1. **Enter the school’s website.** www.saintjosephacademy.org
2. **What is the school’s mission statement?** St. Joseph Academy was established in response to the Second Vatican Council's call for greater lay witness in contemporary society. Teaching in accordance with the Magisterium of the Church, our mission is to form young men and women who, committed to live by Catholic principles, will transform and advance human culture. We aim to accomplish this by offering a traditional learning environment that blends faith and reason in educating the whole child.

Man was created by God in His image and likeness and therefore is destined for Him who is infinite perfection. In the spirit of the Divine Master, amidst a world of material possession, the mission of St. Joseph Academy is to prepare the child for what he must be and for what he must do here on earth, in order to gain the sublime end for which he was created. Our duty is to take great care in the Christian education of the youth.

3. **What is the school’s educational philosophy?**

St. Joseph Academy embraces the wisdom of the traditional, classical educational model that has been time tested over the centuries versus the progressive educational models that have come and gone since the early 1900’s.

Our school understands and embraces the God-given stages of development that children go through academically, emotionally, physically and spiritually. We design our curriculum and teacher training to work with (rather than against) these natural stages of development (the Trivium) to allow a child to innately acquire mastery of the subjects in the way God has made everyone to learn:

The Grammar Stage (grades K-5- the Elementary School):
The child focuses on memorizing the "facts" and rules of a subject. These would include vocabulary, spelling, multiplication tables, historical dates, etc. Memorization is the key at this stage of learning as the memory is the most powerful intellectual capacity of the child. The children are not only able to memorize vast amounts of information, they thoroughly enjoy doing so when it is presented in a fun, interesting manner. The fundamentals of all skills and subjects are sine qua non of all subsequent thought. Students are unable to acquire "higher level thinking" without first building these solid foundations of grammar, reading, writing, speaking, and math basics.

*Note: This is NOT the stage of development that complex math concepts requiring critical thinking skills beyond the child's natural cognitive skill development should be introduced or required. Common Core math's goal is precisely to introduce these advanced concepts at this stage. This has resulted in much frustration and failure to succeed by the majority of students exposed to this progressive method of education. In the process these students miss out on learning the basic building blocks of math that are meant to form the firm foundation for future complex math skills they will learn when cognitively ready in middle and high school.*

The Logic Stage (grades 6-8- the Middle School):
At this stage of development the child develops an understanding of the facts and the rules of the subjects. The students explore the relations between facts, for example the causes of historical events or the higher level critical thinking skills of mathematics, and masters the rules of logical reasoning. This is the stage where students naturally develop argumentation. We teach them to argue well using reason and logic as their foundation. This cognitive stage is where students really learn how things relate to each other and to the past.

The Logic Stage (grades 6-8- the Middle School):
At this stage of development the child develops an understanding of the facts and the rules of the subjects. The students explore the relations between facts, for example the causes of historical events or the higher level critical thinking skills of mathematics, and masters the rules of logical reasoning. This is the stage where students naturally develop argumentation. We teach them to argue well using reason and logic as their foundation. This cognitive stage is where students really learn how things relate to each other and to the past.

The Rhetoric Stage (grades 9-12- the High School):
This is the stage of development where students develop a means to communicate the understanding of the facts and the rules. The Rhetoric stage focuses on excellence in both written and spoken expression that is articulate and persuasive. It is the capstone of a classic Classical Christian education.

Our academically rigorous, Christ-centered curriculum is structured to reflect these 3 stages of the Trivium and thereby cultivate a rational and disciplined mind. We strive to integrate a Catholic world view into all subjects in a way that works with a child's natural development and helps every child reach their God given potential. The Classical Education model teaches children to read, think, understand, analyze and draw conclusions with a proven method of instruction and curriculum from Transitional Kindergarten to 12th grade.

4. Select the response that describes the “type” of school. Independent

5. In which diocese is the school located? San Diego

6. What is the governing model? Board of Trustees or Directors

Additional details

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a. How many Board members do you have?</td>
<td>6</td>
</tr>
<tr>
<td>7b. How many Board members are Catholic?</td>
<td>6</td>
</tr>
</tbody>
</table>

Professional Staff

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a. What is the total number of full-time (&gt;30 hours) teaching faculty? (Note: The count should include administrators who currently teach.)</td>
<td>15</td>
</tr>
<tr>
<td>8b. Percentage of full-time faculty who are practicing Catholics?</td>
<td>100</td>
</tr>
<tr>
<td>8c. What is the total number of part-time faculty (&lt;30 hours)??</td>
<td>2</td>
</tr>
<tr>
<td>8d. Percentage of the part-time faculty who are practicing Catholics?</td>
<td>100</td>
</tr>
</tbody>
</table>

Number of faculty and staff who are:

<table>
<thead>
<tr>
<th>Category</th>
<th>Not Available</th>
<th>Full-time (&gt; = 30 hours)</th>
<th>Part-time(&lt;30 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a. Religious sisters</td>
<td>X</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9b. Religious brothers</td>
<td>X</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9c. Members of the clergy</td>
<td>X</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

10. Which of the following are explicitly stated in the school’s mission statement, policies, or publications?
11. Personnel and other policies are consistent with Catholic teachings and the Church’s mission for Catholic education. Yes
12. Evaluation of personnel takes into account their commitment to the mission and Catholic identity of the school.

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
</tbody>
</table>

13. Additional Information

13a. The Church’s mission for Catholic education guides strategic planning and school improvement. Strongly agree
13b. The school is effective in advancing the Church’s mission of evangelization of students. Strongly agree
13c. The school protects the mission of Catholic education in light of new educational paradigms, consumerist demands, government interference, and threats to religious freedom. Strongly agree
13d. The school's Catholic identity is prominently featured in marketing materials and publications. Strongly agree

14. Describe how the school evaluates its institutional commitment to the Church’s teaching on the divine mission of Catholic education.

Our evaluations are on a continuous basis. All decisions made in any regard at the school take into account the Church's teaching on the divine mission of Catholic education. Regarding staff: Full time teachers take an annual oath of allegiance to the Magisterium. Regarding curriculum: Our textbooks (as often as we can get them) are aligned with this mission. When secular textbooks are used we supplement with Catholic perspective/teachings to clarify any discrepancies that may be presented. In regards to all extracurricular activities (field trips, fundraisers, etc.), we check to make sure we are not supporting anti-life or anti-Christian organizations.

15. The school ensures that operations are faithful to the Code of Canon Law, Catechism of the Catholic Church, and other magisterial teachings of the Church. Yes

16. The school community serves, supports, and participates in the activities of the local church. Strongly agree

17. Describe how the school is united in service to the broader community.

We actively support pro-life activities by supporting our local Culture of Life Family Services (baby bottle fundraiser), Birth Choice (baby bottle fundraiser and baby shower), Lamb of God ministries (unwed mothers- fundraiser), yearly school Christmas toy drive for the sick children at the local hospital, 8th grade students serving at Fr. Joe's homeless shelter, monthly works of mercy activities open to all TK-12th grade students and families to visit the elderly, make sandwiches for the poor, etc. 30 hours of Christian service/year is required by our high school students for graduation.
18. School documents reflect Catholic teaching that parents are the primary educators of their children. Yes
19. How are parents invited to participate in a meaningful partnership with the school?
We encourage parents academically to stay on top of their students homework (posted each night on the web) and grades (also posted on the web) and to come to the teacher with any problems. The teachers will also call a meeting to speak with the parents if a student is having difficulties in any areas. We also have yearly parent/teacher conferences for all grades. Parents are kept up to date with school activities through a school Facebook account, parent website updates, emails and text alerts. We also invite and encourage all of our parents to attend our SJPA (St. Joseph Parent Association) monthly meetings to receive their input and involvement on all of our many upcoming events and fundraisers. Parents are invited to attend events at school that highlight their children's work: Veterans' Day songs and poems celebration, SJA Christmas Pageant, Middle School and High School plays, Grandparents' Day, etc. The Headmaster has an open door policy and conduct at least one minor or major parent survey each year.
20. The school has policies and procedures to make education accessible to families who share the mission, including large and economically disadvantaged families. Yes
21. The school’s program assists students to develop respect, kindness, mercy, and forgiveness when interacting with each other, parents, school employees, and volunteers. Strongly agree.
22. Does the school have a morality clause or statement that defines expectations for employee behavior to ensure a commitment to Catholic ideals, teachings and principles? Yes
23. The school ensures that employees and volunteers understand and respect the teachings of the Catholic Church and moral demands of the Gospel by demonstrating consistency between personal faith and public behavior. Yes
24. The school ensures all employees are committed to, and participate in, the religious formation of students. Strongly agree
25. How many hours per school year are directed to faculty development which specifically targets the Church’s mission? 50 hours
26. Specify the qualifications for faculty involved in the formal catechesis of students.
A minimum of a Bachelors degree, preferably in theology or philosophy from a Cardinal Newman approved college/university. A great love of the Catholic faith and desire to communicate that love and understanding to the students. Examples: Joseph Murray (teaches our high school Scripture and Morality/Apologetics) has a B.S. in Philosophy from Franciscan University of Steubenville and is working on his Masters from John Paul the Great University.

Additional Policies

<table>
<thead>
<tr>
<th>27a. The school protects Catholic moral norms in the selection of outside service providers and organizations.</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>27b. The school protects Catholic moral norms in the approval of student and faculty organizations, associations, and activities.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

28. The school ensures opportunities for students to encounter the Living God through: Select all that apply.
Recitation of the Rosary
Devotion to the Sacred Heart
Devotion to the Immaculate Heart
Devotion to the Holy Spirit
First Fridays
Saint of the Day
The Feast day of St. Joseph
The Feast day of Patron Saints
All Saints/All Souls
Lenten Activities
Stations of the Cross
Advent Prayers
May Crowning
Marian Processions
Eucharistic Processions
Adoration/Benediction
Veneration of Sacred Relics
Litanies
Novenas
Liturgy of the Hours
Daily Prayers for Others
Personal Prayer
Lectio Divina
The Angelus
St. Michael/angel Prayers
Spiritual Bouquets
Chaplet of Divine Mercy
Sacred Chant
Enrollment in the Scapular
Holy Medals and Cards
Special Consecrations to Jesus through Mary

29. Frequency of Mass for students: Weekly - required
30. Availability of the Sacrament of Reconciliation for students: Weekly; Monthly
31. Based on the response above, estimate the percentage of the student body who participate in the Sacrament of Reconciliation. 95%
32. The school ensures that liturgies and the Sacrament of Reconciliation follow Church norms. Yes
33. Frequency of Eucharistic Adoration: Quarterly; Semesterly; Annually
34. Based on the response above, estimate the percentage of the student body who participate in Eucharistic Adoration. 100%
35. The school has the Blessed Sacrament reserved and readily available for student visitation. Yes
36. Frequency of prayer:

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of class</td>
<td>Always</td>
</tr>
<tr>
<td>Start of day</td>
<td>Always</td>
</tr>
<tr>
<td>Special events</td>
<td>Always</td>
</tr>
<tr>
<td>End of day</td>
<td>Always</td>
</tr>
<tr>
<td>Performances</td>
<td>Always</td>
</tr>
</tbody>
</table>
Meetings Always
Meals Always
Athletic events Always
School assemblies Always

37. Describe how the school assists students to ensure experiences in prayer, scripture and sacrament are personal, meaningful, and respectful.
We expect students to behave in such a way to promote a respectful and reverent environment during our prayer and the sacraments by maintaining an appropriate silence and proper body posture and movement. Students are not only encouraged to participate in the prayers at Mass but to sing as well with the choir. This assists the students in lifting their hearts and souls to God. This is practiced at least four times a day in our daily prayers along with occasional novenas, consecrations, Stations of the Cross, etc. The English Novus Ordo is offered weekly. The Traditional Roman Rite is offered quarterly. Confessions are offered with the screen option. The love and joy of our Faith is emphasized, as well as the personal cross we all bear on our journey towards heaven.

38. The school community celebrates when students are initiated into a Sacrament (Baptism, First Reconciliation, First Communion, Confirmation). Strongly agree
39. The school ensures that opportunities for prayer, liturgy, and sacraments are prioritized on the school calendar and daily schedule. Yes
40. The school ensures that Sacred Scripture is part of the student experience and life of the school. Strongly agree
41. Frequency of student retreats during the school year: (Not applicable for K-8). Annually – required
42. The school offers formational spiritual retreats for students that include the opportunity for: Adoration, Reconciliation, Mass, Extended Silence; Other: talks by a priest on topics related to teenagers.
43. Spiritual direction is available at school from:

<table>
<thead>
<tr>
<th>Priest</th>
<th>&lt; 30hr/wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious</td>
<td>&lt; 30hr/wk</td>
</tr>
<tr>
<td>Trained Laity</td>
<td>Not available</td>
</tr>
</tbody>
</table>

44. Describe how the school supports students in a vocation to the religious life?
Daily prayers for an increase in vocations, Mary Mother of the Eucharist Sisters visit all classrooms on an annual basis discussing vocations. The Vocations Directors from the Diocese comes to speak to the students. Posters regarding upcoming vocations days discernment are put up bi-annually. We participate in the annual Serra writing contest. Visiting priests and nuns periodically come throughout the year to talk about vocations, and it is taught in our religion classes.

45. Theology coursework and participation in liturgies and devotions is expected of students, including non-Catholic. Yes

46. How does the school ensure that students (including non-Catholics) attend required liturgies and participate in the catechetical and spiritual life of the school?
All activities take place during school hours, so there should be no excuse to not attend (other than sickness/approved absence). Non-Catholics understand during the family interview, before acceptance, that they must participate (as fully as possible) in all spiritual events.

47. The school provides opportunities for parents to participate in:
Liturgies, Prayer Groups, Eucharistic and Marian processions, Adoration/Benediction, School-wide devotions, Adult faith-formation classes, Service projects

48. Faculty are required to attend religious services when student attendance is mandatory. Yes

49. The school provides opportunities to faculty for spiritual retreats, prayer, and reflection. Strongly agree

50. The school provides opportunities to its governing board for spiritual retreats, prayer, and reflection. Agree

51. What sacred images, icons, artwork, furnishings, or spaces are present in the school? Select all that apply.
   - Crucifix in each class
   - Crucifix in hallways
   - Images, icons or statues of Christ
   - Images, icons or statues of Our Lady
   - Images, icons or statues of Saints
   - Images, icons or statues of Guardian Angels
   - Images, icons or statues of Angels
   - Images of the Divine Mercy
   - Images of the Sacred Heart
   - Images of the Immaculate Heart
   - Picture of the Pope
   - Scripture quotes
   - Relics
   - Holy water fonts
   - Chapel
   - Prayer corners
   - Prayer garden
   - Marian Grotto

52. The school assists students to understand the relationship between mind, body, and soul and the importance of spiritual, physical, and mental well-being. Strongly agree

53. How does the school incorporate the Catechism of the Catholic Church and other materials to ensure students understand and appreciate the teachings and traditions of the Catholic Church?
The Faith and Life Religion textbooks grades 1-8 incorporate the CCC in their chapters and teacher manuals. We memorize a question and answer per day starting in 2nd grade with the St. Joseph First Communion catechism, in 3rd and 4th grades use the Baltimore Catechism number 1 and 5th and 6th use the Baltimore Catechism number 2. We use "Know your Mass" in 6th grade to teach the Latin Mass. We also have a "Bible Cart" of Ignatius Press Bibles to allow students to use them at anytime as a class grades 1-5. Middle and high school students each are issued an Ignatius Bible. The CCC is also used throughout our theology texts from the Midwest Theological Forum on a regular basis. The students in high school also study papal encyclicals such as Dei Verbum in Scripture and Humane Vitae in Morality/Apologetics. Speakers from Catholic Answers and Culture of Life Family services come to speak to the students as well. Dr. George Delgado (medical director of Culture of Life Family Services COLFS) recently visited our High School Morality and Apologetics class and provided insights into using Catholic moral principles on various topics such as: using the Principle of Double Effect for difficult moral decisions, End of Life Issues (Euthanasia, Physician Assisted Suicide) and Humane Vitae (Pope Paul VI’s 1968 Encyclical Letter on Contraception).

54. The school teaches students respect for the dignity and sanctity of human life from conception to natural death. Yes

55. How does the school ensure that athletic programs contribute to student growth in Christian virtue?
We try to have Catholic coaches when possible. We do require practices and games begin with a prayer. We hold a "team Mass" for our high school teams each season where the athletes and their coaches attend.

Grade School parent student handbook (p. 16-17 and p. : "Religious Dimension of the Athletic Program: Coaches are responsible for the spiritual welfare of their athletes. They should lead their teams in prayer before all practices and games. The most effective way that SJA athletes experience their unity and oneness on the deepest level is through attending Mass together and the reception of the Holy Eucharist. There should also be a public prayer at the beginning of all home athletic events, immediately preceding the national anthem or pledge to the flag. Our athletic programs are placed under the heavenly guidance and patronage of Our Blessed Lady. Let all those connected with the athletic program continue to call upon her protection and guidance as the entire school community strives to realize the values and ideals entrusted to it by Christ, her Son."
The Coach's Handbook speaks to this at length.
The CAC (Catholic Athlete's for Christ) chapter meets in our high school.

56. The school ensures that the visual and performing arts foster integral formation and Christian virtue. Strongly agree

57. The school ensures that expectations for dress, language, music, and dances aid in the development of modesty and Christian virtue. Strongly agree

58. How do student disciplinary policies reflect a commitment to teach virtue?
We follow the John Bosco method of discipline – reason, religion, and respect. We maintain respect of the student while disciplining and we seek to have them please God by their behavior and to understand what they did was wrong.

59. The school provides for the needs of students with educational, developmental, and physical exceptionalities. Agree

60. The school provides for interdisciplinary instruction that exposes underlying relationships among academic disciplines. Strongly Agree

61. How does the school teach students to confront materialism and relativism?
The day begins with the headmaster speaking to all the students about the Saint of the Day and the Mass readings together with the virtue of the month. This often provides the antidote to such things as materialism and relativism. We offer opportunities to participate in the spiritual and corporal works of mercy among the students and families. Relativism is addressed in the classes as the topic arises. Our Senior class reads and studies the book "Disorientation...the 13 isms that will send you into intellectual 'la-la-land'”, Materials and relativism are 2 “isms” that are discussed.

62. The school provides clear and unambiguous instruction in Catholic moral and social teaching. Yes

63. The school teaches responsibility and the right use of freedom. Strongly agree

64. The school informs students of the impact of technology on the development of human virtue, how to use it in healthy, productive ways, and the risks associated with overuse/misuse of social media, cyber-bullying, and pornography. Strongly agree

65. What are the three most important ideals a Catholic school student should learn before graduation from the school?
The 3 most important ideals a Catholic school student should learn before graduating from the school can be summed up by our motto: “Scire, Amare, et Servire Deo” —“Know, Love, and Serve God”.
First, we give our students a deep and thorough knowledge of who God is and His relationship with mankind and His creation. All of the truths, in accord with the Magisterium, are given and absorbed by the students.
Second, from this knowledge, the students will have the basis to develop a love for God and our neighbor, as the student advances in the knowledge of God and His love for mankind.
Third, the natural progression after loving our Lord with “the love that surpasses all understanding” is a deep desire to serve God by serving our brothers and sisters out in the world, seeing Jesus in each and
every person. This service flows from a true desire to please God. When our students graduate they will have been given the foundation to live fully as Catholics in the world.

66. Sex education, which is a basic right and duty of parents, must always be carried out under their attentive care. Yes

67. The school ensures that students are able to explain and defend the Catholic faith.
Strongly agree

68. How does the school ensure transmission of Catholic culture that allows for a Christian understanding of the world?
Our culture is completely and thoroughly a Catholic culture. Our entire approach to the world flows out of a Catholic culture. Therefore, the students can't help but to be constantly exposed to a Christian understanding of the world.

69. The school ensures that curriculum standards, guides, texts, and pedagogy integrate the truths of the Catholic faith. Strongly agree

**Additional Information**

| 70a. The school emphasizes Catholic contributions to theology, philosophy, ethics, literature, science, mathematics, and the visual and performing arts. | Strongly agree |
| 70b. The faculty challenge students to evaluate history in the context of Catholic moral and social teachings. | Strongly agree |
| 70c. The faculty challenge students to evaluate civic (and for high schools economic) concepts and events within the context of Catholic moral and social teachings. | Strongly agree |
| 70d. The school ensures that students gain cultural literacy and fluency in language, idioms, stories, civics, and knowledge that form the American experience. | Strongly agree |
| 70e. The school ensures that students understand the impact of a Catholic worldview on language, idioms, intellectual tradition, and stories of western culture. | Strongly agree |

71. Attach a PDF of major works and authors studied in grade 6-12 literature classes. (See below).

72. The science program presents significant contributions of Catholic scientists such as Mendel, Lavoisier, Pasteur, Galileo, Gregor, Volta, and Copernicus. Yes

73. The school presents the topics of creation, evolution, the environment, and genetics in the context of Church teachings and in opposition to secular materialism and scientism. Yes
74. The school emphasizes and integrates the unity of faith and reason throughout the curriculum. Strongly agree

75. How does the school ensure that students are prepared to evangelize culture and their fellowman?
Using the Grammar stage to memorize the truths of the Faith, advancing to the Logic stage that incorporates the students in class discussions and grappling with challenging concepts, and finally building to the Rhetoric stage where students are increasing their knowledge of the Faith, supporting their arguments logically and presenting them both orally and in writing with confidence and ability--this is the primary way we prepare to evangelize. In particular, our senior Apologetics/Morality class culminates their time here at SJA and prepares them to go to college and face the world with the truth, beauty, and goodness of the Gospel.

Comments and Additional Explanation. (Please cite individual question with comment):

Reading List from #71 Above:

2017-2018
6th grade: The Swiss Family Robinson (Weiss), The Knights of King Arthur and his Round Table (Green), The Hobbit (Tolkien), Rikki Tikki Tavi (Kipling), Macavity (Eliot), Casey at the Bat (Thayer), The Donkey and The House of Christmas (Chesterton), Jabberwocky (Carol).

7th grade: Johnny Tremain (Forbes), The Screwtape Letters (Lewis), Treasure Island (Stephenson), Jabberwocky (Carol), Old Ironsides (Holmes), The Road Not Taken (Frost), To His Excellency General George Washington (Wheatley), The Happiness Machine (Bradbury), A Psalm of Life, The Tide Rises, the Tide Falls (Longfellow)

8th grade: Treasure Island (Stephenson), The Allegory of the Cave (Plato), Leaf by Niggle, the Fellowship of the Ring, poems (Tolkien), Sea Fever (Masefield), O Captain, My Captain (Whitman), If (Kipling).

9th Lit
The Iliad
The Odyssey
The Aeneid
Julius Caesar by Shakespeare

Honors 9th Lit
Oedipus Rex
Antigone

10th Lit
The Inferno
The Ascent of Mont Ventoux by Petrarch
Crime and Punishment
The Death of Ivan Illich
assorted short fiction by Pushkin, Gogol and Turgenev
All Quiet on the Western Front
Night by Elie Wiesel

Honors 10th Lit
The Purgatorio
The Paradiso
11th Lit
assorted works by Puritan and early American writers
The Scarlet Letter
“The Bartleby, the Scrivener” by Melville
“The Fall of the House of Usher” by Poe

other short fiction, nonfiction and poetry by Poe, Emerson, Thoreau, Whitman, and Dickinson
The Adventures of Huckleberry Finn
“The Open Boat” by Stephen Crane

Assorted short fiction by Kate Chopin, Charlotte Perkins Gilman, and Jack London

Assorted High Modernist poetry
The Waste Land
The Great Gatsby
The Pearl
Fahrenheit 451

Honors 11th Lit
Narrative of the Life of Frederick Douglass
To Kill a Mockingbird

12th Lit
Beowulf
King Lear

Assorted poetry by Wyatt, Donne, Milton, Herbert, Crashaw, and Vaughan

Assorted Romantic poetry by Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and Clare

Frankenstein
Assorted poetry by Arnold, Tennyson, the Brownings, the Rossettis, Hopkins, and Lear

The Importance of Being Earnest
Poetry by Hardy and Yeats

Heart of Darkness
Poetry by Auden

“The Kew Gardens” by Virginia Woolf
Brave New World

Honors 12th Lit
Utopia
Pride and Prejudice