

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, Polly Collum, who will be glad to assist you.

Sincerely,

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

Cheryl Lowe
Founder

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HIGHLANDS LATIN SCHOOL GENERAL INFORMATION

Highlands Latin School is fully accredited as a non-public school by the Kentucky Board of Education.

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.

Uniforms — HLS students wear uniforms. Please 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 the first full week in March.

School Hours — 8:00-3:30 p.m. T, W, Th and 8:00-2:15 p.m. on Fridays. School opens at 7:30 a.m.

Campuses — Highlands Latin School has two campuses. The original campus at Crescent Hill Baptist Church serves grades K-12. The Spring Meadows campus in Middletown serves grades K-8.

	2014-2015 Tuition	Books & Materials Fee
Kindergarten:	\$3750 (2 Day)	\$275
1st - 2nd Grade:	\$5500 (3 Day)	\$275
3rd - 6th Grade:	\$6625 (4 Day)	\$300
7th Grade & Up:	\$7255 (4 Day)	\$350

HLS Administration Contact Information

Cheryl Lowe	Founder clowe@thelatinsschool.org
Shawn Wheatley	Head of School swheatley@thelatinsschool.org
Kelly Booker	Principal, Spring Meadows kbooker@thelatinsschool.org
Dr. Matthew Dickie	Assistant Principal - Upper School mdickie@thelatinsschool.org
Jason Borah	Assistant Principal - Grammar School jborah@thelatinsschool.org
Brian Lowe	Chief Financial Officer blowe@thelatinsschool.org
Jennifer Bowen	College Counselor, Student Care jbowen@thelatinsschool.org
Sean Brooks	House System Director, Student Care sbrooks@thelatinsschool.org

Admissions

Polly Collum, Director of Admissions

Email: admissions@thelatinsschool.org

Lyndsay Magar, Assistant (lmagar@thelatinsschool.org)

Phone: (502) 895-5333

Crescent Hill Campus

Mary Melchior, Office Manager

Address: Highlands Latin School
2800 Frankfort Ave.
Louisville, KY 40206

Phone: (502) 895-5333 (main office)

Email: office@thelatinsschool.org

Spring Meadows Campus

Mary Dick, Office Manager

Address: Highlands Latin School
10901 Shelbyville Road
Louisville, KY 40243

Phone: (502) 742-5462

Email: sm@thelatinsschool.org

ADMINISTRATION

Cheryl Lowe	Founder M.S. Biology, Western Kentucky University B.A. Chemistry, Teaching Certificate, University of Louisville
Shawn Wheatley	Head of School M.S. School Administration, Bellarmine University M.S. Secondary Education, University of Kentucky B.S. Biology, Transylvania University
Kelly Booker	Principal, Spring Meadows M.A., B.S. Business Administration, Bellarmine University
Dr. Matthew Dickie	Assistant Principal - Upper School Ph.D., M.Div. Southern Baptist Theological Seminary B.S. Exercise Science, Valdosta State University
Jason Borah	Assistant Principal - Grammar School M.A. Theology, Gordon-Conwell Theological Seminary B.A. Theology, Moody Bible Institute
Brian Lowe	Chief Financial Officer J.D. Vanderbilt Law School M.S. Electrical Engineering, Virginia Polytechnic Institute B.A. Physics and Mathematics, Transylvania University
Jennifer Bowen	College Counselor, Student Care M.Ed. School Counseling and Guidance, University of Louisville B.A. English, Miami University (Ohio)
Sean Brooks	House System Director, Student Care B.A. Religion, Missouri Baptist University
Polly Collum	Director of Admissions M.T.S. Weston Jesuit School of Theology B.A. Government, Dartmouth College
Lyndsay Magar	Primary School Resource Teacher, Admissions Assistant M.A. Education, University of Louisville B.F.A. Harding University
Mary Melchior	Office Manager, Crescent Hill Campus A.D. Nursing, Purdue University
Mary Dick	Office Manager, Spring Meadows Campus A.A.S., A.S. Nursing, Kaskaskia College

UPPER SCHOOL FACULTY

Susan Akaydin	M.S. Statistics, University of Kentucky M.A. Secondary Education, University of Louisville B.S. Applied Mathematics Engineering, University of Louisville Speed School of Engineering
Joel Amunrud	M.Div. Southern Baptist Theological Seminary B.A. Biblical Studies, Master's College
Jason Andersen	B.A. Biblical Studies, Northwestern College, St. Paul
Aubrey Annis	B.S. English and Mathematics, Hillsdale College
Jason Borah	M.A. Theology, Gordon-Conwell Theological Seminary B.A. Theology, Moody Bible Institute
Jim Brooks	M.Div., Th.M. Western Conservative Baptist Seminary

	B.S. Mathematics, Central Washington University
Sean Brooks	B.A. Religion, Missouri Baptist University
Dr. Jessica Bunch	D.C. Doctor of Chiropractic, Palmer College of Chiropractic
	B.S. General Science, Palmer College of Chiropractic
Brian Davidson	M.Div. Southern Baptist Theological Seminary
	B.S. Religious Studies, Gardner-Webb University
	A.S. Civil Engineering Technology, Gaston College
Ken Dennis	M.A.T. Education, B.A. English, University of Louisville
Dr. Matthew Dickie	Ph.D., M.Div. Southern Baptist Theological Seminary
	B.S. Exercise Science, Valdosta State University
Hunter Downing	B.A. Business Management, Middle Tennessee State University
Theodore Harwood	M.A. Classics, Cornell University
	B.A. Latin, Hillsdale College
Anthony Hernandez	M.A. Mathematics, Marshall University
	B.A. Mathematics and Physics, Marshall University
Shannon Hunsucker	M.A. Secondary School Counseling, Western Kentucky University
	B.A. English and Secondary English Education, Univ. of Kentucky
Kate Janke	M.A. Theological Studies, Southern Baptist Theological Seminary
	B.A. History, Hillsdale College
Kyle Janke	M.A. English Literature, Eastern Michigan University
	B.A. English, Hillsdale College
Kenneth Kolarcik	M.B.A. Finance, Golden State University
	M.A. National Security Affairs, Naval Postgraduate School
	B.S. Naval Science, United States Naval Academy
Steven Lange	M.Div. Wisconsin Lutheran Seminary
	B.A. Liberal Arts, Northwestern College
Cheryl Lowe	M.S. Biology, Western Kentucky University
	B.A. Chemistry, Teaching Certificate, University of Louisville
Michelle Luoma	B.A. Latin, Sweet Briar College
Anthony McDonald	M.A. Classical Studies, University of Notre Dame
	B.A. Classical Studies, Indiana University
	B.S. Accounting and Finance, Indiana University
Melissa Michael	M.A. Education, Georgetown College
	B.S. Elementary Education, Georgetown College
Elizabeth Pierce	M.Div. Southern Baptist Theological Seminary
	B.A. Linguistics, University of Tennessee
Dr. Rebecca Shelburne	D.C. Doctor of Chiropractic, Life University
	B.S. Chemistry, University of Michigan
David Thomas	B.A. History and Government, Berry College

GRAMMAR SCHOOL FACULTY

Brenda Janke (3)	B.S. Elementary Education, University of Wisconsin, Eau Claire
Anne Parry (3)	B.S. Biology, University of Georgia
Maureen Volz (3)	M.A. Special Education, University of Missouri, St. Louis
	B.A. Fine Arts and Art History, University of Louisville
Jessica Watson (3)	B.S. Elementary Education, Northland International University
Rebecca Cupo (4)	B.A. Liberal Arts, Thomas Aquinas College
Lu Elliott (4)	B.S. Human Environmental Sciences, University of Alabama
Anna Harwood (4)	B.A. English, Latin Language and Literature, Hillsdale College
Deborah Mangione (4)	B.A. Botany, Ohio Wesleyan University
Kelsey Cross (5)	B.S. Education, Berry College

Kelsey Fox (5)	B.A. Politics, Hillsdale College
Sadie Greever (5)	B.A. Elementary Education, College of the Ozarks
Robert Lewis (5)	M.A. Theology, Aquinas Institute of Theology
	B.A. Philosophy, Purdue University
Natalie Malcom (6)	M.A. Missiology, Southern Baptist Theological Seminary
	B.S. Health and Physical Education, Liberty University
Amy Mangione (6)	B.A. Accounting, University of Akron
Anthony Miller (6)	M.T.S. University of Notre Dame
	B.A. Classics, University of Kentucky
Ashley Taylor (6)	B.S. Interior Design- Art History, Texas Christian University

PRIMARY SCHOOL FACULTY

Mary Dick (JK)	A. A.S., A.S. Nursing, Kaskaskia College
Karen Ferraro (JK)	B.S. Child Development and Family Studies, Purdue University
Kimberly Miller (JK)	B.A. Political Science, Southern Methodist University
Georganna Wheatley (JK)	B.A. Studio Art, Transylvania University
Teresa Brittain (K)	B.A. Early Childhood Education, University of Louisville
Sandra Driggs (K)	B.S. Elementary Education, Indiana University
Jill Frawley (K)	M.A. Elementary Education, University of Louisville
	B.S. Elementary Education, Spalding University
Kristin Mast (K)	M.A. Special Education, Wayne State University
	B.A. Elementary Education, Calvin College
Sarah Rueff (K)	M.A.T. Elementary Education, Bellarmine University
	B.S. Biology and Secondary Education, Centre College
Michelle Tefertiller (K)	B.S. Elementary Education, Oklahoma Baptist University
Krista Lange (1)	B.S. Elementary Education, Martin Luther College
Tara Luse (1)	B.A. Sociology, University of Kentucky
Liz Taylor (1)	B.S. Elementary Education, Lambuth College
Jill Zamiska (1)	B.S. Radiologic Technology, Northern Kentucky University
Joyce Aspatore (2)	B.S. Elementary Education, Eastern Kentucky University
Therese Dickert (2)	M.Ed. Elementary Education, Indiana Wesleyan University
	B.S. Early Childhood Education, University of Louisville
Joy Herbert (2)	M.A. Education, University of Louisville
	B.S. Business Marketing, University of Kentucky
Jennifer Price (2)	M.A. Elementary Education, Bellarmine University
	B.A. Marketing, University of Louisville

ART, CHOIR, MUSIC, AND PHYSICAL EDUCATION

Jim Ashby	M.Div. Southern Baptist Theological Seminary
	B.S. Health and Physical Education, Murray State University
Dr. Louie L. Bailey	D.M.A. Voice, Music Theory and Music Education, SBTS
	M.C.M. Voice, Organ and Music Education, SBTS
	B.M. Piano and Music Education, Georgia State University
Travis Bengé	B.A. Integrated Strategic Communications and Psychology, UK
Jennifer Gilcreast	M.M. University of Notre Dame
	B.M. Asbury College
Rhonda Hibdon	B.A. Fine Arts, Judson College
Janice Murdoch	M.A. Dance/Movement Therapy, Antioch University
	B.A. Dance and Exercise Training, California State University
Dr. Fernanda Trocan	D.M.A. University of Minnesota
	M.M., B.M. University of Louisville

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 and wisdom, and in 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 and 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 achieve on their own. This wisdom is gained by reading the classics under the guidance of teachers who have integrity, 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.

The typical high school courses, such as American Literature or World History, are missing from our curriculum; 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, and geography.

PHILOSOPHY

Latin and Greek, mathematics, and music are foundational and universal languages. They are the cumulative and challenging subjects in the HLS 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, 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
4. English Studies
5. Science
6. American/Modern Studies

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 (Includes Logic and Rhetoric)	5
Classical/Christian Studies	4
American/Modern Studies	3
Music	1 (four years of choir)
Science	4
Club Sports	1
<i>Total</i>	26 credits

HIGHLANDS LATIN ACADEMIC STANDING

- Ranked in the top 1% of schools across the nation 10 years in a row on the Iowa Test of Basic Skills (ITBS).
- K-8 students score an average of 3.6 grades above their grade level on the ITBS.
- 32% of graduates recognized as National Merit Finalists/Commended in the last 3 years.
- 3-year average SAT score is 1954; 3-year average ACT is 29.
- 38% of the 2015 senior class are National Merit Semifinalists (who will advance to the National Merit Finalist Scholarship Competition).
- In the last 3 years, 24% of graduates were chosen for the Kentucky Governor's Scholars Program and 14% for the Kentucky Governor's School for the Arts.

HOUSE SYSTEM

For social, athletic, leadership, service, and other extracurricular activities, Upper School students are organized into four Houses. Each multi-age House has four primary officers and provides many leadership opportunities. Houses compete throughout the year for points in order to win the coveted House Cup. Students learn the rules of order and serve on a variety of committees. Older students serve as 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.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Primary School: American Heritage Girls, Chess, Tennis Clinics

Grammar School: American Heritage Girls, Baseball, Boys Basketball, Chess, Cross Country, Field Hockey, Tennis Clinics, Girls Volleyball

Upper School: House System, Boys Basketball, Cross Country, Girls Volleyball, Debate, Golf, Tennis Clinics, Soccer, Spring Intramurals, Science Olympiad, Madrigal Choir, Handbell Choir, Yearbook, American Heritage Girls, Kentucky Youth Assembly, Art Club, Geography Bee

PHYSICAL EDUCATION

Primary students have recess or PE every day. Grammar School students have PE twice weekly. In the Upper School, students have Club Sports once a week.

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

1. Prepare students to be active, capable 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, dodgeball, 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.

ART AND ART HISTORY

Students in grades 1-6 have Art for an hour every other week. An art history emphasis focuses student work in various media, including painting and print-making. Seniors study art and architecture from pre-historic times to the present.

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, recitation)
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
2:15-3:15	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	Latin	Latin	Latin
9:15-10:30	Math	Math	Math	Math
10:30-11:30	Literature	Literature	Literature	Literature
11:30-12:00	Choir	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		Amer. St/World Geo.	

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
8:00-9:15	Geography/ Science	Pre-Algebra/ Algebra	Pre-Algebra/ Algebra	Pre-Algebra/ Algebra
9:15-10:00	Club Sports	Latin	Choir	Latin
10:00-11:15	Latin	Geography/Science	Latin	English
11:15-12:30	Classical/ Christian Studies	Classical/ Christian Studies	Classical/ Christian Studies	Geography/ Science
12:30-1:00	Lunch	Lunch	Lunch	Lunch
1:00-2:15	Pre-Algebra/ Algebra	English	English	Greek I/II
2:15-3:30	English	Greek I/II	Greek I/II	

GRADES 9-12
Typical Schedule

Time	Tuesday	Wednesday	Thursday	Friday
8:00-9:15	English	English	English	Classical/ Christian Studies
9:15-10:00	Latin	Club Sports	Latin	Choir
10:00-11:15	Science	Latin	Science	Latin
11:15-12:30	Math	Science	Math	Rhetoric, College Planning/ SAT
12:30-1:00	Lunch	Lunch	Lunch	Lunch
1:00-2:15	Classical/Christian Studies	Math	Classical/ Christian Studies	Math
2:15-3:30	U.S. or European History / or Logic	U.S. or European History	U.S. or European History/ or Logic	

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 critical 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, intensively, 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 Core Skills phonics series and *Spelling Workout*. 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*, and *Billy and Blaze*. 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 HLS faculty.

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, and spelling rules, and by a lifetime of seeing, reading, and writing words correctly. It is very 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 is difficult 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's *New American Cursive* program. Cursive is required for written work in grades 3 and up.

K-2 PROGRAM

Arithmetic

Immediate recall of addition and subtraction math facts through 18 is the focus in primary school. Number formation, counting, time, calendar, measurement, and money are the initial skills of K-2. 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.

Geography, History, and Science

Our Read-Aloud Program consists of a set of thirty books, one set for each grade in K-2, one book for each week. These books provide a rich language experience for students, as each book is read aloud each day the class meets and is accompanied by oral questions and discussion. Students learn new and interesting words and delight in rhyme and word play. They learn about holidays, history, geography, science and more. The Read-Aloud books, which are beautiful in both art and language, were chosen after extensive research and reading. K-2 students study globes and maps to learn continents, oceans, major countries, and basic geography terms. Second graders are introduced to states and capitals. In science students learn about seasons, weather, and local flora and fauna. They take nature walks in our beautiful Crescent Hill neighborhood or on our 20-acre Spring Meadows campus to collect leaves, flowers, acorns, insects, and other treasures.

Music and Christian Studies

In Christian Studies, students read or listen to Bible stories and memorize Bible verses and prayers. Our music instructor 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 childhood games. Our K-2 PE instructor works to develop basic motor and motion skills, such as running, skipping, running backwards, and flexibility, as well as sportsmanship and team play. On days when students do not have PE, they have recess outside at Spring Meadows, in the gym, or in our 'Secret Garden' behind St. Mark's Church at Crescent Hill.

LATIN

Latin develops the mind of the young student as no other subject can. 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.

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 the classic Henle I and II texts..
3. Grades 9-12 read Latin literature: Caesar, Ovid, AP Vergil, and Cicero.

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. 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 rare 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 Cheryl Lowe and Memoria Press.

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 because 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, cypher drills, 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.

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 experience in their mathematics education. Students must *overlearn* basic math skills in K-7 if they are to be successful in high school 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.

Our textbooks are carefully chosen, and our teachers are committed to the goals of mastery learning in arithmetic and mathematics. We have found the Rod and Staff math textbooks to be the most closely aligned with our goals in K-6. Seventh grade is an important year that prepares students for algebra in the 8th grade. Our pre-algebra text is from College of the Redwoods, Department of Mathematics. For Algebra I and II we use the Prentice Hall Classics text, for Geometry, the McDougal Littell text and for Pre-Calculus and Calculus, the Larson Hostetler text. Our goal is for all able students to complete AP Calculus.

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 students are introduced 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 Grammar School Choir.

With recorders and handbells, Grammar School students develop musicianship and apply their note reading skills through instrumental performance. Music class provides an opportunity for students to experience differentiating pitch, dynamics, and musical texture through both individual and group performance.

All Grammar and Upper School students sing in one of our Latin Choirs directed by Dr. Louie Bailey, Louisville Youth Choir Chorale director. 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 Christian school.

*"A school without music is like a body without a soul."
-Saint John Bosco*

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, and 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 then be 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 acquired through 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, Christian Studies I, Golden Children's Bible

Fourth Grade

Famous Men of Rome, Christian Studies II, Golden Children's Bible

Fifth Grade

Famous Men of the Middle Ages, 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 translation)

Eighth Grade

Roman history (Mills), *The Aeneid* (West translation)

Intertestamental Period, Acts of the Apostles, Josephus (excerpt from *The Destruction of Jerusalem*)

Ninth Grade

Aeschylus (*The Oresteia*), Sophocles (*The Three Theban Plays*),

Euripides (*Medea, Trojan Women*), *Classical Literary Criticism*,

The Early Church by Henry Chadwick, Eusebius, *Early Christian Writings*

Tenth Grade

Classical Political Philosophy: Cicero (*On Obligations, The Republic and The Laws*), St. Augustine's *City of God*

Eleventh Grade

Classical Metaphysics: Socrates (*Philosophy 101*), Plato's *The Last Days of Socrates*, Cicero's *The Nature of the Gods*, Peter Kreeft's *A Shorter Summa*

Twelfth Grade

C.S. Lewis (*Mere Christianity*), G.K. Chesterton's *Orthodoxy*,

Peter Kreeft's *Fundamentals of the Faith*

Western Civilization: Art, Architecture, Sculpture

Janson's *History of Art*

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.

*“Dante and Shakespeare divide the world
between them. There is no third.”
-T.S. Eliot*

ENGLISH STUDIES
LITERATURE, GRAMMAR, COMPOSITION, SPELLING

Third Grade

Farmer Boy
Charlotte's Web
The Moffats
Memoria Press Literature Study Guides
MP *English Grammar Recitation I*
MP *Introduction to Composition*
Spelling Workout D

Fourth Grade

Heidi
Lassie
The Lion, the Witch, and the Wardrobe
Memoria Press Literature Study Guides
MP *English Grammar Recitation II*
Classical Composition I: Fable
Spelling Workout E

Fifth Grade

Adam of the Road
Robin Hood
King Arthur
A Door in the Wall
Memoria Press Literature Study Guides
MP *English Grammar Recitation III*
Classical Composition II: Narrative
Spelling Workout F

Sixth Grade

The Trojan War (Olivia Coolidge)
Anne of Green Gables
The Hobbit
Treasure Island
Memoria Press Literature Study Guides
Rod and Staff *English Grammar 6*
Classical Composition III: Chreia/Maxim
Spelling Workout G

Seventh Grade

Wind in the Willows
As You Like It
Tom Sawyer
HLS Poetry Anthology (American Poets)
Rod and Staff *English Grammar 8*
Classical Composition IV:
Refutation/Confirmation

Eighth Grade

British Literature Survey I: 449-1485 A.D.
Beowulf the Warrior, Sir Gawain & the Green Knight, Everyman, The Canterbury Tales, Henry V, The Middle Ages (Dorothy Mills)
Rod and Staff *English Grammar 8*
Classical Composition V: Common Topic

Ninth Grade

Romeo and Juliet, Julius Caesar, A Midsummer Night's Dream, Pride and Prejudice, The Scarlet Letter
MP Poetry Anthology: Tudor, Puritan and Neoclassical Ages
Warriner's Grammar, Complete Course
Classical Composition VI:
Encomium/Invective/Comparison

Tenth Grade

MP Poetry Anthology: Romantic and Victorian Ages
Macbeth, The Winter's Tale, Hamlet, Wuthering Heights, A Tale of Two Cities
Warriner's Grammar, Complete Course

Eleventh Grade

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

Twelfth Grade

King Lear, The Tempest, Moby Dick, The Great Gatsby, William Faulkner (short story selections), Wendell Berry, *Till We Have Faces* (C.S. Lewis)
Warriner's Grammar, Complete Course
Elements of Style (Strunk and White)

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 the United States 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 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 the U.S. and the world.

- K-2** On a map and globe students identify continents, oceans, equator, poles, tropics, some major countries, and U.S. states; Memoria Press's *Read-Aloud Program* for history, geography, science, and holidays
- Grade 3** Identify fifty states and eight regions on unlabeled outline map; recite and spell states, abbreviations, and capitals
- Grade 4** Geography of North Africa, the Middle East, and Europe
- Grade 5** Geography of Sub-Saharan Africa, Asia, Oceania, and the Americas
- Grade 6** United States History
- Grade 7** World Geography, cultures, and habitats
- Grade 10** *A Concise History of the American Republic* by Morison, Commager, and Leuchtenburg
- 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

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, insects, birds, and trees.

The Primary and Grammar School science curriculum includes the study of (Latin-based) 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, which tends to emphasize 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. Memoria Press's Read-Aloud program for history, holidays, geography, and science
Grade 3	Astronomy
Grade 4	Insects
Grade 5	Birds and the History of Medicine
Grade 6	Trees
Grade 8	Physical Science
Grade 9	Biology I (Holt, Rinehart and Winston)
Grade 10	Chemistry I (Holt, Rinehart and Winston)
Grade 11	Physics I (Glencoe)
Grade 12	AP Science (Physics, Biology or Chemistry)

LOGIC AND RHETORIC

Logic and rhetoric are essential tools for effective communication. 9th grade 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 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.

Classical Rhetoric (11th grade) 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 analyze Marc Antony's "Funeral Oration" from Shakespeare's *Julius Caesar* as an example of a great speech that defies categorization.

Advanced Placement

Highlands Latin School currently offers Advanced Placement (AP) courses in:

- English Language and Composition
- English Literature and Composition
- Calculus, AB and BC
- Latin
- U.S. History
- European History
- Biology
- Physics

GREEK

There are two, and only two, classical languages—Latin and Greek. Students study Greek as part of the regular curriculum in grades 6-8, completing the entire Greek Grammar. This three-year course covers the Greek alphabet and the basics of Greek grammar, vocabulary, and translation. Students are enlightened by the similarities between Latin and Greek grammar, and they are 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 is offered as an elective in grades 9-12.

Grade 6 Greek Alphabet

Grade 7 *A Primer of Biblical Greek (Croy)*

Grade 8 *A Primer of Biblical Greek (Croy)*

Grades 9-12 Electives

Grade 9 New Testament writings

Grade 10 Selections from Xenophon

Grade 11 Attic Greek Readings: Lysias

Grade 12 Plato’s *Crito*

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

