

Dear Parents,

Thank you for your interest in Highlands Latin School.

Our goal at HLS is to restore education to the high standards of the past and to develop a premier curriculum for Classical Christian education. We aspire to become a school that serves as a model for classical learning and for excellence in the teaching arts.

We are proud of our outstanding faculty and our well designed, integrated curriculum, much of which is written by our own staff and published by HLS's publishing arm, Memoria Press. Our small, family-oriented community of learners is an ideal setting to nurture young people in both intellectual growth and the highest ideals of Christian character.

We strive to offer the very best in education at an affordable price and to support family life by our four-day academic schedule.

We would be pleased to answer your questions and give you a tour of our school. Please call us and ask for our admissions director, Mary Lynn Ross, who will be glad to assist you.

Sincerely,

A handwritten signature in cursive script that reads "Cheryl Lowe".

Founder and Headmistress,
Cheryl Lowe

TABLE OF CONTENTS

GENERAL INFORMATION	3
FACULTY AND STAFF	4
ABOUT HLS	6
CURRICULUM	7
TYPICAL SCHEDULES	10
K-2 PROGRAM	12
LATIN	14
MATHEMATICS.....	15
MUSIC	16
CHRISTIAN STUDIES.....	17
CLASSICAL STUDIES	18
ENGLISH STUDIES.....	20
AMERICAN/MODERN STUDIES.....	22
SCIENCE.....	23
LOGIC AND RHETORIC.....	24
GREEK.....	25

HIGHLANDS LATIN SCHOOL GENERAL INFORMATION

Class Days — HLS offers a two-day Kindergarten and a three-day primary program in grades 1-2. Because our K-2 students score in the 99th percentile on standardized tests, additional classroom time serves no compelling academic purpose. At this age individualized instruction at home can accomplish goals that cannot be achieved in a classroom setting.

In grades 3-12, our four-day academic week provides instruction time comparable to a five day school.

Our reduced academic week has these advantages: it lowers tuition and makes a quality education affordable for more families; it reduces the nightly homework burden and Sunday night blues by giving families Mondays as a reading and preparation day; it supports family life by increasing time spent at home and reducing time spent with peers; it enables parents to be more involved in their child's education and provides one day for family enrichment activities; it reduces absenteeism by providing one day for doctor/dentist and other appointments; it encourages independent study skills, better preparing students for college; it provides a three-day weekend for family and college trips.

Homeschoolers — The self-contained classroom in grades K-6 does not lend itself to partial enrollment, but HLS does welcome homeschool students who enroll in selected courses in grades 7 & up.

Uniforms — HLS students wear uniforms which can be purchased at local uniform stores. High school boys wear a tie. See our website for complete guidelines.

School Calendar — Highlands Latin School has a 34 week calendar, beginning on the Tuesday after Labor Day and ending the Friday before Memorial Day. Thanksgiving Break is one full week, Christmas Break is two weeks and Spring Break is one week in early March.

School Hours — 8:00-3:30 T, W, Th and 8:00-2:00 on Fridays. School opens at 7:30.

Lunch Program — Pat Meyer, our on-site chef, provides a delicious hot meal on T-Th and pizza or a sandwich lunch on Fridays. Lunch cost is \$3.50 with a discount for those who pay semi-annually.

	2010-2011 Tuition	Books & Materials Fee
Kindergarten:	\$2990 (2 Day)	\$250
1st - 2nd Grade:	\$4390 (3 Day)	\$250
3rd - 6th Grade:	\$5255 (4 Day)	\$280
7th Grade & Up:	\$5620 (4 Day)	\$280

FACULTY AND STAFF

Cheryl Lowe	<i>Founder and Head of School, B.A. Chemistry, Teaching Certification U. of Louisville; M.S. Biology, Western Kentucky University</i>
Shawn Wheatley	<i>Principal, B.S. Biology, Transylvania; M.S. Secondary Ed., U. of Kentucky; M.S. School Administration, Bellarmine University</i>
Brian Lowe	<i>Chief Financial Officer, B.A. Physics and Mathematics, Transylvania; M.S. Electrical Engineering, Virginia Tech.; J.D., Vanderbilt Law</i>
Mary Lynn Ross	<i>Director of Admissions, B.S. Elementary Ed., Lander University</i>
Tessa Tiemann	<i>Curriculum Coordinator, B.A. Music Education, M.A. Choral Conducting, University of Kentucky</i>
Mary Melchior	<i>Office Manager, A.D. Nursing, Purdue University</i>
Dana Brian (K)	B.S. Corrections, Eastern Kentucky University; M.A.T. Candidate, University of Louisville
Teresa Brittain (K)	B.A. Early Childhood Education, University of Louisville
Krista Lange (K)	B.S Elementary Education, Dr. Martin Luther College
Elizabeth Taylor (K)	B.S. Elementary Education, Lambuth College
Karen Oakley (1)	B.A., M.A. Education, Murray State
Jennifer Price (1)	B.A. Marketing University of Louisville; M.A. , Elementary Education, Bellarmine University
Doris Stam (1)	B.A. Music Education, UNC Chapel Hill; M.A. Theology, SBTS
Joyce Aspatore (2)	B.S. Elementary Education, Eastern Kentucky University
Kelly Booker (2)	B.S., M.A. Business Administration, Bellarmine University
Gretchen Dillman (2)	B.S. Civil Engineering, Texas A&M University
Rhonda Hibdon	B.A. Fine Arts, Judson College
Janice Murdoch	B.A. Dance and Exercise Training CA State University; M.A. Dance Movement/Therapy, Antioch N.E. Graduate School
Brenda Janke (3)	B.S. Elementary Education, University of Wisconsin
Brittany Mann (3)	B.A. Elementary Education, Moody Bible Institute
Anne Parry (3)	B.S. Biology, University of Georgia
Laura Bateman (4)	B.A. Music Education, Union University
Katie Schutte (4)	B.A. Mathematics, Michigan State University M.A. Curriculum and Instruction, Colorado Christian University
Brett Vaden (4)	B.A. Biblical Languages, Moody Bible Institute; M.Div. SBTS
Ashley Gratto (5)	B.S. Mathematics, Milligan College
Caleb Kinlaw (5)	B.A. Philosophy, Gordon College; M.S. Philosophy, U. of Edinburgh
Sean Brooks (6)	B.A. Religion, Missouri Baptist University
Andrea Cavanaugh (6)	B.A., M.A., English, Bob Jones University

UPPER SCHOOL FACULTY

Joel Amunrud	B.A. Biblical Studies, Master's College
Jim Ashby	B.S. Health & PE, Murray State University
Dr. Louie L. Bailey	B.A. Music, Georgia State; M.A. Church Music; Ph.D. Voice and Music Education, SBTS
Cooper Boldrick	B.S., M.A. Chemistry, Western Kentucky University
Dr. Dave Charlton	B.A. Theology, Milligan College; M.Div, DMin., SBTS
Carrie Christensen	B.S. Biology, Centre College; M.S. Biology, Tennessee Tech.
Martin Cothran	B.A. Philosophy, Economics, UC Santa Barbara; M.A. Christian Apologetics, Simon Greenleaf School
Ken Dennis	B.A. English, M.A. Education, University of Louisville
Laura Gentry	B.A. German and Classics, Hillsdale College
Robert Heid	M.A.T., Spalding University
Jennifer Heinze	B.A. English, University of Oklahoma
Robert Hublar	B.A., M.A. Physics, Bellarmine University
Cody King	B.A. Christian Studies and Philosophy, Union University
Steven Lange	B.A. Northwestern College; M.Div., Wisconsin Lutheran Seminary
Michelle Luomo	B.A. Latin, Sweet Briar College
John Meade	B.A. Biblical Languages/Bible, Columbia University; M.Div. SBTS
Meghan Melton	B.A. Russian Studies, University of Virginia; M.A.T., University of Virginia M.A. English, Old Dominion University
Glen Moore	<i>Upper School Administrator</i>
Dr. Leigh Moore	B.S. Science Ed., University of Oklahoma; M.Div. SBTS B.S. Math/Secondary Education, Vanderbilt University D.M.D., University of Louisville School of Dentistry A.E.G.D. University of Louisville School of Dentistry
Stephen Musick	<i>College Counselor</i>
Kirby Ownby	B.A. Religious Studies/History, University of Virginia
Benjamin Payne	B.A. Religion and Latin, Samford University B.A. Economics, University of Virginia Master of Architecture UNC at Charlotte
Dr. Rebecca Shelburne	B.S. Dekalb College; Doctor of Chiropractic, Life University-School of Chiropractic

MISSION STATEMENT

In partnership with parents, and guided by the Gospel, we strive to educate students to the highest standards of the classical tradition, so that they may grow in knowledge, wisdom, and the love of our Lord, and more ably use their gifts in the service of others, and for the glory of Christ and his Church.

ABOUT HLS

CHRISTIAN

Our faith statement is the Apostles' Creed, the most ancient and widely accepted expression of the essential beliefs of the Christian faith.

Highlands Latin teaches and upholds traditional Christian morality, and the Holy Scriptures as the divinely inspired word of God.

Highlands Latin warmly welcomes families of other faiths, but we ask that you respect our distinctive Christian identity. In all of our instruction we are respectful of other faiths, while humbly maintaining the truths of our Christian faith.

CLASSICAL

The intensive study of Latin in the grammar school years develops the minds of students as no other subject can. Students who have learned how to learn with Latin become better students in all other subjects. The study of classical languages and the Greek/Roman classics provides a path to wisdom and knowledge that cannot be attained by any other method. In the tradition of Western civilization, education and classical education have always been synonymous.

Classical education can be distinguished from modern education in that it does not neglect the important first step of giving students the classical tools for both intellectual development and for understanding their classical, Christian heritage.

TRADITIONAL

Although many experimental innovations have been tried by schools during the last century, none have been able to duplicate the success of the traditional classroom.

In the traditional classroom, a knowledgeable, enthusiastic teacher carefully leads students into an understanding of each subject. Classrooms are quiet, orderly, and disciplined. Lessons are incremental, content is age-appropriate, and students learn the important skill of quality written work completed in a timely manner. Homework is moderate and is for the purpose of practicing or preparing for a lesson. The traditional classroom is consistent with human nature and the experience of many decades has demonstrated its superiority over the modern child-centered classroom.

CURRICULUM

A classical Christian education aspires to give students the kind of wisdom that would require a lifetime of experience to gain on their own. This wisdom is gained by reading the classics under the guidance of teachers who have integrity, character, knowledge, and wisdom.

The HLS curriculum is a coherent whole in which each year of study builds upon the skills and knowledge of the previous year. Families should not be deterred, however, by the cumulative nature of our classical curriculum. With assistance from our staff and some summer preparation, motivated students can enter our program of studies at any grade level and be successful.

Our formal classical curriculum begins in 3rd grade, so students who enter our program any year after 3rd grade are encouraged to select books from our curriculum list for summer reading and, if necessary, to avail themselves of our preparatory summer classes for incoming new students. For Latin, however, no extra preparation is necessary. An age-appropriate beginner class is available for all new students.

You may notice that the typical high school courses, such as American Literature or World History, are missing, and instead there are the three 'Studies' areas — Classical/Christian Studies, English Studies, and American/Modern Studies. In these integrated courses, students learn the history, geography, literature, and art of each culture. We believe this is an effective method of learning about the past, one which decreases fragmentation and increases understanding and retention. Courses in our three-pronged 'Studies' curriculum satisfy college requirements for history, English, geography, etc.

PHILOSOPHY

Latin, mathematics, and music are three basic and universal languages. They are the cumulative and challenging subjects in the curriculum, enabling students to reach their full intellectual potential by developing the powers of the mind as no other subjects can. The singing of sacred music awakens the soul to God and assists in creating a community of faith, hope, joy, and love. A careful reading of the classics, guided by the truths of the historic Christian faith, develops wisdom and virtue. Our curriculum is organized into the following six academic subjects plus music, art, and physical education.

- | | |
|--------------------------------|--------------------|
| 1. Classical Languages | |
| 2. Mathematics | |
| 3. Classical/Christian Studies | Music |
| 4. English Studies | Art |
| 5. American/Modern Studies | Physical Education |
| 6. Science | |

GRADUATION REQUIREMENTS

Highlands Latin School has an integrated course of studies that leads to a high school diploma of the highest quality. Our transcripts include course descriptions and book lists so that colleges may understand the nature of our curriculum and the level of reading our graduates have experienced.

Each credit represents one year's work in a 3-4 hour course.

Math	4
Latin	4
English Studies	5
(Includes logic and rhetoric)	
Classical/Christian Studies	4
American/Modern Studies	4
Music	1 (four years of choir)
Science	4
<i>Total</i>	26 credits

Students who complete the entire course of studies with a 3.5 GPA are eligible for an Honors Diploma.

HIGHLANDS LATIN ACADEMIC STANDING

- Ranked in the top 1% of schools across the nation 5 years in a row on the ITBS Standardized Test
- Highest 3 year average ACT and SAT scores in Louisville, 27 and 1897 respectively
- 17% of graduates recognized as National Merit Finalists in the past 3 years
- 23% of students accepted into Kentucky Governor's Scholar program for the past 3 years
- Kindergarten through eighth grade students score an average of 3.76 grades above their grade level on ITBS.

HOUSE SYSTEM

For social, athletic, leadership, service, and other extracurricular activities, Upper School students are organized into four Houses. Each multi-age House has five officers and provides many more leadership opportunities than the traditional student government system. Houses compete throughout the year for points in order to win the coveted pewter cup and plate. Students learn Robert's Rules of order and serve on a variety of committees. Older students are required to be good role models for their younger classmates, with the result that all students grow in maturity and positive social skills.

Each House has its own crest and tartan plaid and is named for one of the four patron saints of the British Isles: St. George for England, St. Andrew for Scotland, St. David for Wales, and St. Patrick for Ireland. Our House system has been enthusiastically received by our students, who are creating traditions that will be handed down to future generations of HLS students.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Primary School: American Heritage Girls, tennis, chess.
Lower School: American Heritage Girls, chess, tennis, volleyball, cross-country
Upper School: Tennis, cross-country, girls volleyball, golf, interscholastic boys basketball (three teams), yearbook, school newspaper

PHYSICAL EDUCATION

Primary students have recess or PE every day. Lower School students have PE twice weekly. In the Upper School, students have Club Sports one hour per week in grades 7-12.

The goals of the Physical Education program at HLS are to:

1. Prepare students to be active and competent participants in Club Sports and athletic teams,
2. Provide physical exercise, stress reduction, and much needed breaks from the normal academic day,
3. Develop students who choose to regularly participate in fitness activities as a means of maintaining a healthy lifestyle.

In Club Sports students participate in multiple round robin style tournaments in slightly modified versions of handball, soccer, and ultimate frisbee. While points are awarded to the houses for victory, we strongly emphasize the need for encouragement, fair play, and teamwork among peers.

These schedules show the time on task and the number of sessions for each subject.
The particular days or times may vary.

GRADES K-2
Typical Schedule

Time	
8:00-8:50	Opening (prayer, calendar, memorization)
8:50-9:35	Arithmetic
9:35-11:00	Phonics, Spelling, Copybook, English, Latin (2nd Grade), Reading
11:00-11:30	Lunch
11:35-11:45	Restroom and water break
11:45-12:45	Literature with study guides (1st and 2nd), rest & read-aloud (K)
12:45-1:15	Physical Education or recess
1:20-1:30	Restroom and water break
1:30-2:00	Music
2:00-2:15	Snack and read-aloud
2:50-3:15	Art, enrichment activity, or review
3:15-3:30	Copy homework assignments, prepare for home

GRADES 3-6
Typical Schedule

Time	Tuesday	Wednesday	Thursday	Friday
8:00-9:15	Latin	Choir	Latin	Latin
9:15-10:30	Math	Math	Math	Math
10:30-11:30	Literature	Literature	Literature	Literature
11:30-12:00	PE	Recess/Art	PE	Lunch
12:00-12:30	Lunch	Lunch	Lunch	English
12:30-2:00	Classical St.	English	Christian St.	
2:00-3:30	Science		American St.	

These schedules show the time on task and the number of sessions for each subject.
The particular days or times may vary.

GRADES 7-8
Typical Schedule

Time	Tuesday	Wednesday	Thursday	Friday
8:00-9:30	Classical St.	Christian St.	Classical St.	Greek
9:30-11:00	Latin	Greek	Latin	Science or Geography
11:00-12:00	Composition	Club Sports	Choir	Latin
12:00-12:30	Lunch	Lunch	Lunch	Lunch
12:30-2:00	Math	Science or Geography	Math	Math
2:00-3:30	Literature	Grammar	Literature	

GRADES 9-10
Typical Schedule

Time	Tuesday	Wednesday	Thursday	Friday
8:00-9:30	Classical St.	Science	Classical St.	Science
9:30-11:00	Latin	US History & Lit.	Latin	US History & Lit.
11:00-12:00	Logic	Club Sports	Choir	Latin
12:00-12:30	Lunch	Lunch	Lunch	Lunch
12:30-2:00	Math	Christian St.	Math	Math
2:00-3:30	Literature	Composition	Literature	

GRADES 11-12
Typical Schedule

Time	Tuesday	Wednesday	Thursday	Friday
8:00-9:30	Classical St.	Science	Classical St.	Science
9:30-11:00	Latin	Modern Europe	Latin	Modern Europe
11:00-12:00	Rhetoric	Club Sports	Choir	Latin
12:00-12:30	Lunch	Lunch	Lunch	Lunch
12:30-2:00	Math	Christian St.	Math	Math
2:00-3:30	Literature	Composition	Literature	

K-2 PROGRAM

Reading, writing, spelling, and arithmetic are the foundations upon which the tower of learning is built, and they are given the highest priority in K-2. The basic skills, work habits, and attitudes formed in the primary years are of crucial importance.

Phonics and Reading

Phonics is the system of letter-sound association taught to children for the purposes of learning to read and spell. Phonics is most effective when taught systematically, thoroughly, intensely, and in a logical and time-tested sequence.

Our primary resource for phonics instruction in Kindergarten is our own Memoria Press *First Start Reading*, a program which teaches correct pencil grip, manuscript form, consonant and short vowel sounds, three-letter word formation, consonant blends, and long vowels/silent *e*. Common words which do not fit into any word family are introduced after students learn to blend three letter words. *First Start Reading* teaches students to read in Kindergarten using stories with a high percentage of phonetic words.

Phonics and spelling continue in 1st and 2nd grades using the SRA phonics series. In 1st grade students continue to develop reading comprehension with whole books, which captivate and motivate children and are preferred over basal readers. Teachers monitor student reading skills through daily oral reading. First graders read children's classics such as *Little Bear*, *Caps For Sale*, *The Story About Ping*, *Billy and Blaze*, etc. Second graders read *The Courage of Sarah Noble*, *Little House in the Big Woods* and *Mr. Popper's Penguins*. Spelling, penmanship, composition and vocabulary lessons for each book are provided by our Memoria Press Study Guides, written by our HLS Faculty and Administration.

A rich language experience, provided both at home and in school, is an important factor in reading success. Students memorize poems and Scripture and enjoy children's classics read by teachers and parents during read-aloud time.

Spelling and Printing

Students develop the visual memory for accurate spelling by a systematic study of phonics, word families, spelling rules, and by a lifetime of seeing, reading, and writing words correctly. It is extremely important to reduce opportunities for children to write or see misspelled words. Young students who are allowed to spell creatively or phonetically have a confused visual memory that takes many years to overcome.

Copybook is an exercise consisting of copying sayings, maxims, Scripture, and poetry in the student's best handwriting. Copybook is an important step in developing good penmanship, punctuation, and spelling. Habits of good penmanship are instilled early and required at every grade level by every teacher. The discipline of neat and legible handwriting is an aid to spelling and instills the value of accurate, careful work—an important academic skill that carries over into every aspect of learning. In the 1st and 2nd grades, students continue to practice manuscript while also beginning cursive script with Memoria Press' *New American Cursive* program. By the 3rd grade, students are able to transition to cursive alone.

K-2 PROGRAM

Arithmetic

Number formation, counting, time, calendar, measurement, and money are the skills of K-2, along with mastery of addition and subtraction facts through 18. In 2nd grade the students also begin multiplication with the 1x, 2x, 5x, and 10x facts. Students learn number sense by skip counting, games, and drills, all of which make math time enjoyable and help students achieve *immediate recall of math facts*—the primary goal in K-2.

Geography, History, and Science

Students in K-2 work with globes and maps to learn continents, oceans, major countries, and basic geography terms. Second graders learn US states, rivers, and the Great Lakes. Students in all primary grades read about important events and people in American history using literature such as the D'Aulaires' series and Edward Eggleston's *Stories of Great Americans for Little Americans*. In science students learn about seasons, weather, and local flora and fauna. They read about many interesting creatures in their Nature Readers and take nature walks in our beautiful Crescent Hill neighborhood to collect leaves, flowers, acorns, bugs, and more! First graders create a nature journal, and second graders learn about *Patterns of Nature* in their Rod and Staff workbooks.

Music and Christian Studies

In Christian Studies, students read or listen to Bible stories and memorize Bible verses and prayers. Our music instructor, Mrs. Rhonda Hibdon, visits each classroom twice weekly for instruction in the basic elements of music, including ear training, note reading, and choral performance.

Physical Education

Students have Physical Education twice a week. PE provides 30 minutes of rigorous exercise as well as opportunities to play fun childhood games. Mrs. Murdoch, our K-2 PE instructor, works to develop basic motor and motion skills, such as running, skipping, running backwards, flexibility, as well as sportsmanship and team play. On days when students do not have PE, they have recess in the gym, side yard, or our 'Secret Garden' behind St. Mark's Church next door.

LATIN

The study of Latin is the core of a classical education. Latin begins as early as 2nd grade and continues every year, culminating in the translation of Latin literature in grades 9-12. All new students in both the Lower and Upper schools are enrolled in an age-appropriate beginning Latin class. New students join with more advanced students in the Upper or Lower School Latin Choir and Assembly.

The Latin Assembly features individual and group recitation of Latin prayers and the full Latin grammar. It aids new students in learning the grammar and provides much needed drill and review for more advanced students. The Latin Choirs sing classical music in both Latin and English and perform in the Christmas and Holy Week Cantatas.

Our Latin curriculum follows a traditional scope and sequence and is consistent with the grammar, logic, and rhetoric stages of the trivium.

1. The Grammar School, grades 3-6, emphasizes the memorization of the Latin Grammar by the time-tested method of oral recitation and form drills.
2. Grades 7-8 focus on the study of syntax and translation using memorized music, prayers, and beginning literature, such as the Gospel of Mark.
3. Grades 9-12 read Latin literature: Caesar, Cicero, Ovid, AP Virgil, and selected Christian authors.

Students who enroll in Latin in middle and high school follow the same sequence at an accelerated pace.

Memorizing the Latin Grammar is a great challenge and thrill for students. The mastery of the grammar greatly enhances English language skills and builds the kind of confidence that comes only from great achievement. Latin develops the mind of the young student as no other subject can. There is no substitute for the mental development provided by the study of the Latin Grammar.

Our Latin program is unique in that, for those students who begin in the Lower School, it achieves mastery of the Latin Grammar before high school, a practice which was the norm prior to the 20th century, but is unknown today. Most of the classroom materials used to teach the Latin Grammar, *Prima Latina*, *Latina Christiana*, *Lingua Angelica*, and the *First Form Series*, have been developed by Mrs. Leigh Lowe and the Headmistress, Mrs. Cheryl Lowe.

MATHEMATICS

Because mathematics, music, and Latin are the three universal languages, they are given a special emphasis in classical education and are required of all students every year. Mathematics, like all languages, is cumulative, rigorous, and demanding; it develops logical, accurate, and precise thinking habits. Mathematics is the language of science and the indispensable tool for the study of the natural world. The key to success in all sciences, especially chemistry and physics, is a good math education.

Arithmetic is the art of counting and calculation. Like the Latin Grammar, arithmetic is concrete, based on memorization, and is a small and finite subject. These characteristics make arithmetic appealing to the child's mind—it is something that he can understand and over which he can achieve mastery. In the trivium model of learning, arithmetic is the focus of grades K-6. Next to the alphabet, arithmetic is the most useful tool students will ever possess. It should not be rushed over in a hurry to get to higher mathematics. Games, drills, skip-counting, and challenge problems make arithmetic an enjoyable part of the school day.

Mathematics, on the other hand, is the science and philosophy of relationships. It is a large and varied subject that includes many topics, such as algebra, geometry, and calculus. Topics from the world of mathematics are suitable for students who have reached the age of abstract thinking in middle and high school.

Modern textbooks do not observe the distinction between arithmetic and mathematics. Algebra topics are included in texts as early as Kindergarten and obscure the necessary arithmetic skills for each grade. The energy and effort of students are dissipated over a variety of topics, many of which are too abstract for students to understand. Insufficient time is given to basic skills, and students do not experience the satisfaction of mastery learning, nor are they adequately prepared for higher math.

Our textbooks and teaching strategies at HLS ensure that students learn arithmetic and mathematics in an age-appropriate scope and sequence, eliminating the aforementioned deficiencies so prevalent in modern mathematics education. We have found the Rod and Staff math textbooks to be the most closely aligned with our goals in arithmetic and mathematics education in grades K-8.

Seventh grade is an important year that prepares able students for algebra in the 8th grade, but students who are immature or insufficiently prepared will be encouraged to postpone algebra until the 9th grade. Mathematics is an exact language, one that is unrelenting and unforgiving. A failure to master basics is the cause of the glass ceiling that most students reach in their mathematics education. Students must *overlearn* basic math skills in middle school if they are to be successful in high school math.

Our textbooks are carefully chosen, and our teachers are committed to the goals of mastery learning in arithmetic and mathematics. We use the Lial/Miller series for Algebra I, Algebra II, Pre-Calculus, and AP Calculus, and the classic Shute, Shirk & Porter text for Plane Geometry.

MUSIC

Recent research has confirmed what educators have always known: music develops the mental abilities of students and increases academic performance. Music should not be studied for that reason only, but rather because it is a universal language of enormous power. Children must be trained to discern and love what is good, true, and beautiful in all of the arts, but especially in music.

Music completes the triad of universal languages, but it has its own special attributes not possessed by the other two. Mathematical at its base, music expresses thoughts and emotions with an almost divine power to touch the soul. Music is comparable to Latin in its potential to form the character of a student and define the culture of a school. Like Latin and mathematics, music is a core subject, required of students every year.

Highlands Latin School employs a sequential K-12 program that instills the fundamentals of music and music theory through the training of the voice as a primary instrument. In primary school, Mrs. Rhonda Hibdon introduces students to the elements of music through ear training, basic note reading, and the singing of simple, classic repertoire. The primary music class serves as a preparatory class for Lower School choir and recorder ensemble.

In recorder ensemble, students develop musicianship and apply their note reading skills through instrumental performance. The class provides an opportunity for students to experience differentiating pitch, dynamics, and musical texture through both individual and group performance. In addition, students study voice and music theory with the prestigious four volume Royal School of Church Music program, *Voice for Life*.

All Lower and Upper School students sing in one of our Latin Choirs, directed by Dr. Louie Bailey. In addition to age-appropriate techniques for training vocal production, Dr. Bailey employs solfege (do-re-mi ...) and accompanying Kodaly hand signs to train the ear around musical intervals in preparation for reading and sight-singing.

Our goals are to train every child to hear—with discernment and appreciation—the music of every era and culture and to experience the consummate joy of a well-trained voice joined to others in performing the masterworks of our Western tradition. Because most of the great choral literature of that tradition is sacred, much of it in Latin, our choral program is closely aligned to our goals as a classical school for Christian families.

A school without music is like a body without a soul.

CHRISTIAN STUDIES

Our Christian Studies program is designed to develop:

- a) Bible literacy
- b) a knowledge of church history
- c) a strong faith and Christian consciousness

To achieve these goals, students study Scripture in K-6, church history in grades 7-11, and Christian apologetics in grade 12. Christian Studies is an academic course equal in content and examinations to all other areas of the curriculum.

Bible Literacy

Students in K-6 learn Bible stories, Bible geography, salvation history timelines, and memorize more than one hundred passages of Scripture, using the *Memoria Press* Christian Studies Series. The King James Bible is used for Scripture memorization. The KJV has had a profound influence on the development of written and spoken English and is one of the greatest literary masterpieces in the English language. The KJV not only enables students to learn the sublime content of their Christian faith in a beautiful and poetic language, it also strengthens language skills in preparation for the study of English literature. Immersion in the KJV is a necessary step in the important goal of learning to read English literature over five centuries.

Church History

Students study church history from a non-sectarian viewpoint, and are encouraged to talk to their parents or pastor if they have questions about different faith traditions.

Building Faith and a Christian Consciousness

Formal education develops the ability of students to use reason and critical thinking, tools which can be then turned against the faith to attack and undermine it. Modern education, by its nature, tends to produce a strongly scientific and skeptical frame of mind. The Christian school has a unique responsibility to teach its young that while the intellectual tools he has acquired through his education can be used to attack the faith, they can also be used to defend it, that while the Christian faith may be above reason it is not contrary to reason, that belief is a choice that is intellectually respectable, and that many of the greatest minds, both scientific and literary, in every age, including our own, have been believing orthodox Christians.

We believe the Christian faith is true and that both reason and history support this belief. All time is dated from the birth of Jesus Christ, the central figure in human history. Our Christian Studies Program helps students understand why this is true.

CLASSICAL STUDIES

All foreign language study includes learning about the people who speak the language, so Classical Studies is the natural companion to Latin. In Classical Studies, students study Greek mythology and Greek and Roman history and literature every year, gradually deepening their knowledge and understanding. This long grounding prepares students to read the classics of Greek, Roman, and English literature and to study and understand the modern world.

Why spend so much time on the Greeks and Romans? Why not put this time and effort into American history and literature instead? It may seem only reasonable that the history of one's own nation should be the focus of the curriculum, but, surprisingly, that is not the case.

There are many disadvantages to making the study of the student's own national history and literature the focus of education. The first is that we cannot see our own history objectively, and thus it is difficult to draw lessons and conclusions from it. It is still too close to us and has not been sifted through time. We are not objective—in fact, we are emotionally involved and necessarily biased. In addition, we do not know the end of our story because our story is not yet over. It is difficult to draw conclusions since the conclusion has not come, our chapter is not finished. And, of course, we have nothing to compare our history to if we don't study another civilization or nation before we study our own.

The classical civilization of Greece and Rome is the perfect civilization for the student to study and the teacher to teach. It has been thoroughly studied by many generations and the lessons have been learned and are there for all to see. And we know the end of the story, so we can see consequences and draw conclusions.

In addition, all of the issues that we struggle with in the modern world—economic, political, religious, and social—are present in the ancient world in their simplest form. In Greece and Rome the perennial problems of the human condition can be seen at their beginning, while it is still possible to grasp them, to understand them, and to really see to the heart of the matter.

"Those who do not possess a classical education are prisoners of their own time. To know and be interested only in the now means being incapable of evaluating or appreciating even that."
(Jude Dougherty)

"The merely modern man never knows what he is about. A classical education, far from alienating us from our own world, teaches us to discern the amiable traits in it, and its genuine achievements; helping us, amid so many distracting problems, to preserve a certain dignity and balance of mind, together with a sane confidence in the future."
(George Santayana)

CLASSICAL/CHRISTIAN STUDIES BOOK LIST

Third Grade

D'Aulaires' Greek Myths, Memoria Press Study Guide
Christian Studies I, Golden Children's Bible

Fourth Grade

Famous Men of Rome, Memoria Press Study Guide
Christian Studies II, Golden Children's Bible

Fifth Grade

Famous Men of the Middle Ages, Memoria Press Study Guide
Christian Studies III, Golden Children's Bible

Sixth Grade

The Bronze Bow
Horatius at the Bridge
Famous Men of Greece
Greek mythology, Roman history, Christian studies review

Seventh Grade

Ancient and Greek history (Dorothy Mills)
The Iliad, The Odyssey (Butler)

Eighth Grade

Roman history (Mills), *The Aeneid* (West)
Acts of the Apostles, Early Christian Writings, Eusebius

Ninth Grade

Aeschylus (*The Oresteia*), Sophocles (*The Three Theban Plays*)
Euripides (*Medea, Trojan Women*)
Classical Literary Criticism
St. Augustine (*The City of God*)

Tenth Grade

The Ancient World (Susan Wise Bauer)
Tacitus (*The Agricola and Germania*)
Medieval Europe (Hollister)

Eleventh Grade

The Peloponnesian War, Thucydides
Aquinas, Luther, Calvin

Twelfth Grade

Mere Christianity, Orthodoxy, Fundamentals of the Faith
Dynamics of World History (Dawson)
The Greek Way, The Roman Way (Edith Hamilton)
The Histories (Herodotus)

ENGLISH STUDIES

English mastery in reading, writing, and speaking is the mark of an educated person. But these multifaceted skills require many years to reach a high level. An essential component of superior English skills is the study of a classical language, so our Latin curriculum supports and enhances the English skills of our students. Students study English grammar and vocabulary in both English and Latin classes, beginning in 2nd grade.

Another factor in the development of superior language skills is the study of good literature, which provides models of correct English and excellence in writing. The ear and eye are trained by constant exposure to good English usage. Students learn best by imitation.

Our classroom reading selections are carefully chosen to increase in reading difficulty each year. Books are read slowly and thoroughly in class, accompanied by our literature guides, which include our own selection of poetry. Poetry is intense and requires careful, slow, and repeated reading. Poetry requires thought and is especially effective in developing comprehension and thinking skills. Students who are properly prepared can begin the study of Shakespeare in the 7th grade.

We choose the very best literature and poetry for each age, works that model heroes, virtues, and high ideals. Our literature program does more than develop reading skills—it inspires students to love what is good and noble in life.

English grammar, usage, and composition are taught yearly in K-12. The ability to write with clarity, beauty, and power is further developed by our logic and rhetoric courses, which are an extension of English and count as English credits.

On a more practical side, the development of a legible and attractive cursive hand is a high priority. Unless serious attention is given to penmanship in every grade and class, illegible, careless writing plagues students and teachers throughout their school years.

“In science, read by preference the newest works; in literature, the oldest. The classic literature is always modern.”
(Bulwer-Lytton)

ENGLISH STUDIES
LITERATURE, GRAMMAR, COMPOSITION, SPELLING

Third Grade

Farmer Boy
Charlotte's Web
The Moffats
Memoria Press Study Guides
Rod and Staff English 3, Spelling 4

Fourth Grade

Heidi
Lassie
The Lion, the Witch, and the Wardrobe
Memoria Press Study Guides
Rod and Staff English 4, Spelling 5

Fifth Grade

Adam of the Road
Robin Hood
King Arthur
Memoria Press Study Guides
Rod and Staff English 5, Spelling 6

Sixth Grade

The Trojan War (Olivia Coolidge)
Anne of Green Gables
The Hobbit
Treasure Island
Rod and Staff English 6, Spelling 7

Seventh Grade

Wind in the Willows
As You Like It
Robinson Crusoe
HLS Poetry Anthology
Warriner's Grammar Third Course
Rod and Staff Spelling 8

Eighth Grade

British Literature Survey I: 449-1485 A.D.
Beowulf the Warrior, Sir Gawain & the Green Knight, Everyman, The Canterbury Tales, Henry V, Romeo and Juliet, The Middle Ages (Mills),
Warriner's Grammar, Complete Course

Ninth Grade

Dante, *The Divine Comedy*
Warriner's Grammar, Complete Course

Tenth Grade

British Literature Survey II: 1485-1760 A.D.
Julius Caesar, Macbeth, Taming of the Shrew
Literature of the Tudor, Puritan and Neo-classical ages; *Elements of Style* by Strunk and White

Eleventh Grade

AP English
British Literature Survey III: 1760-1914 A.D.
Literature of the Romantic and Victorian Ages,
Hamlet, A Midsummer Night's Dream, Henry IV, Hard Times; Elements of Style by Strunk and White

Twelfth Grade

Theme: The Christian Response to the Modern World: Dostoevsky, Tolstoy, Walker Percy, Graham Greene, Flannery O'Connor, Gerald Manly Hopkins, J.R.R. Tolkien, T.S. Eliot, C.S. Lewis, Evelyn Waugh, G.K. Chesterton, Thomas Merton, Wendell Berry

AMERICAN/MODERN STUDIES

In American/Modern Studies, students study American history, geography, and literature, as well as world geography and non-western cultures. The program is designed to give students mastery over very concrete and useful information about America and the world and to build each year on the previous year's work. Students trace and study maps, draw freehand maps, and by the end of the curriculum they are able to draw political and physical maps of both hemispheres from memory. Students also read a variety of books from our library to supplement their knowledge of America and the world.

- K-2 On a map and globe students identify continents, oceans, equator, poles, tropics, some major countries, and US states. *Stories of Great Americans for Little Americans* by Edward Eggleston and biographies by Ingri and Edgar D'Aulaire.
- Grade 3 Identify fifty states and eight regions on unlabeled outline map; recite and spell states, abbreviations, nicknames, and capitals
- Grade 4 Geography of the Western Hemisphere
- Grade 5 Geography of the Eastern Hemisphere
Stowaway by Karen Hesse
- Grade 6 American History
Johnny Tremain
Carry On Mr. Bowditch
- Grade 7 World Geography, cultures, and habitats
Around the World in Eighty Days.
- Grade 9 *A Concise History of the American Republic, Vol I* by Morison, Commager, and Leuchtenburg
- Grade 10 *A Concise History of the American Republic, Vol. II* by Morison, Commager, and Leuchtenburg; students take AP US History exam
- Grade 11 *A History of the Modern World, Vol. I* by Palmer and Colton
- Grade 12 *A History of the Modern World, Vol. II,* by Palmer and Colton; students take AP Modern Europe exam

SCIENCE

Science begins with wonder and curiosity about the natural world. It leads to the skills of observation, classification, and ultimately to science and technology. It is best for the child to be led into the world of science through these same steps.

The traditional elementary science curriculum includes topics which are also naturalist hobbies—bird, tree, and wildflower identification, butterflies, insects, bees, and star-gazing. Students learn much about science—morphology, physiology, classification, habitats, etc.—through the detailed study of stars, bugs, birds, and trees.

The Lower School science curriculum also includes the study of the Latin roots of scientific terminology, as well as an exposure to the beautiful tradition of English nature poetry. It is important that students in K-6 learn to take delight in the beauty and wonder of nature, before they begin the study of modern science with its emphasis on the exploitation of nature for human needs.

More advanced scientific topics are emphasized in 8th grade to prepare students for biology, chemistry and physics in the Upper School.

K-2	Calendar, seasons, holidays, planets, plants, animals, nature walks, <i>Patterns of Nature, Nature Readers 1-3, and Character Sketches</i>
Grade 3	Constellations, solar system
Grade 4	Invertebrates with a special emphasis insects, <i>Exploring the World of Biology</i>
Grade 5	Vertebrates with a special emphasis on birds and mammals, <i>The History of Medicine</i>
Grade 6	Plant Kingdom with special emphasis on trees and grasses, <i>Exploring Planet Earth</i>
Grade 8	Physical Science with special emphasis on Chemistry topics—atomic structure, bonding, elements, periodic chart, organic compounds, conversion problems
Grade 9	Biology Enrichment: <i>All Creatures Great and Small</i>
Grade 10	Anatomy and Physiology
Grade 11	Chemistry
Grade 12	Physics

LOGIC AND RHETORIC

Logic and rhetoric are essential tools for effective communication. Our courses are based on the work of textbook author Martin Cothran, who teaches his own texts for these classes. Students learn a systematic course in formal logic, rather than a sampling of logic topics. Traditional formal logic is an in-depth study of the syllogism, taught in the classic three part method. Students learn the four logical statements, the four ways statements can be opposite, the three ways they can be equivalent, the seven rules for validity, and the medieval chant for the nineteen valid arguments. In *Material Logic*, students learn the Ten Categories, the Five Predicables, the Four Causes, and the Five Elements of Classification, as well as their use in the art of thinking.

Students also learn Christian epistemology and study famous arguments from history, such as Descartes' "I think, therefore I am," C.S. Lewis' "trilemma," St. Thomas Aquinas on the existence of God, David Hume on the problem of evil, and many others.

Classical Rhetoric is a guided tour through the first part of Aristotle's *Rhetoric*. To the ancients, rhetoric was the crowning intellectual discipline, molding knowledge and logic into powerful tools of persuasion. To Aristotle the art of rhetoric was the chief weapon in the service of truth.

Classical Rhetoric also familiarizes students with three model speeches as examples of the three branches of classical oratory: the "Appeal of the Envoys to Achilles," from Homer's *Iliad*; the "Apology of Socrates," from the dialogue of Plato; and Abraham Lincoln's "Gettysburg Address." Students will also be asked to analyze Marc Antony's "Funeral Oration," from William Shakespeare's *Julius Caesar*, as an example of a great speech that defies categorization.

It is indeed a privilege to study logic and rhetoric under Mr. Cothran, whose texts are used in schools throughout the country.

GREEK

There are two, and only two, classical languages—Latin and Greek. Students study Greek as part of the regular program in grades 7-8. This two-year course covers the Greek alphabet and the basics of Greek grammar, vocabulary, and translation. Students will be enlightened by the similarities between Latin and Greek grammar, and they will be amazed to learn about the large number of Greek roots in English and Latin words. The study of Greek is the crown jewel in a classical Christian education. It adds a depth and understanding to the study of language and western civilization.

The ancient Greeks created a body of thought characterized by such brilliance and clarity that it has been called “The Greek Miracle” ever since. Their work in philosophy, literature, art, logic, mathematics, and science has been the wellspring of western civilization. The Greeks have been, and remain, the world’s first and greatest teachers in the natural order. The Romans, as has every generation since, imitated and enlarged, but did not reverse, the Greek depository of knowledge.

Even more importantly, the New Testament was composed in Greek, and the Old Testament, in the form of the Greek Septuagint, was the Bible of the apostles and the New Testament Church.

Since divine providence has so ordained that the sources of both human and divine wisdom be clothed in the garment of the Greek language, there can be no more compelling reason to offer the study of Greek.

We are pleased that we are able to offer Greek to our students as an integral part of their language education. For students who choose to continue their study, Greek will be offered as an elective in grades 9-12.

“Learn Greek: it is the language of wisdom.”
(George Bernard Shaw)

“You can’t imagine what a thrill it is to read the Odyssey in the original. It makes you feel as if you only had to get on tiptoe and stretch out your hand to touch the stars.”
(Somerset Maugham)

“The Iliad is the story of all wars. It is also the greatest dirge for the brave who were doomed to die young, and the sentiments and thoughts which such glorious deeds and events evoke are expressed with a majesty and simplicity which have no parallel in any of the literatures of the world.”
(Ralph Waldo Emerson)