

Telluride Mountain School



2009-2010 Scope and Sequence
Montessori at Mountain School
Lower School
Intermediate School
Upper School

Telluride Mountain School

Scope and Sequence

Mathematics/Science

Montessori at Mountain School

Pre-Kindergarten Mathematics	Kindergarten Mathematics	Pre-Kindergarten Science	Kindergarten Science
One-to-one correspondence; quantity-symbol correspondence; count to 20; perform activities of seriation, pattern and comparison; perform operations with numbers to 20 using manipulatives; sort items with 1 or 2 attributes; recognize simple plane shapes	Write numbers to 20; count to 1000*; recognize numbers to 9,999; add and subtract* two four-digit numbers with exchanging; introduction to multiplication; skip count* by 2, 5, 10; recognize symbols + - x÷; identify coins; identify odd/even; sort items with two attributes; identify* plane and solid shapes; introduction* to fractions; introduction to bar graph and collecting data; measure with standard and non-standard measures *With manipulatives	Introduction to concepts related to observation, counting, classification and measurement; introduction to solar system; cooking and simple experiments related to physical science: sink/float, magnetic/not magnetic; simple machines; living/not living; land/air/water; nomenclature related to plants and animals: bean sprouting, classroom pets, animal tracks, birds and eggs; introduction to the human body: body parts, skeleton, five senses; lifecycle: butterfly hatching	Introduction to concepts related to observation, counting, classification and measurement; introduction to solar system; cooking and simple experiments related to physical science: sink/float, magnetic/not magnetic; simple machines; living/not living; land/air/water; nomenclature related to plants and animals: bean sprouting, classroom pets, animal tracks, birds and eggs; introduction to the human body: body parts, skeleton, five senses; lifecycle: butterfly hatching

Telluride Mountain School
Scope and Sequence

Language Arts/Social Studies
Montessori at Mountain School

Pre-Kindergarten Language Arts	Kindergarten Language Arts	Pre-Kindergarten Social Studies	Kindergarten Social Studies
<p>Sound-symbol correspondence; recognize initial and final sounds; recognize rhymes; show book sense; recognize some environmental print; scan text left-right; listen to and discuss stories, poems, folktales, non-fiction; develop vocabulary through conversation, listening to books read-aloud and nomenclature lessons; present information at circle time (sharing); use movable alphabet to form short phonetic words; form motor programs with sandpaper letters; perform fine motor activities leading to handwriting; begin to form letters with a writing tool; copy words to label pictures and books</p>	<p>Sound-symbol correspondence: all letters and some common phonograms; read words with <i>cvc</i> pattern and some blends and digraphs; listen to and discuss stories, poems, folktales and non-fiction selections; develop vocabulary through conversation, listening to books read aloud and nomenclature lessons; give presentation on favorite book at circle time; write lower case letters in cursive; write short phonetic words with familiar patterns; write and draw in journal; make books; write short messages or greetings; introduction to the parts of speech: noun, adjective, article, verb, conjunction</p>	<p>Introduction to concepts related to space and time, including timelines, clocks, calendars, vocabulary of direction; introduction to globes and maps; overview of oceans and continents of the world; introduction to cultures of the world through art, literature and activities; globe making; introduction to land and water forms</p>	<p>Time, space and direction concepts, including analog clock, calendar and timelines of day, year, child's life; puzzle maps of the continents and the states of the US; cultures of the world; land and water forms; flat map making; introduction to climate zones and the relationship between geography and culture</p>

Telluride Mountain School
Scope and Sequence

Arts/Foreign Language
Montessori at Mountain School

Pre-Kindergarten Kindergarten Music	Pre-Kindergarten Kindergarten Visual Art	Pre-Kindergarten Kindergarten Drama	Pre-Kindergarten Kindergarten Spanish
<p>Children sing songs, enjoy musical movement activities and games, make music with simple instruments and listen to samples of music from around the world. They also learn to match and grade tones with the Montessori bells. Children with interest may also learn simple musical notation and note value with Montessori music materials designed for young children.</p>	<p>Introduction to media, including easel painting, watercolor, collage, <i>papier mache</i>, clay, pencils and pastels; cultural representations including Aboriginal dreamings, Native American sand painting and other traditional, communal art projects. Students engage in both open-ended explorations and guided, teacher led projects.</p>	<p>Children participate in a number of dramatic activities, including informal dramatic play and puppetry and guided dramatic activities such as fingerplays, stories, songs and rhymes. In the afternoon Enrichment Program, children participate in drama with local specialists including Sally Davis and/or Jen Nyman Julia for story theatre. Children also learn early presentation skills.</p>	<p>Informal foreign language instruction: counting, colors, body parts, clothing, names of animals, simple greetings. Arts and activities related to Spanish-speaking cultures. Bilingual (English-Spanish) storybooks.</p>

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence

Mathematics

Lower School

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

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

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence

Mathematics

Upper School

Ninth Grade	Tenth Grade	Eleventh and Twelfth Grade		
<p>Geometry Nature of deductive reasoning: conditional statements, indirect and direct proof; lines and angles; congruence and similarity; properties of equality and inequality; parallel and perpendicular lines; symmetry; right triangle trigonometry; circles; quadrilaterals; polygons; geometric solids; area and volume; concurrence; introduction to non-Euclidian geometries; constructions with compass and straightedge; writing formal and informal proofs; philosophy seminar/reading of Euclid's <i>Elements</i>; spiral algebra review; SAT preparation; problem-solving strategies</p>	<p>Algebra II Function notation; linear equations and inequalities; systems of linear equations and inequalities; matrices; exponential and logarithmic functions; rational and irrational functions; quadratic functions and complex numbers; higher degree functions; data analysis; standard deviation; trigonometric functions and triangle problems; SAT preparation; problem-solving strategies</p>	<p>Applied Math Cartography and surveying: right triangle trigonometry, law of sines and cosines, plan view and profiles, cross sections, contour maps, plane table mapping, conduct a simple land survey; Statistical analysis: probability, measures of central tendency, standard deviation, population sampling, graphical display of data, analyzing bias and perspective; computer applications; computer programming; standardized test prep; problem-solving strategies</p>	<p>Pre-Calculus/Trigonometry Polynomial and rational functions; exponential and logarithmic functions; trigonometric functions, analytic trigonometry and additional topics in trigonometry; systems of equations and inequalities; conic sections and analytic geometry; sequences, induction, series and sequences; binomial series; introduction to calculus; SAT preparation; problem-solving strategies</p>	<p>Calculus Limits and limit laws; tangent and velocity problems; derivatives and the shapes of curves; derivatives of polynomials, rational functions, and exponential functions; rates of change in natural and social sciences; derivatives of trig functions; the chain rule; derivatives of logarithmic functions; higher order derivatives; implicit differentiation; calculating extrema on an interval; concavity; linear approximations and differentials; Newton's method; anti-derivatives; the definite integral; The Fundamental Theorem of Calculus; integration by parts; improper integrals; modeling with differential equations; L'Hopital's Rule; AP test preparation</p>

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence

Science

Lower School

First /Second Grade	First /Second Grade	Third/Fourth Grade	Third/Fourth Grade
<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>A-Year <i>Delta Science Modules:</i> 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-Year <i>Delta Science Modules:</i> Physical Science: Sink and Float; Life Science: Dinosaurs</p>	<p>A-Year 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-Year Scientific method: conduct investigations, recognize variables; life science: food chains and webs introduction to organisms and communities, populations, habitats, and ecology; earth and environmental sciences: water cycle; physical science: introduction to lenses and microscopes; light, heat, magnetism, electricity, chemical reactions; <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

Science

Intermediate School

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
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; graphing; introduction to lab reports, science journaling	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	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;	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: Global Issues: greenhouse gasses, ozone hole, water issues Scientific method: formal laboratory reports and error analysis; weekly readings in current science events;

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

Science
Upper School

Physics	Biology	Chemistry	Senior Elective Science:
Mechanics: linear, projectile and circular motion; Newton's laws; momentum and energy; gravitation; Einstein's Theory of Relativity; thermodynamics; properties of solids, liquids and gasses; electromagnetism; wave motion; sound and light; atomic and nuclear physics; integration of technology and lab work using laptops and probeware.	Chemical basis of life, cell structure and function; cell growth and division; genetics and heredity; evolution and; classification systems; dissection; human biology: anatomy, health and wellness; ecology and biodiversity	Matter and change; scientific measurement; atomic structure; the periodic table; bonding; chemical names and formulas; reactions; stoichiometry; states of matter; gas laws; reaction rates; acids and bases; scientific problem solving skills: scientific method, dimensional analysis, word-problems; integration of technology and lab work using laptops and probeware.	Options <i>may</i> include: <i>Earth Science</i> <i>Environmental Science</i> <i>Anatomy and Physiology</i> <i>Advanced Physics</i> <i>Advanced Chemistry</i> <i>Independent Research in Science</i>

***The Upper School science curriculum is taught as a mandatory three-year progression. Twelfth grade students have the option of taking an elective science or doing an individual research project.**

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence
Social Studies/History
Lower School

First Grade	Second Grade	Third Grade	Fourth Grade
<p>A-Year Needs of man; physical and cultural geography: South America, Antarctica, Africa and North America; Telluride history: Utes & Miners and how the natural resources met the needs of different groups in Telluride; map skills and concepts: flat maps, cardinal directions and hemispheres; native cultures, including 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</p>	<p>B-Year Needs of man; physical and cultural geography: Oceania, Europe and Asia; map skills and concepts: land and water forms; climate; native cultures of Asia and Australia, including Aborigines; rise of civilization: river valleys of Asia: Mesopotamia and Indus River or Yellow River; collecting, organizing and expressing information through research projects</p>	<p>A-Year 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</p>	<p>B-Year. 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</p>

**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

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

Social Studies/History

Upper School

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
<p>World History First civilizations to the modern trade routes coupled with the study of early world literature; ancient civilizations: Africa, Mesopotamia, Egypt, and the Near East; Rome and imperialism; rise of world religions; transitions to the modern world; Middle East, Asia and Latin America; comparative historical/literary papers; collaborative multi-media group presentations; multi-sourced research projects</p>	<p>World History The development of human civilizations to the modern period with an emphasis on European nations, coupled with the study of European Literature. European Renaissance; Reformation and Religious wars; Europe and exploration of the New World; the scientific revolution; expansion and colonialism; nation building; the modern world; comparative historical/literary papers; collaborative multi-media group presentations; multi-sourced research projects</p>	<p>American History An in-depth examination of the foundations of American government and the major figures in its inception; major battles with focus on the American Revolution and the Civil War; focus on social movements, economics, politics and culture; geography, location, movement, religious influence, place; cause and effect; pro-con issues; note-taking; formal research paper; map work; group and individual presentations.</p>	<p>Principles of Government The Constitution; party politics; powers of government; analyze advantages and disadvantages of the federal, confederate and unitary systems of government; economics; industry; population, growth and prosperity; federalism; analysis and comparison of the structure and function of local government, world government and personal responsibility; focus on economics, politics, culture, geography, location, movement, religious influence and place; cause and effect; pro-con issues; note-taking; formal and independent research paper; map work; group and individual presentations</p>

TELLURIDE MOUNTAIN SCHOOL
Scope and Sequence
Language Arts/English
Lower School

First Grade	Second Grade	Third Grade	Fourth Grade
<p>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</p>	<p>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</p>	<p>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>l-l-l</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</p>	<p>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</p>

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

Language Arts/English

Upper School

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
<p>Foundations of Literature Read <i>Gilgamesh</i>, Legends of King Arthur, and texts by Homer, Shakespeare, and British authors; analyze language and style in literature; comparative literature; vocabulary building; advanced grammar usage; short stories; poetry; analytic writing: stylistic awareness, development of voice and purpose, in-text citations and works cited; gathering and synthesizing information from multiple sources; using techniques of active reading; class note-taking; test-taking.</p>	<p>Modern World Literature Read texts such as <i>Romeo and Juliet</i>, <i>Tale of Two Cities</i>, <i>Love in the Time of Cholera</i>, <i>Things Fall Apart</i>; analyze language and style in literature; comparative literature; vocabulary building with an emphasis on classical roots; advanced grammar usage; analytic writing: writing prompts, timed essays, test preparation, stylistic awareness; poetry: understanding of metrical feet and lines, blank verse, sonnets, explication; documentation; paraphrasing; gathering and synthesizing information from multiple sources.</p>	<p>American Literature Read texts by Flannery O'Connor, Faulkner, Hemingway, Fitzgerald, Emerson, Thoreau, Hurston, Whitman and Frost; analyze language and style in literature; comparative literature; vocabulary building with an emphasis on SAT prep; advanced grammar usage; analytic papers: peer reviews and writing provide opportunities for discussions about critical analysis and persuasive writing; paraphrasing; gathering and synthesizing information from multiple sources</p>	<p>Electives: Native American Literature Read texts by: Momaday, Erdrich, Welch and Silko Literature in the Natural World Read texts by Cather, Austin, Muir, Snyder and McPhee Skills for both include: analyzing language and style in literature; comparative literature; vocabulary building with an emphasis on SAT prep; advanced critical and creative prose writing; applying principles of unguided peer review and self-review for both content and style</p>

TELLURIDE MOUNTAIN SCHOOL
Scope and Sequence

Visual/Dramatic Art
Lower School

First/Second Grade Visual Art	Third/Fourth Grade Visual Art
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

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

Visual Art
Upper School

Ninth/Tenth Grade Visual Art	Eleventh/Twelfth Grade Visual Art
Creative problem solving is focus of project development; technical/mechanical drawing skills solidified; extensive life drawing lessons; basic form and relationship; still life, landscape, figure drawing; expressive painting skill development and community mural project; ceramic technique with creative problem solving focus; student centered project critique and portfolio review; independent art history study and presentation; understanding and usage of various intrinsic media qualities; focus on process over product	Technical/mechanical drawing skill sets mastered and utilized in expressive, large-scale drawings; printmaking processes as drawing based commercial art; advanced color theory and oil painting media skill sets; advanced wheel throwing; sculpture as creative problem solving; mentorship opportunities; independent study of new media; art history research and presentation; extensive peer and professional critique process; portfolio development and review; exploration of art-based schools and careers.

TELLURIDE MOUNTAIN SCHOOL
Scope and Sequence

Music
Lower School

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

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

Music
Upper School

Ninth/Tenth Grade	Eleventh/Twelfth Grade
<p>Incorporating all previous skills, Upper School students are encouraged to embark upon long-range projects, which utilize their skills. An understanding of the cultural and historical significance for the music is fostered. Performance becomes a vehicle for developing self-expression and self-esteem. Musical problem solving provides opportunity for additional growth and inquiry. Increased interface with music technology promotes technical awareness critical to modern music production. Focus upon individual technical skills is the result of understanding the broader goals of group.</p>	<p>Students listen to, play and write music that links them to contemporary society and helps them answer deeper “big picture” questions. Study of the cultural and historical significance of music is emphasized, as is performance to foster true engagement. Artistic process of Inspiration, Imitation, and Limitation leading to Realization. Impact is utilized on both <i>personal</i> and <i>transpersonal</i> levels. Students are encouraged to integrate and develop into artists with deep feeling and perspective. Performance as a vehicle of sharing, expression and giving is required.</p>

TELLURIDE MOUNTAIN SCHOOL
Scope and Sequence

Spanish
Lower School

First Grade	Second Grade	Third Grade	Fourth Grade
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

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 quincienra, 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.

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence

Spanish
Upper School

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Language acquisition evolves with an increased vocabulary and complex sentence structures. Descriptions of places, chores and errands, getting around a new town or city through asking directions, learning to give directions; essays increase in complexity and length; formal and informal commands compared and learned; present progressive, simple past and preterit tenses; indirect object pronouns; Spanish for travel is discussed.	Language acquisition continues with more focus on listening and speaking in Spanish. Negative expressions, demonstrative adjectives, and double object pronouns; imperfect verb tense; imperfect vs. preterit; describing memories, describing future actions, and talking about the news; Indigenous people of Latin America and issues concerning Latin America expand cultural awareness.	Language acquisition continues with more focus on listening and speaking in Spanish. Read and discuss stories in Spanish; expression of feelings in the subjunctive, future and conditional tenses; expressing oneself, saying what you used to enjoy, expressing interest, expressing displeasure, and invitations; Latin American authors and views are explored.	Language acquisition continues with more focus on listening and speaking in Spanish. Reading and listening to current events; the history of Spain and Spanish culture; indefinite expressions, more uses of the subjunctive, and more than one verb tense in a sentence or thought process

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence

Experiential Education

First/Second Grade	Third/Fourth Grade	Fifth/Sixth Grade
<p>Outdoor Education: Fall trips feature single day field trips to explore natural resources, including local ecosystems, organic farms, historic mining sites, and places of natural beauty. Activities include hiking, gardening, and canoeing. Winter activities include downhill and cross-country skiing and ice-skating with the Winter Sports Program. Spring trips include hiking and guided river-rafting experiences. Instruction includes intro to mountain ecology, map concepts, basic leave-no-trace camping skills, teamwork, and paddling and basic water safety skills.</p> <p>Service Learning: First and second graders develop a service orientation through in-house and local activities, such as clean-up and recycling projects and an occasional newsletter on healthy living and care of the environment.</p> <p>Experiential Trips: Spring trips feature two to three day regional excursions based on classroom studies in social studies and science, including a study of the Anasazi and dinosaurs. Trips include outdoor education and, where practical, service learning components. Students complete research activities, participate in hands-on learning activities at school and in the field, and complete their studies with research projects and presentations to the school community.</p>	<p>Outdoor Education: Fall trips feature three-day field trips in the mountain or desert environment and day trips to explore local ecosystems, including the San Miguel watershed. Winter activities include downhill and cross-country skiing and ice-skating with the Winter Sports Program. Spring trips include four-day excursions to desert and high plains destinations with camping, hiking, and guided river-rafting activities. Trips include outdoor skills instruction, such as an intro to first aid, route-finding, map and compass skills, weather interpretation, water safety, paddling skills, leave-no-trace camping skills, selection of gear for outdoor activities, and food selection and preparation for the field.</p> <p>Service Learning: Experiential trips include service components such as volunteering in a community organic garden, maintaining outdoor facilities, and assisting with weed eradication programs.</p> <p>Experiential Trips: Spring trips feature three to four day trips based on science or social studies, including a study of the history of the American West, and of desert geology, ecosystems, and water. Trips include outdoor education and service learning components. Students complete research activities, participate in hands-on learning activities at school and in the field, and complete their studies with research projects and presentations to the school community.</p>	<p>Outdoor Education: Fall trips feature three to five day field trips to desert, river, or mountain destinations with activities from backpacking to river running. Winter activities include downhill skiing or snowboarding, cross-country skiing, snowshoeing, and ice-skating with the Winter Sports Program. Spring trips include desert, mountain, or ocean destinations. Skills include preparing for a multi-day backpacking trip, backcountry camping skills, water safety, basic snorkeling skills, map and compass skills, weather interpretation, route-finding, selection and maintenance of gear for outdoor activities, and food selection and preparation for the field.</p> <p>Service Learning Experiential trips include service components such as preparing food in a foodbank and working in a garden and in the classrooms at a school for severely handicapped Navajo children.</p> <p>Experiential Trips Spring trips feature a five to six day extended excursion in the regional Southwest or continental US with curriculum based on classroom studies in multiculturalism or marine biology. Trips include outdoor education and service learning components. Students complete research activities, participate in active or hands-on learning activities at school and in the field, and complete their studies with research projects and presentations to the school community.</p>

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence

Experiential Education

Seventh/Eighth Grade	High School
<p>Outdoor Education: Fall trips feature a week-long intensive camping experience in one of three major ecosystems of the area: the mountains, the desert, or the rivers and canyons. Students engage in trip detailing issues of regional biology, geology, natural history and anthropology. Winter activities include alpine skiing or snowboarding, Nordic skiing, telemark skiing, snowshoeing, ice-skating, winter camping and snow safety training with the Winter Sports Program. Spring trips based on classroom studies are typically one to two weeks in length and include hiking, snorkeling, and guided river running activities. Outdoor skills include <i>leave no trace</i> camping, site selection, tent set-up, and low impact principles, preparing for a multi-day backpacking trip, backcountry camping skills, water safety, basic snorkeling skills, map and compass skills, weather interpretation, route-finding, selection and maintenance of gear for outdoor activities, and food selection and preparation for the field.</p> <p>Service Learning: Seventh and eighth graders train and volunteer with the Telluride Adaptive Sports Program to assist handicapped skiers and perform trail-building and campsite maintenance for the BLM during outdoor education trips. Experiential trips include service components, including volunteering in schools or in clean-up or maintenance initiatives, wherever practical.</p> <p>Experiential Trips: Spring trips feature a seven to fourteen-day excursion to national destinations as experiential extensions of the science or humanities curriculum. Students complete inquiry-based field research, participate in active hands-on-learning activities, engage in service-learning opportunities, and complete their studies with research projects and accompanying presentations to the school community.</p>	<p>Outdoor Education: Fall trips feature a week-long intensive outdoor experience in one of three major ecosystems of the area: the mountains, the desert, or the rivers and canyons. Students engage in a skills-based trip developing abilities for a range of outdoor pursuits, including backpacking, canyoneering, caving, biking, climbing, and mountaineering. Winter activities include alpine skiing or snowboarding, Nordic skiing, telemark skiing, snowshoeing, ice-skating, ice climbing, winter camping, backcountry travel and snow safety training with the Winter Sports Program. Spring trips are typically two to three weeks in length and may include outdoor activities such as high mountain trekking or river running. Outdoor skills include <i>leave no trace</i> camping, site selection, tent set-up, and low impact principles, preparing for a multi-day backpacking trip, backcountry camping skills, caving, rock-climbing procedures, paddling skills, water safety, basic snorkeling skills, map and compass skills, weather interpretation, route-finding, selection and maintenance of gear for outdoor activities, and food selection and preparation for the field.</p> <p>Service Learning: Experiential trips include service components, such as volunteering with national and international humanitarian and relief organizations and providing service in remote, disaster, or third world settings.</p> <p>Experiential Trips: Spring trips feature 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 global citizenship and stewardship. There is a focus on development of language and communication skills, team building, and group-based problem solving. The trips are designed as national and international in-depth service learning experiences, based on inquiry and research done prior to the trip in the classroom. The trips become increasingly individualized as the student moves towards graduation, with each student eventually being asked to design, fund, present, and defend his/her own learning in a type of “living lab”.</p>

TELLURIDE MOUNTAIN SCHOOL
Scope and Sequence

P.E./Winter Sports
Lower School

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

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence

P.E./Winter Sports

Intermediate School

Fifth/Sixth Grade P.E.	Fifth/Sixth Grade Ski P.E.	Seventh/Eighth Grade P.E.	Seventh/Eighth Grade Ski P.E.
<p>Focus is on developing strategies and general fitness to improve athletic abilities; sound work ethic and sportsmanship are expected; students play sports such as soccer, ultimate frisbee, dodgeball and track; emphasis shifts to physical training aspects of becoming successful athletes; students use the concepts and skills of heart rate monitoring, yoga, breathing, endurance, and goal setting</p>	<p>At this stage, the WSP programs are geared towards accommodating the needs of recreational skier through the aspiring Olympic competitor; students apply the basic skills, such as the athletic stance into turn shape drills using brushes and stubby gates. freestyle skiing and snowboarding are introduced which again requires the application of basic skills. Competitive activities are given an introduction to dryland training, technical and tactical competencies, nutrition, psychological objectives. Participation is expanded to three days a week with optional weekend participation.</p> <p>Focus in this phase is placed on creating an environment in which all students will be challenged to put forth their best effort and achieve their personal goals. Mountain etiquette is modeled and practiced at all times.</p>	<p>Focus is on developing strategies and general fitness to improve athletic abilities; work ethic and sportsmanship are expected and graded; students play sports such as soccer, ultimate frisbee, dodgeball and track; emphasis shifts to physical training aspects of becoming successful athletes; students use the concepts and skills of heart rate monitoring, yoga, breathing, endurance, and goal setting</p>	<p>Students are coached at their level at this phase.</p> <p>Basic skills and just having a good time on snow is the focus for some student athletes. Advancing technical skills in alpine, freestyle and snowboarding is the focus of most students. Competitive athletes cover, in depth, a wide variety of activities and progressions including: dryland training, technical and tactical competencies, application of nutritional awareness and psychological objectives. Focus in this phase is placed on creating an environment in which all students will be challenged to put forth their best effort and achieve their personal goals. Mountain etiquette is modeled and practiced at all times.</p>

TELLURIDE MOUNTAIN SCHOOL

Scope and Sequence

P.E./ Winter Sports

Upper School

Ninth/Tenth Grade P.E.	Ninth/Tenth Grade Ski PE	Eleventh/ Twelfth Grade P.E.	Eleventh/ Twelfth Grade Ski P.E.
<p>Focus is on encouraging athleticism for success in a variety of lifetime sports such as soccer, ultimate frisbee, and others chosen by the students; emphasis shifts to physical training aspects of becoming successful athletes to improve flexibility, strength, agility, and endurance; conditioning includes distance running, sprinting drills, and strength building exercises</p>	<p>Students are coached at their level at this phase. Basic skills and just having a good time on snow is the focus for some student athletes. Advancing technical skills in Alpine, freestyle and snowboarding is the focus of most students. Competitive athletes cover, in depth, skill progressions including: dryland training, technical and tactical competencies, nutritional awareness, increased mental preparation, video analysis, and recovery time. Focus in this phase is placed on creating an environment in which all students will be challenged to put forth their best effort and achieve their personal goals. Mountain etiquette is modeled and practiced at all times.</p>	<p>Focus is on encouraging athleticism for success in a variety of lifetime sports such as soccer, ultimate frisbee, and others chosen by the students; emphasis shifts to physical training aspects of becoming successful athletes to improve flexibility, strength, agility, and endurance; conditioning includes distance running, sprinting drills, and strength building exercises</p>	<p>Students are coached at their level at this phase. Basic skills and just having a good time on snow is the focus for some student athletes. Advancing technical skills in Alpine, freestyle and snowboarding is the focus of most students. Competitive athletes cover, in depth, skill progressions including: dryland training, technical and tactical competencies, nutritional awareness, increased mental preparation, video analysis, and recovery time. Focus in this phase is placed on creating an environment in which all students will be challenged to put forth their best effort and achieve their personal goals. Mountain etiquette is modeled and practiced at all times.</p>

Technology
Intermediate School

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
<p>WPM goal: 25; demonstrate respect for technology resources; select appropriate technology resources (or none at all) to solve a problem or complete a task; effectively seek out information on internet from a variety of sources; introduce basic <i>PowerPoint</i> functionality; advance photo editing skills; develop advanced word-processing skills (MS <i>Word</i>); collaborate on group projects using computing resources</p>	<p>WPM goal: 30; demonstrate respect for technology resources; select appropriate technology resources (or none at all) to solve a problem or complete a task; discriminate between valid and unsound information sources; compile and organize research notes from a variety of sources; create complementary <i>PowerPoint</i> presentations; develop advanced word-processing skills (MS <i>Word</i>); collaborate on projects using computing resources;</p>	<p>WPM goal: 35; demonstrate respect for technology resources; select appropriate technology resources (or none at all) to solve a problem or complete a task; develop advanced word-processing skills (MS <i>Word</i>); hone presentation skills using various media and tools; introduce website creation and publication skills; troubleshoot and solve technical problems as they arise</p>	<p>WPM goal: 40; demonstrate respect for technology resources; import and manipulate studio art pieces in <i>Photoshop</i>; create and maintain a digital portfolio that transcends disciplines; carry out advanced research projects drawing on a variety of sources and efficiently organizing notes digitally; hone presentation skills using various media and tools; create websites that use advanced techniques and software</p>

TELLURIDE MOUNTAIN SCHOOL
Scope and Sequence

Technology
Upper School

Eleventh Grade	Twelfth Grade
WPM goal: 50+; demonstrate respect for technology resources; Learn advanced computing skills to increase productivity; create multimedia presentations with Explore emerging technologies in the context of their roles in and impacts on society; use web-based technologies to publish original works; consider historical technological advancements in the greater context of human civilization; visualize and carry out a year- or semester-long project incorporating various disciplines which forces the student to independently seek out and gain knowledge of a new technology	WPM goal: 60+; demonstrate respect for technology resources; Learn advanced computing skills to increase productivity; visualize and carry out a year- or semester-long project incorporating various disciplines which forces the student to independently seek out and gain knowledge of a new technology; develop advanced research skills in preparation for higher education; publish and/or distribute original works using a variety of appropriate technologies