

**TELLURIDE MOUNTAIN SCHOOL**

**Scope and Sequence**

Updated September 2007

**Mathematics**

***Lower School***

<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>
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; count money: bills and coins; time: clock and calendar; use ruler, balance scale, thermometer; introduction to geometry, plane and solid shapes, angles, vertical, horizontal and oblique lines, rays and segments; represent data in simple graphs; tally charts; work with fractions* *denotes work with manipulatives	Identify place value to 9,999,999; introduction to estimating and rounding; add and subtract to 7 digits with regrouping; skip count 2-10*; make change; measurement: introduction to standard and metric, liquid measures; time: clock and calendar; use ruler, balance scale, thermometer; 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*; geometry: plane and solid shapes angles, perimeter and area of rectangles, vertical, horizontal and oblique lines, rays and segments, symmetry, rotation; inequalities with multiple operations*; represent data in simple coordinate graphs *denotes work with manipulatives	Multi-digit addition and subtraction with regrouping; division with remainders; multi-digit multiplication; mastery of multiplication tables through 10; mixed, equivalent and improper fractions; rounding to 10's, 100's, 1000's; estimation; measurement: metric and standard; geometry: perimeter, area; basic angle concepts and measurement; graphing: Venn diagrams, line, bar and pie; introduction to averages; money operations; introduction to decimals and percentages; basic decimal addition and subtraction; application of skills/strategies through story problems; special/sequential reasoning; demonstration of concepts through use of manipulatives; introduction to calculators	Decimal place value; multi-digit multiplication and division, mastery of multiplication and division facts through 12; squaring and square rooting; fractions: simplifying, adding, subtracting, multiplying, converting, common denominators; factors and multiples; money operations including multiplication and division; decimal comparisons, addition, subtraction, and multiplication; convert decimals and fractions; averages (mean, median); volumetric measurement; multiplication of length, mass, volume and time; geometry: naming points, lines, segments, angles, triangles, circles, quadrilaterals, polygons, lines of symmetry, congruency; introduction to orders of operations; application of skills/strategies through story problems; demonstration of concepts through use of manipulatives; use of calculators

**TELLURIDE MOUNTAIN SCHOOL**

**Scope and Sequence**

**Updated September 2007**

**Science**

***Lower School***

<b>First /Second Grade</b>	<b>First /Second Grade</b>	<b>Third/Fourth Grade</b>	<b>Third/Fourth Grade</b>
<p>Formation of the universe, solar system and earth; life cycle of a star; galaxies; earth science: lithosphere, atmosphere and hydrosphere, earthquakes, volcanoes, rock cycle; landforms: mountain, desert, island, river; weather; climates; geologic timelines; observation and collection of data; science journals.</p> <p><b>A-Year <i>Delta Science Modules:</i></b> Physical Science: Amazing Air; Life Science: Using Your Senses</p>	<p>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>B-Year <i>Delta Science Modules:</i></b> Physical Science: Sink and Float; Life Science: Dinosaurs</p>	<p><b>A-Year</b> Scientific method: conduct investigations and recognize variables; life science: <i>Project Wild</i> activities for animals and plants, global ecosystems, environmental awareness; earth science: watershed; layers of the earth, underwater landforms, comparison of rocks and fossils, glaciers, convection currents, Pangaea and plate tectonics; physical science: sound waves, hearing, reflection and absorption; <i>Delta Science Modules</i>; Telluride Institute activities: Watershed</p>	<p><b>B-Year</b> 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; <i>Delta Science Modules</i>; Telluride Institute activities: Water Cycle; Renaissance scientists and their theories</p>

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

**TELLURIDE MOUNTAIN SCHOOL**

**Scope and Sequence**

**Updated September 2007**

**Social Studies/History**

***Lower School***

<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>
<b>A-Year</b> 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 Anasazi; experiential trip to Kelly Place for hands-on studies of indigenous cultures; rise of civilization: Mayans and Egyptians; collecting, organizing and expressing information through research projects	<b>B-Year</b> 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 and Indus River or Yellow River; collecting, organizing and expressing information through research projects	<b>A-Year</b> U.S. history topics: Native Americans, birth of a nation; Constitution and democracy in America; 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	<b>B-Year.</b> Overview of European history from early Middle Ages to the Industrial Revolution; role of multiple perspectives; physical and cultural geography of Europe; European history topics: Celts, Vikings, Renaissance figures, Age of Exploration, French Revolution and Industrial Revolution; 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

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

**TELLURIDE MOUNTAIN SCHOOL**

**Scope and Sequence**

**Updated September 2007**

**Language Arts/English**

***Lower School***

<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>
Daily independent and guided reading; read words with all common phonograms, <i>silent-e</i> syllables; practice phonetic skills with <i>Explode the Code</i> ; read sight words at 1st grade level; read words with endings <i>ing, ed, er, est</i> ; 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	Daily independent and guided reading; read words with equivocal consonants, open, <i>r</i> -controlled and <i>c-le</i> syllables and common affixes; practice phonetic skills with <i>Explode the Code</i> ; 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 <i>Writers' Workshop</i> ; 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 <i>I-I-I</i> , <i>silent-e</i> and <i>y</i> rules; compose compound and complex sentences; process writing: brainstorm, draft, confer, edit, publish; writing forms: paragraphs, friendly and persuasive letters, stories, journal and poems, short research paper; 6+1 trait writing and rubrics; 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>i</i> before <i>e</i> rule; use transition words; process writing; actively use 6+1 traits to analyze, discuss, and improve writing; fourth grade editing skills; writing forms: six types of expository paragraphs, stories, journal and poems, short research paper with bibliography; give oral presentation to classmates/parents; use dictionary, guide words, thesaurus, encyclopedia, index and table of contents; double entry note taking

**TELLURIDE MOUNTAIN SCHOOL**

**Scope and Sequence**

**Updated September 2007**

**Visual/Dramatic Art**

***Lower School***

<b>First/Second Grade Visual Art</b>	<b>Third/Fourth Grade Visual Art</b>
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	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; examination of another art history group

**TELLURIDE MOUNTAIN SCHOOL**

**Scope and Sequence**

**Updated September 2007**

**Music**

***Lower School***

<b>First/Second Grade</b>	<b>Third/Fourth Grade</b>
<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>

**TELLURIDE MOUNTAIN SCHOOL**

**Scope and Sequence**

**Updated September 2007**

**Spanish**

***Lower School***

<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>
Basic language skills; numbers through 100; dates; days of the week; colors; body parts; classroom vocabulary; basic greetings and farewells; introduction to Spanish culture and geography.	Basic language skills; numbers through 100; dates; days of the week; colors; body parts; classroom vocabulary; basic greetings and farewells; introduction to Spanish culture and geography	Basic language acquisition continues; numbers through 1000; dates; days of the week; colors; body parts; classroom vocabulary; greetings and farewells; introduction to descriptive adjectives; moods and feelings; sports; Spanish culture and geography	Basic language acquisition continues; numbers through 1000; dates; days of the week; colors; body parts; classroom vocabulary; greetings and farewells; introduction to descriptive adjectives; moods and feelings; sports; Spanish culture and geography

**TELLURIDE MOUNTAIN SCHOOL**

**Scope and Sequence**

**Updated September 2007**

**Experiential Trips**

<b>All</b>	<b>First/Second Grade</b>	<b>Third/Fourth Grade</b>	<b>Fifth/Sixth Grade</b>	<b>Seventh/Eighth Grade</b>	<b>High School</b>
<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>