

High School Diploma Program Overview



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MEMORIA PRESS
www.MemoriaPress.com

DIPLOMA PROGRAM OVERVIEW

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A Letter from the Head of School

Since 2006, the aim of Memoria Academy has been to support families as they endeavor to educate their children at home. With master teachers and proven curriculum, we have consistently accomplished that goal. The Diploma Program provides yet another level of partnership for those seeking to obtain a rigorous and robust high school education that encompasses the best and most essential elements of the classical Christian tradition.

At its heart, education is the cultivation of wisdom and virtue—the shaping of young minds to become lifelong learners who have learned the art of thinking rightly, and the shaping of young hearts to act rightly and in a way that benefits others. By providing such an education, we are equipping our students to become whatever God is calling them to be and giving them the tools they need to make a difference in the world around them.

At Memoria Academy, we implement an intentionally chosen and content-rich curriculum, which builds from one year to the next and passes along an established and common body of knowledge. Latin is at the core of our Diploma Program, along with the extensive study of the ancient civilizations upon which our own is built. Add to that a rigorous dedication to mathematics and science, logic and rhetoric, and the greatest books that have ever been written, and you begin

to grasp a picture of what our Diploma Program entails.

The road to graduation from Memoria Academy is not an easy one, and it is not meant to be so. As with all worthy endeavors, earning a diploma from Memoria Academy cannot be achieved without sacrifice, hard work, and perseverance. But the effort it demands, the courses of study it requires, and the tutelage of a knowledgeable and caring faculty it provides yield so much more than a degree. Our Diploma Program forms character and fortitude in the students who walk its path, and of this our graduates can be proud.

As we embark on this journey together, may we recognize its lasting significance in imparting the essential lesson of what it means to be human and in laying a foundation for success beyond the high school years. And this success will be measured most importantly by the consistent application of the wisdom and virtue our program instills. With this end in mind and the support of a devoted faculty and staff at each step of the way, let us strive together to attain this goal.

With gratitude for your partnership and hope for what is to come,

Marcie Davis

MARCIE DAVIS
HEAD OF SCHOOL

1 | Administration

Institutional Administration

MARCIE DAVIS | Head of School

Dr. Marcie Davis holds degrees in mathematics from Campbell University (B.S.), the University of Louisville (M.A.), and the University of Kentucky (M.S.). She also holds an Ed.D. in curriculum and instruction from the University of Kentucky. She taught secondary and college-level mathematics for more than two decades, and most recently served as the founder and head of school of Providence Classical School in Rock Hill, South Carolina. Dr. Davis has a passion for classical Christian education and is excited to serve as head of school for Memoria Academy.

CHRIS JONES | Faculty and Tech Support

Mr. Jones has been a teacher for more than 30 years in a variety of locations and fields. He organized and taught educational programs at the Kennedy Space Center in Florida and was an English teacher in Japan for 10 years while helping with three church plants in the Tokyo area. Mr. Jones holds a B.A. in humanities with a minor in music and an A.S. in recording arts. He teaches Latin, classical studies, literature, and geography at Memoria Academy and serves in the administration as faculty and tech support. He and his wife homeschooled their son for eight years before he became a full-time student at Highlands Latin School.

JESSICA ABOOD | Administrative Assistant

Mrs. Abood joined the Memoria Academy staff in 2020. With a background in communications and enrollment management, she provides skilled support to Memoria Academy families and administrators. She also serves as host of the Classical Et Cetera podcast. Mrs. Abood holds a B.A. in organizational communication from Cedarville University.

Academic Administration

SUSAN STRICKLAND | Head of Latin Program

Mrs. Strickland, a native of California, earned a B.A. in music (vocal performance) from UCLA and sang professionally for over 10 years. She began teaching Latin over 20 years ago to her own children while homeschooling. She has continued her studies in Latin literature at the University of Southern Maine and with Junius Johnson Academics. In addition to teaching her own children, Mrs. Strickland has taught in a number of venues from one-on-one tutoring and a homeschool co-op to public and classical schools. Since 2013 she has been an instructor for Memoria Academy where she teaches Third and Fourth Form Latin, translation classes, and the National Latin Exam preparatory courses. Her more recent delight has been to be the instructor for MA's adult Latin classes.

KEVIN DRAY | Head of Classical and Christian Studies

Dr. Dray was born and raised in Bartlesville, Oklahoma, before moving to Kansas City and then to New Orleans to complete his education. He holds a B.A. in English from Oklahoma Baptist University as well as two master's degrees and a Ph.D. from New Orleans Baptist Theological Seminary. He loves teaching and has a wealth of experience, both in brick-and-mortar classical schools and Memoria schools. For a number of years, he was the head of school for Coram Deo Classical Academy, an interdenominational classical Christian school. At Memoria Academy, he has taught in the areas of Latin, Classical Composition, and Christian studies. He is a true Renaissance man and has experience with students of all ages. He lives in Oklahoma with his wife and two children.

ABIGAIL JOHNSON | Head of Composition

Mrs. Johnson is a longtime lover of classical education, having started in eighth grade when her city's classical K-12 school began. She went on in the classical disciplines to graduate from New St. Andrews College with a B.A. in liberal arts and culture and is also a graduate of Memoria College. She has loved teaching at Memory Academy since 2012, in subjects ranging from Classical Composition to Homer, Dante, L. M. Montgomery, and Tolkien. Teaching the same subjects each year, she says, is far from boring, but instead gives her the opportunity to delve further into the genius of what makes great literature, allowing us to appreciate its beauty more deeply. She also travels with the Schools Division at Memoria Press to train educators in classical instruction.

DANA MADDOCK | Head of Literature

Mrs. Maddock holds an M.A. in English and is currently working toward an M.A. in theology. She has taught literature, rhetoric, and critical thinking at the college level for over 20 years. She also served as education manager for the Congressional Medal of Honor Society, an opportunity that allowed her to work with Medal of Honor recipients to train teachers across the country in a respected classroom character education program. Most recently, Dana has enjoyed teaching traditional and gifted education to several K-12 grades in California, Idaho, and Florida.

DANIEL MAYCOCK | Head of Mathematics

Dr. Maycock was homeschooled through 12th grade and went on to earn a B.A. in English and music with a minor in philosophy from LaGrange College. After beginning his teaching career, he earned an M.A. in liberal arts from St. John's College (Annapolis) and later earned a Ph.D. in early modern English literature from the University of South Carolina. Alongside his literary interests, he is fascinated by mathematics and spends his summers writing and researching mathematics and math pedagogy. Dr. Maycock, his beautiful wife, and their three children live in Georgia.

KRISTIN PETERSON | Head of Science

Mrs. Peterson, a native of Minnesota, currently resides in Louisville, Kentucky, with her husband and two of her three children. She holds a B.S. in conservation and minor in soil science from the University of Wisconsin – River Falls. She has taught in various capacities along with homeschooling her children. This will be her 11th year teaching science with Memoria Academy. Always enthusiastic, Mrs. Peterson helps students explore creation and the environment and encourages critical thinking skills.



2 | About the Academy

A Historical Sketch

Memoria Press is a family-run publishing company that exists to promote and impart the classical heritage of the Christian West. We do this through an emphasis on the liberal arts and the great works of the Western tradition. In order to achieve this goal, we have produced a comprehensive and accessible classical Christian curriculum that encourages the development of wisdom and virtue through a pursuit of the Good, the True, and the Beautiful. Our motto is "Saving Western Civilization One Student at a Time" and expresses our passion for defending and transferring the culture of the Christian West through classical education.

Mrs. Cheryl Lowe founded Memoria Press and authored many of its popular Latin programs like *Latina Christiana*, *Lingua Angelica*, and the Latin Forms Series. She had wide teaching experience, in both content and venue, teaching everything from phonics, reading, math, Bible, and chemistry to Shakespeare and Latin, and teaching in public and private schools, as well as homeschooling. Cheryl and her son Brian founded Memoria Press in 1994, and in 2000, they founded the highly successful Highlands Latin School, where the award-winning Memoria Press programs are taught and field-tested. Cheryl spent many years overseeing the development of the Memoria Press Classical Core Curriculum for home use and private schools, and her memory and example continue to daily inform the mission and vision of Memoria Press.

What Mrs. Lowe began in Memoria Press and Highlands Latin School, Memoria Academy's founder, Martin Cothran, sought to emulate online. His desire was to make a beautiful classical Christian education accessible to students around the world, and Memoria Academy has been accomplishing that mission since 2006. Memoria Academy is part of a collection of institutions that promote classical education and the cultural heritage of the Christian West. We regard each of these enterprises as members of our classical education family.



CHERYL LOWE
1945-2017



HIGHLANDS
LATIN SCHOOL



HIGHLANDS LATIN
Cottage School



CLASSICAL
LATIN SCHOOL
ASSOCIATION

What Is a Classical Education?

Memoria Academy is a classical Christian school, and its goal is to produce wise and virtuous students who know both how to think well and how to live well in the world. Historically, a classical Christian education accomplished this goal through the inculcation of skills and the cultivation of knowledge. While students acquire skills through the liberal arts, they gain knowledge through the sciences. The liberal arts and the sciences represent two distinct but inseparable domains of human experience, and both are necessary for a classical Christian education.

The Liberal Arts

Today the word "art" refers to the products of artists (i.e., artwork) or the activities that artists perform with brush or chisel. However, "art" has another less common meaning, as in the phrase "the art of conversation." In this phrase, the word refers to a skill or a technique acquired through practice, and it recalls the original Latin term *ars*, which means "skill" or "craft." The liberal arts, therefore, are two sets of practiced skills: language skills (grammar, logic, rhetoric) and mathematical skills (arithmetic, geometry, music, astronomy). These skills are commonly known as the "trivium" and the "quadrivium."

The Sciences

Also, while the word "science" is typically used in reference to the hard sciences like biology or chemistry, the word comes from the Latin *scientia*, which refers to knowledge more broadly. And historically a classical education focused on three bodies of knowledge: the human sciences (literature, history, philosophy), the natural sciences (biology, chemistry, physics), and the theological sciences (dogmatics and apologetics).

A Synthesis

These two domains of human experience, one practical and the other theoretical, advance each other and together constitute a classical education. While the liberal arts constitute the practical skills required to grow in knowledge, a greater understanding of the sciences allows students to perform the liberal arts with greater proficiency. Both the arts and the sciences exist to cultivate wisdom and virtue in the lives of students.

Our Philosophy of Education

Christian

Our faith statement is the Apostles' Creed, the most ancient and widely accepted expression of the essential beliefs of the Christian faith. MA holds to traditional Christian morality and teaches the Holy Scriptures as the divinely inspired word of God.

MA warmly welcomes families of other faiths, while asking that you respect our distinctive Christian identity. In all of our instruction, we are respectful of all faiths and humbly maintain the truths of our Christian faith.

Classical

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.

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.

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.

Knowledgeable, caring, and enthusiastic teachers foster a rigorous academic culture by thoughtfully preparing students for each level of study. Classrooms are quiet, orderly, and disciplined, and students receive clear and concrete expectations. 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.

A traditional model of education also recognizes the importance of a well-designed curriculum that emphasizes content, language and math skills, memorization, and mastery. For K-6, this model places a priority on the basic skills such as phonics, reading, spelling, and math facts. For upper school students, the traditional model balances the humanities and the sciences so that neither is neglected and each supports the other. In short, a traditional education requires the thoughtful implementation of a classical curriculum.





Academy Profile

The Memoria Classroom

Memoria Academy applies the principles of a traditional education to the Memoria classroom. Classes are live, interactive, and taught by master teachers. To ensure excellent instruction and increased teacher-student interaction, class size is limited to 16 students. Each lesson reflects the logical progression of the Memoria Press curriculum and includes both a review of important past content and a lecture covering the new material.

Teachers maintain an orderly classroom and utilize in-class digital resources like virtual whiteboards, class polls, and audio/visual presentation tools. To eliminate distractions, teachers control students' video and microphone access. In the majority of our courses, only the teacher is seen on screen. This maintains focus on the lesson and promotes targeted discussion and interaction.

Each class meets, on average, once or twice per week, providing families with the flexibility to participate in additional educational and extracurricular activities. Class sessions are recorded and made available to students for study or review if they miss a live class meeting.

Master Teachers

All of the 60+ teachers at Memoria Academy hold a bachelor's degree in the area of instruction or relevant area and possess teaching experience in a physical classroom. Many teachers hold advanced master's and doctoral degrees or are currently pursuing these qualifications.



Student Body

Memoria Academy offers courses for grades 3-12, and it allows those students who might not otherwise have access to a classical education to benefit from traditional instruction. Students hail from all 50 states and several countries outside the United States. Along with our teachers, our students constitute a community characterized by the highest expectations in scholarship and Christian character. Students in our Memoria classes are quiet, orderly, and disciplined, and each student agrees to abide by our student code of conduct.

16:1

Student-to-Teacher Ratio

Current Enrollment

2,300

College Admission

Students from Memoria Academy have been accepted into numerous well-respected universities and colleges like Baylor University, Drexel University, Harvard University, Hillsdale College, Johns Hopkins University, Marquette University, Rutgers University, Stanford University, Thomas Aquinas College, United States Air Force Academy, University of Edinburgh, University of Notre Dame, University of Oxford, West Point, Wheaton College, and many more.

These students are currently majoring in a number of different areas: Accounting, Animal Science, Business, Biochemistry, Biomedical Engineering, Chemistry, Chemical Engineering, Civil Engineering, Classics, Computer Science, Economics, Engineering, English, History, Kinesiology, Law, Linguistics, Mechanical Engineering, Management Science & Engineering, Music, Music Therapy, Philosophy, Physics, Political Science, Pre-Med, Theology, and Literature, as well as others.

Accreditation

Memoria Academy is accredited by the Classical Latin School Association (CLSA). The CLSA is an association of elementary and secondary schools working to promote the transmission of the culture of Western civilization to the next generation. CLSA academic accreditation is a way for schools to internally document their viability as academically successful classical schools, hold themselves externally accountable to an outside body, and verify that they are offering to their students a superior classical education.

The following are the requirements for CLSA:

- **Philosophical requirements:** Evidence of a clear understanding among staff and board members of the nature and purpose of a classical education
- **Academic/Curricular requirements:** Verification that the school possesses a clearly articulated statement of the academic goals at every level and a clear process of ensuring the achievement of those goals
- **Instructional requirements:** Traditional, teacher-directed instruction in a classroom environment conducive to learning and a process by which those methodologies are communicated to teachers and verified by administrative staff
- **Assessment requirements:** Demonstration of the value-added benefit of the school's academic program through standardized test scores
- **Professional development requirements:** Participation in professional development programs that contribute to the understanding of classical Christian education and the ability of teachers and staff to implement it

MA is happy to be an accredited member of an association of schools throughout the country that are working to provide students with a classical Christian education.



3 | Admissions

Admissions Process

Parents and students interested in the Diploma Program should purchase and complete the online application and entrance exams between November 1 and March 15.

The entrance exams test each student on two primary subjects: language arts and mathematics. The language arts portion covers word definitions and a reading test. The mathematics exams cover arithmetic, Pre-Algebra, and Algebra I. If a student is currently taking Pre-Algebra, then he or she need not take the exam for Algebra I. The Pre-Algebra and Algebra I exams are designed knowing that applicants might only be partway through their studies.

Submission of the application and entrance exams are not a guarantee of acceptance. The administration will make a decision about your student's acceptance and notify you with the results.

Upon acceptance, the administration will work with both the parents and the student to create an individualized high school degree map. This consultation will ensure that each student can successfully complete the requirements for graduation.

Before general registration for MA opens each year, diploma students are able to register for their courses. In addition to this early registration period, the administration will work with each student to secure a spot in any required course.

Step 1:
Application and
Entrance Exams

Step 2:
Admissions and
Consultation

Step 3:
Registration

Cost and Deadlines for Admission

There is a \$25 application fee. Applications open in November and close on March 15 of each year. While applications may be accepted after this close date, there is no guarantee late applications will be reviewed.

Entrance Examinations and Acceptance

Students demonstrate a strong academic foundation by maintaining at least a B+ average on all their entrance exams. However, the administration does weigh other factors when evaluating a student candidate. For this reason, parents and students are encouraged to include a transcript of past courses and a writing sample in the application. Achievements in past MA courses are also taken into account.

Yearly Costs and Fees

Diploma students receive a 15% discount on all MA classes and pay a yearly Diploma Program fee. They must enroll in a minimum of five credits with the academy each year. Costs are kept to a minimum, and a payment plan is available.

| | |
|-----------------------|---------|
| Yearly Enrollment Fee | \$225 |
| Tuition* | \$2,975 |
| Total | \$3,200 |

**Tuition amount is approximate. Diploma students must enroll in a minimum of five full-year courses annually and are encouraged to take seven.*

State Requirements

The Diploma Program was developed and organized to help students meet or exceed the requirements in all 50 states. For example, the program includes 6.5 free elective credits, and a student should use these electives to satisfy the specific requirements of his or her state. The state may consider a Diploma Program student homeschooled, so it is the responsibility of each student to ensure that he or she follows the laws and guidelines for homeschooling in each state. Please note that standards vary from state to state and are subject to change; students must follow all applicable laws and stay aware of any changes to the law.

While homeschooling families may not be required to meet state diploma requirements, it is good to take them into consideration when designing a high school course plan if applying for state scholarships or admission to state universities.

Diploma Program Benefits

- 15% tuition discount
- Transcripts from accredited institution
- Early registration
- High school academic guidance
- In-person graduation ceremony



4 | Academic Information

Program Overview

In partnership with committed homeschool families around the world, the Diploma Program provides a path to high school graduation. To earn a Memoria Academy diploma, students accepted into the program must meet or exceed the credit and curricular requirements outlined below.

Credit Requirements

Each student must earn at least 28 credits to graduate. Below is a specific breakdown of the credits required for graduation.

| | |
|--------------|-----------|
| Latin | 4 |
| History | 4 |
| Math | 3 |
| Science | 3 |
| Literature | 3 |
| Writing | 2 |
| Logic | 2 |
| Government | 0.5 |
| Electives | 6.5 |
| Total | 28 |

Credits Taken Elsewhere

Students may take some classes outside of Memoria Academy and still receive course credit. While the average student will take seven credits per year, only five of these credits each year must come from MA. Students may complete the two remaining credits at home, a local co-op, a high school, a community college, or MA. To award credit for classes taken outside MA, some documentation will be required: proof of work, a syllabus, number of credits awarded, and a final grade. Non-academic electives are pass/fail and will receive a grade of P or F.

At the end of each academic year, parents must update their student's records by sending this documentation to Memoria Academy.

Credits Taken Prior to High School

Practices on accepting high school credit from grades 7 and 8 vary by state and institution. After successful completion of entrance exams, the administration will evaluate the student's transcript to see if anything can be counted as high school credit. Generally, no coursework prior to ninth grade will be accepted for high school credit on a student's transcript, but curricular requirements can be achieved prior to ninth grade.

Elective Credits

The Diploma Program requires each student to complete 6.5 elective credits. Students can use these credits to enrich their education by taking classes that are outside the core requirements of the Diploma Program. These credits can be taken inside or outside MA.

While Memoria Academy places no limitation on these elective credits provided that they meet specific standards of academic rigor, students are strongly encouraged to use these electives in one of two ways: (1) to strengthen a high school transcript by taking additional classes in a specific academic area, or (2) to satisfy any state-specific credit/curricular requirements for graduation.

Curricular Requirements

In addition to the credit requirements, many subjects have specific curricular requirements. The chart below indicates the courses that students must take as part of their high school program. All Latin, literature, and logic courses below must be taken with MA. Also, students are required to take at least one AP or dual credit-level course.

| | |
|------------|--|
| Latin | One translation course: Caesar, Christian Latin, Cicero, or AP Latin |
| History | Classical Studies I, Classical Studies II |
| Math | Algebra I, Algebra II, Geometry |
| Literature | The Divine Comedy |
| Logic | Traditional Logic I & II, Material Logic, and Classical Rhetoric |
| Government | American Government |

Latin-Specific Requirements

Not all Latin programs will equip students with the grammatical competencies necessary to translate difficult Latin texts like Cicero and Virgil. To ensure that students are sufficiently prepared for the rigors of Latin translation, students must take all of their Latin credits from Memoria Academy, using the Memoria Press Latin curriculum. The administration may grant an exception to this Latin policy on a case-by-case basis, but no exception is guaranteed.

Testing Requirements

Students are required to take all of these assessments to graduate. Families must arrange to take these tests locally and have the scores reported to Memoria Academy by scanning the documents or having the results directly reported to the academy.

- **PSAT or CLT10:** The PSAT is taken during the fall of the junior year, and the CLT10 is taken in the sophomore year. Scores from the PSAT are used to determine National Merit Scholars (only scores from the junior year). The PSAT code for MA is 180036.
- **SAT, ACT, or CLT:** Students may take either the SAT, the ACT, or the CLT. The SAT is usually taken during the spring of the junior year, the ACT is usually taken during the fall of the senior year, and the CLT may be taken any time during the senior year. Students may use the MA school code (180036) or the homeschooling code (97000 for SAT; 969-999 for ACT). If registering as a homeschooler, the scores are sent directly to the student's home and will then need to be sent to the academy.

Academic Standing

Every student's academic standing is reviewed at the end of each semester. Each diploma student is categorized into one of the following classifications of academic standing.

- **Good Standing:** A student is considered to be in good standing if he or she has a grade of at least an 83% (B), both in the semester that is the subject of academic review and in the cumulative total.
- **Academic Warning:** If a student's grade in the last semester is below 83% (B), the student is placed on academic warning. He or she must achieve at least an 83% (B) evaluated over the subsequent semester. Academic warning and academic probation may occur simultaneously.
- **Academic Probation:** A student is considered to be on academic probation when his or her cumulative grade-point average falls below 83% (B). He or she must achieve at least an 83% (B) evaluated over the subsequent year of coursework.
- **Academic Dismissal:** Failure to satisfy requirements for removal from academic probation will result in academic dismissal. This standing requires that the student withdraw from the Diploma Program, though he or she may continue to take individual classes. If the student desires to re-enter the Diploma Program, he or she must apply for readmission. Readmission, however, is not automatic. If readmission is granted, the student will be admitted on academic probation.

Sample Course Plan

Freshman Year

| | | Credit |
|------------|-----------------------------|--------|
| Latin | Henle II** | 1.0 |
| History | Classical Studies I* | 1.0 |
| Math | Algebra I* | 1.0 |
| Science | Intro to Physics | 1.0 |
| Literature | 9th Grade Literature | 1.0 |
| Writing | High School Composition I | 1.0 |
| Logic | Traditional Logic I and II* | 1.0 |

Sophomore Year

| | | Credit |
|------------|----------------------------|--------|
| Latin | Christian Latin* | 1.0 |
| History | Classical Studies II* | 1.0 |
| Math | Algebra II* | 1.0 |
| Science | Biology | 1.0 |
| Literature | 10th Grade Literature | 1.0 |
| Writing | High School Composition II | 1.0 |
| Elective | Any | 1.0 |

*Curricular requirements

**Students who have not completed Second Form or higher should start in Henle I

Junior Year

| | | Credit |
|------------|--|--------|
| Latin | Henle III* | 1.0 |
| History | AP U.S. History | 1.0 |
| Math | Geometry* | 1.0 |
| Science | Chemistry | 1.0 |
| Literature | The Divine Comedy* | 1.0 |
| Writing | High School Composition III | 1.0 |
| Logic | Material Logic and Classical Rhetoric* | 1.0 |

Senior Year

| | | Credit |
|------------|--|--------|
| Latin | AP Latin* | 1.0 |
| History | Medieval or European History | 1.0 |
| Math | Precalculus (or Elective) | 1.0 |
| Science | Anatomy or Advanced Physics | 1.0 |
| Literature | Senior Seminar (or Elective) | 1.0 |
| Writing | High School Composition IV and Essay Intensive (or Elective) | 1.0 |
| Government | American Government* | 0.5 |
| Elective | Any | 0.5 |



COOKE HALL