

High School Curriculum Guide 2009-20010

High School Humanities: Ancient World History and Literature

This year's humanities course focuses on the study of civilizations from the origins of humankind through the European Renaissance. Understanding significant historical moments as well as interpreting the art and literature of the corresponding time periods are key components of the course. The literature students read in class underscores the concepts of the complex nature of the development of civilization and the common themes of existence, which transcend time periods and geography. From a historical standpoint, students examine the development of civilizations in order to understand the diversity of the human. Additionally, students spend a significant portion of the school year improving writing and editing skills. Students have the opportunity to write both creative and expository pieces with a priority placed on honing students' abilities to write a comprehensive analytical essay expressing their own ideas with well-supported prose. While emphasizing content, the course's ultimate goal is for students to feel confident critically analyzing texts and expressing detailed arguments in both oral and written contexts. Assessment is based on a variety of methods including creative writing, essay writing, group and individual projects, and tests. Guiding questions for the course include: (a) What are the essential components of a civilization? (b) What constitutes a "successful" civilization from political, economic, social, and cultural viewpoints? (c) Why do some civilizations fail while others succeed? (b) How have various civilizations treated "outsiders"? (d) What is the epic hero's tale and why has this form of storytelling transcended time and culture? (e) What literary themes are similar across and time and culture; what literary styles are uniquely their own? (f) How does the study of ancient civilizations inform us of modern societies?

Writing

It is essential for students to feel confident expressing and defending their own thoughts through written prose. Students engage in a variety of writing processes including personal narrative, poetry, reader response, journaling, and critical essay. Writing in this course focuses on reviewing major grammar concepts and incorporating these concepts into students' writing and editing processes, so they can confidently polish their own work. Students spend time in class revising their work as well as their peers'. They develop skills writing clearly and concisely while also using advanced sentence structure. As students develop their own writing style, the course also emphasizes structuring a persuasive essay with a clear thesis, use of evidence to build an argument, and a concluding understanding. Formal writing pieces range in length from one page to ten.

Social Studies

Reading: The primary text for this course is Prentice Hall's *World History*. In addition to the main text, students read supplementary primary documents and other works by scholars in the field to hone their skills as critical thinkers. Class assignments related to primary texts focus on uncovering the author's assumptions, viewpoint, and gaps in the research. Students also participate in project-based tasks both collaboratively and

individually in order to connect seminal moments in history to their own life experiences and current issues around the globe. Class is discussion-based for students to continue to develop their own skills formulating an argument, providing evidence, and reshaping their own understandings of an issue. Students should expect to read each night using active reading strategies such as underlining/highlighting, note taking, and/or outlining.

English

Literature: The first stories from the earliest civilizations began a long tradition of literature, which spans nearly every society and time period. This course emphasizes themes that transcend time and culture and identifies the ways that literature can help the reader to understand a society. The world literature selected for the year corresponds with the historical periods examined in social studies and may include the following texts along with additional poems, short stories, and plays: *The Bhagavad-Gita* or *Gilgamesh*, *The Tao Te Ching* or *Siddhartha*, *The Odyssey*, *Oedipus Rex*, the Harper Collins' *Study Bible*, *The Inferno*, and *Macbeth*. Texts vary between the two sections of upper school humanities. While much of this literature is challenging, students learn to read critically, analyze texts, and make connections across cultures, enabling them to tackle difficult material with confidence. Explicating these texts, students become familiar with the tenets of the epic story 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. Students are also expected to spend time each week reading a book outside of class. While outside reading is not a specific homework assignment each night, it is up to students to allow time to continue to read books for their own enjoyment. Once a trimester, students have the opportunity to present on a book agreed upon by both student and teacher.

Vocabulary: Studying vocabulary helps students develop their skills as readers, writers, and speakers. Vocabulary development in the high school focuses specifically on SAT preparation and Latin roots. Students develop skills to learn new vocabulary words, recognize them in context, and finally, use them in their own speaking and writing. *Vocabulary from Classical Roots* is the text used for vocabulary lessons.

Grammar: Grammar is an essential skill in order for students to continue to develop as writers and communicators. Lessons review major concepts of grammar. In particular students review: phrases (verbals, prepositional phrases), misplaced and dangling modifiers, clauses, subject/verb agreement, compliments, 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 their peers in order to immediately utilize these grammar concepts. Additionally, focus lessons are taught as common usage errors occur. The primary text used for grammar in this course is *Editor in Chief: B1*.

Twelfth Grade Social Studies: The Rise of Globalization in the Contemporary World

Using the close of the Second World War as its starting point, this course focuses on the influence of the Cold War on modern globalization. Students explore the evolution of American foreign policy, from isolationism to the modern Bush doctrine of pre-emption, and analyze the relationship between global politics and economics. Specific areas of study include Eisenhower's notion of the military-industrial complex, the creation of the "Third World," the Soviet-Afghan War's effect on the modern notion of jihad, the rise of China, the revolutions of Latin America, and the making of the modern Middle East.

Reading: The text for this course is *The Global Future: A Brief Introduction to World Politics*. Additional readings may include: Robert F. Kennedy's *Thirteen Days*, Michael Oren's *America in the Middle East*, Nicholas Kristoff's *China Wakes*, and Ayn Rand's *Red Azaleas*.

Class assignments related to these texts focus on the author's effectiveness in acknowledging competing ideologies, identifying gaps in research, and the ground level, human experience of the conflicts covered. Individual and group projects challenge students to synthesize data from a variety of sources in order to enhance their skills of independent analysis.

Independent Study: This course incorporates an independent study unit. While the rest of their English class reads the *Odyssey*, twelfth grade students write a proposal and research a specific topic related to their studies in history. Approved proposals will include a list of objectives and deadlines set by the students, in addition to a specified medium of presentation. One example of an acceptable project is a short documentary on the history of the Israeli-Palestinian conflict that includes a section on local awareness of this issue.

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 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, rational functions, and probabilities and measures of central tendencies, 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, 4th Edition*, by Robert Blitzer, published by Prentice Hall. 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 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, trigonometric identities, and systems of equations. 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.

Calculus: Calculus, the study of non-linear change, is also the language in which nature expresses herself. A rigorous understanding of single-variable calculus gives students the tools to truly analyze continuous rates of change and areas under curves, where analyses

based on simpler math lead only to approximations or work with idealized forms. Applications involve the physical sciences, engineering, economics, and life sciences. The course comprises an introduction to both differential and integral calculus in a single variable and serves as a stepping stone to more advanced, college-level mathematics.

The course begins with a review of trigonometry, trigonometric identities, and graphing of trigonometric functions. Students then study the concept of limits, paving the way to an understanding of the difference quotient. From there, students will approach the classic tangent line problem, introducing them to the concept of differentiation. Students will build a facility with basic differentiation rules, product and quotient rules, and the chain rule. Applications of differentiation will include higher-order derivatives, implicit differentiation, the location of extrema, the mean value theorem, the first and second derivative tests, and limits at infinity.

In the second half of the course, students will study anti-derivatives and definite and indefinite integration. Students will study the Fundamental Theorem of Calculus and will become proficient at integrating by substitution. An in-depth look at the differentiation and integration of exponential, logarithmic, and other transcendental functions follows. The course will conclude with an investigation of more advanced integration techniques and applications, including integration by parts, trigonometric integrals, and improper integrals.

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Topics in Applied Math: In the applied math course students apply previous concepts and skills to hands-on investigations of various mathematical topics that reinforce their learning in other classes. The course progresses in a series of discrete modular units with capstone projects for each unit; in each field, the application is examined in depth as students practice applying their previous learned skills to projects. Students hone previously learned skills as they gain an understanding of the ways in which mathematics is applied as a tool for explaining, and predicting, and making decisions.

The course begins with a unit on mapping in which students learn how mathematics is used to draft and analyze various types of maps. In a project that explores the fundamental principles of surveying, students review the fundamentals of trigonometry and geometry as they learn to use remote measurement, plot objects using plane tables, and finally complete a survey of part of campus. Students then complete an in-depth study of topographic maps and learn to use map and compass together for land navigation. In this unit, students learn to make geologic cross sections and use these cross-sections to make predictions of historical geomorphology. Finally students prepare

detailed distance and elevation profiles for their routes during their outdoor education trips.

In a later investigation of statistics, students apply their understanding of statistical analysis to their study of environmental science. In this unit, students choose topics in their science course they wish to explore more, and conduct a review of the topic within the popular media. They focus on the methods and statistical relevance and certainty of the topic and how it is presented to the public. They then present their findings to their science class as they explain what is behind the numbers, graphs, and studies. 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

9th Grade 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 and 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.

The 9th grade class takes a predominantly conceptual approach to the material, though some basic algebra and manipulation of equations are employed throughout. Students will practice skills involving the isolation of a single variable in an algebraic formula, but more advanced mathematical analyses are left to further studies in the sciences. The primary text for the course is *Conceptual Physics*, written by Paul Hewitt and published by Pearson, an exceptionally clear, accessible, and entertaining textual analysis.

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 look at 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 2nd 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 may include mousetrap cars, the analysis of a giant pendulum, 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.

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. Needless to say, 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 *Chemistry* by Wilbraham, Staley, and Matta as our guide. We look at scientific models, how they are developed, and how we can use them to understand the structure and properties of a system. Our 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 that 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 onto more abstract topics. On

the microscopic level we look at the elements, their structure, and their position on the periodic table. We spend time examining the relationship between the structure and their position on the periodic table and how it enables us to understand their 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 they calculate in theory.

After everyone has a strong grasp on the fundamentals of chemical reactions we spend a significant amount of time looking 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 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 are asked to make observations and answer questions using the scientific method. We spend a significant amount of time developing 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 new addition to the chemistry course this year 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 will be able to watch the results of labs as they proceed in real time. This data can then be 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 strives to teach 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 the principles of chemistry.

Environmental Science: It is interesting to contemplate planet earth as a ship traveling through space in which we are all passengers - essentially a closed system. How do we voyage through life on "spaceship earth," with the inability to take on new resources or discharge of waste, in a sustainable fashion? With increasing complexity in human developments and strain on the natural resources, this grand experiment – the interplay between humans and the physical and biological world – is the subject matter of environmental science.

The goal of environmental science is to use the tools and methods of science to bolster analytical reasoning skills, cultivate an understanding and awareness of the complexities of environmental processes, and better understand the inter-relationship of the natural world. We will delve in to several case studies to identify and analyze environmental problems that affect both human and natural communities, evaluate the risks associated with these problems, and examine alternative solutions for resolution or prevention.

Environmental science is far-reaching and interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying themes that we will continuously examine:

- The Earth is one interconnected system.
- Energetics – Energy conversions underlie all ecological processes. Energy cannot be created, it must come from somewhere.
- Scientific literacy – knowledge and understanding of how science works; the concepts and processes that contribute to a scientific worldview.

- Humans alter natural ecosystems - Technology coupled with population growth has enabled humans to increase both the rate and scale of their impact on the environment.
- Solutions to environmental problems have cultural and social contexts; a balanced approach to solving environmental concerns requires broad perspectives. Consequently, the viewpoints from landowners and small business owners will be examined along with national or international perspectives.

Students will consider information from many writers, including our text “*Living in the Environment*” by G. Tyler Miller. In addition to traditional scientific experiments in the lab and in the field where data analysis are conducted, students will also engage in creative writing, artistic expressions, and multimedia projects to demonstrate knowledge and understanding of the complexities of the environment.

High School Spanish

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 home stays. 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 video novela, or creating an interactive lesson to be taught to younger students. The class goal is to use Spanish for instruction and conversation. The students will also be communicating with the teacher and among themselves via email and the web in the target language.

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 novela 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 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 teach 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 tense.

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

11th and 12th Grade Spanish: Advanced Spanish is designed to bring students closer to fluency by means of continued vocabulary expansion, authentic readings, cultural study, and grammar study. Considerably more emphasis is placed on reading comprehension and writing skills in Advanced Spanish and classroom conversations about literature and current event articles are conducted entirely in Spanish to facilitate speaking and listening comprehension skills. The students do an intense review of all vocabulary learned thus far and will be introduced to and work with the subjunctive mood, and the future and perfect tenses. Throughout year students maintain written journals and communicate among themselves and the teacher via email and the web in the target language. Students also have the opportunity to speak with native Spanish speakers in the community and interact with the Hispanic community for class projects.

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 reviews the last few chapters of the *¡Exprésate! Level II* textbook and moves on to learn with a Telenovela video series, supplemented with authentic, relevant material that will be the framework for activities such as writing episode scripts, and performing Karaoke and improvisations with the express purpose of improving student academic writing skills and utilizing advanced grammar concepts in context.

High School 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.

High School 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.