



TULSA
CLASSICAL ACADEMY

High School Prospectus

A tuition-free, classical
liberal arts education



Letter from the Headmaster

Inspiring virtue,
wisdom, and wonder

Promoting
a love of
learning



An American Classical Education

Dear parents,

Welcome to Tulsa Classical Academy, a Hillsdale College K-12 member school. We joyfully educate students from all over the Tulsa Metro area. As you consider the academic future of your student, we invite you to consider a paradigm shift in education. A shift that we believe will cultivate a confident, thoughtful, articulate soul, prepared for any challenge that life after high school may present.

The mission of TCA is to train the minds and improve the hearts of students through a content rich classical liberal arts curriculum, with instruction in the principles of moral character and civic virtue. Moral character and civic virtue rely on our willingness to pursue the truest things and seek the greatest good. A holistic education, like the one provided by TCA, imparts the truest knowledge and cultivates wisdom, wonder, and virtue in the souls of the students.

Each year, the community of LionHearts, committed to the pursuit of moral and academic excellence, will grow by one grade, until the 2027-28 school year, at which time, we will have our first graduating class.

Tulsa Classical Academy provides students with an education deeply rooted in the Western Tradition. Our curriculum is steeped in the Great Books and Great Minds that built Western Civilization.

We have a heart for excellent teaching and for recovering the art of teaching. We seek, coach, and implore our teachers to embody the same characteristics that we wish to instill in our students: a love of their content area

and zealous pursuit of ongoing learning, patience, a well ordered life, all of which is marked by the pursuit of a virtuous life.

Our school culture is built upon the life of virtue in the soul. Tulsa Classical Academy extols ten core virtues. The pursuit of virtue is at the heart of human happiness and the foundation upon which our school culture is formed. Every classroom is a sacred space, where teachers and students come together to pursue the truest and best ideas. Our honors level academic program encourages students to think clearly and logically and to communicate civilly, charitably, and thoughtfully. We believe by focusing our efforts on inculcating intellectual and moral virtue in the minds and hearts of our students, they will be more apt to succeed in future academic pursuits, participate fruitfully in their local communities, and flourish in their human relationships.

As you continue to discern whether Tulsa Classical Academy is the right fit for your student and your family, please use the prospectus. Inside you will find detailed information about our educational philosophy, pedagogy, curriculum, athletics, music and art, as well as our two high school trips, one to England and the other to Athens and Rome.

While we believe that classical education is for everyone, we recognize that only you and your student can determine if it is best for you. My sincere hope is that the prospectus will serve as a guide and an aid to making this decision.

Thank you for considering Tulsa Classical Academy for high school.



For it is with pleasures and pains that moral goodness is concerned... Hence the importance of having been trained in some way from infancy to feel joy and grief at the right things: true education is precisely this.

ARISTOTLE

Pax et Bonum

Ronald Garcia
Headmaster

High School Course of Studies (9-12)

The following is an overview of the coursework and academic vision of Tulsa Classical Academy. It is not a complete list of course offerings and it is subject to change. It should however, provide an accurate overview of what students should expect of the Tulsa Classical curriculum during grades 9-12.

I would like to offer a note regarding our Rhetoric course of studies. We deeply believe that the Western tradition and the wisdom that can be gleaned from it are at the heart of Western excellence. The

course of study, therefore, is deeply rooted in the history, literature, math, science, philosophy, and fine arts that built Western Civilization. We believe that our curriculum, pedagogy, and philosophy of education contribute to a rigorous honors level academic program. We believe that it is superior to other programs including AP programs. Oklahoma requires that we make at least four AP classes available to students. Those classes are available online outside of the school day because we believe that there is nothing comparable to our course of study.

Seeking to cultivate wisdom and virtue in our students and providing preparation, not just for college and career, but for life

OUR MISSION

English Language & Literature

FRESHMAN COMPOSITION

This course improves students' writing skills by reviewing grammar basics and focusing on the essentials of the writing and editing process. Students will learn parts of speech, sentence diagramming, and punctuation before being introduced to the invention, organization, style, and revision necessary for good composition. The course aims to help by providing them with the building blocks of the English language. It builds on their previous work with IEW in the lower grades. Grade 9. Semester 1. HS Credits: 0.5

FORMAL LOGIC

This course introduces students to the fundamental principles and rules of logic as formulated in Aristotle's *Organon* and developed by ancient and medieval commentators. It covers both the theoretical and practical components of logic, proceeding according to the natural order of the three acts traditionally ascribed to the intellect: simple apprehension, judgment, and reasoning. Students will learn to analyze arguments for validity and construct logical demonstrations. Grade 9. Semester 1. HS Credits: 0.5

RHETORIC

This course educates students in the art of speaking well, focusing on identifying and using different modes of persuasion, crafting superior speeches through the five canons of rhetoric, and judging speeches for their logical merit. Students will study historical speeches, compose and deliver their own speeches, and develop their powers of composition and public speaking. The course aims to cultivate the ability to articulate thoughts clearly and concisely. Grade 9. Semester 2. HS Credits: 0.5

ANCIENT GREEK & ROMAN LITERATURE

This course introduces students to the foundations of Western Civilization through the epic poetry of *The Iliad*, *The Odyssey*, and *The Aeneid*, as well as tragedies by Sophocles and Shakespeare's *Julius Caesar*. Students will learn the language of epic poetry and wrestle with ancient questions about heroism, family, and the good life. The course aims to provide students with a working knowledge of the origins of Western civilization. Grade 9. HS Credits: 1.0

BRITISH LITERATURE

This course continues the study of great works of literature, tracing the influence of the classical tradition on representative works of Medieval and British literature including works by Chaucer, Shakespeare, Austen, and Dickens. Students will read analytically, paying attention to the relationship between literary form and content, and develop strong habits of memorization, argumentation, and written composition. The course aims to engage students with the beauty, originality, and wisdom of these texts. Grade 10. HS Credits: 1.0

AMERICAN LITERATURE

This course introduces students to some of the greatest works of American literature, including novels, short stories, and poems by authors such as Bradstreet, Hawthorne, Melville, Emerson, Twain, Faulkner, Fitzgerald, Hemingway, Eliot, and O'Connor. Students will develop a deeper understanding of American culture and spirit as they wrestle with questions concerning freedom, friendship, the individual and society, art, and suffering. Grade 11. HS Credits: 1.0

MODERN LITERATURE

This course concludes the literature sequence with two main objectives: completing students' training in oral and written rhetoric and introducing students to modern literature in the context of the classical tradition. Students will read works by authors such as Kafka, Conrad, Shakespeare, Dostoevsky, Auden, Chekhov, Hopkins, Pound, Stevens, and Yeats, expanding their understanding of literary form and mimesis. Grade 12. HS Credits: 1.0

SENIOR THESIS

The Senior Thesis project requires students to craft a lengthy argumentative essay proposing an answer to real problems raised in significant texts concerning human nature, the human good, and the natural order. The essay-writing process culminates in an oral presentation and defense. The project is considered the capstone of students' classical K-12 education, requiring mastery of grammar, logic, and rhetoric. Grade 12. HS Credits: 0.5





Literature for 9-12

Students at Tulsa Classical in grades 9-12 will all read the following full-length great works of literature, in addition to shorter works—short stories, historical speeches, and poetry. These works are in alphabetical order by author:

- *Beowulf* (Anonymous)
- *Pride and Prejudice* by Jane Austen
- *Canterbury Tales* by Geoffrey Chaucer
- *A Tale of Two Cities* by Charles Dickens
- *Crime and Punishment* by Fyodor Dostoevsky
- *The Power and the Glory* by Graham Greene
- *The Scarlet Letter* by Nathaniel Hawthorne
- *The Iliad* by Homer
- *The Odyssey* by Homer
- *Brave New World* by Aldous Huxley
- *The Metamorphosis* by Franz Kafka
- *The Abolition of Man* by C. S. Lewis
- *Moby Dick* by Herman Melville
- *Paradise Lost* by John Milton
- *Nineteen Eighty-Four* by George Orwell
- *The Oedipus Cycle* by Sophocles
- *Hamlet* by William Shakespeare
- *Julius Caesar* by William Shakespeare
- *King Lear* by William Shakespeare
- *Macbeth* by William Shakespeare
- *The Tempest* by William Shakespeare
- *Gulliver's Travels* by Jonathan Swift
- *Adventures of Huckleberry Finn* by Mark Twain
- *The Aeneid* by Virgil
- *Sir Gawain and the Green Knight* (Anonymous)

Mathematics

ALGEBRA I

This course is a study of the fundamental ideas and processes of elementary algebra, emphasizing the structure of mathematics. Major topics include properties and sets of numbers, algebraic expressions, linear equations and inequalities, polynomials, quadratic equations, and functions. The course aims to lay the foundation needed in subsequent mathematics courses and help students develop logical thinking and reasoning skills. Grades 8, 9, or 10. HS Credit: 1.0

GEOMETRY

This course introduces students to Euclidean Geometry as a demonstrative discipline through proofs of geometrical propositions from certain and self-evident principles. Students will learn to apply geometrical knowledge to concrete problems and integrate pure geometry with algebraic reasoning and expression. The course emphasizes the nature of demonstrative knowledge, the development of logical thinking skills, and the arts of analytic and synthetic reasoning. Grade 9, 10, or 11. HS Credits: 1.0

ALGEBRA II

This course enables students to continue building upon and unifying their knowledge of algebra and ge-

ometry through the study of analytic geometry while providing the mathematical foundation necessary for more advanced courses. The course aims to strengthen students' conceptual understanding of mathematics and numbers, in addition to their logical and spatial reasoning, and continue to build students' mathematical intuition. Grade 10. HS Credits: 1.0

PRE-CALCULUS & TRIGONOMETRY

Pre-Calculus helps prepare students for Calculus while building 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 and ending with an introduction to Calculus and Discrete Mathematics. The primary goals are to solidify a foundation in algebra and trigonometry and develop problem-solving skills. Grade 11. HS Credits: 1.0

CALCULUS

Calculus is a tremendous and beautiful human accomplishment which also plays an important practical role in science, engineering, economics, and computer science. This introductory course, roughly equivalent to a first-semester course in college calculus, is devoted to topics in differential and integral calculus. Students will understand three primary fundamental concepts: Derivative, Integral, and the Fundamental Theorem of Calculus. Grade 12. HS Credits: 1.0



History & Geography

HISTORY OF THE ANCIENT WORLD

This course explores the foundations of Western Civilization from the first cities in Mesopotamia to the end of the Western Roman Empire. Students will study the 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. Grade 9. HS Credits: 1.0

HISTORY OF WESTERN CIVILIZATION

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. Students will encounter the Middle Ages, the Renaissance, the Reformation, the Age of Exploration, the Scientific Revolution, the Enlightenment, and the French Revolution. Grade 10. HS Credits: 1.0

AMERICAN HISTORY

This course covers American history from the European Age of Exploration to the present day. Students will engage with the major persons, events, and ideas in important periods throughout American history, building upon the Western and European history from Grades 9 and 10 while helping to prepare students for the 12th grade class in American Government. Grade 11. HS Credits: 1.0

HISTORY OF THE MODERN WORLD

This course picks up where the Western Civilization II course finished by covering the political, economic, and philosophic history of modern Europe from Napoleon to the present day. Students will encounter the Revolutions of the 19th Century, Industrialization, Late Modern Philosophies, World Wars I and II, the rise and fall of Communism in Russia, and the ideas and institutions of Europe in the post-Cold War era. Grade 12. HS Credits: 1.



*Scientia
est libertas.*

Science

BIOLOGY I

This course is a comprehensive survey of the science of biology, beginning with the basic chemical processes important to biology and working through the study of the cell, genetics, organisms, classification of organisms, the human body, and environmental science. In-class presentations and discussions are complemented by laboratory experiments that teach students the processes of science and data interpretations while reinforcing the factual content of the curriculum. Grade 9. HS Credits: 1.0

CHEMISTRY I

This course offers a survey of major theories, models, laws, and concepts of modern chemistry. Through rigorous experimentation, measurement, data interpretation, and modeling, students will inquire about the nature and properties of matter, substance, substantial change, alteration, and material composition. 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. Grade 10 or 11. HS Credits: 1.0

PHYSICS I

This course provides an overview of the fundamentals of classical physics, concentrating on understanding the physical reality of everyday experiences of matter and motion and learning to express these concepts through mathematical models and equations. After completing this course, students will exhibit proficiency in explaining and applying the principles of kinematics, force, work and energy, gravitation and oscillation, light and sound, and electromagnetism. Grade 11 or 12. HS Credits: 1.0

ASTRONOMY

This course provides an overview of every major topic in modern astronomy, progressing from a consideration of the celestial objects that are most easily observable to those that can be known only through advanced instruments or by mathematical theory alone. At each stage, students will consider celestial bodies in terms of their relative motions, observable properties, and formation and evolution. Grade 12. HS Credits: 1.0

World Languages

LATIN 1A

Latin 1A introduces students to the study of Latin and cultivates 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. Students will also develop reading fluency and comprehension by its emphasis on the first fourteen chapters of Lingua Latina and select stories from 38 Latin Stories. Instruction in both grammatical concepts and proficiency in reading and translating will be a focus in each class. Grades 6-7. HS Credit: 0.5

LATIN 1B

Latin 1B reinforces for students the concepts they learned in Latin 1A 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. Grades 7-8. HS Credit: 0.5



No government can continue good but under the control of the people; and ... their minds are to be informed by education what is right and what wrong; to be encouraged in habits of virtue and to be deterred from those of vice ... These are the inculcations necessary to render the people a sure basis for the structure and order of government.

THOMAS JEFFERSON

LATIN I COMPREHENSIVE

Latin I is a comprehensive year-long course designed to introduce Latin to students new to the school in Grades 8 or 9 or students who have otherwise not taken Latin 1A and 1B in grades 6 or 7. This course combines the content of Latin 1A and Latin 1B, providing students with a solid foundation in Latin grammar, vocabulary, and cultural studies. In Latin I, students will explore the first 17 chapters of Wheelock's Latin, covering fundamental grammatical concepts and vocabulary. Additionally, students will engage with Roman cultural studies to gain insights into the historical and social context of the Latin language. The course also emphasizes reading fluency and comprehension through the study of select stories from 38 Latin Stories and Lingua Latina. Grades 8 or 9. HS Credit: 1.0

LATIN II

Prerequisite: Latin I

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; fifth declension nouns; participles; the passive periphrastic; infinitives and indirect statements; and comparative and superlative adjectives. Grades 8, 9, or 10. HS Credit: 1.0

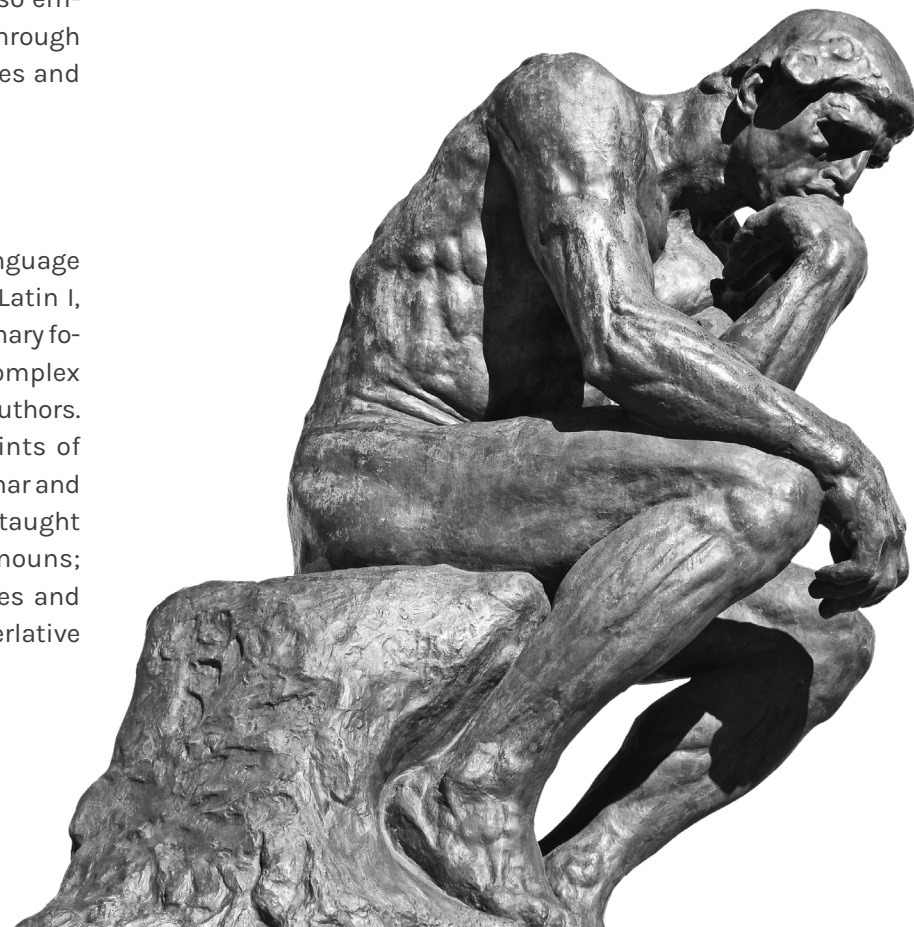
LATIN III

Prerequisite: Latin II

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. Grade 9, 10, or 11. HS Credits: 1.0

ANCIENT GREEK

This course offers a comprehensive introduction to the language, literature, and culture of ancient Greece. Students will learn to read and comprehend simple ancient Greek texts through grammar instruction, vocabulary building, and translation exercises. Emphasis will be placed on mastering the Greek alphabet, understanding grammatical structures, and developing proficiency in reading and writing ancient Greek. This course lays the foundation for a deeper understanding of classical civilization. Grade 10, 11, 12. HS Credits: 1.0



Moral & Political Philosophy

ECONOMICS

This course introduces students to the economic way of thinking and helps develop tools to understand the complex interactions of a commercial society. Students will learn the language of economics, apply its principles to free market conditions, study fundamental concepts like supply and demand, and understand the Keynesian model of macro-economics. The goal is to appreciate and understand our free market system. Grade 10. HS Credits: 0.5

PHILOSOPHY I

This course introduces students to major themes in moral and political thought through a study of dystopian literature. Students will consider the problems and dangers confronting the modern world, including ideology, utopianism, and moral relativism. The course aims to cultivate an appreciation for philosophy and politics, and the importance of defending self-government, the rule of law, and a politics that protects liberty and promotes virtue. Grade 10. HS Credits: 0.5

PHILOSOPHY II

This course confronts important philosophical, moral, and political questions, guiding students to reflect on human nature, the human good, morality, justice, freedom, politics, and good government. Through works by great thinkers, especially Aristotle, students will better understand the intellectual foundations of the contemporary world and prepare for responsible citizenship. Authors studied include Aristotle, Machiavelli, Hobbes, Locke, Rousseau, and Marx. Grade 11. HS Credits: 1.0

AMERICAN GOVERNMENT & POLITICS

This course provides students with the knowledge necessary to become responsible, prudent citizens by exploring the meaning of the American regime and the way of life it promotes. Students will study the moral vision of the American Founding, the Constitution's structure and purposes, and the ways in which our constitutional order has changed throughout history. Authors studied include the American Founders, Lincoln, the Progressives, and Tocqueville. Grade 12. HS Credits: 1.0



VOCAL ENSEMBLE

The Vocal Ensemble elective equips students with knowledge of singing and vocal health, enabling them to appreciate and participate in music throughout their lives. The course also provides practical theory skills to aid in learning vocal music, instills an appreciation for singing and listening to vocal masterworks, and fosters an environment of respect and collaboration that leads to considered study and artful performance. Grade Level: 9-12 HS Credits: 0.5

COMPOSITION & DESIGN, MIXED MEDIA

This course analyzes the underlying foundations of 2-dimensional works of art by creating a deeper understanding of the formal elements associated with composition and design. Through the study of historical and contemporary artworks, students will gain an understanding of how strong design and composition often separate good works from masterpieces. Grade Level: 9-12 HS Credits: 0.5

PORTRAIT DRAWING/PAINTING

In this course, students will learn how to manipulate the basic elements of art and the principles of design to depict the human form in the classical tradition of portraiture. This natural and human endeavor to replicate images of our likeness is deeply rooted in us, as demonstrated by early examples in art. Grade Level: 9-12 HS Credits: 0.5



Musical & Visual Arts

BAND ENSEMBLE

The Band Ensemble elective aims to equip students with knowledge of instrumental performance and practical theory skills that will enable them to appreciate and participate in music throughout their lives. The course instills an appreciation for playing and listening to symphonic or band masterworks and fosters an environment of respect and collaboration that leads to considered study and artful performance. Grade Level: 9-12 HS Credits: 0.5

ORCHESTRAL ENSEMBLE

The Orchestral Ensemble elective aims to equip students with knowledge of instrumental performance and practical theory skills that will enable them to appreciate and participate in music throughout their lives. The course instills an appreciation for playing and listening to orchestral masterworks and fosters an environment of respect and collaboration that leads to considered study and artful performance. Grade Level: 9-12 HS Credits: 0.5

Physical Education

FITNESS FOR LIFE

Physical Education at the high school level prepares students for lifelong fitness by focusing on individual physical growth and discipline. The teacher facilitates students' personal workout regimens, providing lessons on workout plans, proper use of the weight room, and nutrition and sleep needs. Students create workout plans, set goals, and log progress throughout the year, with the instructor grouping students with similar plans for additional motivation. Grades 9-12. HS Credit: 0.5 (per semester) Grades 9-12. HS Credit: 0.5

FENCING

This course teaches the fundamentals of fencing, including footwork, blade work, and strategies for offense and defense. Through theoretical instruction, practical demonstrations, and hands-on practice, students develop a solid foundation in the three disciplines of fencing: foil, epee, and sabre. Students apply their skills in friendly sparring matches, gaining confidence and experience in a supportive environment, with emphasis on sportsmanship, respect for opponents, and adherence to rules and etiquette. Grades 9-12. HS Credit: 0.5

BALLROOM DANCING

This course focuses on the types of partner ballroom dancing that originated in 16th century England, including the waltz, foxtrot, tango, rumba, and swing. Students explore the history, techniques, and cultural significance of these dance styles, developing proper posture, alignment, strength, flexibility, and musicality. Students learn choreography from the ballroom dance repertoire and have the opportunity to perform in recitals and showcases. No prior dance experience is required. Grades 9-12. HS Credit: 0.5

ARCHERY AND MARKSMANSHIP

This course offers an immersive introduction to the time-honored art of archery and marksmanship, drawing inspiration from ancient and medieval traditions. Students learn fundamental principles of shooting, mastering essential techniques, and refining skills in bow handling and target precision. Through hands-on practice with recurve bows, longbows, and crossbows, participants develop a profound understanding of the craft's mechanics and dynamics while exploring the historical and cultural contexts surrounding archery. Grades 9-12. HS Credit: 0.5

“What the mind is steeped in from childhood it clings to very firmly, as something known naturally and self-evidently.”

ST. THOMAS AQUINAS



The object of the Senior Thesis is to challenge students to employ the skills of reading, reasoning, and rhetoric in the pursuit of the truest, best, most beautiful things.

The Senior Thesis Course: A Defense of Rightly Ordered Loves

The Senior Thesis course at Tulsa Classical Academy represents the high point of our students' intellectual and moral journey. The Senior Thesis paper and defense are a defining moment in the lives of a TCA student. Students are asked to reflect upon the wisdom of one of the timeless texts of Western Tradition, in light of all that they have learned and to write and speak about its transcendent nature. It is an integral part of their intellectual and moral formation. It provides an opportunity to consider the journey from Kindergarten to Graduation. The Senior Thesis is the place where the three roads meet; grammar, logic, and rhetoric, the entirety of a student's intellectual experience is on display. The object of the Senior Thesis is to challenge students to employ the skills of reading, reasoning, and rhetoric in the pursuit of the truest, best, most beautiful things. The course provides a forum for students to reflect on wisdom acquired, defend truths that can be known, and rest in rightly ordered loves.

The Senior thesis is a twenty page defense of one of the big ideas of the Western tradition. One might explore how the virtue of friendship and justice are at the heart of peace in the polis. Every senior is given a thesis advisor as a guide. They are also given time during the school day to work on their thesis. At the end of the year they will make a defense of their thesis in front of teachers, parents, and peers.

Senior Thesis Dinner

The magnitude of the Senior Thesis project is such that we begin Senior year with the Senior thesis dinner. Parents, students, Administrators, and Thesis Advisors/Teachers discuss the project over a formal dinner. Students are exhorted to persevere in their pursuit of truth throughout the course of writing and defending their thesis and merriment is had by all.



Senior Thesis Book List

Students will build their reading list from the following approved texts.
Other appropriate works may be considered.

- » Aeschylus, Agamemnon, The Eumenides,
- The Libation Bearers, Prometheus Bound
- » Apollonius, On Conic Sections
- » Aristotle, Nicomachean Ethics, On the Soul, Organon, Physics, Poetics, Politics
- » Thomas Aquinas, Summa Theologiae
- » Augustine, Confessions
- » Austen, Emma, Pride and Prejudice
- » Bacon, The New Organon
- » Beowulf
- » The Bible, selected books
- » Blake, selected poems
- » Boethius, The Consolation of Philosophy
- » Bohr, Atomic Theory and the Description of Nature
- » Burke, Reflections on the Revolution in France
- » Cather, Death Comes for the Archbishop, My Ántonia
- » Cervantes, Don Quixote » Chaucer, The Canterbury Tales
- » Chekhov, selected short stories
- » Cicero, On Duties
- » Coleridge, "The Rime of the Ancient Mariner"
- » Conrad, Heart of Darkness
- » Constitution of the United States
- » Copernicus, Revolutions of the Heavenly Spheres
- » Crane, The Red Badge of Courage
- » Dante, The Divine Comedy
- » Darwin, The Origin of Species
- » de Broglie, Matter and Light: The New Physics
- » Declaration of Independence
- » Descartes, Discourse on Method, Geometry, Meditations on First Philosophy
- » Dickens, David Copperfield, Great Expectations, A Tale of Two Cities
- » Dickinson, selected poems
- » Donne, selected poems » Douglass, Narrative of the Life of Frederick Douglass
- » Dostoevsky, Crime and Punishment, The Brothers Karamazov
- » Einstein, Relativity: The Special and General Theory » Eliot, "The Love Song of J. Alfred Prufrock," "The Waste Land"
- » Emerson, Essays
- » Epictetus, Manual
- » Euclid, Elements
- » Euripides, Bacchae, Medea, Hippolytus
- » Fabre, Souvenirs entomologiques
- » O'Connor, selected short stories
- » Orwell, 1984
- » Ovid, Metamorphoses
- » Pascal, Pensées
- » Faulkner, Go Down, Moses
- » Fitzgerald, The Great Gatsby
- » Flaubert, Madame Bovary
- » Franklin, The Autobiography of Benjamin Franklin
- » Frost, selected poems
- » Galileo, Two New Sciences
- » Gibbon, Decline and Fall of the Roman Empire
- » Goethe, Faust
- » Hamilton, Madison, and Jay, The Federalist Papers » Hawthorne, The Scarlet Letter
- » Hegel, Elements of the Philosophy of Right, Lectures on the Philosophy of History
- » Heisenberg, Physics and Philosophy
- » Hemingway, The Old Man and the Sea, The Sun Also Rises
- » Herodotus, Histories
- » Hesiod, Theogony, Works and Days
- » Hobbes, Leviathan
- » Homer, The Iliad, The Odyssey
- » Hopkins, selected poems
- » Huxley, Brave New World
- » Ibsen, A Doll's House
- » Ishiguro, The Remains of the Day
- » James, The Portrait of a Lady, Washington Square » Joyce, Dubliners, Ulysses
- » Kafka, The Metamorphosis
- » Kant, Groundwork of the Metaphysics of Morals
- » Keats, selected poems
- » Kepler, Astronomia Nova » Lavoisier, Elements of Chemistry
- » Lee, To Kill a Mockingbird
- » Lewis, The Abolition of Man
- » Lincoln-Douglas Debates
- » Livy, Books from the Foundation of the City
- » Locke, "A Letter Concerning Toleration," Second Treatise of Government » Lucretius, On the Nature of Things
- » Machiavelli, The Prince
- » Magna Carta
- » Malory, Le Morte d'Arthur » Marcus Aurelius, Meditations
- » Marlowe, Doctor Faustus » Marx, The Communist Manifesto
- » Maupassant, selected short stories
- » Melville, Moby-Dick
- » Milton, Paradise Lost
- » Montaigne, Essays
- » Montesquieu, The Spirit of the Laws
- » More, Utopia » Newton, Principia
- » Nietzsche, Beyond Good and Evil
- » Plato, Apology, Crito, Gorgias, Meno, Phaedo, Phaedrus, Republic, Symposium, Theaetetus, Timaeus
- » Plutarch, Parallel Lives
- » Poe, selected short stories
- » Polybius, Histories
- » Pre-Socratics, Fragments
- » Proust, In Search of Lost Time
- » Ptolemy, Almagest
- » Racine, Phèdre
- » Remarque, All Quiet on the Western Front
- » Rousseau, Discourse on the Origin of Inequality, Discourse on the Sciences and the Arts, On the Social Contract
- » Schrödinger, What is Life?
- » Shakespeare, Coriolanus, Hamlet, Henry V, Julius Caesar, King Lear, Macbeth, The Merchant of Venice, A Midsummer Night's Dream, Much Ado About Nothing, Othello, Romeo and Juliet, The Tempest, Twelfth Night, sonnets
- » Shelley, Mary, Frankenstein
- » Shelley, Percy Bysshe, selected poems
- » Sir Gawain and the Green Knight
- » Smith, Wealth of Nations » Solzhenitsyn, One Day in the Life of Ivan Denisovich
- » Song of Roland
- » Sophocles, Oedipus Rex, Oedipus at Colonus, Antigone
- » Steinbeck, The Grapes of Wrath
- » Stevens, selected poems
- » Swift, Gulliver's Travels » Tacitus, Annals
- » Tennyson, selected poems
- » Thoreau, Walden
- » Thucydides, History of the Peloponnesian War
- » Tocqueville, Democracy in America
- » Tolkien, The Lord of the Rings
- » Tolstoy, Anna Karenina, The Death of Ivan Ilych, War and Peace
- » Turgenev, Fathers and Sons
- » Twain, Adventures of Huckleberry Finn
- » Virgil, The Aeneid
- » Warren, All the King's Men
- » Wharton, The Age of Innocence
- » Waugh, Brideshead Revisited
- » Whitman, Leaves of Grass
- » Wiesel, Night
- » Wordsworth, selecte

Exploring the Ancient World

England – 10th Grade

Greece & Rome – 12th Grade

The question may arise in the hearts of our youth, why should I study the Ancients? What need is there for me to know what they did or said? These are not unusual questions. Many of these questions are answered through the curriculum and classroom experience. However, making the trip to Europe to visit the ancient sites which are the subject of classroom study generally helps to deepen a student's understanding of the Ancients and their place in history and our lives today. It also helps students to understand how the Ancients helped shape history and subsequently American life.

The American government was built on features from England, Rome, and Greece. Greece was a direct democracy. James Madison said that a direct democracy was a "spectacle of turbulence and contention." While Alexander Hamilton held that democracy was "tyrannical by nature," Cincinnatus feared that a Republic would give way to an "aristocracy." In order to combat these concerns, the Founding Fathers crafted a Constitution, in the vein of England's constitutional monarchy. This became the law upon which they built a representative form of government, wherein the people vote for their representatives. It is commonly known as a Constitutional Republic. Visiting these sacred sites, opens students to a deeper love of the Ancients' contribution to American life.

Sophomores who travel to England will visit a variety of sites in London, including:

- Thames River
- Trafalgar Square
- Piccadilly Circus
- Buckingham Palace
- Big Ben
- Houses of Parliament
- Westminster Abbey
- St. Paul's Cathedral
- Shakespeare's Birthplace

Seniors who travel to Greece and Italy will visit a variety of sites, including:

- The Acropolis
- The Parthenon
- Cultural Greek food, dancing, and music
- The Temple of Apollo
- The Oracle at Delphi/Delphi Archaeological Museum
- Ghiberti's Baptistry Doors
- Piazza Della Signoria - Political center of Florence
- Michelangelo's David
- The Colosseum
- The Vatican Museum
- St. Peter's Basilica
- The Sistine Chapel



Why should I study the Ancients?

What need is there for me to know what they did or said?

Sophomore & Senior year trips abroad.

Opening a deeper love of the Ancient's contribution to American life.

Making the trip to Europe

deepens a student's understanding of the Ancients and their place in history and our lives today.



House/Student Government

Tulsa Classical Academy maintains a house system. We believe the house system facilitates tremendous growth in all the virtues both moral and intellectual, but most especially in friendliness and political (civic) virtue. The house system is fully integrated into the culture of our school and is a part of the daily life of every student. All academic, athletic, and social elements of the school are subsumed into and understood in terms of the house system. Students, once assigned, will be in the same house for the entirety of their tutelage at Tulsa Classical Academy.

There are four houses: Aquila (Eagle), Equus (Horse), Ursus (Bear), Vulpes (Fox). Each house animal has served as a symbol in ancient heraldry corresponding to one of each of the cardinal virtues: Aquila to justice (iustitia), Equus to temperance (temperantia), Ursus to courage (fortitudo), and Vulpis to prudence (prudentia). Each house will have an identifiable crest and will understand themselves to be integral parts of a whole, unified LionHeart. Our Lion will be the symbol of the unification of the houses and, therefore, of the moral virtues. In other words, to have perfectly one virtue will be to have them all. Unified in principle, in purpose, and in practice “one equal temper of heroic hearts,” our school will exemplify the fruits of putting virtue first above all and enjoy the order and harmony afforded by this obedience to the truth and give life to our motto: virtus, sapientia, admiratio.

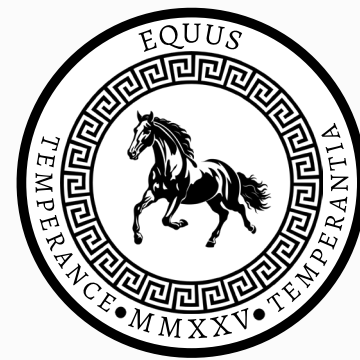
*Virtus, sapientia,
admiratio*

TCA HOUSES



AQUILA

Eagle
Justice (iustitia)



EQUUS

Horse
Temperance (temperantia)



URSUS

Bear
Courage (fortitudo)



VULPES

Fox
Prudence (prudentia)

LionHeart Athletics

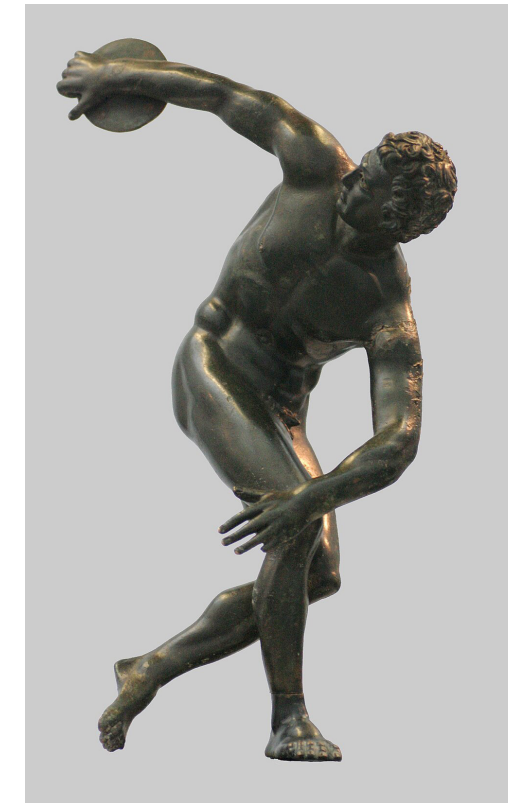
Strenuous physical exercise is a necessity for physical health.

In Plato's Republic he comments on the importance of a physical education. Strenuous physical exercise is a necessity for physical health. It increases the confidence, energy, and courage of the student. Plato poses the question, what happens to the man who has “no intelligent interests,” but devotes himself exclusively to physical education. Plato says that he becomes “an unintelligent Philistine with no use for reasoned discussion.” He further says that he is a man that tends to settle conflict by brute force.

The well-rounded holistic pursuit of true physical education, when rightly placed in the context of the pursuit of intellectual and moral virtue is an essential part of human flourishing. Plato concludes his discussion on physical education by saying:

“What I should say therefore is that these two branches of education seem to have been given by some god to men to train these two parts of us - the one to train our philosophic part, the other our energy and initiative. They are not intended the one to train body, the other mind, except incidentally, but to ensure a proper harmony between energy and initiative on the one hand and reason on the other, by tuning each to the right pitch.”

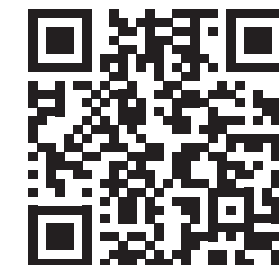
TCA's approach to athletics is to coach perseverance and courage, unity and sacrifice for the good of our teammates. We encourage students to compete with moral excellence in mind, so that we may win with humility and lose with humility. The nature and stress of physical competition provide a means of forming character that is unique and unlike the classroom. Over the next several years we plan on expanding our athletic program and adding to the offering.



Our athletic program includes:

- Cross Country
- Basketball
- Soccer
- Cheerleading

Our athletic program will continue to grow as the school grows. Please scan the QR Code below to stay up to date on the latest athletics offerings:



Clubs & Extracurriculars

Honors Choir

Honor Choir is a big step up from singing during general music classes. It is intended for those students who have demonstrated talent in holding pitch, harmonizing, and who have good vocal quality, coupled with a willingness to learn and participate in a group. In Honor Choir, we sing more complicated, classical pieces and find true joy in singing with each other through this medium.

Orchestra

Orchestra club exists for students who have had at least two years of concentrated study on a particular instrument, generally in band or string orchestra. Orchestra club offers students who have a deep love of playing an instrument the outlet to play the most beautiful pieces of Western Tradition. Students will have the opportunity to perform during the school year.

Jiu-Jitsu

Jiu-Jitsu is a grappling-based martial art and combat sport. It focuses on ground fight to control and subdue an opponent through leverage, technique, and submission holds. It requires thought, focus, and repeated practice. The combination of mental focus commanding the physical movement are the means by which excellence is achieved in Jiu-Jitsu.

En Passant Chess Society

The En Passant Chess Society gives students a place to learn, play, and think together through the game of chess. Students will learn the fundamentals of the game, build strategy, and practice good sportsmanship through friendly matches and discussion. Experienced players will help guide newer ones, fostering collaboration and leadership within the group. Each meeting encourages focus, patience, and thoughtful decision-making, skills that serve students well both in and beyond the game.

Portrait of a Graduate

The end of education is human flourishing. This phrase is built on the notion that being precedes truth, and that truth precedes the good. In other words, I exist and I know that I exist in a knowable universe. The first principle of that knowable universe is that being or existence is good. I know this because I naturally want to live. I do not want anyone to harm me either verbally or physically. Therefore, it is self-evident (no one needs to tell me) that human life is a good worth defending and preserving. But what is my place in that universe and what is my end? The true education helps individual persons come to know themselves in light of the universe of which they are part. The pursuit of excellence in a liberal arts education offers more than the opportunity to master calculus, it helps us to a mastery of our soul. A liberal arts education helps us to order our soul well. It compels students to continually pursue a deeper understanding of the universal truths of nature and the universe so that their heart (will) may be inclined by the truth that is known, to prefer the good in all human activity. The end of man is his happiness, there can be no human happiness without virtue.

Aristotle says that in considering how to become good men, “we must apply our minds to the problem of how our actions should be performed.” The beginning of all virtue is prudence, it is the measure of justice, fortitude, and temperance. These four are considered the four Cardinal Virtues, from which all other moral virtue is derived. It is the final goal of a TCA education to produce a great-souled man or woman. The Cardinal Virtues are at the heart of our portrait of a graduate.

“Human rights can only be assured among a virtuous people.”

GEORGE WASHINGTON

Prudence

- Make good practical judgements about how to properly order their human activity.
- Recognize their freedom can be used for good or ill and discipline themselves for the good.
- Are articulate and prefer to engage in thoughtful civil discourse.

Fortitude

- Have the courage to live lives that promote all that is true, good, and beautiful.
- Have the courage to lead others well, regardless of conflict with perceived cultural norms.
- Will endure difficult things in difficult times for the sake of the truth.

Justice

- Recognize that every human person has inherent dignity which is worthy of preservation.
- Understand that their duties to self, family, and country demand self-sacrifice.
- Understand their patriotic duty to preserve Western Tradition.

Moderation (Temperance)

- Order their desire for human pleasure according to right reason.
- Delight in the noble goods which are ordered to human flourishing.
- Order their thoughts, words, and deeds with discernment.





“If you ask what is the good of education, the answer is easy—that education makes good persons, and that good persons act nobly.”

PLATO



Advanced Placement Courses/PSAT/SAT/ACT

Oklahoma law (70 O.S. § 1210.704) stipulates that all public high schools offer at least four Advanced Placement (AP) courses starting with the 2024-2025 school year. However, Tulsa Classical Academy is not required to offer any AP courses at present until the school advances to twelfth grade, when at such a time the law will go into effect. While Tulsa Classical Academy does not currently offer AP classes, students are free to take AP exams if they choose to do so. TCA administration believes that their curriculum will adequately prepare students for the AP exams.

Tulsa Classical Academy will offer the following:

PSAT (PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST):

Typically taken by sophomores and juniors in high school. But will be offered, for free, each year as early as eighth grade. Scores are used to identify National Merit Scholars and award merit scholarships. The PSAT is administered once per year, usually in October.

SAT (SCHOLASTIC APTITUDE TEST):

A college entrance exam used to assess a student’s readiness for college-level coursework. Administered by the College Board. Most colleges accept SAT scores interchangeably with ACT scores. The SAT is now given digitally everywhere and will be done so on campus, free of charge, in the Spring of 2026.

ACT (AMERICAN COLLEGE TEST):

Another college entrance exam used to assess a student’s readiness for college-level coursework. Administered by ACT Education Corporation. Most colleges accept ACT scores interchangeably with SAT scores. The ACT is still offered on paper in most places with limited availability of a digital test and will be done, free of charge, in the Fall.

Graduation Requirements

ENGLISH

- English I (Ancient Lit./9th grade)
- English II (British Lit./10th grade)
- English III (American Lit./11th grade)
- English IV (Modern Lit./12th grade)

MATHEMATICS

- Algebra I* (Algebra I/8th grade, credit carries over)
- Geometry (Geometry/9th grade)
- Algebra II (Algebra II/10th grade)
- Pre-Calculus (Trig. & Pre-Calc. taken in 11th grade)

LABORATORY SCIENCES

- Biology I (Biology/9th grade)
- Chemistry, Physics, or Physical Science (Chemistry/10th grade)
- Other Physical Science (Physics/11th grade)

WORLD LANGUAGE

- 1st Year (8th grade Latin II credit carries over, or Greek I)
- 2nd year (same language) (Latin III taken in 9th grade, or Greek II)

HISTORY & CITIZENSHIP

- ½ Oklahoma History* (taken in 10th grade alongside Yearbook)
- ½ Government (/Civics)* (1 full credit of American Government taken in 12th grade)
- US History (American History/US History taken in 11th grade)

FINE ARTS

- Music, Art, Dance, Drama (taken throughout 9th-12th grade)

ADDITIONAL UNIT

- English (elective)
- Science (elective)
- History (elective)
- Math (elective)
- World Language (Greek I & II taken in 11th and 12th grade)

ELECTIVES

- Other English Elective (Senior Thesis undertaken in 12th grade)
- Other Mathematics Credit (Calculus taken 12th)
- Other Life Science (Astronomy/other taken in 12th grade)
- Other History Elective (Ancient World History taken in 9th grade)
- Other History Elective (Medieval & European History taken in 10th grade)
- Other History Elective (Modern World History taken in 12th grade)
- Art
- Music
- Yearbook

ADDITIONAL REQUIREMENTS

- Personal Finance Literacy Passport - 70 O.S. § 11-103.6H (Part of Econ., taken in 10th alongside Intro to Moral Philosophy)
- CPR/AED - 70 O.S. § 1210.199 (will be offered by 12th grade, on or off campus)
- Pass US Naturalization Test - 70 O.S. § 11-103.6 (will be taken by 12th grade, on or off campus)

OKLAHOMA CCRA ASSESSMENTS

- OKLAHOMA CCRA ASSESSMENTS
- (all taken in 11th grade, on or off campus)
- ACT with writing
- Science
- U.S. History

INDIVIDUAL CAREER ACADEMIC PLANS (ICAP)

- (state req: 1 per student, 6 total pathways / TCA: 7 total)*
- Political Science
- Academia & Education
- Medicine & Healthcare
- Business
- Fine Arts
- Accounting & Finance
- U.S. Armed Forces

