

# CURRICULUM GUIDE

PREPARING STUDENTS FOR AN  
EXTRAORDINARY LIFE.



Colorado Rocky Mountain School  
*Carbondale, CO*



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*The contents of this publication are subject to change without notice.*



## *A Comprehensive Curriculum*

Colorado Rocky Mountain School's programs emphasize engagement, depth, and academic rigor. They engage students not only in the mastery of an endeavor, but in concrete and compassionate exploration of knowledge. **All curricular aspects inform character development—in particular, the core values of respect, responsibility, and excellence—through awareness, attitude, and action.**

Our balanced curriculum of challenging college-preparatory courses, wilderness education, and service learning, in a 300-plus-acre residential setting in the heart of the Rocky Mountains, teaches students to think and act critically, creatively, collaboratively, and ethically. Colorado Rocky Mountain School students develop the resolve necessary to succeed in college and to pursue a life of service and personal fulfillment.

With small class sizes and a student-to-faculty ratio of 5:1, Colorado Rocky Mountain School believes that relationships are the foundation on which scholarship is built. Our school values provide the framework within which all learning takes place.

Colorado Rocky Mountain School's potent combination of academics, outdoor activities, and service work helps to create confident, engaged young people with a global awareness and a local spirit.



## Academic Requirements for Graduation

In order to graduate from Colorado Rocky Mountain School, students must earn a minimum of 20 total credits during 9th through 12th grade. One credit is earned for each full-year course (semester-long electives earn one-half credit). Students must enroll in a minimum of five courses per year. Most students take six courses and those taking 7 must have approval from the Academic Dean. While students must meet all departmental requirements, they are strongly encouraged to exceed 20 credits to enhance their college-admission prospects.

Students are expected to pursue a challenging course of study across the curriculum. Most CRMS students take four credits in each discipline: English, history, math, language, science and art. Computer science courses can be applied toward math or science requirements. We offer several Advanced Placement courses. Additionally, students may choose to independently study for AP exams to demonstrate proficiency in courses that are not AP-designated.

*For a more detailed description of academic requirements, please see the Family Handbook.*

**ENGLISH** Four years required, including American Literature or AP Language & Composition

**MODERN LANGUAGE** Two years required, three years strongly recommended

**MATHEMATICS** Three years are required, through Algebra 2 at a minimum. 4 years recommended

**FINE ARTS** One year required, Arts Survey required for freshmen

**HISTORY** Three years required, including US History or AP US History

**COMPUTER SCIENCE** Elective. May apply toward science or mathematics credit as appropriate

**SCIENCE** Three years required, including Biology and Chemistry



## Typical Program of Study

### Freshman

<b>ENGLISH</b>	English 9: World Literature
<b>HISTORY</b>	History 9: World Geography
<b>MATHEMATICS</b>	Algebra 1, Geometry or Algebra 2
<b>SCIENCE</b>	Biology
<b>MODERN LANGUAGE</b>	Spanish I, II or III
<b>FINE ARTS</b>	Arts Survey

### Sophomore

<b>ENGLISH</b>	English 10: Literature of the Western World or honors level
<b>HISTORY</b>	History 10: History of the Western World or honors level
<b>MATHEMATICS</b>	Geometry, Algebra 2 or Precalculus
<b>SCIENCE</b>	Chemistry
<b>MODERN LANGUAGE</b>	Spanish II, III or IV
<b>ELECTIVES</b>	Fine Arts – Ceramics, Drawing and Painting, Graphic Design, Music, Photography, Silversmithing, Videography; Computer Science – 3D Game Design, Robotics, Computer Programming

### Junior

<b>ENGLISH</b>	English 11: American Literature or AP Literature & Composition
<b>HISTORY</b>	History 11: American History or AP US History
<b>MATHEMATICS</b>	Algebra 2, Precalculus, AP Calculus AB/BC
<b>SCIENCE</b>	Chemistry, Geology, Physics, or AP Environmental Science
<b>MODERN LANGUAGE</b>	Spanish III, IV or Advanced Spanish
<b>ELECTIVES</b>	see above
<b>COLLEGE COUNSELING</b>	Second semester weekly meetings with College Counselor and test prep

### Senior

<b>ENGLISH</b>	Senior English
<b>HISTORY</b>	Senior History (two semester-long courses include Geopolitical Studies, Eastern Philosophy or Western Philosophy)
<b>MATHEMATICS</b>	Precalculus, AP Calculus AB/BC, Multivariable Calculus
<b>SCIENCE</b>	Geology, Physics, or AP Environmental Science
<b>MODERN LANGUAGE</b>	Spanish IV or Advanced Spanish
<b>ELECTIVES</b>	see above
<b>COLLEGE COUNSELING</b>	Required during Fall Semester



# *The Academic Curriculum*

Colorado Rocky Mountain School is a college-preparatory school dedicated to providing a challenging liberal arts education, with a focus on engaging, experiential learning opportunities. Our curriculum is sequenced to give students a firm foundation in core skills and to illuminate interdisciplinary connections. Maintaining a small student-teacher ratio and encouraging a student-centered approach allows us to pay individual attention to all students.

## *Daily Schedule Attributes*

The daily schedule consists of an academic day (8:15 a.m. to 2:55 p.m.), an active afternoon (3:00 to 5:00 p.m.), with residential obligations in the evenings. Our academic schedule is composed of seven periods, with students carrying five to seven classes. Academic periods range from 45 to 70 minutes. Longer blocks of time in our schedule permit experiential-education opportunities, including lab work, field trips, films, presentations, and more.

The Active programs occur after the completion of academic classes. Students participate in a sport on or off campus two days a week, and on a service crew two days a week. Active assignments change with each quarter. Beginning after Thanksgiving break and through third quarter, students ski on Tuesdays and Thursday afternoons starting at 12:30.

Household and dorm jobs and weekly advisory meetings take place during selected periods throughout the week, with dorm study occurring from 7:45 to 9:45 p.m. five evenings a week.

## *Academic Services*

### **Freshman Year**

In recognition of the adaptation new students must make to the Colorado Rocky Mountain School environment, the school provides intentional programming that prepares and supports 9th graders for new challenges introduced by our college-preparatory residential program. Freshman year at Colorado Rocky Mountain School features a team of teachers specifically focused on the 9th grade class who work together to help students build performance and moral character. These teachers oversee an interdisciplinary, values-based curriculum that emphasizes collaboration and responsibility in both the classroom and community. One shared attribute of freshman year is Freshman Seminar, which is integrated with other freshman-core subjects and features topics such as self-esteem, diversity, physical health, human sexuality, drug and alcohol awareness, and study skills.

### **Study**

Colorado Rocky Mountain School students typically average 1-2 hours of homework per evening. As part of our approach to college preparation, we expect students to budget their free time during the day in such a way that allows them to complete several assignments before evening study begins.

Students who need a study hall are given this structured time based on their average grade. Evening study takes place for all boarding students Sunday through Thursday from 7:45 to 9:45 p.m. During study time, students are encouraged to manage their time and utilize effective study skills.



## *The Academic Curriculum*

### **Extra Help and Tutoring**

In Colorado Rocky Mountain School's residential environment, faculty are readily available to help students understand course material and reach their full academic potential. Students who have questions about classwork or who otherwise need additional support should seek out their teachers during free periods, lunch, evening study, or other unscheduled time.

Colorado Rocky Mountain School has a full-time Learning Specialist and an Instructional Support teacher who will provide study-skills training and academic support and coordinate any additional tutoring. All students are welcome to join peer-tutoring sessions during evening study.

### **International Students**

Bringing students together from around the world keeps our campus diverse. Discovering differences and commonalities among cultures adds depth and breadth to our daily lives. At Colorado Rocky Mountain School, we believe that maintaining a multicultural campus provides students with the knowledge and experience to function in a global society.

International students compose 20 percent of the student body and are supported by Colorado Rocky Mountain School's International Student Support Program. The school year begins with an orientation week designed to help students acclimate to their new environment and learn about the school and its policies. During this week, students also meet with their advisors and administrators, who help to provide emotional and logistical support throughout the school year.

The goal of the International Student Support Program is to graduate students who are equipped to enter an American college or university with little or no supplementary English-language support, and to prepare students to succeed on the SAT and TOEFL college-aptitude tests. The English for Speakers of Other Languages (ESOL) curriculum is designed to prepare students for mainstream academic study at Colorado Rocky Mountain School. In ESOL English and history classes, first-year international students focus on reading, writing, pronunciation, research and presentation skills, and other core traits that form a vital foundation for a US college-preparatory education. At the advanced level, ESOL Advanced Western World Literature and ESOL Advanced Western World History classes help smooth students' transition into upper-level English and history courses.

International students also benefit from special advising from the International Program Director and individual advisors. English and modern-language requirements are adjusted to meet the individual needs of our international students. Evening homework coaching is also provided in our Academic Support Program.



# *The Academic Curriculum*

## ***Research and Support***

### **Library Learning Center**

Colorado Rocky Mountain School maintains an excellent library designed to teach 21st Century information literacy skills and provide an atmosphere conducive to focused and independent or collaborative study. A librarian is available to help individual students use the library and to assist classes. The library contains 14,000 volumes of reference, nonfiction and fiction books, and subscriptions to 30 magazines and newspapers. The library offers access to a number of excellent online databases and an interlibrary loan service. Information literacy skills are integrated into the academic curriculum, with the librarian and teachers coordinating assignments.

The Library Learning Center provides a welcoming, academically focused space for students to work independently or in a group setting.

### **Student / Parent Online Portal**

All Colorado Rocky Mountain School students and parents are given passwords that allow them to access our online learning management system. Parents and students have access to current schedules, assignments, attendance and grades.

### **Computer Lab**

Computer-proficiency skills are integrated into the Colorado Rocky Mountain School academic and active curricula. The computer lab is open for use during the school day and on weekends, and a wireless network provides Internet connections throughout the campus. Students are given a Colorado Rocky Mountain School email account to facilitate communication with teachers and other students. Students must adhere to the school's Acceptable-Use Policy regarding computers. All students are required to have a laptop computer.

### **Grading and Reports**

Colorado Rocky Mountain School adheres to a 100-percentage-point grading scale, with colleges receiving grades translated into a traditional A-F, plus/minus format.

In addition to the traditional grades, students receive recognition-survey scores on their grade reports in all Colorado Rocky Mountain School program areas: academic, active, and community life. The Recognition System goes beyond traditional academic benchmarks to recognize students for sustained effort, growth, personal responsibility, and positive contributions to the school community. Students are evaluated in five areas: self-regulation; perseverance; optimism; social intelligence and curiosity. Students who excel in these habits are recognized for their capacity to take on more responsibility, while additional support is provided for students for whom these habits are still developing.

Four times a year, teachers write anecdotal reports regarding each student's work, with grades and recognition scores reported quarterly. Quarter, semester, exam, and year-end grades are recorded on these comprehensive report cards.

### **Honor Roll**

Students earning a grade average of 87-92 percent, with no recognition-survey score below 25, are placed on the honor roll. Students earning a grade average of 93 percent or better, with no recognition-survey score below 25, are placed on the high honor roll.

### **Recognition and Awards**

Colorado Rocky Mountain School's recognition survey system (as detailed in "Grading and Reports") is built on the concept of equal opportunity for recognition, meaning that the highest level of achievement can, with hard work and effort, be achieved by all students. Colorado Rocky Mountain School recognizes engagement in all program areas by awarding students Holden



# *The Academic Curriculum*

Citizen, or Colorado Rocky Mountain School Citizen status.

At the end of each year, awards are given to two students from each grade level; one student is chosen to receive the Academic Excellence Award and one to receive the Community Award. The Academic Award acknowledges students who have achieved the highest standard of excellence in the classroom, have studied with intensity, have motivated self and others, and have genuinely celebrated learning. The Community Award recognizes students for their responsibility beyond themselves, for their willingness to work for the benefit of all, and for the legacy that endures as a result of their effort.

## **Summer Reading**

All new and returning students are required to read selected books during the summer months. These texts are woven into humanities coursework during the school year. AP students should expect additional summer assignments.

## **Senior Project**

Senior Project is an integral component of a student's final year at Colorado Rocky Mountain School requiring students to exercise self-reliance and responsibility. This independent three-week project away from school and home forms an important aspect of the transition from the school community to the world beyond. Successful completion of the project is a Colorado Rocky Mountain School graduation requirement.

Students identify and support areas of passion by interning under a master or employer or volunteering their time and service by giving back to a community or organization. Upon their return to campus, seniors present their real-world learning experiences to peers, family, and a jury comprised of students and faculty. Both the quality of the project completed and an oral presentation (a key opportunity to exhibit public-speaking skills) are evaluated, as is a reflective essay designed to help students chronicle their expectations and learning.

Planning Senior Projects can be an exciting and thought-provoking process. Students officially begin this process the fourth quarter of their junior year and are encouraged to further explore this opportunity with their parents over the summer prior to returning to school. Throughout the senior year there is dedicated and structured time to ensure they move their project forward until it is time to embark.

## **Recent Senior Projects include:**

- Internship with Colorado Gubernatorial candidate, Mike Johnston
- Mission Wolf organization volunteer
- Marine reef conservation in Belize
- Architectural firm internship in Colorado
- Environmental research at the Smithsonian in Washington, DC
- Urban gardening in San Francisco

Arranging and planning for the apprenticeship should be a joint venture between parents and student. We encourage individual efforts in establishing a viable project but at times a helping hand is needed, especially when it comes to making housing arrangements.

## **Student Led Conferences**

Students participate in Student-Led-Conferences in the fall and spring of each year. Student-Led Conferences support transference of learning by providing space for self-reflection. During the conference students are given agency to articulate their learning as it has taken place in the past year through the academic, community life and active programs. Students own their accomplishments as well as the solutions for surmounting obstacles as they set and meet goal. Through these conferences we strive to help students find their voice as intentional learners with a mindset toward personal growth.

## Course Descriptions

### English Department

The English Department at Colorado Rocky Mountain School concerns itself with the essentials of college preparation: reading comprehension, vocabulary building, and analytical writing. Courses in English offer varied experiences in reading and writing exercises, with an overall goal of the students' complete engagement with the texts. At the same time, values are taught through literature, and students graduate with the background and skill level that colleges expect.

We want our students to graduate with sophisticated writing skills. Students begin in the 9th grade learning sentence and paragraph structures, practicing various forms of writing, and they proceed to the full development of the thesis statement and formation of the critical essay in the 10th grade. As juniors, students hone their essay-writing skills and spend a significant portion of their year refining a major research paper. In the senior year, students refine the skills of expository writing and ultimately achieve much more independent responses to the literature they read. Library-research and public-speaking skills are also emphasized in each year of English. The 9th, 10th, and 11th grade English and history teachers collaborate to teach core interdisciplinary themes.

#### English 9: World Literature

This course is designed to challenge students to become more dynamic readers of the texts they encounter and help them begin to master the skills and conventions necessary to fulfill a variety of academic tasks. The course addresses both expository writing and literary analysis. Revision is a critical component of each assignment, and students are asked not only

to edit drafts for sentence-level clarity but also to rework holistic features of their essay, including development, organizational strategy, and focus.

The course also provides an overview of literary genres. Short fiction, drama, and the novel form are considered. Students read cross-culturally in a variety of genres and are introduced to some of the basic concepts of literary analysis (the significance of character development, the use of figurative language, etc.). Additionally, this course is closely aligned with the thematic units from World Geography and utilizes non-Western texts to bring student focus to the global issues we all face. Texts may include: *The Alchemist*, *Persepolis 1 and 2*, *A Long Way Gone*, *The Translator*, *Krik? Krak!*, *Palestine*, and *Fahrenheit 451*.

#### English 10: Western World Literature

The stories we hear and pass along serve to form our view of the world. The Western World has been shaped by oral traditions, myths, Greek plays, epic poems, heroes, villains, tragedies, comedies, and many, many other elements and archetypes of literature. Our course begins with the various creation myths in Western literature and then proceeds to examine the stories of some of the more famous characters in the literary canon: Achilles and the Greeks; Odysseus; Antigone; Beowulf and Grendel; Chaucer's medieval travelers; Othello and Desdemona; Candide; Frankenstein's Monster; etc. Instead of simply reading ancient texts by themselves, we'll look at contemporary examples of the characters, themes, and ideas that are found in these seminal stories and show how they continue to shape our perception of the world around us. Challenging reading and lively discussion/debate is a staple of this class, as is a close attention to crafting beautiful, clear, and logical writing.



## Course Descriptions

### Honors English 10: Western World Literature

This course is an intellectual extension of the regular WWL class. The Honors section demands that students interact with the same content in a more rigorous and sophisticated manner. For example, this may mean that honors students will be asked to explore a given text further by reading an additional translation or commentary and synthesizing the ideas of the secondary reading into an analysis of the original given text. Honors students are assessed using higher expectations for participation, written work, reading comprehension, and general complexity of ideas. Ultimately, students in the honors section can expect to occasionally read and write more than their regular class counterparts, but, more importantly, they will be consistently called upon to produce high quality, thoughtful, and considered commentary in class and on homework.

### English 11: American Literature

This course for juniors explores the depth and breadth of American literature. Designed to be thematically aligned with the American History curriculum, students will read texts that follow four main themes: American Native, American Ideas, American Other, and American World. In each case, the text selection reflects both the variety of American writing and its progression as a coherent body of work. Students are expected to write frequently, both in class and out, in the form of short-response papers and longer essays. This course emphasizes thesis generation and support, argumentation, and an introduction to critical research. Texts may include: *Fools Crow*, *Walden*, *Lone Ranger* and *Tonto Fistfight in Heaven*, *The Sun Also Rises*, *Grapes of Wrath*, *One Flew Over the Cuckoo's Nest*, and supplemental short fiction and poetry.

### AP Language & Composition

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in both fiction and non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. The texts that students read and analyze are drawn primarily from American literature. Students enrolled in AP English Language and Composition are required to take the AP exam in May. GPA is weighted.

### English 12: Literary Genre and Voice

Literature, Creative Writing and Composition is a year-long course divided into four thematic units built around the following anchor texts: *Educated* by Tara Westover, *Hamlet* by William Shakespeare, *Master and Margarita* by Mikhail Bulgakov and *A Visit from the Goon Squad*, by Jennifer Egan. The course will offer a robust, literary-intensive experience that aligns with your senior year's pre-collegiate schedule and compliments the senior year humanities curriculum. The primary purpose of the course is to demonstrate that words on a page are animate, are as intimate and revealing as any physical human presence. The course will include a creative writing emphasis or a poetry emphasis, depending on student choice.

## Course Descriptions

### *History Department*

The History Department emphasizes a thematic approach to the study of history. We see history not solely as a continuum of time but also as a continuum of competing and complementary narratives. We emphasize the way history inculcates various ideologies and belief systems into the current panoply of the human experience. In many ways, history can be seen as ongoing creation myths, which inform people's actions and reactions within today's global dynamic.

The study of history teaches vital skills necessary for an enlightened and educated individual, such as precise analytical thinking, an awareness of bias and reductive reasoning, a contemplation of value and morality, and the ability to write specifically and persuasively on such contemplative matters. World Geography (9th grade) provides a values-based platform in which students are asked to reflect upon world events in a personal yet informed manner. History of the Western World (10th grade) provides the historical backdrop to elements of what can be considered part of modern history's ancestry. Students are exposed to the historical interplay that exists between philosophical thought and human action. US History (11th grade) is taught through a series of divided thematic units. The class emphasizes such themes and outcomes inherent to the study of colonization, political discourse and discontent, the tribunals of war, and media empowerment and disenchantment. This course includes an interdisciplinary research paper written in conjunction with the American Literature class. The 9th, 10th, and 11th grade history courses share interdisciplinary themes with their English counterparts. The 12th grade (senior history electives) then addresses a culmination of all these skills in various adaptive forms.

The art of discussion among students, as opposed to a question-and-answer format, is the methodological approach of history teachers at Colorado Rocky Mountain School. In addition, emphasis is placed on the following core skills: reading, retention, crafting, and expression. Ultimately, these skills demand an active and dynamic partnership between teacher and student, between thought and delivery, between inquiry and result.

#### **History 9: World Geography**

This course is an introduction to global issues, providing students with a geographic approach that enables them to better understand the relationships between people and the environment. We examine world problems, conflicts, the unequal distribution of wealth and power, environmental concerns, and the locations and distribution of these issues, as well as relevant cultural components.

#### **History 10: Western World History**

This course tackles the essential question, "How do we solve the current crises in the world as positively as possible based on historical example?" We use the Western historical and philosophical tradition to address this question. The first semester is spent examining historiography and crisis. The class studies the Maya Collapse, the French Revolution, the Haitian Revolution, and the current health crisis in Haiti. The second semester looks at values and what constitutes a worthwhile and morally defensible "Good Life." Content focuses on Ancient Athens, the Roman Empire, and the European Enlightenment. As a final project, students choose an area of interest and then engage themselves in living their values through action.





## Course Descriptions

### Honors History 10: Western World History

This is an option for exceptionally dedicated students who want more challenge and the chance to stretch themselves. In choosing this course, students commit to a more rigorous class. The demands will be greater and so will the rewards. This is a great choice for students who like to ponder big questions, tackle tough reading, and push themselves. This course will follow the basic outline of the regular 10th grade curriculum at a deeper and more intense level. Honors students will have more difficult reading, more challenging assessments, and have higher standards for completed work.

### History 11: US History

Colorado Rocky Mountain School's US History course requires students to evaluate historical narrative through the lens of competing texts, events, and interpretive outcomes. Fundamental to the US history course is the idea of narrative, which is an elastic and often changing storyline that continually informs current perceptions and actions. The class is engaged in round-table discussions, multimedia presentations, extensive writing assignments, and online interactions in order to best grapple with the subject and its meaning. Reading and writing are the primary skills developed throughout this course and are fundamental to the success of each student. The culminating project is an interdisciplinary research and thesis-driven paper divided into three sections: a literary analysis based on a piece of fiction, an historical analysis of the literary thesis, and a contemporary analysis based on both research and interviews conducted by students with individuals extremely knowledgeable in some aspect of the student's chosen topic. The fundamental goals of the paper are to underscore the interdisciplinary element inherent in the study of humanities, to teach and hone research skills, and to best convey precise analysis within an engaging and mechanically sound narrative.

### AP US History

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. AP U.S. History will thus develop in students the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Teacher will contact you regarding required summer reading. Students enrolled in AP U.S. History are required to take the AP exam in May. GPA is weighted.

### Senior History

Seniors may choose from semester-long courses.

### Geopolitical Studies

Geopol will examine significant international and domestic geopolitical situations. A geographic approach enables students to clarify their views and participate in complex issues with a sense of power. We study numerous geopolitical issues from the drug wars in Columbia to other foreign policy decisions made by the United States in the past 40 years. Essays and video interviews with terrorists and soldiers reveal insights into the origins of conflicts from the Middle East to Africa to America. Domestic issues will include an examination of the racial landscape in America. Interviews with gang members and police officers offer profound insights into our views on race as we explore Affirmative Action and local racism. We will also look at the distribution of wealth in America and the critical economic and political issues. Renowned



## Course Descriptions

authors like Hanna Arendt, Yevtushenko, Martin Luther King, Machiavelli, and Camus provide abundant grist for enthusiastic conversations and papers. In Geopolitical Studies, students debate, discuss, speak, and write as they clarify their views about critical issues. The University of Colorado will recognize Geopolitical Studies for 3 semester hours of credit in history; students interested in this option must contact the university prior to the start of the course.

### **Philosophy and Religion: The Eastern Tradition**

The class often starts with an inquiry into the importance of heterogeneity and diversity of religions and philosophic expression and then goes on to focus on the major religious and philosophic traditions and paths of Eastern peoples: Buddhism, Hinduism, Taoism, Confucianism, and Islam. The semester ends with a study of modern philosophic issues and problems that belong to both the Eastern and Western worlds. Readings that support this inquiry come from the primary pieces of sacred literature and philosophy that belong to these traditions as well as selected secondary materials.

### **Philosophy & Religion: The Western Tradition**

The class often starts with an inquiry into the realm of faith and thought, and continues through the major philosophical periods starting with the ancient Greeks and ending with the ideas, concepts, and problems that are germane to the modern world. Readings that support this inquiry come from primary philosophical literature, novels, short stories, essays, theater pieces, and selected secondary materials.

## *Spanish Language Department*

The focus of the Spanish Language Department at Colorado Rocky Mountain School is twofold: to teach students to use the language they study and to broaden their understanding of the Spanish-speaking cultures in our valley and around the world. For these reasons, all language students at Colorado Rocky Mountain School study the Spanish language. Our goal is to develop students who are proficient in speaking Spanish so they can apply this skill through community involvement. Because we focus only on Spanish, we are better able to make use of the language and cultural resources available. For example, Colorado Rocky Mountain School students collaborate with Spanish-speaking students in the Roaring Fork Valley, hear from guest speakers about subjects relevant to international and local Spanish-speaking cultures, experience language-immersion homestays during Interim, and participate in service-learning using the Spanish language in their Senior Project. Through these and other language-based experiences, students are exposed not only to the grammatical structure of Spanish but to the literary and cultural aspects of the language as well. In class, students practice their Spanish skills in a variety of formats: listening, speaking, reading, and writing. Classes are conducted almost entirely in Spanish and students are consistently asked to participate orally.

A minimum of two years study in the same language is required for graduation. Students transferring into Colorado Rocky Mountain School during their senior year may be provided with alternate means for meeting this requirement by the Academic Dean.



## Course Descriptions

### **Spanish I Introductory Spanish / Español I Introducción al español**

In this course, students are introduced to the Spanish language and the Spanish-speaking world. The course develops the four communication skills of speaking, writing, reading and listening as well as cultural awareness. (Generally this is a course for students who have not taken previous Spanish or other language classes)

### **Spanish II: Storytelling in Spanish / Cuentos en español**

For students who have successfully completed introductory Spanish, this course continues to develop their communication skills. (Generally this is a course for students who have taken a previous Spanish or other language class)

### **Spanish III: Explore the Spanish-speaking World / Explorar el mundo hispanohablante**

Based upon successful completion of previous Spanish classes and teacher recommendation, this course continues to develop the students' ability to communicate effectively in the target language. In this course, students begin to study different topics to gain a better understanding of the history and culture of the Spanish-speaking world. Students will be given the opportunity to research different countries where Spanish is the official language, developing contextual, cultural and linguistic proficiency. (Generally this is a course for students who have taken multiple previous Spanish classes)

### **Spanish IV: Hispanic Language and Culture / Lengua y cultura hispánica**

Based upon teacher recommendation, this course offers students the chance to both refine their language skills. It is designed to discuss and analyze major themes present in the culture of the Americas, finding common histories and highlighting major events that have shaped our continent. There is a particular focus on youth and coming of age stories that are especially meaningful to the intended students. (Generally this is a course for students who have taken multiple previous Spanish classes)

### **Advanced Spanish A: Conversational Spanish / Español en conversación**

A combination of reading, writing, listening, and speaking allows students to practice the new concepts introduced. Students will utilize language purely to communicate in a variety of settings, from academic lectures and discussions to real-life situations. They will refine and review all verb tenses, including the complex, to use proficiently. Throughout the year, Spanish is used exclusively, and native languages are used only to clarify. We use a variety of instructional guides, largely provided by the teacher. This class also provides meaningful in-depth cultural studies for students. (Generally this is a course for students who have taken and experienced success in multiple previous Spanish classes)

### **Advanced Spanish B: American Perspectives / Perspectivas de las Américas**

A course designed for mastery of the Spanish language in all four areas of communication: reading, writing, speaking, and listening. This course expects that all entering students already have an intimate understanding of the Spanish language, with history of

## Course Descriptions

formal instruction. Focus will be on individual needs based on past experience and the aforementioned four communicative skills. Themes for study will also be drawn from students' interests and past experiences, literature, current global issues affecting Spanish speakers, the diverse history of the Spanish-speaking world, and more. (Generally this is a course for students who have taken and experienced success in multiple previous Spanish classes)

### Spanish for Heritage Language Learners / Español de herencia

The purpose of this class is to build upon the language knowledge that bilingual students bring to the classroom and advance their proficiency of Spanish for multiple contexts. Special attention is given to building vocabulary, to a more formal and academic registry and acquire a general knowledge of the Spanish Speaking world, culture and literature. The final goal for this class is to set the first stone for these students for an academic use of Spanish in future college studies or its use in a future career. This class will be addressed to both international students whose mother tongue is Spanish and Heritage language learners, those individuals who are proficient in English and who grew up speaking another language at home.

## Mathematics Department

The goals of the Math Department at Colorado Rocky Mountain School are to provide students with the tools to be logical thinkers and to help them gain a solid foundation in problem-solving. The department aims to help students become more confident in their mathematical abilities as well as appreciate ways in which the math they are studying relates to the world around them. Emphasis is placed on both mastery of mathematical operations and understanding of the underlying reasoning of the operations themselves. All topics are explored visually, symbolically, and verbally. Classwork, homework, quizzes, tests, and projects are designed to develop critical thinking. Graphing calculators and computer technology are an integral part of the curriculum and are used regularly as tools to help students further comprehend the topics being studied. *Completing three years of math and passing Algebra 2 are the minimum requirements, but students are encouraged to continue math classes up to and including their senior year.*

### Algebra 1

This course develops both the fundamental skills of algebra and the context for the practical application of math. Students learn algebraic manipulation, graphing, and mathematical modeling. Algebraic manipulation topics include simplifying and solving linear and polynomial expressions and equations. These algebraic topics are applied to linear and quadratic modeling. Students use a calculator, computers, and the web to gain better understanding of the topics. *Prerequisite: Algebra 1 placement exam*

### Geometry

This course begins by introducing concepts of plane and coordinate geometry through such topics as angles, triangles, lines, circles, polygons, area similarity,



## Course Descriptions

congruence, and right-triangle trigonometry. The second semester includes an introduction to perimeter, area, surface area, and volume by deriving formulae and solving problems. Students learn deductive reasoning using proof to expand fundamental geometric concepts by writing logical arguments and justifying conclusions. Throughout the year, geometric constructions serve to illustrate many of the topics. Students utilize the graphing calculator as a vehicle to increase understanding through exercises and projects. *Prerequisite: Algebra I*

### Algebra 2

This course builds on the foundation of Algebra I and Geometry to prepare students for future math courses. Students study various classes of functions. Applying the function to real-world situations through mathematical modeling provides students with an answer to the question, “What is all this algebra good for?” Integrated throughout the year are the fundamental algebraic skills of graphing, solving equations, and simplifying expressions. The graphing calculator is used as a tool for discovering and making connections between the symbolic, numerical, and geometric representations of algebraic concepts. *Prerequisite: Geometry*

### Precalculus

This course explores functions and their applications. Emphasis is put on the use of polynomial, rational, exponential, logarithmic, and trigonometric functions. Operations, transformations, and inverses of functions are explored fully. Students are expected to use multiple representations of functions to solve problems, including algebraic, graphical, numerical, and verbal methods. The graphing calculator is used as a tool to explore new concepts as well as to solve problems in different ways. Students are assessed in a variety of ways, including tests, quizzes, projects, and presentations. *Prerequisite: Algebra 2*

### AP Calculus AB

This course is centered on the four central concepts to be mastered in the first-semester college course in calculus: limit, derivative, definite integral, and indefinite integral. For each concept, students are asked to know the precise definition and be able to apply the concept and its associated skills to a variety of novel problems. There are three ways these concepts are presented to the student: graphically, algebraically, and verbally. Students may earn college credit through successful performance on the Calculus AB Advanced Placement examination. *Prerequisite: Precalculus*

### AP Calculus BC

This course serves as either an advanced first-year calculus course or as an extension of AP Calculus AB. First-year calculus students will be placed in AP Calculus BC vs. AP Calculus AB based on their interest, performance in precalculus, and teacher recommendation. The course continues to emphasize a multi-representational approach to calculus. Topics covered include: more sophisticated methods of integration, polar and parametric curves, polynomial approximations and infinite series, and vector-valued functions. Students may earn college credit through successful performance on the Calculus BC Advanced Placement examination. *Prerequisite: Precalculus/ Calculus BC*

### Multivariable Calculus

Students can select from a variety of advanced mathematical topics and texts depending on their goals: preparation for fundamental collegiate mathematics, exposure to a broad set of mathematical methods, in-depth study of a particular set of concepts and methods, application of mathematics to a specific scientific specialty, etc. This course combines independent study with a seminar format. Students are expected to be self-reliant as they work independently and with their peers to master advanced mathematical content. *Prerequisite: AP Calculus BC and approval from the Mathematics Chair.*

## Course Descriptions

### Computer Science

Computer Science students are put in the active role of being designers and builders. With this authentic application of computer science knowledge, students develop strong algorithmic and computational thinking skills. Problem-based collaborative learning fosters 21st century skills of critical thinking, creative problem solving, collaboration, and communication. *Mathematics or science course credit is earned through Computer Science classes. All Computer Science courses require that you have taken or are concurrently enrolled in Algebra II.*

#### 3D Game Design

This course will give students the basic skill set to design, create, and finish simple 3D games. The class will have a dual focus, one being the larger idea of “design” and the other being the mechanics to realize the design. This includes the skills required to develop games with the Unity game engine, programming using Playmaker and or C#, and familiarity with Blender to create 3D assets for games. Considerable time will be spent on the difficult concept of design and what it means to create a fun and engaging experience. The course will be largely project based with the second semester being focused around the completion of a game prototype.

#### Computer Programming

This class introduces computer programming and develops the skills of problem-solving and program development with the aim of providing a foundation for software engineering. It also presents current program design and development techniques and provides experience in applying them to a range of programming problems. We will start with the basic

knowledge everyone should have about how the Internet works. This will include working with the client/server model and setting up student web servers. In this course, we will use Java and Android Studio to develop mobile applications. After creating a solid foundation in programming, the class will create full-featured games from scratch using the LibGDX framework. We will start with simple things, so you will be comfortable if you are using LibGdx for the first time. The course is entirely project-based and hands-on programming to create mobile games. *Prerequisite/corequisite: Algebra II*

#### Robotics

This course endeavors to teach students to creatively and masterfully solve novel problems. Students work in teams of two to program and build simple robots on the NXT platform to accomplish well defined tasks. Though mechanical design will be essential for success in completing assigned tasks, emphasis will be placed on the effective, efficient, and clever use of computer code in the design of the robot. Students will learn to design robots with the ability to follow preset commands, make autonomous decisions based on real-time input, accomplish delicate physical tasks, record and process data, and more.





## Course Descriptions

### Science Department

At Colorado Rocky Mountain School we embrace the notion that science requires methods, practices and a mindset for inquiry. We want students to leave Colorado Rocky Mountain School with a 21st century skill set (collaboration and teamwork, creativity and imagination, critical thinking and problem solving) as well as a deep understanding and life-long excitement for the process of science. Therefore, we seek to maximize active and extended inquiry, deep exploration of concepts, labs, fieldwork and the use of technology. These aspirations and underlying philosophical tenants manifest themselves in classes that go beyond textbook learning to authentic applications of scientific principles. In our Biology, Environmental Science and Geology classes we frequently use Problem Based Learning (PBL) a model that engages students in genuine scientific problems, projects, or tasks in the broader community. For example, while studying the impact of pollinators on our ecosystem, 9th graders developed a safe habitat for honey bees near our Garden Learning Center. In our Chemistry and Physics classes we use Modeling Curriculum, a pedagogical approach which engages students in the process of building conceptual models of a abstract scientific principles through experimentation. Finally, whenever appropriate we connect our work in the Science Department with the Outdoor Program by having students research and teach biological, ecological, and geological concepts to their peers while on Fall and Spring Trip.

*Biology and Chemistry are required lab science classes. Once students have completed these prerequisites they are free to choose from Physics, AP Physics, Environmental Science, AP Environmental Science, and Geology electives.*

#### Biology

Biology is an introduction to life on earth. In Colorado Rocky Mountain School's first science course, students explore the rationale, logic, and assumptions of the scientific method, scientific inquiry, and scientific research and reporting. In the first semester, students study principles of populations, ecosystems, evolution, taxonomy and systematics, biochemistry, cells and cell division, photosynthesis, and metabolism. In the second semester, students investigate principles of genetics, infectious disease and the immune system, and human anatomy and physiology, including the endocrine system, reproduction, growth and development, neurobiology, and cardiopulmonary and skeletomuscular systems.

#### Chemistry

The composition and behavior of matter in all its phases is the focus of chemistry. The course follows a largely historical approach and focuses on the development of conceptual models through student – centered instruction. Over the year the sequence will be matter, gases, energy & phase changes, atoms & elements, compounds, the mole concept & empirical formulas, electrons, names & formulas, reaction types, chemical energy , stoichiometry, the nucleus, periodic table & bonding, basic structure of compounds, acids & bases and a culminating unit on combustion. Studies emphasize qualitative and quantitative lab work, critical analysis of experimental results, along with numerous demonstrations. A variety of projects during the year will allow students to apply their new knowledge and skills in new situations.



## Course Descriptions

### Geology

Geology is an investigation of the earth's deep history. There is more geologic time represented in the landscape of the Roaring Fork Valley than anywhere in Colorado, and the setting of CRMS provides an outstanding venue for students to develop the skills and concepts necessary to interpret the geologic record. First semester is largely field-based and focuses on the geologic themes of the American West. Second semester is global in scope and explores the origin of the solar system, impact events, plate tectonics, glaciology, and climate change.

### Physics

Physics is an investigation of fundamental and natural phenomena expressed through the language of mathematics. The development and experimental verification of physical theory is an integral part of the course. Topics include the description of motion and its causes as seen through the models of classical mechanics, the properties and behavior of light, and the quantum mechanical model of the atom. The notion of models as a description of the physical world leads to the discussion of the nature of knowledge and humanity's understanding of the world. *Prerequisites: Algebra II, Biology, and Chemistry*

### AP Environmental Science

The AP Environmental Science course is designed to be the equivalent of a college-level environmental science course. The class will explore the concepts of ecological interdependence, population dynamics, and geological processes. The course focuses on the skills and concepts needed to identify, assess, and resolve environmental problems at a local, regional, national, and global level. Field and laboratory work allow for firsthand observation and analysis of environmental phenomena. *Prerequisites: Biology and Chemistry*

### Fine Arts Department

**The Fine Arts Department at Colorado Rocky Mountain School stresses a serious commitment to the production and appreciation of art, the awareness of the role of art in society, and the responsibilities of the creator and consumer of art. The arts faculty are practicing artists themselves and offer a wide array of experiences to share with the students. The art facilities are extensive and well equipped.**

The visual arts courses combine studio work with theory, aesthetics, criticism, and an appreciation for the role of the arts in other academic disciplines throughout history and in other cultures. CRMS visual art students share their artistic voice through art-making in their chosen medium, and demonstrate learning through critiques, presentations, and written assignments. Students elect a variety of arts that expose them to two and three-dimensional art. The second-level curriculum in visual arts is designed for dedicated students who have taken level one and are motivated to work in class and independently as artists and researchers. Music is studied in small ensembles in which students can learn styles, including chamber, classical, country, folk, bluegrass, blues, jazz, rock 'n' roll, and ethnic music. Colorado Rocky Mountain School music students learn to appreciate music through research, the study of music fundamentals, theory, technique, and professional live performance. Individual instrumental and vocal techniques are improved through the study of articulation, intonation, tone quality, tempo, interpretation, phrasing, and posture.

Students interested in applying to art schools for college should discuss their course registration with a teacher in the Art Department. These students are encouraged



## Course Descriptions

to document their work in all media with the help of an arts faculty mentor. The assembly and presentation of the artist's portfolio is recommended during the junior year, though seniors can also accomplish this.

As a school, Colorado Rocky Mountain School values its arts program beyond the classroom. In addition to classroom opportunities, there are a variety of ways students can continue to study and perform in the arts, including music exclusive to Coffee House, drama and musical productions, open studios, service crews, and all-school meetings.

### Arts Survey

All 9th grade students are required to take Arts Survey, an integrated program in the visual and performing arts. During this course, they are presented with the opportunity to briefly explore many of the art disciplines offered by the Colorado Rocky Mountain School Fine Arts Department. Coordinated by a team of teachers, core units in drama and two- and three-dimensional design introduce students to the elements of art vocabulary, techniques, and theories. Most important, students are encouraged to challenge themselves, through a wide range of opportunities, to experience the creative process. This course is integrated with the 9th grade humanities curriculum.

### Ceramics I & II

This course is an introduction to the art and craft of ceramics. Students learn hand-building and wheel-throwing skills with an emphasis on the artist's voice and communication through ceramic arts. While engaged in studio projects, students explore the expressive potential of clay while developing artistic and technical solutions in both form and surface. The importance of

developing excellent technical skills and craftsmanship is emphasized. We will also consider the historical context, materials, technology, and social aspects of ceramic arts.

### Drawing & Painting I & II

Drawing and Painting students begin by learning the fundamentals of observation and basic skills of drawing. The curriculum also includes studies in the formal elements of art, drawing vocabulary, and art history. Painting is introduced with exercises in primary colors, color mixing, and complementary colors. This course begins with more structured assignments and will then transition into broader conceptual themes, giving students the opportunity to communicate a personal artistic style through their work.

### Photography I & II

This hands-on course will instruct students in the basic operations of a digital SLR camera as well as in proper camera handling, exposure control, depth of field, lenses and the visual characteristics of lenses, and how digital capture works. Students will also learn how to transfer files to a computer and systematically manage a large number of digital files. Adobe Photoshop will be used as the digital darkroom and for basic image correction as well as for creative assignments. Students will learn various ways of presenting work. In Photography II, technical skills coupled with aesthetic expression are emphasized along with a study of photographic theory, and trends in contemporary and historical photography. Advanced students also explore basic DSLR video skills, create their own unique portfolio, and produce a website for promoting their artistic practice.

## Course Descriptions

### Graphic Design

Students in this course will learn the basics of digital illustration and design. They will develop traditional drawing skills to aid in the development of graphic media. Specific tools and techniques will be taught to enable students to create digital vector images that can be applied across a wide range of products and media. *Drawing & Painting is a prerequisite for this class.*

### Videography & Filmmaking

In this hands-on course, students are introduced to the principles and techniques of film production, including camera operation, basic script writing, lighting, sound, and basic digital editing. Students will also learn how to use a video camera, shoot DSLR video, capture audio, and use editing tools while incorporating aesthetics. *Photography is a prerequisite for this course.*

### Silversmithing I & II

Students gain proficiency with the basic jewelry-making techniques of sawing, filing, soldering, and polishing to design and create projects in silver and other materials. The principles and elements of design are the foundation for self-expression in three-dimensional jewelry and sculpture. The course covers a variety of techniques, stone setting, the history of silversmithing, properties of metals, and significant artists.

### Music - Beginning

This course is for the beginning music student with little or no previous music experience. The goal of this course is to teach beginning music students the skills and techniques necessary to organize and rehearse music in preparation for live performance. Students will study fundamentals of music and beginning-music theory.

### Music - Intermediate

This course is for the intermediate music student who has successfully completed Beginning Music or has equivalent music experience. The goal of this course is to teach intermediate music students the skills and techniques necessary to organize and rehearse music in preparation for live performance. Students will review the fundamentals of music and beginning music theory, and then study intermediate music theory.

### Music - Advanced

This course is for the advanced music student who has successfully completed Intermediate Music or who has equivalent music experience. The goal of this course is to study many varieties and genres of advanced music which will be defined by the class and instructor in preparation for live performance. Students will review intermediate music theory and will work toward the study of advanced music theory, analysis, improvisation, and composition.

### Recording & Engineering - Senior Music

This course is for the advanced music student who has successfully completed Intermediate Music. The goal of this music course is to study advanced music, selected by the students, in preparation for live performance. We will review intermediate music theory and will work our way towards the study of advanced music theory, analysis, improvisation, and composition. The students will also be expected to prepare a presentation about music for their class by doing research in the school library and on the Internet. Each week will be spent studying music theory, practicing, and rehearsing. We will also study recording and engineering; the students will learn how to record, engineer, and produce a CD. We will study the basics of recording, including microphone placement, how to operate the digital recorder, adding effects, and the advanced skills needed for mastering a final product.



## Course Descriptions

### ***International Program***

Colorado Rocky Mountain School offers several classes for students whose first language is something other than English. These classes are designed to integrate students academically into Colorado Rocky Mountain School, while also providing some of the specific supports they may need in reading and writing.

#### **Intermediate ESOL Literature & Composition**

This class focuses on developing students' grammar, vocabulary, and writing skills as well as their literary-analysis skills needed for mainstream study through reading several short stories and novels. Students prepare for the TOEFL examination and learn the academic habits of mind needed to excel in American classroom culture. Colorado Rocky Mountain School international students take an English course each year and are required to earn credit in a mainstream English course before graduation. Therefore, international students must place into Intermediate ESOL Literature & Composition by their sophomore year.

#### **Advanced ESOL Western World Literature**

This course is designed to prepare international students for immersion in upper-level English classes. Through texts and writing techniques of increased difficulty, this course helps scaffold student development in literary analysis and prepares students for standardized tests that are essential for college admission. Colorado Rocky Mountain School international students take an English course each year and are required to earn credit in a mainstream English course before graduation. Therefore, international students must

place into Literature and Composition by their junior year. Appropriate TOEFL scores and a satisfactory grade average are required before students are accepted into Literature and Composition and English 11 courses.

#### **Intermediate ESOL U.S. History**

Students will develop reading, writing, and research skills and complete two major research papers while examining American customs, government, and history. Students also develop discussion, presentation, and debating skills, which enable them to better participate in all of their classes. International students must take this course along with ESOL English Intermediate by their sophomore year.

#### **Advanced ESOL Western World History**

This course prepares students for success in upper-level history courses. The curriculum is the same as that of mainstream sophomores, yet ESOL students receive support and modification directly from the ESOL faculty. Through the study of Western World History, students continue to develop their reading, writing, and speaking skills and begin to apply their background knowledge to historical events, moral debates, and geopolitical issues. This class is integrated with our main stream History 10 class, which allows students to further their familiarity with the US classroom and continue to improve their listening and speaking abilities.

## College Counseling

Colorado Rocky Mountain School prepares its students to identify, apply, and matriculate to selective colleges and universities across the country. The College Counselor's primary goal is to help students identify colleges and universities that are the best match for their unique personalities, strengths, interests, and needs and to assist with the application process.

The Colorado Rocky Mountain School College Counselor is here to help guide each student through the college admissions process. Informally, that process begins when a student enters Colorado Rocky Mountain School. The college office works closely with faculty advisors as they help students choose appropriately challenging classes.

During the second semester, juniors begin working formally with the College Counselor in weekly classes. During these classes, individualized counseling is a very important dimension of the college program. The counselor discusses an overview of the college admissions process, criteria for choosing compatible schools, use of resources, testing, college visits, interviews, essays, and the application. The counselor encourages students to reflect on their own interests, talents, and goals, and then to research and explore the colleges that will foster those abilities and aspirations.

Seniors meet for weekly College Counseling classes in the fall semester to finalize their college lists, develop and refine essays and ultimately submit quality applications.

Both SAT and ACT testing is available on the Colorado Rocky Mountain School campus throughout the year. The PSAT is given annually to all Colorado Rocky Mountain School sophomores and juniors. Students are automatically registered for this exam, which is given in mid-October. Students may use the PSAT to help prioritize topics to focus on as they prepare for SAT/ACT testing. CRMS also provides a brief test prep course for juniors in the weeks leading up to SAT/ACT testing.

Students must play the lead role throughout the college application process, though it is a collaborative effort among the counselor, students, advisors, and their families. Communication throughout the junior and senior years allows us to work together in the best interest of each student. Parents are provided with a weekly email update of student activities and are encouraged to communicate often with the College Counseling office. Seniors are given a five-day period in October exclusively for college visitation. Parents and students also use our web-based college counseling program, Naviance, to keep abreast of the application process.



## The Active Curriculum

At Colorado Rocky Mountain School, we believe that a scholar's life should encompass not only quiet study but also action. The sport and service crew programs develop within our students a commitment to a healthy lifestyle, a life of growth and learning, and the ability to stretch themselves beyond what they thought possible. Our active program welcomes students of all levels of ability. These experiences provide them opportunities to capitalize on and apply key concepts to every aspect of life at Colorado Rocky Mountain School.

Students are required to participate in both a sport and a service crew two times each week (a total of four hours per week for each), working alongside a faculty instructor/leader. Activities change on a quarterly basis. All students submit their top three sport and service crew choices for the quarter. These activities are scheduled by the active curriculum director, with student attendance and participation being monitored by faculty leaders. Students receive a written evaluation for each activity, and attendance is weighted equally with academic classes. The Colorado Rocky Mountain School active curriculum is accredited by the Association for Experiential Education.

### Active/Service Crew Graduation Requirements

#### Core Active Requirements:

- Wilderness Orientation (for all new students)
- Fall Trip, Interim, and Spring Trip each year
- Sophomore Retreat – all sophomores must participate. This retreat is designed to be a fun weekend dedicated to connection and discovery.
- All students not involved in a competitive sport must participate in one sport and one service crew each quarter.
- All students involved in multiple competitive sports must participate in a service crew during one of the remaining quarters in a year.
- If a student or family is aware of special circumstances that may jeopardize the student's participation in the service program, Wilderness Orientation, Interim, Fall or Spring trip, they must inform the Active Program office as soon as possible.



## The Active Curriculum

### Sports Program

Our unique afternoon sports offerings take advantage of the world-class skiing, kayaking, cycling, and climbing available in the spectacular mountains, rivers, and deserts near campus. Students participating in sports apply themselves to learning new skills, working toward greater levels of fitness and overall health, and developing a lifetime habit of caring for their physical body. The Colorado Rocky Mountain School student experience is nourished by the spirit and camaraderie that stem from sporting interactions among students.

#### Canoeing

Our canoeing program is designed to introduce and challenge students of all abilities. Students learn the basic skills and techniques required to safely navigate flat and whitewater sections of the Colorado and Roaring Fork rivers.

#### Cross-Country Running

Cross-country running provides an opportunity for students to develop their physical fitness while exploring many of the trails in the Roaring Fork Valley. The focus is on proper preparation for running, including warming up, stretching, and different techniques for running on various types of terrain (flat, hilly, rocky, paved, etc.). These skills are then applied during bi-weekly runs to develop a sense of pacing and allow students to run for longer periods of time.

#### Cross-Country Team

For those who are seriously dedicated to fitness and running, Colorado Rocky Mountain School offers the Cross-Country team. The competitive team trains 4 days a week. The team competes in Colorado High School Cross-Country meets throughout the region.

This is a more intensive commitment than the 2-day fitness offering but provides more thorough coaching, a full racing season, and the camaraderie of a team.

#### Horseback Riding

The Colorado Rocky Mountain School Horsemanship Program is divided into two sections – a start-up section and an intermediate/experienced section. Both sections follow a “whole horse” curriculum based on the following fundamental values: the horse/human connection; horse care and well-being; groundwork and training principles; fundamental riding skills; and agility series. The overall goal of the Colorado Rocky Mountain School Horsemanship Program is to develop a rich and rewarding relationship with horses as a way to foster such traits as confidence, connection, and mastery of basic equine skills.

#### Kayaking

##### *Beginning, Intermediate, Advanced*

Kayaking at Colorado Rocky Mountain School is designed for students of all abilities to learn basic skills, kayak safety, and equipment and water evaluation. Starting on the school’s pond and progressing to local rivers, kayakers learn to roll as well as “wet exit.”

#### Kayaking – Team

Competitive kayaking is for those interested in training for kayaking competitions who can demonstrate a base level of competence in all areas of kayaking – slalom, down-river, freestyle, river running, instruction, and river rescue. Kayakers learn to build confidence with controlling their boats in chaotic situations while having a lot of fun. Students paddle four days a week and attend weekend competitions in the spring.



# The Active Curriculum

## Mountain Biking

*Beginning, Intermediate, Advanced*

Students must have their own bike, helmet, and gloves.

Our instructional mountain-biking program is designed to teach students to become competent and effective mountain bikers. We follow a progressive curriculum that helps students identify and develop core cycling skills that will allow them to ride competently on the numerous and excellent local and regional trails. Our program provides instruction and coaching to help students obtain solid fundamental skills to tackle all manner of cycling objectives.

## Mountain Biking – Team

The cycling team is committed to developing the mental and physical skills needed to race a bicycle through focused practice and training. Most disciplines of cycling are supported within the cycling team, including cross-country and road disciplines. We understand our athletes will lean toward a single discipline, but we encourage the development of well rounded riders and racers who can excel at multiple disciplines. The cycling team is committed to having all team members race at least once during the fall and spring seasons.

## Recreational Tennis

Offered in the fall, recreational tennis is for beginning and intermediate players. Students receive instruction in all aspects of the game: technique, strategy, tactics, and rules.

## Climbing

*Beginning, Intermediate, Advanced*

Our rock-climbing program is more than simply a sport at Colorado Rocky Mountain School. It is designed to

challenge students of all abilities using a progressive curriculum that will advance beginners as well as lead climbers. Colorado Rocky Mountain School uses local climbing areas, the school climbing wall, and world-class climbing areas such as Rifle Mountain Park and Indian Creek. The program begins with an introduction to climbing techniques and progresses as students learn proper belay technique and safety concerns related to climbing. Our program provides instruction and coaching that helps students develop fundamental skills and become competent climbers.

## Climbing – Team

The Climbing Team is focused on helping students improve through a regimented workout schedule, technique work, and time spent climbing in the field. The team competes in the Junior Competitive Climbing Association's North Face/ La Sportiva Colorado regional series. The competitions take place in climbing gyms throughout the state, include bouldering and roped climbing, and are participation-oriented. Team members have ample time to climb outside on the boulders in Redstone, on the limestone of western Colorado, and on the Colorado Rocky Mountain School climbing wall.

## Skiing – Instructional Alpine

Separate groups of beginning, intermediate, and advanced skiers meet two afternoons each week at the Snowmass ski area. Qualified ski-school staff and Colorado Rocky Mountain School faculty provide progressive instruction at each level. Skiers explore the mountain and progressively learn skills to safely ski a variety of terrain. These activities run for the entire winter term.

## The Active Curriculum

### **Ski Team – Alpine**

The Alpine Ski Team is an extensive racing program that competes at the Colorado High School Athletic Association (CHSSA) level. Emphasis during the second quarter is on dryland conditioning and early-season skiing at Aspen ski areas. Training during the winter quarter takes place two to five days a week. Racers compete in the CHSSA race series on Fridays at various ski areas throughout Colorado. CRMS also partners with the Aspen Valley Ski and Snowboard Club for more extensive training and racing. Student athletes may make additional arrangements directly from AVSC and participate in the FIS race series as is appropriate for each student. Athletes must be extremely self-disciplined, as the balance of Colorado Rocky Mountain School academics, school activities, and training is rigorous.

### **Skiing – Instructional Nordic**

Two afternoons per week, students learn the basics of Nordic skiing on groomed trails. These skiers, instructed by Colorado Rocky Mountain School faculty, ski mainly at the local Spring Gulch Trail System and work on techniques specific to in-track skiing. Because the training is not as extensive as the Nordic Team's, this activity allows students to explore their interest in cross-country skiing without having to commit as much time. Colorado Rocky Mountain School is able to provide all necessary equipment besides winter clothing.

### **Ski Team – Nordic**

Starting with the second quarter, the Nordic Ski Team meets four afternoons per week and some weekends. The goal is to help skiers develop their full racing potential. Workouts are individualized and self-motivation is crucial. The competition season starts in mid-December and

continues through the end of March. The major racing focus is on the Colorado High School Athletic Association (CHSSA) races. However, CRMS also partners with the Aspen Valley Ski and Snowboard Club and athletes may make additional training arrangements directly with AVSC and compete in the Rocky Mountain International race series as is appropriate for each student.

### **Skiing – Off-Piste/Backcountry**

This activity meets two afternoons per week during the winter quarter at various Aspen ski areas as well as nearby backcountry skiing locations. This is an ideal program for advanced skiers who want to learn and develop snow travel and skiing skills for the winter environment. In addition to the pursuit of untracked powder, off-piste students will be introduced to avalanche safety practices and equipment. Students will need their own ski equipment and the school will provide beacons, shovels, and probe poles.

### **Skiing – Instructional Telemark**

This telemark group skis two afternoons per week during the third quarter at Aspen ski areas, accompanied by Colorado Rocky Mountain School faculty. All levels are welcome, from never-ers to advanced free heelers.

### **Skiing – Telemark Team**

This is a developmental competitive program designed for students with backcountry telemark experience or with a strong Alpine ski background. The team starts with dryland training two afternoons a week in the second quarter and spends the winter quarter training on snow at the Aspen ski areas. The primary goal of the team is to produce well rounded telemark skiers with a mild amount of competitive experience. Students are expected to attend freestyle competitions.



## *The Active Curriculum*

### **Skiing – Dryland Training**

Dryland training is required for students who plan to compete during third quarter on the Nordic, Alpine, or Telemark team. Each team follows a demanding training regime designed to lay the foundations, both physiologically and technically, for successful racing on snow. Each workout will have a specific focus and each skier/rider will be helped to formulate a training program and keep a log of his or her training progress.

### **Snowboarding – Instructional**

Separate groups of beginning and intermediate riders meet two after each week at the Snowmass ski area. Qualified Aspen Valley Ski and Snowboard Club instructors and Colorado Rocky Mountain School faculty provide lessons for every level. This activity runs for the entire winter term. Should a student have the ability and desire to pursue competitive snowboarding, Colorado Rocky Mountain School can help make arrangements through AVSC for additional coaching time and event participation.

### **Soccer**

The Colorado Rocky Mountain School boys' and girls' soccer teams play in the Colorado High School 2A League. When possible, varsity and junior varsity teams are fielded. Practices consist of skill-building drills, conditioning, and scrimmaging. Practices are held at least four days per week, in addition to games. The boys' season starts a week before school with an intensive preseason training camp and culminates in playoffs at the end of October. Practices for girls' soccer begin in early March, and their season ends in playoffs in mid-May.

### **Swimming**

Lap swimming is an activity designed to motivate and inspire students to excel in a full-body muscular and cardiovascular workout twice a week. As a conditioning activity, swimmers are encouraged to work up to at least a one-mile swim. Instruction in basic strokes is provided, as are interval training and basic life-saving maneuvers.

### **Yoga**

Yoga engages in the practice of postures as they are taught in three different traditions: Ashtanga, Anusara, and Bikram's. Students work on alignment and flow, as well as meditation and Yoga philosophy.

# The Active Curriculum

## Service Program

Colorado Rocky Mountain School promotes a strong belief that working hard is an essential aspect of life and learning. Students choose a service crew each quarter and are expected to engage themselves fully two days per week. Service crews are grouped in categories that allow for students to experience variety as well as depth. Students are encouraged to choose crews purposefully to serve the community, while intentionally building their active resumes.

## TRADES

### Bike Mechanics

This crew repairs and tunes bikes for members of the Colorado Rocky Mountain School community in the bike shop on campus. The bike shop service crew teaches students about basic bicycle maintenance and repair. Additionally, the bike shop strives to promote bicycling as an efficient and healthy means of alternate transportation.

### Trip Logistics

This crew works with the Outdoor Program logistics coordinator two days a week to organize the food and equipment for Fall and Spring trips.

### Ski Tuning

In the winter the Bike Shop turns into a ski tuning shop for community members. Students learn to sharpen edges, repair ski bases and wax.

### Route Setting

Indoor climbing gyms are kept fresh and exciting by continually setting new routes. Students in the Route Setting service crew learn the fundamentals of stripping the wall, cleaning holds and how to safely fasten new holds. They learn the art of what makes a great route and have the opportunity to create and test their ideas.

## ARTISAN

### Blacksmithing

Students on this crew produce community projects such as bike racks, chandeliers, railings, coat racks, and table centerpieces. The students work in the on-campus forge with direct supervision by faculty.

### Ceramics

Students in the pottery studio mix clay and glazes, load kilns, and develop a production line of plates, bowls, and mugs for the school dining room.

### Glassblowing

The purpose of this activity is to serve the school community through the creation of valuable pieces of blown glass. In order to accomplish this, students go through an extensive safety orientation and then spend a good deal of time developing the skills needed to work in this medium. Teamwork is a vital element in the actual making of pieces and in the sharing of knowledge. Students have made drinking glasses for the dining room as well as bowls and other items. Students also have a bit of time to make their own work.

## FARM TO TABLE

### Horticulture

Students work in the school's organic vegetable garden. They have the opportunity to learn all aspects of horticulture, from soil preparation to harvesting. The student-built geodesic-dome greenhouse, straw-bale building, and hoop greenhouse serve as the hub of the garden, and students maintain those spaces in working order. Food from our garden provides organic vegetables for our dining room.



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## Culinary

Students are supervised by and work with the kitchen staff in areas of food preparation, pre-meal setup, and cleanup. As the kitchen relies on students for key support in preparing meals, responsibility and punctuality are important.

## Ranch

Students involved in this historic service crew are the labor force for the school's ranch and horse operation. Students build and repair fences and corrals, maintain the irrigation ditches, feed livestock, and do numerous odd jobs around the 300-plus-acre property.

## SCHOLASTIC

### Library

This crew gives students the opportunity to assist in the library four hours a week during free periods. Students shelve books, sort periodicals, develop displays, and process new books, among other tasks.

### Peer Tutoring

Advanced students may apply to be peer tutors. Peer tutors work one on one with fellow students either during free periods throughout the day or during evening study halls. Peer tutors are an important resource for the student community. Peer Tutors need to be strong students with the ability to complete their own homework in addition to spending time helping others. Students need to be organized and dependable. Approval is subject to the Learning Specialist.

## CONSERVATION

### Recycling & Sustainability

The recycling crew spends two afternoons a week collecting glass, paper, cardboard, and aluminum generated on

campus and makes preparations for these materials to be transported to community recycling centers. This crew works to implement energy-saving and carbon-footprint-reduction initiatives and educate the community about ways to conserve energy and promote sustainability.

### Trailbuilding

Offered only during the second quarter, the Trailbuilding service crew upkeep existing trails such as Colorado Rocky Mountain School's Tick Ridge and develops new campus trails as appropriate. Students work together to design and build trails with natural materials appropriate for biking, running and hiking.

### Solar Hydrogen Research / River Watch

With the guidance of the SHArK Project (<http://www.uwyo.edu/cpac/shark-project.html>) at the University of Wyoming, this service crew is part of a small network of colleges and high schools trying to find an efficient way to use sunlight to generate hydrogen (a fuel) by splitting water. One of the goals of the SHArK Project is "to engage and encourage young people to take an active role in solving the global energy problem."

This is real, cutting-edge scientific research in which the students apply concepts and skills learned in Chemistry class. Since it involves a lot of trial and error, repetition, problem-solving, and equipment maintenance, it is an ideal endeavor for our work program.

This crew also perform water-quality tests on the Crystal River once a month as part of Colorado Rocky Mountain School's contract with the Colorado River Watch program. Students are actively involved in monitoring water quality of the Crystal River. Service crews take water samples from the river and perform lab tests generating data on dissolved solids, turbidity, oxygen saturation, and more. This data is submitted to the State of Colorado and helps provide information for the healthy management of the river.



## *The Active Curriculum*

### *Theatre Program*

CRMS partners with a local theater company – Stage of Life--to provide an exceptional theater experience that results in the confidence, pride, and professionalism we see in many of our CRMS programs. Students work together, as well as with outside expertise, as they develop skills related to acting, music and technical theater. Each year we present a dramatic performance and a musical. There is a place for everyone – from lead roles to supporting roles to stage manager or set designer. These performances are celebrated with multiple performances for the CRMS and greater Roaring Fork communities.

### *Outdoor Program*

#### **Wilderness Orientation**

**Colorado Rocky Mountain School's Wilderness Orientation** is designed to introduce all new students to the value of service, teamwork, challenge, physical fitness, and adventure. This ten-day backpacking trip also serves the important role of introducing new students to the values and philosophy of the Colorado Rocky Mountain School educational experience. The skills taught on Wilderness not only benefit students on subsequent wilderness adventures, but also provide them with valuable lessons and strategies that will help them develop and better approach everyday life at Colorado Rocky Mountain School and beyond. Additionally, each Wilderness group undertakes a three-day trail service project in conjunction with the U.S. Forest Service.

Wilderness Orientation strives to instill within students the school's values of respect, responsibility, and excellence. The internalization of these values serves students well as they apply themselves in the classroom and in community life.

**Sample Wilderness Orientation backpacking routes include the following areas in the nearby Hunter Fryingpan and Snowmass/Maroon Bells wilderness areas:**

- Williams, Capitol, and Avalanche lakes
- Trail Rider and Buckskin passes
- Lead King and Fravert basins
- Lyle, Mormon, and Savage lakes



# The Active Curriculum

## Fall Trip

Even though we refer to our outdoor curricular outings as trips, they are best described as learning expeditions. A common theme is addressed in our school trips. For example, we explore the concept of transference and how the learning that takes place on a trip can be applied to other aspects of Colorado Rocky Mountain School life. Fall Trip in particular is an opportunity for the whole school to celebrate the Rocky Mountain region in all of its autumn splendor. Offerings are designed to provide challenging and rewarding experiences that impel students and faculty to work together, learn new skills, and reflect while exploring some of the myriad public lands that surround Colorado Rocky Mountain School. Fall Trip also allows students to integrate skills learned in the afternoon active program on an outdoor trip. Participants typically bring journals and engage in written reflection.

Emphasis is placed on participating as part of a crew and how those skills translate to everyday life. Additionally, students work at acquiring skills and competency in an outdoor setting.

### Sample Fall Trip offerings include:

- Hiking and Service trips throughout the Alfred Braun Hut System
- Backpacking: Colorado National Monument, Mount Sopris expedition
- Rock climbing: San Rafael Swell, Unaweep, Shelf Road
- Kayaking: Ruby and Horsethief canyons, Desolation and Gray Canyons

## Spring Trip

Spring Trip allows the whole school to undertake expeditions that explore the mesas, rivers, and canyons of the American Southwest. Students and faculty undertake challenging experiences that build upon skills developed during Wilderness and Fall Trip. Participants learn about their strengths and limitations as they realize their individual roles within group settings and the many sacrifices and challenges that must be overcome to accomplish the trip's goals. In addition to journaling, students are expected to strive for mastery in camp craft, leadership skills, along with discipline-specific competencies.

### Each of our three annual wilderness-based trips—Wilderness Orientation, Fall Trip, and Spring Trip—succeed by:

- reinforcing the enduring value of teamwork and service to others;
- emphasizing skills and ethics designed to minimize our impact and maximize our appreciation for the natural world;
- teaching competency with outdoor skills, mastery of camp craft, ability to care for oneself and others in wilderness settings, and technical skills associated with varying trip disciplines;
- offering unique opportunities for participants to learn about the natural and/or human history of the locations visited; and
- inspiring students to develop the skills and passion for lifelong engagement with the natural world.

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### **Sample Spring Trip offerings include:**

- Beginning/Intermediate kayaking: San Juan River
- Advanced kayaking: Yampa River or Cataract Canyon
- Canoeing and hiking: Green River
- Rock climbing: Shelf Road, Indian Creek, San Rafael Swell
- Backpacking: Death Hollow, Slickhorn, San Rafael Swell
- Canyoneering: Gravel and Long Canyons, Robbers' Roost
- Mountain biking: Kokopelli Trail, Moab

### **Interim Week**

The goal of Interim is to immerse students in experiences and pursuits that enable them to learn by doing. Interim exposes students to new ideas, experiences, technical and artistic endeavors, cultures, and environments. The opportunity to immerse oneself in the pursuit of knowledge in a specific discipline beyond a normal academic schedule allows students to broaden their skills and develop an appreciation for and awareness of the world in which we live.

At the commencement of Interim, students participate in an open house presentation of learning.

### **Interim succeeds by:**

- impelling students to recognize and develop the character traits that lead to individual and collective success;
- challenging students to learn and develop new ideas, awareness, and skills;
- helping students better understand the workings of communities and the value of service to others; and
- promoting active learning and experiential education.

### **Sample Interim projects include:**

- Avalanche safety and winter skills: At locations near campus and in the high peaks of the White River National Forest, participants study avalanche science and avalanche safety.
- Glassblowing: Through demonstrations, visits with guest artists, and hands-on instruction, participants explore different ways of shaping molten glass to create beads, vases, and other objects.
- Language and culture trip, Costa Rica: By taking formal language classes and living with host families, students immerse themselves in another culture and language.
- Photography in the Grand Canyon: Students hike the rigorous trails of the Grand Canyon while learning to obtain a range of photographic effects.
- Song Writing: Students study basic composition, lyric and/or instrumental melodic construction, harmonic support, and arranging. The goal is for students to compose and record a song or two.



# The CRMS Community

Colorado Rocky Mountain School strives to be a healthy, thriving community, balancing the needs and desires of individuals with what is good for the whole. Community requires presence, commitment, and active participation, and the reward is a sense of meaningful connection to a very special place.

## Citizenship & Leadership

### A-Team

Students at each grade level may apply in writing to serve as tour guides for the Admission Office. A-Team members must be interviewed by admission staff before they are selected to represent the school in this capacity. Members receive training and a handbook to prepare for the important job of touring with visiting students and their families.

### Agenda

Agenda is the name of our elected student government, and its mission is to improve the life of every student on campus. Agenda is run by two co-presidents, is made up of grade-level representatives, and meets weekly to discuss student affairs. Agenda welcomes the opinions of all Colorado Rocky Mountain School students, and its meetings are open to all who wish to attend.

Most recently, Agenda has been responsible for creating the student clubs that are on campus, for working on student leadership opportunities, and for organizing weekend activities that are compelling and fun for all students. Because of our overall small school size and the close working relationship between students and faculty, Agenda is the place to make a difference in the school and to leave behind a legacy for future students.

### Discipline Committee

The Discipline Committee is composed of only upperclassmen and the faculty chair of the committee. This committee meets as needed with students whose behavior has been in conflict with the school's expectations. The student appearing before the committee is accompanied by a faculty advocate, typically the student's advisor. The committee reviews the facts of the case, determines the student's culpability, and makes a recommendation to the Dean of Students for an appropriate consequence.

### Justice League

Justice League is a student-led club chaired by a faculty member that intentionally addresses issues of diversity—including but not limited to race, ethnicity, religion, physical abilities, gender identity, sexual orientation, socioeconomic status, and political views—as they relate to our school community and the world at large. Justice League is an open club which meets regularly to discuss issues, organize social events and promote activism. Students may attend conferences throughout the year and also be charged with further educating the community about honoring, supporting, and embodying diversity.

### Dorm Heads and Residential Life Committee

Each year, students are selected by residential faculty to act as student leaders in each dormitory. Dorm heads assist the dorm faculty in setting the tone of the dorm and oversee dorm activities and dorm jobs. Dorm heads conduct check-in during evening study time in their dorm on Sunday through Thursday evenings and are responsible for enhancing dormitory life for all boarding students. The Residential Life Committee is composed of the faculty dorm-team leaders in each dorm and is chaired by the Director of Residential Life. Meeting weekly, the committee discusses issues related to aspects of dorm life at Colorado Rocky

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Mountain School and is responsible for selecting student dorm heads. The Residential Life Committee is also an active forum through which topics specific to individual dorms can be reviewed, with suggestions offered by the full group.

### **Holden Citizens**

Holden Citizenship is the highest level of recognition that a student may achieve at Colorado Rocky Mountain School and is bestowed on students who have demonstrated the greatest effort academically, athletically, and socially. Holden Citizens are students who have distinguished themselves in our Recognition System, a system that recognizes each student individually for his or her sustained effort, growth, and maturity. Holden Citizens model the three values of our community—respect, responsibility, and excellence—and are examples to all who interact with them.

### **Leadership**

We encourage students to take on leadership roles in our community to express their growth and maturity. In these positions we expect the students to model the values of the school, encourage positive risk-taking, and uphold all school rules. Opportunities for leadership at Colorado Rocky Mountain School are not limited to upperclassmen, nor is leadership always defined by a specific position.

### **Policy Panel**

The Policy Panel meets as needed and is a small group of students and faculty who review the policies and expectations in the Colorado Rocky Mountain School Family Handbook and make recommendations to the Dean of Students. The Policy Panel changes each year and is comprised of three elected faculty members, three student-elected students, and the Dean of Students. The students must be Holden Citizens for two consecutive quarters in order to be eligible for the panel.

### **Wilderness Assistants**

Students interested in helping lead Wilderness trips apply in the spring and are chosen after Spring Trip for the following year's Wilderness Orientation. Wilderness assistants must demonstrate backcountry and leadership skills, embody the Colorado Rocky Mountain School values and display stellar citizenship, and have the ability to work well with others and a reputation for exercising sound judgment. Wilderness assistants work closely with faculty Wilderness leaders during orientation and other outdoor trips. While they are being mentored in outdoor leadership skills, they serve as role models and student ambassadors to their peers.

### **Fall and Spring Trip Student Leaders**

Students interested in developing their leadership skills may apply to be Fall and Spring Trip Student Leaders. Student Leaders work closely with faculty as part of the trip leadership team on logistics, preparations and initiatives. They serve an integral role modeling teamwork, expeditionary behavior and backcountry skills. Student Leaders must demonstrate solid leadership skills, embody the Colorado Rocky Mountain School values, exercise sound judgment and have the ability to work well with others. All Student Leaders must participate in a weekend training prior to Fall and/or Spring Trip.

### **HHJ Captains**

The Household Jobs Program is run by senior HHJ Captains with support from a Colorado Rocky Mountain School faculty team. HHJ Captains embrace the mission of taking responsibility and caring for our campus spaces. Captains create the HHJ schedules and support the other senior crew leaders in leading HHJ crews. Every student is assigned to a required 30-minute HHJ each week. HHJ is an opportunity for each student to participate in the daily upkeep and functions of campus. While HHJ are run by senior student crew leaders, it is an opportunity for every student to demonstrate leadership initiative.



# The CRMS Community

## Student Life

### Advisory Program

Every student at Colorado Rocky Mountain School has an advisor. An advisor is a faculty member who serves as the student's advocate for the time the student is at Colorado Rocky Mountain School. Because the advisors' main purpose is to guide their advisees (and parents) through life at Colorado Rocky Mountain School, long-lasting relationships are often developed.

The Advisor program aims to support each student and help develop their character. This is achieved through the meaningful relationships that develop and through the meetings that routinely challenge advisees to define themselves and what they stand for. It is through the Advisor program that student-led conferences occur both in the fall (with parents present) and in the spring.

Advisees formally meet with their advisors multiple times a week: in advisee meeting, in All-School Meeting, and during formal dinners and meetings. New students may even have their advisor as their Wilderness Trip Leader. Starting a trip with the adult who will be the student's main on-campus supporter is a meaningful way to develop a rapport with an advisor. Informally, advisees and their advisors see each other throughout the week. It is not uncommon that advisees interact with their advisors in the classroom, in the dormitories, or at a game or performance where their advisor has come to cheer them on.

### All-School Meetings

Students and faculty are required to attend weekly all-school meetings at Colorado Rocky Mountain School. These 40-minute gatherings are used as a mirror to reflect the actions and values that we aspire to live by at Colorado Rocky Mountain School. The meetings begin with an artistic or musical performance by someone in the Colorado Rocky Mountain School community. This is then followed by a senior speech. Throughout the year, each senior addresses one of the senior principles that their class has crafted during the Senior Initiative days. Time is set aside for accountability, where community members address missteps or breaches in community expectations, and achievements are recognized. The meeting closes with community announcements.

### Formal Dinner and Meeting

Formal Dinner, a tradition from the school's inception, is an opportunity for all to come together as a community in a formal setting. Students and faculty dress up and the tables are set with linens and formal dishes. Students, who act as waiters, serve food (which, when seasonally available, comes from the school's garden) to individual tables and help clear when dinner is over. The majority of the time, advisors sit with their advisee groups, giving them the chance to practice manners and to speak about current events, home life, or simply to catch up with one another about their day. Senior speeches are also given at this time in order to set an intention for the meal or simply food for thought to discuss at the table.





LET THE ADVENTURE BEGIN.



Colorado Rocky Mountain School

*Carbondale, CO*