



An ideal graduating student possesses a foundation in academic skills.

"Creator of all things, true source of light and wisdom, origin of all being, graciously let a ray of your light penetrate the darkness of my understanding. Take from me the double darkness in which I have been born, an obscurity of sin and ignorance. Give me a keen understanding, a retentive memory, and the ability to grasp things correctly and fundamentally. Grant me the talent of being exact in my explanations and the ability to express myself with thoroughness and charm. Point out the beginning, direct the progress, and help in the completion. I ask this through Jesus Christ our Lord. Amen." - A Prayer before Study, by St. Thomas Aquinas

- We encounter rich texts at or above grade-level.
- We practice habits of reading and writing.
- We learn spelling, vocabulary, grammar, logic, and study skills at grade level.
- We learn math and science concepts at grade level.
- We give evaluations that ascertain what materials and skills a student has made a part of his foundation.

An ideal graduating student serves others in a diverse community.

"Now if the foot should say, "Because I am not a hand, I do not belong to the body," it would not for that reason stop being part of the body. And if the ear should say, "Because I am not an eye, I do not belong to the body," it would not for that reason stop being part of the body. If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? But in fact God has placed the parts in the body, every one of them, just as he wanted them to be. If they were all one part, where would the body be? As it is, there are many parts, but one body." - 1 Corinthians 12:15-20

- We affirm differences of cultural background, income level, religious tradition, academic, emotional, and physical talents and abilities, and future schooling and vocational paths between students in our classrooms.
- We practice listening to each other and learning from each other.
- We learn communally during class times, prioritizing narrations, discussions, and explanations by students over direct teaching by the teacher or tech-enhanced learning.
- We make our classrooms hospitable.
- We practice reconciliation.
- We connect with the city and environment around us, learning about their diversity and beauty.
- We serve our classmates, the school, and the larger community in age-appropriate ways.

An ideal graduating student possesses a well-regulated will.

"Give us, O Lord, a steadfast heart, which no unworthy affection may drag downwards; give us an unconquered heart, which no tribulation can wear out; give us an upright heart, which no unworthy purpose may tempt aside. Bestow upon us also, O Lord our God, understanding to know you, diligence to seek you, wisdom to find you, and a faithfulness that may finally embrace you, through Jesus Christ our Lord." - prayer by Thomas Aquinas

"Liberty is an accumulated discipline. People must be given practice in choice." - from author's notes on *The Ides of March*, by Thornton Wilder

- We seek to point students' desires toward the good, true, and beautiful.
- We practice good habits of completion, neatness, attention, memory, and respect for others.
- We hold students accountable to know and follow classroom practices.
- We practice self-regulation in age-appropriate ways.
- We embrace varied degrees of parental participation in homework completion and time management, understanding that our students are developmentally diverse.
- We limit distractions such as toys and technologies.

An ideal graduating student adapts and perseveres when challenged.

"Count it all joy, my brothers, when you meet trials of various kinds, for you know that the testing of your faith produces steadfastness. And let steadfastness have its full effect, that you may be perfect and complete, lacking nothing." - James 1:2-4

- We expect each student to fail at some things.
- We embrace failures and unexpected events as opportunities to grow and learn.
- We persevere in relationships to challenging materials/texts and allow ourselves to be changed by them.
- We persevere in challenging interpersonal relationships and adapt to the personalities, needs, and joys of others.
- We make our routines, expectations, and reactions consistent so that students can persevere until they succeed.
- We encourage students to formally appeal structures and decisions they don't agree with.

An ideal graduating student enjoys God and His kingdom.

"Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things." - Philippians 4:8

"Thou hast set my feet in a large room, should be the glad cry of every intelligent soul. Life should be all living, and not merely a tedious passing of time; not all doing or all feeling or all thinking - the strain would be too great - but, all living; that is to say, we should be in touch wherever we go, whatever we hear, whatever we see, with some manner of vital interest. We cannot give the children these interests; we prefer that they should never say they have learned botany or conchology, geology or astronomy. The question is not, --how much does the youth know? when he has finished his education -- but how much does he care? and about how many orders of things does he care? In fact, how large is the room in which he finds his feet set? and, therefore, how full is the life he has before him? - from School Education, by Charlotte Mason

- We read and memorize the Bible and pray together every day.
- We "set a feast" of rich, soul-nourishing materials for students to encounter.
- We practice delight in literature, reason, history, art, music, poetry, and the natural world.
- We prioritize appreciation over use or performance.
- We honor the different ways students may relate themselves in enjoyment or appreciation to the materials we study.
- We practice delight in each other and in our time together.
- We keep records of delightful things we encounter, with copywork, nature journals, science journals, Books of Centuries, and Commonplace books.