

High School Curriculum Guide 2008-2009

High School Humanities: *United States History and American Literature*

The high school humanities course consists of two linked courses that simultaneously investigate the history of the United States and the evolution of American literature. The course investigates United States history from the early explorers through modern times. Additionally, students engage in an exploration of complementary American literature, reading authors such as Hawthorne, Twain, Thoreau, Emerson, and Fitzgerald. Students learn to analyze language and style in literature and compare literature across time and place. From a historical standpoint, students examine the development of the United States to understand the founding principles of our country and their relationship to the present day. Additionally, students spend a significant portion of their time improving writing and editing skills with opportunities to write both creative and expository pieces. Emphasis is placed on honing students' abilities to write a comprehensive analytical essay expressing their own ideas with well-supported prose. The ultimate goal is for students to feel confident critically analyzing texts and expressing well-supported arguments in both oral and written forms. Assessment is based on a students' essay writing, group and individual projects, and tests. Guiding questions for the course include: What are the founding principles of our country? How has our country evolved over time? What has remained constant? What are our rights and responsibilities as citizens? How can an understanding of U.S. history inform our role as citizens today?

History: The text for this course is Prentice Hall *United States History* along with supplementary primary documents and other works by scholars in the field. Class assignments related to history texts focus on uncovering the author's assumptions, viewpoint, and gaps in the research and allow students to hone their skills as critical thinkers. Students also participate in collaborative and individual projects to connect seminal moments in history to their own life experiences and current issues in the country. The course entails an in-depth examination of the foundations of American government and the major figures in its inception to major battles with focus on the American Revolution and the Civil War to modern national issues. Class is discussion-based in order for students to continue to hone their skills of formulating an oral argument, providing evidence, and reshaping their own understandings of an issue. This course requires substantial reading and asks students to extract salient information for their notes, consider authors' perspectives and biases, and learn to piece together understanding from a variety of written sources.

Writing: It is essential for students to feel confident expressing and defending their thoughts through written prose. Students engage in a variety of writing processes, including personal narrative, poetry, reader response, journaling and analytical essays. Students review major grammar concepts and incorporate these concepts into their writing and editing processes so they can confidently polish their work. Students spend time in class revising their work, as well as that of their peers. They develop skills for writing clearly and concisely while also using advanced sentence structure. Students will

hone their personal style as writers, build on formal essay skills, develop their analytic abilities, and structure more sophisticated arguments. Formal written work will range in length from one page to ten.

Literature: Students explore the history of the American literary tradition through authors such as Hawthorne, Twain, Thoreau, Emerson, and Fitzgerald. The study of literature in this course emphasizes how American literature reflects the changing history of American culture. The literature selected for the year often corresponds with the historical periods examined in social studies and also draws on major works of the literary canon. In addition to poems, short stories, and plays, texts may include: *The Crucible*, *The Adventures of Huckleberry Finn*, *Old Man and the Sea*, and *Catcher in the Rye*. While much of this literature is challenging, students advance their skills as critical readers in order to better understand historical time periods and recurrent themes in literature. Students become familiar with the literary canon and hone skills reading and interpreting poetry, prose, and plays. Class discussions focus on identifying literary styles and writing conventions such as figures of speech. In addition to assigned work, students are expected to spend time each week reading a book of their own choice. Once a trimester, students have the opportunity to present on a book agreed upon by both student and teacher.

Mechanics and Skills: The nuts and bolts of writing are honed and perfected in the high school years. Students continue to review skills learned in previous years and are expected to regularly incorporate correct grammar, advanced vocabulary, and careful editing in all written work. Vocabulary development in the high school focuses specifically on SAT preparation and Greek and Latin roots. Students develop skills to first learn new vocabulary words, recognize them in context, and, finally, use them in their own speaking and writing. *Vocabulary from Classical Roots D* is the text used for vocabulary lessons. In addition, regular weekly lessons focus on reviewing major concepts of grammar. In particular, students review: phrases (verbals, prepositional phrases), misplaced and dangling modifiers, clauses, subject/verb agreement, complements, figures of speech, active/passive voice, use of comma and semicolon, types of sentences, and sentence combining. Students develop skills as editors of their own writing and that of their peers in order to immediately utilize these grammar concepts. Additionally, focus lessons are taught as common usage errors occur. The two primary texts used for grammar in this course are *Rules of the Game III* and *Daily Grammar Lessons*. Studying grammar and vocabulary helps students develop their skills as readers, writers, and communicators.

High School Mathematics

Geometry: The geometry course is designed to promote mastery in this new subject while reinforcing students' algebra skills. The primary text for the course is *Geometry, Seeing, Doing, Understanding 3rd ed.*, by Harold Jacobs. As the title suggests, students in this course learn by doing and come away from projects and assignments with a clear understanding of the “why” as well as the “how to” of geometry. The class continually uses algebra to solve geometric problems, thereby reviewing and strengthening algebra skills as they draw connections across the disciplines.

The course begins by examining deductive reasoning as the basis for geometric proof. Students learn classic constructions using a compass and straight edge and then add protractor and rulers to verify what they have deductively proved. Topics covered in the first half of the year include: direct and indirect proof; lines and angles; congruence; inequalities; parallel lines; and quadrilaterals. Additional topics explored in the second half of the year include: similarity, right triangle trigonometry, circles, regular polygons, geometric solids and non-Euclidean geometry.

Midyear, while continuing its regular study of geometry, the class meets for a special math/philosophy seminar. Students read sections of Euclid's *Elements* as they explore classical proofs and the basis of knowledge in this seminar.

While mastering the fundamentals of geometry, each student also further develops his/her own creative problem solving abilities. This objective is accomplished through a variety of challenging problems calling on varied techniques to reach solutions. Throughout, each student is encouraged to think and reason while drawing on all of his/her previous mathematics study.

Hands-on applied projects, such as building three-D-models and learning traditional measurement and surveying techniques, give students the opportunity to practice and develop skills such as estimation, technical drawing, statistical analysis and use functions and equations. Students prepare for standardized tests such as the SAT and ACT by practicing test-taking strategies, working on computational speed in daily warm-ups and completing a spiral review of algebra skills and material from previous years. This course challenges students to see mathematics in an entirely new way, as computation gives way to examining the relationships between shape and space.

Algebra II: Algebra is the fundamental language of mathematics and the sciences; the Algebra II course builds on students' work in Algebra and Geometry to uncover the algebraic tools necessary to understand, describe, and explore the world. The primary text in this course is *Algebra 2*, published by Prentice Hall Mathematics. Work with the text, problem sets and homework assignments, enrichment activities and applied math projects reinforce concepts, strengthen mathematical skills and problem solving abilities and help students relate abstract concepts to tangible, real-world phenomena.

The course begins with a look at statistics, measures of central tendency, and standard deviations, in which students work with other high school students in a cooperative unit. Students then progress into a review of numerical properties, algebraic expressions and inequalities before beginning an in-depth study of linear functions and linear systems. The skills reviewed and learned during this unit will serve as the foundation for work with higher-degree polynomials later in the course; students will learn to graph and solve linear systems and work with functions and function notation, skills crucial to the investigation of quadratics and more complicated functions. As the year progresses, students will explore radical functions, rational exponents, exponential and logarithmic functions, and trigonometry and trigonometric identities, creating a solid foundation for the study of higher mathematics for the rest of their academic careers.

Students prepare for standardized tests such as the SAT and ACT through discussions of test-taking strategy and daily warm-up problems. Problem solving skills and logical thinking are emphasized throughout the course, as students apply abstract concepts to real-world situations in problem sets and projects. Connections are drawn to the work students are doing in the sciences, giving students the opportunity to see the material applied to situations across curricula. Students emerge from the course with a critical-thinking, analytic mindset and the tools needed to excel in future mathematics studies.

Pre-Calculus: The Pre-Calculus course builds on the skills and concepts learned in Algebra II and earlier classes to prepare students for the elegant and complex study of motion and change, calculus. The primary resource for the course is *Pre-Calculus, A Multimedia Course*, published by Thinkwell; students combine classroom instruction with online tutorials, videos, and interactive online homework assignments and assessments for a robust mathematical approach.

The course begins with a look at statistics, measures of central tendency, and standard deviations, in which students work with other high school students in a cooperative unit. Students then progress into a review of algebraic tools and expressions, re-examining number theory, absolute values, exponents and exponential notations, radicals, polynomials and factoring and complex numbers. A detailed study of linear and quadratic equations and relations follows, yielding to work with higher-degree polynomials, exponential and logarithmic functions, trigonometry, and conic sections. Students examine each concept through a variety of approaches; graphical, algebraic and numerical approaches give students a range of applicable tools and strategies appropriate to a multitude of problem types. Students prepare for standardized tests such as the SAT and ACT through discussions of test-taking strategy and daily warm-up problems. Problem solving skills and logical thinking are emphasized throughout the course, as students apply abstract concepts to real-world situations in problem sets and projects. Connections are drawn to the work students are doing in the sciences, giving students the opportunity to see the material applied to situations across curricula. Students emerge from the course with a critical-thinking, analytic mindset, ready to apply their mastery of functions to their work in calculus.

Advanced Math Topics: In the Advanced Math Topics course students apply their mathematics skills to detailed investigations of specific mathematical topics. The course progresses in a series of discrete modular units; in each a new field, concept, or application is examined in depth. Students hone previously learned skills as they gain an understanding of the ways in which mathematics is applied in a variety of disciplines.

The course begins with a unit on statistics in which students learn how mathematics is used to analyze and describe real-world phenomena. Measures of central tendency, standard deviation, sampling, chi-squared analysis, and margin of error are all brought together in a project in which students conduct their own polling and analyze and present the results. In a later investigation of economics, students learn the principles of supply and demand, study game theory, and examine the ways in which these concepts influence the world of finance and our day-to-day lives. Further units incorporate the spring experiential trip, giving students the opportunity to illuminate their experience from a different perspective.

Students prepare for standardized tests such as the SAT and ACT through discussions of test-taking strategy and daily warm-up problems; the flexibility of the course also allows for more in-depth preparation as needed. Problem solving skills and logical thinking are emphasized throughout the course, as students apply abstract concepts to real-world situations in problem sets and projects.

High School Science

Physics: The study of physics is the study of the simple and elegant natural laws of the world around us. Students learn the concepts and analytical methods in order to solve problems, answer questions, and also apply what they have learned in the examination of real-world phenomena. In particular, two overarching themes guide the curriculum. The first is to bring a physical understanding to an activity with which Telluride students have long been familiar: skiing and the ski area. The second is an examination of an issue that is currently at the forefront of politics, economics, and environmental studies: energy. As the course progresses, students study issues of energy production, transport, storage, and use, learning both the physics behind these processes and taking a look at the economic, environmental, and geopolitical issues that surround them.

Two separate classes are offered concurrently this year. The ninth grade class takes a predominantly conceptual approach to the material, though some basic algebra and manipulation of equations are employed throughout. The tenth through twelfth grade students take a more analytic approach; conceptual understanding is still fundamental, but a more mathematical analysis is applied to problems and predictions. Students practice using advanced algebra, trigonometry, and vector analysis, gaining valuable insight into the way mathematics describes nature. The progression of the two courses and the material covered are very similar. Both classes rely on a new, exciting electronic textbook that allows students to watch visual demonstrations and manipulate figures,

diagrams, and applications while they read. The ninth grade class uses *Conceptual Physics*, published by Kinetic Books. The tenth through twelfth grade class uses *Principles of Physics*, also published by Kinetic Books. Print versions of the text are provided to students as well.

The year begins with the study of motion, as students become familiar with the concepts of displacement, velocity, and acceleration. Newton's Laws and momentum give students a better understanding of why things move as they do, and a look at mechanical and potential energy introduces them to the fundamental driving concept behind all of physics. The simple and predictable nature of motion thus observed is then briefly turned on its head in a study of the strange effects of special relativity.

Moving away from mechanics, the class investigates periodic motion and simple harmonic motion with pendulums and masses on springs, leading to an examination of waves and sound. Discussion of waves transitions naturally into a look at fluids and fluid mechanics followed by a brief examination of heat and thermodynamics, concluding with a look at the second Law of Thermodynamics and its role in determining the structure of the universe.

Students subsequently begin a unit on electricity and magnetism. Current, resistance, and capacitance are introduced in a study of circuits, followed by a look at magnetism and magnetic fields. These concepts are unified in a look at electromagnetic waves, including light and optics. The introduction of the wave-particle duality of light leads into a glimpse into the world of quantum and atomic physics, ending the year with the fascinating subject of the incredibly bizarre workings of the sub-atomic world.

Throughout the class, students develop a new and deeper understanding of the world around them. Classroom lab experiments, the manipulation of concepts and equations in problem sets, and a look into the inner-workings of every-day objects enhance students' comprehension of the universe as a logical, predictable system in which they can apply their knowledge, inquiry, and a bit of creativity to explain the principles behind just about anything. Hands-on projects present concepts in exciting and interactive ways, and include mousetrap cars, the construction and study of a giant pendulum, avalanche study, homemade speakers, and pinhole cameras. Discussion of current events, scientific articles, and selected excerpts from relevant literature remind students that science does not occupy an isolated sphere but instead is intricately connected with issues of ethics, politics, economics, and even religion.

Biology: Science provides students with the tools to think about and investigate the world in which we live. Because of the personal relevance of biology to students' lives, they quickly realize that science is not merely a collection of facts and theories.

The high school biology class is a combined laboratory and field course that surveys the major topics in biology while demanding that students apply biologic theories to inform their local studies. Using the local environment and Miller and Levine's *Biology* textbook as their primary resources, students explore the entire scope of a traditional biology

course. By year's end, students have a deeper understanding and appreciation for life's complexities and diversity.

The year begins with an in-depth survey of biologic interactions within the local environment. The class studies the different plant zones, habitats, and species in our own backyard. With a survey of the local habitats complete, students apply universal concepts such as climax and succession, population growth, and energy flow to inform their understanding of ecosystems around the world. With that newfound understanding, students will participate in discussions of biodiversity and humans in local and global environmental interactions. As students learn to pose deeper and more challenging questions, they formalize their examination of how living organisms are classified and organized, live, reproduce, and evolve.

After students examine biology on a large ecological scale the course shifts focus and goes back to look at the roots of life. Their studies begin on the very small scale of biochemical compounds, the chemical basis of life. They learn that it is the combination of these tiny molecules that provides the structure of the cell. A particular focus is placed on understanding cell structure and function, as these are the building blocks of all living organisms. Students then study genetics and evolution as their studies return to questions of the diversity of life. This leads to systems of classification and a look at microorganisms. Students then complete a survey of the plant and animal kingdoms and study anatomy, physiology and the human body. In this final unit, students apply their theoretical knowledge of anatomy and physiology.

Science concepts are also integrated into other curriculum areas on a regular basis. Reading, writing, mathematics, and technology are highlighted as integral parts of science. Students also write thoughtful and accurate lab reports and regularly present their findings to the class.

Experimentation and Lab Skills: The unique aspect of science is that it generates theories and laws that must be consistent with observations. Much of the evidence from these observations is collected during laboratory investigations. In biology, as in all sciences, students spend a significant amount of time developing the skills required to successfully conduct and report laboratory experiments. Throughout the process, students have opportunities to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings. As they develop their skills, students critique scientific investigations for quality by asking the following questions: Is your sample large enough? If you or another person were to repeat the experiment, would the same results be obtained? Are there different ways to test your question? Are there other ways that you could explain your results? These skills and knowledge are an important part of inquiry—the process of asking questions and conducting experiments as a way to understand the natural world.

Problem Solving Skills: This course teaches students to become curious and engaged scientific thinkers. It gives them the ability to assimilate a large body of information and

apply that knowledge to predicting outcome and solving problems. This is not a skill that comes easily to every student but one we work on diligently to ensure students meet with success. The method of solving problems by using basic mathematic and scientific principles combined with critical thinking is central to all branches of science.

Lab experiments, field studies, real world connections to other courses, and investigations into everyday life enlighten and excite students. In addition to studying the traditional biology curriculum, the class regularly examines relevant current events and topics in biology by reading articles in the *New York Times*, *Discover*, and *Scientific American*. Throughout, students are challenged to reexamine the living world around them through the lens of the principles of biology.

Chemistry

What role does chemistry play in our lives? Chemistry is a topic that is often viewed as difficult and irrelevant; this course aspires to change that basic misconception. Chemistry impacts all areas of our lives. From the time we wake up until the time we go to sleep, we are surrounded by it. The creation of everyday products such as toothpaste, soap, athletic gear, and clothing all depend on basic chemical principles. Chemistry is an extremely diverse subject and is very much a part of our everyday existence.

We take our journey into the chemical world using the text *Chemistry* by Wilbraham, Staley, and Matta as our guide. The class looks at scientific models, how they are developed, and how they can be used to understand the structure and properties of a system. The year begins with a careful study of matter. To fully understand the nature of matter, we look closely at its behavior both on the macroscopic and microscopic levels. At the macroscopic level, we try to understand matter in a way that is very familiar. We examine the behavior of gases and the basic laws their behavior follows. This is a great introduction into solving problems in chemistry. By using an example that is tangible and familiar, students gain confidence in their problem solving skills before moving on to more abstract topics. On the microscopic level, we look at the elements, their structures and their positions on the periodic table. We spend time examining the relationship between each element's structure and its position on the periodic table and how the relationship enables us to understand the element's properties. Once we understand these fundamental principles of matter, we can study the relationship between its structure, properties and function, ultimately allowing us to predict its behavior.

Things start to get exciting when we understand matter well enough to start predicting what will happen when we combine matter in a chemical reaction. The familiar concept of a recipe is introduced in a new format with a new name, stoichiometry. Thinking of a chemical reaction as a recipe that uses atoms as ingredients in fixed proportions allows students to calculate quantities of reactants needed and products formed in any reaction. From that point, we learn how to determine the efficiency of a reaction in real life compared to what we calculate in theory.

After everyone has a strong grasp on the fundamentals of chemical reactions, we look more closely at the driving force behind those reactions. Chemical reactions at the most fundamental level follow several basic principles. The first is that all matter, like many people, strives to exist at the lowest energy level possible. The study of the transfer of energy in chemical reactions, thermochemistry, allows us to understand why many reactions happen. This leads us to an investigation of the rates at which reactions occur; reaction rate is directly related to the amount of energy a chemical system possesses. The second basic principle driving chemical reactions is that once a chemical system reaches a stable point at low energy, it tends to remain there. In chemistry, this is known as equilibrium.

Understanding the driving force behind chemical reactions makes it easier to understand several specific types of chemical reactions that we encounter regularly. The first type of reaction we look at is the acid-base reaction. The word acid alone gets students very excited; images of aliens with acid blood eating through floors are often brought to mind. This is followed by oxidation-reduction reactions, the type of reaction responsible for rust, electroplating and batteries.

Our year concludes with a whirlwind introduction to organic chemistry. Learning the basic naming system and the structures of the functional groups are important prerequisites to fully understanding the biochemistry of living systems.

Experimentation and Lab Skills: Throughout the year, a particular focus is placed on the concept of scientific inquiry. Students make observations and answer questions using the scientific method. Students develop the skills required to successfully conduct and report laboratory experiments. Being able to accurately make measurements, collect data and analyze that data allows students to understand fundamental relationships in chemistry and draw their own conclusions based on their findings.

An exciting aspect of the chemistry course is the use of technology to enhance students' lab experiences. We use a variety of probes that connect directly to students' laptop computers. Using this technology, students watch the results of labs as they proceed in real time. This data is then graphed and analyzed in a variety of ways to facilitate students in making important connections between the concepts and the applications.

Problem Solving Skills: This course helps students to become curious and engaged scientific thinkers. It gives them the ability to assimilate a large body of complex technical information and apply that knowledge to solving problems. This is not a skill that comes easily to every student but one we work on diligently to ensure students meet with success. The method of solving problems by using basic mathematic and scientific principles combined with critical thinking is central to all branches of science.

Lab experiments, real world connections to other courses and investigations into everyday chemical phenomena enlighten and excite students. In addition to studying the concepts and applications of chemistry, the class regularly examines relevant current events and topics in science by reading articles in the *New York Times*, *Discover*,

Scientific American and publications put out by the American Chemical Society. Throughout, students are challenged to reexamine the world around them through the lens of chemistry principles.

9th Grade Spanish

The highlight of the ninth grade year is a language immersion trip, where students travel to a Spanish speaking country to study Spanish and live with a host family. They are confident enough in their language skills to actively engage and seek out Spanish conversations, and their conversational abilities are strengthened through their language immersion studies and homestays. Students also have the opportunity to speak with native Spanish speakers in the community and interact with the Hispanic community for class projects.

In the classroom, students use technology for presentations and assignments, which may include pod casting, creating a *videonovela*, or creating an interactive lesson to be taught to younger students. The class goal is to use Spanish whenever possible for instruction and conversation.

Students round out this level in Spanish understanding and using the present progressive, the preterit, and imperfect tenses. The ninth grade begins the *Exprésate II* textbook and reads a story, such as *Un Stradivarius*, in Spanish during the year.

The curriculum provides a foundation in the 5 C's of the National Standards for foreign language instruction:

- Communication in the target language
- Connections with other disciplines
- Comparisons that develop insight into the nature of language and culture
- Cultural experiences
- Communities – students learn how to communicate in a multilingual community

10th and 11th Grade Spanish

Students at this level receive formal language training and explore other cultures and countries through the use of multi-media. Their level of understanding has grown to where they can pick out meanings in conversations with native speakers and comprehend more complex texts. They are confident enough in their language skills to actively engage and seek out Spanish conversations, and they have the opportunity to speak with native Spanish speakers in the community and interact with the Hispanic community for class projects. Students use technology for presentations and assignments, which may include pod casting, creating a *videonovela*, or creating an interactive lesson to be taught to younger students. The class goal is to use Spanish whenever possible for instruction and conversation. Students round out this level in Spanish understanding and using the preterit, imperfect, and future tenses and the subjunctive mood.

The curriculum provides a foundation in the 5 C's of the National Standards for foreign language instruction:

- Communication in the target language
- Connections with other disciplines
- Comparisons that develop insight into the nature of language and culture
- Cultural experiences
- Communities – students learn how to communicate in a multilingual community

This group completes the *¡Exprésate! Level II* textbook and reads short stories and poems by authors such as Pablo Neruda, Alofonsina Storni, and Vicente Riva Palacio.

Advanced Spanish

Students qualified for Advanced Spanish continue their studies in their junior and/or senior year through the study of Spanish literature, formal composition, and conversation. Seniors who are interested may arrange a term abroad to further their understanding of the Spanish language and culture. During either year, talented students may prepare and sit a national exam in Spanish language, such as the AP or SAT II Spanish exam.

9th – 12th Grade Visual Art

Art is a process that requires the combination of learned skills, and the ability for creative thought to express a given concept. The more one hones his/her technical skills, the more effective he/she is in conveying emotion through artwork. The means by which the creative mind is utilized and problem-solving processes are developed allow for 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 high school level. The artistic process is focused upon in a greater capacity than the creation of finished products. Students will participate in discussion based around the cultural relevance and impact of art in history to the present day. Discussion will also facilitate the formulation of personal preference and opinion in relation to appreciation and historical study, as well as allowing for development of the “art dialect.” The basic elements and principles of design provide the foundation for building confidence in the processes and skill sets in art production of various two and three-dimensional materials.

The first units are based around building a solid foundation of technical drawing skills. Through the study of line and value, students are given the tools to recreate the three-dimensional world before them onto a two-dimensional surface. Emphasis is placed on scale, proportion, ratio, and the value scale through the subject matter of simple geometric shapes; objects in comparison; interior and exterior architecture; organic matter; still life studies as well as human figure drawing; (self) portraiture and the overwhelming landscape that comprises our mountain school setting. Drawing tools consist of various graphites, charcoals, pastels, pen and ink, and colored pencils. This rich drawing background serves as the foundation for future projects and explorations of multi-media art techniques.

From the drawing board, students move into color theory and the painting medium, printmaking, batik and fabric dyeing, and the 3-d realm of ceramic pottery and sculptural

endeavors. The class also explores photography, commercial/graphic art, technological applications, diverse cross-cultural native arts, and the critique process, as well as taking an ongoing look at art history and its application to current art techniques.

The Upper School Advanced Art curriculum consists of more intensive technical skills and emphasizes process, over product. Students also have several opportunities for portfolio development and review, as well as development of presentation for public art display. By the end of this course, students will be able to utilize several technical aspects of two and three-dimensional work in realistic representation and creative expression.

9th- 12th 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. Listening skills, developing confidence and gaining a creative grasp of technology are primary goals. 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. For this age group, performance is also an opportunity to serve as musical role models for the rest of school.

9th-12th Grade Physical Education

The goal of the ninth through twelfth 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 focus on building general fitness and coordination to improve athleticism and on solidifying their foundations in various “lifetime” sports. Sound work ethic and sportsmanship is expected and graded. Ninth through twelfth graders participate in sport units such as soccer, ultimate frisbee, and others of their choice. Students use the skills and concepts of heart rate monitoring, student-led yoga and stretching, breathing, warm-up and cool-down and endurance to encourage the synthesis of mind and body. Students train for winter sports through 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.

