

Vision

THE ST. HELENA MONTESSORI ADOLESCENT PROGRAM aims to realize Maria Montessori's full vision for the third plane of development, the Adolescent Plane, with a carefully prepared environment and curriculum for students ages 12 through 18.

Maria Montessori believed that a working farm was an ideal setting for educating the adolescent because it provided ample opportunities for varied and meaningful work, both intellectual and physical.



Education for Peace

Maria Montessori's vision of education comes from her decades of observing the universal child and her Catholic understanding of the human person. She understood that peace, both personally and in community, begins at birth and is deeply connected to the fulfillment of one's developmental needs at each stage of growth. The adolescent has a profound need to understand himself or herself as well as a longing to understand the adult world.

st.helena montessori



To learn more and inquire about the high school years, please contact
the Admissions Office at 707-963-1527, email ted@sthms.org
or visit our website: shmontessori.org
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ADOLESCENT
PROGRAM

Approach to the Humanities



A serious study of the Humanities (history, literature, theology, philosophy, cosmology, geography, art, and music) will help the adolescent see the interconnectedness of history and its ties to the world today, the origins of its progress as well as the roots of its troubles and will enable the adolescent to ascertain what it means to be human: the meaning of love, suffering, sacrifice, death, and generous service to others. This knowledge elicits an appreciation and profound gratitude for the work of those who have come before us, the past civilizations that have greatly impacted us. It also assists the adolescent in his or her search to understand today's world, seeing it in the context of all human history.

Humanities studies in the Adolescent Program begin with an exploration of a particular time and place, creating a geographical foundation for understanding the people and events of the time-period as well as relating the study to the student's previous knowledge and setting, preparing a foundation for deeper study.

Approach to Languages



The study of language enriches our understanding of the world and our place in it by experiencing it through different eyes and ears. Foundational to the Adolescent Program's language studies is Latin, the bedrock of our civilization. Latin studies serve as a starting point for studying the Romance languages. Spanish is studied because it is the most widely studied language and the one most applicable to our place and time. Greek is introduced during

the Greek Humanities and may be further studied as an Independent Study along with other languages.

Approach to Literature

Literature is fundamental to the curriculum of the Adolescent Program because mythos, or story, is fundamental to learning. Through story students acquire culture, understand human nature, imagine possibilities, and construct themselves.

Literature is integrated into our Humanities and Theology studies. In addition, students read selections for Book Club, which they take throughout their time in the Adolescent Program. Students discuss books in a Socratic seminar format which they learned and practiced in their first few years in the program.

Students will further develop these questions asked in their seminar classes through the Lost Tools of Writing, a writing curriculum focused on logic, rhetoric, and elocution.

Approach to Theology



SACRED SCRIPTURE

This course is a survey of the Bible spread over six years. Sacred Scripture is read aloud in class, students sketch about the scenes described, lectures are given at appropriate intervals through the year, class discussions are held, and master works of art are analyzed. We use the Navarre Bible edition and cover the books in this order:

The Pentateuch; Joshua-Kings / Chronicles-Maccabees;
The Psalms & The Song of Solomon / Wisdom Books;
Major Prophets / Minor Prophets; The Gospels & Acts;
The Letters of Saint Paul / Revelation

"This does not mean that in secondary schools there should be no preparation for the intellectual professions, and still less that "culture" should be neglected. On the contrary, education must be wide and varied and very thorough, and not only in the case of the professional intellectuals, but for all men who are living at a time that is characterized by the progress of science and its technical applications. Now, even laborers need education. They must understand the complex problems of our times, otherwise they are just a pair of hands acting without seeing what relation their work has in the pattern of society. Such as they are today, the intellectuals of today are all cripples as long as their hands remain useless. Their spirit will dry up if the grandeur of the practical reality of our days is completely shut away from them, as if it did not exist. Men with hands and no head, and men with head and no hands are equally out of place in the modern community."

MARIA MONTESSORI, *From Childhood to Adolescence*

Approach to Mathematics



Mathematics in the Adolescent Program is tailored to meet the needs of the individual student and help him or her travel as far as he or she can along the following continuum of subject areas. All classes are small, sometimes as small as three or four students. Each student is encouraged to work to absolute mastery before continuing.

Goals are set on a daily, weekly, and monthly basis. Teachers track this progress and make continual adjustments to make sure that the pace of progress matches the capabilities of the student. Assessments are administered at intervals throughout the course to ensure mastery.

In addition to the work done in the classroom, students use math in their daily lives in the shop, on the farm, and in the kitchen through measurement of medicines for the goats, feed mixes for the chickens, soil amendments for the garden beds, recipes in the kitchen, etc.

Algebra I; Algebra II; Geometry (Euclidean & non-Euclidean);
Trigonometry; Calculus; Statistics

Approach to the Sciences



The St. Helena Montessori approach to the sciences in the Adolescent Program seeks to build upon the wonder and curiosity that comes from encountering the beauty of the natural world. It is our goal that students will, under our direction, be inspired to move from this place of wonder to explore further, gather knowledge, uncover patterns, and draw connections between the disciplines. In time, we hope that this

will naturally lead students to a love and appreciation of the marvels of our universe. Ultimately, the end of our science studies will be the development of a sense of gratitude for all the gifts of nature and the natural response of a call to life-long stewardship.

These courses are intended to continue the approach of focusing intently on one aspect of the world and "going deep" into the study of it. As these courses string together the study of many aspects of the universe, a scientific mind is developed, one accustomed to careful observation, intelligent inquiry, and restful appreciation for the wonders of creation.