



Curriculum Guide Lower School First - Fourth Grade

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First – Fourth Grade Curriculum Guide

Table of Contents

Welcome to Lower School	2
First and Second Grade	
Language Arts	4
Social Studies	5
Mathematics	6
Science	6
Spanish	7
Visual Art	8
Music	8
Physical Education	8
Third and Fourth Grade	
Humanities	10
Reading	11
Writing	11
Mathematics	12
Science	13
Spanish	14
Visual Art	15
Music	15
Physical Education	16
Lower School Scope and Sequence	17



About the Lower 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 one through four at Telluride Mountain School helps students transition from the hands-on approaches of the early childhood program to the more abstract, active learning approaches of middle childhood. Students continue to thrive in child-centered classrooms that serve two grades in multi-age groups. A generalist teacher provides instruction in the core subjects with specialists providing expertise and inspiration for the arts, physical activities, and foreign language. Along the way, students master the skills, habits, and attitudes necessary for succeeding in a challenging academic environment.

Academic Learning

Core subjects include language arts, social studies, math, and science. While the academic expectations are high, classrooms are fun, active places to learn where children are both challenged and supported for optimal success. Small class sizes, individual attention, and talented teachers supported by specialists and assistants provide customized instruction. Assessments include in-house progress monitoring for core skills and standardized testing with the ERB, an assessment 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 one through four participate in visual art, music, physical education, and Spanish language instruction. These subjects broaden their horizons and bring joy to the classroom.

Sports Programs

In the fall and spring, lower school students participate in physical education classes that emphasize team sports and group games, sportsmanship, and basic athletic skills. In the winter, lower school students participate in the school's Winter Sports Program that takes advantage of the region's natural and recreational resources. Lower school students typically ski from early December into March in small, highly supervised instructional groups. In addition, students have the opportunity to skate, snowshoe, and cross-country ski.



About the Lower School Program

Experiential Learning

Beginning in first grade, students at Telluride Mountain School participate in the Experiential Learning program that includes outdoor education, service learning, and Experiential Learning Trips that bring the academic curriculum to life through exciting field trips. Children move through a progression of activities and trips that build the skills, attitudes, and interests for safely experiencing the natural world, providing service, and opening the doors to global understanding. Outdoor activities include hiking, gardening, canoeing, rafting, camping, and exploring local environments while Experiential Learning Trips explore topics from anthropology, to paleontology, geology, and western colonial history.

Immersion Studies

Beginning in first grade, students complete in-depth studies of a topic of their choosing, culminating in a research paper, a visual display, and a presentation in front of the community. Studies relate to subjects drawn from their Experiential Learning Trips and range from biographies of American pioneers, to descriptions of dinosaurs, to explorations of native American tribes. Students learn vital skills of research, expository writing, presentation, and public speaking.

Values Education and Student Life

Telluride Mountain School is a small community where children are known and loved. Part of the school's responsibility is overseeing the social, emotional, and ethical development of its children. 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. 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.

School Community

The Lower 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. From grade one, each student has the opportunity to make a Presentation of Learning following each major Experiential Learning outing. In this way, students 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, art activities, and social events.

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First and Second Grade Curriculum Guide

1st and 2nd Grade Language Arts

The first and second grade classroom encourages a culture of appreciative readers and confident writers. The goals of the program include building reading and writing skills, communicating clearly, and listening well. Children practice language arts skills daily through targeted activities, games, and reading and writing activities related to units of study, particularly science and social studies. Thus, written language is integrated across the curriculum and is relevant to children's studies and interests. To accommodate the range of abilities within the class, the teacher differentiates instruction with various strategies, including self-directed work, buddy reading, and individualized lessons and work plans.

Reading instruction includes a blend of the best developmentally appropriate approaches for literacy. Using the FAST spelling program and other materials, new readers build on their foundation in sound-symbol correspondence and gain familiarity with new phonograms while more experienced readers increase their awareness of more complex word patterns. Students also practice strategies for reading longer words with various syllable types and common prefixes and suffixes. The teacher encourages children to decode new words using their phonetic skills; however, young readers also use prediction, context, and pictorial clues to help them derive meaning from texts. All students apply and practice new skills in a supportive environment with a high level of individual attention using leveled readers and primers that help them practice acquired skills. As soon as they are ready, children begin to read the easy classics of young children's literature, including works by such well-loved authors as Else Homelund Minarik, Dr. Seuss, P. D. Eastman, and Arnold Lobel. Building on their success with these introductory texts featuring strong rhythm, rhyme, predictability, and repetition, they then progress to easy chapter books. More advanced readers enjoy longer books by authors such as Beverly Cleary, James Howe, Roald Dahl, Frank Baum, and Dick King-Smith.

In addition to reading daily in class and at home, children in the first and second grades sustain listening and respond in guided discussions to works of literature. Reading selections include novels, poetry by such authors as Shel Silverstein, Robert Louis Stevenson, Edward Lear, and Lewis Carroll, short stories, folktales, myths and nonfiction selections. Using meaningful books spanning a variety of literature forms, the teacher emphasizes comprehension strategies such as asking thoughtful questions, making predictions, gathering main ideas from the text, mental imaging, and employing schemata to help children enjoy and understand literature.

Our writing curriculum, Units of Study in Opinion, Information, and Narrative Writing provides a coherent and systematic approach to writing workshop. At each grade level, at least one unit of study is devoted to each type of writing and students routinely write in every subject across the curriculum.

Writing instruction includes instruction in handwriting, and students develop familiarity with the upper and lower cases of the alphabet through practice and attention to writing habits for all written work in the classroom. First graders solidify their skills with manuscript writing and begin learning cursive letter formation and connections while second graders tackle cursive. Using Handwriting Without Tears, teacher-made materials, workbooks, and whiteboards children practice handwriting skills first in isolation, then in application to their written work. Writing projects include book summaries, poetry, journal writing, and expository writing. Students generate writing topics through the use of brainstorming, webbing, mapping, KWL charts, and group discussions. Students learn to write for a variety of audiences and purposes; from creative writing to informative pieces, students understand the importance of crafting clear, coherent, and creative work. The process of drafting, revising, editing, and publishing is taught, and students learn to use dictionaries and thesauruses to help achieve this goal.

Spelling practice follows a systematic progression similar to that used in learning to decode words and includes



First and Second Grade Curriculum Guide

opportunities to apply phonetic principles, learn about word families and patterns, and master grade-level sight words. Vocabulary practice is integrated into reading, discussions, and unit studies. As with other skill work, the teacher individualizes the student's learning program for spelling, handwriting, grammar, and vocabulary development to provide challenge or extra practice where needed.

Materials: Units of Study in Opinion, Information, and Narrative Writing, FAST spelling program and teacher supplemented materials, Explode the Code, High Frequency Words, Phonics Practice Readers, Handwriting Without Tears, Secret Stories, Montessori grammar materials, selected novels, short stories, myths, nonfiction, and poetry.

1st and 2nd Grade Social Studies

The first and second grade social studies curriculum paints a broad picture of the world and mankind's place in it and provides a framework within which students may sort and classify new information. The curriculum includes an examination of the physical environment on Earth and cultural geography as bases for studying human culture. The curriculum emphasizes the shared needs of humanity and the various adaptations humans have made to diverse environments. A central question is: What is culture? Over the course of two years, students focus on the seven continents. "A" year continents (school years starting in a year that is an odd number) are Africa, North America, South America, and Antarctica, while "B" year continents are Australia, Europe, and Asia. Students learn about the physical geography, plants, and animals of each continent as well as the fundamental needs of humans and the cultural expressions of native people in a variety of geographic areas. Studies in the "A" year include an introduction to the Incas and Mayans, a look at ancient Egypt, and an in-depth unit on the Ancestral Puebloan culture that culminates with an experiential learning trip. In the "B" Year students examine the adaptations of prehistoric man and learn about ancient Mesopotamia. Age-appropriate activities, reading, and writing exercises accompany each topic while opportunities for child-based research empower students

to question, think critically, observe and make their own conclusions.

As we celebrate each continent, we will discuss our own heritages. Each year also includes an exploration of our local history. A unit on Telluride history and mining allows students to take advantage of a number of cultural resources, including the Telluride Historical Museum and to enjoy short, experiential learning trips into the local hills to examine artifacts and explore how mining shaped our environment. Local studies encourage children to discover their place in the universe, while instilling a moral responsibility to maintain and improve our surrounding world. As always, respect for all things, both living and not, is emphasized. Concepts such as evolution, the cyclic pattern of most things, interdependence in nature and the individual's role are discovered as students gain a picture of the history as well as geography.

The Wilkinson Public Library augments class lessons by providing materials and research opportunities. Experiential learning trips, such as a visit to the archaeology-rich Kelly Place near Cortez, CO in the "A" year, and a trip to Fruita to explore paleontological resources in the "B" year, also offer invaluable hands-on exposure and bring classroom lessons to life. At Kelly Place, students make Native American pottery using ancient techniques, learn to recognize artifacts and even throw Ancestral Puebloan spears, called atlatls. In Fruita, students see dinosaur fossils intact in their geologic setting and work with paleontologists from the Museum of Western Colorado. Students also receive instruction from local experts provided by programs such as Telluride Institute WEP, Pinhead, and Sally Davis to supplement yearly studies to enhance learning moments. Community service is also an integral element of social studies, and the students contribute to school-sponsored community service projects whenever possible. Materials: Multicultural folktales, history texts, and current event resources.



First and Second Grade Curriculum Guide

1st and 2nd Grade Mathematics

The child entering the first grade from the Montessori at Mountain School already has a rich background in mathematics, and new students also benefit from a curriculum that emphasizes hands-on approaches to new concepts, daily practice of basic math facts, and problem-solving skills. First and second grade students build their understanding of quantity, the decimal system, numeric operations, and geometric and mathematical principles with the Montessori materials, which provide concrete experiences that continue to be essential to their learning. As their understanding deepens, students begin work with more and more abstract representations of mathematical concepts, eventually moving towards paper and pencil.

Children progress through concrete, pictorial, and abstract representations of mathematical ideas as their understanding deepens, and they develop the ability to think abstractly and work more exclusively with symbols. This progression promotes clear thinking, effective communication of mathematical ideas, and adept problem solving, and helps develop the foundation pupils need for more advanced mathematics. Students often work with their classmates to share and solidify their understanding, and the teacher in the multi-age classroom differentiates instruction through a number of strategies, including individualized lesson plans, individual and small group instruction, peer-mentoring, self-directed activities and “choice” work. Math is integrated across the entire curriculum where practical to instill an appreciation for the usefulness of mathematical applications in everyday situations.

The mathematics curriculum for second grade is designed to build upon skills learned in first grade. A hands-on approach is still used to help students understand and apply new mathematical concepts and reinforce learned material. There is continued emphasis on number sense and place value as this helps students’ understanding of virtually every mathematical concept they will encounter in the future. In addition, the class covers the following skills, concepts, and operations: addition with carrying to five (or more) digits; subtraction with borrowing to five (or more) digits; estimation; word problems (with an emphasis on

employing a variety of strategies to approach the problem); measurement; multiplication; division; operations with money; working with time; collecting and representing data; simple graphing; classification; geometry; and fractions.

Materials: Montessori materials and curriculum supplemented by *Primary Mathematics* (Singapore), Marilyn Burns math units, and teacher-selected materials.

Materials: Montessori materials and curriculum supplemented by Primary Mathematics (Singapore), Marilyn Burns math units, and teacher-selected materials.

1st and 2nd Grade Science

The science curriculum for the first and second grade examines topics in life, earth, and physical science. The six to eight year old child is curious, constantly questioning, seeking answers and above all looking for a chance to test his or her own reasoning. Children use the information they learn in science to provide a basis for the organization of their experiences in the outside world. By practicing observation and classification, students gain the ability to categorize new information in their growing understanding. Hands-on learning is of paramount importance; through experiments and observations, children gain real experience with scientific methodology. Science work also incorporates math, reading, writing, and art activities. Children also have opportunities to incorporate individual interests into their early research experiences.

The “A” year units include Delta Science Modules, including “Weather Watching,” “Amazing Air,” and “Using your Senses.” The “B” Year units include “Plants and Animals” and “Sink or Float.” The final unit in the “B” year, tying together the timeline of life on earth with the study of life forms, focuses on dinosaurs. The study culminates in an exciting experiential learning trip to learn about paleontology and dinosaur resources on the Western Slope.

Materials: Montessori math materials, Delta Science Modules, Delta Science Readers



First and Second Grade Curriculum Guide

1st and 2nd Grade Spanish

Beginning in first grade, language instruction is integrated into the weekly formal curriculum. Students become familiar with basic language skills with a focus on vocabulary terms and phrases. First and second graders are at a very receptive age to learn Spanish and increase their comfort using a foreign language. Central components in building a solid foundation of Spanish language skills include daily exposure to Spanish, repetition of new vocabulary, and regular practice. To build confidence and a solid foundation of language skills, Spanish is used daily in the classroom as students make basic requests and the classroom teacher gives simple directions in Spanish.

In twice weekly lessons from a Spanish language specialist, students learn basic conversational Spanish, greetings and goodbyes, simple sentences expressing moods and feelings, likes and dislikes, classroom vocabulary, numbers, colors, body parts, food, dates and seasons. Vocabulary is presented using teacher made materials and 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.

The 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.

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

Resources used to assist in Spanish language learning include a variety of teacher made in-class materials, Spanish games and music, the Sing'n'Speak program, children's books in Spanish, Spanish flashcards, and language progression.



First and Second Grade Curriculum Guide

1st and 2nd Grade Visual Art

First and Second grade art offers a creative, academically based program that encourages students to become aware of their personal growth and ability as artistic individuals.

Art projects support curricular content from homeroom humanities studies, as well as technical and conceptual skills. Themes from art history are presented throughout each art lesson, and students develop an awareness of the elements and principles of art.

The students also participate in at least two artist studies throughout the year. Each student will research the life and style of a particular artist, practice using his or her method, and apply the techniques of the artist to create an original piece. Building on experience and constant observation of the world around them, students develop skills through a variety of media. Drawing, painting, and collage are the main two-dimensional media.

Three-dimensional instruction is achieved through the use of clay, string, wire, cardboard, and the combination of any other 3-D materials. Following specific directions and possibly working outside their comfort zones, students explore and express to their own ability.

1st and 2nd Grade Music

First and second graders experience both structured and semi-structured musical learning environments. Through learning to sing and perform traditional and popular songs, students experience the joy of accomplishing musical tasks, learn to recognize pitch and blend voices musically. Through experimentation and exploration, students discover the joy of expressing themselves musically. Guitars, drums, keyboards, singing, writing songs, and playing musical games foster this expression. Creating a band setting and allowing the students to imagine and form their own band affords the chance for social interplay and practical application of newly learned skills. Performance opportunities complete the creative process and add excitement to the program. This early musical experience is a step toward a lifelong involvement with music.

1st and 2nd Grade Physical Education

The goal of the first and second grade physical education program is to provide students with physically enhancing and rewarding experiences outdoors that contribute to a lifetime of healthy and active endeavors. Students practice movement, spatial awareness, and rhythm with an emphasis on developing work ethic and sportsmanship. First and second graders work on coordination and body awareness through throwing, catching, kicking, and running activities. Students learn the skills and concepts of heart rate monitoring, yoga, stretching, breathing, warm-up and cool down, and endurance to enhance their athleticism and encourage the synthesis of mind and body. Classes take place on the Lawson Hill field throughout the school year and in classrooms when weather dictates. Like all disciplines at Telluride Mountain School, students are expected to uphold the core values of responsibility, respect, integrity, and love of learning.



Third and Fourth Grade Curriculum Guide

Table of Contents

Third and Fourth Grade

Humanities	10
Reading	11
Writing	11
Mathematics	12
Science	13
Spanish	14
Visual Art	15
Music	15
Physical Education	16

Lower School Scope and Sequence	17
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Third and Fourth Grade Curriculum Guide

3rd and 4th Grade Humanities

History: Following a two-year progression of study, third and fourth graders engage in their first chronological study of American and European history, with an emphasis on developing a sense of historic time and change over time. Through their studies, students become aware of eras and what distinguishes them and begin to place periods and events on a historical timeline. Students also learn to identify the role of cause and effect on historical events, practice gathering historical information from a variety of sources, and learn critical thinking skills as they compare and contrast different cultures and civilizations and find the past's connection to their own lives. Before any of these goals may be accomplished, the imagination must first be ignited. Therefore, classes in both years center on the great stories and personalities from history. Literature, mythology, art, music and other cultural materials related to the course excite children about the past and help give context to different periods and places.

A Year: The third and fourth grade humanities curriculum focuses on American history, and students examine the topics of the European discovery of the New World, colonial life, the American struggle for independence, westward expansion, slavery, the Civil War, and immigration. Students also study the geography of the Americas, with a particular emphasis on the United States. The class reflects upon the guiding questions: What do we know about our nation's past and how do we know it? What drives change? How has our country's past shaped our nation as we know it today?

Through their studies, students become aware of the myriad of influences that make the "melting pot" of American culture. Students engage in a variety of cross-curricular activities that may include making and eating ship's bread, writing personal interpretations of the Constitution and the Bill of Rights, learning and analyzing the Pledge of Allegiance, diary entries from the viewpoint of Revolutionary War soldiers, exploring the mathematical and scientific applications of Lewis and Clark's famous expedition, and examining their own personal heritage in relation to immigration. In addition, they examine great personalities

from the past, such as Columbus, Thomas Jefferson, Ben Franklin, John Adams, and Lincoln as they read and discuss short biographies by authors such as D'Aulaire, Fritz, and Harness. Students also practice their research and composition skills in a variety of short reports on related, student-chosen topics and in writing their own researched biographies.

B Year: The focus of the B year humanities curriculum focuses on European history. Students examine the topics of Celts and Vikings, European kings and queens, the Renaissance, the Age of Exploration, and the Age of Ideas. Knowledge of European geography is also an important aspect of the course, and students develop understanding through the use of maps and games. The class reflects upon the guiding questions: What do we know about the past and how do we know it? What drives change? How has the past shaped the world as we know it today? Students engage in a variety of cross-curricular activities, which may include assembling a medieval castle, writing ballads and myths, creating Celtic knots, assembling a dynamic historical timeline, the art and artists of the Renaissance and the scientific breakthroughs of the Age of Ideas. In addition, they learn about great people from the past, including Newton, Galileo, Bach, DaVinci, Queen Elizabeth, and Shakespeare as they read and discuss short biographies by authors such as Diane Stanley. Students also practice their research and composition skills in a variety of short reports on related, student-chosen topics.

Some resources that are used during the course include: A Year: Encounter by Jane Yolen, Columbus by Ingri and Edgar Parin D'Aulaire, The New Americans by Betsy Maestro, Liberty or Death by Betsy Maestro, The Fighting Ground by Avi, A More Perfect Union: The Story of Our Constitution by Betsy Maestro, How We Crossed the West: The Adventures of Lewis and Clark by Rosalyn Schanzer, Seamen's Journal by Patricia Eubank, Pink and Say by Patricia Polacco, The Last Safe House by Barbara Greenwood, Immigrant Kids by Russell Freedman, In the Year of the Boar and Jackie Robinson by Bette Bo Lord and the Usborne Encyclopedia of World History. In



Third and Fourth Grade Curriculum Guide

addition, Poetry for Young People introduces students to American writers such as Whitman, Longfellow, Dickinson, and Poe. The Trail West helps students see U.S. history through art. B Year: D'Aulaire's Book of Norse Myths, Passenger from The Young Merlin Trilogy by Jane Yolen, The Sword in the Tree by Clyde Bulla, Tales of King Arthur retold by Felicity Brooks, various versions of Robin Hood, Usborne Encyclopedia of World History, Castle by David Macaulay, Around the World in One Hundred Years by Jean Fritz, adaptations of Shakespeare's Romeo and Juliet and A Midsummer Night's Dream by Bruce Coville, numerous short biographies, and a variety of interactive web sites.

Reading

The primary goals of the reading curriculum are to inspire students to read and develop into lifelong readers. Instruction highlights the immense pleasure that can be derived from reading along with the development of skills necessary to make reading pleasurable. With an emphasis on general reading comprehension, students practice and apply a wide variety of skills throughout the year, including vocabulary use, identifying and interpreting contextual cues, and the identification of main ideas and supporting details. Students also practice oral reading fluency. In order to achieve these goals, students read daily in every area of study across the curriculum. Instructional approaches include whole class, small group, individual, and peer-guided structures. Additionally, the teacher reads aloud daily and exposes students to more challenging material, including short novels and poetry selections. Students also practice reading aloud and silently daily. While humanities topics are covered together as a class, individually leveled reading will occur in small groups, where instruction focuses on each child's areas of need. Independent reading is assigned nightly, and time is dedicated throughout the week for this vital practice in class. Library visits provide opportunities for students to learn research skills, find "free-read" books, and mentor younger students with their reading. Periodic book-talks and book logs with reader recommendations celebrate individual reading accomplishments and also encourage the development of life-long readers.

Writing

It is the aim of the course to allow students to apply their imagination and creativity in writing assignments, and to teach students to write for a variety of purposes and audiences. Tapping into personal interests, enjoying the writing process, developing fluency, and refining fundamental skills and mechanics are primary goals of the curriculum. During the course of the year, students explore a wide array of writing skills and concepts. These skills include the identification of parts of speech, grammar, paragraph creation, paraphrasing, summarizing, spelling, and vocabulary. Cursive handwriting is also a focus of the course, and students work to produce neat, legible cursive by the completion of the third grade year and most final products will be completed in cursive handwriting through the fourth grade. Our writing curriculum, Units of Study in Opinion, Information, and Narrative Writing provides a coherent and systematic approach to writing workshop. At each grade level, at least one unit of study is devoted to each type of writing and students routinely write in every subject across the curriculum. All units use mentor texts to model writing techniques. Throughout the writing process students also use rubrics and checklists to evaluate their own work.

A Year: For narrative writing in the A year, students focus on writing realistic fiction. Students learn that the lenses they bring to reading fiction, can also be used for writing it. Students learn strategies to develop believable characters with struggles, motivations and rich stories to tell. Students also develop their opinion writing skills while writing personal and persuasive essays. In this unit, students learn the value of organization and form as they gather evidence to support and express an opinion on topics that excite their passion. Students put their information writing skills to the test as they tackle historical research in which they collect evidence and use details to vividly describe people and events from the past. Writing instruction culminates with the creation of an immersion project. In connection with our American History unit, students choose an important



Third and Fourth Grade Curriculum Guide

figure in American history. After conducting and organizing research, students write a biography of their figure. In addition, students bring their character to life by creating a costume. Finally, students present their learning to peers and parents as they are interviewed in character as their figure.

B Year: During a B year, the writing curriculum begins with crafting true stories. As students progress, they write personal narratives with an increased emphasis on drafting and revising their work. Students continue to develop their opinion writing skills by gathering and organizing information in speeches to persuade people about causes that they believe matter. During the information writing unit for this year, students write chapter books about high interest topics that synthesize a wide variety of information and learn to section their topics into subtopics. Writing instruction culminates with the creation of an immersion project. In connection with our experiential education focus of desert ecosystems and adaptations, each student chooses a desert animal to study. After conducting and organizing research, students write an informational book about their animal. In addition, students bring their animal to life by creating a puppet in art class. Finally, students present their learning to peers and parents through originally written puppet shows.

Materials used throughout the course may include: Units of Study in Opinion, Information, and Narrative Writing for Grades 3 and 4, F.A.S.T. Learning Spelling Curriculum, Handwriting Without Tears, Wordly Wise 3000 and teacher selected grammar exercises.

3rd and 4th Grade Mathematics

The goal of the third and fourth grade math curriculum is for students to engage with mathematics in a variety of ways and applications and feel comfortable and confident in the world of math. The guiding questions for third and fourth grade math are: How does mathematics help me in my own life? How has mathematics influenced the world around me? In terms of skills, the primary goals of the third and fourth

grade math program are to develop and refine student's ability to execute the four basic math operations of addition, subtraction, multiplication and division, to apply problem solving strategies; to communicate mathematically; to work independently; and to work cooperatively with classmates.

The third and fourth grade curriculum covers operations with whole numbers, decimals and fractions, data representation, basic geometry, and various problem-solving strategies. These topics are explored with a varying depth of study and degree of expected mastery based on grade level and individual ability. Morning work cycles allow students to progress through the math curriculum at their own pace and to be assessed on their individual progress throughout the year, thus offering each student an appropriate level of challenge. A combination of *Everyday Math* materials and manipulatives provide the foundation of the curriculum. These materials lead children from concrete thinking to abstraction, where manipulatives are no longer necessary. In a multi-age classroom, younger students benefit from exposure to more challenging material and the tutelage of older classmates. Older students benefit from the opportunity to mentor younger students, which demands a complete and thorough understanding of concepts. Each student is encouraged to achieve at his/her highest level of mathematical ability, regardless of age. *ALEKS* is used as an additional tool to individualize instruction. *ALEKS*, a web-based assessment and learning program, enables students to focus on the topics they are most ready to learn.

Math classes typically begin with whole group problem solving, a teacher-led review of solutions and a review of homework assignments. Instruction on new concepts is given to both grade levels, while grade-specific instruction is given to small groups when appropriate. 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 concepts. While one level is engaged in small group lessons, the other students work independently on level-



Third and Fourth Grade Curriculum Guide

appropriate workbook assignments, activities, or projects. Small group instruction allows students with similar levels of understanding to progress together, creating better opportunities for peer support in the classroom. Materials used throughout the course are: *Everyday Math* textbooks and workbooks, *Hands on Equations* materials, *ALEKS*, and a variety of math games and manipulatives.

Materials used throughout the course are: Everyday Math textbooks and workbooks and a variety of math games and manipulatives.

3rd and 4th Grade Science

Children are fascinated by the world and enjoy opportunities to explore it. Students acquire science concepts and skills by means of an inquiry-based, hands-on approach that focuses on the process and techniques of discovery. As they observe, question, and test basic scientific concepts, students satisfy their innate curiosity. The majority of lessons are taught through experimentation through Delta Science Modules and other supplemental materials. Delta Science Modules are designed to engage, challenge, and enlighten students through inquiry and hands-on activities. Lessons learned through experimentation are reinforced by Delta Science Readers, and scientific vocabulary is introduced as student knowledge of the subject grows. The driving questions for this course are: Why? How? It is a goal of the course to nurture the student's innate sense of wonder and curiosity about the world while providing opportunities for genuine understanding. In both the A and B years, Earth, life, and physical science topics are covered.

A Year: Topics include a study of the forces that shape our planet, a unit on sound, and an exploration into food and nutrition. In Earth movements, students explore the massive movements that are constantly shaping Earth: volcanoes erupting, trenches creeping open, continental plates colliding and sending mountain ranges skyward. Students learn how rocks provide clues to Earth's history, structure, and geological activity. They build Earth cross-sections to compare ocean and continental crusts. Students investigate Earth processes that lend support to the theories of continental drift and plate tectonics. They model ocean floor-spreading, plate subduction, magma convection currents, volcanism, and earthquakes at plate boundaries. As a result, students learn to think of the Earth as a geological mosaic, constantly being refitted. For the unit on sound, students explore how sounds are produced and how the sense of hearing detects and interprets sounds. Sound surrounds us- in fact, students will discover that they cannot create silence. They use tuning forks to see and feel the vibrations that are sound waves. Next, students make ear trumpets to catch and amplify sounds just as ears do. They experiment with echoes to see which surfaces absorb or



Third and Fourth Grade Curriculum Guide

reflect sound waves. Students model percussion, stringed, and wind instruments as they create sounds by striking, plucking, and blowing. They learn to vary pitch and volume by varying string thickness and tension. In the unit on food and nutrition, students learn through a variety of hands-on activities how to observe and investigate the properties of food. The goal is to teach students to become informed consumers, able to gather information about food products.

B Year: Topics include food chains and webs, the watershed, desert ecosystems, and an exploration of magnetism and electricity. While examining food chains, students build terrariums with rye grass, crickets, earthworms, and anoles, and watch what happens. Students are soon able to classify each animal as a primary, secondary, or tertiary consumer, or decomposer, based on what it eats. By the end of the unit, students can apply their knowledge of specific plant and animal relationships to the understanding of food webs in nature. The study of the watershed is conducted in conjunction with the Telluride Institute, and students work in and out of the classroom to learn about our watershed. Field trips include visits to sources of the San Miguel, to the Trout Lake Dam, and to the Ames Power Plant to learn about hydroelectric power. As a culminating activity in the spring, students apply their knowledge about watersheds, desert ecosystems, and food chains/webs on an exciting Experiential Learning trip that features rafting the Colorado River with the Canyonlands Field Institute, and hiking in Arches National Park to witness the effect that water has on desert geology in the form of fins, goblins, and arches. During a unit on magnets and electricity, students discover the Law of Magnetic Attraction. They experiment with magnets of various sizes and shapes, even our planet-sized magnet, find out which materials are attracted to magnets, demonstrate magnetic fields and polarity and make compasses. They build open and closed electric circuits, investigate and compile data on the conductivity of different substances, and explore the relationship between electricity and magnetism.

Throughout the two-year cycle, students learn to apply the scientific method as they ask questions, make predictions, create hypotheses, collect data, conduct research, and

present findings. They also use skills from across the curriculum. Students apply math skills through comparison, measurement, and computation, and reading and writing skills as they read related materials and complete lab reports.

Science curriculum is guided by the Next Generation Science Standards developed to increase critical thinking capacity. They are: asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information.

Cross-curricular science extensions also include creative writing assignments, math challenges, art projects, and independent research opportunities. Students' curiosity is encouraged and many lessons involve active and outdoor exercises.

Materials used throughout the course include: Delta Science Modules, Delta Science Readers, FOSS modules and Telluride Institute Projects.

3rd and 4th Grade Spanish

Third and fourth grade students will become familiar with increased language skills and a focus on vocabulary terms and phrases. Central components in building a solid foundation of Spanish language skills include daily exposure to Spanish, repetition of new vocabulary, and regular practice. To build confidence and a solid foundation of language skills, Spanish is used daily in the classroom as students make basic requests and the classroom teacher gives simple directions in Spanish.

In twice weekly lessons from a Spanish language specialist, students learn basic conversational Spanish, greetings and goodbyes, introductory conversations, numbers to 100, dates and times, family and transportation vocabulary, adjectives and opposites, basic present tense verbs, and begin to use basic grammar skills. Vocabulary is presented using teacher made materials and activities.



Third and Fourth Grade Curriculum Guide

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.

The 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.

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 Abroad

Resources used to assist in Spanish language learning include a variety of teacher made in-class materials, Spanish games and music, the Sing'nSpeak program, children's books in Spanish, Spanish flashcards, and language progression.

3rd and 4th Grade Visual Art

Third and fourth grade art offers a creative, academically based program that encourages students to become aware of their personal growth and ability as artistic individuals. Art projects support curricular content from homeroom humanities studies, as well as technical and conceptual skills. Themes from art history are presented throughout each art lesson, and students develop an awareness of the elements and principles of art. The students also participate in at least two artist studies throughout the year. Each student will research the life and style of a particular artist, practice using his or her method, and apply the techniques of the artist to create an original piece. Building on experience and constant observation of the world around them, students develop skills through a variety of media. Drawing, painting, and collage are the main two dimensional media. Three-dimensional instruction is achieved through the use of clay, string, wire, cardboard, and the combination of any other 3D materials. Following specific directions and possibly working outside their comfort zones, students explore and express to their own ability.

3rd and 4th Grade Music

Third and fourth graders experience both structured and semi-structured musical learning environments. Through learning to sing and perform traditional and popular songs students experience the joy of accomplishing musical tasks, learn to recognize pitch and blend voices musically. Students explore music fundamentals – rhythm, melody, harmony and timbre – through song development on the drums, guitar, keyboard and percussion instruments. Students form bands, allowing them to apply newly learned skills as well as to engage in musical problem solving. Students are then encouraged to perform and to view these performances as unique opportunities to share their work and to inspire others. Developing listening skills, a love of creativity, physical competency on an instrument and performance skills are primary goals for this group.



Third and Fourth Grade Curriculum Guide

3rd and 4th Grade Physical Education

The goal of the third and fourth grade physical education program is to provide students with physically enhancing and rewarding experiences outdoors that contribute to a lifetime of healthy and active endeavors. Students apply locomotor movement, spatial awareness, and rhythm to athletic games with heightened work ethic and sportsmanship.

Third and fourth graders continue work on coordination and body awareness through throwing, catching, kicking, and running activities. Students use the skills and concepts of heart rate monitoring, student-led yoga and stretching, breathing, warm-up and cool-down, and endurance to enhance their athleticism and encourage the synthesis of mind and body. Students begin training for winter sports that includes agility and strength exercises. Classes take place on the Lawson Hill field throughout the school year and in classrooms when weather dictates. Like all disciplines at the Telluride Mountain School, students are expected to uphold the core values of responsibility, respect, integrity, and love of learning.



First through Fourth Grade Scope and Sequence

Mathematics

First Grade	Second Grade	Third Grade	Fourth Grade
<p>Number Identify place value to 9,999; add and subtract four digit numbers with regrouping*; multiply and divide four-digit number by single-digit number*; word problems with addition and subtraction; work with simple fractions*. Compare and arrange numbers to 100; Add and subtract numbers to 100; mastery of addition and subtraction facts through 12.</p> <p>Measurement Count money: bills and coins; time: clock and calendar; use ruler, balance scale, thermometer; Geometry Introduction to geometry, plane and solid shapes, angles, vertical, horizontal and oblique lines, rays and segments.</p> <p>Data Statistics Probability Represent data in simple graphs; tally charts; use terms likely/probable, certain, not likely/improbable, impossible.</p> <p>Algebra Skip count 2,5,10 to 100; recognize and extend simple patterns; explain rule governing a pattern; find unknowns in a simple addition or subtraction problem; demonstrate and check work using inverse property of addition and subtraction; identify even and odd numbers.</p> <p>*denotes work with manipulatives</p>	<p>Number Identify place value to 9,999,999; introduction to estimating and rounding; add and subtract to 7 digits; multiply and divide four-digit number by single and two digit numbers*; word problems with all four operations; add and subtract fractions with common denominators* decimals to 100ths; find numbers on number line; use number line for addition, subtraction and skip counting; mastery of multiplication facts to 5.</p> <p>Measurement Make change; intro to standard and metric liquid measures; time: clock and calendar; use ruler, balance scale, thermometer; negative temps.</p> <p>Geometry Plane and solid shapes, angles, perimeter and area of rectangles, vertical, horizontal and oblique lines, rays and segments, symmetry, rotation;</p> <p>Data Statistics Probability Represent data with positive integers in coordinate graphs (Battleship)</p> <p>Algebra skip count 2-5, 10, 100 from memory, *; inequalities with multiple operations*; demonstrate and check work using inverse property of multiplication; find unknowns in simple multiplication and division problems; properties of even and odd numbers.</p> <p>*denotes work with manipulatives</p>	<p>Number Multi-digit addition and subtraction with regrouping; multi-digit multiplication and division; mastery of multiplication facts through 10; mixed, equivalent and improper fractions; find common denominator; add and subtract simple fractions; find equivalent fractions; rounding to 10's, 100's, 1000's; estimation; introduction to decimals, percentages, negative numbers; basic decimal addition and subtraction; story problems; products and factors; introduction to calculators</p> <p>Measurement metric and standard; money operations; time to minute; elapsed time; time problems</p> <p>Geometry: perimeter, area using arrays; basic angle concepts and measurement; right angle, perpendicular and parallel lines; faces, edges, vertices; spatial reasoning</p> <p>Data Statistics Probability Venn diagrams, line, bar and pie graph; range, median and mode</p> <p>Algebra sequential reasoning; associative property of addition; commutative law of addition and multiplication; zero property of multiplication; multiplicative identity; frames and arrows; "What's my rule?"</p>	<p>Number Decimal place value; multi-digit multiplication and division, mastery of multiplication and division facts through 12; fractions: simplifying, adding, subtracting, converting, common denominators; factors and multiples; decimal comparisons, addition, subtraction, and multiplication; convert decimals and fractions; introduction to order of operations; story problems; demonstration of concepts with manipulatives; use of calculators</p> <p>Measurement money operations including multiplication and division;</p> <p>Geometry multiplication of length, mass, volume and time; naming points, lines, segments, angles, triangles, circles, quadrilaterals, polygons, lines of symmetry, congruency; degree problems; use protractor</p> <p>Data Statistics Probability Compute averages (mean, median, mode); plot coordinates in first quadrant; minimum, maximum, range</p> <p>Algebra use distributive, associative, and commutative properties to solve problems; evaluate simple expressions; find unknown in simple linear equations, use parentheses in expressions; write expressions; "What's my rule?"</p>



First through Fourth Grade Scope and Sequence

Science

First/Second Grade		Third/Fourth Grade	
<p>A-Year Conduct experiments, make observations and predictions, record data and analyze results. Topics include: air pressure, volume, weight, and temperature, Bernoulli effect, high and low pressure, air movement. Weather changes, thermometer, barometer, anemometer, hurricanes, tornadoes, blizzards, and thunderstorms, meteorologists, weather satellites, and weather data. Human body system including study of the senses.</p> <p>A-Year Delta Science Modules: Amazing Air; Using Your Senses; Weather Watching.</p>	<p>B-Year Conduct experiments, make observations and predictions, record data and analyze results. Living/ non living; organic/non-organic; classification of plants and animals; biomes; adaptation and evolution; introduction to human biology; timeline of life on earth; prehistoric megafauna; dinosaurs; experiential trip to dinosaur resources near Grand Junction; observation and collection of data; science journals</p> <p>B-Year Delta Science Modules: Sink and Float; Plants and Animals; Dinosaurs; <i>Delta Science</i></p>	<p>A-Year Scientific method: conduct investigations and recognize variables. Life science: food and nutrition; digestive system, food labels and pyramids, healthy diets. Earth science: earth movements; layers of the earth, underwater landforms, comparison of rocks and fossils, glaciers, convection currents, Pangaea and plate tectonics. Physical science: sound; sound waves, hearing, reflection and absorption. <i>Delta Science Modules:</i> Earth Movements; Sound; <i>FOSS Module:</i> Nutrition. Telluride Institute activities: Water Cycle</p>	<p>B-Year Scientific method: conduct investigations, recognize variables. Life science: food chains and webs introduction to organisms and communities, populations, habitats, and ecology. Earth and environmental sciences: water cycle. Physical science: introduction to lenses and microscopes; light, heat, magnetism, electricity, chemical reactions; Renaissance scientists and their theories. <i>Delta Science Modules:</i> Telluride Institute activities: Watershed Field Trip: Moab, Colorado River, Island in the Sky, Arches</p>

*The science curriculum is taught on an alternating A year/B year schedule within the first/second and third/fourth classrooms.



First through Fourth Grade Scope and Sequence

Social Studies/History

First/Second Grade	First/Second Grade	Third/Fourth Grade	Third/Fourth Grade
<p>A-Year Needs of man; physical and cultural geography: South America, Antarctica, Africa and North America; Telluride history: Utes & Miners and how the natural resources met the needs of different groups in Telluride; map skills and concepts: flat maps, cardinal directions and hemispheres; native cultures, including Ancestral Puebloan People; experiential trip for hands-on studies of indigenous cultures; rise of civilization: Incas, Aztecs, Mayans and Ancient Egyptians; collecting, organizing and expressing information through research projects</p>	<p>B-Year Needs of man; physical and cultural geography: Oceania, Europe and Asia; map skills and concepts: land and water forms; climate; native cultures of Asia and Australia, including Aborigines; rise of civilization: river valleys of Asia: Mesopotamia; collecting, organizing and expressing information through research projects</p>	<p>A-Year U.S. history topics: Native Americans; colonial America; Constitution and democracy in America; westward expansion, immigration, gold rush; family tree project; physical and cultural geography of the Americas; folktales, myths and legends of the Americas; identify countries of North and South America and the fifty states; map skills and concepts: compass rose, legend and scale; synthesis of information from primary sources, maps, texts and literature; guided research and report writing</p>	<p>B-Year Overview of European history from early Middle Ages to the Age of Exploration; role of multiple perspectives; physical and cultural geography of Europe; European history topics: Celts, Vikings, Middle Ages, Renaissance figures, Age of Exploration; myths and cultures of Europe; identify countries and capitals of European nations; map skills and concepts: map types; synthesis of information from primary sources, maps, texts and literature; guided research and report writing</p>

**The social studies curriculum is taught on an alternating A year/B year schedule within the first/second and third/fourth grade classrooms.*



First through Fourth Grade Scope and Sequence

Language Arts/English

First Grade	Second Grade	Third Grade	Fourth Grade
Daily independent and guided reading; read words with all common phonograms, silent-e syllables; practice phonetic skills with Explode the Code; read sight words at 1st grade level; read words with endings ing, ed, er, est; read beginner's texts; listen to and discuss age-appropriate literature; develop comprehension strategies including schemata, mental imaging, inferring, questioning, determining importance and synthesis; write upper and lower case letters in cursive; use initial capital and end punctuation; spell short phonetic words with common blends and digraphs; write short creative and expository pieces; introduction to 6 +1 traits; diagram simple sentences with grammar symbols; identify noun, verb, adjective, article; give oral presentation to classmates/parents and the PreK/K class; alphabetize by first letter; web mapping and Venn diagram; library skills, dictionary skills	Daily independent and guided reading; read words with equivocal consonants, open, r-controlled and c-le syllables and common affixes; practice phonetic skills with Explode the Code; read sight words at 2nd grade level; develop sustained silent reading and fluent oral reading; develop vocabulary through reading and nomenclature; develop discussion skills and understanding of texts; spell words with 2nd grade phonics concepts and sight words; use end punctuation marks and commas for lists, dates, friendly letter; use apostrophe for possessives and contractions; write journal, friendly letters, poems, expository and creative forms in Writers' Workshop; introduction to 6+1 traits; diagram compound & complex sentences using grammar symbols; identify pronoun, simple adverbs, conjunction, preposition, and interjection; give oral presentations to classmates/parents/younger students; use beginner's dictionary; library skills	Daily reading and auditory comprehension; read words with all syllable types, unusual phonograms, and affixes; develop independent reading habits; develop vocabulary through reading and exercises; read literature related to study units and selected novels; develop discussion skills and understanding; read for information; spell words with common affixes; form plurals and possessives; apply 1-1-1, silent-e and y rules; compose compound and complex sentences; process writing: brainstorm, draft, confer, edit, publish; writing genres: narrative, opinion and persuasive, information; third grade editing skills; use note cards and highlighter to organize information; give oral presentations to classmates/parents; use dictionary, thesaurus, encyclopedia, index and table of contents; reading summaries and notes, paraphrasing	Daily reading and auditory comprehension; six syllable types and syllable division rules; read longer words and words using Greek and Latin code; sustained independent reading for pleasure; develop vocabulary through reading exercises; read across the curriculum; identify key words and new vocabulary; develop discussion skills and understanding through questions and guided discussion; write words with long vowel spellings, simple Latin affixes; apply i before e rule; use transition words; process writing: brainstorm, draft, confer, edit, publish; writing genres: narrative, opinion and persuasive, information; give oral presentation to classmates/parents; use dictionary, guide words, thesaurus, encyclopedia, index and table of contents; double entry note taking



First through Fourth Grade Scope and Sequence

Visual Art

First/Second Grade	Third/Fourth Grade
<p>Introduction to visual art: students use a variety of media to become familiar with different techniques and applications; basic elements of design: line, color, shape, form, texture, and value; introduction to works of specific master artists; focus on small motor skills and sensory awareness; introduction artists and art movements paired with social studies and literature in core curriculum</p>	<p>Students build upon design elements and become familiar with basic principles of design: repetition, space, variety, rhythm, and emphasis; introduction to new media; introduction to life drawing and basic technical drawing skills; students study the color wheel and develop personal color theory; close examination of key artists and movements in art history</p>

Music

First/Second Grade	Third/Fourth Grade
<p>Introduction to music fundamentals. Students use their singing voices to become familiar with the sound and structure of songs, forms, melody and rhythm. Ensemble playing is stressed through percussion, Strumsticks, keyboards and vocals. Listening skills and basic motor skills- as they relate to instrumental technique- are developed. A love of participating in musical performance is fostered.</p>	<p>Students build upon music fundamentals and begin to become familiar with more complex forms and skills. Ability to sing individually and with the group is further emphasized and developed. Students increase competency on instrumental technique. Increasing ability to identify individual instruments within a musical recording. Performance as a form of self-expression and artistic accomplishment is stressed.</p>



First through Fourth Grade Scope and Sequence

Spanish

First and Second Grade	Third and Fourth Grade
<p>Basic greetings and farewells, classroom instructions, vocabulary sets including numbers, colors, body parts, weather, seasons, dates/days of the week, classroom materials, moods and emotions, and size/measurement. Introduction to Latin culture and geography.</p>	<p>Basic conversational vocabulary and questions, expansion of existing vocabulary sets to include numbers, adjectives and opposites, basic present tense verbs, transportation, family members, sports and hobbies, and an introduction to the Spanish alphabet and grammar. Introduction to Latin culture and geography.</p>



First through Fourth Grade Scope and Sequence

Experiential Education

First /Second Grade

Outdoor Education: Fall trips feature single day excursions and an overnight to explore natural resources, including local ecosystems, organic farms, historic mining sites, and places of natural beauty. Activities include hiking, gardening, and exploring. Spring trips include hiking and guided river-rafting experiences. Instruction includes intro to mountain ecology, map concepts, basic leave-no-trace camping skills, teamwork, and paddling and basic water safety skills.

Service Learning: First and second graders develop a service orientation through in-house and local activities, such as clean-up and recycling projects.

Experiential Trips: Spring trips feature two to three day regional excursions based on classroom studies in social studies and science, including a study of the Ancient Puebloan People and dinosaurs. Students complete research activities, participate in hands-on learning activities at school and in the field, and complete their studies with research projects and presentations to the school community.

Third /Fourth Grade

Outdoor Education: Fall trips feature three-day field trips in the mountain or desert environment and day trips to explore local ecosystems, including the San Miguel watershed. Activities include hiking, camping, and canoeing. Spring trips include four-day excursions to desert and high plains destinations with camping, hiking, and guided river-rafting activities. Trips include outdoor skills instruction, such as an intro to first aid, route-finding, map and compass skills, weather interpretation, water safety, paddling skills, leave-no-trace camping skills, selection of gear for outdoor activities, and food selection and preparation for the field.

Service Learning: Experiential trips include service components such as volunteering in a community organic garden, maintaining outdoor ed facilities, and assisting with weed eradication programs.

Experiential Trips: Spring trips feature three to four day trips based on science or social studies, including a study of the history of the American West, and of desert geology, ecosystems, and water. Trips include outdoor education and service learning components. Students complete research activities, participate in hands-on learning activities at school and in the field, and complete their studies with research projects and presentations to the school community.



First through Fourth Grade Scope and Sequence

P.E./Winter Sports

First/Second Grade	First/Second Grade	Third/Fourth Grade	Third/Fourth Grade
Focus is on practicing locomotor movement, spatial awareness, and rhythm while developing work ethic and sportsmanship; students learn body awareness by developing skills such as running, jumping, catching, overhand throwing, fly-casting, and kicking in individual and small group activities; students learn the concepts and skills of heart rate monitoring, yoga, breathing, and endurance	Focus is placed on acquiring basic alpine skills. as outlined by the US Ski Team; drills are performed routinely; students learn basic skills including level hands, calm upper body, application of the athletic stance and good flexion extension while skiing; mountain etiquette is modeled and practiced at all times	Focus is on applying basic locomotor movement, spatial awareness, and rhythm skills to athletic games while developing work ethic and sportsmanship; students practice body awareness by improving skills such as running, jumping, catching, overhand throwing, fly-casting, and kicking in individual and small group activities; students use the concepts and skills of heart rate monitoring, yoga, breathing, endurance, and goal setting	Focus is placed on acquiring basic alpine skills as outlined by the US Ski Team; drills are performed routinely; students continue to learn basic skills including level hands, calm upper body, application of the athletic stance and good flexion extension while skiing; snowboarding is introduced in this phase with the same focus on basic skills as outlined by the USSA.



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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