



COLUMBUS
CLASSICAL
ACADEMY

Upper School Preview | 2025

Teaching Knowledge. Forming Virtue.

◆ INCOMING CREDITS ◆

Students who enrolled in Columbus Classical Academy beginning in 6th grade or prior, and who have followed the recommended sequence for Latin and Mathematics, could potentially enter 9th grade having earned 3.0 high school credits.

Sixth Grade	Seventh Grade	Eighth Grade	Eighth Grade
Latin IA	Latin IB	Latin II	Algebra I
0.5 credit	0.5 credit	1.0 credit	1.0 credit

Ninth Grade

	Course	Semester Credits Earned		Total Course Credit
Literature	Ancient Literature	Fall: 0.5	Spring: 0.5	1.0
History & Civics	Ancient World History to A.D. 500	Fall: 0.5	Spring: 0.5	1.0
Science	Biology	Fall: 0.5	Spring: 0.5	1.0
Mathematics	Algebra I Geometry Algebra II	Fall: 0.5	Spring: 0.5	1.0
Foreign Language	Latin IA, IB, II, or III	Fall: 0.5	Spring: 0.5	1.0
Reading, Writing & Speaking	Logic	Fall: 0.5	-	0.5
Reading, Writing & Speaking	Rhetoric	-	Spring: 0.5	0.5
Potential Electives*	Physical Education Art Foundations I Art Foundations II Music History Preceptorial			

Tenth Grade

	Course	Semester Credits Earned		Total Course Credit
Literature	Medieval & British Literature	Fall: 0.5	Spring: 0.5	1.0
History & Civics	European History: 500-1815	Fall: 0.5	Spring: 0.5	1.0
History & Civics	Introduction to Moral & Political Philosophy	Fall: 0.5	-	0.5
History & Civics	Economics	-	Spring: 0.5	0.5
Science	Chemistry	Fall: 0.5	Spring: 0.5	1.0
Mathematics	Geometry Algebra II Pre-Calculus/Trigonometry	Fall: 0.5	Spring: 0.5	1.0
Foreign Language	Latin IA, IB, II, or III	Fall: 0.5	Spring: 0.5	1.0
Potential Elective*	Physical Education Art Foundations I Art Foundations II Music History Speech & Debate Preceptorial			

**Electives offered each academic year are contingent upon faculty availability and academic scheduling factors. Specific course offerings are being reviewed. Course descriptions will be available when scheduling for the 2025-2026 academic year.*

Eleventh Grade

	Course	Semester Credits Earned		Total Course Credit
Literature	American Literature	Fall: 0.5	Spring: 0.5	1.0
History & Civics	American History: 1607 - Present	Fall: 0.5	Spring: 0.5	1.0
History & Civics	Moral & Political Philosophy	Fall: 0.5	-	0.5
Science	Physics Advanced Science	Fall: 0.5	Spring: 0.5	1.0
Mathematics	Geometry Algebra II Pre-Calculus/Trigonometry	Fall: 0.5	Spring: 0.5	1.0
Foreign Language	Latin II, III, or IV	Fall: 0.5	Spring: 0.5	1.0
Potential Electives*	Physical Education Art Foundations I Art Foundations II Preceptorial Music (TBD) Modern Foreign Language (TBD) Speech & Debate			

Twelfth Grade

	Course	Semester Credits Earned		Total Course Credit
Literature	Modern Literature	Fall: 0.5	Spring: 0.5	1.0
History & Civics	Modern World History: 1815 - Present	Fall: 0.5	Spring: 0.5	1.0
History & Civics	American Government & Politics	Fall: 0.5	Spring: 0.5	1.0
Science	Astronomy Advanced Science	Fall: 0.5	Spring: 0.5	1.0
Mathematics	Algebra II Pre-Calculus/Trigonometry Calculus	Fall: 0.5	Spring: 0.5	1.0
Foreign Language	Latin II, III, or IV	Fall: 0.5	Spring: 0.5	1.0
Reading, Writing & Speaking	Senior Thesis	Fall: 0.25	Spring: 0.25	0.5
Potential Electives*	Physical Education Art Foundations I Art Foundations II Preceptorial Music (TBD) Modern Foreign Language (TBD) Speech & Debate			

◆ ELECTIVES ◆

Elective courses are designed to complement the overall academic program by providing an opportunity for students and faculty to explore specific topics in greater depth. The Hillsdale K-12 Program Guide offers the following recommended Fine Arts and Physical Education Electives for students in grades nine through twelve. As Columbus Classical Academy continues to grow, elective course offerings may include any of the following, as well as Modern Foreign Language courses. Offerings in any given year will be based on faculty availability and academic scheduling factors. Most electives are semester courses in which students can earn a 0.5 high school credits.

Band Ensemble | Class Piano | Conducting | Music History - Medieval | Music History - Renaissance
 Music History - Baroque | Music History - Classical | Music History - Romantic | Music History - Modern
 Music Theory & Composition | Orchestral Ensemble | Vocal Ensemble | Composition & Design: Mixed Media
 Portrait Drawing/Painting | Drama/Theatre | Physical Education | Modern Foreign Language (TBD) | Speech & Debate |

Preceptorials: Occasionally, faculty will offer a Preceptorial Course which promotes a deeper study of a narrowed topic such as an author study, genre study, or the exploration of a single text over the course of a semester.



COLUMBUS CLASSICAL ACADEMY

NINTH GRADE CURRICULUM OVERVIEW

Ancient Literature | Grade Level: 9 | HS Credits: 1

This course introduces students to the foundations of Western Civilization through the epic poetry of *The Iliad*, *The Odyssey*, and *The Aeneid*. These epic narratives elevate human struggles and conflicts to cosmic significance and offer their listeners an all-encompassing portrait of divinity, humanity, and nature, as well as a common cultural identity. Students will learn the language of epic poetry and wrestle with ancient questions about transcendent greatness, heroism, the centrality of the family, and the nature of the good life. As a complement to these works, students will read tragedies by Sophocles as well as William Shakespeare's *Julius Caesar*.

Rhetoric | Grade Level: 9 | HS Credits: 0.5

Among the marks of a well-educated person is the ability to articulate his or her thoughts clearly and concisely. While this is often emphasized in one's writing, this same ability is no less important in spoken discourse. Rhetoric aims to train students in the art of speaking well. Students will learn to identify and utilize the different modes of persuasion, craft superior speeches through the five canons of rhetoric, and judge speeches for their logical merit. Students will encounter and understand excellent examples of rhetoric through the study of historical speeches. Additionally, students will compose and deliver their own speeches, developing their powers of composition and public speaking.

Formal Logic | Grade Level: 9 | HS Credits: 0.5

This course introduces students to the fundamental principles and rules of logic as first formulated in Aristotle's *Organon* and as further developed and systematized by ancient and medieval commentators. In addition, it introduces students to the philosophical principles that underlie traditional logic; therefore, it contains both a theoretical component as "the rational science" and a practical component as "the art of reasoning." The course proceeds according to the natural order of the three acts traditionally ascribed to the intellect: simple apprehension, judgment, and reasoning. Upon completion of this course, students will be able to demonstrate: 1) an understanding of the traditional theory of human knowing; 2) the ability to implement this theory in determining the order and method proper to the various arts and sciences; and 3) the ability to analyze arguments for logical validity and to construct logical demonstrations.

Prerequisite: 8th Grade Grammar and Composition

Ancient World to A.D. 500 | Grade Level: 9 | HS Credits: 1

This course explores the foundations of Western Civilization from the first cities in Mesopotamia to the end of the Western Roman Empire. While the teacher and secondary sources will help to provide narrative history and explanations, the course readings will often let these ancient civilizations speak for themselves through the study of primary sources and artifacts. Major topics will include histories of the Mediterranean and Near East; the Hebrews; Ancient Greek culture, wars, and philosophy; Republican and Imperial Rome; Christianity and the early church; and the crisis and division of Rome. Students should leave this course with a working knowledge of the origins of Western Civilization in the ideas, people, and institutions of the Greek, Hebrew, and Roman worlds and of early Christian history.

Geometry | Grade Level: 9 | HS Credits: 1

This course introduces students to Euclidean Geometry as a demonstrative discipline through proofs of geometrical propositions from certain and self-evident principles. In addition to exploring the foundations of geometrical knowledge, students are taught how to apply that knowledge to concrete problems and how to integrate pure geometry with algebraic reasoning and expression. This course places a special emphasis on the nature of demonstrative knowledge, the development of logical thinking skills, and the arts of analytic and synthetic reasoning. Major topics include lines and angles, triangles, polygons, quadrilaterals, circles, ratio and proportion, coordinates, and spheres.

Prerequisite: Algebra I

Biology | Grade Level: 9 | HS Credits: 1

This course is a comprehensive survey of the science of biology. The course begins with a study of the basic chemical processes important to biology and then works its way through the study of the cell, genetics, organisms, and the classification of organisms. The course then moves into a study of the human body and concludes with an introduction to environmental science and the interaction of biological communities and their ecosystems. In-class presentations and discussions are complemented by laboratory experiments that teach students the processes of science and data interpretations, while they also reinforce the factual content of the curriculum.



LITERATURE HIGHLIGHTS

The Odyssey, Homer
The Iliad, Homer
The Oedipus Cycle, Sophocles
The Aeneid, Virgil
Julius Caesar, Shakespeare



ADJUSTED SEQUENCES

The Hillsdale K-12 Program Guide outlines a recommended course of study with embedded flexibility for meeting the needs of students who may require an adjustment to the sequence of classes, particularly in the early life of the school, or for students who enroll after sixth grade. See the Adjusted Course Sequences supplement for an overview of Mathematics and Latin courses as well as the Course Descriptions for Latin and Modern Foreign Languages. Relevant Course Descriptions are provided below for classes which may fall within an adjusted sequence during ninth grade.

High School Composition | Grade Level: 9 | HS Credits: 0.5

This course is designed for students who have not taken the 7th and 8th grade Grammar and Composition classes or for students who need additional practice in grammar and composition skills. The purpose of the course is to improve students' ability to write by reviewing basic grammar and focusing on the essentials of the writing and editing process. Knowledge of grammar provides students with the building blocks of the English language, and, in this way, helps them to become better thinkers and better writers. The semester will begin by reviewing the parts of speech, the process of sentence diagramming, and the basics of punctuation. Students will then be introduced to the invention, organization, style, and revision necessary for good composition.

Algebra I | Grade Level: 8 | HS Credits: 1

This course is a study of the fundamental ideas and processes of elementary algebra, with emphasis placed on the structure of mathematics. This structure provides a mental framework on which more complicated ideas can be built and helps students to understand that mathematics is a unified and connected body of knowledge. This course will help to lay the foundation needed in subsequent courses in mathematics and in other subjects by helping the student develop logical thinking and reasoning skills. Major topics include properties and sets of numbers, algebraic expressions, linear equations and inequalities, polynomials, quadratic equations, and functions.
*Prerequisite: Pre-Algebra; *Although Hillsdale College recommends that Algebra I be taken in 8th grade, this course is included in the 9-12 Course Catalog because it is awarded high school credit. Math placement is based on prior courses completed and readiness assessments; placement recommendations are discussed with parents.*



COLUMBUS CLASSICAL ACADEMY

TENTH GRADE CURRICULUM OVERVIEW

Medieval & British Literature | Grade Level: 10 | HS Credits: 1

This course continues the study of great works of literature that began with the Ancients, tracing the influence of the classical tradition on representative works of Medieval and British literature such as *Beowulf*, *The Canterbury Tales*, *Paradise Lost*, *Macbeth*, *Pride and Prejudice*, and *A Tale of Two Cities*. By engaging with the beauty, originality, and wisdom of these texts, students will come to reflect deeply upon questions concerning man's place in the cosmos, the struggle between good and evil, moral virtue, human freedom, and the dynamic interplay between love and reason in the pursuit of happiness. Throughout this course, students will be expected to read analytically, paying particular attention to the relationship between literary form and content, and they will develop strong habits of memorization, argumentation, and written composition.

Europe: 500-1815 | Grade Level: 10 | HS Credits: 1

This course spans the arch of European history from the fall of Rome through the exile of Napoleon Bonaparte, covering the various revolutions in theology, philosophy, law, and politics leading from the ancient world to the dawn of modern Europe. In due course, students encounter the Early, High, and Late Middle Ages, followed by the Renaissance, the Reformation, the Age of Exploration, the Scientific Revolution, the Enlightenment, and the French Revolution. As with other upper school history classes, this course will privilege the use of primary texts—an approach that better allows students to engage with the ideas, personalities, and cultures of the past. The teacher and supplementary secondary sources will help to guide students by providing narrative background and analysis.

Introduction to Moral and Political Philosophy | Grade Level: 10 | HS Credits: 0.5

This course introduces students to major themes in moral and political thought through a study of literature. Its emphasis on dystopian literature allows students to consider the greatest problems and dangers confronting the modern world. They will study the ways in which various modern developments—including the rise of ideology and utopianism, the unleashing of scientific and technological progress, and the spread of moral relativism—could contribute to tyranny, totalitarianism, and the degradation of the human soul. Students should leave the course with a deep appreciation of the importance of both philosophy and politics. They should see why we are in need of a genuine philosophy that guides us to the truth about human nature and nature as a whole, and they should see why we must work hard to defend self-government, the rule of law, and a healthy politics that protects liberty and promotes virtue. Authors studied include Jonathan Swift, Arthur Koestler, George Orwell, Aldous Huxley, and C.S. Lewis.

Economics | Grade Level: 10 | HS Credits: 0.5

This course will help young Americans appreciate and understand our free market system. Its primary goal is to introduce students to the economic way of thinking and to help develop mental tools that they can use to understand the complex interactions of a commercial society. The course begins by introducing students to the language of economics and teaches them to apply its principles and postulates to see conditions in a free market and to compare these conditions to alternative arrangements. After learning the basic foundations and uniqueness of the free market system, students will next study fundamental concepts of economics—including supply and demand, economizing actions, marginal decisions, opportunity costs, coordinating the actions of economizers, and market interventions—that will allow them to see the basic actions and interactions within the market. Finally, students will learn about the Keynesian model of macro-economics in order to help them understand current fiscal and monetary policy.

Algebra II | Grade Level: 10 | HS Credits: 1

This course enables students to continue to build upon and unify their knowledge of algebra and geometry through the study of analytic geometry, while it also provides the mathematical foundation necessary for more advanced courses and higher order math. The course aims to strengthen students' conceptual understanding of mathematics and numbers, in addition to their logical and spatial reasoning, and it will continue to build students' mathematical intuition. Major topics covered include polynomials; linear and quadratic equations, inequalities, and systems; properties and graphs of functions; linear functions; exponential and logarithmic functions; quadratic functions; and circles and their equations. The end of the course includes a brief introduction to trigonometry in order to emphasize the unity of algebraic and geometric procedures.

Prerequisite: Algebra I and Geometry

Chemistry | Grade Level: 10 | HS Credits: 1

This course offers a survey of major theories, models, laws, and concepts of modern chemistry. Through deliberate experimentation, measurement, data interpretation, and modeling, students will inquire about the nature and properties of matter, substance, substantial change, alteration, and material composition. Major units of study include modern atomic theory, the chemical elements, chemical bonding and formulas, stoichiometry, acid base reactions, kinetics and chemical equilibrium, and states of matter and gas laws. Throughout this course, a special emphasis is placed on understanding and applying the scientific method, acquiring rigorous habits of observation and experimentation, and learning how to use measurements of matter to inquire into the nature of matter.

Prerequisite: Completion of or concurrent enrollment in Algebra II



ADJUSTED SEQUENCES

The Hillsdale K-12 Program Guide outlines a recommended course of study with embedded flexibility for meeting the needs of students who may require an adjustment to the sequence of classes, particularly in the early life of the school, or for students who enroll after sixth grade. See the Adjusted Course Sequences supplement for an overview of Mathematics and Latin courses as well as the Course Descriptions for Latin and Modern Foreign Languages. Relevant Course Descriptions are provided below for classes which may fall within an adjusted sequence during tenth grade.

Algebra I | Grade Level: 8 | HS Credits: 1

This course is a study of the fundamental ideas and processes of elementary algebra, with emphasis placed on the structure of mathematics. This structure provides a mental framework on which more complicated ideas can be built and helps students to understand that mathematics is a unified and connected body of knowledge. This course will help to lay the foundation needed in subsequent courses in mathematics and in other subjects by helping the student develop logical thinking and reasoning skills. Major topics include properties and sets of numbers, algebraic expressions, linear equations and inequalities, polynomials, quadratic equations, and functions. *Prerequisite: Pre-Algebra; *Although Hillsdale College recommends that Algebra I be taken in 8th grade, this course is included in the 9-12 Course Catalog because it is awarded high school credit. Math placement is based on prior courses completed and readiness assessments; placement recommendations are discussed with parents.*

Geometry | Grade Level: 9 | HS Credits: 1

This course introduces students to Euclidean Geometry as a demonstrative discipline through proofs of geometrical propositions from certain and self-evident principles. In addition to exploring the foundations of geometrical knowledge, students are taught how to apply that knowledge to concrete problems and how to integrate pure geometry with algebraic reasoning and expression. This course places a special emphasis on the nature of demonstrative knowledge, the development of logical thinking skills, and the arts of analytic and synthetic reasoning. Major topics include lines and angles, triangles, polygons, quadrilaterals, circles, ratio and proportion, coordinates, and spheres.

Prerequisite: Algebra I

Trigonometry/Pre-Calculus | Grade Level: 11 | HS Credits: 1

Pre-Calculus, as its name suggests, helps to prepare students for Calculus, but it also builds extensively on ideas from Algebra II and Geometry. The course will review and dig deeper into major concepts from Algebra II before moving on to an in-depth study of Trigonometry, which is one of the most widely applicable topics in mathematics. The course ends with an introduction to Calculus and Discrete Mathematics, in order to prepare students for the highest-level math courses they will take in high school. The primary goals of the course are to solidify a foundation in algebra and trigonometry, to prepare students for calculus, business calculus, and finite mathematics, and to develop problem-solving skills that can be applied to the real world.

Prerequisite: Algebra II and Geometry

LITERATURE HIGHLIGHTS

<i>Inferno</i> , Dante	<i>Crito</i> , Plato
<i>Paradise Lost</i> , Milton	<i>Brave New World</i> , Huxley
<i>Pride and Prejudice</i> , Austen	<i>1984</i> , Orwell
<i>A Tale of Two Cities</i> , Dickens	<i>The Abolition of Man</i> , Lewis



COLUMBUS CLASSICAL ACADEMY

◆ LOOKING AHEAD ◆

Senior Thesis | Grade Level: 12 | HS Credits: 0.5

The Senior Thesis project requires students to choose one or more texts that have made a significant contribution to the development of knowledge and culture in Western civilization, and then to craft a lengthy argumentative essay that proposes an answer to real problems raised in those texts concerning human nature, the human good, and the natural order. The essay-writing process culminates in the oral presentation and defense of the thesis in front of a faculty panel and an audience of family members and friends. The senior thesis project is considered the capstone of students' entire classical K-12 education, insofar as it requires them to demonstrate their mastery over the liberal arts of grammar, logic, and rhetoric. In addition to being a capstone project, the senior thesis also represents a first step into a life of public discourse and civic virtue.



ADJUSTED COURSE SEQUENCES

◆ MATHEMATICS ◆

The Hillsdale K-12 Program Guide outlines a recommended mathematics course of study which informs math course placements. Columbus Classical Academy considers several factors: students' academic performance in sixth grade, previous coursework completed, Classic Learning Test scores, teacher recommendations, Principal consultations, and open discussion with parents/guardians.

	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
	Foundations Math	Math 7 (Pre-Algebra)	Algebra I	Geometry	Algebra II	Pre-Calculus/Trigonometry
<i>End of Sixth Grade</i>	Foundations Math	Algebra I	Geometry	Algebra II	Pre-Calculus/Trigonometry	Calculus
	Math 7 (Pre-Algebra)	Algebra I	Geometry	Algebra II	Pre-Calculus/Trigonometry	Calculus
	Algebra I	Geometry	Algebra II	Pre-Calculus/Trigonometry	Calculus	TBD

◆ LATIN & MODERN FOREIGN LANGUAGES ◆

The study of Latin is an essential component of a student's classical education. Depending on the grade in which a student enrolled and any prior course of study, adjustments to the recommended sequence may be required. Hillsdale College recommends that students begin Latin I in sixth grade and continue through Latin III in 9th grade. Students entering after sixth grade will still enter at Latin I level; when possible, they may proceed at an accelerated pace through the remainder of the sequence. Regardless of when they are taken, the Latin I and Latin II courses count for high school credit; for this reason, they have been included here. Recommendations regarding placement within Modern Foreign Language courses will reflect a thoughtful consideration the overall academic load for an individual student in a given year. Teacher and Principal recommendations for all course placements will be shared with parents/guardians as part of the scheduling process.

Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Latin IA	Latin IB	Latin II	Latin III	Latin IV	MFL	MFL
Latin IA	Latin IB	Latin II	Latin III	MFL	MFL	TBD
	Latin IA	Latin IB	Latin II	Latin III	Latin IV/MFL	TBD
		Latin IA	Latin IB	Latin II	Latin III	TBD
			Latin IA	Latin IB	Latin II	Latin III

◆ ADVANCED PLACEMENT & DUAL CREDIT ◆

While Columbus Classical Academy does not offer Advanced Placement courses designed and audited by the College Board, students are free to take Advanced Placement exams for college credit. Because of the rigorous nature of the Hillsdale K-12 Curriculum, students often are fully prepared for these exams.

Fidelity to the Hillsdale K-12 academic program is a reflection of the mission of Columbus Classical Academy, which informs all decision-making. Specifically, Dual Credit is a topic currently under review by school leadership; initial determinations will be made for the 2026-2027 academic year.



Latin IA | Grade Level: 6 | HS Credits: 0.5

Latin IA introduces students to the study of Latin and cultivates in them habits and skills that will be essential to their successful learning of the language. The course covers the first eight chapters of *Wheelock's Latin* along with Roman cultural studies. Major concepts that will be taught include Latin study skills; vocabulary; inflection; basic English grammar; how to read, parse, and diagram; verb and noun formation; 1st, 2nd, and 3rd conjugation verbs in the imperfect, present, and future tenses; subject-verb agreement; 1st, 2nd, and 3rd declension nouns; and 1st/2nd declension adjectives.

Latin IB | Grade Level: 7 | HS Credits: 0.5

Latin IB reinforces for students the concepts they learned in Latin IA as well as the habits and skills that are essential to continued success in learning the language. The course covers chapters 9-17 of *Wheelock's Latin* along with Roman cultural studies. Major concepts that will be taught include 3rd and 4th conjugation verbs; pluperfect, perfect, and future perfect tenses in the active voice; number; and 3rd declension adjectives.

Latin II | Grade Level: 8 | HS Credits: 1

This course continues the study of the Latin language and Roman culture and civilization begun in Latin I, covering chapters 18-27 of *Wheelock's Latin*. Primary focus is given to translating increasingly more complex adaptations of texts written by various Roman authors. Within each chapter, students learn new points of morphology and syntax, comparing Latin grammar and syntax to English. Major concepts that will be taught include the passive voice; 5th declension nouns; participles; the passive periphrastic; infinitives and indirect statements; and comparative and superlative adjectives.

Prerequisite: Latin I

Latin III | Grade Level: 9-12 | HS Credits: 1

Latin III reinforces concepts that students learned in Latin I-II and continues to build upon their skills in translation, their knowledge of linguistics, and their understanding of Roman culture. Additionally, this course enables students to begin reading more extended passages reworded from authentic Roman stories, as well as excerpts from authentic Latin texts. The course covers chapters 28-40 of *Wheelock's Latin*, together with readings from *Ritchie's Fabulae Faciles*. Major concepts that will be taught include the subjunctive mood; indirect questions and sequence of tenses; *cum* clauses; conditions; and the gerund and gerundive.

Prerequisite: Latin II

Latin IV (Elective) | Grade Level: 10-12 | HS Credits: 1

The chief purpose of the Latin IV course is to cultivate a leisured enjoyment in reading authentic Latin literature. To that end, this course will focus on enabling students to appreciate the beautiful content and style of original Latin texts. Nevertheless, grammatical concepts and constructions will continue to be reviewed, reinforced, and refined, and students will develop a deeper and more extensive understanding of Latin rhetorical devices and poetic conventions. Traditionally, the first authentic work of Latin literature that students read after completing the introductory grammar sequence is Julius Caesar's *Gallic War* (*De Bello Gallico*). This is typically followed by Virgil's *Aeneid*, and then selected orations from Cicero.

Prerequisite: Latin III

Modern Foreign Language | Grade Level: 10-12 | HS Credits: 1

Hillsdale College recommends two years of a modern foreign language elective. While most affiliate schools offer French, Spanish, or German, the courses offered will initially be based upon faculty considerations.

“Beyond the importance of learning Latin for preserving and participating in Western Civilization, students of the liberal arts and sciences also have much to gain from the study of Latin grammar. Art imitates nature, and every grammatical structure imitates something in the structure of the world. Such grammatical structures, moreover, give shape not only to words, but also to thought, so that different grammatical systems can conform the mind to reality in different ways. Latin grammar, in particular, shapes the mind in ways that most modern languages do not. As a highly inflected language, it is the form of Latin words, more than their position, that gives their grammatical function and establishes their interrelationships. The Latin grammar is concrete, rather than abstract, and it is capable of representing reality in a more integrated and perceptible way than is possible in an analytic language such as English. The inflected character of Latin grammar is also what establishes the language's uncommon degree of order and precision and equips the mind for orderly and precise thought.”

*Excerpt: Latin Curriculum Essay,
Hillsdale K-12 Program Guide*



COLUMBUS
CLASSICAL
ACADEMY

LATIN & MODERN FOREIGN LANGUAGES