



THE HIGHLANDS SCHOOL CLASSROOM FORMATION PROGRAM

PreK – 1 st Virtue of the Month	Month	Habit to attain (Honorable Character virtue)	Model (“Be like...”)			
	August	Mass expectations & chapel visits	Our Lord Jesus Christ			
	September	Obedient & ordered	St. Joseph			
	October	Patient	St. Monica			
	November	Humble	St. Francis			
	December	Charitable & loving	St. Mother Teresa			
	January	Diligent (ready responder)	St. John Bosco			
	February	Kind	St. Elizabeth of Hungary			
	March	Obedient & ordered	Pope St. John Paul II			
	April	Humble & charitable	St. Juan Diego			
May	Faith – using the Rosary	Mary Queen of all Saints				
With God		In thoughts	Forming virtue	Witnessed to others		
2 nd Grade: The Honor of my First Communion – Honorable Character	At school:	(Preparation for) First Reconciliation & First communion.	Recognize my mistakes (apologize). Recognize things to be grateful for (thanksgiving-Eucharist)	Honorable character program Homilies on the virtues (From Pre-K to 1 st grade’s list of monthly virtues)	1 st reconciliation: Forgiveness, responsibility 1 st communion: Kindness, service	
	In my classroom:	Start each class with a prayer.	Help students make lists of things to be grateful for or repentant of	Honorable character program – emphasis on obedience and honesty	Giving opportunities for students to state how much they look forward to their communion and reconciliation	
With God		In thoughts	Forming virtue	Witnessed to others		
3 rd Grade: Responsible “The Person who does the Work achieves the task	Basic content:	Take charge of spiritual areas	Know what they have to do at all times	Have a task and fulfil it	Find and praise students who are fulfilling their responsibilities	
	At school:	Weekly Chapel Clean-up	Students check through their list of assignments and any jobs (to know clearly what to do)	Giving job assignments	Students can evaluate and praise the other students’ responsibility	

	In my classroom:	Start each class with a prayer	Morning routine explained, consistent Assignment book	Desk management	Different actions, like campaigns, help students find incentive to get more done and to see who is doing more.
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4th Grade: Friendship “One for all and all for one!” “TEAM: Together Everyone Accomplishes More!”	Basic content:	Loving God above all else	Believing God chose me as His special friend (He made me super)	Being the kind of friend I would want to have (Superheroes in training)	Loving others as I love myself (Be super)
	At school:	Respect for God and others. [Wed. adoration] Respect for God’s presence in the chapel: silence, reverence learning to altar serve -make visits to Jesus e.g. Wednesday adoration	Thinking about my own needs and others' needs (awareness)	[Raise and lower flag daily] Follow same rules for all (obey indications, etc.) Correct posture & etiquette Correct uniform & polite language Justice & fairness Practice patience & self-control when I feel annoyed, frustrated or angry	[Finding ways to serve the needs of others] Treat all respectfully Patience with others’ mistakes Be welcoming & kind; don’t be a clique Support and congratulate others; don’t put others down, include others
	In my classroom:	Use Jesus or the lives of the saints as examples in class	Reinforce students' belief in their own God-given value (win or lose)	Respect for authority Know and use my talents; develop my skills (personal plans)	Courtesy and gratitude to others Listen to others, respect their ideas Wait my turn Respect & gratitude for authority
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5th Grade: “Discovering nobility” putting the team before myself, compassion,	Basic content:	Faith in God’s love for me as His child	Healthy pride in themselves: form initial personal “honor code” & class “honor code” [e.g. coat of arms]	Being responsible, honorable Being happy with who I strive to be	Treating others as they deserve (as I would like to be treated, greater detail than in 4 th grade)

putting others first	At school:	Serving, reading & singing at mass Frequent sacraments (e.g. more communion service)	Understanding principles of courtesy (expected behavior) as nobility	Be where I am supposed to be at each moment	Fairness & self-control Avoiding peer pressure and living my principles Sharing with others and helping those who are struggling
	In my classroom:	Understanding God loves me as I am, the way I am – inherent nobility as child of God	Understanding how to act in a dignified manner Helping girls and boys connect to their reality of growing (physically, psychologically, socially) Recognizing other's merits Not comparing (myself negatively)	Be on time, every time with materials I need. Homework on time.	Congratulate others
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6th Grade: "Taking ownership" Getting situated to Middle School and the habits needed: especially in homework, uniform and punctuality	Basic content:	Consider Faith a personal commitment Conviction of being a child of God and friend of Jesus	To be self-organized (intentionally owned) Conviction of realizing, then following my own personal commitments	Own my responsibilities – healthy independence	Treat others as I would like to be treated
	At school:	Serving, reading and singing at mass Regular confession Memorize foundational faith content and lives of saints	Clear guidelines with changes communicated well, in a consistent place. Have a parent and teacher check my responsibilities: homework, planning, etc. to help me practice responsibility	Clean up after myself in lunch room Keep locker clean and neat Learn consequences for my actions	Support others in their struggles: be loyal, kind and respectful. Have clear understanding of what friendliness, manners and support mean. Good manners, consideration and self-control when frustrated, disappointed, or angry
	In my classroom:	Use examples of lives of the saints	Teachers let students know homework in a	After-school student sign-in for academic support.	Buddy checks of planners Be able to recognize needs of classmates

			consistent planner (planners/RenWeb) Note properly and keep my planner of homework, events and uniform up to date	Follow directions: arrive on time & homework on time; proper uniform; have all materials for class	
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7th Grade: Integrity of thoughts, speech and action	Basic content:	“Who I am is rooted in God and His love” Saints as concrete examples both of people living in God’s love and of “being all I can be”	Being true to who I am as children of God: value of each and every person Think about Jesus as a child my age – as both relatable to me and an example for me	Build on 6th grade organization habits Following the criteria: “How does God see and treat myself? How does God see and treat this person?”	Respecting others as children of God
	At school:	Develop understanding of vocation as a student -Experience God's personal love (retreats, more prayer) -recognizing what Christ's top convictions were and how he lived by them -examining and integrating the "Blazer Student Profile" and how this person is acting as a Son/Daughter of God	Help students understand some of the stages/growth phases they are going through -Accepting how God made them as good -Enunciating and discovering their convictions Understand how social media often makes us compare with others or “fit in” by not being true to convictions	Value (and seek) accompanying and guidance/advisory Working on a plan to follow my convictions and to develop my talents Developing personal talents. Not comparing with others or envying. Valuing justice and looking at the good of everyone, not just myself	Using talents for the service of others Sharing my convictions with others -Being accepting of others and not mean to them (especially when at different growth stages) -supporting others in their struggles and difficulties -learning how to encourage others and motivate Group or team projects
	In my classroom:	Understanding that my effort gives Glory to God and contributes to His plan for me. -saints and good people as my true role models	Collaborate with adults/teachers to advance their own learning -help them build on their healthy and strong convictions	Help students set and track goals of learning -being objective, be honest, owning up for mistakes, errors	-not comparing success or behavior of others, standing for what one believes in -doing my own work

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8th Grade: Courage to speak up + Manners	Basic content:	Witness Christ's presence and real-life impact with His apostles and His calling them to serve	Positive-constructive criticism/analysis Clearly knowing my convictions (a first-time "personal mission statement")	Manners, postures Live as real apostles, that is, according to convictions	Call to serve others
	At school:	See apostles as examples of those called by Christ to be His friends Strengthen faith in Real presence -Discover personal silent prayer -Create habits to ask for strength and help from God Value life of grace. Frequent confession Postures, reverence, silence at prayer, active participation during communion service & mass	Clarity of their roles as 8th grade leaders of MS, and as role-models for 6th and 7th grade Know the different apostles' convictions and life – basis for self-acceptance Understand the power of grace and the negative consequences of total self-reliance	-Self-betterment (with a plan in advisory and/or support) as building on my strengths, working hard on my weaknesses Confirm in virtue (help with confirmation program) Express their dignity in uniform, postures (despite tiredness of growth spurts and hormone bursts)	See themselves as members of the Church See needs of MS underclassmen and serve with 8 th grade leadership: at recess, MS retreat, MS field day -Building positive friendships (not self-centered or selfish), friendships that lead to good -learning to express praise and build up others authentically 8 th grade legacy project as service
	In my classroom:	Theology of the body Asking God for help personally and for the class, and school	Theology of the body = increased self-understanding (soul, mind, will, temperaments, emotions, instincts, hormones, body)	Concrete responsibilities in class, and being held accountable -Being honest in all I do -Using knowledge of myself to improve myself and those around me	Help each other study (quizlets/groups) Share study tips with lower grades -Being a classroom "builder" by my conduct and attitude -being a help to the teacher and other students by my conduct and ideas

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9 th grade: “Set for success” – High school skills and getting settled	Basic content:	Begin to experience Christ in a personal way and make my faith life my own	Home-room: give examples, studies of greatness (inspire + inform) Clear understanding of what integral success in high school is, and their personal growth and skills needed to reach that by 12 th grade	Taking my life as a high school student into my hands	Choosing and building good friendships with my peers
	At school:	Begin to form a personal experience of Christ in prayer more than just vocal prayer -pray for school, classmates, and personal needs in a personal way. See the Unity of the Trinity as a model for life and relationships (school and family) (For new students) Introduction to advisory and spiritual formation	-Intro to elements and means of a life of prayer (on retreat especially) -foster ongoing critical thinking in a constructive manner -Set integral formation goals for High School (as preparation for college and life) Understanding Integral Formation® and Highlands School expectations as goals for their own flourishing	Organization: esp. clean backpacks Personal hygiene + appearance Start making Christ the example for their decisions -integrating classes, sports and extracurriculars that align with goals Greater freedom and responsibility with regard school rules & systems -learn to turn around negative experiences and build from them (teachable moments and the value of them)	-Intentional building a brotherhood/sisterhood as a class through retreat and events --support and encourage each other in difficulties and successes Understand and experience what example, witness and apostolate is
	In my classroom:	-Examine deeply how and why God loves us as we are, what are we created for	Check your own grades Clarity on personalized study styles, study skills, time management, hierarchy of values	Be proactive instead of reactive. Approach teachers about missing work Accept responsibility -holding the students responsible for their own homework, absences, grades, etc.	Build class unity

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<p>10th grade: “Expanding horizons of friendship and society” Self-discovery, self-acceptance and growth to maturity</p>	<p>Basic content:</p>	<p>Aware of God’s constant care and presence. Also aware of God’s invitation to Heaven. (Growth in awareness of the personal friendship of Christ)</p>	<p>Self-discovery, try new things, use talents. Deepen in each one’s consciousness of their gifts, talents, strengths and weakness.</p>	<p>Courage to face the circumstances of my life and to do the right thing even when it is hard.</p>	<p>Courage to see others as good. Try to make new friends, get to know others more.</p>
	<p>At school:</p>	<p>-In advisory, helping students see how difficulties can be an opportunity to grow and respond like Christ [What Would Jesus Do] - help them to see how God accepts them with their strengths and weaknesses (nothing they do can make Him love them less)</p>	<p>Clarify their moral compass on why and how they make good moral decisions Aid them to see the good, the true and the beautiful. Help them seek these in others, in their thoughts and words and to find these in others See the nobility of themselves and each person if growing to the best version of themselves</p>	<p>Clearly stated and consistently enforced conduct procedures Encouraged students to get involved and try new things -concretely find tools to fight discouragement and failures, find ways to make them valuable tools Maintain consistent on behavior and insist on self-control Follow their conscience despite peer pressure/ media</p>	<p>-Students should relate to all with universal charity (not cliques) -Building greater unity as a class through retreats and events -recognize that God loves each person the same and they have equal worth and dignity Consciousness of the witness they give to their classmates</p>
	<p>In my classroom:</p>	<p>-If a student makes a mistake or gets a bad grade, help them to courageously accept the difficulty or consequence with peace and perspective -learn the transforming power of intercessory prayer</p>	<p>Clearly stated expectations & consequences -Help them to think about the future and/or dream</p>	<p>Seating charts Students should be continually brought to understand how their actions reveal the goods they are seeking: partial goods (sins) or lesser goods (imprudence hierarchy) or true good (virtue)</p>	<p>Activities are group-oriented, with clear roles -Students should treat their classmates and teacher with respect in their words and actions</p>

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<p>11th grade: "Becoming who I am" Growing in maturity and self-knowledge as young women and men, no longer kids</p>	<p>Basic content:</p>	<p>Prayerfully considering who God wants me to be, how he has a plan for me. Praying to discern how he wants me to live and what he wants me to do in the future [inc. college preparation & planning]</p>	<p>Guided towards hierarchy of values, understanding of self and situation, understanding who I am now and what my circumstances are, then deciding what kind of person I want to be</p>	<p>Taking full responsibility for myself, my actions and the kind of person I want to be.</p>	<p>Using my actions and gifts to assist my own classmates in example and service both at school and outside Model my relationships with others on Jesus' relationships with Father, family, friends, work...</p>
	<p>At school:</p>	<p>Help them to learn the beauty of God's plan for them and the power of God's mercy with themselves, others and the world Give them tools for discernment for their future Help them appreciate and deepen in an adult or self-motivated understanding of the faith</p>	<p>Understanding what it means to head into adulthood and big decisions (college); basing those decisions on who I am and who I should be (convictions, personal talents, needs, opportunities...) College preparations Explaining the importance of getting enough sleep, exercising, healthy eating, and rest and relaxation.</p>	<p>Grow in true friendships Help them make good decisions Help them find concrete ways to care for themselves and overcome the tensions of this year: sleeping, exercise, rest. Help them understand and overcome stress through time management skills (planning, guidance, teamwork) Understand true love and promote chastity</p>	<p>Develop & share talents/strengths with others (i.e. create & lead study groups) Help them to explain their convictions with others to share and find a deeper hierarchy of values for giving example now and discerning future decisions. Help them see others with a more objective view. Also encouraging them to understand and live true love, forgiveness and mercy. Recognize and accept strengths & weaknesses of others to work as a team. More leadership opportunities to underclassmen</p>
	<p>In my classroom:</p>	<p>Help them link their current circumstances, situations, consequences with real faith-filled life in the future.</p>	<p>Knowing they have demands coming from all areas, helping them prioritize, relativize, and accept their</p>	<p>Encourage prudence in committing themselves, trust and openness when under pressure (not "Do it all</p>	<p>Promote teamwork so they help each other in studying, concepts, applications, etc.</p>

			limitations and the consequences of their decisions Awareness of current cheapening or denials of the dignity of the human person	myself”), and fortitude in difficulties.	
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12th grade: “Leaders to transform society” – Example, gratitude and showing appreciation by servant leadership	Basic content:	Personal experience of Christ College-ready life of faith Gratitude to God and a desire to continue to grow in their prayer and sacramental life in order to be a Christian leader in the world	Understanding, then being grateful for all they have and what they've been given during high school and a desire to be a leader and give back College-ready convictions	Perseverance and tenacity. To understand true appreciation of the blessings they have been given is to correspond to their blessings by living coherently College-ready virtues	Servant leadership Showing their appreciation: -to all those who have helped them: teachers, parents, coaches, peers -by being a blessing (giving back) to underclassmen in leadership and service Ready for witness in college
	At school:	Pray with peers: -lunch, breaks, locker room) -Spiritual leaders on retreats, missions, etc. -Give witness to faith in moments of prayer (adoration, eucharistic hours, etc.) Independent prayer & sacramental life	-Moments of looking back to see where and how they grew and to present these: senior speeches and other testimonies -Yearbook and times of considering the past	-Given many leadership opportunities to be good examples (e.g. athletic captains, musical leadership, officer positions) Set example to others by following school policies, uniform, etc. Encourage deep and lasting friendships	Mentor to underclassmen: big sisters or brothers to the underclassmen (freshmen especially) -Legacy projects as appreciation and service to those who will follow
	In my classroom:	-Putting good examples or role models before them to help show them how they can live going forward (college, work, etc.)	Have students develop plans for studying, organized notetaking. -Intentionally having them reflect on or directly reminding	Have students assess their own achievement towards their goals -Reminding them that they are role models and leaders in the high school and that people	When possible, have their projects serve or present to younger classes, or the community

them of the many gifts they've received throughout high school.

are looking to them for a positive example

