



**HIGHLANDS  
LATIN SCHOOL**

Classical. Christian. Traditional.

# HIGH SCHOOL CATALOG

[IndyLatinSchool.org](http://IndyLatinSchool.org)





**Highlands Latin School Indianapolis  
High School Catalog  
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# TABLE OF CONTENTS

<b>HLS LOCATIONS &amp; CONTACTS</b>	<b>1</b>
Main Office Phone	1
Admissions & Records	1
East School Campus Phone	1
West School Campus Phone	1
Mailing Address & Website	1
Office Hours & Email	1
<b>HIGHLANDS LATIN SCHOOL</b>	<b>1</b>
MISSION STATEMENT	2
SCHOOL PHILOSOPHY	2
Classical	2
Christian	2
Traditional	2
<b>GENERAL OVERVIEW</b>	<b>3</b>
<b>HIGH SCHOOL COURSE DESCRIPTIONS</b>	<b>4</b>
<b>MATHEMATICS</b>	<b>4</b>
Algebra 1	4
Algebra 2	4
Geometry	4
Precalculus	4
AP Calculus AB	5
<b>SCIENCE</b>	<b>5</b>
Physics I	5
Biology	5
Chemistry	6
Advanced Physics	6
Anatomy & Physiology	6
<b>CLASSICAL LANGUAGES - LATIN AND GREEK</b>	<b>6</b>
Latin Grammar I	6
Latin Grammar II	7
Latin Grammar III	7
Latin Grammar IV	7
Latin Grammar V	7
Latin VI: Caesar	7
Latin VII: Cicero	7
Latin VIII: Latin Poetry & Literature (Virgil)	8
Latin IX: Latin Authors & Church Fathers	8
AP Latin	8

Greek Grammar III	8
Greek IV	9
Greek V: Epistles	9
Greek VI: Gospels	9
Classical Greek	10
<b>AMERICAN/MODERN STUDIES</b>	10
Modern European History I - 1400-1815	10
Modern European History II - 1815-Present or AP European History Prep	10
U.S. History	10
U.S. Government & Economics	11
<b>ENGLISH LITERATURE &amp; COMPOSITION</b>	11
English 9 - Shakespeare	11
English 10 - British Literature II	11
English 11 - Classical Rhetoric	11
English 12 - British Literature III & Poetry	11
<b>CLASSICAL LITERATURE</b>	12
Greek Drama	12
Classical Political Philosophy - Cicero	12
The Divine Comedy	12
<b>LOGIC</b>	12
Formal Logic - 9th grade	12
Material Logic - 10th Grade	13
<b>CHRISTIAN STUDIES</b>	13
Story of Christianity	13
Intertestamental Period & Josephus	13
The Divine Comedy	13
Augustine & C.S. Lewis	13
<b>CHOIR</b>	14
<b>ACADEMIC POLICIES</b>	15
Academic Integrity	15
Academic Probation	15
Grading Policies	15
High School Grading Scale	16
High School Graduation	16
Graduation Requirements	16
<b>COLLEGE CREDIT OPTIONS &amp; TESTING</b>	17
College Credit Courses	17
AP Exams	17
CLEP Exams	17
Dual Credit Courses	18
Academic Testing	18

National Latin Exam	18
PSAT/NMSQT	18
CLT (Classic Learning Test)	18
SAT, ACT	18
<b>STUDENT SERVICES</b>	<b>19</b>
Guidance Counseling	19
Academic Coaching	19
College Advising	19
<b>HLS HOUSE SYSTEM</b>	<b>20</b>
<b>Origins &amp; Description</b>	<b>20</b>
House System at Highlands Latin School	20
House Leadership	20
Competition in the House System	21
<b>EXTRA-CURRICULAR ACTIVITIES</b>	<b>21</b>
<b>ACADEMIC</b>	<b>21</b>
Debate Team	21
Debate Club	22
Shakespeare Club	22
Yearbook Club	22
String Ensemble	22
Hand Bell Choir	22
Europe Trip	22
<b>SERVICE &amp; SOCIAL</b>	<b>22</b>
Upper School Fall Retreat	22
Spring Swing	23
HLS Day of Service	23
<b>ATHLETIC</b>	<b>23</b>
Volleyball Team - Girls (9th-12th)	23
Basketball Team - Boys (7th-10th)	23
Cross Country Team (4th-12th)	23
Archery Club	23
Intramurals	23
<b>GRADUATION EVENTS</b>	<b>24</b>
Graduation Luncheon & NLE Award Ceremony	24
Graduation Ceremony	24
<b>HLS HIGH SCHOOL TRANSCRIPT</b>	<b>24</b>



## HLS LOCATIONS & CONTACTS

### Main Office Phone

317-645-5850

### Admissions & Records

317-645-8490

### East School Campus

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

### West School Campus

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

### East Campus School Phone

317-519-5501

### West Campus School Phone

317-571-0033

### School Mailing Address

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

### Website

[www.indylatinschool.org](http://www.indylatinschool.org)

### School Office Hours

7:30 a.m.– 3:30 p.m.: Tuesday - Friday  
\*Hours by appointment: Monday

### HLS Office Email

[office@indylatinschool.org](mailto:office@indylatinschool.org)

# HIGHLANDS LATIN SCHOOL

## MISSION STATEMENT

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

## School Philosophy

### Classical

The intensive study of Latin develops the mind 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 the classical languages and the Greek/Roman classics provides a path to wisdom and knowledge that cannot be attained by any other method. In the tradition of Western civilization, education and classical education have always been synonymous. Classical education can be distinguished from modern education in that it does not neglect the important first step of giving students the classical tools for both intellectual development and for understanding their classical, Christian heritage.

### 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.

### 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 and geared toward mastery. Students learn the skill of quality written work completed in a timely manner. Homework is given for the purpose of practicing a skill or preparing for a lesson. The traditional classroom is consistent with human nature, and the experience



## GENERAL OVERVIEW

The HLS Indianapolis high school program is an excellent choice for motivated students who enjoy the challenge of learning and are in pursuit of a distinct college preparatory course of study. Our curriculum is unique in that the subject matter is integrated and builds upon previous study throughout the four years of high school. This format provides for greater retention and student enjoyment as they observe connections between various subjects.

All high school students take one class in each of the following six subject areas during each of their four years of high school:

1. Math
2. Latin
3. Science
4. Classical/Christian Studies
5. English Studies (Logic & Rhetoric)
6. American/Modern Studies

Fine art and P.E. requirements are met through yearly participation in our upper school choir and our House System's Club Sports program. Our choral program not only provides a musical experience but an enhanced opportunity to rehearse and hone public speaking and presentation skills. Through our House program, students are developed into leaders and learn principles of teamwork and group interaction. In addition, the high school provides various academic, athletic and social opportunities through various clubs, sports and the debate program.

New students who are beginning a classical education in high school are enrolled in beginning Latin courses and may select math and science courses based on placement tests and guidance counselor recommendation. Through our curriculum, students are uniquely equipped to pursue select AP, Dual College/High school courses as well as various CLEP exams for college credit.

We operate on a four-day class schedule that maximizes efficiency in the classroom and allows students a three-day weekend with a flexible home study day to incorporate college visits, volunteering, internships, extracurriculars and appointments. Our community is enriched by a diverse group of students from various backgrounds, communities, churches, abilities and perspectives. Together we enter this learning environment to encourage one another and spur each other on to strive for our best both in academics and Christian character.

In all our instruction, an emphasis is placed on development of study skills, time management, test preparation, and presentation skills, all of which equip students to move on to college campuses and the adult world with confidence and impact. The HLS high school faculty consists of dedicated professionals who are both educators and have experience in various professions. Many hold Masters degrees in their fields and are highly committed to helping grow and develop the caliber of this distinct high school program as well as our students. Our teachers are mentors who demonstrate a passion for learning and a commitment to Christian ideals of Character.

# HIGH SCHOOL COURSE DESCRIPTIONS

## MATHEMATICS

### Algebra 1

Algebra I covers a logical and systematic approach to abstract mathematical concepts. It is the first course in the college-bound math sequence: Algebra I, Algebra 2, Geometry, Pre-calculus, Calculus. Algebra students master foundational algebra concepts, including number systems; solving equations and inequalities; exponents and polynomials; factoring and applications; rational expressions; graphing linear equations; solving systems of linear equations; roots and radicals; and solving quadratic equations.

*Prerequisite: Successful completion of Pre-Algebra with an A or B. Seventh grade Pre-Algebra students should have an A in the course to continue in Eighth grade with Algebra I. Summer remedial work is recommended for rising 9th grade students who earn below a B in Pre-Algebra.*

### Algebra 2

Algebra II builds on the concepts learned in Algebra I and prepares students to take Pre-Calculus. Students develop skills in studying advanced algebra concepts, including complex numbers; dividing polynomials; matrices; conic sections; exponential and logarithmic functions, sequences and series, probability and statistics.

*Prerequisite: Successful completion of Algebra I with an A or B*

### Geometry

Geometry is the mathematical study of points, lines, planes and their relationship to one another in three-dimensional space. Students study foundational geometry topics: points, lines, planes, and angles; parallel lines and planes; congruent triangles; quadrilaterals; inequalities in geometry; similar polygons; right triangles and trigonometric ratios; circles; area of plane figures; surface area and volume of figures; and coordinate geometry. Students learn how to make basic geometric constructions using the traditional tool of straightedge and compass. Students develop their deductive and inductive reasoning abilities through practice in proving theorems (formal and informal).

*Prerequisite: Successful completion of Algebra I & Algebra II*

### Precalculus

Precalculus is an extension of material studied in Algebra II and combines the study of advanced algebra, trigonometry, and other topics preparing the student to take Calculus. The main topic is the study of functions and their properties. Pre-Calculus blends concepts and skills that must be mastered before enrollment in a college-level Calculus course. Topics included are functions and their graphs, polynomial and rational functions, exponential and log functions, trigonometry, matrices, sequences, series, probability, and conic sections. Training and use of a graphing calculator is a necessary skill for this course. Students should note that some college programs require this course for entrance to some programs of study.

*Prerequisite: Successful completion of Algebra II with an A or B*

## AP Calculus AB

The study of Calculus introduces the concepts of differential and integral calculus in one variable. Topics included are limits and continuity, derivatives, related rates, Rolle's and Mean Value Theorem, curve sketching, integrals, Fundamental Theorem, integration techniques, and applications. This course provides students with the content required by the College Board for the AP Calculus test. Students interested in this test should be prepared for outside test preparation under the direction of the teacher. Use of graphing technology is required for this course. HLS math faculty work with students to enroll in the appropriate level Calculus course for their ability and personal interest. *Prerequisites: Successful completion of Precalculus with an A or B Note: HLS seniors who do not take Calculus may take a dual credit or online math course in Statistics or other mathematics that relates to their future goals.*

## SCIENCE

### Physics I

This course is recommended for freshmen as a foundational course for both Biology and Chemistry. The "physics first" approach is beneficial for many students because of its preparatory benefits for the high school sciences. Students will study energy, work, heat transfer and the atomic model. Mathematics will be central to this course as students learn and apply math to scientific concepts. Historical figures will be alternated with scientific study to provide students a thorough and balanced understanding of the field of physics. Topics covered in this course include: the nature of scientific knowledge; motion and the medieval model of the heavens; Newton's laws of motion, energy, momentum, atoms, matter and substances; heat and temperature; pressure and buoyancy; waves, sound and light; an introduction to electricity, DC circuits, fields and magnetism, and geometric optics. *Prerequisites: Algebra I or simultaneous enrollment in Algebra I.*

### Biology

This class serves as an introduction to general biology topics such as cells and their cellular processes, genetics, taxonomy, microbiology, the classification of animals, and the study of life in detail. It stretches from the microscope to the global level. Through this course, students will master the following: application of the scientific method to biological questions; recognize Biology's dependence on chemical concept; compare and contrast eukaryotic and prokaryotic cell structures and functions; explain cell growth and division; describe the role of DNA and RNA in genetic characteristics; classification of organisms; foundations of biological literacy; and the variety of views concerning origin of life. Students will participate in numerous labs and dissections and learn the skill of technical writing for college level lab reports. *Prerequisite: Algebra I & Physical Science \*See Math Science Track requirements*

## Chemistry

In Chemistry, students observe and study the characteristics of substances and the changes they undergo when they mix and interact with each other. Through this course, students learn to think logically and critically while studying the following chemistry topics: elements, compounds and mixtures, the historical process of the atomic model, the basic trends of the periodic table, compare covalent ionic and metallic bonding, names of chemical compounds, perform stoichiometric calculations. Students will participate in regular lab experiments and learn how to write thorough lab reports in a technical writing style and record their reports in excel format.

*Prerequisite: Algebra II*

## Advanced Physics

In today's information age, understanding and critical thinking are essential skills for students. Advanced physics encourages a deep understanding of the physical and logical principles by which God has organized our universe. From understanding motion and mass-energy to matter and magnetism, physics covers a breadth of topics from the everyday to the exotic. While it often carries a reputation for being difficult due to the mathematics involved, physics is for anyone looking to sharpen their problem solving and creative thinking skills or for anyone who has ever asked, "When will I ever use this?" in a math class. Topics covered typically include kinematics (consisting of motion, Newton's Laws, energy, rotational motion, and static equilibrium), thermodynamics (covering heat and different phases of matter), and waves (covering sound, electricity, and magnetism).

*Prerequisites: Precalculus, Chemistry.*

## Anatomy & Physiology

As a continuation to the study of general biology, this course will focus on the structure and parts of the human body. Students will realize that the human body is "fearfully and wonderfully made," and will also be prepared for a university-level anatomy course which is required in many medical professional programs. Some objectives for this course include: distinguishing between anatomy and physiology; recognizing structural organization; mastering the language of anatomy regarding anatomical positions, directional terms, body planes and body landmarks; discovering and explaining how systems are interrelated. Students will participate in various dissections to better understand and appreciate how we are "knitted" together.

*Prerequisites: Biology and Chemistry.*

## CLASSICAL LANGUAGES - LATIN AND GREEK

### Latin Grammar I

Students new to Latin begin Latin grammar studies using First Form Latin, which covers the five declensions, four conjugations and adjectives. Grammar form and vocabulary memorization are the emphasis of this course. Translation is moderate and involves sample sentences that aid the goal of practice and retention of forms and vocabulary.

*Prerequisites: None*

## Latin Grammar II

Second Form Latin continues to build upon the grammar of nouns and verbs, including passive voice, introduces pronouns and 3rd declension adjectives. Students continue to translate model sentences which promotes the mastery of Latin grammar.

*Prerequisites: Successful completion of Latin Grammar I or equivalent course*

## Latin Grammar III

This course covers the perfect passive system, pronouns, one and three termination adjectives. Students begin translating more complex sentences and passages using the grammar and vocabulary learned in the Third Form text, Units I-III.

*Prerequisites: Successful completion of Latin Grammar II or equivalent course.*

## Latin Grammar IV

This course continues the study of Latin grammar, including subjunctive verbs and comparative adjectives and adverbs. Students continue translating passages using the grammar and vocabulary learned and reviewed.

*Prerequisites: Successful completion of Latin Grammar III or equivalent course.*

## Latin Grammar V

During this course, students complete Fourth Form Latin grammar and begin translating historical texts and passages from Henle I. Special emphasis is placed on review and mastery of previous vocabulary and grammar forms as a preparation for future translation courses. Students begin translating longer passages in preparation for Caesar.

*Prerequisites: Successful completion of Latin Grammar IV*

## Latin VI: Caesar

In this course, students will transition from memorizing grammar forms to mastering the ability to translate advanced passages, primarily from Caesar's *De Bello Gallo*. Using Robert Henle's second year Latin text, the class will review grammar, build vocabulary, learn advanced syntax and Latin idiom while translating Caesar's account of the war at a moderate pace. In addition to learning advanced Latin, students will also be practicing systematic thought, linguistic skills, analytical reasoning, and will gain an appreciation of a temporally and geographically distant culture. This includes an awareness of civics, law, and virtue in one of the world's great civilizations.

*Prerequisites: Successful completion of Latin Grammar V*

## Latin VII: Cicero

Building on the objectives of Latin VI, students continue developing vocabulary, mastery of advanced syntax, and the ability to translate longer, more complex Latin prose passages. Texts for translation include Cicero's "Oration against Catiline" (first and third orations), "The Impeachment of Gaius Verres" (first and second hearings), and early Christian Latin from Church Fathers. Systematic thinking skills, analysis, and translation ability are emphasized, along with a consideration of government, law, expression and effect using language and rhetoric.

*Prerequisites: Latin VI*

### **Latin VIII: Latin Poetry & Literature (Virgil)**

In this course, students begin the study of Latin poetry and literature using Virgil's *Aeneid* (books 1-6). A primary goal is increasing vocabulary and mastery of grammar and syntax to meet the difficulties inherent in poetic literature. Consideration is given to literary devices used in both Latin and English poetry. Special emphasis is placed on the *Aeneid* as an epic work functioning as a cultural expression of origins, civics, heroism, virtue and vice, and religion. Translation proceeds at a moderate to rapid pace.

*Prerequisites: Latin VII or equivalent course*

### **Latin IX: Latin Authors & Church Fathers**

Latin IX is available to students as an alternative to AP Latin during their senior year in culmination of their Latin study. Texts for translation are as follows: classical Latin authors, such as Ovid, and Christian authors such as the early Latin Church Fathers in the form of sermons, commentaries, and encyclicals. Additional goals for this course are for students to recognize their mastery of Latin, to understand advanced language concepts, to appreciate literary excellence and rhetorical devices, and to analyze society and culture, ancient and modern, based on the greatest divinely given gift - language.

*Prerequisites: Latin VIII or equivalent course*

### **AP Latin**

AP Latin is structured to meet national standards for advanced placement and accreditation in Latin. Students translate additional passages from Caesar's *De Bello Gallico* at a more rapid pace. Students take vocabulary assessments, and translation quizzes daily to help prepare for the AP exam. The second half of this course covers translation of larger portions of the *Aeneid* (books 1-12) at the accelerated pace. Students should expect to spend additional time outside of class preparing for the AP exam in May. Enrollment and fees for the AP exam are paid directly by the student to the College Board.

*Prerequisites: Successful completion of Latin VII as well as interest and motivation to take the AP test.*

### **Greek Grammar III**

Students in this course are completing the second half of the Greek grammar taken in 8th grade from the Basics of Biblical Greek. Upon completion, students will proceed to a heavier emphasis on translating longer passages from the New Testament and advanced grammar concepts and syntax, including conditional clauses, verb aspect, and noun and case usage. Students will also further consider the meaning of language and communication in the original context and rhetorical devices in Greek narrative, didactic, and poetic literature. In addition to translating from the New Testament, students will translate from the (LXX) Septuagint and early Christian literature.

*Prerequisite: Successful completion of Greek Grammar II in 8th grade*

## **Greek IV**

During the first two trimesters of Greek IV, students will complete their study of basic Greek grammar and increase their vocabulary by finishing Basics of Biblical Greek, while slowly translating short passages of Koine Greek. Then, during the final trimester, students will have the opportunity to translate long passages of Koine Greek from the Septuagint, the New Testament, and the Didache. Being led by the teacher, students will apply their mastery of Greek grammar to more rapid translating. The course continues to build Greek vocabulary and address advanced syntax and morphology when those issues arise. Students will take delight in their ability to read Greek and interpret it, which is a necessary step in translation. Critical thinking skills, advantageous in any future endeavor, are strengthened, including analysis, deconstruction of a whole into constituent parts, reconstruction of parts into a coherent, meaningful whole, and careful, systematic reading.

*Prerequisites: Completion of Greek Grammar III in 9th grade*

## **Greek V: Epistles**

Students will have the opportunity, at the beginning of the year, to choose one epistle or sections of multiple epistles to translate during this class. Having chosen what interests them, the students will be guided by the teacher through a rapid translation, one chapter at a time, of the selected passages. Students will translate most of the passages at home and then participate in translating through the passages again together in class, making any corrections or improvements to their own translation. In this way, students must attempt coherent, accurate translations on their own, but have the opportunity to review their translations in class and improve that translation. This corrected or improved translation will be the basis for each student's study and preparation for their translation tests. These translation tests, one over each chapter, will be the only grades in the class. The class will focus on translation, review of grammar and syntax, and vocabulary acquisition. Special and memorable opportunities arise for discussion about matters of interpretation, theology, and apologetics. This course alternates annually with Greek VI: Gospels.

*Prerequisites: Greek IV*

## **Greek VI: Gospels**

Students will have the opportunity, at the beginning of the year, to choose a gospel to translate during this class. Having chosen a gospel, the students will be guided by the teacher through a rapid translation, one chapter at a time, of the selected gospel. Students will translate most of the passages at home and then participate in translating through the passages again together in class, making any corrections or improvements to their own translation. In this way, students must attempt coherent, accurate translations on their own, but have the opportunity to review their translations in class and improve that translation. This corrected or improved translation will be the basis for each student's study and preparation for their translation tests. These translation tests, one over each chapter, will be the only grades in the class. The class will focus on translation, review of grammar and syntax, and vocabulary acquisition. Special and memorable opportunities arise for discussion about matters of interpretation, theology, and apologetics.

This course alternates annually with Greek V: Epistles.

*Prerequisites: Greek IV*

## **Classical Greek**

Through this course, students learn Classical Greek, which was the forerunner to Biblical (koine) Greek. A student's previous knowledge of koine Greek will prepare them to learn what is distinct in Classical Greek as compared to koine Greek. Students will translate short selected passages by Classical authors including Homer, Aeschylus, Plato and Aristotle.

*Prerequisites: Greek V; this class may be taken concurrently with Greek VI.*

## **AMERICAN/MODERN STUDIES**

### **Modern European History I - 1400-1815**

This is the first part of a two-year capstone course enabling the students to relate their knowledge of the classical world and its influence on the formation and culture of Europe and the modern-day world. This course begins in 14th century Europe and proceeds through the early 19th centuries covering the following events: growth of Europe, Medieval period, Renaissance, Reformation 30 Years War, Age of Enlightenment, French Revolution, and Napoleonic Europe. Students are taught how to analyze historical events and write short essays to support their perspective. Class format entails text reading, note-taking from class lectures and chapter assessments.

### **Modern European History II - 1815-Present or AP European History Prep**

As a continuation to European History I, this course surveys the early 1800's to present day. Class hours cover a spectrum: the history of ideas during this time, biographies of important individuals, and an evaluation of key cultural developments in both Europe and America. Students will use both the text and primary source material as they continue to develop their writing and analytical skills. Historical events covered are: the Industrial Revolution, the development of nation states in Europe, World War I & II, the Cold War, the rise of Communism, and social challenges in the 21st century. Content from both European History I & II lay a strong foundation for students interested in taking the AP European history test. Students interested in the AP exam will receive additional materials and support documents to assist them in preparation for the AP test in May.

### **U.S. History**

In this course, students engage in a comprehensive study of American history. Building upon knowledge established in the European History sequence, students will spend most of their time going deeper into American domestic affairs in the 19th and 20th centuries. The course covers some of the pre-colonial era in the Americas and extends to the Cold War. In doing so, students will learn how to critically analyze history and present their informed views through writing assignments. Key primary texts and speeches alongside the textbook will serve as backbone reading for students throughout the year. Teacher guided discussions from class readings and lectures will focus on the political, economic and cultural trends.



## **U.S. Government & Economics**

Using the Declaration of Independence, the Articles of Confederation, and the Constitution, students explore the inner-workings of the government that shapes our nation, and learn about the statesmen who influenced the country. The texts used for this course are the Constitution and *The Roots of American Order*, by Russell Kirk. This course meets for 16 weeks followed by Economics during the 2nd and 3rd trimester. Economics studies the difference between classical and modern economics with an emphasis on the classical approach. Students are introduced to the basic human principles of economics as well as to great economic thinkers. Texts read in this course are *Basic Economics*, by Thomas Sowell, *Economics in One Lesson*, by Hazlitt, and *The Art of Commonplace*, by Wendell Berry.

## **ENGLISH LITERATURE & COMPOSITION**

### **English 9 - Shakespeare**

“He was not of an age but of all time,” says the bard’s contemporary, Ben Jonson, in his eulogy in the preface of the first Folio of 1623, a collection of thirty-six plays that friends put together posthumously lest the genius of Shakespeare be lost to the passage of time. Understanding Shakespeare’s poetry with its Elizabethan dialect brings about understanding and appreciation. *A Midsummer Night’s Dream*, *Julius Caesar*, *The Merchant of Venice* and selected sonnets are read. Instruction in composition and grammar supports the language skills developed in this course.

### **English 10 - British Literature II**

This course continues to develop student facility with language and gain a deeper understanding of the human condition by reading enduring works of British Literature, which include *A Tale of Two Cities*, *Frankenstein*, *Pride and Prejudice*, and *Macbeth*. Students continue to hone and practice their writing skills with various composition assignments and grammar review.

### **English 11 - Classical Rhetoric**

Rhetoric is a study in the skills of written and oral persuasion. Using Aristotle’s *Rhetoric*, the student learns the essential elements of political (deliberative), ceremonial, and forensic (legal) speech, along with the three human appeals: *ethos* (ethical), *pathos* (emotional), and *logos* (logical). Students prepare, practice, and deliver various persuasive speeches, while learning to memorize and deliver speeches successfully.

### **English 12 - British Literature III & Poetry**

Students in this course continue to develop as thoughtful readers by studying literature of Shakespeare, Daniel Defoe, Charlotte Bronte, and C.S. Lewis. Texts used in this course include *Hamlet*, *Robinson Crusoe*, *Jane Eyre*, and *Till We Have Faces*. British poetry from the Romantic to the Victorian Age will also complement the readings. Expressing ideas in writing with clarity and power will be a central focus in this senior course.

## CLASSICAL LITERATURE

### Greek Drama

This course is a survey of Greek dramatic literature introducing students to a selection of Greek plays with the goal of cultivating skill in reading and understanding dramatic and poetic forms. In addition, students will obtain a view into the Greco-Roman worldview and observe the influence of Greek drama on Western civilization and its relevance for the modern reader. Three Theban Plays, *The Oresteian Trilogy*, *Medea* and *Plays by Euripedes* are the texts for this course.

### Classical Political Philosophy - Cicero

*On Obligations* and *The Republic*, are two works by Cicero studied in this course on classical political philosophy. These texts are among some of the most influential works in western society. *The Republic* became a later blueprint for the U.S. government almost 2,000 years after it was written. In Cicero's work, *On Obligations*, he outlines solid principles for politicians to live by during the time when Rome was in decline. Through in class reading and discussion, students will contemplate Cicero's theories of government and society noting their reference in today's culture.

*Prerequisite: Roman History, The Aeneid*

### The Divine Comedy

Building upon the works of Homer and Virgil, Dante's work, *The Divine Comedy*, is an epic allegorical poem that details Dante's spiritual journey of redemption taking him through the pit of hell to a vision of God. This text blends both the classical and Christian tradition. Dante's work is divided into three sections that parallel his journey as he travels with his guide, Virgil, through the *Inferno*, *Purgatory*, and *Paradise*. This work is filled with classical references with which the students have strong familiarity from their previous study of Greek and Roman figures. The study of history, an understanding of allegory, and deep personal reflection reveal how Dante's journey is much like our own. This course serves as the classical and Christian studies course in the junior year.

## LOGIC

Logic is a course that requires students to think about thinking. Students develop critical thinking tools enabling them to evaluate validity and truth; necessary conditions of sound arguments. Formally, arguments must infer valid conclusions, and materially, arguments must have clear terms and true premises. Formal and Material Logic equips students to formulate and utilize sound reasoning. Credit for Logic courses contributes to the English Studies credit.

### Formal Logic - 9th grade

Formal logic is a course pertaining to the central instruments of human thought. The human intellect forms concepts, judgements, and deductive inferences, and expresses these through language as terms, propositions, and syllogisms. Rules governing the correct use of these instruments are studied, enabling the students to understand the fundamental laws of logic and validity. The student learns that terms are the basic instrument of human concepts. Propositions combine terms into statements which are true or false. The proposition is further understood through the logical laws of contradiction, contrariety, subcontrariety, and sub-alteration. Validity of the deductive inference is learned through study of the categorical and hypothetical syllogism.

## Material Logic - 10th Grade

Material Logic is an in-depth study of terms and propositions through Aristotle's famous 10 Categories of Being, 5 Predicables, and 4 Causes. Terms are ontological (metaphysical) signs of realities. The student learns to define and classify ontologically, requiring an understanding of the essential and accidental categories of being. Truth is studied on the basis of the subject-predicate relationship, sharpening the student's analytical skills. The ontological connection between realities, thought, and language is emphasized as a means of expressing and evaluating truth.

## CHRISTIAN STUDIES

### Story of Christianity

This course is designed to introduce students to the depth and breadth of church history. The survey begins with the twelve apostles and their preaching and teaching efforts after the ascension of Christ. The course follows the footsteps of later generations as they too teach the truth of the gospel in new places. Through this survey, which ends at the 20th century, students will gain insight into the timelessness of the Gospel and the Church.

### Intertestamental Period & Josephus

The Intertestamental Period covers the history and events during the 400 years between the Old and New Testaments. The main objective for this course is for students to obtain a knowledge of the political, religious, and cultural background of Jesus' earthly ministry and the formation of the Church. This knowledge should equip each student to read the New Testament with increased understanding, and a greater ability to appropriately apply it. To achieve this objective, we will study the history of the period from Alexander's conquest of Judea in 332 BC until the destruction of the temple in Jerusalem in 70 A.D., which is roughly the time between the Old and New Testaments, following closely the succession of High Priests. We also read an excerpt from Josephus' "War of the Jews" so that students can engage with a firsthand account of the destruction of the Temple and Jerusalem.

### The Divine Comedy

Building upon the works of Homer and Virgil, Dante's work, *The Divine Comedy*, is an epic allegorical poem that details Dante's spiritual journey of redemption taking him through the pit of hell to a vision of God. This text blends both the classical and Christian tradition. Dante's work is divided into three sections that parallel his journey as he travels with his guide, Virgil, through the *Inferno*, *Purgatory*, and *Paradise*. This work is filled with classical references with which the students have strong familiarity from their previous study of Greek and Roman figures. The study of history, an understanding of allegory, and deep personal reflection reveal how Dante's journey is much like our own. This course serves as the classical and Christian studies course in the junior year.

### Augustine & C.S. Lewis

The 5th century theologian, Augustine of Hippo, is considered one of the most influential fathers of church history. In this course students read one of Augustine's great works, *The City of God* and selections from his *Confessions*. Considered a cornerstone of western thought, *The City of God* was written as a response to the accusations that Christianity had caused the fall of the Roman empire. In this text, Augustine discusses many of the questions we still ask today; suffering of the righteous, the existence of evil, original sin and the conflict between free will and omniscience. Augustine's

Confessions records the story of his spiritual journey back to God and chronicles his turn from paganism to faith in God. Students will obtain a window into Augustine's faith journey that demonstrates God's love and grace toward mankind. This course concludes with a reading of *Mere Christianity* by C.S. Lewis. "You stir us to take pleasure in praising you, because you have made us for yourself, and our heart is restless until it rests in you." -Augustine

## CHOIR

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 alone, but rather because it is a universal language of enormous power. Students must be trained to discern and love what is good, true, and beautiful in all 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 emotion 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 the HLS high school program.

Students in 7th-12th grade are part of the upper school Chorale choir which meets once weekly for 45 minutes. In choir, students learn techniques for training vocal production, music theory and sight-singing. The choral repertoire covers music of various eras and cultures and students experience the consummate joy of a well-trained voice joined to others in performing the masterworks of our western tradition.

Chorale performs three times a year at the HLS school Christmas and Spring concert, and at graduation in May. Attendance at and participation in concerts is mandatory, and part of fulfilling the course requirements for a fine arts high school credit.

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

**GRADES 9-12**  
Typical Schedule

<b>Time</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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.**

## ACADEMIC POLICIES

### Academic Integrity

HLS expects academic integrity from all students. Academic dishonesty including but not limited to cheating, plagiarism, or assisting another in the same is subject to disciplinary action or expulsion.

### Academic Probation

Students with a 2.50 GPA or lower will be placed on academic probation and given an additional trimester for academic improvement as determined by HLS with input from the parents. Failure to meet the requirements of probation may result in dismissal.

### Grading Policies

HLS operates on a trimester system. Grade reports are available throughout the trimester. Parents may view grade summaries at the end of each trimester. Final grade reports are issued at the end of the year.

## High School Grading Scale

Grade	Percentage Range	HLS Grade Point Value
A	100 - 91	4.0
B+	90 - 89	3.5
B	88 - 82	3.0
C+	81 - 80	2.5
C	79 - 76	2.0
D	75 - 70	1.0
F	69 or Lower	0.0

## High School Graduation

Highlands Latin School has an integrated course of study that leads to a high school diploma of the highest quality. The HLS diploma meets and exceeds the requirements for the Indiana Core 40 with Academic Honors and provides all students a deep and broad education steeped in classical content. HLS 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.

## Graduation Requirements

Subject	Credits
Math	4
Latin	4
English/Logic/Rhetoric	6
Classical/Christian Studies	4
US/European History	4
Science	4
Club Sports	1 (four years)
Chorale	1 (four years)
Total	*28 credits

\*Note: Credits double to 56 on the Indiana two credit scale.

# COLLEGE CREDIT OPTIONS & TESTING

## College Credit Courses

### AP Exams

AP Exams provide a way for students to earn college credit in select subjects covered in their coursework at HLS. The HLS high school curriculum covers a large part of the content for the AP subjects listed below. Interested students may elect to take an AP exam in one of these courses or in another course of their choice. Students may also take an AP course through an on-line provider. Students seeking AP courses and credit should meet with the Upper School Director in January to discuss their interest in AP courses for the next school year. *HLS currently does not administer AP exams. We do provide assistance in locating local area high schools who administer these tests.*

Subject	Grade Level
European History	10th
English Language & Comp.	11th
Calculus AB	12th
Latin - Virgil	12th
English Literature & Comp.	12th

### CLEP Exams

The CollegeLevel Examination Program (CLEP) is a series of tests students can take to earn college credit. CLEP exams are multiple-choice exams that college professors develop. They design the question based on the material commonly taught in lower-level college courses during a student's first or second year and establish the passing score for the exam.

CLEP tests cover history and social sciences; composition and literature; science and mathematics; business; and world language. The list below contains CLEP exams covered by material in the HLS curriculum.

#### HISTORY

- American Government
- History of the United States
- Western Civilization (Part 1: Ancient Near East to 1648 and Part 2: 1648 to the Present)

#### SCIENCE & MATH

- Biology
- Chemistry
- Calculus
- College Algebra
- College Mathematics
- Precalculus

#### LITERATURE & COMPOSITION

- Analyzing & Interpreting Literature
- College Composition
- English Literature

## Dual Credit Courses

Junior/Senior students who have completed our math and science courses through Advanced. Physics and AP Calculus may take dual credit college courses either on-line or through a local college. Students should discuss their course interest with the Upper School Director during their college planning meetings. Seniors who are not enrolled in AP Calculus may take a dual credit math course to meet the HLS four-year math requirement.

## Academic Testing

### National Latin Exam

In March, all HLS students take the National Latin Exam, sponsored by the American Classical League. This exam provides a testing experience that measures the student's progression in Latin according to national norms. Each year HLS students continue to excel on higher level exams. Seniors who earn a gold medal are eligible for a scholarship from the NLE. The testing fee for the NLE is included in student tuition.

### PSAT/NMSQT

During 9th and 10th grade, students are coached in PSAT testing skills. In October, 10th and 11th grade students take the PSAT at a local testing site. Scores from the 11th grade PSAT serve as qualifying scores for the National Merit Scholarship Competition. Five HLS students have been recognized as National Merit Commended Students, National Merit Semi-Finalists, and National Merit Finalists since 2020.

### CLT (Classic Learning Test)

HLS 10th and 11th grade students take the CLT exam in the spring. The CLT exam is a standardized test that evaluates knowledge and skills gained in a classical education. This exam is gaining in popularity among colleges who are seeking well-prepared students. College scholarships are available based on CLT scores. The testing fee for the CLT is included in student tuition.

### SAT, ACT

As part of their college advising, HLS juniors are coached to prepare for the SAT and ACT standardized tests and register to take the tests at regional testing sites. Selective colleges typically use SAT and ACT scores to determine admission offers. Many colleges award scholarships and financial merit awards based on SAT and ACT scores.



# STUDENT SERVICES

## Guidance Counseling

The Upper School Director will meet yearly or as needed with each student to advise them in selecting an optimal course program to meet the academic goals and ability of each student. These meetings will take place in March and April following our February reenrollment.

## Academic Coaching

Faculty and administrators meet individually with students as needs arise to help them develop time management strategies and effective study methods, conducive to mastery and retention of material. Students may schedule a meeting at any time. During each mid-trimester point, teachers will schedule a one-on-one student conference with any student averaging a C or below in their course. Parents will be notified of the conference and may follow up with the teacher for additional information as needed.

## College Advising

Students are coached through all aspects of preparing for and applying to college, including:

- PSAT, SAT, ACT, CLT test preparation and scheduling
- Study skills that transfer to college
- Preparing for and scheduling college visits and interviews
- College representatives visiting HLS
- Annual College Information Night
- Individual meetings with juniors to track college visits and possible majors
- Individual meetings with seniors to track application process
- School reports for college applications
- Counselor reports for college applications
- Letters of recommendation for college and scholarship applications
- Transcripts submitted for college applications
- Midyear reports for college applications
- Final Transcript submitted to selected college

## HLS HOUSE SYSTEM

In keeping with our mission statement, it is our desire to provide support and encouragement among our students in their pursuit of academic excellence and to develop opportunities for service and leadership within our school. The House system is one vehicle used to accomplish these objectives.

### Origins & Description

The House system finds its origins in the British boarding schools and those modeled after them, where students ate, drank and slept in individual houses during the school term. Both competition and camaraderie existed among members of the houses as well as many memorable traditions that enhanced the school environment. Some of the many benefits students derive from the House system are leadership opportunities, teamwork, service projects, friendly intramural sports competitions, and peer accountability for academic excellence.

### House System at Highlands Latin School

Students in 7th-12th grade are divided into four Houses named for the patron saints of the British Isles; Andrew, David, George and Patrick. Each week the Houses gather for an activity or Club Sport tournament. House meetings are held each month for students to plan and implement activities for their House and to strategize ways to work together as they pursue the coveted House cup trophy awarded at the end of the school year. Faculty advisors provide direction to the House leadership and its members throughout the year. Students learn how to conduct a meeting according to the Roberts Rules of Order.

### House Leadership

House leadership positions are appointed by the HLS administration. Each House office is held to the specific responsibilities for their role by their faculty advisor.

**Head of House:** The Head of House is chosen by the faculty based on the level of maturity, responsibility and participation a student has displayed. The Head of House presides at House meetings and reports directly to the faculty advisor.

**House Tenant:** The Tenant assists the Head of House in accomplishing the House objectives.

**House Scribe:** The Scribe records minutes of the meeting and communicates information to the House membership.

**House Historian:** The Historian captures special memories of the year's House activities and contributes pictures, notes and stories of the year's House events and accomplishments to the school yearbook.

**House Lanista:** "Lanista" is a Latin term used for the coaches of gladiators. Similarly, the House Lanista is the Athletic Director, who collaborates on game rules and coordinates the game day plan.

## Competition in the House System

The HLS House system provides an outlet for a healthy level of competition and camaraderie among students. Throughout the year students engage in friendly competition to earn points for their House in some of the categories listed below.

- **Athletics:** Students participate in house club sports such as volleyball, ultimate frisbee, soccer, basketball, flag football, and kickball.
- **School Service:** Students participate in service projects to support our school programming, facility, students and families.
- **Spirit Award:** Students participating in school community events with a kind and cheerful attitude earn spirit award points.
- **Themed Competitions:** Our Renaissance House, Turkey Bowl Tailgate, Ping Pong Tournament, Gingerbread House Competition, and Fall House Reveal are a few of our themed competitive events.

House of Andrew



House of David



House of George



House of Patrick



## EXTRA-CURRICULAR ACTIVITIES

### ACADEMIC

#### Debate Team

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.

### **Debate Club**

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.

### **Shakespeare Club**

February through April, this club meets to study a work of Shakespeare and to participate in a dramatic rendering of the work studied. Students are heavily involved in the interpretation, planning, and preparation for the play under the direction of a faculty member.

### **Yearbook Club**

Students in Yearbook Club participate in photography of school events and learn the basics of photo and design layout using a special Yearbook template. This club meets once a month at lunch during the school day.

### **String Ensemble**

The HLS String Ensemble is for students currently studying a string instrument with a private instructor and having a minimum skill level equivalent to Suzuki Book 2. The String Ensemble rehearses weekly for 30 minutes and performs at the Christmas and Spring Choir Presentations. This group focuses on musicality, tone quality, phrasing, and working together in chamber format.

### **Hand Bell Choir**

This weekly ensemble is dedicated to learning the fundamentals of hand bells and performing traditional and contemporary music. It encourages students to work as a team to teach musicality through listening and note reading. Club members can perform at various times during the school year.

### **Europe Trip**

After studying the literature, history and geography of Greece and Rome, students may take a capstone trip to Italy and Greece to see first-hand the places they have learned about during their high school years. This trip is organized and booked through a local travel agency. One parent should plan to attend with their student. HLS faculty may travel along as a tour member but are not present in a supervisory capacity. Parents may make arrangements with other parents to chaperone their student's trip. This trip is taken every 2-3 years providing each high school student an opportunity to attend.

## **SERVICE & SOCIAL**

### **Upper School Fall Retreat**

The fall retreat is a great opportunity for new and returning high school students to build community as we begin the year. The retreats are day trips in the surrounding area, which enable many students to participate. Previous trips enjoyed by the high school include boating and a picnic at Eagle Creek, hiking and ziplining in Brown County, canoeing and hiking in Parke County and a bike trip on the Monon Trail.

## **Spring Swing**

High School students plan a fun evening in the spring for dinner and swing dancing with their fellow classmates. This event is open only to HLS high school students and is designed to build community among students in 9th-12th grades. Students plan the theme and participate on various committees to help support the event.

## **HLS Day of Service**

HLS students and parents join together to serve the community on a Monday in the spring. Past service opportunities include cleaning up at a city park, restocking shelves at a Food Pantry, mulching the church property, and planting raised beds at a nursing home. Our efforts are much appreciated and provide an excellent opportunity to give back to our community.

## **ATHLETIC**

### **Volleyball Team - Girls (9th-12th)**

The high school girls volleyball team practices twice a week and plays eight to ten games each season against other local private schools. The season begins in August and runs through mid October. Team members develop volleyball skills, camaraderie and friendships through this team participation.

### **Basketball Team - Boys (7th-10th)**

The HLS boys basketball team is designed to teach and hone basketball skills and provide opportunities for competitive games with other area schools comparable in size. Goals for the basketball program are to help participants maximize their ability in the sport, while using basketball to build character. Basketball practice begins in November with an eight game season through February.

### **Cross Country Team (4th-12th)**

The HLS Running Club is designed to provide quality instruction and develop fundamental skills, with special emphasis on helping students develop endurance, dependability, dedication, self-control, and teamwork. Through running, the club seeks to promote camaraderie and friendship among athletes and enrich our school community. Students of all running abilities are encouraged to participate. The club practices August through mid October on Wednesdays at West Park in Carmel.

### **Archery Club**

In the spring trimester, the Archery club meets at the HLS school property in Westfield. In this wooded setting, students learn archery skills and how to score for tournament play. Archery participants will have the opportunity to compete in area archery competitions and tournaments through the National Archery in Schools Program (NASP).

### **Intramurals**

Intramurals are open to all students to enjoy fun and friendly athletic competition with classmates in the Upper School. Each trimester a four week session of a popular team sport is played after school. Intramural sports include basketball, flag football, floor hockey, volleyball, soccer, and ultimate frisbee.

## GRADUATION EVENTS

### Graduation Luncheon & NLE Award Ceremony

In early May, the school holds a special award ceremony for National Latin Exam award recipients. Parents are invited to attend this event. Following the ceremony 7th-12th grade students enjoy a graduation lunch to celebrate their fellow classmates' graduation and share some special memories and games with the senior class.

### Graduation Ceremony

A graduation ceremony is held during the third week of May during mid-day. Invitations are printed for graduates to distribute and invite guests. Caps and gowns are ordered for each student and each graduate may order a law sign for their home. These items are covered by the HLS graduation fee.

## HLS HIGH SCHOOL TRANSCRIPT



**Highlands Latin School**  
1010 E. 126<sup>th</sup> Street  
Carmel, IN 46033  
317-519-5501

<b>Student:</b>			<b>SSN:</b>			<b>Date of Birth:</b>					
<b>Address:</b>			<b>Phone:</b>			<b>Place of Birth:</b>					
<b>Parent/Guardian:</b>			<b>Date Entered:</b>			<b>Graduated</b>					
<b>Grade Scale:</b> 91-100 A; 89-90 B+; 82-88 B; 80-81 C+; 76-79 C; 70-75 D; 69-0 F											
<b>School:</b> Highlands Latin School			<b>School:</b> Highlands Latin School			<b>School:</b> Highlands Latin School			<b>School:</b> Highlands Latin School		
<b>Grade 9</b>			<b>Grade 10</b>			<b>Grade 11</b>			<b>Grade 12</b>		
2018-2019			2019-2020			2020-2021			2021-2022		
<b>Course</b>	<b>Grade</b>	<b>Credit</b>	<b>Course</b>	<b>Grade</b>	<b>Credit</b>	<b>Course</b>	<b>Grade</b>	<b>Credit</b>	<b>Course</b>	<b>Grade</b>	<b>Credit</b>
Latin Grammar IV	A 94%	1.0	Latin Grammar V	A 92%	1.0	Latin Translation I: Caesar	A 91%	1.0	Latin Translation II: Cicero	A 93%	1.0
Algebra I	A 95%	1.0	Algebra II	A 91%	1.0	Geometry	A 91%	1.0	Precalculus	B 86%	1.0
Physics I	A 92%	1.0	Biology	B+ 90%	1.0	Chemistry	B 83%	1.0	Anatomy & Physiology	A 91%	1.0
Shakespeare & Composition	A 92%	1.0	British Literature & Composition	A 93%	1.0	Rhetoric & Composition	A 92%	1.0	English 12	A 95%	1.0
Logic: Argumentation	A 98%	1.0	Material Logic	A 98%	1.0	American Seminar	B 88%	1.0	Government & Economics	A 92%	1.0
European History I	B+ 90%	1.0	European History II	A 97%	1.0	Classical/ Christian Studies III	A 96%	1.0	Classical/ Christian Studies IV	A 97%	1.0
Classical/ Christian Studies I	A 97%	1.0	Classical/ Christian Studies II	A 97%	1.0	Club Sports	P .25		Club Sports	P .25	
Club Sports	P .25		PSAT Prep	P .25		Chorale	A 100%	.25	Chorale	A 100%	.25
Chorale	A 100%	.25	Club Sports	P .25							
PSAT Prep	P .25		Chorale	A 100%	.25						
GPA:	3.93		GPA:	3.93		GPA:	3.68		GPA:	3.84	
Cum. G.P.A.:	3.93		Cum. G.P.A.:	3.93		Cum. G.P.A.:	3.85		Cum. G.P.A.:	3.85	
Credits:	7.75		Credits:	7.75		Credits:	6.5		Credits:	6.5	
<b>Principal : Mrs. Judie Huston</b>						<b>Date:</b>					



# HIGHLANDS LATIN SCHOOL

## East School Campus

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

## West School Campus

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

Main Office Phone: (317)645-5850  
Admissions & Records Phone: (317) 645-8490

Office Email: [office@indylatinschool.org](mailto:office@indylatinschool.org)

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## 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](http://IndyLatinSchool.org)