



Curriculum Guide Intermediate School 5th - 8th Grade



About the Intermediate School Program

Telluride Mountain School is a non-profit independent school located in the San Juan Mountains of southwest Colorado. Students develop critical thinking, aesthetic expression, and ethical behavior through a challenging academic curriculum, supported by a vanguard experiential learning program and values-based education. Serving approximately 110 students, Telluride Mountain School offers a college preparatory program for grades three through twelve and a traditional Montessori program for preschool through grade two.

Curriculum

The curriculum for grades five through eight at Telluride Mountain School prepares students with the academic, social, and personal skills and experiences necessary to thrive in a rigorous college-preparatory high school while also expanding students' perspective of the world. The focus is on developing study and organizational skills, written and oral communication skills, and independence, with a continuation of the school's emphasis on active, engaged learning. Class sizes are small, and students benefit from individual attention and the right mix of challenge and support for maximum achievement.

Academic Learning

Specialist teachers who are passionate about their subjects instruct math, science, humanities, foreign language, and arts and bring academics to life. All courses offer a balance of challenge and support. As students learn to take on increased levels of responsibility in the intermediate school, they have opportunities for authentic leadership with coursework that includes both group and individual projects. Assessments include comprehensive exams at the end of each trimester and the ERB, a test designed for high-performing independent schools.

Arts and Foreign Language Education

Telluride Mountain School places an emphasis on developing not only core academic subjects but complementary studies that allow children to cultivate interests and talents, make connections among subjects, communicate in various ways, and develop a lifelong love of learning. Students in grades five through eight participate in visual art, music, and Spanish, subjects that broaden their horizons and bring joy to the classroom.

Winter Sports Programs and Physical Education

Intermediate School students participate broadly in club and team sports within the Telluride community. At TMS, students participate in the four-month Winter Sports Program featuring instructional and supervised recreational downhill skiing and snowboarding. Students may also choose to ski with the Telluride Ski and Snowboard Club (TSSC) for competitive programs. Additionally, students have opportunities to go ice climbing, snowshoeing, or ice-skating.



About the Intermediate School Program

Experiential Learning

Building on their foundation from the lower school, Intermediate school students participate in an expanded Experiential Learning program that includes outdoor education, service learning, and Experiential Learning Trips that bring the academic curriculum to life through exciting field trips. Fall outdoor education trips feature three to four night excursions to camp, hike, backpack, and explore the region's diverse ecosystems. Winter excursions include training with the Telluride Adaptive Sports Program, serving as assistant ski instructors for disabled Navajo students, a winter ecology outing, and learning to ice climb. The spring's celebrated Experiential Learning Trips take students' learning out of the classroom for up to two weeks to explore culture, history, science, and diverse environments throughout the United States. Service learning projects enrich the trips and the students' understanding of their responsibility.

Immersion Studies

Intermediate school students complete in-depth studies of a topic of their choosing from their Spring Experiential Education trip, culminating in a research paper, a visual display, and a presentation in front of the community. Students learn vital skills of independent research, organizing and writing a thesis driven paper, presentation, and public speaking.

Values Education and Student Life

Telluride Mountain School is a small community where students are known and loved. Part of the school's responsibility is overseeing the social, emotional, and ethical development of its students. Every program in the school is guided by the school's core values of Respect, Responsibility, Love of Learning, and Integrity, and individuals' decisions are seen through the lens of those values on a daily basis. Working closely with homeroom

teachers, a school counselor oversees social and emotional development and provides guidance and instruction in topics from parenting to friendship skills to teachers, students, and their families to promote students' health and wellbeing. Starting in the Intermediate school, students also engage in ongoing substance education with Freedom from Chemical Dependency and participate in education about gender issues and sexuality.

School Community

The Intermediate School and its students participate in the school community through many intentional community and cross-age activities. Twice weekly, students from grades one through twelve attend Morning Meeting, a Quaker-style gathering where every community member has a voice. Building on their presentation skills gained in earlier years, students take an increased role in planning, organizing, and running their class's various Presentations of Learning—multimedia class presentations, which highlight learning and growth following each major Experiential Learning outing. In this way, students increasingly share in the responsibility of leading the community in the process of learning and develop crucial public speaking and presentation skills. Students also enjoy Family activities in multi-age groupings that engage in friendly competitions, cooperative games, art activities, and social events.

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5th and 6th Grade Humanities: The Ancient and Medieval World

Over a two year sequence, students in the fifth and sixth grade humanities program study the ancient and medieval history of Europe and the non-western world and read relevant literature, including historical novels, myths and legends, renditions of ancient and medieval texts, and texts that build on ancient themes, myths, and traditions. Students additionally read a selection of modern works designed to introduce literary concepts and develop analytic skills appropriate to the fifth and sixth grade reader. The course includes extensive reading, intensive writing instruction, and instruction in skills relevant to the study of both history and English, including vocabulary, grammar, spelling, study skills, and research strategies. In both history and English, students engage in a variety of public speaking activities that serve to improve their speaking and listening skills. Students engage in occasional debates based on focus questions related to shared themes from history and English classes. Students use new vocabulary and learn debating techniques, such as note-taking and counter-argumentation. In addition, students give book talks and participate in group presentations and research projects throughout the year.

A Year History: The focus of the A year history curriculum is non-western world history and cultures. Using the Early Times series, World Explorer textbook, and supporting literature, the class studies ancient and medieval civilizations in China, South Asia, and Africa. The class examines the social, political, and economic structures and practices in each of these periods and places, as well as the cultural legacies and influences on the world we live in today. They also investigate the regional geography and cultural practices of each area. Additionally, part of the year is spent studying world geography. Students research mapmaking techniques and participate in creating their own world maps.

B Year History: The focus of the B Year history curriculum is the classical and medieval history of Western Europe. Using the Early Times series and supporting literature, the class studies Ancient Greece, Rome, the Middle Ages, and the

Renaissance. The class examines the social, political, and economic structures and practices in each of these periods, as well as the cultural legacies and influences on the world we live in today.

Guiding questions for both years include: Why did certain civilizations thrive or decline at given periods? How did geography and climate affect the civilizations? How did the people live? How did they govern? How did they interact with other civilizations? What did they believe in, and how were their daily lives affected by their beliefs? And finally, why do we study these civilizations? Why does it matter, and how can this study help us understand the world we live in?

English: The English curriculum is based on improving reading and writing skills. In reading, students investigate a range of genres and continue to work on developing higher level reading skills, such as identifying important information, inferring, interpreting, synthesizing, and questioning as they read every day in class and for homework. Students keep a reader's notebook where they write reading responses, give "book talks" throughout the year, keep a log of their reading, and participate in book clubs and whole class discussions.

Supporting literature providing an expanded perspective into the A year history curriculum may include: The Remarkable Journey of Prince Jen, A Single Shard, and Shiva's Fire as well as supplemental short literature and poetry. Additional readings will include modern young adult literature that will help students further develop their reading and analytic abilities.

Supporting literature providing an expanded perspective into the B year history curriculum may include: D'Aulaire's Greek Mythology, Black Ships Before Troy, The Golden Fleece, The Thief, Catherine Called Birdie, biographies of influential Renaissance figures, and selections of poetry and short stories. Additional readings include modern literature that builds on ancient myths and legends and their reading and analytic abilities.

In addition to reading curriculum-based texts, students engage in personal reading both in and out of school. Personal choice in independent reading allows students



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to develop reading preferences and enjoyment, explore different genres and increase responsibility in making meaning of a text outside of class discussions.

Writing: Students practice writing different forms, including personal narrative, literary response, and critical essays in writing workshop. They also practice revision and editing skills and write in their notebooks weekly. Throughout the year, students develop clear and focused writing skills, including the use of evidence, introductions, transitions and conclusions. Research and immersion projects help students gain skills such as questioning, focusing, outlining, finding supporting evidence, drafting, revising, editing, and publishing. The frequency of both reading and writing every day in class and at home increases fluency, confidence, and achievement in both areas.

Vocabulary, Spelling, and Grammar: Grammar study is cumulative and includes regular grammar exercises, continued emphasis on editing in writing workshop, and weekly assignments in Grammar, Usage, and Mechanics (G.U.M.) and Editor-in-Chief. Skills are taught, reinforced, and reviewed so that students become accustomed to using them in their own writing. Mini-lessons introduce or review concepts as common grammar problems emerge from the class. Using the How to Spell and Spell Well series, students learn basic spelling rules, including syllable types and syllabication rules, long vowel spellings, common affixes and patterns for plurals and possessives. With frequent review of spelling principles and spelling “unforgivables,” weekly quizzes, individual practice at home, and assistance in identifying strategies that best match their learning styles, students learn to spell in application. Vocabulary from Classical Roots teaches word origins, parts, and families of words to help students build vocabulary and understanding of words through recognition and reasoning skills. Students complete weekly lessons and frequent quizzes. In addition, students keep word lists from their reading to incorporate into a cumulative vocabulary study.

5th and 6th Grade Mathematics

Fifth and sixth grade math students build on a foundation of basic mathematical operations to expand their understanding and to prepare for the study of more advanced mathematics. While reviewing fundamentals of mathematics, fifth grade students study several new concepts such as the order of operations, basic geometry, and advanced fraction and percentage operations. Sixth grade students engage in such topics as variables, ratio and proportion, speed/rate/distance operations, advanced geometry, and challenging word problems that demand the application of problem-solving strategies. These topics form the main body of study for the year. By the end of sixth grade, students master the basics of converting fractions, decimals and percents and are prepared to tackle the abstractions of algebra. Class is a balance of group collaborative work and individual skills development. Math classes typically begin with a whole-group warm-up, a teacher-led review of solutions, and homework. Hands-on manipulatives, whenever possible, are used to introduce more abstract concepts, and also when students struggle with more challenging operations. Students engage in discussions and activities designed to introduce new concepts or to review and reinforce previously learned material. The primary text for the course is *Everyday Mathematics*. Students build new skills by progressing through concrete, pictorial, and abstract approaches. This text promotes clear thinking, effective communication of mathematical ideas and adept problem solving, and helps to develop the foundation pupils will need for more advanced mathematics. Students often work with classmates to share and solidify their understanding of given concepts. Math is also integrated across the curriculum in order to build an appreciation for the usefulness of mathematical application in real-world situations. Students complete hands-on projects such as building models of structures from the ancient world and also study famous mathematicians and mathematical ideas, including the Pythagorean theorem, the original measuring of the world and pi. Students use calculators and computer software to reinforce skills learned



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in the classroom and to provide familiarity with technology. Most importantly, students deepen their mathematical thinking and problem solving throughout the course of the year as they grow to see math as a tool to help guide everyday inquiry.

5th and 6th Grade Science

Children are fascinated by the world and enjoy opportunities to explore it. Students can best acquire science concepts and skills by means of a fun, inquiry-based, hands-on approach that focuses on the process and techniques of discovery. Students satisfy their innate curiosity as they observe, question, and test basic scientific concepts. Throughout the fifth and sixth grade science curriculum, the scientific method is introduced and incorporated into a wide variety of topics, which are selected to develop the students' understanding of the natural world. Students learn to pose questions, make predictions, create hypotheses, collect data, conduct research, and present findings. At the heart of the curriculum are the open-ended types of questions that children ask as they explore the world around them, such as "What will happen?" and "How and why does that happen?"

Each year, students complete an in-depth study of topics in earth science, life science, and physical science. Over a two-year progression, students learn about forces, simple machines, flight and rocketry, weather, planetary science, cells, body systems, dissection, human anatomy, ecology and ecosystems, classification, pollution, matter and reactions, and current global and local environmental issues. Throughout each unit, students employ the scientific skills of observing and comparing, classifying, measuring, inferring, formulating hypotheses, designing and testing investigations, collecting and interpreting data, and recognizing variables.

Skills: A fundamental goal of the curriculum is to develop awareness, scientific reasoning skills, and a commitment to learning in addition to increasing specific subject knowledge. Student progression in science results in informed decisions, responsible behavior, and constructive actions concerning the world in which they live. Students spend a significant

amount of time discussing the ways in which scientists think, designing experiments, and collecting, recording, analyzing and learning from that data.

Cross-curricular connections: Students explore the relevant histories of scientific understanding, influential scientists of the period, technological advances, and invention as they explore different cultures in their humanities courses. Students are given the opportunity to apply their developing mathematical skills as they collect, organize, and interpret data. All students also participate in experiential learning trips, which act to reinforce the lessons learned in the science classroom. On these trips students are able to interact, first-hand with the subjects they are studying, as well as apply knowledge from classroom to field studies.

5th and 6th Grade Spanish

Beginning in fifth grade, the focus of Spanish instruction changes from previous levels: classes are held four days a week and students begin formally studying introductory grammatical concepts, namely present tense verb conjugations (third person singular and plural) and basic uses of the verbs *ser* and *estar*. By the end of fifth grade, students understand and produce basic third person grammatical phrases and vocabulary. All fifth grade students understand, tell, and retell textbook and original stories using target vocabulary. Upon completion of their course, students are able to describe their families, express emotions and states of being, and state duration and units of time. Additionally, students learn about elements of Spanish speaking cultures, including the role of the family and storytelling.

In sixth grade, students understand and communicate more complex grammar (especially all present tense verb forms) and vocabulary. They begin to study and discuss the past tense and reinforce previously learned vocabulary and grammar. Students discuss their own and others' daily lives and understand, tell and retell textbook stories and original stories. All sixth grade students are able to describe locations, state (in) abilities, and discuss problem solving



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by the end of the course. Additionally, students learn about nationalities and geography of Spanish speaking countries.

Class instruction uses the communicative approach, which is based on the theory that the primary function of language is communication. In this approach, the student becomes an active learner; the teacher acts as a facilitator rather than a lecturer in order to place more responsibility on the student. To facilitate learning, class is conducted principally in the target language using vocabulary and syntax that is comprehensible to the student through the use of non-linguistic input, confirmation checks, and modified language (such as repetition and slower speech). Quick translations are provided on an as-needed basis.

The methodology of Teaching Proficiency through Reading and Storytelling (TPRS) is the basis for the text and curriculum used in this level. TPRS is a widely known and highly successful method for language acquisition and fluency development. Through stories, students learn targeted vocabulary and grammatical structures. In order to provide maximum oral repetitions of grammar and vocabulary, stories are “asked” rather than told to involve students in the creation of the story and use as many levels of questions as possible. Additionally, stories are constantly told and retold to increase the number of repetitions of targeted structures. Interest is maintained through personalization of the stories based on students’ lives.

The vocabulary in each story is established through the use of Total Physical Response (TPR), a kinesthetic action that responds to each vocabulary term. Other creative exercises maintain student interest, reinforce previously learned concepts, and lend insight into culture. Additional assignments and class activities may consist of timed writings, reading assignments, and games.

The curriculum provides a foundation in the American Council on the Teaching of Foreign Language’s (ACFTL) standards for foreign language learning:

- **Communication:** Communicate in Languages Other Than English
- **Cultures:** Gain Knowledge and Understanding of Other Cultures
- **Connections:** Connect with Other Disciplines and Acquire Information
- **Comparisons:** Develop Insight into the Nature and Language and Culture
- **Communities:** Participate in Multilingual Communities at Home and Around the World

5th and 6th Grade Visual Art

Art is a process that requires the combination of learned skills and the ability to creatively express a given concept. As technical skills are learned and practiced, students are able to effectively convey emotion through their personal artwork. Students learn to better use their creative minds through artistic development and problem solving. This allows for a deeper and more meaningful communication through the visual arts. Visual art is a vital element in the development of the academic and creative mind at the Intermediate School level. The Mountain School art program focuses on the artistic process rather than the quality of finished products. Students are encouraged to take risks, step outside their comfort zones, and experiment with a wide variety of visual and conceptual projects. Throughout the year, students engage in lessons designed to connect their academic curriculum and art history with traditional visual media. Discussions on cultural relevance and impact of art in history facilitate usage of the art dialect, the formulation of personal criticism and appreciation of art on a global scale. Students build upon prior knowledge of the basic elements and principles of design and build confidence in the processes and skill sets of art production of various two and three-dimensional materials. Units are based around drawing skills as the foundation for all visual expression, and students participate in life drawing



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lessons as well as more creative, open-ended uses of the various drawing media. Painting lessons allow students opportunities to learn color theory, mixing techniques, and compositional decision-making. Three-dimensional sculpture projects dealing with ceramic hand-building, wheel throwing, and plaster-based materials help students develop a sense of space and volume. Other media explored may include printmaking, fabric dying, and the commercial arts. Sketchbook assignments provide technical skill practice, idea generation, and preparation for class projects. Students compile work in personal portfolios and participate in several peer and formal critique processes. By the end of this course, students have experience in several technical aspects of two and three-dimensional work, enabling realistic presentation and genuine creative expression. Continuing to create interest and excitement around the visual arts is a major focus of the Intermediate School program.

5th and 6th Grade Music

The fifth and sixth grade students take advantage of the Rock and Roll Academy studio space where they have full access to guitars, drums, basses, keyboards and vocals. Employing a “learn by doing” approach, the students quickly gain competence on a variety of instruments and, most importantly, play together in a group. This essentially allows the band to become the teacher, as the students intuitively understand when the music sounds right or wrong. Observing, performing and sharing knowledge with one another creates a supportive and vibrant learning environment. Students develop a rudimentary understanding of the cultural and historical perspective of American music and learn to play in various styles. Performance opportunities bring focus and excitement to student work. Developing listening skills, confidence and the ability to enjoy making and performing music are primary goals for this group.

5th and 6th Grade Immersion

The immersion course in the intermediate grades is comprised of an experiential education trip and culminating project that ties together students’ previous learning in field and literature based research, paper writing, and public presentation. Generally conducted during the third trimester, the course begins with an intensive study of background information on the region to prepare students for their spring experiential education trip. During this time, students identify a topic or theme that they would like to examine further that relates directly to their trip. Working closely with their advisor, students identify primary and secondary resources and formulate essential questions to guide their research. On the trip, which ranges in duration from one to two weeks, students refine their understanding of their individual topic and often have opportunities to visit relevant sites, interview experts, and conduct other primary research. Typically, trips also include a service component related to issues that students have studied. After returning, students complete their individual research and present their findings in the form of a thesis-driven research paper and a public presentation with supporting visuals. Throughout, students practice skills such as conducting research from multiple sources, note taking, organizing their writing, preparing a bibliography, citing information, producing visuals such as a poster or PowerPoint, and public speaking. In addition to their formal research paper and presentation, students also create an open-ended supporting visual project. In past years, students have visited Seattle and the San Juan Islands where they studied ecology and natural resources issues and rafted down the San Juan River, where they studied watersheds and performed service on the Navajo reservation.



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7th and 8th Grade Humanities: American History and Literature

The seventh and eighth grade humanities curriculum typically includes a two-year sequence of study of American history paired with American literature. Students also explore the art, music, and culture of the periods studied through different media and cross-curricular activities. They also develop the reading, writing, speaking, and research skills necessary for engaging in the study of the humanities. Learning effective listening and speaking skills is essential for students to promote their ideas, help effect change in their global community, and build critical thinking skills through conversations with both adults and their peers. Throughout the year, students have multiple opportunities to present in front of their peers and the greater school community. Students review different presentation styles, such as persuasive speaking, instructing, debating, participating in book talks, sharing writing, and engaging in personal reflections.

History: In the seventh and eighth grade history sequence, there is a significant emphasis on building the critical thinking skills that students will need as they enter high school. These foundational skills include taking effective notes; identifying key ideas and supporting details and arguments; differentiating between relevant and superfluous information; analyzing primary documents; understanding causation; developing close reading skills; and distinguishing between different historical perspectives. In addition to honing reading, writing and discussion skills, students are asked to actively engage in their study of history through discovery activities such as mapping laboratories, mock trials, symposiums, debates, simulations, speeches, perspective writing, research projects and presentations. Such projects allow students the opportunity to gather, organize, and synthesize information and practice adopting different perspectives in order to increase their understanding of history and get a window into the thoughts and opinions of the past. Along with studying early American history, students read about, discuss, and interpret important current global events. Guiding questions through

both years of study include: How can the study of American history inform our understanding of our country today? How is American history to be understood in a global context? How have geography, environment, and expansion shaped life and events in this country? What are our responsibilities as citizens of the United States?

A Year History: A year history explores early American history up to the Civil War. The main texts for this course are Prentice Hall's *The American Nation*, and the Teacher Curriculum Institute's *The United States Through Industrialism*. These texts are supplemented by excerpts from the works of historians such as Howard Zinn, Stephen Ambrose and Jared Diamond as well as by relevant articles, podcasts or documentary films from Time, National Geographic, NPR, Ken Burns and The History Channel. The class examines how interpretations and meanings of freedom, democracy, and rights have developed over time through framing each unit of study with an essential question such as: When is it necessary for citizens to rebel against their government? To what extent should the United States have become involved in world affairs in the early 1800s? What did it mean to be an American in the early 1800's? How justifiable was US expansion in the 1800's?

B Year History: The focus of the B year American History course is from the Civil War to the present. Using *The American Nation*, TeachTCl online textbook, and primary sources as a framework, the class explores the social, economic, and political history as well as the events that have shaped the country we live in today. The class examines how interpretations and meanings of freedom, equality, slavery, and democracy have developed over time.

English: The seventh and eighth grade English course focuses on the study of literature and key components of the writing process. The majority of literature students read in class underscores the themes of the changing character and diversity of the American experience with an emphasis on pivotal moments in American history. Additionally, students work to improve writing and editing



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skills in order to prepare for Upper School. Assessment is based on a variety of methods, including narrative writing, creative writing, essay writing, group and individual projects, quizzes, and cumulative trimester exams. Guiding questions include: How can the study of American literature inform our understanding of the United States historically and in the present? How do time-period and context influence people's actions and attitudes? How does culture influence who we are as individuals and members of a community? How can the study of characters affect our understanding of each other? Each of these questions will be examined in class through class and small group discussion, literary response writing, oral and written presentations and a variety of collaborative and individual tasks.

A Year Literature: Students read and analyze salient works that are set in early American history. Through this study, they identify major themes in pre-colonial to pre Civil War American literature and read both critically and for enjoyment. The literature selected for the year corresponds with the historical periods examined in social studies in order for students to gain greater understanding of the culture and life experiences of the time period. Emphasis is also placed on connecting themes from the literature to students' own life experiences and current global issues. Major works read in class may include *Adventures of Tom Sawyer*, *Johnny Tremain*, and *Fever*. Additional authors, poems, and short stories are also included in the course. Along with historical fiction, the course will include modern young adult literature and classic literature that will help students further develop their reading and analytic abilities in a variety of genres. These major works may include *Lord of the Flies* and *Education of Little Tree*. In addition to assigned work, students are expected to read books of their own choice. At times throughout the year, students present on an independent reading book agreed upon by both student and teacher.

B Year Literature: Students read and analyze salient works that are set in pivotal moments in American history from the Civil War era to the Civil Rights era. Through this study, students gain greater understanding of the culture and life

experiences of the time period, learn to read critically, and learn to identify themes in notable young adult literature. Emphasis is also placed on connecting themes from the literature to students' own life experiences and current global issues. Major works read in class may include literature by Lois Lowry, Jerry Spinelli, Julius Lester, Jack London, and Harper Lee. Additional authors, folktales, poems, short stories, plays, speeches and multimedia are also included in the course to extend understanding of literature, history, or themes drawn from the humanities courses. Along with historical based readings, the course will include modern young adult literature and classic literature that will help students further develop their reading and analytic abilities in a variety of genres. In addition to assigned work, students are expected to spend time each week reading a book of their own choice. At times throughout the year, students have the opportunity to present on a book agreed upon by both student and teacher.

7th Grade Mathematics: Pre-Algebra

The focus of the seventh grade mathematics course is to develop a working understanding of and to prepare for a thorough study of algebra, the basic language of science and the foundation of higher mathematics. Through developing problem-solving abilities and demonstrating skills in hands-on, applied math projects, students pass through the gateway to higher mathematics. Students begin their exploration of higher mathematics with a study of mathematical ways of thinking, number sequences, functions, symmetry, and mathematical curves. The primary text for this unit is *Mathematics, A Human Endeavor*, 3rd ed., by Harold Jacobs. Mid-year, students begin to formalize their study of algebra. Students explore the use of algebraic expressions and equations, master operations with signed numbers, and explore polynomials and factoring. By the year's end, each seventh grader is comfortable assigning and substituting variables, manipulating equations to express a desired variable, solving equations containing a single variable, and graphing linear and parabolic functions.



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Additionally, students complete a spiral review of topics such as probability, graphical analysis, statistics, and geometry. This review is facilitated with ALEKS, an online program that directs students to continue work in areas that are identified as weaknesses. Throughout the program, students are encouraged to think and to reason and to draw from their previous mathematics studies.

In addition to mastering the mechanics necessary for algebra, students are encouraged to further develop their own creative problem solving abilities. Students study problem solving techniques such as guess and check, finding a pattern, and matrix logic, as presented in the text *Crossing the River With Dogs* by Ken Johnson. Hands-on applied math/science projects such as calculating stream velocities and discharge give students the opportunity to practice and develop skills such as estimation, technical drawing, the use of functions and equations to predict outcomes, data analysis and statistics. Students prepare for standardized tests by practicing test-taking strategies, working on computational speed in daily warm-ups and completing spiral review of skills and material from previous years. Students are challenged by this demanding yet rewarding course as they explore the power and utility of algebra.

8th Grade Mathematics: Algebra

The focus of the eighth grade mathematics course is to develop a mastery of algebra, the basic language of science and the foundation of higher mathematics. By developing problem-solving abilities and demonstrating skills in hands-on, applied math projects, students pass through the gateway to higher mathematics.

Students in eighth grade are guided by the text and curriculum of *Algebra: Core Concepts* from Pearson publishing. They learn the utility of the variable; the use of formulae; equations with two unknowns; the complexities of rational and radical algebra; inequalities; and advanced functions and their graphs. For much of the year, students focus on solving word problems and applying algebra as a

tool for prediction and modeling. At the completion of this course, eighth grade students have a strong foundation in algebra that prepares them for the higher mathematics courses offered in high school.

In addition to mastering the mechanics of algebra, each student is encouraged to further develop his/her own creative problem solving abilities. This objective is accomplished through a variety of challenging problems, puzzles, and games calling on varied techniques to reach solutions. Additionally, students complete a spiral review of topics such as probability, graphical analysis, statistics, and geometry. This review is facilitated with ALEKS, an online program that directs students to continue work in areas that are identified as weaknesses. Throughout, each student is encouraged to think and reason while drawing on all of his/her previous mathematics study

7th and 8th Grade Science: Field Studies and Environmental Science

The field studies and environmental science course is a field intensive, integrated environmental science course, drawing upon the disciplines of biology, ecology, geology, physics, and chemistry. Students begin the year exploring their own landscape, the San Miguel watershed, and then apply their findings to further their understanding of other watersheds around the globe. Each student finishes the course with a deeper understanding of what ecological role we each play in our world, locally, as well as globally.

In order to gain an understanding of the San Miguel watershed, students study the local mountains, forests and rivers. Topics explored in this unit include local life zones and ecosystems, dendrochronology, describing and quantifying biodiversity, mapping and hydrology. Students then complete a comparative study of desert ecology and geology in a unit that culminates with a multi-day trip to the Canyonlands. The forest and river sites students mapped earlier in the year are then used as winter field sites as students study winter ecology and cold weather physiology. Students then study regional weather trends and global



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climate patterns.

With a solid understanding of their local environment, the focus shifts to more distant watersheds and exotic ecosystems. Students draw connections between other watersheds and explore how their actions in Telluride, at the head of the San Miguel Watershed, have far-reaching consequences reaching the Colorado River and beyond. Students explain similarities and differences between the San Miguel watershed and a watershed of their choice, taking into account biomes, geology, hydrodynamics, resources, and human impact as they prepare and deliver a presentation of another watershed to the class.

Throughout the year, each student thinks critically about scientific issues on both a local and global level. Through weekly readings in current events from publications such as the *New York Times* or *Discover* and role-playing debates about water rights, climate change, or mining in the western U.S., students will examine what role we play, how we impact the environment, in both negative and positive ways, and how our choices have long lasting consequences. This curriculum is sure to challenge students to think in new ways, see the world in a broad range of perspectives, and closely examine their local biome.

Physical Science

The physical science course, a combination of chemistry and physics, introduces students to the basics of laboratory science. In this course, students regularly employ the scientific method to understand questions and uncover the theories, principles and laws that govern the physical world.

Students begin the year exploring mass, volume, density, force, motion and energy. In this unit, they build and analyze model structures such as cranes, bridges and towers. Then the class examines matter's building blocks, states, and properties as they explore the properties of solids, liquids and gasses. This unit leads into a study of the periodic table and an introduction to chemistry. Students learn basic lab safety as they perform experiments such as electroplating

and electrolysis, and learn the proper techniques of glass bending to make basic laboratory apparatus. Students complete individual research projects on fuel cells, alternative energies and the prospect of hydrogen power. To finish the year, the class studies forensic science. In this unit, students combine their knowledge of physics, chemistry and biology as they learn to analyze fingerprints, hair samples, and hand writing samples. Students learn to blood-type and examine the role of DNA as evidence. In a mystery powder unit, students use various lab tests to determine the composition of various unknown powders. Finally, the class combines reasoning and laboratory skills to solve a mock crime.

Formal documentation of experiments and findings is an essential skill for success in the advanced science classes taught in high school. Throughout the year, students write ever-increasingly detailed lab reports for experiments and projects. Students learn to analyze error both quantitatively and qualitatively. Throughout the course, students regularly call on their developing algebra skills as they work with formulas, balance chemical equations and graph experimental results. By the end of the course, students can clearly explain the laws governing the physical realm, document their work in detailed lab reports, and design and carry out safe and informative laboratory projects and experiments.

7th and 8th Grade Spanish

Students in this level have developed a substantial vocabulary, investigated sentence structure, and practiced verb conjugations. Students understand and communicate more complex grammar (especially all present tense verb forms) and vocabulary. They reinforce previously learned vocabulary and grammar and begin to study the past tense. During the school year, students read and discuss a novella written in Spanish. While reading, they improve their ability to infer meaning of key vocabulary based on context. As their reading rate and fluency increases, they understand, tell, and retell longer stories. Students also complete a



Seventh and Eighth Grade Curriculum Guide

project-based unit in order to apply their knowledge of vocabulary, grammar, and culture. Upon completion of the course, students begin to differentiate between present and past tenses and are able to communicate about their own and others' daily lives using more complex vocabulary and grammar. Additionally, students learn about and interact with Spanish speaking cultures through in and out of class activities.

Class instruction uses the communicative approach, which is based on the theory that the primary function of language is communication. In this approach, the student becomes an active learner; the teacher acts as a facilitator rather than a lecturer in order to place more responsibility on the student. To facilitate learning, class is conducted principally in the target language using vocabulary and syntax that is comprehensible to the student through the use of non-linguistic input, confirmation checks, and modified language (such as repetition and slower speech). Quick translations are provided on an as-needed basis.

The methodology of Teaching Proficiency through Reading and Storytelling (TPRS) is the basis for the text and curriculum used in this level. TPRS is a widely known and highly successful method for language acquisition and fluency development. Through stories, students learn targeted vocabulary and grammatical structures. Stories are personalized based on students' daily lives, grammar instruction is provided in context, and high-frequency vocabulary words are repeated throughout the story.

The key vocabulary in each story is established through the use of Total Physical Response (TPR), or a kinesthetic action that responds to each vocabulary term. Other creative exercises maintain student interest, reinforce previously learned concepts, and lend insight into culture. Additional assignments and class activities may consist of timed writings, projects, and games.

The curriculum provides a foundation in the American Council on the Teaching of Foreign Language's (ACFTL) standards for foreign language learning:

- **Communication:** Communicate in Languages Other Than English
- **Cultures:** Gain Knowledge and Understanding of Other Cultures
- **Connections:** Connect with Other Disciplines and Acquire Information
- **Comparisons:** Develop Insight into the Nature and Language and Culture
- **Communities:** Participate in Multilingual Communities at Home and Around the World



Seventh and Eighth Grade Curriculum Guide

7th and 8th Grade Visual Art

Art is a process that requires the combination of learned skills and the ability to creatively express a given concept. As technical skills are learned and practiced, students are able to effectively convey emotion through their personal artwork. Students are able to use their creative minds through artistic development and problem solving. This allows for a deeper and more meaningful communication through the visual arts. Visual art is a vital element in the development of the academic and creative mind at the Intermediate School level. The Mountain School art program focuses on the artistic process rather than the quality of finished products. Students are encouraged to take risks, step outside their comfort zones, and experiment with a wide variety of visual and conceptual projects. Throughout the year, students engage in lessons designed to connect academic curriculums and art history with traditional visual media. Discussions on cultural relevance and impact of art in history facilitate usage of the art dialect, the formulation of personal criticism and appreciation of art on a global scale. Students build upon prior knowledge of the basic elements and principles of design and build confidence in the processes and skill sets of art production of various two and three-dimensional materials. Units are based around drawing skills as the foundation for all visual expression. Students participate in life drawing lessons as well as more creative, open-ended uses of the various drawing media. Painting lessons allow students opportunities to learn color theory, mixing techniques, and compositional decision-making. Three-dimensional sculpture projects dealing with ceramic hand-building, wheel throwing, and plaster-based materials help students develop a sense of space and volume. Other media explored may include printmaking, mural painting, fabric dying, and the commercial arts. Sketchbook assignments provide technical skill practice, idea generation, and preparation for class projects. Students will compile work in personal portfolios and participate in several peer and formal critique processes. By the end of this course, students will have experience in several technical aspects of two and three-dimensional work, enabling realistic presentation and genuine creative expression. Continuing to create interest

and excitement around the visual arts is a major focus of the Intermediate School program.

7th and 8th Grade Music

Taking advantage of the Rock and Roll Academy studio space, the students have the chance to play all the instruments and carve out their own creative space. A “learn by doing” approach encourages students to share their knowledge with each other, completing the essential loop of true understanding. We continue our cultural and historical approach to learning American music, coming to recognize major contributors and significant stylistic periods. We then bring this understanding, feel and technique for the music into performance and feel the power and creative joy of making and sharing this music. Students commonly perform various musical selections on a variety of instruments gaining invaluable musical experience as well as experiencing the teamwork required to succeed in a performance ensemble.



Seventh and Eighth Grade Curriculum Guide

7th and 8th Grade Immersion

The immersion course in the intermediate grades is comprised of an experiential education trip and culminating project that ties together students' previous learning in field and literature based research, paper writing, and public presentation. Generally conducted during the third trimester, the course begins with an intensive study of background information on the region to prepare students for their spring experiential education trip. During this time, students identify a topic or theme that they would like to examine further that relates directly to their trip. Working closely with their advisor, students identify primary and secondary resources and formulate essential questions to guide their research. On the trip, which ranges in duration from one to two weeks, students refine their understanding of their individual topic and often have opportunities to visit relevant sites, interview experts, and conduct other primary research. Typically, trips also include a service component related to issues that students have studied. After returning, students complete their individual research and present their findings in the form of a thesis-driven research paper and a public presentation with supporting visuals. Throughout, students practice skills such as conducting research from multiple sources, note taking, organizing their writing, preparing a bibliography, citing information, producing visuals such as a poster or PowerPoint, and public speaking. In addition to their formal research paper and presentation, students also create an open-ended supporting visual project. In past years, students have traced the civil rights movement and the nation's struggle for equality in the Deep South, and journeyed to Hawaii to explore island biogeography, evolution, marine biology and volcanology.



Fifth through Eighth Grade Scope and Sequence

Mathematics

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
<p>Continued practice with multiplication and division of whole numbers and decimals; average rate and speed; finding factors and prime factorization; introduction to geometry including angle measurement with protractor and compass; identifying congruent and similar polygons; calculating ratio and proportion and creating tessellations; conversion of fractions to decimals and percentages; bar and circle graph construction and interpretation; operations with fractions including addition and subtraction; metric and standard unit measurement and conversions; orders of operations; addition and subtraction of negative numbers; application of math skills to real life scenarios/projects</p>	<p>Continued practice with multiplication and division of whole numbers and decimals; mastery of fractions, decimals, and percents and conversions between each; graph analysis; data collection and interpretation; finding trends and landmarks; using variables to represent unknown numbers; writing simple algebraic expressions and solving for variables; graphing ordered pairs; operations with negative numbers; exponents; introduction to geometry including: area and circumference, angle measurements, and protractor and compass use; advanced operations with ratio and proportion; advanced order of operations; application of math skills to real life scenarios/projects</p>	<p>Pre-Algebra</p> <p>Inductive and deductive reasoning, number series and sequences; binary numbers; non-base ten number systems; functions and their graphs; Cartesian coordinate system; linear and parabolic functions; interpolation and extrapolation; data analysis;</p> <p>Problem solving strategies: diagram, guess and check, find a pattern, eliminate possibilities, matrix logic; powers of ten; scientific notation; symmetry; mathematical curves; probability; statistics; operations with negative numbers; transforming algebraic expressions; solving literal equations</p>	<p>Algebra I</p> <p>Review of basic equation solving; multiplying polynomials; factoring trinomials; solving systems of equations by graphing, substitution, and linear combination; solving quadratic equations by factoring, graphing and the quadratic formula; linear functions; scattered data; best fit lines; probability; statistics; standard deviation; properties of exponents and negative exponents; simplifying, multiplying and dividing rational algebraic expressions; operations with radical algebraic expressions; inequalities; absolute value; function notation</p>



Fifth through Eighth Grade Scope and Sequence

Science

Fifth/Sixth Grade	Fifth/Sixth Grade	Seventh/Eighth Grade	Seventh/Eighth Grade
<p>A-Year: <i>Physical Science: forces & simple machines; properties of matter, states of matter, chemical reactions; scientific measurement: mass, volume, density.</i></p> <p><i>Earth Science: weather and climate, wind and ocean currents, patterns, global and local phenomena. Life Science: structure and function of organisms; dissection; introduction to genetics; natural selection.</i></p> <p><i>Environmental Science: matter and energy in organisms and ecosystems, food chains, food webs, resource identification; biodiversity; interdependent relationships in ecosystems including predator prey dynamics and competition; human impacts on natural resources and populations.</i></p> <p><i>Scientific Method: observation, prediction, hypothesis, data collection and representation; graphing; percent error calculations; introduction to lab reports, science journaling.</i></p>	<p>B- Year: <i>Physical Science: forces and motion; relationships between rate, distance, and speed, as well as the effect of gravity and friction on objects. Earth Science: weather, plate tectonics, physical geography, rock formation, weathering and erosion.</i></p> <p><i>Environmental Science: water cycle, water quality testing, pollution, local and global environmental issues;</i></p> <p><i>Space Systems: planetary movements and relationships; lunar cycle, flight and rocketry, space exploration.</i></p> <p><i>Life Science: cells, microscopes, river ecology; animal adaptations</i></p> <p><i>Scientific Method: observation, prediction, hypothesis, data collection and representation; percent error calculations; introduction to lab reports, use of technology, excel, science journaling</i></p>	<p>A-Year: Physical Science: lab safety; glass bending; physical science: physical and chemical change, force, motion, density, solubility, atomic structure (atomic theory), chemical composition, oxidation, combustion and mystery powders <i>Forensic science: fingerprinting, blood typing and ink chromatography</i> <i>Scientific Method: formal laboratory reports and error analysis</i></p>	<p>B-Year: Field Science: <i>Watershed Studies: life zones, species identification, biodiversity, dendrochronology, hydrology; field study area: San Miguel watershed</i> <i>Desert Studies: ecology, geology, human and natural history; field study area: Cedar Mesa</i> <i>Winter Studies: plant and animal adaptations and strategies to deal with winter environment, rate of cooling and caloric demands, frostbite/hypothermia, snowpack analysis; field study: local environment</i> <i>Global Issues: climate change, water issues</i> <i>Scientific method: formal laboratory reports and error analysis</i></p>

The science curriculum is taught on an alternating A year/B year schedule within the fifth/sixth and seventh/eighth classrooms. Technology skills and ethics are taught throughout the science curriculum.



Fifth through Eighth Grade Scope and Sequence

Social Studies/History

Fifth/Sixth Grade	Fifth/Sixth Grade	Seventh/Eighth Grade	Seventh/Eighth Grade
<p>A-Year: World Cultures and Geography: An examination of world geography and non-Western ancient history. Study of mapmaking techniques, Ancient China, Ancient India, and Ancient Africa coupled with literature. Examination of the rise and fall, inventions and discoveries, patterns, and achievements of each civilization as a result of geographic, economic, political and cultural factors; map projections; texts and literature; guided research and report writing</p>	<p>B-Year: Ancient and Medieval Western History: Study of Ancient Greece and Rome and Medieval and Renaissance Europe coupled with literature. Examination of the rise and fall, inventions and discoveries, patterns, and achievements of each civilization as a result of geographic, economic, political and cultural factors; charts, graphs, and time lines; maps; research skills for oral and written reports and projects; current events</p>	<p>A-Year: Early United States History (1500-1870): Native North America; exploration; colonial America and revolution; Constitution, government and U.S. flag etiquette; the south and slavery, Civil War; note-taking; formal research paper; unit tests; map work; group and individual presentations</p>	<p>B-Year: United States History: Reconstruction to Vietnam War (1870-1975) Democracy and Reconstruction; Indian reform policy; women's suffrage; focus on social movements, economics, politics and culture; geography, location, movement, regions, human/environment interactions, and place; cause and effect; pro-con issues; note-taking; formal research paper; current events; map work; group and individual presentations</p>

**The social studies curriculum is taught on an alternating A year/B year schedule within the fifth/sixth and seventh/eighth grades.*



Fifth through Eighth Grade Scope and Sequence

Language Arts/English

Fifth/Sixth Grade	Fifth/Sixth Grade	Seventh/Eighth Grade	Seventh/Eighth Grade
Reading and discussing literature; active reading strategies: in-text notes, making connections, making predictions, making inferences; development of writing projects; writing for variety of purposes; writing forms: daily journal writing, narrative, reports, essays, letters and poetry; simile, metaphor, personification; grammar: advanced parts of speech; vocabulary building; progression of research skill: advanced outlining, drafting, editing and rewriting; research paper essay; literary interpretation: elements and genres of literature (figurative language, imagery, symbolism, tone, voice, and character in fiction and poetry); library and internet research; study and computer skills; critical thinking strategies; written and oral reports	Reading and discussing literature for comprehension and group discussion skills; work in basic grammar usage, spelling and vocabulary skills; development of writing skills with summaries, response papers, peer reviews, short stories, journals, and composition of the multi-paragraph essay; literary interpretation: elements and genres of literature (figurative language, imagery, symbolism, tone, voice, and character in fiction and poetry); library and internet research; study and computer skills; critical thinking strategies; written and oral reports	American literature: pre-colonial to post-Civil War Development of skills in close reading, comprehension, and critical thinking; literary interpretation (elements and genres of literature); work in grammar usage, mechanics and contextual vocabulary; emphasis on writing skills with response papers, summaries, creative fiction, narrative, and development of three- to five-page essay; joint English/history research paper; research skills: discern quality of sources; evaluate, compare, organize, outline and synthesize material; document sources (works cited); oral presentation of team reports	Modern American literature: Restoration to post-World War II Emphasis on close reading and development of analytical thinking skills; literary interpretation and historical analysis; strong emphasis on the development of writing skills; refinement of grammar usage and development of critical vocabulary; analysis of the media; thesis-driven persuasive and interpretive essays with peer reviews and revisions; response papers, critiques, and creative non-fiction; joint English/history documented research paper; library and internet research; oral presentation of individual and team research projects and reports



Fifth through Eighth Grade Scope and Sequence

Visual Art

Fifth/Sixth Grade	Seventh/Eighth Grade
<p>Students utilize formal elements and principles of design in application; building of technical drawing foundation; watercolor and acrylic painting techniques; development of ability to discuss and evaluate artwork provide the foundation for building confidence in the use of art vocabulary, processes, and tools of art production in a variety of two and three dimensional materials; increased exposure to art history, genres, and individual artists; focus on process over product.</p>	<p>Projects are assigned within a cooperative studio environment and provide a sequence of learned skills as students progress from one ability level to another; develop technical/mechanical drawing foundation; explore visual problems through hands-on materials; project critiques and portfolio reviews; independent art history studies and presentation; strengthen and expand upon basic technical skills for drawing, printmaking, painting, and sculpture; focus on process over product.</p>

Music

Fifth/Sixth Grade	Seventh/Eighth Grade
<p>A sense of fun and self-discovery is fostered both in individual practice and group performance. Self-esteem and confidence are promoted through musical problem solving and peer interaction. Increasing development of instrumental technique and discernment in listening. Memorization of musical parts and understanding each part's relation to the whole ensemble. Music increases in complexity while maintaining a relaxed, supportive learning environment.</p>	<p>Performance opportunities give context to advancing skill levels. Emphasis in performance is placed upon developing a sound and identity, both musically and personally, and sharing this identity with others. The study of multiple instruments is encouraged in order to foster a complete understanding of the specific role of each instrument within the band. Critical assessment of student created work is encouraged to support creativity and understanding. Improvisation and exploration are integral components.</p>



Fifth through Eighth Grade Scope and Sequence

Spanish

Fifth Grade	Sixth Grade	Seventh/Eighth Grade
<p>Listening comprehension, writing, reading and speaking skills development</p> <p>Writing complete sentences and paragraphs</p> <p>Comprehension of verbal and written stories; verbal and written productions of original stories</p> <p>Frequently used Spanish vocabulary, including family terms and adjectives for personal description.</p> <p>Present tense and third person singular and plural conjugation of verbs, expressing wants (<i>quiere</i> + infinitive verbs), states of being (with <i>estar</i>), adjectives with correct number and gender agreement</p> <p>Introduction to Spanish-speaking countries and cultures</p>	<p>Listening comprehension, writing, reading and speaking skills development</p> <p>Writing complete sentences and paragraphs</p> <p>Comprehension of verbal and written stories; verbal and written productions of original stories</p> <p>Frequently used Spanish vocabulary, including days of the week, body parts, time, positional and directional prepositions</p> <p>First, second and third person singular and plural forms of verbs in the present tense, introduction to reflexive verbs, abilities ((no) <i>poder</i> + infinitive)</p> <p>Introduction to the past tense</p> <p>Reinforcement of previously learned grammatical concepts such as <i>ser/estar</i> and noun/adjective agreement</p> <p>Continued study of Spanish-speaking countries and cultures</p>	<p>Listening comprehension, writing, reading and speaking skills development</p> <p>Writing complete sentences and paragraphs</p> <p>Comprehension of verbal and written stories; verbal and written productions of original stories</p> <p>Comprehension and discussion of novella</p> <p>Frequently used Spanish vocabulary, including food, clothing, and house related vocabulary</p> <p>First, second and third person singular and plural forms of verbs in the present tense, uses of indirect and direct object pronouns, introduction to past tenses (preterit and imperfect)</p> <p>Reinforcement of previously learned grammatical concepts such as number/gender and noun/adjective agreement, reflexive verbs, and <i>ser/estar</i></p> <p>In-depth study of cultural elements of Spanish-speaking countries, such as cuisine and history</p>



Fifth through Eighth Grade Scope and Sequence

Experiential Education

Fifth /Sixth Grade

Outdoor Education: Fall trips feature three to five day field excursions to regional environments. Skills include preparing for a multi-day camping trip, backcountry hiking, water safety, weather interpretation, route-finding, selection and maintenance of gear for outdoor activities, and food selection and preparation for the field.

Service Learning: Experiential trips include service components such as preparing food in a foodbank, working in a garden, and volunteering in classrooms at a school for severely handicapped Navajo children.

Experiential Trips: Spring trips feature a five to six day extended excursion in the regional Southwest or continental US with curriculum based on classroom studies in multiculturalism or environmental science. Trips include outdoor education and service learning components. Students complete research activities, participate in active or hands-on learning activities at school and in the field, and complete their studies with research projects and presentations to the school community.

Seventh/Eighth Grade

Outdoor Education: Fall trips feature a week-long intensive camping experience in the canyon country. Students engage in trip detailing issues of regional biology, geology, natural history and anthropology. Outdoor skills include preparing for a multi-day backpacking expedition, selection and maintenance of gear for outdoor activities, backcountry camping skills, low impact principles, backcountry personal hygiene planning menus and shopping for provisions, safe use of single burner camp stoves, campsite site selection, tent set-up, safe route selection, basic map and compass skills, weather interpretation, introduction to leadership and decision making.

Service Learning: Seventh and eighth graders perform service such as trail-building and campsite maintenance during outdoor education trips and on Keystone gorge trail. Experiential trip service components include volunteering in schools and gardens or in clean-up or maintenance initiatives.

Experiential Trips: Spring trips feature a seven to fourteen-day excursion to national destinations as experiential extensions of the science or humanities curriculum. Students complete inquiry-based field research, participate in active hands-on-learning activities, engage in service-learning opportunities, and complete their studies with research projects and accompanying presentations to the school community.



Fifth through Eighth Grade Scope and Sequence

Winter Sports

Fifth/Sixth Grade Ski P.E.

Students are grouped according to social and skill development goals. Improving fundamental skills and having a positive time on snow is the focus. Priority is placed on creating an environment in which all students will put forth their best effort and achieve their personal goals. Mountain etiquette is modeled and practiced at all times. Special programming includes an introduction to adaptive skiing and volunteering as an assistant in the Telluride Adaptive Sports Program

Seventh/Eighth Grade Ski P.E.

Students are coached at their level at this phase. Basic skills and having a good time on snow is the focus for some participants while advancing technical skills across disciplines and terrain is the focus for other students. Participation is expanded to two days a week. Competitive athletes are supported in their more extensive training, travel, and competition schedules; Focus is placed on creating an environment in which all students will put forth their best effort and achieve their personal goals. Students are encouraged to broaden their terrain choices and improve all aspects of their skills. Mountain etiquette is modeled and practiced at all times. Special programming includes an introduction to ice climbing



Fifth through Eighth Grade Scope and Sequence

Technology

Fifth/Sixth Grade

Demonstrate respect for and appropriate use of technology resources; select appropriate technology resources to solve a problem or complete a task; effectively seek out information on internet from a variety of sources; discriminate between valid and unsound information sources; introduce basic *PowerPoint* functionality; develop advanced word-processing skills (*MS Word*); manage school issued personal email account for class communication and file sharing; collaborate on group projects using computing resources, introduction to *Google Docs* applications

Seventh/Eighth Grade

Demonstrate respect for and appropriate use of technology resources; select appropriate technology resources to solve a problem or complete a task; develop advanced word-processing skills; develop advanced data recording and analysis skills using digital spreadsheets; hone presentation skills using various media and tools including: pod casts, short videos, slide shows, and PowerPoint; collaborate on projects using *Google Docs applications*; carry out advanced research projects drawing on a variety of sources and efficiently organizing notes digitally; troubleshoot and solve technical problems as they arise

MISSION

Telluride Mountain School delivers a program of challenging academics that promotes critical thinking, aesthetic expression and ethical behavior, while encompassing a commitment to community service, global citizenship and engagement with the natural environment. The school culture embraces independence, personal responsibility, compassion, curiosity and joy.

CORE VALUES

RESPECT

We honor self and community, and value that which is different.

LOVE OF LEARNING

We foster lasting curiosity, creativity and passion in a challenging and safe environment.

RESPONSIBILITY

We understand the impact of personal actions, and uphold service as an integral part of scholarship and citizenship.

INTEGRITY

We adhere to values and ethics that enable us to approach our studies and lives with courage, pride, honesty and empathy.



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