grammar and vocabulary covered in Spanish I and II to give the student a solid foundation in the basic elements needed for communication in Spanish. The class involves a strong written element and particularly emphasizes the value of students asking questions about daily activities in Spanish, as this is key to building their confidence and practical skills in the language.

FRENCH III (Honors)

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

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

FRENCH III

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

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

SPANISH III (Honors)

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

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

SPANISH III

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

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

ACC FRENCH IV (HONORS)

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

This course is for the serious French student to prepare for success in the AP course the following year. Students will master vocabulary related to more abstract themes such as family and community, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Students continue to develop their cultural and grammatical understanding by speaking, listening, reading, and writing. Students will speak only French in a warm, encouraging, fun, and media-rich environment. Students will complete a review of advanced grammar and vocabulary, complete cultural activity module presentations, and read and conduct sophisticated literary analysis of *Le Petit Prince*.

FRENCH IV

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

The French IV curriculum is designed to launch students to the next level in their command of the French language. While continuing the trajectory of increasingly complex conversation, grammar, vocabulary and cultural study, students will read *Le*

Petit Prince during the spring term. Students are expected to speak in French during class. The class will be conducted in French, giving the students an immersive language experience, which will accelerate their confidence and proficiency.

ACC SPANISH IV (HONORS)

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

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

ACC SPANISH IV

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

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

AP/ACC FRENCH V (Elective)

Grade Level: Form VI (Twelfth Grade)
Classes: 5 classes per week
Homework: 3 to 4 hours of homework per week

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

The following six themes will be addressed via lessons on sub-themes/topics: 1) Families and Communities, 2) Science and Technology, 3) Beauty and Aesthetics, 4) Contemporary Life, 5) Global Challenges, and 6) Personal and Public Identities. Within the structure of the AP themes, students will process this input, looking for implicit and

explicit information on French-speaking cultures and seeking to compare what they hear and observe with what they know of other cultures, especially their home culture, in an effort to understand today's global community and their place in that community. Students are encouraged to take the AP French Language and Culture exam at the end of the year.

FRENCH V: CINEMA FOR CONVERSATION

Grade Level: Form VI (Twelfth Grade)
Classes: 5 classes per week
Homework: 2 to 2.5 hours of homework per week

“Avec le cinéma on parle de tout, on arrive à tout.” Jean-Luc Godard

For seniors seeking to develop their conversation skills and continue their study of French outside of the rigors of the AP French course, Cinema for Conversation offers language learning through film. Students will deepen their linguistic and cultural understanding and develop strong reading, writing, and conversational skills through exploration of one of French and Francophone culture's most beloved arts, *le cinéma* (both classic and contemporary). Students will build on their previous study of French to now address the deeper, more abstract themes of history, culture, economics, politics, faith, and the human condition. This course is meant to further solidify the language for students of French as well as to prepare them set them for success on placement tests in the freshman year of college.

AP/ACC SPANISH V (Elective)

Grade Level: Form VI (Twelfth Grade)
Classes: 5 classes per week
Homework: 3 to 4 hours of homework per week

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

SPANISH V: CINEMA FOR CONVERSATION (Elective)

Grade Level: Form VI (Twelfth Grade)
Classes: 5 classes per week
Homework: 2 to 2.5 hours of homework per week

Students further apply their listening, writing, reading, and conversation skills outside of the rigors of the AP syllabus. The primary text that forms the basis of their work is called *Cinema for Spanish Conversation* which uses film as a springboard for exploration of

Hispanic arts and culture. Students apply the grammar of the language with a supplemental grammar text called *Una vez más*. This review is meant to further solidify their knowledge of the language in preparation for placement tests in the freshman year of college.

SCIENCE, MATH AND TECHNOLOGY DEPARTMENT

MATHEMATICS

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

All entering Form A students will begin the year in Math 6 and placements will be evaluated at the end of the first term. For most students entering Priory in Form I, it is recommended that they take Beginning Algebra. However, a student may place out of Beginning Algebra in order to take Algebra 1 in seventh grade. This decision will be based on a combination of factors, including performance on the Iowa Algebra Aptitude Test taken during the summer preceding seventh grade, the recommendation of the chair, and individual circumstances. All students will be placed in Beginning Algebra unless there is sufficient evidence that it is in the student's best interest to be placed directly into Algebra 1. This is because success in a math course, somewhat unlike most other disciplines, is highly dependent on mastery of the previous course. A weak foundation in Beginning Algebra can negatively impact a student's progress in future math courses.

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

Acceleration in Mathematics

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

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

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

MATHEMATICS A

Grade Level: Form A (Sixth Grade)
Classes: 5 classes per week
Homework: 15-20 minutes per night

This course offers a rigorous exploration of a variety of math topics, including percents, ratios, proportions, geometric figures, and graphs. Students will develop number sense and fluency with fractions, decimals, and integers. The course emphasizes algebraic thinking and problem-solving skills through various applications and word problems. Additional concepts may include an introduction to probability, geometry, statistics, functions, and financial math.

Students will begin the year in the same cohort, with placement adjustments made after the first trimester based on Term 1 performance and test results, resulting in some students studying Beginning Algebra in preparation for Algebra 1 in Form I.

BEGINNING ALGEBRA

Grade Level: Form I (Seventh Grade)
 Form A (Sixth Grade; Terms 2 and Term 3)
Classes: 4 or 5 classes per week
Homework: 20 minutes per night

Beginning Algebra establishes a solid foundation in arithmetic as well as an introduction to algebra. Topics covered include, but are not limited to, signed numbers, square roots, absolute value, integer exponents, algebraic proof, translating words and ideas into algebra, basic equation solving, basic two and three dimensional geometry, writing

correct and complete mathematical statements including words where appropriate, using precise language and notation, and problem solving techniques.

ALGEBRA 1

Grade Level: Form I (Seventh Grade), Form II (Eighth Grade)
Classes: 4 or 5 classes per week
Homework: 20 minutes per night

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

GEOMETRY

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

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

HONORS GEOMETRY

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

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

ALGEBRA 2

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

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

The + TI-84 calculator is required for this course and future math courses. It will be used to supplement, not substitute, the applications of the course work. Calculator and non-calculator tests are administered.

PRECALCULUS

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

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

AP/ACC CALCULUS AB

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

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

AP/ACC CALCULUS BC

Grade Level: Form V (Eleventh Grade)
(AP Calculus BC is offered as a separate course when staffing permits. Otherwise, Form V will be a joint AB/BC course.)

Classes: 5 classes per week

Homework: Approximately 4 hours per week

This course will cover the equivalent of the college courses, Calculus I and Calculus II. Special attention will be given to the topics included on the AP exam. The topics will include limits, differential calculus, integral calculus, and sequences and series as well as applications of these topics. Students will be expected to understand and present arguments from algebraic, numerical, and graphical perspectives. A significant emphasis will be put on presenting complete and clear technical arguments, not just numerical answers.

AP STATISTICS AND ADVANCED MATHEMATICS

Grade Level: Form VI (Twelfth Grade)

Classes: 5 classes per week

Homework: 3.5 hours per week

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

The additional term will be dedicated to an advanced mathematics topic. Depending on the interest of the students and the teacher availability, this term may consist of the topics covered in Physics C, Multivariable Calculus, or additional BC Calculus material.

AP/ACC STATISTICS AND PROBABILITY

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

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

SCIENCE

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

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

Acceleration into Honors Science

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

SCIENCE & ENGINEERING

Grade Level: Form A (Sixth Grade)
Classes: 5 classes per week
Homework: 20 minutes per night

This course focuses on developing scientific observation, reasoning, and analytical skills through hands-on experiments and projects. Students will master the scientific method and the Engineering Design Cycle while using tools and scientific apparatus in a laboratory setting. Students will build fire extinguishers, refurbish a nature trail, design an automated winter plant box, and construct and program robots. Students will also develop individual science fair projects, with opportunities to advance to local competitions. Additional activities include designing games or machines using cardboard and engaging in data analysis and measurement exercises.

EARTH SCIENCE

Grade Level: Form I (Seventh Grade)
Classes: 4 or 5 classes per week, two trimesters per year
Homework: Approximately 20 minutes per class

The seventh-grade curriculum focuses on the principles of life and earth. Included topics: features of living things, evolution, classification and the animal kingdom, hydrology, meteorology, and geology. An emphasis is placed on experimental design, data collection, and presentation.

PHYSICAL SCIENCE

Grade Level: Form II (Eighth Grade)
Classes: 5 classes per week
Homework: Approximately 25 minutes per class

The eighth-grade curriculum focuses on the principles of chemistry and physics. Included topics: classification of matter, the model of the atom, chemical reactions, introduction to acids and bases, motion of bodies, forces and interactions, and energy. An emphasis is placed on experimental design, data collection, and presentation.

BIOLOGY

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

Biology is a course that aims to address the nature of living things and how they work – from the molecular level to the ecological level. Topics covered include basic biological chemistry, energy systems, molecular biology and biochemistry, cellular biology, genetics, evolution, human body systems, and ecology. Concepts within these areas

will be explored using the textbook, inquiry-based laboratory exercises, in-class activities, lectures, and discussions.

HONORS BIOLOGY

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

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

CHEMISTRY

Grade Level: Form IV (Tenth Grade)
Classes: 5 classes per week
Homework: Approximately 25 minutes per class

Chemistry is a course that aims to address matter's composition and the interactions it undergoes according to modern and accepted theories – topics covered include atomic and molecular structure, bonding and compounds, chemical reactions, intermolecular forces, moles, stoichiometry, and gasses.

The setup of the course is cumulative with each new concept interweaving with and expanding on the previous thus resulting in a spiral series of consistently reviewed topics. Chemical, lab-skill, and safety demonstrations are standard practice and are adapted to the logical development of content, but laboratory investigations provide the bulk of the student's interactions with laboratory equipment, instrumentation, and chemicals. Labs are preceded with and followed by a discussion of the problem raised or concept illustrated. Group work, both in the lab and classroom, is an integral part of the course.

HONORS CHEMISTRY

Grade Level: Form IV (Tenth Grade)
Classes: 5 classes per week
Homework: Approximately 25 minutes per class

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

PHYSICS

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

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

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

AP PHYSICS I

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

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

STEM MODULES (Electives)

Grade Level:	Form V (Eleventh Grade)
Classes:	3 classes per week, one module per trimester
Homework:	Two and one-half hours of outside class work per week <i>Students need to budget their time accordingly as some assignments span several days.</i>

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

INTRODUCTION TO ENGINEERING AND DESIGN

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

ADVANCED COMPUTER PROGRAMMING

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

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

SPRING TERM STEM MODULE

The spring term STEM module remains to be determined depending upon staffing availability. Juniors will have the opportunity to enroll at a later time.

AP BIOLOGY (Elective)

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

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

AP/ACC CHEMISTRY (Elective)

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

AP Chemistry is a course that provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics

such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. In addition to rigorous content, inquiry-based investigations are emphasized, allowing the students to gain insight into proper scientific practices that further their ability to design, run, and interpret their own experiments. While there are no pre-requisite courses given by the College Board, students should have completed Geometry, Algebra II, and the Regular or Honors Chemistry course.

ENVIRONMENTAL SCIENCE (Elective)

Grade Level:	Form VI (Twelfth Grade)
Classes	6 classes per week with two periods serving as a double lab
Homework:	Approximately 2 hours homework per week

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

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

TECHNOLOGY

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

COMPUTER SCIENCE I

Grade Level: Form I (Seventh Grade)
Classes: Three class periods per week
Homework: Occasionally

This introductory course will familiarize students with using technology in an educational setting. Students will practice proper email etiquette and familiarize themselves with the Google Suite: Docs, Slides, Sheets, Forms, and Earth. This course aims to support the curricular work ongoing in their other classes. Students will also be introduced to basic computer programming using Scratch to produce their own games. Finally, students will explore Digital Citizenship and Media Literacy to develop balanced and purposeful technology use with an understanding of bias within sources.

COMPUTER SCIENCE II

Grade Level: Form II (Eighth Grade)
Classes: Two class periods per week
Homework: Occasionally

This course exposes students to website design using HTML and CSS languages to provide foundational knowledge of how websites are built and function. This course is designed to be project-based and allow students some flexibility in their choices. Digital Citizenship and Media Literacy topics inform students of current technology trends and the inner workings behind them.

INTRODUCTION TO PYTHON (Elective)

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

This course is an introduction to the Python programming language. Students will develop foundational coding skills through project-based learning focused on game development. Concepts covered include variables, data types, numbers, strings, Booleans, operators, lists, if/else statements, while/for loops, and functions.

ADVANCED COMPUTER PROGRAMMING (Elective)

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

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

AP COMPUTER SCIENCE A (Elective)

Grade Level: Form VI (Twelfth Grade)
Classes: Five class periods per week, three trimesters
Homework: Approximately 3 hours per week

AP Computer Science A covers the main topics of object-oriented programming using Java and is comparable to a first semester college computer science course. Topics covered include conditionals, loops, arrays, array lists, 2D arrays, and recursion. Students will do many small programming projects, as well as at least one larger project for each unit. Students will build skills in program design, algorithm development, code logic and implementation, code testing, and ethical computing.

THEOLOGY DEPARTMENT

Priory's Theology curriculum is a required program that spans every year of a student's education, serving as the academic cornerstone of the school's Catholic and Benedictine identity. In the early Forms, students build a foundational understanding of the faith through the study of St. Benedict, the Monastic tradition, and a systematic exploration of the Old and New Testaments. As students mature, the program advances to examine the intellectual coherence of Catholicism, exploring the dynamic relationship between faith, science, and reason, as well as the fundamentals of Christology and Moral Theology. The curriculum culminates in specialized senior seminars and electives that invite students to apply Catholic Social Teaching and scriptural themes to contemporary issues, preparing them for a life of moral virtue and spiritual depth.

UNDERSTANDING ST. BENEDICT AND THE BENEDICTINES

Grade Level: Form A (Sixth Grade)
Classes: 4 classes per week
Homework: 25 minutes per week

This course explores the rich history and traditions of St. Benedict and Benedictine monastic life. Students will be introduced to the *Twelve Hallmarks of a Benedictine School* as a guide for their studies and life at Priory, considering excerpts from the Rule of St. Benedict and key passages of Scripture. Students will compare Benedictine traditions with other religious orders, focusing on the Life of Saint Benedict and Benedictine Saints as models of the Benedictine way of life. The whole class is ordered by the overarching motto *ora et labora*—"prayer and work"—a motto that invites students into a life of faithful exploration and responsible study.

SCRIPTURE I: THE OLD TESTAMENT

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

The course systematically covers the Old Testament supported by basic catechetical studies. Special weeklong units on the history of monasticism and the parts of the Mass are taught in the Spring Term. Students are evaluated by a combination of homework, quizzes, tests, and finally exams at the end of each term.

SCRIPTURE II: THE NEW TESTAMENT

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

The course begins with Prophets and Wisdom Literature in the first term, followed by the New Testament Scriptures in the second two terms, with special emphasis on the

four Gospels and Acts supported by continued catechetical studies. Students are evaluated by a combination of homework, quizzes, tests, and finally exams at the end of each term.

FAITH, SCIENCE, AND REASON

Grade Level: Form III (Ninth Grade)
Classes: 4 classes per week
Homework: 1.5 hours per week

This course traces the development of Catholic doctrine from the Old and New Testaments to the formal teachings of the Church after the Second Vatican Council. Students will focus on the relationship between faith, science, and reason, showing how these have worked in concert over the centuries. For each topic, students will be challenged to reflect on the meaning of the doctrine in their own lives as well as to articulate an understanding of how and why doctrine develops while the central truths of the Faith remain unchanged.

CHRISTOLOGY

Grade Level: Form IV (Tenth Grade)
Classes: 4 Classes per week
Homework: 1.5 hours per week

This course traces the development of Catholic doctrine from the Old and New Testaments to the formal teachings of the Church after the Second Vatican Council. In Form IV, students will focus on the following theological topics: the person and natures of Christ, the Blessed Virgin Mary, the mystery of the Church, and discipleship and an invitation for friendship with Christ. Students will engage in a purposeful review of the 4 sections of the *Catechism of the Catholic Church*. For each topic, students will be challenged to reflect on the meaning of the doctrine in their own lives as well as to articulate an understanding of how and why doctrine develops while central truths of the Faith remain unchanged. Students are evaluated by a combination of homework, quizzes, tests, and finally exams at the end of each term.

FUNDAMENTALS OF CATHOLIC MORAL THEOLOGY

Grade Level: Form V (Eleventh Grade)
Classes: 4 classes per week
Homework: 1.5 hours per week

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

Unit I: The Basic Principles of Morality

This unit is an introduction to the basic principles of Catholic Moral Theology, with a particular emphasis on the Cardinal Virtues as a means to living out our faith in imitation of Christ. After defining a variety of key foundational terms regarding morality and virtue, students proceed systematically through Prudence, Temperance, Justice, and Fortitude through both individual reading and class discussion. Students are assessed on their ability to clearly express an understanding of various aspects of these virtues by completing study questions at the end of each unit as well as their ability to apply these principles to their lives and cultivating the habit of critical self-reflection by frequently writing reflection papers. A final project at the end of the term will assess students' ability to synthesize their understanding by analyzing a moral dilemma through a united vision of the four Cardinal Virtues.

Unit II: Christian Marriage and Ethics

This course in the Theology of Marriage begins by situation morality as a call to love within the Divine plan for each person's full flourishing and the transformative graces God offers each person to fulfill that plan. It then examines Saint John Paul II's Theology of the Body as a beautiful, uplifting vision of marital love and sexual intimacy. Recognizing that each student is a work in progress in becoming a more authentic gift of self towards others, it aims to illuminate a path towards becoming great husbands and fathers. As a discussion-based course on Catholic sexual morality, it aims to provide a safe setting in which students can respectfully and maturely explore topics related to the meaning of life, love, relationships, vulnerability, shame, sexual morality, self-mastery, and addiction. By way of studying the Abolition of Man by C.S. Lewis, the course discusses natural law theory and the root causes of the misconceptions about morality in society today.

Unit III: Catholic Social Teaching

This unit examines current moral questions and the appropriate teachings of the Church through class debate and dialogue. The primary considerations of the course center on social issues that envelope our culture as presented in articles, documentaries, podcasts, and other journalistic sources. Students form their own appreciation for the principles of Catholic Social Teaching by applying the principles to a range of social issues. Through research, the development of arguments, and class discussions the students will possess the proper orientation for forming their lives as faithful men.

NEW TESTAMENT GREEK

Grade Level:	Form VI
Classes:	5 per week
Homework:	2 hours per week

This year-long course, taught under the aegis of the Department of Theology, is open to seniors who have taken Greek previously (or who are motivated to learn the basic grammar during the summer before their senior year). Students read extensively from

the Holy Gospels in their original Greek form. Since most students will not have taken any Greek during their junior year, care is taken to provide a thorough and systematic review of the basic elements of the language.

THE SENIOR SEMINAR

Grade Level: Form VI (Twelfth Grade)
Classes: 5 classes per week
Homework: 1 hour 30 minutes per week.

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

THE CHURCH AND THE POOR IN ST. LOUIS

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

BIBLICAL THEMES IN LITERATURE

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

COMPARATIVE RELIGIONS

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

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

C.S. LEWIS'S SPACE TRILOGY: EXPLORING SCIENCE AND RELIGION

*This senior seminar invites students to read two of the three of C.S. Lewis' so-called "space trilogy" – *Out of the Silent Planet* and *Perelandra* – novels exploring the question of modern science's complex, fraught relationship with religion. Does belief in God mean that we can only trust science to a degree? Does "belief in science" mean we have to abandon belief in God? Or do science and religion somehow stand in a*

relationship of deep compatibility? Through reading, discussion, and writing, students will explore these and some other more surprising questions with Lewis's main character, Professor Ransom. The seminar concludes with a reflective exploration of the nature of temptation and obedience in Lewis's classic The Screwtape Letters.

APOLOGETICS: CONTROVERSIAL ISSUES FACING CATHOLICS TODAY

Students will examine and discuss the Catholic Church's teachings on several contentious moral, ethical, and theological issues. Students will learn both the critical thinking skills and theological principles necessary to respond persuasively to common objections. Students will gain a clearer understanding of how to navigate and respond with civility and charity to some of today's most challenging issues while at the same time formulating a cohesive Christian response to them. Each student will be asked to make presentations and participate in class discussions.

VISUAL AND PERFORMING ARTS DEPARTMENT

For Form A, I and II, students will engage in a Visual and Performing Arts Seminar. Each course will last eight weeks, so students will gain exposure to a variety of disciplines.

- Form A: Music Appreciation, Studio Art A, Intro to Theatre, and Medieval Arts: Mosaics
- Form I: Vocal Music I, Studio Art I, Theatre, and Medieval Arts: Heraldry
- Form II: Vocal Music II, Studio Art II, Communication Arts, and Medieval Arts: Calligraphy

In Forms III and IV, students are asked to select one area for a two-year commitment in order to develop proficiency in a specific art form: Vocal Music, Studio Art, Acting/Theatre, or Medieval Arts.

All Form VI students interested in completing a Creative Thesis must have taken at least two years of that subject area between 9th – 11th grade, and one of those years must be a Junior Independent Study.

Courses may have enrollment limits based on physical space and materials.

FINE ARTS A

Grade Level: Form A (Sixth Grade)
Classes: 3 classes per week, 8 weeks

This course engages students in multiple artistic disciplines within the visual and performing arts including music appreciation; the medieval art of mosaic; the studio art of cartooning; and the theatre arts of stage acting, theatre design, and technical theatre. Students will attend art studio sessions, study forms of music, and perform in small groups for short theatrical productions. Classes meet three days per week, rotating disciplines quarterly.

FINE ARTS I: VOCAL MUSIC I

Grade Level: Form I (Seventh Grade)
Classes: 4 classes per week, 8 weeks

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

FINE ARTS I: STUDIO ART I

Grade Level: Form I (Seventh Grade)
Classes: 4 classes per week, 8 weeks

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

FINE ARTS I: THEATRE - THEATRE HISTORY

Grade Level: Form I (Seventh Grade)
Classes: 4 classes per week, 8 weeks

Fine Arts I is a look back at theatre history starting as early as Ancient Greece. This course will cover much of what's accepted as the western theatrical canon but will also look at non-western traditions. Students will engage with traditions such as mask work and study how theatre informs society through dramatic analysis.

FINE ARTS I: MEDIEVAL ARTS I

Grade Level: Form I (Seventh Grade)
Classes: 4 classes per week, 8 weeks

Students are introduced to Medieval Heraldry, the use of inherited coats of arms and other symbols to show personal or corporate identify and/or family lineage which began on the mid-12th century battlefield. Students explore the signs and symbols of Priory's rich tradition as well as animate and inanimate charges from the Medieval Ages. Once fluent in this language, students design a personal coat of arms and present these to their peers. Students will then consider possible coats of arms for their entire Form I class at Priory emphasizing repeated themes from their personal iconography. Finally, students put these coats of arms to use, to incorporate these symbols into their class community.

FINE ARTS II: VOCAL MUSIC II

Grade Level: Form II (Eighth Grade)
Classes: 4 classes per week, 8 weeks

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

FINE ARTS II: STUDIO ART II

Grade Level: Form II (Eighth Grade)
Classes: 4 classes per week, 8 weeks

This course is a continuation of Studio Art I with more in-depth projects, color theory, and a collaborative scenic backdrop for the end of term 8th grade VPA Finale.

FINE ARTS II: THEATRE – TECHNICAL THEATRE

Grade Level: Form II (Eighth Grade)
Classes: 4 classes per week, 8 weeks

Fine Arts II covers three of the main theatre design fields: scenic design, costume design, and props design. Students will have the opportunity to engage with each of these theatrical fields and learn what goes on behind the scenes of a production. Each design unit requires a creative project be submitted, giving students hands-on design experience.

FINE ARTS II: MEDIEVAL ARTS II

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

Students discover the world of the Middle Ages through careful study of one of its most important practices: the written word. Students will be introduced to the art of Medieval Calligraphy, learning to write in Priory's own script, *Milesian Gothic*, named for the monk who created it (Brother Miles). While the boys practice their script in a variety of writing challenges which culminate in their own illuminated manuscript, they will learn about the most famous illuminated manuscripts of the Middle Ages: the book of Kells and the Lindisfarne Gospels. Students who develop a passion for calligraphy put their talent to the service of their community by participating in programs to beautify the school.

VOCAL MUSIC III/IV

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

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

In Vocal Music IV, students continue exploring vocal literature in contemporary and traditional genres through rehearsal and performance. Students build upon their previous studies.

STUDIO ART III/IV

Grade Levels: Forms III and IV (Ninth and Tenth Grades)

Classes: 3 classes per week

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

MEDIEVAL ARTS III/IV

Grade Levels: Forms III and IV (Ninth and Tenth Grades)

Classes: 3 classes per week

Students may pursue a variety of projects within the Medieval Arts: stained glass, mosaic, heraldry (banner-making), and illumination. All students begin by learning the techniques of stained-glass fabrication, including glass cutting, painting and firing, and assembling the projects into a panel. Upon learning these skills individually, students study a particular medieval composition in stained glass and then design and fabricate a window inspired by the original. After this, students have the opportunity to pursue individual or group work in mosaic, heraldry, or illumination in addition to stained glass. Great emphasis is placed on the workshop's brotherhood; students teach one another and often come together to finish individual projects as a group.

THEATRE III: ACTING FOR STAGE

Grade Levels: Forms III

Classes: 3 classes per week

Theatre III is the first course in the high school theatre track, and students will have the opportunity to further develop their acting craft. Students will gain an in-depth look at the Gister Method, which is an acting philosophy based on active listening and rigorous textual analysis. Students will perform monologues, duo scenes, and 3-4 person scenes as well as learn professional audition protocol.

THEATRE IV: ADVANCED PRODUCTION

Grade Levels: Form IV

Classes: 3 classes per week

Theatre IV allows students to deepen their knowledge of the production process and fully produce a performance in class to add to their theatrical portfolio. Students will engage with a complex text of their choice, conduct analysis and research about the piece, and implement that research into an acting, design, or directing project. All students will work together in various roles to produce the performance, simulating a collaborative professional environment.

JUNIOR INDEPENDENT STUDY – THEATRE, MEDIEVAL ARTS, OR STUDIO ART

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

Students may elect to take Theatre, Medieval Arts, or Studio Arts as an independent study elective (in lieu of three study halls per week). This course is REQUIRED for students interested in pursuing a Creative Thesis in Form VI. Enrollment in this course requires the approval of the instructor and the department head.

VOCAL MUSIC V

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

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

ART HISTORY

Grade Level: Form V (Eleventh Grade)
Classes: 1 class per week

This junior interdisciplinary course covers Western Art from prehistoric to contemporary art. The emphasis is on understanding art in its cultural and historical context, and recognizing the connections to our current culture. To that end, students are prompted to articulate knowledge gained in other courses to more fully appreciate art.

VOCAL MUSIC VI

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

Emphasis will be on vocal production and performance as students broaden their knowledge of choral literature. Performance opportunities include three concerts,

several school masses, and other special events. Enrollment in this course requires the approval of the instructor and the department head.

CREATIVE THESIS I

Grade Level: Form VI (Twelfth Grade)
Classes: Unscheduled

Students who are interested in pursuing a creative thesis will be enrolled into Creative Thesis I. This course is unscheduled, pass/fail. Recognizing that creative theses may require an extended timeline, this course will begin the mentorship process with their advisor. Students must meet with their advisor at least once per week during the first trimester in order to be allowed to proceed with a creative thesis in the second trimester. Their advisor will remain the same once the student enters Thesis II in the winter term.