

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence

Mathematics

Intermediate School

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Operations with decimals; metric and standard unit measurement and conversions; operations with fractions; orders of operations, conversion of fractions to decimals and percentages; average rate and speed; geometry; angle measurement with protractor and compass; congruent and similar figures; ratio and proportion; tessellations; finding unknown angles by calculation; geometrical constructions; application of math skills to real life scenarios/projects	Mastery of fractions, decimals, and percents and conversions between each; graph analysis; finding trends; using variables to represent unknown numbers; writing simple algebraic expressions and solving for variables; graphing ordered pairs; operations with negative numbers; exponents; circles: area and circumference; advanced operations with ratio and proportion; advanced order of operations; application of math skills to real life scenarios/projects	Pre-Algebra Inductive and deductive reasoning, number series and sequences; binary numbers; non-base ten number systems; functions and their graphs; Cartesian coordinate system; linear and parabolic functions; interpolation and extrapolation; data analysis; problem solving strategies: diagram, guess and check, find a pattern, eliminate possibilities, matrix logic; powers of ten; scientific notation; symmetry; mathematical curves; probability; statistics; operations with negative numbers; transforming algebraic expressions; solving literal equations	Algebra I Review of basic equation solving; multiplying polynomials; factoring trinomials; solving systems of equations by graphing, substitution, and linear combination; solving quadratic equations by factoring, graphing and the quadratic formula; linear functions; scattered data; best fit lines; probability; statistics; standard deviation; properties of exponents and negative exponents; simplifying, multiplying and dividing rational algebraic expressions; operations with radical algebraic expressions; inequalities

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Science
Intermediate School

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
<p>A-Year: Physical science: distance, rate, time; forces; flight and rocketry; Earth Science: weather, planetary science, physical geography Scientific Method: observation, prediction, hypothesis, data collection and representation; introduction to lab reports, science journaling</p>	<p>B- Year: Environmental science: water quality, air pollution, local and global environmental issues, water quality, pH; Life Science: cells, basic anatomy, marine science; Scientific Method: observation, prediction, hypothesis, data collection and representation; introduction to lab reports, science journaling</p>	<p>A-Year Physical Science: lab safety; glass bending; physical science: physical and chemical change, force, motion, density, solubility, atomic structure (atomic theory), chemical composition, oxidation, combustion and mystery powders; forensic science: fingerprinting, blood typing and ink chromatography Scientific Method: formal laboratory notebook/reports and error analysis;</p>	<p>B-Year: Field Science: Watershed Studies: biodiversity, forest mapping, dendrochronology, field study: San Miguel River, Desert Studies: ecology, flora, fauna, geologic history of Canyonlands and field study: Dark Canyon; Winter Studies: cold physiology and adaptations, snowpack analysis and field study: Alta Lakes; Global Issues: greenhouse gasses, ozone hole, water issues Scientific method: formal laboratory reports and error analysis; weekly readings in current science events;</p>

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

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence

Social Studies/History

Intermediate School

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

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

TELLURIDE MOUNTAIN SCHOOL
Scope and Sequence

Language Arts/English
Intermediate School

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

TELLURIDE MOUNTAIN SCHOOL
Scope and Sequence

Visual Art
Intermediate School

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

TELLURIDE MOUNTAIN SCHOOL
Scope and Sequence

Music
Intermediate School

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

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence

Spanish

Intermediate School

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language acquisition continues with an emphasis on connecting the linguistic and grammatical, concept of verbs, nouns and adjectives. Sentence structures, ser, tener, –ar verbs; schools in Latin America, la quincienara, and daily activities in the Spanish speaking world compared to the U.S.	Language acquisition evolves with increased emphasis on writing and grammar; full sentence responses; adjectives; conjunctions; definite articles, –er and –ir verbs; food; Latinos in the U.S.A.	Listening comprehension, writing, reading and speaking provide the basis for language skills acquisition. Students create original dialogues; write short narratives; gustar; few stem changing and irregular verbs. Subject, verb and adjective agreement; Famous artists, celebrations and geography of different regions influenced by Spanish culture;	Listening comprehension, writing, reading and speaking provide the basis for language acquisition. Object and reflexive pronouns, and negation; present tense irregular and stemming changing verbs, simple future tense, and the imperative; personal care, food, and families are compared between U.S. and Latin American cultures.

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Updated September 2007

Experiential Trips

All	First/Second Grade	Third/Fourth Grade	Fifth/Sixth Grade	Seventh/Eighth Grade	High School
<p>Experiential education enriches the curriculum by taking learning outside of the school. Experiential education broadly includes outdoor education, service learning, and experiential learning trips. The focus of the experiential curriculum includes environmental education, adventure education, outdoor skills, wilderness therapy and some aspects of outdoors recreation. Each experiential learning trip is designed to be developmentally appropriate, provide specific curricular relevance, and include a service learning component. General goals of the experiential program are to develop self-confidence, self-awareness, teamwork, social skills, positive attitudes, and motivation.</p>	<p>A two to three day regional trip that introduces students to a hands-on exploration of Southwest culture. Students study the music, dress, ceremony, food, and shelter of indigenous people of different time periods at regional cultural sites and educational centers. Students learn basic outdoor skills like food prep and tent proficiency. Foci include making real world connections to each other and our regional neighbors, and adapting to our environment, habitats and communities.</p>	<p>A three to four day trip that is based on subject areas such as geography and energy generation. Also students are introduced to a service learning component where they will help with a local clean up event or similar service opportunities. Focus includes living with nature, living in other places, depending on others, and listening to our environment.</p>	<p>A five to six day extended excursion in the regional Southwest. Trips center on enriching students' relationship with their native environment and local cultures. Students also engage in a multi-day service component. Trips focus on the development of an awareness of the cycles of matter, how things are reused, protecting our land, water use and changing weather.</p>	<p>A weeklong trip that has travel possibilities outside of the Southwest region. Students engage in a scientific focused trip detailing issues of habitat, environmental issues, ecological footprints, plants, views on environmental issues, and biodiversity. Outdoor skills include <i>leave no trace</i> camping, site selection, tent set-up, and low impact principles.</p>	<p>A two to three week trip that often travels outside the continental United States. Issues include global studies, resource use, ecosystems, cosmologies, human ecology, caring for the land and stewardship. High school often engages in language opportunities. A focus on team building is incorporated into the high school's activities as they participate in each project; communication and mediation skills are also developed.</p>