

# CISTERCIAN PREPARATORY SCHOOL



## CURRICULUM GUIDE

Fall 2023

*Cistercian Preparatory School does not discriminate on the basis of race, color, creed, national, or ethnic origin in the administration of its admission and education policies, financial aid programs, athletic programs, and other activities.*

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## MISSION

Cistercian Preparatory School is rooted in the life and spirit of Catholic monasticism. It offers talented and motivated young men challenging programs within a supportive community allowing them to develop their strengths and face their weaknesses in preparation for college and life beyond, all for the good of the whole person in service to God and neighbor.

Cistercian Preparatory School is an apostolate of *Our Lady of Dallas Cistercian Abbey*. While the School has much in common with many fine academic institutions, Cistercian is distinguishable even from most Catholic schools by its monastic character. As an outgrowth of Catholic monasticism, the School believes that individual growth in virtue and skill is best acquired within the blessings and challenges of responding to community life as one offers personal gifts in service to God and others.

## HISTORY, ORGANIZATION, AND FACILITIES

Cistercian Preparatory School is owned and operated by the Cistercian Abbey. As a Catholic school, it adheres to the teachings of the Roman Catholic Church, and in its program of religious education it teaches Catholic doctrine and morality. The Cistercian Order of monks was established in 1098 and has been involved in different forms of education since the Middle Ages. The Cistercian Abbey of Our Lady of Dallas was founded in 1956 by Cistercians who came to the Dallas area from Hungary to help with the establishment of the University of Dallas. The monks, from the congregation of the Abbey of Zirc, had escaped from communist suppression. Having run schools in Hungary since the 1770's, they desired to start such an apostolate here in Texas. Providentially, several local families approached the Cistercians, asking for a school for their sons and offering to help with founding such an endeavor. As a result, Cistercian Preparatory School was founded in 1962. The first years of the School were spent in Merici Hall, a house on the grounds of Ursuline Academy in Dallas. In 1965 the first buildings in Irving were completed, adjacent to the Abbey and near the University of Dallas. Part of the Abbey community still teaches at the University, but the Abbey's primary work is the Prep School.

The School consists of the Middle School, Forms I-IV (grades 5-8), and the Upper School, Forms V-VIII (grades 9-12). Each Form is under the direct guidance and supervision of its Form Master. The Form Master is the link between the School and the parents. He supervises the discipline in his Form and helps the students in all matters of academic and personal growth. The Headmaster appoints Division Heads for the Middle and Upper Schools to work with the Form Masters and assist him in running the School. The operation of the School is overseen by the School Board, which consists of Cistercian Fathers and laymen appointed by the Abbot of the Cistercian Monastery, who serves as President of the School Board.

The facilities of the School include Middle and Upper School buildings (built in 1964-65 and 1966-67, completely renovated in 2008 and 2009), West Gymnasium (1972, renovated 1998), Science Center (1986, renovated and enlarged 2017), Abbey Church (1992), Library and Art Building (1998), Music Room and Theater (2002), East Gymnasium (2003), Founders' Hall and School Chapel (2014), tennis courts, a track, and athletic game and practice fields.

Cistercian Preparatory School is accredited by the Independent Schools Association of the Southwest (ISAS) and the Diocese of Dallas.

## COMMUNITY AND EDUCATIONAL LIFE

The monks vow to work and pray together, and through humble obedience, they hope to transform themselves, to become more like Christ through their “daily work.” For the monk, even the most mundane of tasks becomes a work for the good, done not for one’s own glory but, at the very least, for the support of his brothers in the monastery. In the ideal case, prayer and work each become the other. Daily work (teaching) becomes a prayer, and prayer in turn becomes a duty, and the line where either is distinguishable from the other becomes hard to discern. This does not mean that excellence in an academic area is traded for spirituality. Rather, the humble pursuit of academic excellence allows a particular discipline to become a source of truth and selfknowledge for both the individual and the community.

As a result of this monastic understanding of education, the particular virtues of humility and simplicity show up again and again as key values prized within the School community. For example, academic excellence is highly prized, but as a path to humble knowledge of truth and oneself. Also expressed both implicitly and explicitly in the working of the School is the desire for community and the relationship of daily work and stability to the formation of that community. Professional lay people in the School participate in the daily work of the monastery by agreeing to enter into their professions with similar goals: individual transformation while living in community through service. The School therefore strives to maintain a consistently positive environment which supports individual formation through rigorous programs but also challenges each person to understand the highest nature of success, that of developing talents so that they may be used to serve others.

In the eyes of the School, neither individual nor team accomplishments can reach their highest value until they also serve as formative powers – working to transform both the individual and the community.

The health of the community and the health of the individual are then mutually dependent and mutually supportive. The School community exists to promote the growth and well-being of each individual member while each individual contributes his or her gifts and skills, at least in part, to strengthen the community. Each facet of the School’s mission derives its full and proper meaning from this context. To this end, the School offers rigorous academic programming as well as a number of extra-curricular activities to encourage the well-rounded development and authentic flourishing of each individual. At the same time, the School community encourages community members to understand their efforts toward achievement within a context beyond the eight-year curriculum, so that the time spent in our community may enable them to develop their character and to acquire the skills necessary to more positively influence the world and the other communities to which they belong. Each goal, action, relationship, blessing, or challenge experienced within the School community obtains its proper direction and response in the light of an academic mission rooted in this Benedictine monastic tradition.

The “daily work” of student and teacher is therefore not only about learning, organization, and achievement but about undergoing a process which calls for personal transformation. The hope is that each task or event offered by the School provides the worker with both a better knowledge of self and also a stronger connection to the community. Those who work in the School are themselves called to grow as they lead and direct these tasks. Personal growth is therefore measured both in relation to and alongside brotherhood.

In conclusion, community forms the individual, while seeking individual formation together in humility and obedience forms community. The School believes the journey to self-knowledge is relational, that as students go through this academic process, *together*, surprising human transformation occurs. This Benedictine, this *Cistercian* character of the School makes it more than a great books canon, more than a curriculum of texts and tasks, more than a collection of great teachers and motivated, talented students. It is more than a set of experiences, even if powerful and shared in common. The curriculum and the shared experiences are important facets of our academic scaffold, but the heart of what happens at Cistercian

Preparatory School is faith, faith that all of our attempts at “educating” and “forming” will bear fruit beyond things we understand at present.

## TO BE ENKINDLED AND TO ENLIGHTEN

The Emblem and the Coat of Arms of Cistercian Preparatory School is composed of symbols and words belonging to the spiritual heritage of the Hungarian Cistercians, founders of the Abbey Our Lady of Dallas and Cistercian Preparatory School.

In the middle of the shield the seal contains a cross with the letters MORS in its four spokes, standing for Morimundus, the French abbey from which our abbey ultimately descends. In the center, a legendary bird illustrates vigilant watchfulness by standing on one foot and holding a rock with the other. These symbols express the Christian attitude toward life and death. They call us to constant readiness and alertness according to the teaching of Christ. “You must stand ready because the Son of Man is coming at an hour you do not expect” (Luke 12:40).

Besides the seal, the shield contains the French Lily (for the French origin of the Cistercian Order), the Lone Star of Texas (for the location of our monastery), and the Apostolic Cross given to the church in Hungary (for the location that founded ours).

The motto of the School, “Ardere et Lucere,” is taken from a sermon of St. Bernard of Clairvaux, the great twelfth-century Cistercian saint, abbot, theologian, and preacher. St. Bernard was the leader of the Western world for almost thirty years. In a sermon commemorating the feast of St. John the Baptist, St. Bernard writes: “Listen, brethren, to what the Lord says (John 5:35) about John the Baptist: ‘He was a lamp, enkindled and shining.’ For only to be enkindled (Ardere) is vain, only to shine (Lucere) is little, to be enkindled and to shine (Ardere et Lucere) is perfect.” This motto eminently applies to the field of education. As a candle is both enkindled and shines, so a man of learning should be enkindled with ideas, love, and enthusiasm in order to become a source of knowledge and inspiration for others. Knowledge and enthusiasm not shared is futile, outward brilliance without deep convictions is little, but to be aflame with ideas and to pass them on – to be enkindled and to enlighten – is perfection.

## CURRICULAR PHILOSOPHY AND ACADEMIC PROGRAM

As an outgrowth of Catholic monasticism, Cistercian values striving for academic excellence as a pathway towards personal transformation within community life. The School has therefore established a curriculum that is both demanding and shared, extremely rigorous across all disciplines at every level and identical for all students of a given Form. The intense communal nature of the pace, depth, and breadth of the academic program challenges each person to understand that they must grow beyond their native strengths, and asserts that the highest nature of individual success is found in developing talents alongside of and for the sake of others.

Honors is the only “level” at which the School offers any required courses. By honors, Cistercian does not intend a simply comparative reference to more advanced pacing, more accelerated content, or a greater depth of inquiry but that the quality of discourse and study is profoundly rigorous while also profoundly thoughtful, and thus worthy of being honored. Cistercian offers no AP or College Board courses but rather has built a fully independent, curriculum in which the coursework requirements typically meet or exceed the intellectual demands, critical thinking skills, and depth of understanding required in an AP course. As a consequence, Cistercian students do very well on numerous AP tests, achieving AP recognition even though they do not take AP-recognized courses.

Again, the Cistercian curriculum is a fully integrated, eight-year, all-honors program. It is not organized according to levels or tracks. The curriculum of Religion/Theology, English, Mathematics, Laboratory Science, Foreign Language, and Social Studies is identical for all students of a given Form. All students are required to

participate in the Religion/Theology/Retreat program. The curriculum of the Middle School (Grades 5-8) provides a solid foundation in English Language Arts, Mathematics through Algebra I, Laboratory Science, Latin, Social Studies, Religion, Fine Arts (musical, visual, and spoken), and Computer. The Upper School curriculum continues this accelerated path and culminates in college-level work in all major subject areas. Elective courses and an Honors Senior Seminar are also offered in the Upper School to provide students opportunities to explore and further develop areas of special interest or talent.

As one of the primary goals of the School is to build a community of learners, the School operates within the unified experience of a single-track, all-honors curriculum that challenges all of its students to stretch themselves past their areas of particular gift or interest and strive for growth in all facets of education and personal formation. However, also because of the goal of forming community, Cistercian both seeks and highly values the richness which comes with having a diversity of intellectual and personal gifts and interests present within its student community. The School recognizes that the intellectual fabric of a Form community is improved by the presence of a variety of academic abilities, and also through the existence of a broad spectrum of styles and modes of learning (including diagnosed learning differences)

## FRESHMAN ART ELECTIVES

Beginning with the Class of 2027, all students will be required to earn one credit in Fine Arts in order to graduate. To satisfy this requirement, Form V students will take two semesters of Fine Arts elective courses, ranging in but not limited to Drama, Music, Studio Art, Photography, Dance, Technical Theater, Graphic Design, and Film Studies. These two semesters will count for half of the Arts Credit Requirement.

As these courses meet just twice a week and are not required of all students at a given grade level, these courses do not receive an Honors designation. However, through repeated exploration in an academic area, a student can both encounter and produce high-level, thoughtful work in a particular subject area. A list of electives with descriptions of the courses that can be found as a separate document on the school website.

## ELECTIVES

In Forms VI-VII, Cistercian students must choose one elective course each semester. These courses meet twice a week, and are intended to round out the established curriculum in more particular areas of interest common to both students and teachers. The hope is that these courses both spark new excitement and support existing academic passions toward a fuller education. Faculty will often offer courses that grow out of their own academic pursuits and so these electives also serve to strengthen the faculty and the general academic conversation on campus through continual professional growth.

While the Cistercian curriculum is very structured as a whole, the elective system is by its design and nature very fluid. If a teacher can design a course that appeals to at least six students, then they are allowed to offer the course. If a student can gather six comrades and approach a teacher to request a course be offered, then the School will do its best to meet that need. It regularly occurs that alumni, alumni parents, and other outside professionals temporarily join the faculty to offer elective courses that meet needs which the full time faculty may be unable to fill. For example, courses in Architecture, Finance, Law, Marketing, and Epidemiology have been taught in recent years.

As these courses meet just twice a week and are not required of all students at a given grade level, these courses do not receive an Honors designation. However, through repeated exploration in an academic area, a student can both encounter and produce high-level, thoughtful work in a particular subject area. A list of electives with descriptions of the courses that have been offered over the last 5 years can be found as separate documents the school website.

## HONORS SENIOR SEMINAR

Each student in Form VIII will choose an Honors Senior Seminar with the intention of exploring a general area of study for the full academic year. These courses are intended as substantial intellectual experiences within which students think and work in ways that prepare them for similar courses in college. While respecting necessary differences in content, style, and assessment for various academic disciplines, all courses will use the Fall semester to encourage habits of inquiry, reflection, and discussion about some of the “eternal questions” as expressed in the context of that area of study. During the Spring semester, these courses will move from reflection and conversation towards practice, culminating in a research paper/project sparked by individual student interest and guided by the seminar director. The seminar paper/project will culminate in a public presentation and discussion of the student’s work. This event will be held on campus, and parents, friends, the Cistercian community, and local experts and professionals in the subject matter are invited to attend. A list of Honors Seminars with course descriptions that have been offered over the last five years can be found in the document [\*Honors Senior Seminars\*](#) on the School Website.

# REQUIRED COURSES IN THE MIDDLE SCHOOL

## Form I (Grade 5)

Subject	No. of Weekly Periods
Religion	3 (2 plus Mass)
English	4
English Lab	3
Latin	3
Social Studies	4
Mathematics	5
Computer	2
Earth Science	4
Art	2
Music	2
Physical Education	4

## Form II (Grade 6)

Subject	No. of Weekly Periods
Religion	3 (2 plus Mass)
English	4
English Lab	3
Latin	3
Social Studies	4
Mathematics	5
Computer	2
Life Science	4
Art	2
Music	2
Physical Education	4

## Form III (Grade 7)

Subject	No. of Weekly Periods
Religion	3 (2 plus Mass)
English	4
English Lab	2
Latin	4
U.S./Texas History	4
Mathematics	5
Physical Science I	4
Health	2
Art	2
Physical Education	4

## Form IV (Grade 8)

Subject	No. of Weekly Periods
Religion	4 (3 plus Mass)
English	5
Latin	4
U.S. History	4
Algebra I	5
Physical Science II	4
Health	2
Art	2
Physical Education	4



# REQUIRED COURSES IN THE UPPER SCHOOL

## Form V (Grade 9)

Subject	No. of Weekly Periods
Theology I	4 (3 plus Mass)
English I	5
Foreign Language I	4
World Civ. & Cultures I	4
Geometry	5
Biology I	5
Elective	2
P. E./Athletics	3

## Form VII (Grade 11)

Subject	No. of Weekly Periods
Theology III	4 (3 plus Mass)
English III	5
Foreign Language III	4
American History	4
Pre-Calc. /Diff. Calculus	5
Physics I	5
Elective	2
P.E /Athletics	3

## Form VI (Grade 10)

Subject	No. of Weekly Periods
Theology II	4 (3 plus Mass)
English II	5
Foreign Language II	4
World Civ. & Cultures II	4
Algebra II /Trigonometry	5
Chemistry I	5
Elective	2
P.E. /Athletics	3

## Form VIII (Grade 12)

Subject	No. of Weekly Periods
Theology IV	4 (3 plus Mass)
English IV*	5
Government * / Economics	4
Fundamentals of Calculus *	5
Bio II * /ChemII * /PhysII *	6
Honors Senior Seminar	3

\*For those courses in Form VIII marked with an asterisk, students may elect to receive credit through the Dallas County Community College District.

# GRADUATION REQUIREMENTS

One credit is granted if a course is taken for a full academic year in at least four weekly periods, one half-credit if it meets for two or three weekly periods. The School requires that all students participate in its religious education program. Graduation requirements are the following:

<u>Subject</u>	<u>Credits</u>
Theology	2 credits
English	4 credits
Foreign Language	3 credits
Social Studies/Fine Arts	4 credits
Mathematics	4 credits
Science	4 credits
Electives	1½ credits
Honors Senior Seminar	½ credit
P.E.	2 credits

## RELIGION

The Religion courses in the Middle School are designed to offer a solid foundation in the basic teachings of Christianity and to provide an introduction to both the Old and New Testament scriptures. These courses are taught on the explicit basis of the School's Catholic identity yet in an ecumenical spirit. Thus, all students may fully profit from them, and the Catholic students may receive training, encouragement and guidance in the understanding and practice of their faith. Because of the various backgrounds of the students entering the First Form (both of the Catholics and the non-Catholics), the program starts with two years of catechetical instruction. In the first year basic doctrine, structured according to the Apostle's Creed, is studied. In the second year students learn about living the Christian faith, that is, Christian morality and the Church's worship (sacraments and liturgy). The Bible courses in the Third and Fourth Forms introduce the students to both reading and the interpretation of the biblical texts, acquainting them with the necessary historical introductions and guiding them through the most important texts of both testaments. The School requires that all students participate in its religious education program.

**Form I****Religion** (3 weekly periods)

The framework of this course is the Apostles' Creed. Its Trinitarian structure offers the following division of topics:

- a) "I believe in God": creation of the universe and of man, man's dignity and sinfulness (original sin), the divine call for communion with God that is addressed to all people.
- b) "I believe in Jesus Christ": Christ's divine and human nature, his earthly life, passion and resurrection; Christ as our Lord in worship and daily life, his presence in our personal lives.
- c) "I believe in the Holy Spirit": the Spirit as source of sanctification and truth in the Church and through the sacraments.

Throughout the course the relationship between teaching and life, doctrine and practice are pointed out to help the students to participate better in the Church's sacramental life and develop their own life of prayer.

**Form II****Religion** (3 weekly periods)

The study of the sacraments started in Form I is reviewed and completed. Following this, the different topics related to Christian living are discussed, primarily conscience, divine law, Christian love (the love of God and of neighbor). The framework of the Ten Commandments is used and expanded to include all the main aspects of Christian morality.

**Form III****Religion** (3 weekly periods)

After a chapter on introductory biblical concepts, this course offers a survey of the Old Testament. The history of revelation from Abraham to the Exile is discussed with readings from the biblical texts themselves. In addition to an historical interpretation of the original texts, the Christian way of interpreting the Old Testament is constantly used and explained.

**Form IV****Religion** (3 weekly periods)

This course acquaints the student with the books of the New Testament, especially the four gospels and the Acts of the Apostles. Emphasis is placed on a realistic presentation of the historical background of the New Testament and on enabling the students to interpret the well-known stories of the gospels in their context, both historical and literary. Special effort is made to relate the message of the Scripture to modern life situations and to the faith and morality of the students.

## LANGUAGE ARTS

The Language Arts program in the Middle School provides a solid foundation in the comprehension and use of the English language. While the entire curriculum develops reading and writing skills insofar as they are the vehicles of learning, the Language Arts program has as its particular goal the development of skills in communication, including public speaking. In Forms I-III the program is implemented in two series of courses, English and English Lab, offered for a total of six or seven class periods per week. In English Lab, the effective use of language is taught through the study of grammar, usage, and mechanics. The students also learn about the structure of English through the traditional practice of diagramming. Frequent writing assignments, including creative writing, complement the study of language. In the English course, students study significant works of literature accessible to young readers. Emphasis is given to reading comprehension, written expression in all the rhetorical modes, a systematic study of vocabulary, and research skills. Nurturing the students' creativity, teachers of English and English Lab frequently give creative writing assignments and encourage their students to audition for the Middle School play and to submit their original literary works in several contests, especially in Cistercian's own annual literary competition.

### ***Form I***

#### **English** (4 weekly periods)

In Form I the English curriculum begins with a discussion of Greek mythology and then proceeds through C.S. Lewis's *Chronicles of Narnia*. From time to time, the students will break from their reading of the *Chronicles* to engage with poetry: the reading, memorization, recitation, and imitation of classic verse. In studying the *Chronicles of Narnia*, the boys will practice close reading, learn how to interpret a text, and develop their ability to make connections between what they read and how they live. The writing exercises in Form I focus on writing a well-developed paragraph. The students begin to learn research skills by doing a short project involving both the school library and the Internet.

#### **English Lab** (3 weekly periods)

Because of the diverse educational backgrounds of the students in Form I, the course is intended to provide a common ground on which to build the systematic study of grammar in Forms I-IV. The teacher teaches or reviews the parts of speech, the simple and compound sentence, verb and pronoun usage, capital letters, and punctuation. Diagramming enhances their understanding of sentence structure. Dictionary use and rules of spelling are reviewed. Writing assignments are integral to each unit.

### ***Form II***

#### **English** (4 weekly periods)

In Form II the curriculum begins with literature that complements the study of non-Western history and culture in Form II Social Studies. Included are traditional tales, myths, and legends from Africa and Asia as well as modern works of short fiction set in non-Western countries. From there students will read adventure narratives focused on the coming of age of the hero. Students are taught to read closely and to write concisely and accurately about the books they read. Writing is structured to emphasize original thinking, strong organization, appropriate voice/style, precise language, sentence fluency, and proper mechanics. Creative writing centers on poetry and fictional narrative. Students will expand their research skills and give brief oral presentations throughout the year.

#### **English Lab** (3 weekly periods)

Students continue to build on skills introduced in Form I. They review, as needed, the parts of speech and the sentence. Complements, phrases, and clauses are introduced, and the students begin work with complex sentences and verbal phrases. Diagramming, spelling, and complementary writing assignments are continued. Units in mechanics focus on the comma, semicolon, apostrophe, and italics.

### ***Form III***

#### **English** (4 weekly periods)

In Form III students learn to read works of literature more closely, with an eye to how structure and genre conventions contribute to meaning. Works studied include Arthurian legend, political satire, the adventure novel, and poetry. Students also read Shakespeare's *Julius Caesar* and dramatize scenes from the play. Key learning skills taught and practiced include active listening, notetaking, and writing within time constraints. Writing instruction centers on techniques and methods for

writing prose that is inventive, well organized, and clearly expressed. Students write a short research paper in MLA format, using a multi-stage writing process; and they keep a writing portfolio, used in personal writing conferences with the teacher.

#### **English Lab** (2 weekly periods)

Students develop their sentence-building skills as they proceed through the study of verbal's and clauses. They write simple, compound, complex, and compound-complex sentences and practice diagramming to reinforce their understanding. They demonstrate mastery of course objectives in practical and creative writing assignments.

### ***Form IV***

#### **English** (5 weekly periods)

In Form IV the students continue to develop their ability to analyze literature and write critical essays. There is a strong focus on grammar, logic and rhetoric. Coinciding with the study of American history, the students study poems, short stories, and nonfiction essays centered on the theme of the American hero. Students also will read longer works selected to illustrate the theme of coming of age, such as *Great Expectations* and *To Kill a Mockingbird*. In the course of these studies, students will learn a number of poetic forms and will write a variety of compositions, creative and analytical. Vocabulary study in Fourth Form utilizes the students' knowledge of Latin by placing an increased emphasis on etymology. Students continue to refine their research skills through a project involving both the school library holdings and the Internet.

## FOREIGN LANGUAGE

The Foreign Language program in the Middle School complements the Language Arts curriculum by introducing the students to Latin. Latin has been chosen as the required foreign language throughout the Middle School for several reasons. First, the study of Latin helps the students see how a text's grammatical structure yields its meaning. The study of Latin also expands, deepens, and reinforces their English vocabulary. Furthermore, it serves as an effective introduction to the study of any inflected language, particularly the modern European languages offered in the Upper School. Finally, the study of Latin opens up to the students the cultural wealth of Western civilization from ancient Rome through the Middle Ages and the Renaissance.

### ***Form I***

#### **Introduction to Latin** (3 weekly periods)

This course has a twofold purpose. It prepares the student for the study of a foreign language by teaching the fundamental grammatical categories. The course also makes them aware that different idioms exist, specifically that the English language has been influenced and modified by Latin vocabulary and grammar. Although the formal coverage of Latin will be modest, the student is taught at every step to use his knowledge of Latin to improve skills of English spelling, vocabulary and grammar. Some introduction to ancient mythology is also included.

## **Form II**

### **Latin II (3 weekly periods)**

In Form II the students begin their formal study of Latin. Using *The Oxford Latin Course*, they cover nouns and adjectives of the first three declensions, personal and demonstrative pronouns, and the present tense of the four conjugations. Their reading introduces them to Quintus Horatius Flaccus, Rome's greatest lyric poet, and the world in which he lived. Simple Latin conversations based on the Latin readings as well as library research projects supplement the memorization of vocabulary and grammatical forms.

## **Form III**

### **Latin III (4 weekly periods)**

In Form III the students add nouns of the fourth and fifth declensions and relative pronouns. They also cover all tenses of the indicative mood in the active voice for all four conjugations. The students continue to follow the events in the life of Horatius, especially the Fall of the Roman Republic. They supplement their Latin readings with exercises in spoken Latin and research projects.

## **Form IV**

### **Latin IV (4 weekly periods)**

In Form IV students begin with a review of grammatical forms and concepts learned in the previous two years. They then learn the passive voice and begin the study of the subjunctive mood, the ablative absolute, and the indirect statement. The Latin readings continue the story of the late Republic and the establishment of the empire under Augustus. Excerpts from Horace's own lyrics as well as selections from other Latin authors are introduced in the second semester. By the end of the course students are ready for Latin electives in the Upper School that are primarily reading courses in original Latin.

## **SOCIAL STUDIES**

The Social studies program in the Middle School moves in four years' time from a broad sweep of the history, cultures, and geography of the world civilizations to a more focused study of major events, individuals and their social impact here in the United States, in Texas, even in the very families from which our students come. Historical inquiry and geography are studied together as an integrated discipline, where both physical and historical maps provide an indispensable context for understanding the past. While students are required to master basic factual material in their daily work as well as in major projects and presentations, the program in both the Middle and Upper School will lead students to critically reflect on the political, economic, and social forces that have shaped and continue to shape human society.

## **Form I**

### **Western Civilization (4 weekly periods)**

Organized chronologically from the ancient period to the present in regards to Western Civilization, this course serves as an introductory class within an eight-year curriculum, where special attention is given to training students in taking notes,

presenting an oral report, and reading maps, charts, and tables. The survey of Western society highlights in a particular way the impact of significant individuals on history while its geography component covers physical, historical, and political maps. Over the course of the year, students should develop better study skills as well as gain a provisional understanding of the cultural, economic, and geographic factors which helped form the world they live in today.

## **Form II**

### **Eastern Civilizations (4 weekly periods)**

This course is designed to introduce students to the study of Asian and African Civilizations. Through an examination of important men, ideas, events, and ways of life from the dawn of civilization in Ancient Mesopotamia to the modern day in China and Japan, they should gain a sense of the breadth and significance of the human past as well as of the achievements, forms, variety, and uniqueness of the various cultures of these two continents. An additional important goal will be to help students identify and characterize the ever-increasing interaction of Asian and African civilizations with the civilizations of Europe and the Americas. The substantial study of the fundamental geographic features of these continents, as well as regular study of more specific historical maps, will accompany the investigation of these regions' history. Daily instruction aims at cultivating attentive reading and listening, reflective, orderly and multi-layered thinking, and clear and thoughtful speaking and writing.

## **Form III**

### **U.S. History: Beginnings to 1877/Texas History (4 periods)**

Students in this course trace the growth and development of the United States, the world's first modern democratic republic, from the period of European colonial exploration to the end of Reconstruction. Examining the Constitution and key court cases, students familiarize themselves with the principles that shaped the country in its first century. Students also develop their public speaking skills by presenting on American artworks and debating historical topics. Along with a detailed survey of the physical and political geography of the USA, the topics of manifest destiny and westward expansion serve to introduce a formal study of Texas History in the fourth quarter. Beginning with the European exploration and Anglo-American interests in the region, students chronicle the causes and course of the Texas Revolution, the development of the Republic, the early statehood of Texas and its agricultural, industrial, and urban growth to the present day. The study culminates in a three-day field study in Austin, San Antonio, and Fredericksburg.

## **Form IV**

### **U.S. History: A Second Founding (4 weekly periods)**

Taking up where the previous course left off, students begin to see the basic political, economic, and social foundations of modern America. The year begins with a review of the Civil War period and ends with the U.S. victorious in the Cold War. Continued focus will be given to U.S. and world geography. The American West will be surveyed in a study of regional maps in the fall semester. Since much of 20th century U.S. History is concerned with foreign policy, students will study maps covering segments of Latin America, Eastern and Western Europe, and Eastern Asia in the spring semester. An

economic thread will be followed throughout the course, with capitalism coming strongly into focus in the late 19th century economic boom and the early 20th century collapse of the Great Depression. As in Third Form, students in this course will engage the cultural history of the United States multiple times each semester by singing period songs and studying significant art and architecture of the era. By the end of the year, each student will conduct independent research and create an extensive collection of family history materials. After completing family trees and group sheets, conducting oral interviews, and compiling timelines and other personal information, each student will produce a formal paper on a family member. Through this historical exercise, each student should come to understand the story of America's past through a very familiar lens and so appreciate more personally the events of the 20th century in the United States.

## MATHEMATICS

The Mathematics program in the Middle School strives to achieve four central purposes: to provide a strong foundation in the arithmetic and algebra of integers, rational numbers, and roots; to develop an informal but reasoned understanding of geometry; to instill a disciplined yet flexible approach to solving non-routine problems; and, in the last year especially, to introduce formal deductive reasoning from axioms and definitions, using some basic set theory. Many topics recur, each time with increasing depth and sophistication. The Fourth Form Algebra I class provides the necessary preparation for the accelerated mathematics program in the Upper School.

### *Form I*

#### **Mathematics I** (5 weekly periods)

This class will serve as the introduction to math at Cistercian. As such it will be centered on building good math habits including rigor and precision in the language of math. This course assumes that the students are already competent and comfortable using whole numbers in the four basic operations and seeks to increase their speed and intuitive knowledge of the whole number system. It will also introduce them to rational arithmetic, divisibility, and prime factorization with the aim of mastering computations in fractions, decimals, and integers. Fundamental concepts in two and three-dimensional geometry as well as their applications involving perimeter, area, surface area and volume will also be covered. Basic concepts in algebra

will be introduced so that students are comfortable working with variables as well as solving and even graphing linear equations. Problem solving skills will be developed with ratio, percent, and proportion as well as word problems in the various topics covered.

### *Form II*

#### **Mathematics II** (5 weekly periods)

Students begin the year with an exploration of Set Theory. After examining sets, their relationships, and various operations that can be defined on them, students consider some of the most important examples of these fundamental objects – the Natural,

Integral, and Rational numbers, transitioning to Number Theory, that is, the study of the integers and their properties. Students investigate fundamental concepts such as primes, prime factorization, the greatest common factor, and the least common multiple. Next, students continue to build fluency and confidence in the use of fractions and decimals. Particular emphasis is also placed on the basic axioms of the real numbers (the commutative, associative, and distributive properties). Concurrently, students continue to develop their understanding of linear expressions, equations, and inequalities from Form I. By thinking and working clearly and creatively to solve a variety of both typical and non-standard problems in this arena, students build a strong foundation for more advanced topics later in the Cistercian curriculum. The year concludes with an in-depth study of two areas of geometry. In analytic geometry, students consider the coordinate system of the Cartesian plane. A wide variety of functions and their graphs are introduced, with an emphasis on both intuitive and algebraic understanding. In synthetic geometry, students examine fundamental objects such as points, lines, and planes, and investigate numerous structures which may be composed from these simple beginnings. Finally, students explore the concepts of area, volume, and surface area by deriving their expressions for a number of plane figures and three-dimensional solids.

### *Form III*

#### **Elements of Advanced Mathematics** (5 weekly periods)

This course treats basic elements of algebra, logic and set theory, number theory, geometry, and combinatorics. Proper definitions, terminology, and notation are used throughout the course. Students learn precisely what standard form of an expression means in a variety of algebraic and numerical settings and how to simplify to these forms, including rational exponents and radicals. Solving of linear equations up to greatest complexity is emphasized and these skills are set to use in solving basic linear models, including percents. The basic operations and rules of logic and set-theory are treated together, including work on deduction for both basic propositions and elementary algebra. Number theory is developed through divisibility, the gcd and lcm, the Euclidean Algorithm, and an introduction to modular arithmetic. Students do hands-on constructions with ruler and protractor to conjecture many geometrical theorems involving angles, parallel lines, and triangles. There is a strong emphasis on similar triangles, which leads to both trigonometry in right triangles and a deep understanding of the slope of a line and how it connects to equations for a line in the coordinate plane. Three chapters are devoted to combinatorics, the art of counting. Permutations and combinations are treated deeply, along with symmetry in counting and the principle of inclusion/exclusion. The course concludes with a return to algebra to prepare students for their next course, Algebra One.

### *Form IV*

#### **Algebra I** (5 weekly periods)

The primary focus of Algebra I is the study of algebraic expressions, with special emphasis given to polynomials and rational expressions. The course begins by examining fundamental number systems such as the natural numbers, integers, and rational numbers, as well as various operations and relations that can be defined on these systems. After

reviewing many of the key concepts in manipulating basic numerical expressions, students extend these concepts to monomials and polynomials with integer coefficients. After learning to add, subtract, multiply, and divide such polynomials, students explore a wide variety of factoring techniques. We then return to deepen the understanding of linear equations and expressions that students have developed in prior years, and introduce several methods for the solution of systems of linear equations. Later in the course, students examine quadratic polynomials in particular detail, with special emphasis placed both on the derivation of the quadratic formula and on the development of strong geometric intuition for quadratic functions. Several additional topics receive special consideration throughout the year. In the first semester, students focus heavily on modeling and problem-solving using linear equations and systems. This emphasis is repeated again in the second semester, when students are able to grow as creative, systematic thinkers as they encounter a wide variety of non-standard problems involving quadratic expressions. A substantial amount of time is devoted to an axiomatic conception of finite probability spaces, as well as an intuitive understanding of geometric probability. Students also explore the properties of the real numbers in particular detail, and encounter a wide variety of types and applications of inequalities. Finally, students end the year by examining a set-theoretic conception of functions.

## SCIENCE

The Science program of the Middle School provides an introduction to the understanding and use of the scientific method and prepares the students for their high school courses in biology, chemistry, and physics. In order to achieve this goal, the program begins with an earth science course as a first introduction to processes used in the natural sciences: observation, experimentation, collection and recording of data, and the formulation and testing of scientific hypotheses. In Second Form, life science capitalizes on the boys' natural curiosity about living things and provides an informal, mostly descriptive approach to the world of plants and animals. The science courses in the Third and Fourth Forms treat concepts of physics and chemistry in an increasingly rigorous way by applying mathematical formulas, graphs and other abstract models to the description of physical processes.

### *Form I*

#### **Earth Science** (4 weekly periods)

The first course in science is devoted to an overview of the world and the universe in which we live. Students learn about the components of the universe, especially our solar system, the geologic history and the composition of the earth, and the geologic activity that characterizes our home planet. In the course of this year, they learn to observe and record data, to design simple experiments, and to work with units in the metric system.

### *Form II*

#### **Life Science** (4 weekly periods)

This course provides students the opportunity to learn about the fascinating world of living things, drawing upon the students' natural curiosity about the wonders of biology. Students learn about concepts that reveal the unity of the natural world, such as the cellular nature of organisms, basic genetics, and ecological relationships. They are also challenged to discover and appreciate the diversity of organisms in their own environment and in the biosphere. In the laboratory, students are taught the proper use of the microscope as well as

### *Form III*

#### **Physical Science I and Computer Science** (4 weekly periods)

The purpose of this course is to lay a foundation for the physics curriculum in the Upper School. Students are introduced to the major topics of mechanics, sound, light, heat, and electromagnetic radiation. Emphasis is placed on problem solving and relating science topics to everyday life. Students continue to develop their ability to work in the units of the International System (metric system) and learn the calculator skills needed in the application of mathematics to the understanding of the physical universe. Observation, control, and measurement of physical variables play an important role in the laboratory component of this course. Students periodically work in the computer lab, using applications that allow them to represent graphically their data and to investigate topics such as electronic circuitry and rocketry via computer simulation. Students will have at least one major at-home project, typically building a model rocket that is launched at school, while students take data to determine the maximum altitude of the rocket.

### *Form IV*

#### **Physical Science II** (4 weekly periods)

This course serves as an introduction to the chemistry course in the Upper School. It emphasizes the role of chemistry as central to all the other sciences. Students learn about the nature and kinds of matter, and the structure of the atom. They also become familiar with the Periodic Table of Elements and the properties it reflects. Basic chemical nomenclature and reactions are studied. The laboratory component of this course emphasizes proper scientific procedure, especially in the realm of accurate measurement and the use and understanding of significant figures. Students use computer applications such as PowerPoint, Word, and Excel to present scientific data and information.

## COMPUTER SCIENCE

The goal of computer instruction in the Middle School is to prepare students for the variety of ways in which computers will be used in their academic careers. Thus, throughout the four-year Middle School program, students learn keyboarding skills, elementary programming, the use of both general application software and software specific to particular disciplines, and an appropriate use of Internet resources.

### ***Form I***

**Computer** (2 weekly periods) Students begin their computer studies at Cistercian with an introduction to basic computer technology, hardware, software, and binary representation. Keyboarding skills and Microsoft Office form the core of course, with training in Word, PowerPoint, Excel, and Publisher. The Computer class works with the Science and English classes to assist the students to use Office for projects in those classes. The course finishes with an introduction to computer programming using a block-style language.

### ***Form II***

**Computer** (2 weekly periods) This course continues the introductory Form I course with a much greater focus on computer programming. Students move from the block-style language of Form I to learning the Python programming language. This training in Python will form a foundation that will be built upon through Python programming projects in subsequent STEM courses at Cistercian. Variables, control structures, data structures, and functions are taught throughout the year through a series of programming projects of increasing complexity. Projects with computer graphics increase student interest and reinforce math skills in basic coordinate geometry.

## FINE ARTS

Aesthetic education in the Middle School is provided through Art and Music classes. Two class periods a week are devoted to the Visual Arts, their main objective being to foster the students' exploratory and expressive skills. Through studying the formal dynamics of the visual world, we hope to foster a heightened awareness and appreciation for all that touches their lives. A self-disciplined approach to processes and materials is emphasized, and varied media and art techniques are used to stimulate visual perceptions. An introduction to Art History is also presented through lectures and films. Music courses are offered in Forms I and II. The program introduces the students to the fundamentals of Music Theory and communicates an appreciation of the Western musical tradition. Students receive instruction in choral and instrumental presentation. Each year, students in Forms III and IV can participate in the Middle School Musical, whether by auditioning for a role or by signing up to work on the set and technical elements of the production.

### ***Form I***

**Art** (2 weekly periods)

In Form I the students are introduced to tactile and visual relationships through work in Drawing, Painting, Sculpture, and Printmaking. Individual students' creations are discussed and evaluated through critiques in order to stimulate and facilitate vital discussion. Introductory exercises exploring the Elements of Design are presented.

**Music** (2 weekly periods)

Throughout this year the students concentrate on the basic elements of music theory. They learn how to read and write music. They are challenged with some "ear training," including rhythmic dictation and interval recognition. During the second

semester, much time is spent listening to the music of the great composers and recording observations in a music journal. By the end of their first year, the students have mastered the basics of music theory and have learned how to listen to and appreciate fine art music of the past 500 years.

### ***Form II***

**Art** (2 weekly periods)

In Form II, students are guided through a more in-depth course of study in Color Theory, expressive narrative drawing, ceramic sculpture, and mono-printmaking. Areas of concentration are Tonal and Color Value, clay construction, printing press methods, and gouache watercolor technique.

**Music** (2 weekly periods)

This year the students are ready to put into practice what they learned in music class the previous year. Recorder lessons begin on the first day of school, and practice continues until a performance at the Christmas concert. Other topics for the year include orchestral instruments -- how to recognize them by sight and by sound; a unit on a specific opera, culminating in a field trip to a Dallas Opera performance; and a major music history research project.

### ***Form III***

**Art** (2 weekly periods)

In their third year, students will build on their previous Art experiences with a greater emphasis on formal group critiques. They are encouraged to expand their perception and understanding of visual relationships in order to create new constructs with a confident command of process and method. An entire semester is devoted to developing descriptive drawing technique. Functional clay sculpture, and experimental painting complete the year.

### ***Form IV***

**Art** (2 weekly periods)

In Form IV, the culminating course is designed to both be a cap for the Middle School art experience and to provide a broad basis for further study within the humanities in Upper School. Students are separated into four smaller groups, with each assigned a different teacher for a different area of the arts. Students then rotate through quarter-long courses on art history, easel painting, music appreciation, and speech/drama.

## HEALTH/ PHYSICAL EDUCATION

In the Middle School health curriculum, students cover the topics of nutrition, grooming, physical and mental health, human anatomy, and diseases. The negative effects of tobacco, alcohol and drugs are also studied.

To complement the education of the intellect, each student of the Middle School is required to participate in Physical Education four times a week. For First and Second Form students the physical education program provides intramural competition in seasonal sports, while in the Third and Fourth Forms they have the opportunity to participate in interscholastic competition.

## ***Forms I & II***

### **Physical Education/Health** (4 weekly periods)

During the first two years at Cistercian all students are taught the discipline of team sports by participating in seasonal, intramural team competition without the added burden of prolonged practice sessions and traveling to game sites. Supervised games and recreation are part of this program. The basic elements of gymnastics, calisthenics, and proper diet are integrated into the curriculum.

## ***Form III***

### **Health** (2 weekly periods)

Health in Form III teaches students the importance of a comprehensive approach to personal health through a study of the following topics: physical fitness, nutrition, personal hygiene and appearance, mental and emotional health, self-esteem, management of stress, and the avoidance of addictive behaviors.

## ***Form IV***

### **Health** (2 weekly periods)

In Form IV Health students are introduced to the major organ systems of the human body, safety and first aid, and the nature and prevention of disease.

# LIBRARY PROGRAM

The library program is an integral part of the academic life of the Middle School. An orientation is conducted for First Formers and new students in other Forms during September. In the First Form students are introduced to the school library and research skills. Library instruction, as well as the introduction of concepts relating to information literacy and digital citizenship, is accomplished through classes visits to the library, Librarian visits to the classroom, and through classroom assignments. The librarian, library assistant, and volunteers work with students one-on-one and with whole classes as requested by teachers, supporting the school's curricular and research focus. The librarian and teachers not only demonstrate to the learner how to locate information in books and electronic sources but how to evaluate their findings critically. The First Form often uses the library for reading programs in English and for recreational reading. They also use the library's resources for science and history projects and reports. The Second Form uses the library in science, history, music and English classes. The Third Form typically uses the library to support overall curricular and research goals. In English class, Third Formers utilize the library's resources for poetry units and other literature-based activities. Building on their previous three years of research skill development, Fourth Form students continue to build research expertise by using the library for projects in Latin, English, physical science and religion. All of these studies are supported and enriched by the library's collection of over 22,000 print and nonprint resources, as well as databases providing online encyclopedias, periodicals and references – a wealth of information offered by subscription to students which remains available for use at home, after school.



## THEOLOGY

The Theology program teaches students to apply systematic and rational inquiry to the data of faith. The first two courses treat Church History (Form V) and basic Catholic Christian doctrine (Form VI). These courses dwell on central questions and issues and as such are suitable for all students. The particular Catholic character of the doctrine and its systematic presentation are also clearly stated with respect for both denominational boundaries and the spirit of Christian ecumenism. In Forms VII and VIII, special topics of theology are treated: moral theology, world religions and their relationship to Christianity, and forms of Christian commitment. The School requires that all students participate in its religious education program.

**Theology I** (Form V; 3 weekly periods; ½ credit)

This course surveys the history of the Church from the beginnings up to the present. It examines the peaks and crises of her history, the unfolding of her doctrine and organization, her impact on our world, and the life and influence of some of her greatest saints.

**Theology II** (Form VI; 3 weekly periods; ½ credit)

This course treats the fundamental articles of Catholic faith. Its main topics are organized into three areas. First, the human quest for God is discussed by surveying the witness of primitive religions and the contributions of philosophy. Second, the course considers God's self-revelation in Jesus Christ, the Christian teaching about man--his nature, creation and fall-- and his redemption through Christ. Third, the class studies the Church and its redemptive function, extending the presence and grace of Christ in space and time.

**Theology III** (Form VII; 3 weekly periods; ½ credit)

This course on Catholic Christian morality investigates first the basic themes of Christian moral life: sin and forgiveness; the sacrament of reconciliation; the theological virtues of faith, hope and charity; prayer; and participation in the Holy Eucharist. The second part of the course studies specific moral issues, such as the parent-child relationship, friendship, sexual and social problems, and the sanctity of human life.

**Theology IVA** (Form VIII; 3 weekly periods; Fall; ¼ credit)

The course examines primitive religions and the major non-Christian religions including Hinduism, Buddhism, Taoism, Confucianism, Islam and Judaism. While learning to evaluate the non-Christian religions from a Christian perspective, the student will acquire a better understanding of his own Christian faith.

**Theology IVB** (Form VIII; 3 weekly periods; Spring; ¼ credit)

The final theology course treats the physical, psychological, moral and religious aspects of marriage. The students also learn about the preparation for marriage, the growth of married love through conflicts and crises, and some basic principles for the education of children. A brief treatment of the religious and priestly vocations completes the course.

## ENGLISH

The English program in the Upper School develops the students' ability to understand, appreciate, and respond to the great works of our literary tradition. In a roughly chronological sequence, the courses not only complement the students' study of history but history also provides the framework within which the shifting values and concerns of the various authors can be understood. Thus, the students first read selected works from classical antiquity (Form V), then follow the development of British literature (Form VI) and American literature (Form VII). The final year of the English program consists of a college-level course organized thematically. Throughout the program, students develop their ability to read and think critically, and then to express themselves orally and in written form.

**English I** (Form V; 5 weekly periods; 1 credit)

The study of English in Form V centers on classical literature. Through the study of Greek mythology and the careful reading of *The Odyssey* and Greek tragedies, students encounter characters, stories, and themes which are central to their understanding, appreciation, and enjoyment of Western Literature. These works, along with *Macbeth*, *A Midsummer Night's Dream*, and poetry, provide an introduction to the classical genres--epic, tragedy, comedy, and lyric. Formal studies in vocabulary and grammar, important in themselves, strengthen both written work and oral presentations. Of fundamental importance in Fifth Form English is regular practice in writing--ranging from informal personal narratives to formal literary analyses and a well-structured, well-documented research paper.

**English II** (Form VI; 5 weekly periods; 1 credit)

English in Form VI centers on a chronological study of important works in British literature. Beginning with *Beowulf* and moving to the works of Chaucer, Shakespeare, and modern authors this survey includes the major writers of prose and poetry from all literary periods. The study of literature provides material for written literary analysis, research projects, and creative expression. The chronological study of literature allows the students to understand the development of writing in Britain from simple songs and narratives to more complex forms rife with paradox and irony. Writing assignments complement this historical development as the students come to appreciate the changing role and responsibility of the writer in relationship to his audience. Vocabulary and composition (with grammar study adapted to the needs of the class) are taught in an organized, systematic manner so that students can become sophisticated and interesting writers and speakers.

**English III** (Form VII; 5 weekly periods; 1 credit)

The Form VII curriculum centers a survey of American literature beginning with the Puritans. Authors typically studied include the Transcendentalists (Emerson, Thoreau); Melville and Hawthorne; Mark Twain; writers of the Harlem Renaissance (Du Bois, L. Hughes, Zora Neale Hurston); Faulkner, Fitzgerald, Hemingway, Steinbeck, Flannery O'Connor; and a wide variety of poets ranging from Emily Dickinson and Walt Whitman to contemporary authors.

Themes include the nature of America and American experience, tensions between conscience and societal conventions, the need for courage in the face of injustice, and the role of the individual in society. A multi-faceted independent study of a single American poet in the spring culminates in a research paper and a multi-media presentation on the poet. Other compositions include personal narrative, literary analysis, and creative works.

**English IV** (Form VIII; 5 weekly periods; 1 credit)

English IV centers on texts of world literature. Students will read texts spanning from Ovid's *Metamorphoses* to contemporary writers, passing through medieval French, Italian and Japanese works and important writers of the fifteenth to nineteenth centuries. Some works are traditional in style and form, but others are more experimental (like Calvino's *Invisible Cities* and Beckett's *Waiting for Godot*). The course will also look to what writers say about their own art—the distinctive importance of literature and how it is best done. One prominent theme of the course is metamorphosis, or rather, the *Mutability and Durability of the Human*. This is related to the over-arching question of how literature articulates man's relation not only to himself and his fellows but to the divine. The course will bring musical and visual artistic traditions to bear on understanding the literature, along with various philosophical, theological, and psychological traditions. The main written work will be a full research project.

## FOREIGN LANGUAGE

Basing itself on the results of four years of Latin in the Middle School, the Foreign Language program in the Upper School provides the opportunity for the students to learn one of two major modern languages of the West—Spanish or French. From a utilitarian standpoint, Spanish introduces students to the language and the culture of our neighbors to the south, as well as to the vibrant Hispanic heritage present in this country. While Spanish is the foreign language most-widely spoken in Texas and most-often studied in the United States, French remains the second most frequently taught after Spanish. French culture and language are studied in the context of the various 43 French speaking countries; Spanish culture and language are studied in the context of the various 19 Spanish speaking countries. French is the language spoken by our largest trading partner, Canada. In fact, France's economy is the 5<sup>th</sup> largest in the world. In the foreign language courses, along with work in grammar and vocabulary, there is regular practice in oral and written expression. In the first two years students learn basic vocabulary and grammatical forms. In Forms VII and VIII the study of culture, history, and literature enriches the students' continued practice in translation and conversation.

### SPANISH

**Spanish I** (Form V; 4 weekly periods; 1 credit)

The basic objective of this course is to lay the foundation for the four language skills of reading, writing, speaking, and aural comprehension. Students will learn the present and preterite tenses of regular and irregular verbs. In doing so, Spanish is used as much as possible in the classroom. In addition to the actual study of the language, a secondary goal is to begin the

student's acquaintance with Hispanic culture, history, and geography.

**Spanish II** (Form VI; 4 weekly periods; 1 credit)

The course continues Spanish I with its stress on speaking and listening skills. New emphasis, however, is placed on written composition. Students will learn all the verb tenses of the indicative mood and begin their study of the subjunctive mood as it applies for use of the imperative. Students will also continue to study aspects of culture.

**Spanish III** (Form VII; 4 weekly periods; 1 credit)

At this level, the emphasis shifts to reading and writing, while providing a summary and review of Spanish grammar and usage, including a detailed look at the subjunctive mood. Speaking and listening skills are sharpened by discussion of historical events and other current topics of interest. In reading, the aims are to enlarge vocabulary and increase appreciation of the written language. In order to improve composition skills, students will complete in-class writing assignments. This and the following year's course are designed to prepare students for the AP exam in Spanish language.

### FRENCH

**French I** (Form V; 4 weekly periods; 1 credit)

With French used in the classroom as much as possible, students in their first year establish the foundation for understanding and speaking French. They cover the present, imperfect and *passé composé* tenses of regular and irregular verbs in the indicative mood as well as the imperative mood. They also become familiar with the French use of adjectives and pronouns.

**French II** (Form VI; 4 weekly periods; 1 credit)

While continuing to develop their speaking and aural comprehension skills, students in their second year begin composing more sophisticated texts in French. They also learn the future tense of the indicative mood and take up the study of the conditional and subjunctive moods.

**French III** (Form VII; 4 weekly periods; 1 credit)

In the third year students continue to build their vocabulary and familiarity with French idioms. They finish their study of the French verb's tenses and moods, learning the *future antérieure*, *passé simple*, *plus-que-parfait*, and *conditionnel du passé*. Students begin a survey of French history and culture with an introduction to significant literary, artistic and architectural achievements as well as important developments in science and politics.

### Seminar: Finessing Whole Language Acquisition

While a fourth year of language is not required, Form VIII students may choose language (either Spanish or French) as their Honors Seminar option. This course will be taught in the target language and will provide students with numerous opportunities to improve their written and spoken Spanish or French. The majority of class time will be spent improving students' abilities to hear, understand, and orally respond. Students will apply interpersonal, interpretive, and presentation skills. Instructional time will also be devoted to improving writing and reading comprehension skills. By the conclusion of

the course, students will be more than adequately prepared to perform the tasks of the AP Language and Culture exam, and also in making extended presentations in the target language.

## SOCIAL STUDIES

Building upon what was laid as a foundation in the Middle School; the Upper School program encourages students to delve much more deeply into an analytical reading of and critical thinking about the past. To weigh historical evidence and interpretations and to arrive at conclusions on the basis of informed judgment are among the most important goals of this second half of our eight-year curriculum. Livy claimed in his Early History of Rome that “in history you have a record of the infinite variety of human experience plainly set out for all to see; and in that record you can find yourself and your country both examples and warnings; fine things to take as models, base things rotten through and through, to avoid.” Appealing to this tradition, the Upper School program encourages students to learn from the past and so live virtuous lives. Courses in the Upper School program continue to integrate the study of history, culture, and geography.

### *Form V*

#### **World Civilizations and Cultures I** (4 periods; 1 credit)

This course aims to provide students with a coherent and intelligible account of world history. Through sustained study and reflection, the student should be able to attain a rudimentary vision of the whole of human affairs. Chronologically, the first part of the course (up to the Christmas break) will commence with a look at the origins of man and move through a consideration of the development of world civilizations and cultures up to about 500 B.C. The second part will examine world civilizations and cultures from about 500 B.C. up to about A.D. 1500. The cultivation of the student’s understanding of world history will take place with a view to furthering his grasp of human nature and character while keeping in mind the more personal aims of self-knowledge, practical guidance, and delight in study. Instruction will foster careful reading, attentive listening, clear and coherent writing, reflective and orderly thinking, and thoughtful, articulate speaking.

### *Form VI*

#### **World Civilizations and Cultures II** (4 periods; 1 credit)

Beginning with Niccolo Machiavelli’s *The Prince*, students in Form VI will engage a movement in thought across time simply called *The Modern*. From this first High Renaissance challenge to the Western tradition regarding virtue, prudence, and knowledge, rival ideas concerning freedom and the human will emerge. Tracing the ideas and events that attended this conflict, this course is oriented both chronologically and thematically. Rounding out their survey, students will study the development of culture, as well as of politics and economics, in many nations and physical regions across the world by formally viewing, listening to, and reporting on the literary, visual and musical arts of the 16th through the 20th centuries. Reflective writing, formal research papers and individual presentations will allow the student ample opportunity to express himself and his discoveries across the course of the year.

### *Form VII*

#### **U.S. History** (4 weekly periods; 1 credit)

Entertaining serious questions about one of the greatest adventures in human history, students in this course will: a) ponder whether the United States has risen above the injustices attending its founding and growth and, through its moral purpose and political activity over the years, atoned for them; b) assess the mixture of altruism and self-interested ambition that has shaped the nation, considering how each force at times swelled or diminished in the quest for building the perfect human community; c) examine whether this republic, created by and for the people, has shown itself to be, as Lincoln boldly claimed, “the last best hope of Earth,” exemplar to the world. To achieve this, students will perform a careful chronological survey of the United States’ past, read a considerable selection of primary sources, and compose response papers to the ideas espoused therein. They will also engage in a thoughtful study of the social and cultural expressions emanating from the American people over time, concentrating on visual and musical media to get a sense of a lived experience of the past. Daily classroom conversation born of preparedness of thought and firmness of purpose will encourage each student to arrive at his own, independent understanding of the past.

### *Form VIII*

#### **Principles of American Government** (4 periods; ½ credit)

The primary concern of this course is to convey an understanding of those definitive principles that shape the foundation and structure of the American regime and to help students gain a basic familiarity with the organization and function of our government. This understanding is to be achieved through a careful study of those documents that are of seminal importance for the formation of our political institutions and way of life, and through thoughtful reflection on the writings of various insightful observers of the American order. To lay the groundwork for a fuller understanding of these sources, the course will commence with a brief look at the nature, purpose, and basic problems of government and politics and at a few of those authors whose political writings either directly shaped the thinking of our Founding Fathers, or whose thought provides us with fundamental alternatives to their understanding of political life. With sustained effort, the student should attain a reasonably coherent grasp of the principles of American government, the philosophical understanding of human nature suggested by the texts that we examine, and the essential structure of the American regime.

### *Form VIII*

#### **Introduction to Economics** (4 weekly periods, ½ credit)

Economics is basically the study of how human beings provide for the material well-being of their societies. Modern political and social discourse is permeated with economic concepts and terminology. This course will therefore introduce students to the study of economics by immersing them in the basic concepts and terminology of the discipline. This immersion will take place with a view to the relationship between economics and the larger concerns of ethics and politics.

# MATHEMATICS

The Mathematics program in the Upper School is based on the completion of Algebra I in Form IV, a prerequisite for admission into the Upper School. The first three courses in the Upper School Mathematics sequence, Geometry, Algebra II, and Pre-Calculus with Differential Calculus, are designed to complete a solid background for more advanced study during the senior year and beyond. In Geometry students discover the full power of the mathematical method by unfolding through clear proofs and definitions the basic results of the subject. In Algebra II/Trigonometry they complete their mastery of symbolic manipulation as they are introduced to the classical functions, including exponential and trigonometric functions. The Junior year course merges the skills from the prior two years and begins an introduction to Calculus as well as to topics required for other undergraduate math courses, including topics from matrix theory and combinatorics. Calculus completes the mathematics program, with the first semester spent on a broad overview of the subject and the second semester in an applied special topics (Finance or STEM) course, giving students a solid look at how dynamic processes may be understood using mathematics.

## *Form V*

### **Geometry** (5 weekly periods; 1 credit)

This course is a systematic treatment of topics in plane and solid Euclidean geometry. Primary emphasis is placed on developing the reasoning skills necessary to understand and create deductive proofs based on postulates and previously proved theorems. After an introduction to symbolic logic, students will begin working with standard, two column proofs, but quickly move to more sophisticated paragraph forms of logical arguments. They will then move to Euclidean geometry including triangle congruences, quadrilaterals, the theory of parallel and perpendicular lines and planes, and the various relationships of angles within circles. Within these broad topics, students will also practice Euclidean constructions, similarity, proportionality, and special triangle relationships. As these concepts are developed, they are then applied to analytic geometry. Additional topics in vectors, mass points and mechanics will be included as time permits.

## *Form VI*

### **Algebra II/Trigonometry**

(5 weekly periods; 1 credit)

This course further develops the content of the introductory algebra taught in Form IV. The approach is more rigorously axiomatic as it draws on the student's exposure to such an approach in geometry. Topics covered include the properties of real numbers, linear and quadratic functions, as well as higher degree polynomials and rational functions. The conic sections are given a systematic development from the viewpoint of the rectangular coordinate system. An introductory study is made of the logarithmic and the exponential functions. The course also includes a thorough exploration of Trigonometry, from the unit circle and right triangles through the analysis of trigonometric functions and their graphs, establishing and proving trigonometric identities, and associated applications such as the laws of sines and cosines. Developing the

appropriate problem-solving skills is a key component of each unit. Emphasis at all times is on the functional aspect of mathematics, and the developments are constantly viewed from both the algebraic and the geometric standpoints.

## *Form VII*

### **Precalculus with Diff. Calculus** (5 weekly periods; 1 credit)

This course is intended to complete the preparation of a student for his senior-year calculus courses, and beyond. In so doing, the topics covered represent a deepened mastery of algebra and with the theory of functions, and the introduction of the concept of a limit and derivative. All along the way, students delve more deeply into the real number system to build their understanding of completeness, infinity, and limits. The exploration of the infinite and an understanding of limits, continuity, and derivatives will be underlying themes that serve to direct and unify the study of the various topics in algebra and function theory. Similarly, while many course topics within algebra and geometry have been covered before, it is a goal of this course to synthesize these aspects of mathematics, looking at problems from both geometric and algebraic perspectives whenever possible, as calculus techniques are added in solving the problems. The course begins with a detailed study of the major elementary functions (polynomial, rational, exponential, logarithmic, and trigonometric), including limits and derivatives for all of them as well as sequences and basic series (and associated limit ideas). Once these topics are mastered at initial levels, students will go back and develop the chain rule for differentiation and apply it to more complicated compositions of several kinds of these functions. Having completed a basic look at differential calculus of elementary functions, the course then progresses through a look at various advanced topics including polar graphs, parametric equations, complex-valued functions, linear algebra and matrices, and two and three-dimensional vector systems.

## *Form VIII*

### **Fundamentals of Calculus** (Fall; 5 weekly periods; 1 credit)

This course begins by renewing and extending students' understandings of limits, continuity, and the derivative from their extensive work on these topics from the junior year course. For limits, extensions are made to vectors, multivariable functions, and recursive sequences. For the derivative, extensions are made to Caratheodory's definition of the derivative of  $f(x)$  at a point, vector derivatives, and derivatives of multivariable functions (gradients and partial derivatives). Applications of the derivative include L'Hospital's Rule, Newton's Method, and the general behavior of a function (intervals of increase/decrease, concave up/down; points of local or global extrema). Further theory of the derivative includes implicit differentiation (via level curves), the Inverse Function theorem (and its consequences), various Mean Value Theorems (and their consequences), and the error estimate for Taylor Polynomials. The Riemann integral of a continuous function  $f(x)$  over a closed and bounded interval is introduced via two routes: (1) essential properties and (2) Riemann sums. From this foundation, all the properties of these integrals are derived along with both parts of the Fundamental Theorem of (Integral) Calculus. Students learn to integrate by u-substitution, integration by parts, and various trigonometric and algebraic identities (including partial fractions). The course

concludes with the topics of numerical integration and improper integrals. Woven throughout the course are topics from numerical infinite sequences and infinite series. Precise definitions are emphasized and more proofs are presented than what might be expected from even a strong honors level calculus class.

**Calculus: Special Topics** (Spring; 5 weekly periods; 1 credit)  
For the second semester, students will select from two options, based on their interests:

#### **Special Topics in Calculus:STEM**

In this course, students will explore applications of calculus to physics, chemistry, probability and statistics, technology, engineering, and mathematics. Possible topics include: work, center of mass and moments, gradient, divergence, and curl; derivation of various chemical laws via calculus; continuous probability distributions, their mean and median; random variables, expectation and standard deviation (includes basic probability and stats in discrete case); asymptotic estimates, including Stirling's Formula and basic analysis of computer algorithms; Integral Inequalities (Cauchy-Schwartz, etc.); Fourier Series, etc.

#### **Special Topics in Calculus:Economics and Finance**

In this course students will study applications of calculus to business models, including conceptual development. Possible topics include: marginal cost, revenue, and profit; present value of a cash flow; partial derivatives as needed (including Lagrange Multipliers for optimization problems); calculus analysis of how and why supply and demand shift; Cobb-Douglas functions, etc.

Both second semester options will include the techniques of integration by substitution and by parts; some differential equations, and some infinite series.

## SCIENCE

The Science curriculum of the Upper School requires all Cistercian students to take a high-school level course in the three fundamental natural sciences: Biology (Form V), Physics (Form VI), and Chemistry (Form VII). In Form VIII students are required to take a second, college-level course in any of these disciplines. At each level laboratory work is combined with the teaching of scientific theory. The accelerated nature of the mathematics curriculum supports the School's science program. The Chemistry course of Form VII presupposes algebraic skills mastered in Form VI, while the Physics course taken in Form VI is designed to mesh with the concepts and skills acquired in Algebra II/Trigonometry. Advanced Physics taught in Form VIII uses the knowledge of advanced trigonometry, elementary function limits and differential calculus taught in Form VII mathematics.

#### **Biology I** (Form V; 5 weekly periods; 1 unit)

The primary goal of this course is to present the basic concepts of modern biology and its major unifying ideas. Topics include biochemistry, cellular biology, genetics and heredity, molecular

biology, evolution, classification of living organisms, microbiology, ecology, pollution, and botany. Laboratory work, both investigative and observational, forms an integral part of the course, as does ongoing reading in current biological literature.

#### **Chemistry I** (Form VII; 5 weekly periods; 1 unit)

This course builds on the introduction provided in the Fourth Form. Students learn more of the language of chemistry as they review and move deeper into the concepts that build the structure of our understanding of the world of matter. Topics studied in-depth include atomic theory, types and states of matter, structure of matter, chemical reactions, stoichiometry, solutions, and the flow of energy in the change of physical and chemical systems. The course also introduces the more advanced topics of equilibrium, kinetics, thermodynamics, and electrochemistry. Throughout the year, students consider the relationship of chemistry to the solution of environmental problems. In their laboratory work, students learn the use of standard chemical equipment and techniques as they implement a problem-solving approach to answering questions of an experimental nature. Here, too, they learn to consider the environmental implications of their work.

#### **Physics I** (Form VI; 5 weekly periods; 1 unit)

This course acquaints students with concepts that form the foundation of physics and engineering. One semester is devoted to classical mechanics, including the study of motion and falling bodies, Newton's laws, vectors, conservation of energy and momentum, work, power, circular motion and simple harmonic motion. During the second semester, students study waves, including sound and light, electromagnetism and topics from modern physics such as fission, fusion and radioactivity. Laboratory experiments and projects are assigned to develop "hands-on" skills. Math is at the level of trigonometry. Understanding the underlying concepts and conservation laws is stressed throughout the course.

#### **Biology II** (Form VIII; 6 weekly periods; 1 unit)

The second-year biology course provides a more detailed study of many of the topics and concepts learned in Biology I. We begin with an extensive study of biochemistry and molecular biology, focusing on gene structure and function in prokaryotes and eukaryotes. Following is a more detailed look at cell structure and function, cell division, and energy producing reactions. Advanced Mendelian genetics, evolution, ecology, microbiology, and anatomy and physiology are other topics that are studied. The lab component of the course consists primarily of AP Biology labs, supplemented by other molecular labs.

**Chemistry II** (Form VIII; 6 weekly periods; 1 unit) The second year chemistry course begins with a review of fundamental concepts studied in Chemistry I. Students then undertake a more in-depth study of kinetics, equilibrium, thermodynamics and electrochemistry. The emphasis on lab work continues as students learn to use more advanced techniques and equipment to analyze correctly a variety of unknown samples from both a qualitative and quantitative standpoint. Throughout the course, the use of chemistry to understand and manage environmental problems is stressed.

## **Physics II** (Form VIII; 6 weekly periods; 1 unit)

Students who elect this science course will spend one semester each on the study of mechanics and electromagnetic theory.

Calculus is used throughout. Students choose a long-range project to complete during their lab time. This course corresponds to the first two semesters of the four semester calculus-based sequence required of college physics and engineering majors.

## FINE ARTS

Beginning with the Class of 2027, all students will be required to earn one credit in Fine Arts in order to graduate. To satisfy this requirement, Form V students will take two semesters of Fine Arts elective courses, ranging in but not limited to Drama, Music, Studio Art, Photography, Dance, Technical Theater, Graphic Design, and Film Studies. These two semesters will count for half of the Arts Credit Requirement.

In order to fulfill the remainder of the full credit of Fine Art needed to graduate, Forms VI and VII students may choose to take two more semesters of upper level Fine Art Electives including but not limited to Drama, Music, Studio Art, Photography, Dance, Technical Theater, Graphic Design, Film Studies, Art History, Calligraphy, Creative Writing, and Film Making. The School will offer a selection of these courses each semester within the general elective offerings (some of which may have a prerequisite of the Form V level in that discipline). Two upper level Arts Electives are necessary in order to fulfill the remaining art credit unless the student opts for partial or full Practicum Arts Hours accrual.

### **Practicum Art Hours**

Beginning in Form V and ending in Form VII, students may choose to accrue hours spent in outside artistic initiatives to meet the requirement for a quarter credit (30 hours) or a half credit (60 hours). In order to qualify for these Practicum Arts Hours, the student must get approval for the artistic endeavor from Chair of Fine Arts Department before collecting hours, select a Cistercian Arts Sponsor (a faculty member well versed in the art form), and meet the following requirements:

Music - including but not limited to: private instrument or voice lessons, participation in an outside choir, orchestra, rock band, ensemble, etc.

Theater - including but not limited to: rehearsals and performances at Cistercian, rehearsals and performances outside of Cistercian (another school, community, or professional theater), technical theater duties (set-build, set-design, running set crew, etc. at or outside of Cistercian). If the student performs outside of Cistercian, he must participate in at least one show at Cistercian between Forms V and VII to gain outside theater practicum hours.

Studio Art - including but not limited to: private lessons

In each case above, the hours collected to satisfy the Practicum credit option must meet the following additional requirements:

1. Pre-approval from the Chair of the Fine Arts Department
2. An outside teacher to sign off on each hour earned outside of school
3. An outside of school performance/recital attended by the arts sponsor
4. An on-campus performance/recital/gallery show

## UPPER SCHOOL ATHLETICS

Physical Education and Athletics form an important and necessary part of the school curriculum. Each student is encouraged to perform on the level of his own capability within the framework of teams and in the pursuit of a common goal. In this manner, boys come to understand teamwork and sportsmanship. Each student in Forms V-VII is required to pursue an interscholastic sport, attend the regular physical education classes, or apply for a P. E. tutorial (in which students who are involved in athletics at a high level outside of School are granted credit for that P.E. activity). The school year is divided into three seasons with the following sports offered in each season: Fall – Football and Cross Country; Winter – Basketball, Soccer, and Swimming; Spring – Track, Tennis, and Baseball. The Upper School competes within the Southwest Preparatory Conference (SPC) and member schools strive to abide by the SPC Guidelines for Sportsmanship, as outlined below.

### **SPC Guidelines for Sportsmanship**

The Southwest Preparatory Conference (SPC) Member Schools unanimously endorse the following items in order to exemplify the highest standards of sportsmanship and inter-school relations:

#### **The Players**

They live clean and play hard.

They play for the love of the game.

They win without boasting. They lose without excuses.

They never quit. They respect officials and accept their decisions without questions.

They never forget that they represent their school.

#### **The Coaches**

They inspire in their players a love for the game and the desire to win. They teach that it is better to lose fairly than to win unfairly. They exemplify sportsmanship and respect for the officials. They are the type of people that they want their players to be.

#### **The School**

SPC schools will not tolerate, at their athletic contests, any spectator, either student or adult, whose behavior is disrespectful toward players, officials, coaches, or other spectators. Nor will SPC schools permit any type of

spectator behavior that either detracts from the proper conduct of the game or disadvantages a team player.