History

St. Catherine’s Montessori (SCM) is a Dominican and Montessori school founded in 1966. It serves 300 students 14 months through 12th grade. In keeping with Montessori standards, students are grouped in three-year increments, Adolescent Community grades 7-9 and High School grades 10-12. Ninth grade is the capstone year of the Adolescent Community. The first class of seniors will graduate this May.

Mission

As a Catholic Montessori school, St. Catherine’s is dedicated to an educational experience which awakens in our students the awareness of their gifts and responsibilities as individuals in relationship with Jesus Christ and as stewards of the global community.

www.stcathmont.org
CEEB 442188
CURRICULUM AND GRADUATION REQUIREMENTS

Maria Montessori stated, “Our care of the child should be governed, not by the desire to make him learn things, but by endeavor always to keep burning within him that light which is called intelligence.” St. Catherine’s Montessori High School offers a student-centered, interdisciplinary, and experiential education grounded in the principles of AMI Montessori education that keeps the light burning through the secondary years.

St. Catherine’s offers AP courses and the opportunity for students to take dual-credit courses at the University of St. Thomas beginning in the 10th grade. Independent studies courses are available for students interested in pursuing a topic of deep interest. 12th graders may complete an independent capstone research project.

EXPERIENTIAL LEARNING

Experiential learning is a key component of Maria Montessori’s view that education should be an aid to life. She believed that “the child’s intelligence can develop to a certain level without the help of his hand. But if it develops with his hand, then the level it reaches is higher, and the child’s character is stronger.”

Travel Learning
Students plan trips to complement their academic studies each year by choosing a location, creating the itinerary, planning the budget, making reservations, and handling any community funds during the trip. Past trips include New Mexico for U.S. History, and Greece and Italy for World History. A month-long ecology and language immersion trip to Costa Rica is offered every other summer for all 9th-12th grade students.

Internships and Mentorships
Ninth grade students complete an internship with professionals in a field of interest, either locally on a weekly basis or during one or two weeks spent out of town, for a minimum of 40 hours. High School students have the opportunity to work with mentors over the course of three years in a variety of ways, which include, but are not limited to, internships and research. Some examples include: An environmental engineering and public policy internship in Washington, D.C., drone technology internships with a NASA-affiliated company, and a creative writing and editing internship with Gulf Coast: A Journal of Literature & Fine Arts.
Environmental and Urban Studies/Japhet Creek
In 2017, the school acquired two historic homes and an urban farm at Japhet Creek, a sustainable urban farming community near downtown Houston. This campus is the focus for adolescent and high school environmental and urban studies.

Students explore environmental, urban planning, and social justice issues through their work at Japhet including a brownfield study with local scientists to determine the suitability of farming the land.

Ninth grade students participate in the Adolescent Community’s micro-economy. Students make soap, grow several varieties of organic produce, and raise chickens and bees. Each week the students hold a market for the community to sell their products.

OCCUPATIONS, CREATIVE EXPRESSIONS, ATHLETICS
Many activities such as arts and athletics that may be traditionally considered extracurricular are integrated into the students’ studies. Many students go beyond the required work to assume leadership roles.

OCCUPATIONS
Bee Manager
Soap Manager
Chicken Manager
Garden Manager
Market Manager
Retreat Manager
Literary Arts Magazine Manager
Musical Manager

CREATIVE EXPRESSIONS
Music Ensemble
Theatre
Visual Art
Film
Photojournalism

ATHLETICS*
Co-ed Soccer
Girls Volleyball
Boys Basketball
Girls Basketball
Co-ed Track and Field
Assistant Coach

*Due to high school enrollment, most sports are currently available through the 9th grade.

CREDITS REQUIRED FOR ST. CATHERINE’S MONTESSORI HIGH SCHOOL GRADUATION

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th</th>
<th>10th - 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Humanities</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Integrated Language Arts, Writing &amp; Speech</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Integrated Mathematics</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>World Language</td>
<td>1</td>
<td>2*</td>
</tr>
<tr>
<td>Theology</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>8</td>
<td>23</td>
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</tbody>
</table>

Total required for SCM High School graduation: 31 credits

*3 credits recommended

This diploma fulfills the State of Texas requirements for a Distinguished Level of Achievement with a Multidisciplinary Studies Endorsement.

RANKING POLICY
St. Catherine’s Montessori does not rank its students. St. Catherine’s Montessori does not weight its advanced level coursework.
COURSE OFFERINGS AND TOPICS

Integrated Humanities
World Geography
AP Human Geography
US History
World History
Current Events
US Government
Economics

Integrated Language Arts, Writing & Speech
English I
English II
AP English III
AP English IV
Current Events
Debate, Speech & Presentation

Integrated Mathematics
Algebra I
Algebra II
Geometry
Pre-Calculus
AP Statistics

Integrated Science
Biology
Chemistry
Physics
AP Environmental Science

World Language
Spanish I
Spanish II
Spanish III
Spanish for Native Speakers
AP Spanish Language and Culture
AP Spanish Literature
Other Languages Available Upon Request

Theology
Social Justice and Discipleship
Mission and Life of Jesus
The Sacraments
World Religions

Electives
Health Education
Creative Expression
Physical Education

SCM HIGH SCHOOL GUIDE ASSESSMENT

<table>
<thead>
<tr>
<th>Knowledge and Skill Development</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>INC</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student consistently demonstrates excellent mastery of key knowledge and outstanding development of key skills.</td>
<td>The student demonstrates mastery of key knowledge and shows proficiency in key skill development.</td>
<td>The student demonstrates acceptable/satisfactory knowledge of the subject area, and shows an emerging development of key skills.</td>
<td>Due to extenuating circumstances the student has not been able to complete work. As soon as possible, the subject teacher, advisor, and student will make a plan to complete work.</td>
<td>The student demonstrates little or no initiative in acquiring and/or developing necessary skills.</td>
<td>The student rarely or never attempts to produce adequate work.</td>
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</table>

<table>
<thead>
<tr>
<th>Quality of Work</th>
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</thead>
<tbody>
<tr>
<td>The student consistently prepares excellent, creative, intellectually mature, thoroughly prepared work in a timely manner.</td>
<td>The student prepares proficient work in a timely manner.</td>
<td>The student has met the course requirements by preparing acceptable/satisfactory work.</td>
<td>The student must complete work at an acceptable/satisfactory level or above following the agreed upon timeframe.</td>
<td>The student demonstrates little or no initiative in acquiring and/or developing necessary skills.</td>
<td>The student rarely or never attempts to produce adequate work.</td>
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<table>
<thead>
<tr>
<th>Engagement</th>
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<tbody>
<tr>
<td>The student consistently demonstrates an outstanding level of engagement in all aspects of coursework. The student takes on leadership roles, takes initiatives, and contributes to class in an exemplary manner.</td>
<td>The student demonstrates a high level of engagement in most aspects of coursework. The student regularly contributes to class in a constructive manner.</td>
<td>The student is moderately engaged in activities and lessons and sometimes contributes to class discussions.</td>
<td>The student participates minimally in activities and lessons, and makes little or no effort toward engagement.</td>
<td>Does not apply</td>
<td>The student demonstrates little or no initiative in acquiring and/or developing necessary skills.</td>
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<table>
<thead>
<tr>
<th>Preparedness</th>
<th></th>
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<tbody>
<tr>
<td>The student is reliable, prepared, and highly focused. The student demonstrates exemplary and skillful application of tools to aid his or her learning.</td>
<td>The student is reliable, prepared, and focused. The student is organized and uses tools appropriately to aid his or her learning.</td>
<td>The student is emerging as a reliable, organized and adequately prepared learner.</td>
<td>The student lacks focus, is unreliable, disorganized, and/or generally unprepared.</td>
<td>Does not apply</td>
<td>The student demonstrates little or no initiative in acquiring and/or developing necessary skills.</td>
</tr>
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<thead>
<tr>
<th>Pace</th>
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<tbody>
<tr>
<td>The student seeks independent challenging work beyond the pace of instruction.</td>
<td>The student fully completes work within expected time frames.</td>
<td>The student is inconsistent about completing work within expectations. May have difficulty managing time expectations.</td>
<td>The student lacks awareness of due dates and/or works at a pace that leads to minimal advancement.</td>
<td>Does not apply</td>
<td>The student demonstrates little or no initiative in acquiring and/or developing necessary skills.</td>
</tr>
</tbody>
</table>

¹ Incomplete ² No Credit