
ACADEMIC CATALOG



THE AMBROSE SCHOOL

Published Spring 2023

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TABLE OF CONTENTS

TABLE OF CONTENTS	2
MISSION OF THE AMBROSE SCHOOL	3
PROGRAM OVERVIEW	3
COURSE OFFERINGS	7
LETTERS	7
BIBLE SURVEY	9
LANGUAGES	9
RHETORIC	10
SUMMA COURSES	10
MATHEMATICS	11
SCIENCE	14
APPLIED ARTS	16
APPENDIX	21
REGISTRATION	21
DROP/ADD POLICY	21
TRANSFER STUDENTS	21
GRADING SYSTEM	22
TRANSCRIPT REQUESTS	23
GRADUATING WITH HONORS	23
HOUSE STUDENT ACTIVITIES	24
INTERSCHOLASTIC - ARCHER ATHLETICS	24
SENIOR TRIP	26
GOALS OF AN AMBROSE GRADUATE	26
ACCREDITATION	27

MISSION OF THE AMBROSE SCHOOL

The mission of the Ambrose School is to mature students in Christ as we integrate faith and reason through classical Christian education.

The Ambrose School is dedicated to the idea that true education requires more than imparting knowledge, training skills, or even teaching students to think, though all of these are important.

Rather, our course of study aims to cultivate in students what the ancient Greeks and Christians called paideia. Paideia can be understood as the set of assumptions or worldview a student has, and the rightly ordered affections that drive what he or she is passionate about. Paideia motivates the decisions a person makes, and it turns faith into a powerful cultural force rather than only a personal experience.

A person's paideia is the core ingredient in building a community that loves and honors God, and K-12 education is a foundational ingredient in forming paideia in a student. In Ephesians 6, God calls fathers to raise their children in the "paideia of the Lord." Historically, Christian paideia has been cultivated through a unique form of education designed for this purpose--classical Christian education. The course of study outlined below was designed with this broad goal of the cultivation of the whole person in mind.

PROGRAM OVERVIEW

Core Classes

The Ambrose School high school program consists of core and elective credit requirements. All required core classes must be passed with a D or above in order for a student to graduate. Core courses provide our school of rhetoric students with a foundation in history, philosophy, literature, language, math, and science to ground them in a Christian worldview and prepare them for college and for life.

Credits

A standard daily class (meeting every day) is 5 credits. Credits are awarded by classroom hour per week. Students receive one credit for each hour spent in the classroom during a given week. Each student is required to take a minimum of 29 credit hours per semester (not including House).

Applied Arts Courses, Electives and Study Halls

Math, science, and language courses that go beyond minimum graduation requirements are considered elective courses.

Included in graduation requirements are 16 credits of applied arts courses. To fulfill the applied arts requirements, students select courses from a range of options including drama, art, music, media and mock trial.

Students may elect to take applied courses over and above the minimum 16 credit graduation requirements for applied art. They may also enroll in additional elective courses such as teaching assistantships or preceptorials.

Students who take fewer electives will have more study halls. This is recommended for students who need more time to complete homework for required coursework.

Honors Courses

All Letters courses are designated as honors courses. Students who attend The Ambrose School for four years will earn a minimum of 80 honors credits. These courses exceed the standards for honors English and honors history offered at many other schools. The honors designation is meant to represent the nature of these more challenging courses to colleges. As honors courses, they are graded on a five-point scale (A=5 points). This will reflect a GPA more in line with the GPA's of students from other schools.

Additionally, concurrent credit courses are designated as honors courses since students are undertaking college-level work in these courses.

Preparing for College and Transcripts

Our graduation requirements are a minimum standard. Students are encouraged to take every opportunity to learn. Students applying to college should also consider the following:

- Taking courses that demonstrate that they are well-rounded students who can do well in a range of challenging courses from math to drama, philosophy to media.
- Taking concurrent credit or additional honors courses.
- Taking two years of a language (Ambrose requires only one year in the high school).
- Taking at least one year of fine arts as defined by the colleges to which you are considering applying. Some colleges, such as many in Texas and California, require a year of fine arts in high school. (Note that these schools may define fine arts differently than Ambrose does.)
- Taking more advanced math and science courses than the minimum required for graduation, and taking four years of math and science courses.
- Meeting with our college advisor to learn how to meet your college goals.
- Attending our annual College Night to learn how to best prepare for the college application process.

If you have more particular questions about preparing for and applying to college, please contact our college advisor. Our college advisor works with individual students and families to prepare for and apply to the colleges of their choice, as well as apply for scholarships. Our

college advisor also leads seminars in the junior and senior years that walk students through the college application process week by week.

Only courses taken in the 9th – 12th grade years will be included on the transcript or count for graduation. Algebra I and Latin may be notated on the transcript from earlier grades.

If a student retakes a course, the course with the higher grade will be the one that appears on the transcript.

Passing a Course

In order to graduate, students must pass high school required courses with a D or above. For two-semester rhetoric, language, and humanities courses, this means that the numerical grade from the first semester and the second semester must average to at least a D or above. For biology, chemistry, physics, Algebra I, Algebra II, and precalculus, students who fail the first semester of the course will be automatically dropped from the course, and will need to retake the course another year, or online if not available at Ambrose. Students who fail the fall semester of geometry can continue in the course, but will need to retake the fall semester in another year, or online if not available at Ambrose.

Online Courses

At the discretion of the school, students may take on-line electives that can count toward a student's total credits taken that semester. The class must be compatible with Ambrose's goals for a graduate. Classes from approved classical Christian sources are more likely to be approved by the school. Requests to take an online course from another school should go through the registrar and the upper school dean. Occasionally, a student may be required to take an online course to fulfill a graduation requirement that they were unable to fulfill with Ambrose courses. Unless the course is fulfilling a graduation requirement, it will not appear on a student's Ambrose transcript or be counted in the GPA.

Note: Classes and schedules change from time to time for reasons tied to staffing, schedule, or resource changes.

THE AMBROSE SCHOOL: LG CAMPUS

Course Requirements for Graduation

CREDITS REQUIRED	REQUIRED HIGH SCHOOL COURSES	LENGTH	CREDITS	RECOMMENDED YEAR TO BE TAKEN	YEAR COURSE WAS COMPLETED
HUMANITIES (90 Credits Required)	Letters III: Modern American History and Literature*	<i>yearlong</i>	<i>20 credits</i>	09	
	Letters IV: Classical Thought History and Literature*	<i>yearlong</i>	<i>20 credits</i>	10	
	Letters V: Medieval Thought History and Literature*	<i>yearlong</i>	<i>20 credits</i>	11	
	Letters VI: Modern Thought History and Literature*	<i>yearlong</i>	<i>20 credits</i>	12	
	Comparative Civilizations	<i>semester</i>	<i>3 credits</i>	11	
	20th Century Art and Culture	<i>semester</i>	<i>2 credits</i>	12	
WRITING (36 Credits Required)	Writer's Rhetoric	<i>yearlong</i>	<i>10 credits</i>	09	
	Classical Rhetoric*	<i>yearlong</i>	<i>8 credits</i>	10	
	Summa Theologica*	<i>yearlong</i>	<i>4 credits</i>	11	
	11th Thesis	<i>semester</i>	<i>3 credits</i>	11	
	Summa Civitas*	<i>yearlong</i>	<i>6 credits</i>	12	
	12th Thesis*	<i>semester</i>	<i>2 credits</i>	12	
SCIENCE (25 Credits Req)	Biology	<i>yearlong</i>	<i>10 credits</i>	09	
	General Chemistry*	<i>yearlong</i>	<i>10 credits</i>	10 or 11	
	Physics -OR-	<i>yearlong</i>	<i>10 credits</i>	11 or 12	
	Conceptual Physics (1 semester required)	<i>yearlong</i>	<i>10 credits</i>	10 or 12	
MATHEMATICS (35 Credits Req)	Algebra I (if not passed with a B or higher in 8th grade)	<i>yearlong</i>	<i>10 credits</i>	09	
	Geometry	<i>yearlong</i>	<i>10 credits</i>	09 or 10	
	Algebra II	<i>yearlong</i>	<i>10 credits</i>	10 or 11	
	Pre-calculus* (1 semester required) -OR-	<i>yearlong</i>	<i>10 credits</i>	11 or 12	
	Senior Trigonometry (only offered second semester)	<i>semester</i>	<i>5 credits</i>	12	
LANGUAGE (10 Credits Required)	Greek I -OR-	<i>yearlong</i>	<i>10 credits</i>	09 or 11	
	Latin IV	<i>yearlong</i>	<i>10 credits</i>	09	
APPLIED ARTS <small>Students must take a minimum of one applied art course each year, but must take a total minimum of 16 art credits over the course of four years.</small>	Art: Essentials of Art	<i>yearlong</i>	<i>4 credits</i>	09 - 12	
	Art: Watercolors, Pastels, Pottery, and Acrylics	<i>semester each</i>	<i>2 credits</i>	09 - 12	
	Art: Projects	<i>yearlong</i>	<i>4 credits</i>	11 - 12	
	Music: Performance Choir*	<i>semester</i>	<i>5 credits</i>	09 - 12	
	Music: Performance Orchestra	<i>semester</i>	<i>5 credits</i>	09 - 12	
	Graphic Design: Yearbook	<i>yearlong</i>	<i>4 credits</i>	09 - 12	
	Media: Broadcast Media I	<i>yearlong</i>	<i>4 credits</i>	09 - 12	
	Media: Broadcast Media II	<i>yearlong</i>	<i>4 credits</i>	09 - 12	
	Media: Projects	<i>yearlong</i>	<i>4 credits</i>	11 - 12	
	Drama: High School Drama	<i>semester</i>	<i>4 credits</i>	09 - 12	
	Drama: Backstage Drama (offered both semesters)	<i>semester</i>	<i>2 credits</i>	09 - 12	
	Mock Trial: Essentials of Mock Trial	<i>quarter</i>	<i>1 credit</i>	09 - 12	
	Mock Trial: Mock Trial Team	<i>semester</i>	<i>4 credits</i>	09 - 12	
	Teacher Apprentice	<i>yearlong</i>	<i>4 credits</i>	11 - 12	

*Honors course graded on a five point scale (A=5 points).

Revision 1/23/2023

COURSE OFFERINGS

LETTERS

Named for the traditional study of the liberal arts, our Letters courses integrate the history, philosophy, theology, literature and art of a time period into a single, two-hour daily course. These courses are the foundation of our program. In these courses, students read the great works of Western thought and enter into the great conversation that has been taking place over the millennia regarding the most important questions humans ask. Students study source materials rather than text books and engage with these sources through Socratic discussion.

Rather than drawing dark lines between narrow subject areas, separating literature from history or art from culture, our integrated approach situates events and ideas in their contexts and provides a broad education leading to wisdom. We focus not only on acquiring knowledge, but on learning how to think and communicate well. Our Letters courses provide a foundation for learning and growth that prepares students not only for college but more importantly for life-long learning and a life well-lived.

Students cycle through Western history twice in 7th through 12th grades. In the logic phase (7th-9th grades), students focus on the who, what, when, where and why of history. Students take Letters I: Ancient World and Worldviews in 7th grade, and Letters II: Middle Ages/Reformation in the 8th grade, and Letters III: Modern American History and Literature in 9th grade. In the rhetoric track (10th-12th grades), students focus on the motivations and philosophies that drive historical events. They synthesize a period's history, art, literature, philosophy, and theology to better understand the cultures studied. Students practice drawing their own conclusions and articulating clearly what they learn.

Letters III, IV, V and VI are honors classes.

Letters III: Modern American History and Literature (9th grade)

Covering c. 1750 to present, this course focuses on American history, literature, and thought. This is the final course in the logic phase of our Letters track.

Letters IV: Classical Thought, History and Literature (10th grade)

This course begins with a focus on Greek thought, philosophy, culture, literature, and art as the foundation of Western civilization. It then turns to Roman culture and its influence on the world as well as Christianity's influence on Rome. The integration of Hebrew scripture, Roman culture, and Greek thought into Christianity is taught from the perspective of God's divine plan for His church. The key worldview question for the year is "How did God prepare the world for Christ to come?" The course closes by examining the rise of the Christian Church including the formation of the creeds and the development of the Biblical canon.

Concurrent Enrollment Program through Colorado Christian University is available for this course. All students will learn the same content whether or not they take the course for college credit.

Letters V: Medieval Thought, History and Literature (11th grade)

The second in our rhetoric-level Letters courses, this course focuses on the time period from the end of Imperial Rome to the end of the Renaissance. This course covers the emergence of Christian Rome, the decline of the Roman Empire and the separation of the eastern and Roman church, the rise of feudalism and Islam, the formation of European culture, and the rise of Renaissance culture. The key worldview question is, “In what ways did the news of Christ change the world?”

Concurrent Enrollment Program through Colorado Christian University is available for this course. All students will learn the same content whether or not they take the course for college credit.

Letters VI: Modern Thought, History and Literature (12th grade)

The third in our rhetoric-level Letter courses, this class focuses on the time period from the early Enlightenment to the present. Students consider the impact of the Renaissance and Reformation on Europe, the rise of European empires, the Enlightenment’s rise through the independence of the new Protestant mindset, American Puritan ideals and their confluence with the revival of classical thought to develop the American Republic, the Enlightenment’s impact on modern thought, and the development of individualism, naturalism, romanticism, and postmodernism. The key worldview question is: “How does man fulfill his ultimate purpose?”

Comparative Civilizations (11th grade)

This course gives an overview of the history, culture, and religions of the Middle East, India, China, and Japan. Students read selections from the literature of Islam, Hinduism, and Confucianism.

20th Century Culture and Thought (12th grade)

This course, taken in conjunction with 12th grade Letters, covers intellectual and cultural history of the 20th century.

Letters Tutorials (10th - 12th grades)

Students meet weekly for 20-30 minutes with their Letters instructor to discuss readings, review student writing, or for oral assessments. Grades for tutorials are incorporated into the Letters grade.

BIBLE SURVEY

Bible Survey (2 credits) - In this required course, students develop an understanding of the unity and overarching story of Scripture, tracing various themes throughout biblical history, and emphasizing how those themes find their fulfillment in Christ. This year-long course is taken in 8th grade.

LANGUAGES

One year of a classical language is required for 9-12th grade students. This requirement can be fulfilled by taking either Latin IV or Greek I.

Note for students transferring into Ambrose in the 7th or 8th grades: Because Ambrose students have been taking Latin since the 3rd grade, students transferring into the school of logic (7th or 8th grade) have the option of taking their first year of Latin at Ambrose as a pass/fail course.

Students transferring into the upper school should take Greek I in either their 9th or 11th grade years to fulfill their classical language requirement.

Note for college-bound students: While only one year of a classical language is required for graduation, it is highly recommended that high school students take two consecutive years of a language if they are intending to attend college.

Latin IV: Elementary Classical Latin Language and Literature - Prerequisite: 3 years of Latin grammar/reading. The course is designed to further advance Latin reading, grammar, and translation, and knowledge of Roman culture and history. The course emphasizes reading and translating classical and early church texts.

Latin V: Advanced Classical Latin Language and Literature - Prerequisite: Latin IV. This course builds on Latin V, and focuses on reading and translating medieval texts. Students continue to advance in their knowledge of grammar and skill in translation.

Greek I - This course introduces students to Koine Greek grammar, preparing students to better study and interpret the New Testament. This course can be taken in 9th or 11th grade.

Greek II - Prerequisite: Greek I. Students advance in their understanding of Greek grammar and syntax, and apply this knowledge to translate portions of the New Testament. This course can be taken in either 10th or 12th grade.

French I - This course provides an introduction to French language and culture. This elective can be taken after the classical language requirement is met, but it is not a guaranteed offering every year.

French II - Prerequisite: French I. This is a standard high school level second-year French course with an immersion-based curriculum. It is not a guaranteed offering every year.

RHETORIC

Writer's Rhetoric (9th grade) -In this course, students incorporate principles from logic into their writing, practice making claims and providing evidence for those claims, and develop refutations for counterarguments. Students focus on three of the rhetorical canons--invention, arrangement, and style. Students also study and imitate great poets through writing their own poetry.

Classical Rhetoric (10th grade) - This class equips students with the tools necessary to write and speak persuasively, familiarizing them with the five canons of rhetoric, the three elements of persuasive appeal and the three branches of rhetoric as outlined by Aristotle in his works on rhetoric.

SUMMA COURSES

Our summa courses train the student's ability to pursue an area of interest, research it thoroughly, synthesize a conclusion, and defend a thesis orally and in writing. They serve as capstone classes for our rhetoric program.

Summa theologica and junior thesis (11th grade) - This course's focus is in theology. Students learn basic Christian doctrine, historical heresies, the creeds of the church, and will gain familiarity with the history and thought of the three main branches of the church: Roman Catholic, Eastern Orthodox, and Protestant. Students develop a theology-related argument in a 12-15 page paper and defend it before a panel of school faculty members.

Summa civitas and senior thesis (12th grade) - In summa civitas, students study Western political thought and key sources shaping American political philosophy and government. Students develop a political philosophy-related argument in a 16-20 page paper and defend it before a panel of community members. The senior thesis defense is required to graduate and is the product of the senior summa class.

MATHEMATICS

In the 7th-8th grades, all students take the following courses:	
7 th Grade	Math Logic
8 th Grade	Algebra I
In the 9 – 12 th grades, students have the following options for math courses:	
9 th Grade	Geometry or Algebra I (taken a 2nd time)
10 th Grade	Algebra II or Geometry
11 th Grade	Precalculus or Algebra II
12 th Grade	Calculus, Precalculus, Senior Trig (1 semester), Statistics (1 semester)

All Ambrose students take the same math courses through 8th grade. Starting in 9th grade, students have several options for which courses to take. Students who have mastered the content and skills of Algebra I in the 8th grade are ready to continue to Geometry. Students who need more time to master foundational algebraic concepts will retake Algebra I in 9th grade, then take Geometry in 10th grade.

After successfully completing Geometry, students take Algebra II, in either 10th or 11th grade.

After completing Algebra II, students are required to take either precalculus or one semester of senior trigonometry.

Math electives include calculus and statistics.

For placement into geometry in 9th grade, students should receive a teacher recommendation that basic Algebra I skills have been mastered. Mastery of these skills helps ensure that the student will be well-prepared for later math. The following criteria can be used to help determine whether a student has mastered Algebra I:

- Earn above an 80% test average in 8th grade Algebra I unit tests.
- Be at or above the 50th percentile within our school on the percentile rank taken in the 8th grade year.
- Score in the 50th percentile or higher on the ERB Algebra I composite score against Independent School Norms, taken in the 8th grade.
- Score a minimum of 80% master on the ERB Algebra I content test taken the 8th grade year.

Students with a D or lower in 9th and 10th grade math courses are required to attend Math Lab in order to help them bring up their grades so that they can be prepared to complete upcoming math graduation requirements.

Algebra I

Algebra I builds on the topics introduced in 7th grade math logic to describe patterns, work with formulas, discuss unknowns, and graph functions. Students interpret, translate, and create linear, quadratic, and absolute value functions. Geometry, statistics, and probability are included to integrate concepts with algebraic expressions, equations, functions, and fractions. This class prepares students to succeed in the advanced topics taught in geometry, Algebra II, and precalculus. This course is critical for students to strengthen their algebraic skills so that these skills become a habit. A scientific calculator is required for this course.

Students should pass this class with a B or better before moving on to Algebra II after geometry.

Corequisite: Students receiving a D or below in Algebra I in the 9th grade are required to attend Math Lab.

Geometry

Prerequisite: Algebra I

Geometry presents the student with a study of transformations, measurement formulas, three-dimensional figures, and shapes and patterns. Students undertake proof writing, following a carefully sequenced development of logic. Emphasis is on drawings, measurements, and visualizations, along with properties and deduction, and the algebraic and numeric representations needed to describe the visual world.

Corequisite: Students receiving a D or below in geometry are required to attend Math Lab.

Algebra II

Prerequisite: Algebra I (with a B or better is recommended) and geometry

Algebra II emphasizes facility with algebraic expressions and forms—especially linear, quadratic, and polynomial forms; powers; and roots—along with functions based on these concepts. Students will study logarithmic, trigonometric, polynomial and special functions both for their abstract properties and as tools for modeling real world situations. Emphasis is on problem solving techniques. Graphing calculators and their appropriate practical uses are incorporated into the course. TI-83 or TI-84 calculators are required for this course.

Pre-calculus

Prerequisites: Algebra II (with a C or better is recommended) or instructor's permission.

This course combines the study of algebra, geometry, and functions, which lead into the study of calculus. The course focuses on the mastery of critical skills and exposure to new skills for success in polynomial and rational functions and systems of equations. Students study trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry; and laws of cosine and sine. Application of concepts and memorization of important facts for calculus are stressed.

Students have the option to enroll in the Concurrent Enrollment Program through Northwest Nazarene University. At the end of two semesters they may earn 6 college credit hours. All students will learn the same content whether or not they take the course for college credit.

Senior Trigonometry

Prerequisite: Algebra II. Required if not taking pre-calculus or calculus.

This course reviews basic trigonometry and extends the content for college level courses. Solving, graphing and applying trigonometry will be the main focus of this one- semester course.

Calculus I

Prerequisites: Pre-calculus with a grade of C or better, an ACT math score of 28, or instructor's permission.

Our study of calculus, the mathematics of motion and change, is divided into two major topics: differential and integral calculus. Differential calculus enables us to calculate rates of change, to find the slope of a curve, and to calculate velocities and accelerations of moving bodies. Integral calculus is used to find the area of an irregular region in a plane, to measure lengths of curves, and to calculate centers of mass of arbitrary solids. Students will develop a conceptual understanding of the theory behind these ideas from problems presented analytically, numerically, graphically, and verbally. Graphing calculators will be used, but most calculations will be completed by hand.

Students have the option to enroll in the Concurrent Enrollment Program through Northwest Nazarene University for 4 credit hours. All students will learn the same content whether or not they take the class for college credit.

SCIENCE

All Ambrose students are required to take one year of biology, one year of chemistry, and either one year of physics or one semester of conceptual physics.

7th Grade	Physical Science
9th Grade	Biology
10 th Grade	Conceptual Physics (1 semester required, 2 semesters available) OR Chemistry (Algebra II co-requisite)
11 th Grade	Chemistry (Algebra II co-requisite) OR OR Physics (Pre-Calculus co-requisite)
12 th Grade	Conceptual Physics if not taken previously OR Physics (Pre-Calculus co-requisite) OR Human Biology (elective) OR No science class if science requirements have been met

Biology

This course introduces students to biology through Socratic dialogue, case studies, selected readings, laboratories, research, and independent projects. Students learn to evaluate the current research in biology critically while developing an appreciation for the work of the Great Artist. Students will develop their skills in the laboratory by hands-on experience and will learn proper lab techniques. Topics covered include classification (taxonomy), microbiology, fungi, cell structure and function, genetics (means of heredity), evolution, ecology, and basic zoology.

Chemistry

Co-requisite: Algebra II

This college preparatory course in general chemistry challenges students as they learn historical concepts and investigate foundational chemistry theories and principles. Students enhance their skills in the laboratory by hands-on experience and refine their lab techniques. Topics covered include dimensional analysis, atomic theory and structure, periodic trends, nomenclature, stoichiometry, molecular geometry, acid-base chemistry, the gas laws, and thermodynamics.

Conceptual Physics

Students not taking physics are required to take the first semester of this course. Conceptual physics focuses on the ideas of physics and their everyday application. Conceptual physics does not require pre-calculus.

Physics

Co-requisite: Pre-Calculus

This physics course covers the foundational principles of physics, specifically kinematics and field theory. Students learn through experimentation and an emphasis is placed on a mathematical understanding of the physics principles that are presented.

Mathematical concepts include advanced algebra and trigonometry. Specific units of study include mechanics, vectors, projectile motion, Newton's Laws, momentum, uniform circular motion, power and energy, periodic motion, waves, optics, electrostatics, and electric circuits.

Human Biology

Prerequisite: B or higher in Biology

Selected topics relate to the human body with particular emphasis on the integration of form and function as well as genetics and ethics. It includes a laboratory study, using selected topics relating to the human body. This course does not apply toward graduation requirements in biology, but does help students prepare for the rigor of college-level science courses.

Lab fee applies. Students have the option to enroll in the Concurrent Enrollment Program through Northwest Nazarene University for 4 credit hours. All students will learn the same content whether or not they take the class for college credit.

APPLIED ARTS

9th - 12th grade students must take a minimum of one applied art course each year, but must take a total minimum of 16 arts credits over the course of four years.

Special fees may apply to some of these courses. These fees are published annually during registration and cover the cost of materials but not instruction. For example, Mock Trial requires a fee to cover entrance fees into competitions.

Not all electives are offered every semester. Some classes are only offered when class size permits. *Courses marked with an asterisk (*) are courses available to high school students only.*

Choir

Junior High Choir - (3 credits/semester) All Ambrose students are required to take either choir or orchestra during their junior high years. In junior high choir, students learn to sing parts and read music, laying a foundation for life-long enjoyment of and participation in music.

High School Performance Choir* (5 credits/semester) - Audition required. This course focuses on aural skills, sight singing, and ear training. Through the study of the classical repertoire, students learn features of rhythm, harmony, and tuning. Students learn the basics of strong vocal production and listen to great choral works to imitate singing techniques. Other topics include modes, theory fundamentals, and introduction to composing. As this ensemble may perform during the year, extra after-school or Saturday rehearsals close to performance dates may also be required.

Orchestra

Junior High Orchestra - All Ambrose students are required to take either choir or orchestra during their junior high years. In junior high orchestra, students learn to play an instrument in an orchestra and read music, laying a foundation for life-long enjoyment of and participation in music.

High School Performance Orchestra* (5 credits/semester) - Students who have participated satisfactorily in junior high orchestra, or new students by audition, are invited to join this ensemble which will introduce them to the performance of a broad range of music from masterworks of the Baroque to original arrangements of contemporary film scores. While students are not required to take private lessons, it is strongly recommended. Daily practice is expected.

Art (2 credits each)

Essentials of Art (Art 1) - This graphic art class trains students in the essential skills needed to progress in our other art classes. A full year commitment is required to move on to additional art courses. (2 credits each semester)

Pastels - Prerequisite: Essentials of Art - Students learn how to manipulate oil pastels and chalk pastels on a variety of surfaces. They create rough and smooth textures with each medium, and focus on composition and value. One semester course.

Acrylics - Prerequisite: Essentials of Art - Students learn how to layer acrylic paints by toning canvases, blocking in major shapes, and imitating masterworks from the Renaissance, Impressionists and other artists whose art is good, true and beautiful. A one-semester course.

Pottery - Prerequisite: Essentials of Art - Students learn the following pottery techniques: pinch, slab, coil, and pottery wheel. There will be room for creativity within each assignment's boundaries. One semester course.

Watercolor - Prerequisite: Essentials of Art - Students learn wet-in-wet, wet on dry, dry brush and graded washes. Students will study portrait, landscape, botany and fauna. A one semester course.

Art Projects* -Prerequisites: All 5 other art courses-- Students who have taken all of the previous art courses will work on building a portfolio of their own original compositions. Students will choose a master artist to imitate each quarter. They will then take skills learned from imitating- whether technique or color scheme and create an original composition.

Mock Trial*

Essentials of Mock Trial (1 credit) - Students apply their rhetorical skills in a variety of areas. The students learn rules of evidence and art of direct and cross examination. Auditions for the Mock Trial team are at the end of this one quarter course.

Mock Trial (4 credits) - Prerequisite: Essentials of Mock Trial, plus audition. This class prepares a team of 7-9 students who compete in the Idaho State Bar Association's Mock Trial Competition in March or April of each year. It requires a year's commitment and many after-school hours, both evenings and weekends.

Media Classes (2 credits/semester)

Yearbook* (2 credits/semester) - In this course, a team of students design and publish the school's yearbook. The emphasis is on communication through photography and design. This is a year-long course.

Essentials of Broadcast Media - This course introduces students to the technical aspects of broadcast media, including camera mechanics, camera composition, lighting, audio, and video editing, as well as story elements in film. This is a year-long course.

Broadcast Media II - Prerequisite: Essentials of Media. Students continue practicing the above aspects of media, as well as directing and producing. This is a year-long course.

Drama

Essentials of Drama (2 credits) - This course is a required course for students to participate in the junior high play or high school drama. Students learn the basics of performing and apply their skills through short performances.

Junior High Drama (4 credits)- Prerequisite: Essentials of Drama - This course culminates in a junior high play performance. Normally, it is offered in the spring, and has a practice component on Wednesdays from 3-5 PM, as well as several Saturday and evening rehearsals.

High School Drama* (4 credits)- Prerequisite: Essentials of Drama and audition - This course culminates in a public performance. Students practice the art of performance, sets, lighting, sound and other theatrical skills. Usually offered in the fall, this course has a practice component on Wednesdays from 3-5 PM and several Saturday and evening rehearsals.

Backstage Management* (2 credits) - Students learn how to design a set and stage, prepare costumes, work within a budget and do some directing. Students will assist with high school, 8th grade, and 5th grade plays. This course can be offered both fall and spring semesters.

Teacher Apprenticeship*

(2 credits/semester) - This elective course is available for junior and senior students for 2 fine arts credits per semester. A student may earn no more than 8 TAp credits total to count toward the fine arts graduation requirements. During their teaching apprenticeship, students research, observe, and practice classical teaching methods, and assist their mentor teacher by grading papers, entering grades, assisting with small-group instruction, and delivering short lessons to the class.

THE BRIDGE PROGRAM GRADUATION CHECKLIST

The Ambrose School Bridge Program has the same graduation requirements as the 5-day program, except that The Bridge Program does not offer 20th Century. However, since some Bridge classes are offered in different grades than at the 5-day program, the following checklist is suited for the order of classes in The Bridge Program.

Courses Needed for Graduation (Grade <i>usually</i> taken)	Courses Taken in 9th Grade	Courses Taken in 10th Grade	Courses Taken in 11th Grade	Courses Taken in 12th Grade
Humanities				
9 th Grade Humanities				
10 th Grade Humanities				
11 th Grade Humanities				
12 th Grade Humanities				
Comparative Civilizations				
Writing and Rhetoric				
Writer's Rhetoric (9 th)				
Rhetoric (10 th)				
Summa theologica / Junior thesis				
Summa civitas / Senior thesis				
Science				
General biology (9 th)				
Conceptual physics (10 th)				
General chemistry (11 th)				
Classical Language				
Latin IV (9 th) OR				

Greek I				
Greek II				
Mathematics				
Algebra I				
Geometry				
Algebra II				
Pre-calculus OR Trigonometry				
Applied Arts (2 credits/semester, 16 total credits required)				
Art				
Choir				
Drama				
Yearbook				
Teacher Apprentice				

APPENDIX

REGISTRATION

Registration is completed online through the FACTS Family Portal. There will be a one week online open registration period in the spring for fall classes, and in the fall for spring classes. Registrations are course requests. Final schedules will be determined by a number of criteria including class size, prerequisites, registration time stamps, and seniority.

DROP/ADD POLICY

Classes can be dropped during the first six (6) school days or added during the first six (6) school days of the semester without any record noted on the transcript. After this time, a [W] will be recorded on the transcript, and no credit will be given. Anything outside of these parameters needs to be approved through the registrar and upper school dean.

Mock Trial Drop/Add Policy: Because our Mock Trial course begins in November, a special drop/add policy applies for students new to Mock Trial. For students who must first take Essentials of Mock Trial, the drop/add period for Mock Trial will extend through the first six days of the 2nd quarter, or October 31, whichever comes first, since the Mock Trial teacher must register teams by November 1. Returning Mock Trial students should register in the spring as usual, and the standard drop/add deadlines apply to returning students.

TRANSFER STUDENTS

Students transferring in or taking courses from a school besides Ambrose must meet graduation requirements listed above. To receive an Ambrose diploma, students are allowed to transfer to Ambrose no more than 110 credits from an outside accredited institution or homeschool. All students enrolled at Ambrose must take the Letters and rhetoric courses for their grade level (including summa classes, Comparative Civilizations, and 20th Century), and complete 16 applied arts credits in order to receive an Ambrose diploma. (The number of required arts credits is prorated for students transferring in their sophomore or junior year.)

Students who transfer into the school will meet the following requirements:

Mid-year: Mid-year transfers are accepted in the 9th and 10th grade only, depending on the situation. They will be treated as though they transferred at the next full year (see below). Transfer students can choose, upon entry, to receive audit or full credit for courses completed during their mid-year transfer.

10th grade: Freshman Letters will be waived, pending matriculation at another school (home or formal) during 9th grade. English or writing coursework will transfer in place of 9th grade writing, pending a satisfactory writing sample. Language may be required. Students who have not already had biology should take it; in some cases another science course may substitute for our biology requirement, at our discretion. Twelve applied art credits will be required to

graduate. Applied art credits are not transferable from other schools. Credit requirements (study hall limits) do not apply to years prior to entering The Ambrose School.

11th grade: 9th and 10th grade Letters will be waived, pending matriculation at another school during the 9th and 10th grades. Language may be required. Transfer students must be able to complete either pre-calculus or senior trigonometry. Another science course may substitute for our biology requirement, at our discretion. Chemistry and physics remain required, subject to standard graduation requirements. Eight applied art credits will be required to graduate. Applied art credits are not transferable from other schools. Transfers will be considered on a case-by-case basis from other classical Christian schools in the 11th and 12th grades.

Placement Policy for Transfer Students in Math

10th graders who have not completed Algebra I in our program must successfully complete Algebra I at an accredited outside source with a passing grade of B or better or at teacher's discretion.

11th grade transfer students must have completed Algebra I at an approved institution or take our Algebra I competency test and pass it with an 80% or better or at a teacher's discretion.

Transferring Credits

Some high schools use Carnegie units to represent credits. In a given semester, one Carnegie unit is equivalent to five credits at The Ambrose School. For example, some schools require one unit of speech--a class that meets one hour every day for one semester. This is equivalent to five credits of rhetoric at The Ambrose School. Some schools use one unit to represent an entire year. In this event, one unit is equivalent to ten of our credits.

GRADING SYSTEM

100-98	A+	4.00	
97-93	A	4.00	Excellent
92-90	A-	4.00	
89-88	B+	3.33	
87-83	B	3.00	Good
82-80	B-	2.67	
79-78	C+	2.33	
77-73	C	2.00	Satisfactory
72-70	C-	1.67	
69-60	D	1.00	Needs Improvement
59-0	F	0.00	Failing (class needs to be repeated)

5.00 points given for concurrent credits and honors courses.

Zero notifications are automatically sent out to parents through RenWeb to make them aware when students receive a zero on a homework assignment.

GPA CALCULATION

GPA is calculated by a weighted average of the credits multiplied by the point value of the grade, divided by the total credits taken.

Example: A student has 2 classes: a 5-credit algebra course in which he got a B and a 2-credit journalism course in which he got an A.

$$5 \times 3.0 \text{ (B)} = 15$$

$$2 \times 4.0 \text{ (A)} = 8$$

$$8 + 15 / 7 \text{ (total credits)} = 3.29 \text{ GPA}$$

P (pass) is allowable for some classes. P's are not included in the GPA; however, credit is granted for successful completion.

VALEDICTORIAN AND SALUTATORIAN

The valedictorian and salutatorian for each senior class is determined based on the following process:

- All students finishing with a 4.0 unweighted GPA will be placed into a pool.
- Each student will receive points based on the number of students in the pool and the rank where they fall on the matrix in each category.
- In our rubric there are 5 categories: weighted GPA, total credits from Ambrose earned, Ambrose honors credits, number of A-'s received, and number of A+'s received in core courses (history, literature, math, science, and writing).

The student with the highest score will be valedictorian, and the student with the second highest score will be salutatorian. **Both** will present a speech at graduation.

TRANSCRIPT REQUESTS

A request for a transcript can take two forms--official and unofficial. All transcript requests need to be made through our online Transcript Request Form on our website. Parents and students may request unofficial transcripts, but official transcripts are sent directly to institutions. We do not provide official transcripts directly to students or parents. A two week notice is required for a transcript request.

International students who are applying to overseas universities will incur the cost for shipping, notarizing and any other special fee that applies.

GRADUATING WITH HONORS

- Cum Laude: Students who achieve a 9th - 12th grade unweighted cumulative GPA of 3.5-3.74 will graduate "Cum Laude."
- Magna Cum Laude: Students who achieve a 9th - 12th grade unweighted cumulative GPA of 3.75-3.89 will graduate "Magna Cum Laude."
- Summa Cum Laude: Students who achieve a 9th - 12th grade unweighted cumulative GPA of 3.9-4.0 will graduate "Summa Cum Laude."

HOUSE STUDENT ACTIVITIES

“Love the Good and Pursue the Great” -- This is the motto of our House Program. Our vision for a graduate goes beyond academic work to living out this motto. Loving the good means loving what God loves.

Our house activities program is designed to provide all students with the opportunity to participate in sports, social activities, and service projects. House also provides leadership opportunities and common values for our community. This program emphasizes leadership and honorable sportsmanship and helps build well-rounded students.

All students in grades 7 through 12 are inducted into a house when they enter the school. Typically, they remain in this house until they graduate. Placement is determined by the student’s teachers and the house governors.

A House Governor is an adult staff member employed by the school to manage the program and mentor the leadership of the houses.

There are eight houses: Whitefield, Bradford, Tennent, Winthrop, Edwards, Schaeffer, Vos and Warfield. They are named after American theologians George Whitefield, William Bradford, William Tennent, John Winthrop, Jonathan Edwards, and Francis Schaeffer, Geerhardus Vos, and B. B. Warfield.

Each house has officers who are appointed by the House Governor based on interest and ability. House leaders are not elected, but applications are taken from students in the spring of each year. Typically juniors and seniors lead and mentor underclassmen in a spirit of kinship. Offices include president, vice-president and outreach coordinator. House leadership meets once per week for leadership mentoring and planning with the House Governor. House leaders are given 2 credits a semester for their participation in house leadership.

Houses have an administration meeting once per week during the lunch hour, presided over by the house leadership. Two periods every week are dedicated to house functions.

Throughout the year, each house competes for the Headmaster’s Cup and a medal awarded at the end of the year.

Students are required to have a house shirt and wear this to weekly house events. This activity serves in place of PE and helps students engage socially, physically, and mentally with their peers of all ages. Students may choose to sign up for a PE credit which requires attendance.

INTERSCHOLASTIC - ARCHER ATHLETICS

The Ambrose School also has competitive, interschool sports (Archer athletics - our team mascot is an Archer). Students participate in Archer athletics voluntarily. In addition to the

following sports, we also have club soccer and club mountain biking. There is a fee for each sport. Please see the current fee schedule for details.

Our competitive sports program provides interscholastic opportunities in the ISHAA-2A level in the Western Idaho Conference. We play smaller public high schools like Melba and also some other private schools like Cole Valley Christian. Check our calendar for current game schedules.

Qualifications for Participation

All Ambrose students must maintain a G.P.A. of 2.0 or above to participate in extracurricular activities. If a student falls below a 2.5, they will be placed on the Athletic Director's watch list and monitored weekly. Also, students cannot be failing any core class.

Pre-Participation

All participants must turn in a completed physical form (freshman & junior year), interim questionnaire (sophomore & senior year), student athlete code of conduct form, and must have paid their activity fee for that sport.

High School Sports

Mountain Biking - Boys & Girls (9th-12th grade)

Cross Country - Boys & Girls (9th—12th grade)

Basketball - Boys & Girls (9th—12th grade)

Volleyball - Girls (9th—12th grade)

Soccer - Co-ed (9th-12th grade)

Trap & Skeet Club - Co-ed (9th -12 grade)

Golf - Co-ed (9th—12th grade)

EARNING AN ARCHER LETTER

Archer letters are awarded to students who participate and meet the criteria in the following activities. Letters are awarded at the end of the season in which the student becomes eligible. Letters are awarded for sports or activities that are played at a competitive level in a varsity program against other high schools of comparable size or larger. We do not presently letter activities where students compete in club areas, or where students are not playing at the varsity level. For example, we do not presently letter soccer because we do not play in a league comparable to local high schools.

- Varsity Athletics - Must participate in a designated varsity sport for the entire season. Letters will be awarded at the discretion of the coach.
- Varsity Mock Trial - Must participate for at least one season on an active team (participating at the regional competition). Letters will be awarded at the discretion of the mock trial coach.

- High School Choir and Orchestra - Must be a member of the honors music program for the entire school year and perform in all performances. Letters will be awarded at the discretion of the music director.

The letter at The Ambrose School represents more than athletic and academic achievement. It also represents the honor of the school. As such, letters may not be awarded to students with disciplinary or probationary matters pending. The administration and coaches may choose to withhold a letter for character reasons at their own discretion.

Letterman jackets are allowed to be worn as part of the casual uniform.

SENIOR TRIP

Our seniors spend two weeks encountering the art, architecture, and history of London, Paris, Florence, and Rome, which they have studied over the course of their years at Ambrose. From the Roman Colosseum to the Louvre to the Churchill War Rooms, our students experience first-hand the history and heritage of Europe.

This trip is for full-time seniors only. We also welcome parents of seniors who wish to pay their own way.

The trip takes place during the month of October. Senior classes are suspended for this period. Any lower-level classes or electives in which seniors are enrolled will suspend assignments that are scheduled during the trip. These assignments may be made up previous to the trip or immediately following the trip. If something prevents a senior from going, he or she will be asked to do a comparable research project to replace that portion of their grade.

We encourage students to start saving for the trip when they are freshmen or even earlier by working during the summer and after hours. We believe earning funds for the trip is an important part of the educational process. As a school, we support students by subsidizing a portion of the trip's cost and facilitating junior class fundraising activities.

GOALS OF AN AMBROSE GRADUATE

Our K - 12 curriculum is designed to produce a classically-educated graduate. The 10th-12th grade (rhetoric phase) portion of our program is vital to achieving the following goals for a graduate.

We desire to graduate mature men and women who love to learn. Our aim is that our graduates gain:

Virtue and mature character - This includes heart-obedience rather than mere rule-following, good manners, honorable relationships, self-control, and Christian leadership. If nothing else, students should live in accordance with Coram Deo - living as though they are in the presence of God at all times.

Sound reason and sound faith - We expect students to realize a unified Christian worldview with Scripture as the measure of all Truth. We expect them to exhibit the wisdom to recognize complex issues and to follow the consequences of ideas. "Christianity is not merely religious truth, it is total truth - truth about the whole of reality." Nancy Pearcey

A masterful command of language - Because language enables us to know things that are not directly experienced, nothing is more important within Christian education. Without a strong command of language, scripture itself is ineffectual. As people of the Word, Christians should be masters of language. Students master uncommon vocabulary, grammar, usage, and translation through our study of Latin, English, and Greek.

Well rounded competence - Educated people are not specialists who know little outside of their field of specialty. Educated people have competence in a variety of areas including fine art, theater, music, physical activity, math, logic, science, and arithmetic. Throughout our program, skills are introduced that are essential for an educated person.

Literacy with broad exposure to books - Educated people are well-read and able to discuss and relate to central works of literature, history, science, art, architecture, and music. "You see at once that education is essentially for freeman and vocational training for slaves... if education is beaten by training, civilization dies. That is the thing very likely to happen." C.S. Lewis

An established aesthetic - Further, educated people have good taste, formed as they are exposed to great aesthetic masterpieces, particularly at a young age.

ACCREDITATION

The Ambrose School is accredited by the Association of Classical Christian Schools.