



High School



Why High School at Heritage?

The world has changed dramatically over the past century. In the late 1800's we saw the introduction of the Industrial Revolution and the training of a workforce necessary to support it. In the late 1960's we began to move into the knowledge economy, and how to apply that knowledge became the currency of success. Today, we find ourselves in what has been called the innovation economy. This economy's currency is creativity, curiosity, independence, and intentionality with the ability to adapt to a changing environment, problem-solve, and apply unique perspectives borne out of an active imagination.

Unfortunately, our educational system wasn't designed to develop that type of student. Instead, it was designed to transfer information from the teacher to the student. Which begs the question, "What information does a student need?"

We are educating young men and women for jobs that don't exist yet, using skills that haven't been defined yet. Even if the sole purpose of education was to prepare your child for a successful career, it would be futile to try and guess what job that will be and what information they will need to do that job well. Which raises the most important question, "What is the purpose of education?"

We believe the purpose of education is not the transfer of information but rather the...

- **preparation of a mind** to listen carefully, reason wisely, think precisely, and articulate persuasively.
- **nurturing of a heart** to love the Lord their God, to serve His kingdom, and to engage culture faithfully.
- **development of a soul** to live and think with truth, wisdom, and excellence.

No matter what changes over the next 50 years, a person who possesses those traits and abilities will be uniquely prepared to rise above and shape culture. They will be faithful spouses, conscientious employees, active community members, and servant leaders. They will have an impact, creating ripples throughout their spheres of influence, and a clarion voice for Jesus Christ to a culture in need of a Savior.

So, think ahead to the day your children walk across the stage and take their diplomas. What do you want them to have learned both formally in the classroom and informally in the hallways and locker rooms? What skills and habits has their high school impressed upon them? In short, who have they become?

For the past two decades, Heritage Prep has provided a rigorous educational experience designed to help students think with excellence, believe with confidence, and live with character. With the launch of Heritage Prep High School, we now have the honor and privilege to finish what we start and equip our students to meet the demands of the world that is constantly changing.

We invite you to join us on this exciting journey!



Purpose

To provide an academically rigorous educational experience designed to help students know, love, and practice that which is true, good, and excellent and to prepare them to live purposefully and intelligently in the service of God and man.

Vision

To be a school known for graduates who positively shape culture through their faith and intellect.

Mission

Think with Excellence

Believe with Confidence

Live with Character



Portrait of

Beginning with the end in mind, we endeavor to develop students who:

1. Love the Lord their God with all their heart, soul, mind, and strength.

This is a student who possesses an informed passion for Christ, His church, and the work of His kingdom. The beauty of the gospel has so influenced him that the pursuit of holiness is not just a duty, but a delight. He understands that faith is lived out in the context of community, particularly the local church. He encounters Christ and His message through scripture, prayer, and Christian community.

2. Demonstrate mature Christian character and virtue.

This is a student who recognizes her own sin and need for forgiveness; she knows that salvation is found in the love and grace of Christ Jesus. She knows, loves, and practices that which is true, good, and beautiful and sees God as the ultimate source of these things. She possesses the virtues of faith, hope, love, prudence, justice, temperance, and courage. She demonstrates good manners, honorable relationships, self-control, and Christian leadership from a sincere desire to honor God rather than merely following the rules.

3. Possess the ability to live and think with truth, wisdom, and excellence.

This is a student who has developed a scholarly, biblically sound theological framework that will serve as a foundation for decision-making. He is grounded in the truth of God's Word and recognizes that the beginning of wisdom is the fear of the Lord. He strives to do his best in all things. He has the determination, grit, and strong work ethic necessary to do the good, hard work to which we have been called but also has a balanced view of work and rest. He recognizes that every vocation carries a divine calling and that Christ's kingdom is extended by faithful Christians living and working in a distinctively Christ-like manner and through the works of justice and mercy.



a Graduate

4. Are equipped to listen carefully, reason wisely, think precisely, and articulate persuasively.

This is a student who displays attributes of sound reason and resilient faith. She listens with empathy in order to understand and respect the perspective of others. She has the ability to lead and participate in gracious and meaningful conversations with those who are both like-minded and dissimilar. She possesses the critical thinking and problem-solving skills necessary to effectively analyze issues in order to make sound and reasoned judgments. She orders, prioritizes, and expresses thoughts well. She can think both logically and creatively to develop compelling arguments through the written and spoken word.

5. Develop a passion for lifelong learning.

This is a student who has such a strong foundation of learning that he is equipped to excel in whatever field of study he chooses. He endeavors to remain engaged in learning as a steward of his God-given talents and abilities. He is well-read in the important literature and ideas of Christian theology and Western civilization. His affections have been trained to appreciate beauty through consistent exposure to great masterpieces of art, music, and literature.

6. Serve the kingdom of God and engage culture faithfully.

This student realizes that the education she has received is not ultimately for her own personal advancement but should instead be employed to live purposefully and intelligently in the service of God and man in this city and beyond. She is equipped to articulate and defend her faith persuasively and humbly, apply Christian worldview principles to everyday life, and view every subject as integrated in and through the Lordship of Christ. She can engage people from diverse backgrounds and viewpoints in a winsome manner with truth, love, and grace and has a genuine desire to know, love, and serve them.

The Influence of a Classical Christian Education

At Heritage Prep, we integrate subjects and teach through the lens of a Biblical worldview. This is aimed at producing graduates who are mature and well suited to be a positive influence on society. We believe that classical Christian education has a noticeable impact on its graduates, and therefore, culture. This is confirmed in research conducted by the University of Notre Dame for the Cardus Education Survey. In 2018, The Association of Classical Christian Schools (ACCS) commissioned the University of Notre Dame to conduct a parallel study focusing on 24-to 42-year-old alumni from ACCS, religious homeschools, evangelical Christian schools, Catholic schools, private non-religious schools, and public schools on the topics of life choices, preparation, attitudes, values, opinions, and practices. Seven profile areas emerged from the data with the following results.

ACCS alumni were found to be more:

- Prepared for college and careers. ACCS alumni typically score higher on the SAT, earn more A's in college, earn a BA or higher, and feel more prepared to begin a career.
- Positive in their outlook on life. They feel more fulfilled, want a stronger relationship with God, and have a clear sense of purpose and direction. ACCS alumni have a great sense of hopefulness and gratitude.
- Committed to church communities. ACCS alumni are more likely to pray and read the Bible on a regular basis, and are much more likely to attend church and small group studies.
- Active in their faith, living out their faith through the church and within the home. ACCS alumni talk about God more, pray together, and even eat together more as a family.
- Traditional and conservative in their views of values, faith versus science, authority of the Bible, and the government's role in solving problems.
- Independent in their thinking and not swayed by the consensus, especially in the area of science. ACCS alumni believe the Bible is true in both science and history, and also believe that science and religion are compatible.
- Influential within culture. ACCS alumni engage successfully with society as a whole and positively shape culture. They believe in public debate and are empowered to impact culture.

We are confident that our alumni reflect the same life outcome profiles and we enjoy having the opportunity to partner with parents to raise up a generation that seeks to model a Christian lifestyle.



High School Distinctives

Distinct faculty

Our faculty is comprised of individuals who are not only engaging intellectuals but who are also grounded in Scripture and pursuing a dynamic walk with Christ. 100% of our high school faculty hold advanced degrees. We intentionally cap our class size at 15 which allows faculty the opportunity to know each student's interests and encourage them in their giftings.

Distinct curriculum

Our humanities course combines the disciplines of history, literature, and philosophy into a single cross-curricular and interdisciplinary course sequence. Each class period will take the form of a Socratic seminar that is designed to challenge students to articulate their perspective on the very best Christian and classical texts from Western Civilization.

Faculty guide students in honing the art of rhetoric, allowing students to experience the culmination of their classical education and endowing them with the ability to articulate timeless truths.

Seniors write a thesis on a deliberative topic that they defend before a small group of faculty, administration, and community leaders.

Distinct classroom

Our student's high school experience is not limited to the walls of a building; we will make use of the benefits of our location in Atlanta. Students experience the fine art, music, museums, universities and other bastions of culture a large city has to offer.

Professionals, researchers, and thought leaders from across the city lead students in short courses on culturally relevant and engaging topics. Students are paired with mentors within the professional community that align with their interests.

Distinct Schedule

Our schedule is built to deliver instruction in a creative and effective manner, allowing for a fluid and connected day. The high school day will have a later formal start with time built into the morning for tutoring, Bible studies, studying, or connecting with classmates at the coffee bar in Founders Hall. There is a 40-minute lunch period to provide an adequate break in the middle of the day to eat, relax, and recharge. The school day will end at 2:45 p.m. to give students the opportunity to participate in extracurricular activities. Friday afternoons are utilized for house activities, research projects, clubs, and performance rehearsals.

High School students enjoy week-long special topic exploration during our January "J" term. Freshmen and sophomores participate in a week-long STEAM or interdisciplinary course, while juniors and seniors participate in formative work experiences aimed at giving them exposure to career paths.

Distinct Trips

Students in 9th grade travel to Washington, DC, followed by mission trip opportunities in the sophomore year, college visits in the junior year, and a 2-week European seminar designed as a capstone of four years of Western studies.

Students experience the fine art, music, museums, universities and other bastions of culture a large city has to offer.

Intentional experiences

Athletics

Students participate in cross country, volleyball, basketball, tennis, and golf. Athletic teams compete in the Georgia Independent School Association (GISA).

Leadership development

High School students join a House upon entering Heritage Prep or when they enter middle school. Through our House Program, students build community, organize social events, serve in leadership roles, mentor younger students, compete against one another, and partner to serve our community. The Nehemiah Fellowship, a leadership program, is available to students in leadership positions within the House system.

Clubs

Students take part in a variety of clubs, including Speech and Debate, Student Government, Mock Trial, Drama, and Yearbook.

Service

Service is an important component to living out the mission of our school. Each class selects and engages in community service projects throughout the school year.

Arts

Heritage places a great value on the arts as being essential to an excellent education. We are committed to teach the arts in a way that deepens a student's love and appreciation of all that is true, good, and beautiful. Our focus on building lifelong skills means your child will draw, paint, sing, and act with a grace and level of excellence that is beautiful to experience.

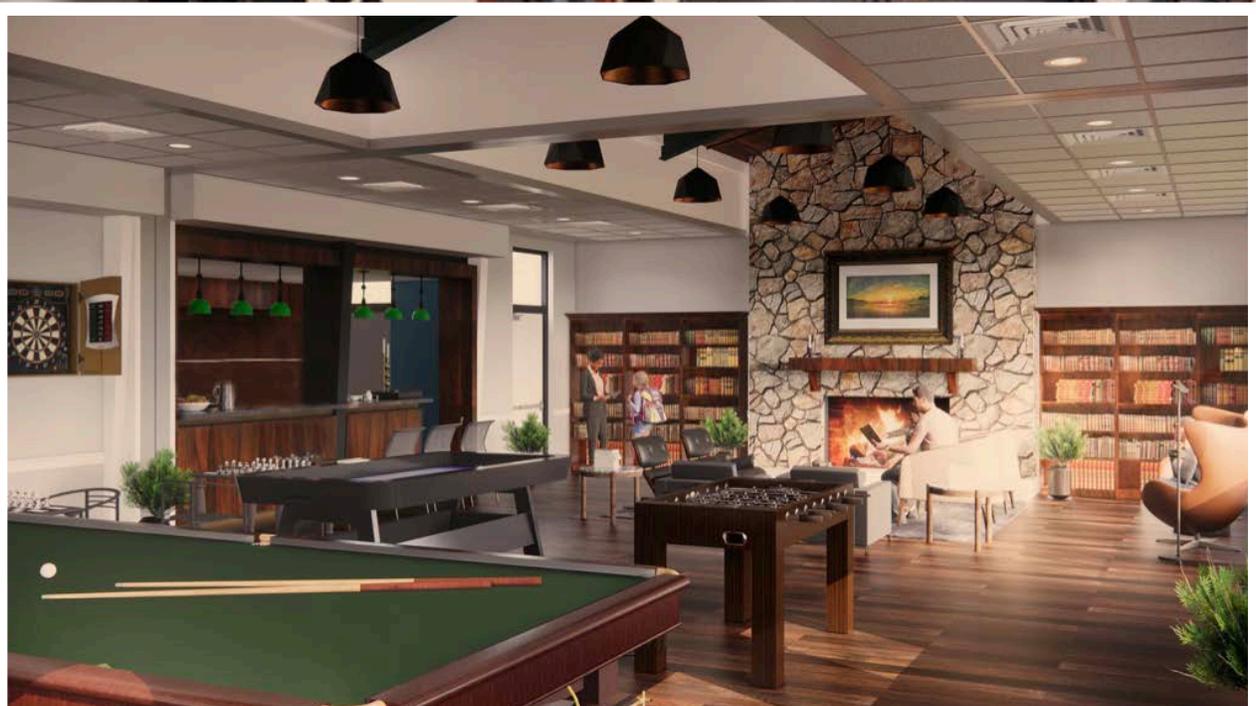
We offer a wide variety of visual and performing arts classes and clubs. Our art courses focus on replicating the masterpieces that span Western Civilization. In music, students learn to read, compose, and perform music at the concert and chamber choir level. Students interested in drama hone their acting skills and showcase these skills in performances. Our string instrument program offers students the opportunity to grow as musicians and participate in a quartet. The end goal of the arts program is to develop an appreciation for the arts, glorify God, and use our gifts for Him.



New Upper School Campus includes:

- Classroom spaces
- Science lab
- Art Gallery
- Music Room
- Founders Hall
(Student Activity Center)
- Cafeteria
- Sanctuary
- Courtyard Garden
- Study areas
- Administrative Offices
- Library





2021-2022 School Profile

Heritage Preparatory School

1700 Piedmont Avenue N.E.
Atlanta, GA 30324
(p) 404-815-7711
www.heritageprep.org

Leadership

Matthew H. Skinner, President
Erin L. Hames, Headmaster
Dr. Anthony Sciubba, Academic Dean
Kristen Smith-Vaniz, Counselor

College Counseling

Heritage Preparatory School seeks to build a foundation for students from which they will live out the purpose and plans God has prepared for them beyond graduation. We provide college guidance for each of our students to equip them in the university selection and application process. This includes gifting and aptitude assessment, annual course selection and planning, SAT and ACT test preparation, college visits, and step-by-step guidance through the admissions and scholarship process.

College Prep

At Heritage, we are concerned with what kind of person your child will grow to be. Our goal goes far beyond college preparation and standardized testing. We believe that is simply a low bar to meet. Therefore, we do not place emphasis on standardized testing, but rather, use testing to enhance instruction.

You want your child to be ready for what the future may bring. Heritage's education provides students with the skillset not only for college, but also for life beyond college. Our graduates are equipped with creativity, curiosity, and critical thinking skills that prepare them for an array of disciplines ranging from STEM to the arts.

School Community

Heritage Preparatory School is an independent, co-educational school serving students in preK-high school. Heritage Prep is a classical school in terms of both pedagogy and curricula. The school was founded in 1998 with high school added in 2021 and is located on approximately 14 acres in the city of Atlanta.

Affiliations and Accreditation

Heritage Prep is dually accredited with the Southern Association of Independent Schools (SAIS) and COGNIA (formerly AdvancEd and SACS). Heritage Prep is a member of the Association of Classical and Christian Schools and Society for Classical Learning.

Faculty

Heritage faculty are master teachers who have a passion for learning and who have advanced educational credentials and experience. 100% of the faculty serving in the high school hold advanced degrees.

The average class size is fifteen.

Financial Assistance

Heritage Prep maintains a healthy tuition assistance policy and program to ensure socio-economic diversity. Please contact our Business office for questions about financial assistance.

Academic Program Distinctives

Heritage Prep provides a rigorous, traditional liberal arts education. The core disciplines taught in the high school emphasize:

- Classical languages, the Great Books, mathematics, and natural sciences.
- Formal coursework in the liberal arts of grammar, logic, and rhetoric.
- Socratic seminars combining a study of history, literature, and philosophy.
- Laboratory experimentation in all science courses.
- The study and appreciation of the fine arts.

Senior Thesis

A graduation requirement for all Heritage Prep students, the Senior Thesis involves researching, writing, and presenting an original, deliberative argument. Seniors present and defend their theses before a panel of faculty members, subject matter experts, and community leaders. Each thesis must reflect critical thinking skills, in-depth research, excellence in presentation, and an ability to communicate effectively both from a manuscript and in oral defense.

European Studies Experience

The capstone of the four years of Western studies is a two-week European experience in the spring of the senior year. Students understand and engage the cultural and historical narrative of Europe from Rome to modernity.

Students learn how to plan and navigate in small groups, with minimal adult guidance, their experience in Europe. Research and writing before and after the trip serve to engage students in independent inquiry and research regarding areas of interest.

Foreign Language

While two units of the same foreign language are a graduation requirement, we encourage all students to take three units of the same foreign language. Students that have completed Latin III in Heritage middle school may elect to continue Latin in high school or may begin pursuing a different language through the foreign language lab.

Students new to Heritage must complete two units of Latin as a graduation requirement and may also elect to pursue other languages as an elective through the foreign language lab. New students with a background in Latin will take a placement exam in order to be placed into the proper Latin class.

Latin at the high school level focuses on using the language to analyze and enjoy Roman literature in its intended form. Students may elect to sit for the AP Latin exam after Latin V. Juniors and seniors may continue to study Latin through special topics courses to enhance their study of Latin and the classical world.

Language lab is offered in various languages such as Spanish, French, German, Italian, Chinese, and Japanese. The lab helps students become proficient in the language and gives them the opportunity to enjoy a new culture. Advanced students have the opportunity to study ancient Greek and Hebrew through an independent study or dual enrollment.

AP Credit

High school students will not take AP classes, but will have the opportunity to sit for numerous AP exams. Faculty will offer prep classes to prepare the students for these exams.

Grading and Assessment

The Heritage Prep grading system is based on a ten-point scale: 90-100 (A), 80-89 (B), 70-79 (C) and 60-69 (F).

- Due to selective admissions and small class sizes, Heritage Prep does not rank its students.
- No courses are designated Honors or AP; students will be eligible to sit for AP exams in multiple courses. Oral and written communication is emphasized across the curriculum.
- An unweighted cumulative GPA is provided on the final transcript.
- The highest possible GPA is 4.0.

Diploma Requirements

To earn a diploma from Heritage Prep, a student must satisfy the following credit requirements:

English	4.0
History	4.0
Mathematics	4.0
Science	4.0
Classical Rhetoric/Senior Thesis	1.0
Fine Arts	2.0
Foreign Language	2.0
Biblical Studies/Theology	2.0
PE	1.0

Curriculum Scope and Sequence

Class	Humanities	Theology	Science	Math	Foreign Language	Fine Arts
9	American	Philosophy of Religion	Physics	Geometry	Foreign Language	Art I and Music
10	European	Systematic Theology	Chemistry	Algebra II	Foreign Language	Art II and Music
11	Ancient and Medieval	Included in Humanities	Biology	Pre-Calculus	Foreign Language or Elective	Elective
12	Intersections between East, West, and the Global South	Included in Humanities	Advanced Science Course or Elective	Statistics/Calculus or Elective	Foreign Language or Elective	Senior Thesis/Classical Rhetoric

High School Schedule

Our schedule has been built to deliver instruction in a creative and effective manner, allowing for an engaging, fluid, and connected day. The high school schedule is designed to allow great conversations to continue without the forced ending of the period.

Students have a thirty-minute period at the beginning of the day between carpool drop-off and first class to have a cup of coffee, connect with classmates and teachers, and get ready for the day. Carpool drop-off begins at 7:30 a.m. with a class start time of 8:30 a.m. Students will enjoy a mid-day break of 40 minutes to enjoy lunch and prepare for afternoon classes. In order to combat the demands of the modern high schooler, the day will end at 2:45 p.m. to allow for extracurriculars, homework, and family time.

Students will lead and participate in chapel on Friday mornings. Worship service will begin with singing, followed by a message from a student, faculty member, or outside speaker. The chapel experience is a fundamental and distinctive part of a Heritage education. Its purpose is to provide the spiritual overtone that should guide students' decision-making in their daily lives. Friday afternoons will include clubs, flex time, house activities, and performance rehearsals.

Founders Tuition Discount

We acknowledge that being one of the first families involved in the launch of a new high school requires a step of faith. In an effort to demonstrate our commitment and appreciation for your partnership, we have designed the Founders Discount; a modified tuition schedule that will be applied to students who enter high school beginning in the 9th grade during the following years:

Class	Discount
2025	50%
2026	40%
2027	30%
2028	20%

To receive the discount, the student must have a completed application submitted by the application due date of the year they enter 9th grade. For example, those students in the Class of 2025 who will enter 9th grade in August 2021 must have their completed application submitted by February 1, 2021. The tuition will then be held flat for all four years of high school.

Course Descriptions

Humanities

The Heritage High School's Humanities Colloquium combines the disciplines of history, literature, and philosophy into a single cross-curricular and interdisciplinary course sequence. Each class period takes the form of a Socratic seminar that challenges students to articulate their perspective on the very best Christian and classical texts that survive from the East, West, and Global South. By honing this art of rhetoric, students experience the culmination of their classical education, endowing them with the ability to articulate timeless truths. Students learn how to analyze history through engaging directly with primary sources, how to write literature, essays, and speeches by reading the best novelists and poets, and how to think by studying the best ancient, medieval, and modern philosophers.

Class 9: American

The Freshman Seminar focuses on the classics of American government, philosophy, history, and literature. Students engage directly with the Christian foundations of American government by reading the sermons of Winthrop and Edwards alongside *Common Sense*, *The Declaration of Independence*, and *The Constitution of the United States*. By discussing political documents alongside the literary classics of American authors, students experience the history, literature, and government of the United States as it was lived from the Colonial through the Modern period. Students debate the merits of the Constitution with Madison, explore democracy with de Tocqueville, deplore slavery with Lincoln, roam the frontier with Cather, experience the euphoria of the Roaring Twenties with Fitzgerald, wallow in the Great Depression with Steinbeck, and dream with King. Students are prepared to take the AP United States History Exam.

The Freshman Seminar Reading List:

- The Mayflower Compact
- Winthrop *City Upon a Hill*
- Edwards *A Faithful Narrative of the Surprising Work of God*
- Miller *The Crucible*
- Hawthorne *The Scarlet Letter*
- Paine *Common Sense*
- The Declaration of Independence
- The Constitution of the United States
- Madison *The Federalist Papers, Number 10*
- Marbury v. Madison
- de Tocqueville *Democracy in America*, Selections from
- Seneca Falls *Declaration of Sentiments and Resolutions*
- Melville *Billy Budd*
- Dred Scott v. Sanford
- The Emancipation Proclamation
- The Gettysburg Address
- Douglas *Autobiography of an American Slave*
- Du Bois *The Souls of Black Folk*, Selections from
- Alcott *Little Women*
- Cather *My Antonia*
- Fitzgerald *The Great Gatsby*
- Steinbeck *Of Mice and Men*
- Faulkner *A Rose for Emily*
- O'Connor *The Complete Stories*, Selections from
- Hemingway *Old Man and the Sea* (Frontier/Nature); *Hills Like White Elephants*
- Salinger *Catcher in the Rye*
- Plessy v. Ferguson
- Brown v. Board of Education
- King *Letter from a Birmingham Jail*, *I Have a Dream*

Class 10: European

The Sophomore Seminar focuses on the classics of European government, economics, psychology, history, philosophy, and literature from the bubonic plague (1348) through the modern period. As such, this course integrates the social sciences into the humanities more than its American counterpart. During this course, students study psychology with Freud, communism with Marx, capitalism with Smith, and government with Locke. Students apply their theological education to their readings of Nietzsche, placing him in dialogue with the Christian classics of Chesterton and Dostoevski. Recognizing that the latter was correct in his assertion that beauty would “save the world,” students read, discuss, and write about the dense philosophy of the French Enlightenment alongside the novels of Bronte, Shelly, Dickens, Austen, and the plays of Shakespeare. Students are prepared to take the AP European History Exam.

The Sophomore Seminar Reading List:

- Milton *Paradise Lost*
- Austen *Pride and Prejudice*
- Dickens *A Tale of Two Cities*
- Shelly *Frankenstein*
- Machaevelli *The Prince*
- Moore *Utopia*
- Locke *Second Treatise on Government*, Selections from
- Hobbes *Leviathan*, Selections from
- Rousseau *Discourse on Inequality*, Selections from
- Kant *Foundations of the Metaphysics of Morals*, Selections from
- Descartes *Meditations on First Philosophy*
- Pascal *Pensées*, Selections from
- Freud *Introductory Lectures on Psychoanalysis*, Selections from
- Smith *Wealth of Nations*, Selections from
- Marx *Communist Manifesto*
- Nietzsche *The Antichrist*
- G. K. Chesterton *Orthodoxy*
- Dostoevski *Crime and Punishment*
- Solzhenitsyn *One Day in the Life of Ivan Denisovich*
- Huxley *Brave New World*
- Bradbury *Fahrenheit 451*
- Golding *Lord of the Flies*
- Shakespeare *Richard II, Henry IV, The Tempest, As You Like It, Hamlet, Macbeth, King Lear, and Romeo and Juliette*
- Hardy *The Mayor of Casterbridge*
- Charlotte Bronte *Jane Eyre*
- Emily Bronte *Wuthering Heights*; Selected Poems

Class 11: Ancient and Medieval

The Junior Seminar focuses on the epic poems, treatises, dialogues, and dramas that conferred the title of “The Classics” to ancient and Medieval literature. Having examined the most foundational texts for American and European society, juniors have the maturity and the skillset to read, discuss, debate, and write about the more archaic and advanced classics of the ancient and Medieval worlds. Previous iterations of the Humanities Colloquium emphasized various aspects of psychology, government, politics, and economics where appropriate, leaving theology to be taught in a separate course during the freshman and sophomore years. Now Theology, as the “Queen of the Sciences,” moves to the center of the Humanities curriculum and becomes the lens through which all other disciplines, virtues, and ideas are analyzed during this dynamic and pivotal period of human history. After attaining the philosophical acumen to discuss philosophical ideas with Plato and Aristotle, students delve into the Christological consequences of Augustine and Aquinas, who model the practice of “faith seeking understanding.” It is also during this year that the students begin to transition from their roles as students to teachers, following Dante’s Virgil in their journey towards spiritual and intellectual maturity. Teachers continue to lead the junior seminar; however, faculty place a heavier emphasis on the work of discipleship, equipping

students with time tested strategies to lead discussions on chosen topics using the Socratic method, which they learn from Plato himself - practicing the art of rhetoric while reading Aristotle's treatise on the subject.

The Junior Seminar Reading List:

- Homer *The Odyssey*
- Plato *Apology, Republic, Euthyphro, Crito*
- Sophocles *The Three Theban Plays: Antigone, Oedipus the King, Oedipus at Colonus*
- Aristotle *Nicomachean Ethics, Rhetoric*
- Marcus Aurelius *Meditations*
- Augustine *Confessions*
- Beowulf
- Boethius *The Consolation of Philosophy*
- Aquinas *Summa Theologiae*, Selections from
- Chaucer, *The Canterbury Tales*
- Dante *Inferno, Purgatorio, and Paradiso*

Class 12: Intersections between East, West, and the Global South

The Senior Seminar is the culmination of the Heritage Humanities Colloquium, representing the rhetorical apex of the trivium that students receive in high school. This is the seminar in which students literally graduate from childhood to adulthood, joining their teachers as fellow interlocutors in the great conversation and fellow pilgrims on the journey toward intellectual holiness. This requires important changes to the methodology, scholarship, and content of the Senior Seminar. Methodologically speaking, it is at this stage that faculty recede into the background as participants rather than leaders of class discussions. Seniors take full ownership of their scholarship during this seminar. Previous course sequences included various assignments for papers, speeches, and creative projects, but all scholarship during the senior year is devoted to various aspects of the Senior Thesis, which seniors defend in the spring as the zenith of their rhetorical training. The content of this course also changes from Europe and America to Asia, Africa, and Latin America. After engaging directly with the principal classics of Western Civilization, seniors are prepared to study the venerable, ancient, diverse, and indeed Christian classics of Africa, Asia, and the Middle East. In so doing, they engage directly with the principal texts of many of the world's most significant religions, including Hinduism, Islam, Buddhism, Confucianism, and Taoism. Through this experience, students challenge the traditional narrative of Christianity as a "Western" religion, tracing its more rapid spread to the South and following its course along the Silk Roads to the East. This seminar critiques the passé and insidious representation of "The Classics" as white, Western, and European, showing our students that a classical and Christian education is at home in (rather than at odds with) a cosmopolitan and rapidly changing world. After completing the Senior Seminar of the Heritage Humanities Colloquium, students are prepared to sit for the AP English Language or AP English Literature Exam.

The Senior Seminar Reading List:

Middle East:

- Arabian Nights
- Yousafzai *I Am Malala* (Afghanistan)
- Hosseini *The Kite Runner* (Afghanistan)
- Mohammed *The Koran*, Selections from (Islam)
- Qureshi *Seeking Allah, Finding Jesus* (Islam and Christianity)

Global South:

- Conrad *Heart of Darkness* (African Colonialism)
- Schreiner *The Story of an African Farm* (African Literature)
- Shakespeare *Othello* (British Literature about Africa)
- Lamin Sanneh *Whose Religion is Christianity?*

- *The Gospel Beyond the West* (African Christianity)
- Cervantes *Don Quixote* (Latin American Literature)
- Jenkins *The Lost History of Christianity* (History of African and Asian Christianity)

Asia:

- Buck *The Good Earth* (Chinese Literature)
- Sun Tzu *The Art of War* (Chinese Literature)
- Tan *The Joy Luck Club* (Chinese American Literature)
- The Four Books of Confucianism *Mencius, Analects, Mean, Great Learning*, Selections from
- Hsün Tzu *The Xunzi* (Confucianism)
- Lao-tze (also Laozi) *Tao Te Ching* (Taoism)
- Chuang Tzu *The Zhuangzi* (Taoism)
- The Tang *Christian Monument* (Christianity)
- Murasaki *The Tale of Genji* (Japanese Literature)
- Basho *Selected Haiku* (Japanese Literature)
- Musashi *The Book of Five Rings: A Classic Text on the Japanese Way of the Sword* (Japanese Literature)
- Sato *Legends of the Samurai* (Japanese Literature)
- Endo *The Samurai* (Japanese Literature)
- The Mahabharata, Selections from (Hinduism)
- The Bhagavad Gita, Selections from (Hinduism)
- Schmemmann *For the Life of the World* (Eastern Christianity)

Science

Heritage High School’s science curriculum adopts a physics-first philosophy. An algebra-based physics course gives a solid foundation for chemistry, which in turn provides the necessary background for modern biology. Each course builds on and incorporates concepts from previous classes, in addition to providing historical and theological context for scientific thought and discoveries. All science instruction includes laboratory experimentation, and students apply their knowledge in a variety of hands-on experiments in each course. Students learn to craft well-structured written lab reports.

Class 9: Physics

As a discipline, physics is the basis for all other sciences. Our laboratory-based physics course explores topics in the fields of kinematics, dynamics, circular motion, gravitation, energy, momentum, harmonic and rotational motion, with a strong emphasis on written reports. Students engage with written material spanning the history of the development of physics, including Albert Einstein’s *Relativity: The Special and the General Theory*. *Prerequisite: Algebra I*

Class 10: Chemistry

Chemistry is a laboratory-based course in which students explore the behavior of the building blocks of matter. Topics of study include atomic structures and properties, the structures and properties of molecular and ionic compounds, intermolecular forces, chemical reactions, and chemical equilibrium, with a strong emphasis on well-structured written lab reports. Students engage with written material spanning the history of the development of chemistry, including Michael Faraday’s *The Chemical History of a Candle*. *Prerequisite: Physics*

Class 11: Biology

Our laboratory-based biology course explores topics including cell structures and energetics, cell communication and the cell cycle, heredity and genetics, and ecology. There is a strong emphasis on well-structured written reports. Students engage and interact with written

material spanning the history of the development of biology and the life sciences, including Charles Darwin's *On The Origin of the Species*. Students are prepared to sit for the AP Biology Exam. *Prerequisite: Chemistry*

Class 12: Science Elective

Class 12 Science courses may include advanced physics, advanced chemistry, molecular biology, or anatomy.

Mathematics

The mathematics curriculum at Heritage Preparatory School emphasizes collaboration, conversation, investigation, and hands-on learning to develop a deep conceptual understanding of mathematics. Students will learn through real-world applications and each course will have emphasis on problem solving and perseverance. Through the four years of coursework, students will advance from individuals with computational proficiency to confident mathematicians able to effectively communicate their learning and understanding.

Geometry

Geometry provides students with an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem solving. Students work directly with Euclid's elements and explore the definitions, postulates, propositions, theorems, constructions, and proofs within. Topics include logic, proof, parallel lines, polygons, perimeter, area, volume, surface area, similarity, congruence, trigonometry, and circles. Students work with the classical tools - compass, straightedge, protractor, and ruler - as well as digital tools for more complicated constructions. *Prerequisite: Algebra I*

Algebra II

Algebra II provides students with the opportunity to learn the language of communicating complex patterns and concepts while developing conceptual understanding and fluency. Students greatly extend topics from Algebra I and integrate topics from Algebra, Geometry, Discrete Math, and Statistics. Topics include functions, equations, inequalities, relations, probability and statistics, logarithmic and exponential relationships, quadratic equations, polynomial equations, complex numbers, and matrices. *Prerequisite: Algebra I and Geometry*

Trigonometry/Pre-Calculus

Trigonometry/Pre-Calculus serves as the bridge between Algebra and upper-level mathematics courses. A strong foundation in Algebra, determination in problem solving, and an interest in mathematics serves students well in this course. Topics include linear, polynomial, rational, exponential, logarithmic, trigonometric, and periodic functions as well as their graphs, trigonometric identities, Law of Sines and Cosines, systems of equations and inequalities, analytic geometry, sequences, counting theory, probability, as well as an introduction to limits and derivatives. *Prerequisite: Algebra II*

Calculus

Calculus provides students with an introduction to the mathematics of differential equations and integral calculus, learning the material as the mathematics of changes. Students focus on conceptual understanding and learn the material through algebra, graphical, and numerical approaches. Topics include functions, graphical analysis, limits, continuity, differentiation and integration of functions, derivatives, areas and volumes of non-regular shapes, sequences, series, integrals, and basic differential equations. *Prerequisite: Trigonometry/Pre-Calculus*

Statistics

Statistics provides students with a deep and practical understanding of data and probability. Students practice collecting, analyzing, interpreting, and presenting meaningful data using proper technology. Topics include sampling, line graphs, bar graphs, stemplots, histograms, box plots, scatter plots, mean, median, mode, distribution, the Central Limit Theorem, confidence intervals, standard deviation, linear regression, correlation, and the Chi-Square Distribution. Students also investigate real-world situations of misuse of data and how to appropriately apply statistical methods to interpret information.

Advanced Algebra I

Advanced Algebra I reinforces the topics covered in Algebra I while extending into both Geometry and Algebra II. The course provides a strong foundation for students to continue their mathematical career and has a focus on application and real-world problem solving. Topics include linear equations, inequalities, systems of equations, polynomials, factoring, rational expressions, radicals, quadratic equations, exponential functions, logarithmic functions, and geometry. *Prerequisite: Algebra I*

Theology

Theology is the beating heart of the Heritage High School Curriculum that determines the intellectual pulse of the Humanities, Arts, and Sciences. It is designed to ensure that our students' "love may abound more and more in knowledge and depth of insight, so that [they] may be able to discern what is best and may be pure and blameless until the day of Christ, filled with the fruit of righteousness that comes through Jesus Christ - to the glory and praise of God" (Philippians 1: 9-11). The first two courses are taught as their own independent lectures that provide the philosophical and theological structure for students to then practice during their junior and senior years. During their freshman year, students study Philosophy of Religion, an apologetics course that examines the principal arguments for and against the existence of God. After laying a strong philosophical foundation for God's existence during their freshman year, sophomores embark upon the study of Systematic Theology. This course presupposes the existence of God that was analyzed, interrogated, and established during the prior year and seeks to consider the philosophical consequences of Christian theology. After gaining a deeper understanding of the complicated relationships between various virtues and theological concepts, students then seek the superior wisdom of earlier Christian sages, studying "Patristic and Medieval Theology" within the context of the Junior Seminar. Having established a firm philosophical, theological, and historically informed foundation for their faith, students are in a strong position to study "Religions of the World" in the context of the Senior Seminar. The latter two theology courses are combined with the junior and senior year Humanities courses because the content of both courses is best understood through the discussion of classical texts.

Class 9: Philosophy of Religion

The goal of this course is to equip students to follow Peter's command: "Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect" (1 Peter 3:15). To this end, we examine the principal arguments for and against the existence of God. Recognizing that truth fears nothing in investigation, we make no effort to shelter students from arguments against the existence of God because we believe that the strength of our faith is revealed most clearly in its response to the strongest arguments against it. Atheism, like theism, is a spiritual commitment. It just so happens to be a spiritual commitment to nonspiritual existence. All philosophical systems are therefore built upon some form of faith, no matter how insipid it might be in practice. It is the conviction of the faculty teaching this course that atheism requires a heavier suspension of disbelief and that theism remains the most philosophically defensible position.

Freshman Theology Reading List:

- Keller *Reason for God*
- Lewis *Mere Christianity; The Screwtape Letters*
- McDowell *More Than a Carpenter*
- Craig, William Lane *On Guard: Defending Your Faith with Reason and Precision*

Class 10: Systematic Theology

This course is designed to help students navigate the philosophical consequences of their faith. Presupposing the existence of God, the relationship between grace and works, faith and reason, sacraments and virtues, habits and liturgy - all remain complicated questions that need to be understood in light of Scripture and the classical tradition. Various Christian denominations have articulated solutions to these problems through the ages, and all have been helpful in some form or fashion. It is our goal to help our students apply their philosophical knowledge to the Bible in pursuit of faith seeking understanding.

Sophomore Theology Reading List:

- Origen *On First Principles*, Selections from
- Athanasius *On the Incarnation of the Word*
- Augustine *On Christian Doctrine*
- Aquinas *Summa Theologiae*, Selections from
- Luther *On the Freedom of the Christian ; 95 Theses ; On Secular Authority*
- Calvin *Institutes of the Christian Religion*, Selections from
- Stott *The Cross of Christ*
- Bridges *The Discipline of Grace*
- Packer *Knowing God*

Class 11: Patristic and Medieval Theology

This course is taught within the context of the Junior Seminar of the Heritage High School Humanities Colloquium. See the Junior Seminar Course Description for details.

Class 12: Religions of the World

This course is taught within the context of the Senior Seminar of the Heritage Upper School Humanities Colloquium. See the Senior Seminar Course Description for details.

Foreign Language

Latin at the high school level focuses on using the language to analyze and enjoy Roman literature in its intended form. Students may elect to sit for the AP Latin exam after Latin V. Juniors and seniors may continue to study Latin through special topics courses to enhance their study of Latin and the classical world.

Foreign language lab is offered in various languages such as Spanish, French, German, Italian, Chinese, and Japanese. The lab helps students become proficient in the language and gives them the opportunity to enjoy a new culture. Advanced students have the opportunity to study ancient Greek and Hebrew through an independent study or dual enrollment.

The foreign language department at Heritage offers several course progressions.

Current Heritage Students

Students continuing to Heritage High School from Heritage Middle School can satisfy the language requirements by completing Latin IV or by completing two years of the same language in the foreign language lab. Students may elect to continue their studies through Latin or foreign language lab electives.

New Heritage Students

In order to satisfy graduation requirements, all new students must take two years of Latin. Students may elect to continue their studies through Latin or foreign language lab electives.

Latin I

Students new to Heritage in high school will begin Latin with this course. Students learn Latin through a series of tiered texts that emphasize the foundations of Latin grammar and build vocabulary through extensive reading.

Latin II

Students begin this course with intermediate texts that build word power and demonstrate advanced grammatical constructions. Students practice their reading comprehension skills while applying these concepts as they gradually read more complex literature.

Latin III

Middle and high school students taking Latin III continue advancing their study of grammar and honing their reading comprehension skills thus preparing them to begin reading authentic Roman literature including selections from the Latin Vulgate Bible.

Latin IV Advanced Latin Grammar

Students learn the most advanced grammatical constructions of Latin. Students apply new grammar with tiered readings of authentic texts at the intermediate level. This course exposes students to various genres of prose with selections from the Old and New Testaments of the Vulgate Bible, Cicero's speeches and letters, and Caesar's Gallic War.

Latin V Styles of Prose and Poetry

Students practice reading authentic Latin literature from the canon of classical authors. Students analyze prose styles and consider how informative and communicative writing can qualify as literature. Students also explore genres of poetry while learning about meter and the impact of sonic elements. This course allows students to explore a wide variety of styles and genres from the Roman period while discussing the effective use of literary and rhetorical devices in poetry and prose. Students will be prepared for the AP Latin Exam.

Latin VI Special Topics in Latin Literature

Students read, analyze, and discuss texts based on a central topic. Texts are curated based on the interests and level of fluency of the students. The topic of the course may be a particular author or time period or a theme such as virtue, mythology, historiography, politics of an era, love and elegy, etc. This course allows students to explore material not fully treated in other Latin classes and to demonstrate their expertise in Latin. Students may elect to take this class in both Class 11 or Class 12, or both.

Music

Class 9: Choral Foundations

This choir focuses on a deepening application of proper singing and choral techniques. Students learn correct vowel production, consonant production, breathing technique, expressiveness, and 2- to 4-part choral repertoire. Daily sight singing and music literacy is an important component. Students have an increased competence in note-reading, rhythm reading, score awareness, symbolic notational devices, and music directions written in other languages. Students perform with artistic integrity, giving careful attention to accuracy of pitches, rhythms, dynamics, and articulations. Repertoire includes a cappella and accompanied works from the Renaissance to the current century.

Class 10: Concert Choir

Students continue to learn correct vowel production, consonant production and 3- to 4-part singing. Goals at this level are increased vocal technique including the ability to control longer phrases, improved intonation, and sight singing regularly. Students have an increased competence in note-reading, rhythm reading, score awareness, and music directions written in other languages. Students perform with artistic integrity, giving careful attention to accuracy of pitches, rhythms, dynamics, and articulation. The repertoire includes a cappella and accompanied works from the Renaissance to the current century.

Class 11/12: Chamber Choir

This is an auditioned choir. Prerequisites include a vocal technique which is able to adjust to different styles of singing, strong sight-reading skills, accurate intonation, and vocal flexibility. A high degree of musicianship is expected in this choir. Repertoire consists of a wide variety of choral literature from the last five centuries. Members are expected to participate in outside performances and represent the school in a professional manner.

Art

Class 9: Foundations and 2D Design and Drawing

A fall semester course, Foundation and 2D Design, offers the students the opportunity to focus on creating many quick studies to develop a strong understanding of composition and design. Students master how to utilize rule of thirds, symmetry, lines- horizontal, vertical, diagonal (and what emotions they convey), leading lines, color theory, distortion, and creating a frame within a frame. Materials include pencil, pen and ink, paper collage, and charcoal.

A spring semester course, Drawing, offers the students the opportunity to expand their rendering skills. Students focus on two main areas - the ability to render an object proportionally and creating value. Techniques explored are contour and blind contour, value and gradation, perspective, and texture. Materials include pencil, charcoal, conte' crayon, oil pastels, and pastels.

Class 10: Printmaking, Fabric Design, Graphic Design and Photography, Documentary Film, and Animation

Fall semester students focus on developing their design skills. Woodblock, Linocut, screen printing, bookmaking, patternmaking, sewing, and computer-aided design are explored. This course takes the knowledge that the students have gained in 2D Design to practical application.

Spring semester students focus on developing their photographic compositional skills and creating a narrative voice. Self-portraits, landscape photography, and stop-motion animation are explored.

Class 11: Independent Study - AP Art

Students create a small body of work (8-12 pieces) inspired and informed by a specific concentration. The students work independently but have scheduled class critiques and deadlines. This is a fall and spring course culminating in submitting a portfolio of work for AP credit.

Class 12: Independent Study - AP Art

Students create a small body of work (8-12 pieces) inspired and informed by a specific concentration. The students work independently but have scheduled class critiques and deadlines. This is a fall and spring course culminating in submitting a portfolio of work for AP credit.

Leadership



Matthew H. Skinner

President

Matt Skinner is the President of Heritage Preparatory School, a position he assumed in June 2016. He has been in Christian education for the past 25 years, 20 of those years leading PK-12 traditional and classical Christian schools with enrollments ranging from 150 to 850 students. Prior to leading Heritage Preparatory School, Matt served as Headmaster of Heritage School in Fredericksburg, Texas; Hilton Head Christian Academy in Hilton Head, South Carolina; Landmark Christian School in Fairburn, Georgia; and Bracken Christian School in Bulverde, Texas.

Before being called into Christian education, Matt spent ten years as a Certified Public Accountant working with a variety of corporate and private clients throughout the southwest. He is an ordained minister and served as the first Executive Pastor of Braelinn Church in Peachtree City, Georgia (now Dogwood Church).

Matt holds a BBA in Accounting from the University of Texas-Arlington and a Master of Education in Educational Leadership from Covenant College.

Matt has been married for thirty-five years to Tracy and they have three children.

“I could not be more excited about the launch of Heritage Prep High School. Twenty years of leading high schools during my career has given me a clear vision and unyielding passion to create something different, something that will uniquely prepare our students for the world that awaits them.”

“Education without values, as useful as it is, seems rather to make man a more clever devil.”

C.S. Lewis



Erin L. Hames

Headmaster

Erin Hames is the Headmaster at Heritage Preparatory School. She previously served as the President of ReformEd, a law and consulting firm focused on improving educational opportunities and outcomes for children and students.

Prior to launching ReformEd, Erin served as Governor Deal's Deputy Chief of Staff for Policy and, prior to that, as Governor Perdue's Policy Director and Chief of Staff at the Georgia Department of Education. Erin started her career as a middle school teacher where she was named as her school's First Year Teacher of

the Year. She received her undergraduate degree from the University of Georgia College of Education and a law degree from Georgia State University College of Law. She also earned a Women's Certificate from Southeastern Baptist Theological Seminary where she served as President of the Women's Fellowship.

Erin is a member of the Board of Regents for the University System of Georgia where she chairs the Academic Affairs Committee, the State Bar of Georgia, the GeorgiaCAN Advisory Board, and the advisory board for the Atlanta Speech School. She previously served as an adjunct faculty member at the Georgia Institute of Technology where she taught a STEM Education Policy course. She received the 2016 Professional Achievement Award from the University of Georgia's College of Education, was a member of the 2013 40 Under 40 Class by the University of Georgia's Alumni Association and was selected as a 2010 Henry Toll Fellow by the Council of State Governments. She has been married to Ben for 18 years and they have two young children.

“Heritage brings together rigorous scholarship and the love of learning with a deep, authentic sense of Christian community. Launching the high school allows us to reimagine how those crucial four years will be spent if oriented toward the development of a student who embodies our portrait of a graduate. I could not be more excited to make this unique high school experience a reality for our students.”



Anthony Sciubba

Academic Dean

Anthony Sciubba began studying the intersection of Christian theology and classical literature as a history and theology major at Pepperdine University. Although they used different words to convey their ideas, Anthony found that the first generations of Christian believers were discussing the same big ideas that he and his friends were asking during their lunchtime Bible studies at his public high school. After college, he attended Yale University to pursue a Master of Religion in the History of Christianity, focusing on the literature and theology of this formative period. From there he went on to Oxford University and earned a Masters in Late Antique and Byzantine Studies in order to investigate how Christian monks and bishops articulated their faith amid the fall of the Roman Empire. After teaching Humanities and Latin to middle school and high school students at a classical school in Chandler, Arizona, he enrolled at Emory University to pursue his Ph.D. in History, focusing on Greece, Rome, Egypt, and ancient Christianity. Anthony has taught college classes in Theology and Humanities at both Pepperdine and Emory, and he is currently finishing his dissertation on how Egyptian monks used their theology to mediate social disputes during the fall of the Roman Empire. Anthony has found that middle school and high school students ask the most sincere and interesting questions about Christianity and the classics, and he is looking forward to the discoveries that his students will make in his Humanities and Theology seminars.



Kristen Smith-Vaniz

School Counselor

Kristen Smith-Vaniz is the School and College Counselor. Kristen is excited to match a student's needs with the university of his choice. She not only knows the college admissions landscape, but she also knows the unique programming offered at Heritage Prep High School, ensuring that our students benefit from a highly customized college admissions process, which we expect to pay significant dividends for our graduates. Kristen holds a Master of Arts in Marriage and Family Therapy from Richmond Graduate University as well as a BBA in Marketing from The University of Georgia. Her combined experience in marketing and professional counseling have well-equipped her for serving in this dual role of aiding students in the college selection process and supporting them in their emotional and spiritual development.

Kristen counseled for ten years both on staff with Building Intimate Marriages and in her own private practice, Renew Counseling. She is a licensed marriage and family therapist (LMFT), a national board-certified counselor (NBCC), and a certified Christian sex therapist (CCST). She has taught couples and other professional counselors at WinShape Retreat, The National Association of Christian Counselors, and churches across the country.

Kristen is married to Reid and they have three children.

