

# HIGHLANDS LATIN SCHOOL

2019- 2020



## Course Catalog

DOCERE, DELECTARE, MOVERE

*to teach, to delight, to move*

Dear Parents,

Thank you for your interest in Highlands Latin School.

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

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

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

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

Sincerely,

A handwritten signature in cursive script that reads "Cheryl Lowe". The ink is dark and the signature is fluid and legible.

Cheryl Lowe  
Founder



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# HIGHLANDS LATIN SCHOOL

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## General Information

**Class Days** — HLS offers a two-day kindergarten and a three-day primary program in grades 1-2. At this age individualized instruction at home can accomplish goals that cannot be achieved in a classroom setting.

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

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

**Uniforms** — HLS students wear uniforms. Please see our website for complete guidelines.

**School Calendar** — Highlands Latin School has a 35-week calendar, beginning on the Tuesday before Labor Day and ending the Friday before Memorial Day. Thanksgiving Break is one full week, Christmas Break is two weeks, and Spring Break is the first full week in March.

**School Hours** — 8:00-3:30 P.M. T, W, Th and 8:00-2:15 P.M. on Fridays. Drop off begins at 7:30 A.M.

**Campuses** — Highlands Latin School has three campuses. The Spring Meadows campus in Middletown serves grades K-12. The original campus at Crescent Hill Baptist Church serves grades K-8 and our Southern Indiana campus in New Albany serves grades K-2.

	<b>2018-2019 Tuition</b>	<b>Books &amp; Materials Fee</b>
Kindergarten:	\$3,900 (2-Day)	\$400
1st - 2nd Grade:	\$5,980 (3-Day)	\$400
3rd - 6th Grade:	\$7,450 (4-Day)	\$400
7th Grade & Up:	\$7,975 (4-Day)	\$400

# HLS ADMINISTRATION CONTACT INFORMATION

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<b>Shawn Wheatley</b>	Head of School swheatley@thelatinchool.org
<b>Kelly Booker</b>	Principal kbooker@thelatinchool.org
<b>Dr. Matthew Dickie</b>	Assistant Principal - Upper School mdickie@thelatinchool.org
<b>Jason Borah</b>	Assistant Principal - Grammar School jborah@thelatinchool.org
<b>Leigh Lowe</b>	Curriculum Director llowe@thelatinchool.org
<b>Jennifer Wathen</b>	College Counselor jwathen@thelatinchool.org
<b>Brian Lowe</b>	Administration blowe@thelatinchool.org

## **Admissions**

**Email:** admissions@thelatinchool.org  
**Phone:** (502) 742-4789

## **Spring Meadows Campus**

**Mary Melchior**, Office  
**Mary Dick**, Office - Primary Building

**Address:** 10901 Shelbyville Road  
Louisville, KY 40243

**Phone:** (502) 742-4789 (HLS main office)  
**Email:** office@thelatinchool.org

## **Crescent Hill Campus**

**Georganna Wheatley**, Office  
**Address:** 2800 Frankfort Ave.  
Louisville, KY 40206

**Phone:** (502) 895-5333  
**Email:** office@thelatinchool.org

## **Southern Indiana Campus**

**Roxanne Hack-Smero**, Office  
**Address:** 2023 Ekin Ave.  
New Albany, IN 47150

**Phone:** (812) 220-3216  
**Email:** office@thelatinchool.org

## Administration

<b>Shawn Wheatley</b>	Head of School M.S. School Administration, Bellarmine University M.S. Secondary Education, University of Kentucky B.S. Biology, Transylvania University
<b>Kelly Booker</b>	Principal M.A., B.S. Business Administration, Bellarmine University
<b>Dr. Matthew Dickie</b>	Assistant Principal-Upper School Ph.D., M.Div. Southern Baptist Theological Seminary B.S. Exercise Science, Valdosta State University
<b>Jason Borah</b>	Assistant Principal-Grammar School M.A. Theology, Gordon-Conwell Theological Seminary B.A. Theology, Moody Bible Institute
<b>Jennifer Wathen</b>	College Counselor M.Ed. School Counseling and Guidance, University of Louisville B.A. English, Miami University (Ohio)

## Upper School Faculty

<b>Susan Akaydin</b>	M.S. Statistics, University of Kentucky M.A. Secondary Education, University of Louisville B.S. Applied Mathematics Engineering, University of Louisville JB Speed School of Engineering
<b>Joel Amunrud</b>	M.Div. Southern Baptist Theological Seminary B.A. Biblical Studies, Master's College
<b>Alana Amunrud-Sharp</b>	M.A. Biblical History & Geography, Jerusalem University College B.S. Computer Engineering, Montana State University
<b>Dr. Udika Bandara</b>	Ph.D. Applied and Industrial Mathematics, University of Louisville
<b>Dr. John Mark Beazley</b>	Ph.D. Church History, Southern Baptist Theological Seminary Th.M. Western Seminary, Portland, OR M.A. Exegetical Studies, Western Seminary, Portland, OR B.A. Biblical Studies, Briercrest College
<b>Rachel Bier</b>	M.A. Classics, University of Virginia M.A. Classics, Washington University B.A. Letters, Xavier University
<b>Chrissy Bramer</b>	M.A. Teaching, University of Louisville B.S. Biology, University of Kentucky B.A. Chemistry, University of Kentucky
<b>Dr. Erika Bratcher</b>	Ph.D. Applied and Industrial Mathematics, University of Louisville M.A. Mathematics, University of Louisville B.S. Mathematics and Computer Science, Georgetown College
<b>Sean Brooks</b>	M.M.F.T. Campbellsville University B.A. Religion, Missouri Baptist University
<b>Elizabeth Casebolt</b>	M.A. English, Texas A&M University, Corpus Christi B.A. British Literature, Saint Anselm College
<b>Jon Christianson</b>	B.A. Classical Studies, University of North Dakota
<b>Brian Davidson</b>	M.Div. Southern Baptist Theological Seminary B.S. Religious Studies, Gardner-Webb University A.S. Civil Engineering Technology, Gaston College
<b>Dr. Matthew Dickie</b>	Ph.D., M.Div. Southern Baptist Theological Seminary B.S. Exercise Science, Valdosta State University



<b>Paula Frizzell</b>	M.S. Therapeutic Recreation, University of Florida B.S. Youth Ministry and Bible, Baptist Bible College, Springfield, MO
<b>Mark Gilbert</b>	M.B.A., Wake Forest University B.A. Business Administration, University of Tennessee
<b>Anthony Hernandez</b>	M.A. Mathematics, Marshall University B.A. Mathematics and Physics, Marshall University
<b>Shannon Hunsucker</b>	M.A. Secondary School Counseling, Western Kentucky University B.A. English and Secondary English Education, Univ. of Kentucky
<b>Kyle Janke</b>	M.A. English Literature, Eastern Michigan University B.A. English, Hillsdale College
<b>Steve Lange</b>	M.Div. Wisconsin Lutheran Seminary B.A. Liberal Arts, Northwestern College
<b>Alex Long</b>	M.Div. Southern Baptist Theological Seminary B.A. History, University of Texas at Arlington
<b>Natalie Malcom</b>	M.A. Missiology, Southern Baptist Theological Seminary B.S. Health and Physical Education, Liberty University
<b>Chelsea Murray</b>	B.A. Economics, Western Kentucky University
<b>Kelly Nall</b>	B.S. Interdisciplinary Studies, Texas A&M University
<b>Brian Peel</b>	B.A. Humanities, University of Louisville
<b>Dr. Rebecca Shelburne</b>	D.C. Doctor of Chiropractic, Life University B.S. Chemistry, University of Michigan
<b>Dr. Charles Suer</b>	Ph.D. Applied & Industrial Mathematics, Univ. of Louisville M.A. Mathematics, University of Louisville B.S. Mathematics, University of Dayton
<b>Jonathan Swan</b>	M.Div. Christian Ministry, Southern Baptist Theological Seminary B.A. Biblical Studies, Southwest Baptist University
<b>David Thomas</b>	B.A. History and Government, Berry College
<b>Hannah Turrill</b>	B.A. Music and History, Colorado Christian University
<b>Dustin Warren</b>	B.S. Social Science and Secondary Education, William Carey University
<b>Maggi Windhorst</b>	M.A.T. Elementary Education, University of Louisville B.A. English, University of Louisville
<b>Alex Tibbott</b>	M.Div. Christian Ministry, Southern Baptist Theological Seminary B.A. Biblical and Theological Studies, University of Northwestern – St. Paul

### **Grammar School Faculty**

<b>Mercedes DeLong (3)</b>	B.A. English, University of Louisville
<b>Joy Herbert (3)</b>	M.A. Education, University of Louisville B.S. Business Marketing, University of Kentucky
<b>Brenda Janke (3)</b>	B.S. Elementary Education, University of Wisconsin, Eau Claire
<b>Anne Parry (3)</b>	B.S. Biology, University of Georgia
<b>Lu Elliott (4)</b>	B.S. Human Environmental Sciences, University of Alabama
<b>Amy Mangione (4)</b>	B.A. Accounting, University of Akron
<b>Deborah Mangione (4)</b>	B.A. Botany, Ohio Wesleyan University
<b>Amy Sizemore (4)</b>	B.A. Elementary Education, Anderson University
<b>Kelsey Lozada (5)</b>	B.S. Education, Berry College
<b>Sarah Jo Davis (5)</b>	M.Div. Southern Baptist Theological Seminary (candidate, Spring 2019) B.S. Humanities, Southern Baptist Theological Seminary
<b>Christine Fuller (5)</b>	B.S. Teacher Education, Boyce College
<b>Kalee Miller (5)</b>	B.S. Humanities, Boyce College
<b>Robert Lewis (6)</b>	M.A. Theology, Aquinas Institute of Theology B.A. Philosophy, Purdue University
<b>Amily Saxon (6)</b>	B.S. Education, Maranatha Baptist University

Jessica Watson (6) B.S. Elementary Education, Northland International University  
Rebecca Willis (6) B.A. English, Hillsdale College

### **Primary School Faculty**

Meredith Cull (JK) M.A. Education, University of Louisville  
B.S. Dairy Cattle Science, University of Kentucky

Christina Steen  
Starr Steinbach (JK) B.S. Accounting, University of Louisville

Brandi Knapper (JK) B.S. Criminal Justice, Indiana University, New Albany  
Coco Briggs (K) B.S. Nursing, University of Iowa  
B.S. Biology, Los Angeles Baptist College

Tennya Colburn (K) M.A. Counseling, Western Kentucky University  
B.S. Education, Western Kentucky University

Sandra Driggs (K) B.S. Elementary Education, Indiana University  
Kristin Mast (K) M.A. Special Education, Wayne State University  
B.A. Elementary Education, Calvin College

Jenna Railey (K) B.S. Psychology, University of Louisville  
Jessica Sanders (K) M.A. Teaching, University of the Cumberlands  
B.S. Child & Family Studies, Eastern Kentucky University

Amber Wheat (K) M.A.T. Bellarmine University  
B.A. Business Administration, McKendree University

Angela Billingsly (1) B.S. Nursing, University of Akron  
Julia Lasoi (1) M.A. Reading and Writing, University of Louisville  
M.A. Christian Education, Asbury Theological Seminary  
B.A. Elementary Education, Asbury University

Tara Luse (1) B.A. Sociology, University of Kentucky  
Teal Wigginton (1) B.S. Elementary Education, Western Kentucky University  
Jill Zamiska (1) B.S. Radiologic Technology, Northern Kentucky University  
Elizabeth Cox (2) M.Ed. Elementary Education, Indiana University Southeast  
B.S. Early Elementary Education, Asbury University

Krista Lange (2) B.S. Elementary Education, Martin Luther College  
Faith Liebing (2) B.A. Christian Studies, Hillsdale College  
Sarah Rueff (2) M.A.T. Elementary Education, Bellarmine University  
B.S. Biology and Secondary Education, Centre College

Tulia Wolfe (2) B.A. Elementary Education, Boyce College

### **Art, Choir, Music, and Physical Education**

Jim Ashby M.Div. Southern Baptist Theological Seminary  
B.S. Health and Physical Education, Murray State University

Dr. Louie L. Bailey D.M.A. Voice, Music Theory, and Music Education,  
Southern Baptist Theological Seminary  
M.C.M. Voice, Organ, and Music Education,  
Southern Baptist Theological Seminary  
B.M. Piano and Music Education, Georgia State University

Teresa Boling B.A. Business Administration, Eastern Kentucky University  
Jennifer Gilcreast M.M. University of Notre Dame  
B.M. Asbury College

Rhonda Hibdon B.A. Fine Arts, Judson College  
Janice Murdoch M.A. Dance/Movement Therapy, Antioch University  
B.A. Dance and Exercise Training, California State University

# MISSION STATEMENT

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

## ABOUT HLS

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### **Christian**

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

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

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

### **Classical**

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

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

### **Traditional**

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

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

## Curriculum

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

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

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

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

## Philosophy

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

- **Classical Languages**
- **Mathematics**
- **Classical/Christian Studies**
- **English Studies**
- **Science**
- **American/Modern Studies**

# GRADUATION REQUIREMENTS

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

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

Math	4
Latin	4
English Studies (includes Logic and Rhetoric)	5
Classical/Christian Studies	4
American/Modern Studies	3
Music	1 (four years of choir)
Science	4
Club Sports	1 (four years of P.E.)
<b><i>Total</i></b>	<b>26 credits</b>

## HIGHLANDS LATIN ACADEMIC STANDING

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- Ranked in the top 1% of schools across the nation 13 years in a row on the Iowa Test of Basic Skills (ITBS).
- K-8 students score an average of 3.6 grades above their grade level on the ITBS.
- 27% of seniors in the last 3 years recognized as National Merit Semifinalists/Commended.
- 3-year average SAT score is 1358 (1600 scale); 3-year average ACT is 30.
- 24% of students selected for the Kentucky Governor's Scholars Program and 15% for the Kentucky Governor's School for the Arts in the last 3 years.

# HOUSE SYSTEM

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For social, athletic, leadership, service, and other extracurricular activities, Upper School students are organized into four Houses. Each multi-age House has four primary officers and provides many leadership opportunities. Houses compete throughout the year for points in order to win the coveted House Cup. Students learn 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 has been enthusiastically received by our students, who are creating traditions that will be handed down to future generations.

## ATHLETICS AND EXTRACURRICULAR ACTIVITIES

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*Primary School (K-2):* American Heritage Girls, Chess, Tennis Clinics

*Grammar School (3-6):* American Heritage Girls, Chess, Boys Baseball (grades 5 and up), Boys Basketball (grades 4 and up), Girls Basketball (grades 4 and up), Coed Cross Country, Girls Volleyball (grades 5 and up), Girls Field Hockey (grades 5 and up), Coed Soccer (grades 6 and up), Girls Softball (grades 6 and up), Tennis Clinics

*Upper School (7-12):* House System, Debate Team, Drama Troupe, Boys Basketball, Girls Basketball, Coed Cross Country, Coed Golf, Girls Volleyball, Girls Field Hockey (grades 7-8), Tennis Clinics, Coed Soccer, Girls Soccer (spring 8 on 8), Girls Softball (7-8), Coed Climbing Club, Science Olympiad, Madrigal Choir, Handbell Choir, Yearbook, American Heritage Girls, Art Club, Geography Bee (grades 7-8)

*All grades:* Monday family ski outings

### **Physical Education**

Primary School (K-2) and Grammar School (3-6) students have P.E. or recess every day. Upper School students have Club Sports once a week.

Goals of the P.E. program are to prepare students to be active, capable participants in Club Sports and athletic teams; to provide physical exercise, stress reduction, and breaks from the academic day; and to develop student fitness as a means of maintaining a healthy lifestyle.

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

### **Art and Art History**

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

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

## Grades K-2

### Typical Schedule

Time	
8:00-9:00	Opening (Prayer, Calendar, Recitation, Bible)
9:00-10:30	Phonics/Spelling/Reading/Latin (2nd grade)
10:30-10:45	Restroom
10:45-11:45	Arithmetic
11:45-12:15	Lunch
12:15-1:15	Literature with study guides (1st and 2nd), Rest & Read-Aloud (K)
1:15-1:45	P.E./Recess
1:45-2:00	Restroom/Snack
2:00-3:00	Art/Enrichment/Nature Study
3:00-3:30	Review/Copy homework/Prepare for dismissal

## Grades 3-6

### Typical Schedule

Time	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Latin	Latin	Latin	Latin
9:00-10:00	Arithmetic	Arithmetic	Arithmetic	Arithmetic
10:00-10:10	Restroom break	Restroom break	Restroom break	Restroom break
10:10-11:15	Spelling/ Grammar/ Composition	Spelling/ Grammar/ Composition	Spelling/ Grammar/ Composition	Spelling/ Grammar/ Composition
11:15-11:45	Lunch	Lunch	Lunch	Lunch
11:45-12:45	Literature/Poetry	Literature/Poetry	Literature/Poetry	Literature/Poetry
12:45-1:15	P.E.	Recess	P.E.	Recess
1:15-2:30	Science	Christian Studies	Classical Studies	World Geography
2:30-3:30	Art	Choir	American Studies	

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

## Grades 7-8

### Typical Schedule

Time	Tuesday	Wednesday	Thursday	Friday
8:00-9:10	Geography (7)/ Physical Science (8)	Pre-Algebra (7)/ Algebra I (8)	Pre-Algebra (7)/ Algebra I (8)	Pre-Algebra (7)/ Algebra I (8)
9:10-10:20	Club Sports	Latin	Choir	Latin
10:20-11:30	Latin	Geography (7)/ Physical Science (8)	Latin	English
11:30-12:00	Lunch	Lunch	Lunch	Lunch
12:00-1:10	Classical/ Christian Studies	Classical/ Christian Studies	Classical/ Christian Studies	Geography (7)/ Physical Science (8)
1:10-2:20	Pre-Algebra (7)/ Algebra I (8)	English	English	Greek I/II
2:20-3:30	English	Greek I/II	Greek I/II	

## Grades 9-12

### Typical Schedule

Time	Tuesday	Wednesday	Thursday	Friday
8:00-9:10	English	English	English	Classical/ Christian Studies
9:10-10:20	Latin	Club Sports	Latin	Choir
10:20-11:30	Science	Latin	Science	Latin
11:30-12:40	Math	Science	Math	English/SAT Prep (10)/College Planning (12)
12:40-1:10	Lunch	Lunch	Lunch	Lunch
1:10-2:20	Classical/Christian Studies	Math	Classical/Christian Studies	Math
2:20-3:30	U.S. or European History/Logic (9)	U.S. or European History/Logic (9)	U.S. or European History/Logic (9)	



## K-2 PROGRAM

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

### **Phonics and Reading**

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

Our primary resource for phonics instruction in kindergarten is our own Memoria Press *First Start Reading*, a program which teaches correct pencil grip, manuscript form, consonant and short vowel sounds, three-letter word formation, consonant blends, and 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 the *Traditional Spelling* program. In 1st grade students continue to develop reading comprehension with whole books, which captivate and motivate children and are preferred over basal readers. Teachers monitor student reading skills through daily oral reading. First graders read children's classics such as *Little Bear*, *Caps for Sale*, *The Story About Ping*, and *Billy and Blaze*. Second graders read *The Courage of Sarah Noble*, *Little House in the Big Woods*, and *Mr. Popper's Penguins*. Spelling, penmanship, composition, and vocabulary lessons for each book are provided by our Memoria Press study guides, written by HLS faculty.

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

### **Spelling and Printing**

Students develop the visual memory for accurate spelling by a systematic study of phonics, word families, and spelling rules taught in *Traditional Spelling*, and by a lifetime of seeing, reading, and writing words correctly. It is very important to reduce opportunities for children to write or see misspelled words; young students who are allowed to spell creatively or phonetically have a confused visual memory that is difficult to overcome.

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

# K-2 PROGRAM

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## **Arithmetic**

Immediate recall of addition and subtraction math facts through 18 is the focus in primary school. Number formation, counting, time, calendar, measurement, and money are the initial skills of K-2. In 2nd grade the students also begin multiplication with the 1x, 2x, 5x, and 10x facts. Students learn number sense by skip-counting, games, and drills, all of which make math time enjoyable.

## **Geography, History, and Science**

Our Read-Aloud program consists of a set of thirty books, one set for each grade in K-2, one book for each week. These books provide a rich language experience for students, as each book is read aloud every day the class meets and is accompanied by oral questions and discussion. Students learn new and interesting words and delight in rhyme and word play. They learn about holidays, history, geography, science, and more. The read-aloud books, which are beautiful in both art and language, were chosen after extensive research and reading.

K-2 students study globes and maps to learn continents, oceans, major countries, and basic geography terms. Second graders are introduced to states and capitals. In science students learn about seasons, weather, and local flora and fauna. They take nature walks to collect leaves, flowers, acorns, insects, and other treasures.

## **Music and Christian Studies**

In Christian Studies, students read or listen to Bible stories and memorize Scripture verses and prayers. Kindergarten students have weekly music instruction; 1st and 2nd grade students have music twice weekly. Students learn the basic elements of music, including ear training, note reading, and choral performance. In music appreciation, a well-known composer and piece of music are introduced weekly. Students draw and color every day in their composition books, illustrating copybook verses, poems, and composition lessons. In art appreciation, an artist and art masterwork are introduced weekly to primary students. First and second graders receive art instruction bi-weekly.

## **Physical Education**

Students have Physical Education twice a week. P.E. provides 30 minutes of rigorous exercise as well as opportunities to play childhood games. Our K-2 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. On days when students do not have P.E., they have recess outside at Spring Meadows, in the gym, or in our "Secret Garden" behind St. Mark's Church at Crescent Hill.

# LATIN

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Latin develops the mind of the young student as no other subject can. The study of Latin is the core of a classical education. Latin begins as early as 2nd grade and continues every year, culminating in the translation of Latin literature in grades 9-12. All new students in both the Lower and Upper Schools are enrolled in an age-appropriate beginning Latin class.

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

1. The Grammar School, grades 3-6, emphasizes the memorization of the Latin Grammar by the time-tested method of oral recitation and form drills.
2. Grades 7-8 focus on the study of syntax and translation using the classic *Henle I* and *II* texts.
3. Grades 9-12 read Latin literature: Caesar, Ovid, AP Virgil, and Cicero.

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

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

Our Latin program is unique in that, for those students who begin in the Lower School, it achieves mastery of the Latin Grammar before high school—a practice which was the norm prior to the twentieth century, but is rare today. Most of the classroom materials used to teach the Latin Grammar—*Prima Latina*, *Latina Christiana*, *Lingua Angelica*, and the *Forms* series—have been developed by Cheryl Lowe and Memoria Press.

# MATHEMATICS

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

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

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

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

Mathematics is an exact language, one that is unrelenting and unforgiving. A failure to master basics is the cause of the glass ceiling that most students experience in their mathematics education. Students must *overlearn* basic math skills in K-6 if they are to be successful in high school math.

Our textbooks and teaching strategies at HLS ensure that students learn arithmetic and mathematics in an age-appropriate scope and sequence, eliminating the aforementioned deficiencies so prevalent in modern mathematics education.

Our textbooks are carefully chosen, and our teachers are committed to the goals of mastery learning in arithmetic and mathematics. We have found the Rod and Staff math textbooks to be the most closely aligned with our goals in K-6. Seventh grade is an important year that prepares students for algebra in the 8th grade. Our pre-algebra text is from College of the Redwoods, Department of Mathematics. For Algebra I and II, we use the Prentice Hall Classics text, for Geometry, the McDougal Littell text, and for Pre-Calculus and Calculus, the Larson Hostetler text. Our goal is for all able students to complete AP Calculus; students who take AP Calculus in 11th grade take Statistics or Computer Programming as seniors.

# MUSIC

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

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

Highlands Latin School employs a sequential K-12 program that instills the fundamentals of music and music theory through the training of the voice as a primary instrument. In primary school, students are introduced to the elements of music through ear training, basic note reading, and the singing of simple, classic repertoire. The primary music class serves as a preparatory class for Grammar School Choir.

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

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

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

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

# CHRISTIAN STUDIES

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Our Christian Studies program is designed to develop:

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

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

## **Bible Literacy**

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

## **Church History**

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

## **Building Faith and a Christian Consciousness**

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

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

# CLASSICAL STUDIES

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

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

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

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

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

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

**-Jude Dougherty**

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

**-George Santayana**

# CLASSICAL/CHRISTIAN STUDIES

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## Book List

### Third Grade

*D'Aulaires' Greek Myths, Christian Studies I, The Golden Children's Bible*

### Fourth Grade

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

### Fifth Grade

*Famous Men of the Middle Ages, Christian Studies III, The Golden Children's Bible*

### Sixth Grade

*The Bronze Bow*

*The Trojan War*

*Horatius at the Bridge*

*Famous Men of Greece*

Greek mythology, Roman history, Christian Studies review

### Seventh Grade

Ancient and Greek history (Dorothy Mills)

*The Iliad, The Odyssey* (Butler translation)

### Eighth Grade

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

*Intertestamental Period, Acts of the Apostles, Josephus* (excerpt from

*The Fall of Jerusalem*)

### Ninth Grade

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

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

*The Story of Christianity*, David Bentley Hart

### Tenth Grade

Classical Political Philosophy: Cicero (*On Obligations, The Republic and The*

*Laws*), St. Augustine's *City of God*

### Eleventh Grade

Dante, *The Divine Comedy*

### Twelfth Grade

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

Peter Kreeft's *Fundamentals of the Faith*

Western Civilization: Art, Architecture, Sculpture

Janson's *History of Art*



# ENGLISH STUDIES

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

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

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

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

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

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

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

# ENGLISH STUDIES

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## Literature, Grammar, Composition, Spelling

### Third Grade

*Farmer Boy*  
*Charlotte's Web*  
*The Moffats*  
Memoria Press Literature Study Guides  
MP English Grammar Recitation I  
*All Things Fun and Fascinating Composition*  
*Spelling Workout D*

### Fourth Grade

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

### Fifth Grade

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

### Sixth Grade

*Anne of Green Gables*  
*The Hobbit*  
*The Bronze Bow*  
*The Trojan War*  
Memoria Press Literature Study Guides  
MP English Grammar Recitation II and III  
*Classical Composition III: Chreia/Maxim*  
*Spelling Workout G*

### Seventh Grade

*The Wind in the Willows*  
*Treasure Island*  
*The Adventures of Tom Sawyer*  
*Poetry & Short Stories: American Literature*  
Memoria Press Literature Study Guides  
MP English Grammar Recitation III  
*Classical Composition IV:*  
*Refutation/Confirmation*

### Eighth Grade

*Beowulf the Warrior, Sir Gawain & the Green Knight, Everyman, A Midsummer Night's Dream, The Hound of the Baskervilles (Doyle)*  
*Poetry, Prose, & Drama: The Old English & Medieval Periods*  
Memoria Press Literature Study Guides  
MP English Grammar Recitation IV  
*Classical Composition V: Common Topic*

### Ninth Grade

*Romeo and Juliet, Julius Caesar, Pride and Prejudice, The Scarlet Letter*  
*Poetry & Prose: The Elizabethan to the Neoclassical Age*

### Tenth Grade

*Henry IV Part 1, Wuthering Heights, A Tale of Two Cities*  
*Poetry: The Romantic to the Victorian Age*

### Eleventh Grade (AP Literature)

*Anna Karenina, Hamlet, Macbeth*  
Poetry Selections

### Twelfth Grade

*King Lear, The Great Gatsby, Moby Dick, The Tempest, Gilead*

# AMERICAN/MODERN STUDIES

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

- K-2** On a map and globe students identify continents, oceans, equator, poles, tropics, some major countries, and U.S. states; Memoria Press' Read-Aloud program for history, geography, science, and holidays
- Grade 3** Identify fifty states and eight regions on unlabeled outline map; recite and spell states, abbreviations, and capitals
- Grade 4** Geography of North Africa, the Middle East, and Europe
- Grade 5** Geography of Sub-Saharan Africa, Asia, Oceania, and the Americas
- Grade 6** United States History
- Grade 7** World Geography, cultures, and habitats
- Grade 10** *Medieval History*
- Grade 11** *A History of the Modern World, Vol. I* by Palmer and Colton
- Grade 12** *A Concise History of the American Republic* by Morison, Commager, and Leuchtenburg

# SCIENCE

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

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

The Primary and Grammar School science curriculum includes the study of (Latin-based) scientific terminology, as well as an exposure to the beautiful tradition of English nature poetry. It is important that students in K-6 learn to take delight in the beauty and wonder of nature before they begin the study of modern science, which tends to emphasize the exploitation of nature for human needs.

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

<b>K-2</b>	Calendar, seasons, holidays, planets, plants, animals, nature walks Memoria Press' Read-Aloud program for history, holidays, geography, and science
<b>Grade 3</b>	Astronomy
<b>Grade 4</b>	Insects
<b>Grade 5</b>	Birds and the History of Medicine
<b>Grade 6</b>	Trees
<b>Grade 8</b>	Physical Science (Novare)
<b>Grade 9</b>	Biology I (Holt, Rinehart, and Winston)
<b>Grade 10</b>	Chemistry I (Novare)
<b>Grade 11</b>	Physics I (Glencoe), AP Chemistry
<b>Grade 12</b>	AP Physics or Anatomy & Physiology

# LOGIC AND RHETORIC

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Logic and rhetoric are essential tools for effective communication. Ninth grade students learn a systematic course in formal logic, rather than a sampling of logic topics. *Traditional Logic I and II* is an in-depth study of the syllogism, taught in the classic three-part method. Students learn the four logical statements, the four ways statements can be opposite, the three ways they can be equivalent, the seven rules for validity, and the nineteen valid arguments. In *Material Logic*, students learn the Ten Categories, the Five Predicables, the Four Causes, and the Five Elements of Classification, as well as their use in the art of thinking.

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

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

## ADVANCED PLACEMENT

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

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

# GREEK

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There are two, and only two, classical languages—Latin and Greek. Students study Greek as part of the regular curriculum in grades 6-8, completing the entire Greek Grammar. This three-year course covers the Greek alphabet and the basics of Greek grammar, vocabulary, and translation. Students are enlightened by the similarities between Latin and Greek grammar, and they are amazed to learn about the large number of Greek roots in English and Latin words. The study of Greek is the crown jewel in a classical Christian education. It adds a depth and understanding to the study of language and Western civilization.

The ancient Greeks created a body of thought characterized by such brilliance and clarity that it has been called “The Greek Miracle” ever since. Their work in philosophy, literature, art, logic, mathematics, and science has been the wellspring of Western civilization. The Greeks have been, and remain, the world’s first and greatest teachers in the natural order. The Romans, like 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 choose to continue their study, Greek is offered as an elective in grades 9-12.

**Grade 6**      Greek Alphabet

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

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

**Grades 9-12 Electives:**

**Grade 9**      New Testament writings

**Grade 10**     Selections from Xenophon

**Grade 11**     Attic Greek Readings: Lysias

**Grade 12**     Plato’s *Crito*

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





# HIGHLANDS LATIN SCHOOL

Crescent Hill Campus  
2800 Frankfort Avenue  
Louisville, KY 40206

Southern Indiana Campus  
2023 Ekin Avenue  
New Albany, IN 47150

Spring Meadows Campus  
10901 Shelbyville Road  
Louisville, KY 40243

(502) 742-4789 | [TheLatinSchool.org](http://TheLatinSchool.org)

