



HIGHLANDS
LATIN SCHOOL

== 2022 - 2023 ==

Curriculum Guide

DOCERE, DELECTARE, MOVERE

to teach, to delight, to move

Dear Parents,

Thank you for your interest in Highlands Latin School.

We are a Classical Christian school with a goal to nurture young people in both intellectual growth and the highest ideals of Christian character. Our emphasis is on Latin and math, two subjects which train and discipline the mind, preparing students with the analytical thinking skills necessary for higher education.

Cumulative instruction, study skills development, and mastery learning are hallmarks of our school. HLS Indianapolis is a member of the Classical Latin School Association and implements the well-integrated Memoria Press curriculum developed by Highlands Latin School.

We offer a three day program for Kindergarten-4th grades, and a four day program for 5th-12th grades which supports family life and provides increased opportunity for parent involvement in their children's education. New this year is a two day Junior Kindergarten program.

We would be pleased to answer your questions and give you a tour. For more information please contact our admissions director, Jennifer Wiley, who will be glad to assist you.

Sincerely,

Judie Huston
HLS Indy Principal

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HIGHLANDS LATIN SCHOOL

GENERAL INFORMATION

CLASS DAYS

HLS offers a two day Junior Kindergarten program that meets on Wednesday and Thursday from 8:00 a.m. to 3:15 p.m. and a three day K-4th grade program that meets from 7:50 a.m. to 3:15p.m. on Wednesday, Thursday, and Friday. At this age individualized instruction at home can accomplish goals not achieved in the classroom setting.

In grades 5-12, 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 reading and preparation day; it supports family life by increasing time spent at home; it enables parents to be more involved in their children's education and provides time for family enrichment activities; it reduces absenteeism by providing days for doctor/dentist and other appointments; it encourages independent study skills, better preparing students for college; it provides a four-day weekend for family trips and college visits.

UNIFORMS

HLS students wear uniforms which should be purchased from Highlands Uniforms and select items from Shaheen's Uniforms. See our website for complete guidelines.

SCHOOL CALENDAR

Highlands Latin School operates on a 34-week, three trimester schedule beginning the Tuesday after Labor Day and ending the Friday before Memorial Day. Students have a one-week Thanksgiving and Spring Break and a two-week Christmas Break.

SCHOOL HOURS

Lower School 8:00 a.m. to 3:15 p.m. on Wednesday, Thursday, and 2:45 p.m. on Friday.

Upper School 7:50 a.m. to 3:00 a.m. T, W, TH and 7:50 a.m. to 2:30 p.m. on Fridays. Drop-off begins at 7:40 a.m.

CAMPUSES

Highlands Latin School has two campuses. The Lower School campus is located at the First Baptist Church at 126th and Keystone in Carmel. The Upper School campus is located at St. Christopher's Episcopal Church on Main Street in Carmel. Fifth and Sixth grade students meet at the Upper School campus on Tuesdays. Both campuses provide convenient access for families in the greater Indianapolis community and are a short drive from each other.

LOWER SCHOOL CAMPUS

First Baptist Church
1010 E. 126th Street
Carmel, IN 46033

UPPER SCHOOL CAMPUS

St. Christopher's Episcopal Church
1402 W. Main Street
Carmel, IN 46032

TUITION

	2022-2023 Tuition	Books & Materials Fee
Jr. Kindergarten	\$4,000	\$250
K – 2 nd Grade:	\$6,000	\$400
3 rd – 5 th Grade:	\$6,100 (3 day tuition)	\$425
5 th – 12 th Grade:	\$7,350 (4 day tuition)	\$475

HIGHLANDS LATIN SCHOOL – ADMINISTRATION CONTACT INFORMATION

Judie Huston	Principal jhuston@indylatinschool.org
Cindy Davis	Upper School Director cdavis@indylatinschool.org
Bryce Horswell	Assistant Upper School Director bhorswell@indylatinschool.org
Sheri Marshall	Lower School Director smarshall@indylatinschool.org
Jennifer Wiley	College Counselor jwiley@indylatinschool.org

Admissions & Records

Jennifer Wiley, Admissions Director
Email: admissions@indylatinschool.org
Phone: 317-519-5501

Finance

Susan Wible, Finance Director
Email: swible@indylatinschool.org
Phone: 317-571-0033

Communications & Marketing

Kristen Russell
Email: krussell@indylatinschool.org
Phone: 317-519-5501

Executive Assistant

Laurie Hibbitt
Email: lhobbitt@indylatinschool.org
Phone: 317-571-0033

Lower School Campus

Office

Address: 1010 E. 126th Street
Carmel, IN 46033
Email: office@indylatinschool.org
Phone: 317-519-5501

Upper School Campus

Laurie Hibbitt, Office

Address: 1402 Main Street
Carmel, IN 46032
Email: office@indylatinschool.org

Mailing Address

Highlands Latin School
P.O. Box 4462
Carmel, IN 46082

FACULTY AND STAFF

ADMINISTRATION

Judie Huston	Principal M.A. Counseling Psychology, Trinity Divinity School B.A. Communications/Writing, Moody Bible Institute
Cindy Davis	Upper School Director M.S. Mechanical Engineering, Purdue University B.S. Mechanical Engineering, University of Illinois
Bryce Horswell	Assistant Upper School Director M.A. History, Notre Dame University B.A. History and Minor in Spanish, Hillsdale College
Sheri Marshall	Lower School Director B.S. Elementary Education, Ball State University
Jennifer Wiley	College Counselor B.S. Elementary Education, Taylor University

LOWER SCHOOL FACULTY

Melissa Achenbach (Jr.K)	B.S. Elementary Education, Ball State University
Jaimie Zetterberg (K)	B.A. Finance, Anderson University
Kathy Greenslade (1)	B.S. Elementary Education, Saint Mary of the Woods College
Kara Rusk (1)	B.S. Speech Communication, Pillsbury Baptist College B.S. Biblical Studies, Pillsbury Baptist College
Elizabeth Vannoy (2)	M.A. Special Education, University of South Florida B.A. Sociology, Hollins College
Natalie Kirsling (3)	B.S. Elementary Education, Ball State University
Marilynn Stubbs (4)	B.S. Special Education and Music Therapy, Ball State University
Sarah Daugherty(5)	M.A. Human Resource Management, University of Houston B.S. Biology and Psychology, Centre College
Tyler Davis (6)	B.A. English, Ball State University

UPPER SCHOOL FACULTY

Barbara Aitken	M.S. Geophysics, Northwestern University
	B.S. Geology, Tulane University
Anna Crum	B.A. English and Minor in Chemistry, Lipscomb University
Cindy Davis	M.S. Mechanical Engineering, Purdue University
	B.S. Mechanical Engineering, University of Illinois
Tyler Davis	B.A. English, Ball State University
Andrew Garrison	B.A. Biblical History, Indiana Wesleyan University
	B.S. Social Studies Education, Indiana Wesleyan University
Bryce Horswell	M.A. History, University of Notre Dame
	B.A. History and minor in Spanish, Hillsdale College
Laurie Hibbitt	Rhetoric and Debate
Judie Huston	M.A. Counseling Psychology, Trinity Divinity School
	B.A. Communications, Moody Bible Institute
Justin Kauffman	M.A. Old Testament, Gordon Conwell Theological Seminary
	M.A. Biblical Languages, Gordon Conwell Theological Seminary
	B.A. Bible and Religion, Anderson University
Audra Kauffman	B.S. Biology, Chemistry, Anderson University
	M.A. Molecular and Cellular Biology and Biochemistry, Boston University
Lynde Leatherwood	B.A. Classics and Classical Education, Hillsdale College
Wade McCann	B.S. Biology, Olivet Nazarene
Andrea Reinhard	B.A. Secondary Education, Anderson University
Holly Rohrbach	M.S. Computer Science, University of Central Florida
	B.S. Electrical Engineering, Colorado State University
Brooke Riddell	M.F.A. Creative Writing, Indiana University
	B.A. English Composition/American Literature, DePauw University
Debbie Stewart	B.S. Human Resource Management, Bowling Green State University
Elliot Tema	B.A. Bible and Theology, Barclay College

ART, CHOIR, MUSIC, AND PHYSICAL EDUCATION

Amy Fata (Choir)	M.S. Vocal Performance, Butler University
	B.A. Choral Music Education, Huntington University
Patrick Fata	M.S. Piano Performance, Butler University
	B.A. Piano Performance, Huntington University
Camille Dye (Art)	B.A. Art Education and Minor in Art Therapy, Indiana University
	Purdue University Indianapolis
Joe Foster. (P.E.)	B.A. Secondary English Education and Creative Writing, Purdue University

HIGHLANDS LATIN SCHOOL

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 the 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 gain 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 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, 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 (Latin & Greek)
2. Mathematics
3. Classical/Christian Studies
4. English Studies
5. American/Modern Studies
6. Science

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 years' work in a 3-4 hour course.

Math	4
Latin	4
English Studies (includes Logic & Rhetoric)	6
Classical/Christian Studies	4
American/Modern Studies	4
Science	4
Greek (elective)	4*
Music	1 (four years choir)
Club Sports	1 (four years of PE)
<i>Total</i>	28 credits (*32 credits with Greek)

HIGHLANDS LATIN ACADEMIC STANDING

- Ranked in the top 5% of schools across the nation on the Iowa Tests of Basic Skills (ITBS).
- K-7 students score an average of 3.6 grades above their grade level on the ITBS
- In 2021, HLS 8th grade students scored first in the nation on the Classical Learning Test (CLT8)
- 24% of seniors in the last three years recognized as National Merit Semifinalists/Commended.
- 3 year average SAT score is 1380 (1600 scale)
- 4 year AP Calculus average score: 4.9 out of 5 (national average is 3)
- Graduates accepted to: Colorado School of Mines, Purdue, Rose-Hulman, University of Notre Dame, Wheaton College, Clemson University, Florida State University, Butler University, Texas A & M, University of Alabama, DePauw University, Hillsdale College, Pepperdine University, Michigan State, Lipscomb University, Biola University, Kansas State University

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 officers and provides many leadership opportunities. Houses compete throughout the year for points in order to win the coveted House Cup. Student's learn the rules of order and serve on a variety of committees. Older students serve as 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 is helping students create traditions that will be handed down to future generations of HLS students.

ATHLETICS & EXTRACURRICULAR ACTIVITIES

Lower School

Girls Volleyball
Boys Basketball
Cross Country

Taekwondo Club
Archery Club
Knitting Club

Scripps Spelling Bee
Art Club

Upper School

House System
Girls Volleyball
Boys Basketball
Cross Country
Intramurals

Archery Club
Yearbook Club
High School Fall Retreat
Taekwondo Club
Art Club

Knitting Club
Shakespeare Club
HS Spring Swing
Debate Club (7th & 8th)
HS Debate Team

PHYSICAL EDUCATION

Primary students have recess or P.E. every day. Grammar students have P.E. twice weekly. Upper School students participate in Club Sports through the House program.

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 refreshing 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 games like soccer, volleyball, and ultimate Frisbee. While points are awarded to the houses for victory, we strongly emphasize the need for good sportsmanship, fair play, encouragement, and teamwork among peers.

ART AND ART HISTORY

The goal of the HLS Elementary Art Program is to build an appreciation for art and art history and to acknowledge and develop the creativity of every child. Students in K-2 draw, color, cut, and paste in their daily classroom work. Copies of art masterpieces are rotated weekly in K-2, so that students can learn to recognize and appreciate the most well-known works of art. Students in grades K-8 have art once a week, learning the fundamentals of drawing and art history and appreciation. Upper school students may continue art courses as an extracurricular class or in Art Club.

CLASS SCHEDULES

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
11:30-11:45	Restroom & Water Break
11:45-12:45	Literature with study guides (1st and 2nd), read-aloud (K)
12:45-1:15	P.E. or Recess
1:20-1:30	Restroom & Water Break
1:30-2:00	Music
2:00-2:15	Snack & Read-Aloud
2:15-3:00	Art, Enrichment Activity, or Review
3:00-3:15	Copy Homework Assignments, Prepare for Home

GRADES 3-5
Typical Three Day Schedule

Time	Wednesday	Thursday	Friday
8:00-9:15	Latin	Latin	Latin
9:15-10:30	Math	Math	Math
10:30-11:30	English Studies	Composition, Grammar, Spelling	English Studies
11:30-12:00	Lunch	Lunch	Lunch
12:00-12:45	Art	Choir	PE
12:45-2:00	Classical Studies	English Studies	Classical Studies
2:00-3:15	Christian Studies	American/Modern Studies	Science

GRADES 5-8
Typical Four Day Schedule

Time	Tuesday	Wednesday	Thursday	Friday
7:50-9:00	Latin	Latin	Latin/Greek 7/8	Latin
9:00-10:00	Math	Math	Math	Math
10:00-11:00	English Studies	English Studies	Composition	English Studies
11:00-11:30	Lunch	Lunch	Lunch	Lunch
11:30-12:45	Classical Studies	Classical Studies	Choir	Classical Studies
12:45-2:00	PE/Greek 7/8	Art	Modern Studies	PE
2:00- 3:30	Modern Studies	Science	Christian Studies	Science

GRADES 9-12
Typical Schedule

Time	Tuesday	Wednesday	Thursday	Friday
7:55-8:50	Latin	Classical Studies	Latin	Classical Studies
9:00-9:45	Math	Math	Math	Math
9:50-10:40	English Studies	Latin/Greek	Logic/Rhetoric	Latin
10:50-11:35	Science	*Study Hall	English Studies	English Studies
11:40-12:30	Greek/Study Hall	English Studies	Choir	Club Sports
12:30-1:00	Lunch	Lunch	Lunch	Lunch
1:00-1:55	Modern Studies	Logic/Rhetoric	Modern Studies	Modern Studies
2:00-2:55	Logic/Rhetoric	Science	Christian Studies	Science

***High School students have study halls per their individual schedules.**

K-2ND 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-2nd grades. 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 purpose 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 as 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 Memoria Press study guides, written by our 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, spelling rules, and 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 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's *New American Cursive* program. Cursive is required for written work in grades 3 and up.

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-three books, one set for each grade in K-2, one book 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 take nature walks to collect leaves, flowers, acorns, bugs, and more!

Music and Christian Studies

In Christian Studies, students read or listen to Bible stories from the *Golden Children's Bible* and memorize Bible verses and prayers. Students receive music instruction once a week in the basic elements of music including ear training, note reading, and choral performance.

Physical Education

Students have Physical Education twice a week. P.E. provides 30 minutes of vigorous exercise as well as the opportunity to play fun childhood games. Our P.E. instructor works to develop basic motor and motion skills, such as running, skipping, running backwards, and flexibility, as well as sportsmanship and team play.

Junior Kindergarten

Preparing young learners to enter Kindergarten successfully is the goal of our Jr. K program. Students will meet two days a week on Wednesday and Thursday. Their time in class will be spent doing hands-on activities that promote fine motor development, recognition of letters and sounds, recognition of numbers, one to one correlation, and exploring social studies and science ideas through the read aloud stories shared in class.

Students will also participate in playtime, music, and organized games. This program is based on the Memoria Press Jr. Kindergarten curriculum which includes *Alphabet Books 1 & 2*, *Alphabet Coloring Book*, *Numbers Coloring Book* and *Counting with Numbers*.

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 Latin students in both the Lower School and Upper School 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 completion of the Latin Grammar and introduces students to the study of syntax and translation using Fourth Form and the classic Henle I text.
3. Grades 9-12 read Latin literature: Caesar, Cicero, and Virgil in Henle II - IV.

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 only comes from steady accomplishment sustained across multiple years. 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 I*, and the *First Form Series* - have been developed by Cheryl Lowe and Memoria Press.

When given high priority in education, Latin offers numerous benefits by increasing skills and abilities in the following areas:

- **English language skills:**
 - comprehensive mastery of English grammar
 - vocabulary acquisition through derivative study
 - word analysis, spelling, and decoding words
 - development of technical word vocabulary
 - composition skills are honed
- **Formation**
 - trains the mind to think analytically and systematically
 - long term study leads to higher order thinking and creative skills
 - increases processing speed
- **Study skills**
 - systematic & methodical study
 - memorization
 - test taking
- **Success in other subjects**
 - learning other languages and subjects is easier
 - transfer skills and success acquired through Latin to other subjects

MATHEMATICS

Because Mathematics, Music, and Latin are the three universal languages, they are given special emphasis in classical education and are required of 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 an 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 finite subject. These characteristics make Arithmetic appealing to the child's mind because it is something 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 this 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 reach in their mathematics education. Students must *overlearn* basic math skills in K-6 if they are to be successful in high school math.

The 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 8th grade. Our pre-algebra text is from College of the Redwoods, Department of Mathematics. For Algebra I & II we use the Prentice Hall text, for Geometry, the Jurgensen/Brown text and for Precalculus and Calculus the Larson/Hostetler texts.

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 in our full school program.

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. Students in grades K-6 receive basic music instruction once a week in the basic elements of music including ear training, note reading, and choral performance. In addition to age-appropriate techniques for training vocal production, our program employs solfege (do-re-mi...) and accompanying Kodaly hand signs to train the ear around musical intervals in preparation for reading and sight-singing.

Students in K-2nd are members of the Camerata choir and participate in choir 30 minutes per week. 3rd-6th grades are part of the Cantamus choir which meets 45 minutes each week. Upper school 7th-12th grade students participate in the Chorale choir once a week. The three choirs perform at various times during the year for both our Christmas and Spring concert, Recitation Day programs and graduation.

Our ultimate 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, our choral program is closely aligned to our ultimate goals as a Classical School for Christian Students.

“A school without music is like a body without a soul.”
-Saint John Bosco

CLASSICAL STUDIES

All foreign language study includes learning about the people who spoke the language; therefore, 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 yet 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; 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.

Jesus Christ, the most prominent and influential historical figure, was born into the classical world. His coming sparked the onset of the Christian faith and its profound impact on mankind. Classical studies serve to deepen both one's historic and personal knowledge of Jesus Christ, the Savior of the world.

*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
and appreciating even that.”*

-Jude Dougherty

CHRISTIAN STUDIES

Our Christian Studies program is designed to develop:

- a) **Biblical literacy**
- b) **A knowledge of church history**
- c) **A strong faith and Christian consciousness**

To achieve these goals, students study Scripture in grades K-6, Church history in 7th-11th, 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 grades K-6th learn Bible stories, Bible geography, salvation history timelines, and memorize more than one hundred passages of Scripture using the Memoria Press *Christian Studies I-IV* 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 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

Church history events are studied as they occur in the context of the modern European history courses in high school, and through select works of early church fathers. 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/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

Horatius at the Bridge
Famous Men of Greece
Christian Studies IV Review

Seventh Grade

Greek History - Mills
The Iliad & The Odyssey - Butler
Book of the Ancient World -Mills

Eighth Grade

Roman History Mills
The Aeneid - West
Book of Acts - Bible

Ninth Grade

On Obligations - Cicero
The Story of Christianity - Hart

Tenth Grade

Oresteia - Aeschylus; *Theban Plays* - Sophocles; *Medea* - Euripides
History of the Intertestamental Period, including *The Wars of the Jews* - Josephus

Eleventh

Divine Comedy: Inferno, Purgatorio, Paradiso - Dante

Twelfth Grade

The Republic and The Laws - Cicero
City of God - Augustine
Mere Christianity - C.S. Lewis

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 Memoria Press 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. 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 at the high school level.

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 all of our English courses students will learn and review cursive handwriting technique and work toward the goal of cursive writing in all of their coursework. English studies courses will utilize various levels of the *New American Cursive* Program that correspond to the developmental needs of our students.

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

ENGLISH STUDIES
LITERATURE, GRAMMAR, COMPOSITION, SPELLING

Third Grade

Moffatts
Farmer Boy
Charlotte's Web
MP Literature Study Guides
New American Cursive, Core Skills Language
Traditional Spelling III- MP

Fourth Grade

Heidi
Lassie
The Lion the Witch and the Wardrobe
MP Literature Guides
Core Skills Language Arts 4
Classical Composition - Fables
Spelling Workout E

Fifth Grade

Magician's Nephew
Adam of the Road
Door in the Wall
Robin Hood
MP Literature Guides
Classical Composition - Narrative
Core Skills Language Arts 5 & Spelling Workout

Sixth Grade

Anne of Green Gables
The Trojan War
The Hobbit
Bronze Bow
Classical Composition-Chreia/Maxim
Core Skills Language Arts 6

Seventh Grade

Wind in the Willows
Tom Sawyer
As You Like It - Shakespeare
American Poetry Anthology
MP Literature Guides
Classical Composition - Refutation/Confirmation

Eighth Grade

British Literature Survey I

Beowulf the Warrior
Sir Gawain and the Green Knight
Canterbury Tales
Henry V - Shakespeare
MP Literature Study Guides
The Middle Ages (Mills)
Grammar & Composition

Ninth Grade - Shakespeare

A Midsummer Night's Dream
Julius Caesar
Shakespeare Sonnet Selection
Merchant of Venice
Romeo and Juliet
Grammar & Composition

Tenth Grade - British Literature II

Tale of Two Cities
Dr. Faustus
Macbeth
Frankenstein
Grammar & Composition

Eleventh Grade

Rhetoric
Divine Comedy

Twelfth Grade

Hamlet
Pride and Prejudice
Robinson Crusoe
Till We Have Faces
Prose Essays & American Short Stories

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 and label 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 to supplement their knowledge of America and the world from the American history grade reading lists. The Memoria Press Guides are used for 3rd-10th Modern Studies courses. High school courses emphasize primary source reading along with the text.

- 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** *States and Capitals*
Identify fifty states and eight regions on a map; recite and spell states, abbreviations nicknames and capitals
- Grade 4** *Geography I*
Middle East, Europe and North Africa/U.S. Review
- Grade 5** *Geography II*
Eastern Hemisphere, North and South America
- Grade 6** *The Story of the Thirteen Colonies & The Great Republic* (Guerber)
- Grade 7** *Geography III*
World geography, cultures and habitats
- Grade 8** *Renaissance & Reformation Times, Mills*
- Grade 9** **Modern European History I**
A History of Europe in the Modern World, Vol. I, 1400-1815, by Palmer and Colton
- Grade 10** **Modern European History II/ AP European History Elective**
A History of Europe in the Modern World, Vol. I 1815 - present, by Palmer and Colton
- Grade 11** **U.S. History**
A Concise History of the American Republic, by Morrison, Commager & Leuchtenburg
- Grade 12** **Government & Economics**
The Roots of American Order, Russell Kirk;
U. S. Constitution
Lessons for the Young Economist, Thomas Murphy;
Economics in One Lesson, Henry Hazlitt

AMERICAN HISTORY SUPPLEMENTAL READING LIST

Third Grade

The Cabin Faced West
Leif the Lucky
Meet Christopher Columbus
Pocahontas
Meet George Washington
Sarah, Plain and Tall
Henry Ford
Meet Thomas Jefferson
The Bears on Hemlock Mountain
Benjamin Franklin
Clara Barton
Riding the Pony Express
Laura Ingalls Wilder
A Penny's Worth of Character

Fourth Grade

Ben and Me
Mr. Revere and I
Liberty: How the Revolutionary War Began
Louisa May Alcott
Hiawatha
Benjamin West and His Cat Grimalkin
The Sign of the Beaver
Molly Pitcher
The Wright Brothers
Caddie Woodlawn

Fifth Grade

The Landing of the Pilgrims
Madeleine Takes Command
The Witchcraft of Salem Village
Ben Franklin of Old Philadelphia
The American Revolution
Guns for General Washington
Calico Bush
Stowaway

Sixth Grade

Indian Captive
Poor Richard
Chains
Johnny Tremain
Gettysburg
Carry on, Mr. Bowditch

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. Memoria Press student guides are used for 3rd-6th grade science.

More advanced scientific topics are emphasized in 8th grade to prepare students for Biology, Chemistry and Physics in High School. Students in 7th-12th grade participate in science labs and are taught how to write lab reports in High School.

K-2 Calendar, seasons, holidays, planets, plants, animals, nature walks.
Memoria Press Read Aloud program for history, holidays, geography, and science.

Grade 3 **Astronomy**
Book of Astronomy, Memoria Press
Constellations, solar system

Grade 4 **Insects**
Book of Insects, Memoria Press
Invertebrates with a special emphasis on insects

Grade 5 **Birds and History of Medicine**
Book of Birds, Memoria Press
Vertebrates with a special emphasis on birds
The History of Medicine, Tiner

Grade 6 **Trees and Introduction to Biology**
Book of Trees, Memoria Press
Animal and Plant Kingdoms with special emphasis on trees and flowers
Exploring the World of Biology, Tiner

- Grade 7 Earth Science**
Earth Science, God's World Our Home, Mays (Novare)
- Grade 8 Physical Science**
Physical Science, Mays (Novare)
Special emphasis on Chemistry topics - atomic structure, bonding, elements, periodic chart, organic compounds, conversion problems
- Grade 9 Introductory Physics or Biology**
Introductory Physics, Mays (Novare)
General Biology, Mays (Novare)
- Grade 10 Chemistry**
General Chemistry, Mays (Novare)
- Grade 11/12 Advanced Physics or Anatomy & Physiology**
Advanced Physics, Mays (Novare)
Anatomy & Physiology, Marieb

LOGIC AND RHETORIC

Logic and rhetoric are essential tools for effective thinking and communication. Students learn a systematic course in formal logic, rather than a sampling of critical thinking topics. *Traditional Formal Logic I* 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 categorical syllogisms.

Traditional Formal Logic II studies the Conditional, Disjunctive, and Conjunctive syllogisms, in addition to several complex chain syllogisms. In *Material Logic*, students learn to analyze truth through the ten categories of being, the five predicables, the four causes, and the five elements of classification.

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 familiarizes students with the three types of persuasive speeches; political, ceremonial, and judicial. Model speeches are provided as examples for each branch of 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 have the opportunity to analyze Marc Antony's "Funeral Oration," from William Shakespeare's *Julius Caesar*, as an example of a great speech that defies categorization.

Rhetoric is a capstone course wherein students apply their Logic and Rhetoric skills in the composition and delivery of their own speeches for each of the three branches of oratory.

HIGH SCHOOL LOGIC COURSE SEQUENCE

9th Grade **Traditional Logic I & II**

10th Grade **Material Logic**

11th Grade **Rhetoric**

DEBATE

HLS is affiliated with the Indiana Schools Speech & Debate Association (ISSDA) formerly known as the Indiana High School Forensic Association (IHSFA) and the National Speech & Debate Association (NSDA). These governing organizations provide an opportunity for academic competitive debate on a state and national level. Students who participate in debate find team meetings and tournaments to be fun and engaging, but most importantly, competence building. Debaters learn to speak confidently, use evidence skillfully, organize thoughts logically, and appeal to their audience on many persuasive levels. These acquired skills set debaters apart as leaders in whatever field they choose. Through competitive academic debate, HLS high school students experience the readiness and broad base use of their knowledge and training in Latin, Logic and Rhetoric.

The HLS High School Debate Team has earned state and national recognition. Our team won 6th place at the Indiana State Tournament in both 2020 and 2022. On a national basis, students compete individually within their state to win entrance to the NSDA National Tournament. In 2021 and 2022, we won 2nd place in Public Forum debate and 1st place in Lincoln-Douglas debate in the Indiana Hoosier Heartland District.

Students in 7th and 8th grade have the opportunity to learn the fundamentals of debate in our debate club. The club is designed to provide instruction and practice, while keeping the competitive atmosphere friendly and supportive. An intramural tournament takes place in the final weeks. The club alternates the study of the Lincoln Douglas and Public Forum debate events.

GREEK

There are two, and only two, classical languages – Latin and Greek. In sixth grade, our students are introduced to the Greek alphabet and then continue their study of Greek as part of their regular program in grades 7-8. This two year course covers the basics of Greek grammar, vocabulary, and translation. Students are 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 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 to offer Greek to our students as an integral part of their language education. For students who wish to continue their study, Greek is offered as an elective in grades 9-12. Students who take four years of Greek in high school receive the HLS Greek Scholar Medal in recognition and honor of their effort in language study. The four year study of both Greek and Latin in High School is a great distinction on a high school transcript and a gift for life.

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

GREEK COURSE SEQUENCE

Sixth Grade

Greek Alphabet

Seventh Grade - Greek Grammar I

First Form Greek - Units 1-3

Eighth Grade - Greek Grammar II

First Form Greek - Units 4-5

Basics of Biblical Greek - Mounce (Lessons 1-10)

HIGH SCHOOL ELECTIVE GREEK COURSES

Ninth Grade - Greek Grammar III

Basics of Biblical Greek - Mounce (finish the study of Biblical Greek grammar)

Tenth Grade - Greek Translation I

Mounce Biblical Reader - William Mounce (translate brief passages from the Greek New Testament)

Greek Translation II - Epistles

Greek New Testament - translate selected New Testament Epistles

Greek Translation III - Gospels

Greek New Testament - translate one of the New Testament Gospels

Greek Translation IV - Classical Greek

Students learn Classical Greek, the forerunner to Koine Greek. Selected passages from Classical authors: Homer, Aeschylus, Plato, and Aristotle, will be translated.

HIGHLANDS LATIN SCHOOL

LOWER SCHOOL CAMPUS

First Baptist Church
1010 E. 126th Street
Carmel, IN 46033
Phone: (317) 519-5501

UPPER SCHOOL CAMPUS

St. Christopher's Episcopal Church
1402 W. Main Street
Carmel, IN 46032
Phone: (317) 571-0033

OUR MISSION

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.

IndyLatinSchool.org