

**SAINT MARY'S HALL
LOWER SCHOOL**

2025-2026

CURRICULUM GUIDE

*See back of guide for 25-26 health addendum.
Updated 2/2/2026 to reflect Guiding Statements.*

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SAINT MARY’S HALL HERITAGE AND GOVERNANCE

Mission Statement

To teach students to grow in character, lead with integrity, thrive in college, and know fulfillment in life.

The mission is accomplished by:

- Hiring and supporting an outstanding faculty who are experts in their discipline
- Providing the management and long-term planning necessary to provide sufficient resources
- Providing a rigorous, challenging, and wide-ranging curriculum and academic program
- Utilizing problem solving, creativity, and critical thinking in daily instruction
- Infusing character development and core value education into all segments of school life
- Offering, supporting and encouraging multiple activities that provide opportunities for participation in the arts, athletics, leadership and community service
- Supporting students in their personal faith while instilling universal values for life
- Creating and supporting a safe and supportive learning environment

Core Values

Community

Curiosity

Legacy

Respect

Spirituality

Motto

Teach us delight in simple things.

History

Saint Mary's Hall was founded in 1870 by Bishop Robert W. B. Elliott, the first Bishop of the Protestant Episcopal Church in the Diocese of West Texas. The school was a boarding and day school for girls of all faiths.

In 1925 Saint Mary's Hall was incorporated to be administered as a non-profit educational institution with an independent self-perpetuating Board of Trustees. At that time the school moved to the site on French Place, where it operated for the next 43 years.

In 1964, the Board of Trustees, facing the issues of progress and expansion, decided that the school should develop a new campus to meet present needs and future demands for continued excellence in the field of independent education. The challenge to raise the needed money was met by foundations, alumni, trustees, parents, and other members of the Saint Mary's Hall family. A new 60-acre campus on Starcrest was occupied in November 1968 which offered the most modern and carefully planned facilities of the time.

Co-education through Form 8 was fully implemented by 1979 and co-education in Upper School forms was fully implemented in the 1986 school year. Saint Mary's Hall became a co-educational Day School with the closing of the boarding program in 2002.

As a result of continued growth, Saint Mary's Hall now consists of the three school divisions: The Lower School, which includes Montessori (preschool beginning at age 3), Kindergarten, and Forms 1-5; the Middle School (Forms 6-8); and the Upper School (Forms 9-12).

The Board

The Board of Trustees is made up of 24 members who are selected by the Executive/Nominating Committee. The Board is led by the Board Chair and the Board President. The following committees assist in completing the work of the Board:

- Building and Grounds Committee
- Executive/Nominating Committee
- Finance Committee

The Board has four basic responsibilities:

- Set and monitor the mission of the school
- Hire and support the Head of the School
- Monitor fiduciary matters/set tuition
- Establish the policies for operation of the school

Accreditations

Saint Mary's Hall is accredited by the Independent Schools' Association of the Southwest (ISAS) and holds membership in Secondary School Admission Test Board (SSATB), College Board, Northwest Evaluation Association (NWEA), National Association for College Admission Counseling (NACAC), and National Association of Independent Schools (NAIS).

THE LOWER SCHOOL PROGRAM

Lower School Instructional Philosophy

The Lower School of Saint Mary's Hall includes Montessori, Kindergarten, and Forms 1-5. Students are introduced to basic and accelerated learning techniques that they will use throughout their school years. Students encounter the challenge of mastering fundamental skills and critical thinking and problem-solving. The school community emphasizes trust based on honesty, discretion and the consideration of others.

Faculty members maintain a classroom atmosphere conducive to productivity and successful learning. Teachers know their students as individuals and provide a nurturing environment for them. The school administrators and faculty strive for effective communication between home and school. The goal is to develop a partnership encouraging each child to develop independence, self-esteem and confidence.

The Lower School's philosophy is a belief in a school program that supports the developmental needs of the students and provides them with strategies for future learning from childhood through adulthood. Students' needs are best met in a child-centered environment where learning is approached with joy and enthusiasm. The school setting encourages students to make good choices, exercise sound judgment and develop appropriate social behavior.

Within a culture that provides a strong, robust curriculum, students will grow intellectually, creatively, and physically. The establishment, implementation, and successful maintenance of such a culture thrives when there are cooperative efforts between school and home guiding and supporting the student.

Montessori

Montessori education devotes itself to the total child – the social, emotional, intellectual and physical. The love of learning should be a life-long activity. Each child will grow with knowledge and strength as an individual capable of making decisions that will shape his/her own future and the future of the world. The goal is for each child to reach his/her full potential in all areas of development, guiding him/her to be an active and contributing member of society.

Each of the classrooms has a lead teacher, who is American Montessori Society Certified, and a full-time assistant teacher.

The Montessori Classroom and Daily Routine

A child-centered classroom is the basis of the Montessori approach. In each of the "prepared environments", each child has the opportunity to progress at his/her own rate. The classroom is designed to offer maximum independent learning and exploration. Within this setting, the child develops freely in self-respect and confidence.

Dr. Maria Montessori believed that the child has an absorbent mind. It is the lead teacher's responsibility to prepare this environment so that each child learns naturally and easily with guidance and encouragement. By careful observation, the Montessori teacher introduces age-appropriate materials. One success builds sequentially upon another, thus increasing a child's continuous self-confidence and knowledge.

The multi-age classroom in Montessori develops a sense of community. Older children provide the younger ones role models and assistance with their work and

classroom adjustment. Through individual and group activities, children experience decision making, concern for their own and others' property rights, and independent thinking.

Each day the students have one or more specials classes, enjoy outside play, have snacks, and participate in large and small group activities.

The Montessori classroom is inviting and full of learning materials that are arranged on low, open shelves and sequenced from the simple to the complex. Montessori students develop the ability to make appropriate choices during their school day. Each child chooses his/her work from lessons that have been demonstrated and attract interest. By exploring and repeating lessons, the child is able to solve problems independently, expand analytical thinking skills and earn the satisfaction that comes from accomplishment and achievement. There is a great deal of movement and verbalization in a calm and pleasant Montessori environment. In this ordered space each child learns self-disciplined freedom that meets his/her developmental needs.

Saint Mary's Hall encourages parents to be an integral part of this program to observe their children's classrooms, to participate in parent education opportunities, and to volunteer.

Practical Life

Practical life activities are the foundation for all other areas in a Montessori classroom. Children develop large and small muscle coordination through practical life exercises, concentrating on self-help skills. Examples of these include buttoning, zipping, pouring water, and washing dishes.

When the half-day students leave for the day, the full-day students set up a classroom luncheon from food prepared by the School's dining hall staff. Serving buffet style makes it possible for children to enjoy new foods in a relaxed atmosphere. Participation in preparation and clean-up is an extension of practical life activities.

Achieving motor control of his/her body permits the child to develop inner control in the form of a longer attention span, increased self-confidence, independence, and self-discipline. These activities also prepare the child indirectly for other areas of the classroom, i.e., finger and muscle control for writing and artistic endeavors, and logical, sequential thinking necessary for sensorial, language, and mathematics progression.

The individual classroom courtyards provide an area for more Practical Life activities and physical movement.

Sensorial

Sensorial exercises expand the child's sensory perceptions of the world. Specific Montessori and teacher-made materials designed to isolate the auditory, visual, and tactile senses help sharpen the child's powers of observation and stimulate his/her inquiring mind.

Activities with materials such as smell and tasting bottles, rough and smooth sandpaper tablets, and sound cylinders give the child first-hand sensory experiences. Once the child has mastered the finer discriminations of size, weight, temperature, color, length, touch, taste, and smell, he/ she is ready to move on to variation and extensions of more advanced materials. These materials enable the children to think for themselves and develop problem solving techniques. As children develop these skills, more abstract thinking is possible.

Story Time

Daily group story time is an integral part of the Montessori program as it serves as a culmination of the morning's activities and a transition to dismissal for the younger students and lunch for the older ones.

Language

The basic tools of language development are vision, hearing, speech, and sensory motor skills necessary for writing and reading. The development of oral language skills begins before the child enters the classroom. Reading books and having interactive conversation with the child provides the foundation for language development, reading, and writing. While working in the practical life and sensorial areas, a child acquires the names of all materials with which he/she works. Later, the child will learn all classroom vocabulary. When he/ she is ready for pre-reading materials, the child is introduced to a wide variety of perceptual activities including matching, figure ground, shape constancy, and patterning exercises. These materials are adapted to the child's rate of progress.

The Montessori reading program includes both phonics and whole language instruction. A variety of multi-sensory materials, including sandpaper letters and movable alphabets, are used to facilitate the development of literacy in the young child. Reading, speaking and writing for meaning are products of the Montessori language program. Conversation is the beginning of reading, and in the Montessori classrooms there is always a constant hum of conversation with adults and children.

Mathematics

Math principles are acquired through indirect preparation in the practical life and

sensorial area. Repetitive use of Practical Life and Sensorial materials promotes the skills of order, concentration, coordination and independence which lay the groundwork needed to introduce math. By practicing and handling these multi-sensory exercises, the child forms a solid foundation that will aid in understanding more abstract mathematics.

The child illustrates numbers in symbol, set, and sequence, establishing a basic understanding of numerical concepts.

The child progresses through the decimal system, formation of numbers from 1-100 and the basic functions of addition, subtraction, multiplication, and division. Lessons in fractions, measurement, telling time, and introduction to money are also offered.

Montessori mathematics provides students with the opportunity to develop problem solving strategies that can be transferred to all areas of learning.

Geography

As in all areas of Montessori, the young child's introduction to geography begins with the multi- sensory approach. A sandpaper globe, which distinguishes between rough land and smooth water, eventually leads the child to wooden puzzle maps. From these maps, the older child draws his/her own maps.

Through a variety of picture cards, photographs, and books that center on the brotherhood of man, the child satisfies his curiosity about similarities and differences in people of the world. Music and Spanish lessons supplement and reinforce the family-of-man concept.

Technology

The basic tenets of Montessori instruction are the multi-sensory approach and Practical Life experiences. In keeping with tradition, the instructional emphasis will continue to be in those areas of a child's day. In addition, there will be supplemental technology instruction when appropriate. In our modern world, there are now a number of excellent software programs that can enhance children's intellectual growth. iPads will be available in the classes for children to explore.

Art

As a child refines the motor skills necessary to handle scissors, pencils, crayons, paint brushes, etc; he/she is free to construct his/her own creations. Care is taken to allow the child many avenues of expression using various media such as collage, clay, pastels, watercolors, and a variety of paints. Art in the Montessori classroom is an extension of the practical life area.

Music

The Montessori music curriculum is based on the Orff Schulwerk teaching philosophy. The learning atmosphere is joyful and game-like, full of singing, dancing, and instrument playing. Critical listening skills are developed through exposure to great and lasting music and composers from diverse cultures and styles. Musical concepts are brought to life through literature, props, puppets, and imagination.

Motor Skills

Working with physical education teachers, Montessori students engage in a variety of motor development activities. Our motor skills class incorporates activities to develop large-motor and manipulative skill activities. Large-motor skill activities give students the opportunity to develop their balance, movement concepts, and locomotor skills such as running, galloping, skipping, hopping. Manipulative skill activities give students the opportunity to develop skills such as throwing, catching, kicking, and striking. Working in small groups, students also have the opportunity to develop their social and emotional skills through teamwork and cooperative activities.

Students will learn through self-exploration and through small group, teacher-directed lessons. Self-exploration will allow students to discover an activity for themselves without any specified parameters. Teacher-directed lessons will allow students to figure out how to complete activities step by step to get the desired result. These lessons build student's independence as well as confidence in skills.

Science

Science encourages active observers, stimulates curiosity, and builds scientific vocabulary at a time when the child is unconsciously absorbing new language. Materials are presented sequentially from the inorganic states of solids, liquids, and gasses to earth science to weather and the organic classifications of plants and animals.

The younger child experiments; the older child is able to verbalize what happened and why. By demonstrating to the child that the world is indeed comprehensible and a knowledgeable place, many of the child's fears are reduced or eliminated.

Library

Montessori students receive instruction in library skills throughout the year in the Lower School library. Students visit the library for a 20-minute class once every 8 days where they learn the proper care of books, demonstrate good citizenship in

the library by following rules and procedures, enjoy picture books for pleasure, as well as receive instruction in location skills, evaluation and selection techniques, parts of a book, listening and viewing skills and literature appreciation. The main goal is to develop in the children a life-long love and appreciation for reading. Students incorporate their library skills as part of their overall learning experience.

Classroom Observations

A picture is better than a thousand words. Observing a child in the classroom provides insight into the Montessori Method and is an excellent preparation for the parent-teacher conference which takes place twice a year.

Kindergarten

Each of the three self-contained kindergarten classrooms has a certified lead teacher and a full-time assistant teacher. Children attend the library, the STEAM lab, music, physical education, and Spanish during the week. They also have the opportunity to play outside every day in self-selected activities. Classes begin at 8:10am and end at 2:30pm.

The benefit of a set schedule is that routine establishes a balance between teacher-initiated and child-selected activities from a variety of creative and academic centers. Free Centers provide areas for children to participate in both open-ended and structured activities, to promote creative and artistic abilities, and to strengthen social and independent work skills. Children learn to persevere with self-chosen tasks and make decisions about how to utilize their time. Free Choice Centers include: Book Corner, Math, Science, Manipulatives, Art, Blocks, Listening, and Dramatic Play.

Teachers work with students one-on-one, in small groups, and whole group activities at different times during the day. This setting allows children to learn through active participation and involvement. They explore the environment, manipulate materials, and experience concrete and hands-on activities.

Language Arts

Children engage in many activities that develop their oral language skills and help them begin to read and write. Students participate in language activities that extend their vocabulary and conceptual knowledge. They learn to follow directions and learn the vernacular of school. Students discuss the meanings of words from familiar and conceptually challenging selections read aloud and also through expressing themselves in complete thoughts. Students listen to a wide variety of children's literature, including selections from classic to contemporary works. The children are also exposed to nonfiction and informational materials. They learn how to listen attentively and ask and respond to questions and retell stories by

learning the simple basic story structure. Language arts teaching is organized using 4 components of the Daily 5 framework: Read to Someone, Listen to Reading, Work on Writing, and Word Work.

Students learn to identify and write using the Zaner Bloser style lettering. They learn that individual letters are different from printed words and that words have spaces between them and print is read from left-to-right and from top-to-bottom. They learn to write simple sentences. Through meaningful and organized activities, students learn that spoken language is composed of sequences of sounds. Through an enriched daily phonics program, with an emphasis on the Science of Reading, students learn how to identify, segment, and blend sounds in spoken and written words. Each child applies what he/she is learning through differentiated reading and writing activities that are introduced at his/her own pace.

Mathematics

A well-balanced mathematics' curriculum focuses on developing whole-number concepts and using patterns and sorting to explore numbers, data, and shapes. Daily routines and games are part of the program, designed to build conceptual understanding and ensure mastery of basic skills in authentic and interesting contexts. Students have many opportunities for cooperative learning activities, explorations and projects in the following areas.

- Data and Chance
- Geometry
- Measurement and Reference Frames
- Numeration
- Operations and Computation
- Patterns and Functions

Woven throughout the content strands are several other key mathematical themes:

- Estimation Skills and Number Sense
- Mental Arithmetic Skills and Reflexes
- Problem Solving

Science

Our Accelerate Learning *STEMscopes*-based science curriculum is built on an instructional philosophy that centers on students learning science through hands-on exploration and inquiry. Each lesson includes a series of investigations and activities to bring science to life for our students so that they can “learn by doing” and fully engage in the scientific process. *STEMscopes* is fully aligned to the Next Generation Science Standards (NGSS) which include three areas of

learning: fundamental scientific knowledge, science and engineering practices, and cross-cutting concepts which link scientific thinking across disciplines.

The essential questions explored by our kindergarten students throughout the year include:

How do plants and animals meet their needs for survival?

How can humans reduce their impact on the environment?

How can we respond to different weather conditions and the effects of the sun?

How do objects move and how can we change an object's motion?

Social Studies

Our InquirEd *Inquiry Journeys*-based social studies curriculum provides the opportunity for students to learn more about themselves, their community, and the world through investigations and explorations in authentic texts and experiences. In each unit of study (called an Inquiry), students investigate an Inquiry Question over the course of 4–6 weeks, gathering, evaluating, and interpreting evidence from diverse primary and secondary sources. Lessons are designed to connect to students' lived experiences, support student-led learning, and promote reflection and integration of new learning. The essential questions explored by our kindergarten students throughout the year include:

- Navigating School: How can we make school a great place for everyone?
- My Team and Self: How can we unite to build a powerful class community?
- Past, Present, and Future: How can we use wisdom from the past to build a better future?

Technology Instruction

Kindergarten students receive technology instruction throughout the year in the classroom through use of an interactive board, classroom iPads and in a collaborative learning space. Students learn the proper use of the technology components. Teachers use interactive technology to enhance student learning.

Fine Arts

Four basic strands: perception, creative expression/performance, historical and cultural heritage, and critical evaluation provide broad and unifying structures for organizing the knowledge and skills students are expected to enjoy in art, music and drama.

Art

Students hone their perceptions of the environment, developed through increasing

visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source of creating artwork. Exposure to great and lasting art and artists gives students historical and cultural clues that can increase their knowledge of the world around them. Students at their own rate will have many opportunities to explore technique and develop their talents.

Music

The Kindergarten music curriculum is based on the Orff Schulwerk teaching philosophy. The learning atmosphere is joyful and game-like, full of singing, dancing, and instrument playing. Critical listening skills are developed through exposure to great and lasting music and composers from diverse cultures and styles. Students learn how to read, write and play simple rhythmic and melodic patterns. Musical concepts are brought to life through literature, props, puppets, and imagination.

Physical Education

Kindergarten is the first year that students will attend PE classes in the gym. Students will be taught by one of the SMH coaches. During the first three quarters of the school year, students will be introduced to a variety of new skills and engaging games that will lay the groundwork for numerous sports and athletic movements.

The last quarter will use those skills and introduce games that require a little strategy, more thinking and teamwork to accomplish goals. Our goal is to build a foundation for enjoyment in physical activity while guiding the students to hit age-appropriate benchmarks by the end of the year. Students will understand that improvement in challenging tasks or skills is achievable through consistent practice and perseverance. Students will understand sportsmanship, integrity, and cooperation through team, small group, and partner work. Most importantly students will find activities they enjoy in maintaining a healthy lifestyle.

Spanish

Spanish in the kindergarten program emphasizes listening, vocabulary and oral communication. Students learn how to respond and converse using everyday commands and questions in a foreign language. Students also engage in a variety of games and songs designed to help them increase Spanish vocabulary and learn about the Spanish culture, art and lifestyle.

Library

Kindergarten students receive instruction in library skills throughout the year in the Lower School library. Students visit the library for a 30 minute class every 8 days. They learn proper care of books; demonstrate good citizenship by following rules

and procedures; enjoy picture books for pleasure; receive instruction in location skills; evaluation and selection techniques; parts of a book; and, listening and literature appreciation. The main goal is to develop in the children a lifelong love and appreciation for reading.

Forms 1-5

English/Language Arts

Form 1

The Form 1 language arts program is literature and phonics based, organized around developmentally appropriate texts and phonics instruction. The texts consist of high-quality literature; the works of the authors have been selected to represent a diversity of genres, topics, and styles in writing. Oral reading and comprehension skills are taught and emphasized during whole group lessons, small group lessons and one-on-one instruction. Written and oral communication, along with vocabulary development, phonetic principles, grammar development, spelling, and handwriting are stressed in the program. Language arts teaching is organized within the Daily 5 framework: Read to Self, Read to Someone, Listen to Reading, Work on Writing, and Word Work.

Form 2

The Form 2 language arts program is a literature-based program organized around various genres of writing. The writing element of each unit teaches students how to compose original texts using the basic conventions of written language such as capitalization and end punctuation, how to spell proficiently, how to use the writing process, and how to evaluate one's own writing as well as the writing of others. Language arts teaching is organized within the Daily 5 framework: Read to Self, Read to Someone, Listen to Reading, Work on Writing, and Word Work. The reading portion of this program helps students learn to use a variety of word identification strategies, to read with fluency and understanding, and to read for different purposes. It also provides instructional strategies for comprehension and vocabulary development. Through various oral language experiences, the students learn to listen and speak appropriately to audiences and to communicate clearly. Oral reading and comprehension skills are taught and emphasized using the framework of the Reading Cafe. Daily lessons reinforce phonetic principles, grammar development, spelling, and handwriting.

Form 3

The Form 3 language arts program is designed to transition students from learning to read – to reading for understanding, information, and enjoyment. Students discover how setting, character development, plot, author's purpose, and other story elements contribute to the quality of a book or text. Students read from a variety of genres including traditional fiction, biography, fantasy, and poetry. Students use what they read as models for their own writing. Proper use of the

writing process is emphasized through the use of Writing Workshop. Grammar skills are introduced in isolation and then incorporated into writing instruction. In addition, students write to learn as they use writing to aid in reading comprehension. Students are assessed in a variety of ways including objective tests, classroom observations of reading strategies, writing assignments, journals, and class discussion and participation. Phonics and spelling skills are integrated as students learn to use various spelling patterns and rules. They are expected to apply the spelling rules in their daily written work as well as for regular assessments of spelling progress. Students in Form 3 continue to learn cursive writing techniques.

Form 4

The Form 4 language arts program is based on the premise that reading is a form of thinking, and literal and inferential comprehension skills are stressed and integrated into units of study. While the genres of biography, autobiography, historical fiction, poetry, and nonfiction are directly taught, the other genres are also encouraged to be read throughout the year through both independent reading as well as through the voluntary participation in our grade level book club affectionately known as 'Chat n' Chew.' Literature circles are another way in which choice is threaded throughout the fabric of our reading program. Reading is the inhalation; writing is the exhalation, and proof of this is found in our combined Readers/Writer's Notebooks. Through a workshop model, our writers go through the writing process of generating seeds, 'killing darlings,' rough drafting, conferencing, revising, and editing and finally publishing a personal narrative, poems, responses to literature, a compare/contrast essay, a "Listen to a Life" essay, an opinion essay as well as free writing. Mentor text passages and lines allow our writers to model their own words along the lines of writing greats. Finally, direct instruction in spelling and grammar augments our ELA program.

Form 5

The Form 5 language arts program is designed with the end in mind: a successful transition to the increased rigor of middle school literature and extensive essays. Students explore the literary elements of novels, poetry, fantasy and historical fiction, using these as "mentor texts" for writing. Independent at-home reading enhances this growth, with every class beginning with book talks and student to student text recommendations. In everyday discussion, readers analyze character development, setting, and theme and journal reflectively to guided questions. Grammar work is embedded into each novel, allowing students to see how authors use various parts of speech (adjectives, adverbs, prepositions, etc) to better engage the reader. Each assigned essay prompt and poem cycles through the writing process, where they are edited, revised and presented in various platforms, from read alouds to a much celebrated Poetry Slam in front of parents and peers

Mathematics

The basic principles of Saint Mary's Hall's mathematics program are based on the best practices from the recent research of children's mathematical thinking and on curriculum and instruction.

- Children acquire knowledge and skills and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life context and situations and when children are given the opportunity to become actively involved in learning. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and context that are relevant to everyday lives. Students are encouraged to explain and discuss their mathematical thinking in their own words. Children begin school with more mathematical knowledge and intuition than previously believed. The curriculum is built on this intuitive and concrete foundation and gradually helps students gain an understanding of the abstract and symbolic, aiming for a significantly higher achievement than has traditionally been expected.
- Because very few people learn a new concept or skill the first time they experience it, the curriculum is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills.
- Children are provided numerous methods for basic skills practice and review. These include written and oral fact drills, mental math routines, practice with fact triangles, daily sets of review problems, homework, and a wide variety of math games.
- Mental mathematics is central to the program. Opportunities to verbalize thoughts and strategies give children the chance to clarify their thinking and gain insights from others. Students learn to be flexible and resourceful problem solvers.

Form 1

The design of the mathematics program is to develop the mastery of facts from one through twenty and the understanding of concepts of number patterns, place value through 100, measurement, and geometry. The objective is to provide an introduction to fractions, money, and time. There is a strong emphasis on the use of manipulatives to enable students to visualize concepts before moving to abstract operations. Recognition and development of varied math strategies are encouraged for use in daily estimation, operations, problem solving, and computation. Students also explore sets, patterns, attributes, graphs, numbers, and numeration. Exposure to these concepts is important for building a firm foundation of math knowledge. Each classroom is furnished with manipulative materials from which students learn a hands-on approach to mathematics. The children are exposed to mathematics while working individually, in small cooperative groups, and in total class activities with integrated themes.

Form 2

The mathematics program emphasizes the mathematical strands, skills and concepts in:

- **Numeration** - counting, reading and writing numbers, identifying place value, comparing numbers, working with fractions, and using money to develop place value and decimal concepts
- **Operations and Computation** - recalling addition and subtraction facts, exploring number families, adding and subtracting without and with renaming, introductory multiplication, and exchanging money amounts
- **Data and Chance** - collecting, organizing and interpreting data using tables, charts and graphs, and exploring concepts of chance
- **Geometry** - exploring 2-3 dimensional shapes and classifying polygons
- **Measurement** - using tools to measure standard and metric units on length volume
- **Patterns, Functions and Algebra** - exploring number patterns, rules for number sequences, relations between numbers and attributes

Emphasis is placed on problem solving to develop critical thinking based on everyday situations. Wide varieties of math manipulatives, online programs, and calculators are used to enhance the child's learning.

Form 3

In Form 3, students extend their knowledge of math concepts while adding new skills and strategies. Emphasis is placed on problem solving that develops critical thinking skills based on everyday situations. Students will be expected to fluently recall multiplication facts through twelve by the end of the year. A wide variety of math manipulatives, work stations, and online programs enhance the student's learning.

Students will expand their study of:

- **Operations and Computations**-2-3 digit addition and subtraction strategies as well as the standard algorithm, 1-2 digit multiplication and division strategies, fact families
- **Place Value**-understanding place value to the hundred thousands place, (value of a digit, written form, standard form, expanded form, expanded notation), comparing and ordering numbers, rounding/estimating
- **Fractions**- understanding fractions of a whole, the sum of unit fractions, locate and place fractions on a number line, compare fractions with the same numerator and denominator, and identify equivalent fractions using models
- **Measurement**- determining the appropriate metric and customary unit of measure (capacity, length, weight, liquid volume, mass), perimeter, area, elapsed time
- **Geometry**- identifying polygons and polyhedra based on their attributes, comparing and identifying quadrilaterals
- **Data Analysis**-collecting, organizing, and analyzing data using frequency tables, bar graphs, pictographs, and line plots

Teachers incorporate manipulatives and visual models that provide a variety of ways for students to make sense of mathematical concepts, represent and solve problems, attend to precision in their efforts, and communicate about their thinking. The models that appear most frequently in **Form 3** are used to help students represent and solve problems involving multiplication and division, develop efficient strategies for adding and subtracting multi-digit numbers, and develop an understanding of fractions as numbers.

Form 4

In Form 4, students will expand on their knowledge of solving single and multi-step problems through addition, subtraction, multiplication, and division. To be successful problem solvers, Form 4, students are expected to have mastered their basic facts in addition, subtraction, multiplication, and division. Logic activities, mental math and a deep understanding of number sense will also be stressed. Solving problems, reasoning, and communicating will enable and empower each student in solving real world problems.

Students will expand their study of:

- **Place value**- rounding, writing, comparing and estimating from the hundredths to the billions. Students will interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left
- **Multiplication**- of double digit numbers using a variety of strategies, including being introduced to the traditional algorithm.
- **Division** - dividing a 4 digit number by a single digit number through a variety of strategies and interpreting remainders
- **Fractions** - comparing fractions with like and unlike denominators, finding and generating equivalent fractions, equal sharing, adding and subtracting fractions and mixed numbers with like denominators.
- **Decimals**- understanding decimal place value through the hundredths connecting decimals to fractions, adding and subtracting decimals, money.
- **Geometry & Measurement** - perimeter and area of rectilinear figures, identifying types of angles and using a protractor to measure/draw angles, convert both customary and metric measurements, elapsed time.

Teachers incorporate manipulatives and visual models that provide a variety of ways for students to make sense of mathematical concepts, represent and solve problems, attend to precision in their efforts, and communicate about their thinking. The models that appear most frequently in **Form 4** are used to help students develop efficient strategies for computing with multi-digit numbers, as well as analyzing fractions and decimals.

Form 5

An extension of the material introduced in Form 4 is continued at this level. Students will work collaboratively in small groups where they will use mathematical processes to acquire and demonstrate mathematical understanding. Students will practice skills in a variety of engaging ways. They will complete mental math and fluency exercises, engage in meaningful problem solving activities, and play games specifically designed to help them develop and practice skills on a daily basis. Throughout the year, students will develop understanding around concepts and skills in topics covering a broad range of mathematics, including operations and algebraic thinking, number and operations in base ten, number and operations with fractions, measurement and data, and geometry.

Students will expand their study of:

Operations and Algebraic Thinking Understand and evaluate numerical expressions with grouping symbols; write expressions that represent real-world situations; analyze patterns and describe relationships between numbers.

Numbers and Operations in Base 10 Understand the meanings, uses, and

representations of numbers in our base-10-place value system; understand and perform operations with multi digit numbers and decimals.

Number and Operations-Fractions Add and subtract fractions with unlike denominators; multiply fractions and mixed numbers; divide whole numbers by unit fractions and unit fraction by whole numbers; solve real-world problems that involve fractions and computation with fractions.

Measurement and Data Create and interpret line plots to represent fractional data; convert between measurement units and use conversions to solve real-world problems; understand concepts of volume; find the volume of rectangular prisms.

Geometry Use and understand a coordinate grid to graph and solve real-world and mathematical problems; understand categories and subcategories of shapes; classify 2-dimensional shapes based on their properties.

Teachers incorporate manipulatives and visual models that provide a variety of ways for students to make sense of mathematical concepts, represent and solve problems, attend to precision in their efforts, and communicate about their thinking. The models that appear most frequently in **Form 5** are used to help students develop and refine efficient strategies for computing with multi-digit whole numbers, fractions, and decimals.

Science

Our Accelerate Learning *STEMscopes*-based science curriculum is built on an instructional philosophy that centers on students learning science through hands-on exploration and inquiry. Each lesson includes a series of investigations and activities to bring science to life for our students so that they can “learn by doing” and fully engage in the scientific process. *STEMscopes* is fully aligned to the Next Generation Science Standards (NGSS) which include three areas of learning: fundamental scientific knowledge, science and engineering practices, and cross-cutting concepts which link scientific thinking across disciplines.

Students have multiple opportunities to build on the skills gained during each form level by revisiting important concepts and expanding their understanding of connections across scientific domains. This spiraling curriculum equips our students to think critically, analyze information, and solve complex problems.

Form 1

The essential questions explored by our Form 1 students throughout the year include:

How do plants and animals use their external parts to survive, grow, and meet their needs?

How are plant and animal offspring similar to their parents?

How do the sun, moon, moon, and stars appear to move across the sky?

What patterns can we observe in the day and night sky?

How do different materials affect the way light and sound travel?
What are some ways we use light and sound to communicate?

Form 2

The essential questions explored by our Form 2 students throughout the year include:

How are organisms classified?
How do habitats help plants and animals meet their needs?
How are human inventions inspired by plants and animals?
How does the earth's surface change over time?
How can matter be classified and how can it change from one form to another?

Form 3

The essential questions explored by our Form 3 students throughout the year include:

What are the unique characteristics of various organisms' life cycles?
How do inherited and environmental traits help organisms survive and thrive in their habitat?
What happens to organisms when their environment changes?
How can scientists use evidence from the past to understand life from long ago?
How does geography affect weather and climate?
How do various forces affect the movement of objects in our daily lives?

Form 4

The essential questions explored by our Form 4 students throughout the year include:

How does the brain receive and process information?
How do an organism's unique parts work together to help it survive?
How do the senses help organisms respond to different stimuli?
What types of changes to Earth's surface have occurred over time and why?
How can we reduce the impacts of natural Earth processes on humans?
How can communities responsibly use natural resources?
How does energy move from one place to another and how is energy transferred when objects collide?
What system using light or sound to communicate could reach people over a distance?

Form 5

The essential questions explored by our Form 5 students throughout the year include:

How can a self-sustaining garden be designed that would provide enough food for the community?
How do organisms interact with the nonliving things in their environment?
How can a planetarium be designed in which people learn about space and the effects of gravity, rotation, and orbiting?
What role does water play on Earth, and what steps can be taken to conserve it?
How do our actions affect the environment, and what can we do to reduce those effects?
How can we use the properties of matter to clean up water after a natural disaster?

Social Studies

Our InquirEd *Inquiry Journeys*-based social studies curriculum provides the opportunity for students to learn more about themselves, their community, and the world through investigations and explorations in authentic texts and experiences. In each unit of study (called an Inquiry), students investigate an Inquiry Question over the course of 4–6 weeks, gathering, evaluating, and interpreting evidence from diverse primary and secondary sources. Lessons are designed to connect to students' lived experiences, support student-led learning, and promote reflection and integration of new learning.

Form 1

The essential questions explored by our Form 1 students throughout the year include:

Families Near and Far: How can we bring families together to build stronger communities?

Our Special Location: How can we help others appreciate our special location?

Civic Engagement: How can we work together for the good of the community?

Form 2

The essential questions explored by our Form 2 students throughout the year include:

Meeting Needs and Wants: How can we work together to meet community needs and wants?

Our Changing Landscape: How can we respond to our changing landscape?

Innovation: How can we innovate to improve the world around us?

Map making and related geography activities are reinforced throughout the year through the use of special workbooks, map making, and other related activities.

Form 3

The essential questions explored by our Form 3 students throughout the year include:

Global Connections: How can we act as global citizens?

Our State's History: How can we help tell the story of our state?

Innovation: How can we innovate to improve the world around us?

Form 4

The essential questions explored by our Form 4 students include:

Migration and Movement - How can we honor and respect our many cultures?
Regions and Natural Resources of the US - How should we use the natural resources of the United States?
Economic Choices - How can we make economic choices that have positive impacts?

Form 5

The essential questions explored by our Form 5 students include:

Native America: How can we better honor the cultural heritage of this land?
The Colonial Era: How can facing the complexities of America's past help us to meet the challenges of the present?
The American Revolution: How can we promote life, liberty, and the pursuit of happiness for all?
Rights and Responsibilities: How can we contribute to a healthy democracy?

Classroom Guidance

The Lower School works with Montessori - Form 5 students, teachers, and parents and teaches classroom guidance Fly Five lessons at the Kindergarten - Form 5 levels. Lessons are designed to assist students in learning and demonstrating appropriate school behavior and in developing self-understanding and awareness including but not limited to problem solving, coping skills, and social skills. Classes ensure that consultative and educational practices are sensitive to the needs and experiences of the SMH community, including socioeconomic status, gender identity and expression, sexuality, race, ethnicity, religion, or country of origin.

Technology Education

The Lower School instructional technology program provides all students in Forms 1 - 5 opportunities to learn how to use various devices as effective tools for research and exploration, communication, and creative expression. Students are taught the mechanics of using devices such as laptops and iPads, and are introduced to keyboarding, word processing and researching skills. They explore a variety of software programs designed to develop critical thinking skills and enhance curricular studies in their classrooms.

Technology projects in the *Collaboratory*, a collaborative learning space with iPads and Makerspace technology, are developed to enhance current curriculum. Throughout the year the learning process continues as projects become more sophisticated. Lower School students keyboard reports, do Internet research, and create multimedia presentations. In the core subject classrooms, the teachers, using iPads and Clevertouch projection screens, instruct students with the latest in educational applications and software programs. Students use iPads and laptops to link to the teachers' lessons.

Physical Education

Forms 1-5 physical education classes provide students with a planned, progressive, standards-based program of curricula and instruction. The lessons are designed to define the skills that students should learn at critical grade levels. Coaches demonstrate and instruct students in all skills to help them succeed in developing motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-confidence, and emotional awareness.

In Forms 1 and 2, special attention is given to the development of motor skills and introduction of basic fitness movements. This is done through games and skill-based activities that challenge each student, but also to provide a setting for students to have the opportunity to be successful. In Forms 4 and 5, in addition to fitness and skill development, students participate in small-sided, modified sports games (examples: handball, soccer, basketball, volleyball, kickball, racquet sports, ultimate frisbee) to strengthen their knowledge of team and individual strategies for success.

The Mission of the Saint Mary's Hall Physical Education Program in Lower School is to:

- Provide a positive, safe, and stimulating environment for children to learn skills and activities while emphasizing knowledge for a lifetime of physical activity.
- Help build skills that set students up to be well rounded in many components of athleticism.
- Guide students to display good character traits in being a good sport – sense of responsibility, integrity, respect for others, build confidence, self-discipline and continue to learn to be honest and truthful.
- Introduce numerous ways to be engaged in physical activity so that students will find enjoyment in moving their bodies for a healthy lifestyle.

Spanish

The Spanish program uses an aural-oral-visual approach to language learning. There is an emphasis on listening, understanding, and speaking the language through vocabulary acquisition, with gradual progression toward reading and writing. The language is presented in an interesting context with the study of Hispanic cultures integrated into the program. Students are encouraged to personalize what they have learned and to integrate their knowledge into everyday conversations. Music, songs, games, stories, and special activities supplement the program.

Fine Arts

The fine arts program has a diverse and widely-recognized reputation for excellence. The fine arts faculty constantly strives to find new and innovative ways to further the vision of the fine arts department: “to instill a life-long appreciation and participation in the arts by fostering creative expression and developing a strong sense of self through the creative process.”

In Forms 1-5, art, drama and music are offered to all students on a weekly rotation, with dance being offered to interested students. Throughout the year students will actively perform in plays, concerts, musicals, and one major dance production.

The following fine arts courses have fees that are supplemental to regular tuition and fees:

- Private Music Lessons
- Dance

Parents dropping fee-based fine arts classes after the first 10 days of class will still be responsible for paying those fees and there will be no refunds.

Art

Lower School Art fosters community for all students to explore artistic expression individually and collaboratively through drawing, painting, sculpture, interdisciplinary methods, and image-based storytelling. Each student will make a variety of projects which implement art history and the elements of art and design as the base of the curriculum. Forms 1-5 Art will build a foundation for students to gain problem-solving skills, self-confidence, increased teamwork, curiosity of research, and higher levels of thinking.

Drama

Drama classes in all Forms have been carefully designed to encourage self-expression and cooperation with others, to develop speaking and performance skills, and to build confidence and critical thinking skills. Story drama, mime, improvisation, tableau work and scene devising are major components of the Lower School Drama curriculum. Students in Forms 1-4 participate in musical performances, which are presented in the theater each school year. In Form 5 students participate in a culminating experience, when they collaborate to write and perform in an original drama production.

Music

The positive music experience is a vital and necessary element in education. Centered around the Orff approach, all students have the opportunity to gain knowledge of music in a variety of ways. Students create music through singing and playing various instruments, individually or with others. Composing, improvising, and reading and notating music are integral parts of this curriculum. Students also are taught to listen critically and evaluate music.

Dance

In our Lower-School dance classes, we develop the psychomotor capacity of our students. As a result, our dancers reach high levels of coordination with a great sense of synchronization and displacement. Dance, in Lower School, helps with the ability to recognize different musical styles and implement each of them into movement. At the basic levels, our dancers will work on creative movement, the fundamental bases for later years, to prepare to incorporate pantomime elements to make the sign capable of telling a story. We offer Hip-Hop techniques in Lower School, encouraging dancers to enhance their skills and speed. Hip-hop increases dancers' mental capacity and accuracy through fast-paced motions and high-energy kinesthetics. Based on our diverse dance curriculum with the Cuban and Vaganova schools, we provide our dancers with the best dance education level.

Library

Montessori through Form 5 students receive instruction in library skills throughout the year in the Lower School Library. Students visit the library once per 8 day cycle where they learn specific grade appropriate library skills. They demonstrate good citizenship in the library by following rules and procedures, learn the proper care of books and receive instruction in using online databases and research skills, and learn the proper evaluation and selection of books and materials relevant to their needs. Students learn safe, age-appropriate strategies that encourage them to be safe digital citizens. The main goal of the library is to develop the love of reading and develop a lifelong reader. All library classes are coordinated with the classroom teachers in order to present more meaningful and pertinent learning experiences for the students.

Forms 1 – 5 Academic Policies and Procedures

Homework

Homework for students in Forms 1-5 is to solidify and reinforce information learned during the day. In all grade levels, the goal is to develop good study habits, time management, and understand the importance of daily preparation for class. The Lower School does not expect students to have an unmanageable amount of home study. Homework is rarely given on weekends, except to make up missed work or to complete a project. Parental involvement should be to give support and encouragement during homework time, but the completion of assignments should be the responsibility of the students. There is an expectation that students complete their homework assignments and turn them in on time.

Form 1

In addition to daily reading, homework assignments should not exceed 10 – 15 minutes. No homework will be assigned on weekends or over breaks.

Form 2

In addition to daily reading, homework assignments should not exceed 20 minutes. No homework will be assigned on weekends or over breaks.

Form 3

In addition to daily reading, students should not exceed 30 minutes of homework. No homework will be assigned on weekends or over breaks.

Form 4

In addition to daily reading, students should not exceed 40 minutes of homework. No homework will be assigned on weekends or over breaks.

Form 5

In addition to daily reading, students should not exceed 50 minutes of homework. No homework will be assigned on weekends or over breaks.

Lower School Academic Support

Saint Mary's Hall is a college preparatory school whose mission includes providing students with the curriculum and skills necessary for success in college. Admission is selective, and students who enroll are expected to meet the academic expectations of the program. Occasionally, a student may need academic support as they progress through Lower School.

Students in Forms 1-3 may receive support from the Academic Support team as deemed necessary through internal screenings, assessments, and data provided by the classroom teachers. Students participating in the academic support program will receive additional instruction during the school day in math and/or language arts.

Beginning in Form 4, in order for students to qualify for formal accommodations and academic support, the school must be in receipt of full psychoeducational

assessment from a licensed psychologist. While being sensitive to these students' needs, Saint Mary's Hall reserves the right to limit the psychologist's specified recommendations. Parents must sign an academic agreement waiver stating:

All learning diagnoses, related accommodations requested, and recommendations for academic support will be shared with the Academic Support Specialist and Asst. Head of School for Academics for learning support purposes.

The School will provide those accommodations that are necessary and reasonable, which do not fundamentally alter the school's program or pose a risk of harm to the student or to others.

All accommodations approved by the Assistant Head of School for Academics, in partnership with the Academic Support Specialist, will be shared with the student's teachers.

Testing submitted for the purpose of evaluating requests for accommodation may be shared with those individuals who are tasked with evaluating, granting, and implementing reasonable accommodations.

If testing is new or updated, an appointment must be made with the Lower School Academic Support Coordinator for a parent-teacher conference. Each year, as the student is placed with new teachers, parents and the School must ensure the teachers are acquainted with the student's approved accommodation(s). All documentation for accommodations should be current (within the past three years) and on file in the Academic Support office.

At the end of each academic year, the school administration will assess whether Saint Mary's Hall can adequately accommodate the needs of a student with learning differences or whether that student would be better served in a different school setting.

Executive Functioning Skills

Executive Functioning refers to a group of skills that helps us to focus on multi-layers of information at the same time. These skills help us monitor errors, make decisions based on new and prior knowledge, adapt to plans unexpectedly, and resist the urge to act impulsively. Forms 1-5 Students are provided opportunities to learn and grow these specific skills for a healthy development through adolescence.

Quarterly Grade Review

Saint Mary's Hall is a college preparatory school. For this reason, there is an expectation of maintaining high academic standards. Grades are reviewed quarterly and an individual academic support plan will be implemented for students

who qualify for academic support. At the end of each quarter, a written notification will be given to parents of students whose grades meet the standard:

- 1 or more grades of D (below 70%)
- 1 or more grades of F (below 60%)

A student who has been on grade review for two or more quarters and who has not shown sufficient improvement may not be eligible for re-enrollment and may have his or her contract held at the discretion of the Head of Lower School.

Report Cards

Report cards will be updated electronically in the Parent Portal at the end of each 9-week period.

Standardized Testing

Standardized testing occurs three times (fall, winter, spring) per year in Kindergarten - Form 5. **NWEA MAP Growth** is an untimed, nationally normed, standardized achievement test which measures what students know in math, reading, and language usage and informs what they're ready to learn next by using a computer adaptive test that adjusts to the ability and knowledge of the student. MAP Growth is designed to measure student achievement in the moment and growth over time, regardless of grade level. MAP Growth is the only interim assessment that provides school-level norms, allowing us to compare your students' growth with that of their academic peers and providing a context for comparing grade level achievement and growth relative to other schools across the nation.

Students in Kindergarten - Form 3 participate in the **NWEA MAP Reading Fluency** assessment which measures foundational reading skills, with an emphasis on oral fluency.

Form 5 students participate in the **Otis-Lennon School Abilities Test (OLSAT)** which measures the cognitive abilities that relate to a student's ability to learn in school and may be used to relate a student's actual achievement with his or her school ability. **OLSAT** assesses students' thinking skills and provides understanding of a student's relative strengths and weaknesses in performing a variety of reasoning tasks.

Release of Academic Records

Parents and/or school institutions should submit requests for academic records by email support@smhall.org. Academic records may not be released until the

financial obligations on behalf of the student have been met in full. A student will not be allowed to continue classes, nor will grades or transcripts be released, if any account is in arrears.

Lower School Health Curriculum Overview

The Lower School Health curriculum at Saint Mary's Hall is designed to support the development of the whole child: mind, body, and relationships. The program is science- and fact-based, aligned with nationally recognized health education standards, and responsive to the developmental needs of students at each grade level. This proactive framework helps ensure that students build the skills necessary to make healthy, informed choices for their well-being now and in the future.

The curriculum is informed by the following inputs:

- Saint Mary's Hall Guiding Statements (mission, vision, core values, statement of belonging, and statement of spirituality)
- National Health Education Standards
- Nationally recognized human development and health education frameworks
- Feedback from Lower School teachers regarding student strengths and areas of growth

Health education at SMH continues through Middle and Upper School. Families may review curriculum overviews for those divisions in their divisional curriculum guides.

Instruction is interactive and skill-based, emphasizing communication, decision-making, self-management, goal-setting, and advocacy. Students in Kindergarten through Form 5 also participate in age-appropriate human development and sexual health lessons that focus on safety, respect, and self-awareness.

Attendance

Students are not penalized for absences, and there is no grading penalty for missing a Health class.

Kindergarten

Units	Topics/Lessons
Introduction to Health	<ul style="list-style-type: none">• Classroom Routines & Building Connections• Class Agreements• What is Health?
Accessing Valid and Reliable Information	<ul style="list-style-type: none">• Who is a Safe Adult?• School Helpers• Asking for Help
Family	<ul style="list-style-type: none">• Family
Self-Management	<ul style="list-style-type: none">• Illness Prevention• Dental Hygiene• Hydration
Interpersonal Communication	<ul style="list-style-type: none">• Friendship• Conflict Resolution• Boundaries and Personal Space• Consent• The Power of Words• Being an Upstander
Goal-Setting	<ul style="list-style-type: none">• Growth Mindset• Coping with Mistakes• Responding to Accidents and Mistakes• How Our Feelings and Energy Impact Our Ability To Respond With Grace
Self-Management	<ul style="list-style-type: none">• Nutrition• Body Parts and How They Work• Physical Activity and the Heart• Warming Up and Cooling Down• Handling Stress

Form 1

Units	Topics/Lessons
Introduction to Health	<ul style="list-style-type: none"> • Classroom Routines & Building Connections • Class Agreements • What is Health?
Decision-Making	<ul style="list-style-type: none"> • Decision Making is a Super Power • Decision Making with Food and Drink Choices • Decision Making on the Playground • Initiating Tasks • Prioritizing and Managing Time
Advocacy	<ul style="list-style-type: none"> • Respecting Boundaries and Personal Space • Comments to Peers • Responding to Meanness
Gender	<ul style="list-style-type: none"> • Gender <ul style="list-style-type: none"> ○ Key message: We associate boys and girls with certain things, but everyone gets to decide for themselves what they like. ○ Students will discuss the idea that we associate activities, interests, colors, etc. with boys or with girls. However, everyone gets to decide for themselves what they like. Students will read the book, <i>Amazing Grace</i>, and decide how they could be a friend to the protagonist.
Analyzing Influences	<ul style="list-style-type: none"> • How friends and siblings influence us
Self-Management	<ul style="list-style-type: none"> • Screen time • Digital Citizenship • Illness Prevention • Hydration • Sun Safety • Responding to Accidents and Mistakes
Advocacy	<ul style="list-style-type: none"> • Keeping our School Environment Healthy

Form 2

Units	Lessons
Introduction to Health	<ul style="list-style-type: none"> • Classroom Routines & Building Connections • Class Agreements • What is Health?
Accessing Valid and Reliable Resources	<ul style="list-style-type: none"> • Safe Grown Ups In Our World • Knowing How To Call For Help
Goal-Setting	<ul style="list-style-type: none"> • Controlling Stress and Anxiety • Developing an Understanding of Time
Interpersonal Communication - Part I	<ul style="list-style-type: none"> • TELL Model of Good Communication • Practicing Good Communication • Making Room for More Friends • Mix It Up in Our Classroom
Self-Management	<ul style="list-style-type: none"> • Navigating Competition • Sportsmanship • Building a Team Culture
Abuse Prevention	<ul style="list-style-type: none"> • This lesson is designed to introduce the topic of body safety in a way that's developmentally appropriate for Form 2 students, ensuring that they feel empowered and know who to turn to for help. This lesson provides an important foundation for students about seeking help from trusted adults. • Identify medically accurate names for the following private body parts: penis, vulva, bottom, chest. You can click here to view the image that will be used as a visual to identify where these parts are. • Understand the concept of sexual abuse and recognize behaviors that are not okay. • Name trusted adults they can go to for help ○ Practice how to start a conversation when seeking help.
Interpersonal Communications	<ul style="list-style-type: none"> • Friendship Dilemmas • Boundaries and Consent • Identity and Belonging

Form 3

Units	Topics/Lessons
Introduction to Health	<ul style="list-style-type: none"> • Classroom Routines & Building Connections • Class Agreements • What is Health?
Self Management	<ul style="list-style-type: none"> • What Helps Me Learn My Best? • Learning the PLEASE Skill • Building My Healthy Learning Plan
Analyzing Influences	<ul style="list-style-type: none"> • Self-Image • Strike a Balance: What does it mean to be smart about how we use our time? • Understanding the Good and Bad of Anxiety: Inside and Out • Conquering Group Projects Like a Champ: What do you do?
Advocacy	<ul style="list-style-type: none"> • What Is Advocacy? • Advocating For Yourself and Others • Advocacy In Our Community • Taking Action
Interpersonal Communication	<ul style="list-style-type: none"> • Respecting Differences Among People • Civil Discourse <ul style="list-style-type: none"> ○ Speaking/listening calmly and respectfully, especially when you disagree. Listening to understand, not to respond or win. ○ ○ Understanding how to communicate with and about people who are different from you.
Puberty: Social and Emotional Changes	<ul style="list-style-type: none"> • Puberty: Social and Emotional Changes <ul style="list-style-type: none"> ○ This lesson empowers students to recognize, manage, and seek support for the emotional and social shifts they may experience during puberty and adolescence, with an emphasis on the role of safe adults as a resource for questions and concerns. ○ Students will learn about common social and emotional changes that occur during puberty. ○ Students will understand that hormones are part of what causes changes during puberty, including emotional and thinking changes. ○ Students will identify trusted adults they can talk to about puberty and relationships.
Decision-Making	<ul style="list-style-type: none"> • Digital Citizenship • Understanding Appropriate Times To Use Technology At School

Form 4

Units	Topics/Lessons
Introduction to Health	<ul style="list-style-type: none"> • Classroom Routines & Building Connections • Class Agreements • What is Health?
Interpersonal Communication	<ul style="list-style-type: none"> • Understanding Empathy and Compassion • Perspective Taking and Listening to Understand • Identity and Belonging
Goal-Setting	<ul style="list-style-type: none"> • How Do I Think Flexibly? • Being Flexible and Shifting Expectations • Focus and Distraction
Reproductive Anatomy and Physiology	<ul style="list-style-type: none"> • Reproductive Anatomy and Physiology <ul style="list-style-type: none"> ○ Key Messages: There are many body parts that are involved in reproduction. Everyone’s body is unique and families can be created in different ways. ○ This lesson reviews several parts of the reproductive system and how each contributes to reproduction. Students also review several ways other than intercourse that pregnancy can occur.
Accessing Valid and Reliable Resources	<ul style="list-style-type: none"> • Is it REAL? And READ Critically <ul style="list-style-type: none"> ○ REAL - Right, Easy to use, Available, Legitimate ○ READ - Recent, Easy to use, Author reputable, Domain being used • Finding Information about Puberty <ul style="list-style-type: none"> ○ Provides an opportunity for students to learn functional information about puberty while practicing the skill of accessing valid and reliable information. • Practicing Our Skills and Gathering Information
Self-Management	<ul style="list-style-type: none"> • Influences On Eating Behaviors • Digital Citizenship • Importance of Sleep • Nutrition and Physical Activity

Form 5

Units	Topics/Lessons
Introduction to Health	<ul style="list-style-type: none"> • Classroom Routines & Building Connections • Class Agreements • What is Health?
Decision-Making	<ul style="list-style-type: none"> • Diffusing gossip and rumors online • Controlling the controllable, from our texts to deep breaths • Reflecting our values in the content we share or consume
Analyzing Influences	<ul style="list-style-type: none"> • Understanding Influences - What Are They? • Decoding Media Messages - Alcohol and Vaping • Healthy Choices and Body Image - Nutrition and Healthcare • Managing Influences and Taking Action
Advocacy	<ul style="list-style-type: none"> • What is Advocacy? • Listening to Understand • What is fair? Why does it matter? • Crafting an Advocacy Message
Sexual Orientation and Identity Abuse Prevention	<ul style="list-style-type: none"> • Sexual Orientation and Identity <ul style="list-style-type: none"> ○ This lesson will introduce students to conversations about sexual orientation and respectful behavior at school. ○ Students will be able to define sexual orientation ○ Students will be able to differentiate between sexual orientation and gender. ○ Students will be able to identify trusted adults whom they feel comfortable talking to. ○ Students will be able to demonstrate ways to promote dignity and respect for all people.