

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. Faculty engage students not only in the mastery of an endeavor, but also 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.**

CRMS’s balanced curriculum of challenging college-preparatory courses, outdoor education, and service-learning in a 325-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 continued learning, personal fulfillment, and contributing to the greater world.

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 grades. One credit is earned for each full-year course. Students must enroll in a minimum of five courses per year. Most students take six courses and those taking seven 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 admissibility.

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. 11th and 12th-grade students are also required to take one term of College Counseling.

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

MODERN LANGUAGE Two years required, three years strongly recommended

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

FINE ARTS One year required, Art 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

9th Grade

ENGLISH	English 9: World Literature
HISTORY	History 9: World Geography
MATHEMATICS	Algebra 1, Geometry, or Algebra 2
SCIENCE	Biology
MODERN LANGUAGE	Spanish I, II, III, or Spanish for Heritage Learners
FINE ARTS	Art Survey – Drawing & Painting, Sculpture, Music & Drama

10th Grade

ENGLISH	English 10: Literary Movements and Legacy or honors level
HISTORY	History 10: Crisis and the Creation of Social Change or honors level
MATHEMATICS	Geometry, Algebra 2, Social Justice Statistics, or Precalculus
SCIENCE	Chemistry
MODERN LANGUAGE	Spanish II, III, IV, or Spanish for Heritage Learners
ELECTIVES	Fine Arts – Ceramics, Drawing and Painting, Photography, Music, Silversmithing, Videography & Animation, Music Computer Science – Robotics, Computer Programming

11th Grade

ENGLISH	English 11: American Literature or AP Language & Composition
HISTORY	History 11: US History or AP US History
MATHEMATICS	Algebra 2, Social Justice Statistics, Precalculus, AP Calculus AB
SCIENCE	Chemistry, Geology, Physics, AP Physics C, or AP Environmental Science
MODERN LANGUAGE	Spanish III, IV, Advanced Spanish (A/B), or Spanish for Heritage Learners
ELECTIVES	see above
COLLEGE COUNSELING	Second semester weekly meetings with College Counselor and test prep

12th Grade

ENGLISH	English 12: Contemporary Literature
HISTORY	History 12: Human Rights in the 20th and 21st Centuries
MATHEMATICS	Precalculus, AP Calculus AB, Multivariable Calculus, or Independent Study
SCIENCE	Geology, Physics, AP Physics C, or AP Environmental Science
MODERN LANGUAGE	Spanish IV, Advanced Spanish (A/B), or Spanish for Heritage Learners
ELECTIVES	see above
COLLEGE COUNSELING	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.), and residential obligations in the evenings for boarding students. 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 to four days a week, and on a service crew two days a week. Active assignments change with each quarter. From January through March the schedule shifts to accommodate a full day of on-mountain winter programming for all students on Wednesdays.

Household Jobs, All-School Meeting, Student Meeting Block 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

9th Grade 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 boarding and day program. The 9th-grade year at Colorado Rocky Mountain School features a team of teachers focused on the 9th-grade class working together to help students build performance and moral character. These teachers oversee an interdisciplinary, values-based curriculum emphasizing collaboration and responsibility in both the classroom and community. One shared attribute of the 9th-grade year is the 9th Grade Seminar, which is integrated with other 9th-grade 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.

9th-grade students begin their academic program at CRMS with a supervised study hall. All students needing academic support are required to attend scheduled study time in our Library Learning Center. Structured evening study takes place for all boarding students Sunday through Thursday from 7:45 to 9:45 p.m.

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Student Meeting Block

Student Meeting Block is scheduled three times a week. All students are expected to make use of this time to meet with their teachers for extra help, check in with advisors, or meet with a study group. Teachers may require attendance for students who have fallen behind.

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 12 percent of the student body and are supported by Colorado Rocky Mountain School's International Student Support Program. 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. Students enrolled in the International Support Program take mainstream academic classes along with a tutorial course that meets three times per week and is highly personalized. In the tutorial, teachers work with students on reading, writing, pronunciation, research and presentation skills, and other core traits that form a vital foundation for a US college preparatory education. Most international students enroll in the support program for 1-2 years or as long as support is needed.

International students also benefit from additional support and guidance from the Cultural Liaison as well as their individual advisors. Evening homework coaching is also provided in the International Support Program.

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.

Technology

Computer proficiency skills are integrated into the Colorado Rocky Mountain School academic and active curricula. Students are given a Colorado Rocky Mountain School email account which is used for school-wide communication and should be checked regularly. Our robust learning management system, Canvas, facilitates student learning through posted resources, assignments, and teacher feedback. Students must adhere to the school's Acceptable-Use Policy regarding technology. All students are required to have a laptop computer. To facilitate healthy use of technology, restrictions are in place regarding cell phone and wifi hours and access.

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 Scores on their grade reports in all Colorado Rocky Mountain School program areas: academic, active, and community life. Recognition Scores go 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.

At the end of each trimester, teachers write anecdotal reports regarding each student's work, including grades and Recognition Scores.

Honor Roll

Students earning a grade average of 93 percent or better, with recognition scores above 25, are placed on 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 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 Assignments

All new and returning students are required to read selected books during the summer months. These texts

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are woven into humanities coursework during the school year. AP students should expect additional summer assignments. Summer review for mathematics and Spanish courses is also strongly recommended.

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 mentor 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 panel 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 during 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 goals. 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 for students to completely engage 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 and 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 and research skills. In the senior year, students refine the skills of expository writing and ultimately achieve much more independent responses to the literature they read. 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

In World Literature, students explore the identities, cultures, and meanings that individuals discover in their own lives and in the world around them. This course challenges students to think about who they are while broadening their understanding of the vast landscape of people and communities inhabiting the planet. The course asks students to have meaningful conversations with their peers to articulate their own perspectives and listen in order to see the perspectives of others. Students write frequently to gain familiarity with this outlet and also

make well-informed statements about what they read. Texts for the course include *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, *Things Fall Apart* by Chinua Achebe, *A Raisin in the Sun* by Lorraine Hansberry, and *Into the Wild* by Jon Krakauer.

English 10: Literary Movements and Legacy

The stories we hear, pass along and create serve to form our view of the world around us. Consequently, the “Western World” is an amalgamation of multi-ethnic oral traditions and texts that have echoed through cultures of West Asia, Europe, Africa, and the Americas for the last four millennia. Sacred scriptures, epic poems, myths, tragedies, comedies, and folk tales all constitute the spiritual and moral landscape that is inherited from a collective past. In order to establish where some of the fundamental beliefs of contemporary society originated, this course begins with various stories that are central to religious and cultural identities, and it ends with contemporary short stories from a diversity of authors. Instead of simply reading ancient texts by themselves, students will look at contemporary examples of the characters, themes, and archetypes that are found in these seminal stories and examine how they continue to shape our worldview for the better. Of equal importance, critical thought to identify ways in which these traditionally revered stories serve to reinforce harmful power imbalances existing today will be examined, and contextualized with the historical examples examined in History 10. Challenging reading, lively discussion, and critical questioning are staples of this class. Additionally, students will practice crafting logical, clear, and mechanically sound writing.

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Honors English 10: Literary Movements and Legacy

This course is an intellectual extension of the regular section of English 10. The Honors section demands that students interact with course 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 then presenting their understanding to the rest of the class. Or, perhaps students will be asked to read a challenging companion novel to help them more deeply understand the concepts at hand. 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 read and write more than their regular class counterparts, but, more importantly, they will be called upon to produce high-quality, thoughtful, and considered commentary in class and on homework.

English 11: American Literature

Junior year English examines numerous narratives that explore the course's ongoing question: What defines an American story? Beginning in the fall with several short stories from a diverse array of authors, students in American Literature will begin to write evidence-based analytic and argumentative pieces at the paragraph level, focusing on fine-tuning their theses in pithy, direct statements. The course will cover several novels from Jesmyn Ward, Tommy Orange, and Tim O'Brien, among others – all while expanding student's argumentative prose beyond the singular paragraph and into the longer-form essay. As the course focuses on fictional narratives that take varied perspectives and make wildly different statements about the United States, all fiction works are supplemented with non-fiction essays and poems that

relate to the content at hand. Meanwhile, students maintain a regimen of weekly creative writing and vocabulary throughout the year. Students begin and end the year by asking the question: What does America mean to me? This course is aimed at helping students refine, nuance, and effectively communicate their answers to that question.

AP Language & Composition

The AP English Language and Composition course aligns with the 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 analyze are drawn primarily from American literature. Throughout the year, students will examine these texts through the lens of several thematic units – focusing on race, modern technology, and the environment, among others.

English 12: Contemporary Literature

Senior Literature is a year-long course that complements the study of specific texts with an emphasis on various skills and sub-genres, such as creative writing, poetry, essay, or modern short story. Recent texts have included *Educated* by Tara Westover, *Beloved* by Toni Morrison, and *Interior Chinatown* by Charles Yu, and *Maus* by Art Spiegelman. The course offers a robust, literary-intensive experience that aims to prepare students for subsequent college-level literature classes as well as promote an

ongoing interest in writing and reading beyond the classroom walls. As Toni Morrison stated, literature can classes as well as promote an ongoing interest in writing and reading beyond the classroom walls.

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 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

The required history course for the 9th grade, World Geography uses a geographic perspective to introduce students to significant global issues. The relationship between humans and their environment is our theme as we examine human decisions and the consequent “landscapes” that we create. The objectives of the course are to foster greater interest in the world as well as to know what pressures are shaping our future. Sample units include; personal identity, perspectives, and ethics, political organization of space, cities and urban land use, industrialization and economic development, population and migration, and modern geographic mapping. Ultimately, students attempt to clarify their feelings about these critical issues and then find the initiative to take their thoughts seriously. The class focuses on topics in physical geography, examines the evolution of landscapes in geomorphology, and examines topics in human geography. The class culminates with an examination of political geographic issues like Nation-States, and connected issues like terrorism and global equity. Students

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debate, discuss, and write as they attempt to clarify their views on these complex issues.

History 10: Crisis and the Creation of Social Change

This class focuses on the essential question, “How do we solve the current crises in the world as positively as possible based on historical examples?” The current generation of students faces staggering challenges in the future. In order to cope with these challenges, they need more than the ability to fill in the right bubble on a standardized test. They need the ability to creatively analyze and solve problems. This course uses historical examples to teach the skills necessary to tackle the future. The class looks at how people have dealt with crises in the past as individuals and in societies. Then, the class looks at the lessons that can be applied from those past reactions. Finally, the class will examine the guidelines for living a worthwhile and morally defensible life so students have a target for crisis solutions. Content includes the Maya Collapse, school segregation in the U.S., Athenian, Stoic, and Enlightenment philosophy, the Haitian Revolution, literal and metaphorical blindness, and Gross National Happiness.

Honors History 10: Crisis and the Creation of Social Change

This is an option for exceptionally dedicated students who want more challenges 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 higher

standards for completed work.

History 11: US History

United States History is a thematic, deep-dive study of historical events and issues that promotes engagement with current events, trends, and movements. Who and what informs our historical past and why? What does our historical inheritance look like today? How has history been used, changed, re-interpreted, and redeemed by subsequent generations? The goal is to empower each student to match their opinion with historical scholarship and insight. The assessments are variable and include student choice. The class emphasizes genuine yet informed expression in a variety of modalities, such as essays, oral presentations, interviews, and digital expression. The overall aims of the course are as follows: to create profound and compelling writers and researchers, to evaluate historical bias and relevance, to speak with care and courage, and to listen with intention and awareness.

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 based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The teacher will contact you regarding the required summer reading. Students enrolled in AP U.S. History are required to take the AP exam in May. Summer and Winter Break work required.

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History 12: Human Rights in the 20th and 21st Centuries

In 1948, the United Nations General Assembly voted to approve the Universal Declaration of Human Rights. This course will examine through a series of case studies the extent to which the world has lived up to defending the agreed-upon human rights. Students examine the pillars of democracy, authoritarianism, communism, fascism, socialism, and liberalism and the ways in which they protect human rights. Case studies will center on Modern Genocide, Europe since 1989, social justice based on race, ethnicity, class, and gender in the Americas, Africa since 1960, the current worldwide refugee crisis, and student input.

Students wishing to challenge themselves are encouraged to work at the honors level, meeting honors criteria set by their teacher.

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.

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.)

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

Based upon the successful completion of previous Spanish classes and teacher recommendation, this course continues to develop the student's 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 on teacher recommendation, this course offers students the chance to 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

This course is 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 a history of formal instruction. The 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 acquiring 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

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language learners, and 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 an 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 fundamental algebra and the context for its application. Students learn algebraic manipulation, graphing, and mathematical modeling. Algebraic manipulation topics focus on simplifying and solving linear equations and systems thereof.

Geometry

This course begins by introducing the concepts of plane and coordinate geometry: angles, triangles, lines,

circles, polygons, area similarity, congruence, and right triangle trigonometry. The second semester includes an introduction to perimeter, area, surface area, and volume. 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 will need [at least] a scientific calculator. *Prerequisite: Algebra I*

Algebra 2

Students review the essential properties of linear functions while developing a comprehensive working understanding of quadratic functions and systems. 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. *Prerequisite: Geometry*

Social Justice Statistics

Statistics is a project-based class emphasizing real-world applications of statistics. This course gives students the skills that are necessary to recognize and analyze patterns that exist in the world around them. Particular emphasis will be applied to social justice issues that can be better understood through the lens of statistical analyses. Students explore how to interpret the wealth of information that exists on various issues through a critical lens, questioning what is presented numerically and how that data could be potentially misleading. Topics covered include but are not limited to, data collection, experimental design, visualizing data, linear regression, normal distributions, probability, and inference methods. This class makes extensive use of spreadsheet technology, graphing calculators, and real-world data. *Prerequisite: Algebra II*

Course Descriptions

Precalculus

This course explores functions and their applications: 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. *Prerequisite: Algebra II*

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 that these concepts are presented to the student: graphically, algebraically, and verbally. Students enrolled in AP Calculus are required to take the AP exam in May. *Prerequisite: Precalculus*

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. *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, while engaged in critical thinking, creative problem solving, and collaboration. *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.*

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 various programming problems. Students start with the Processing language and work in a project-based environment to build various games and learn programming concepts and structures. Once students understand the fundamentals, they work with the Unity Game Engine to build more advanced projects. Students will be able to transfer the concepts and skills of the Processing language to working with C# within the Unity engine. The course is entirely project-based and hands-on programming to create mobile games. *Prerequisite/corequisite: Algebra II*

Robotics

This course is all about creative problem-solving. Students generally work in teams of two to build a LEGO-based robot and program the robot so that all of them can complete a given task. Each task or project has a selection of challenging tasks that allow students to customize

their robots. At its core, Robotics is an engineering course where there is never a right answer, but solutions are compromises of different design aspects to get the best overall result. Both mechanical design and clever use of computer code will be essential 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. No prior programming experience or knowledge is required, just a desire to learn and be creative. *Prerequisite/Corequisite: Algebra II*

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, creativity, 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. Throughout our curriculum, our classes go beyond the textbook and allow the student to engage in hands-on authentic applications of scientific principles. Outside of the classroom, students expand on their scientific learning while researching and teaching biological, ecological, and geological concepts to their peers while on Fall and Spring Trip. CRMS science students become critical thinkers and citizens who use the content, models, and skills of science throughout their lives.

Biology and Chemistry are required lab science classes.

Course Descriptions

Once students have completed these prerequisites, they are free to choose from *Physics, AP Physics C, Environmental Science, AP Environmental Science, and Geology electives.*

Biology

In Colorado Rocky Mountain School’s foundational science course, students explore the evolution and processes of life on Earth. When the class is presented with authentic problems or projects, this class dives into them. Examples of this in the past have involved devising an aquaponics system to grow fish and vegetables for the CRMS kitchen, relocating a threatened osprey nest, creating an observational beehive, and constructing a baseline water quality analysis of a threatened local watershed. When students are not involved in a project-based unit, they jump into ecology, plant biology, evolution, genetics, taxonomy, biochemistry, cells and cell division, human reproduction, infectious disease, and the immune system.

Chemistry

The composition and behavior of matter are the focus of chemistry. The course follows a largely historical approach and focuses on the development of conceptual models through numerous laboratory experiments, demonstrations, and student-centered instruction. Over the course of the year, students will, for example, discover absolute zero, learn how to count particles too small to be seen, design and build small rockets powered by different fuels, discover the chemical basis behind the greenhouse effect and global warming and compare the combustion of different alcohols as possible alternatives to gasoline. In the process, most of the topics expected in a typical college-preparatory course will be covered. Much of the instruction and learning will take place during the students’ drawing of pictures that model at the submicroscopic level the phenomena we observe. 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. *Prerequisite: Algebra I*

Geology

Geology has been a course offering at CRMS since the school’s beginning, and with good reason. In this course, you will learn to read the deep history of planet Earth that is written in the very rock we ski through, climb up, paddle down, and backpack through. In that regard, this is a very field-based course and is a great option for you if you want to get outside. Do you like picnic lunches in the outdoors? Geology classes are designed to be on either end of the lunch period so that we can pack a lunch and extend our field trip windows. Geology (in the way it is taught at CRMS) is also a great scientific discipline to dive into that does not have a math requirement. Finally, the course also aligns with Spring Trip (every geology student prepares a geology lesson for their Spring Trip group, but there is also a geology-specific spring trip that students can sign up for) and Interim (there is a geology-specific interim offering every year). *Prerequisite: Chemistry*

Physics

Physics is all about attempting to understand and explain the physical phenomena in the world around us. The process can be challenging and often mind-bending as students wrestle to reconcile their years of experience in the world with scientifically accepted conceptual models. In class, we celebrate this challenge and the difficult process that is science. The course is focused on creating conceptual models that are built from student observations and data collected in small groups. Class periods revolve around solving problems in small groups or trying to clarify misconceptions or misunderstandings

during class discussions. While Physics is the most mathematically heavy science course at CRMS, the emphasis is on ensuring a qualitative understanding of the concepts of physics. However, most students find that their math skills improve during the year as they discover the delightful fact that math helps to clarify and solve problems rather than hinder understanding. Topics covered include a description of motion, the causes of motion, forces, energy, and momentum as seen through the lens of classical mechanics as well as a discussion of electrostatics and electrical circuits. Most topics covered either start or finish with laboratory experiments, projects, or tutorials. *Prerequisites: Algebra II, Biology, and Chemistry*

AP Physics C

AP Physics C–Mechanics is a year-long course following the curriculum dictated by the College Board. Students learn and are expected to apply differential and integral calculus as it is relevant to the topics studied in mechanics. Early emphasis is placed on differentiation in the study of the relationships between position, velocity, and acceleration. Integration is emphasized most in the study of work and energy. Lab work is built into the curriculum and makes up a large portion of the class. Students are required/encouraged to take the AP Exam in May. *Prerequisite: Calculus AB, Physics. May be taken concurrently with Calculus only with teacher approval.*

AP Environmental Science

The AP Environmental Science course is designed to be the equivalent of a college-level course with extensive field and laboratory work that requires organization, planning, and critical thinking skills. Covered topics include ecology, population dynamics, earth science, and human impact at local, regional, and global levels. Students engage

in the content by monitoring the health of the Crystal River using a macroinvertebrate survey, wrestling global population policy in a mock UN debate, and collaborating in group projects about climate change and invasive species. Students enrolled are required to take the AP exam in May. As an AP course, students should expect extra reading and homework. Summer and Winter Break work required. *Prerequisites: Biology and Chemistry, and must have completed or be concurrently enrolled in Algebra II.*

Fine Arts Department

The Fine Arts Department at Colorado Rocky Mountain School stresses a commitment to the production and appreciation of art, the awareness of the role of art in society, and the value creative exploration can have on lifelong learning. 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 from a variety of courses 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

Course Descriptions

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.

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, band concerts, open studios, service crews, and all-school meetings.

Art Survey

All 9th-grade students are required to take Art Survey, an integrated program in the visual and performing arts. During this course, they are presented with the opportunity to 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 visual and performing arts introduce students to the elements of art vocabulary, techniques, and theories. Most importantly, students are encouraged to challenge themselves through a wide range of opportunities, to experience the creative process.

Ceramics I / II / III

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 are emphasized. Students will also consider the historical context, materials, technology, and social aspects of ceramic arts.

Drawing & Painting I

Drawing and Painting students begin by learning the fundamentals of observation and basic skills of drawing, then progress through perspective, rendering three-dimensional forms in space, and the elements of composition and design. In the second semester, students are introduced to color mediums with an emphasis on colored pencil and acrylic painting. This course will begin with more structured assignments and will then transition into more conceptual themes, giving students the opportunity to communicate a personal artistic style through their work.

Drawing & Painting II / III

In Drawing and Painting II/III, students identify as artists, collaborators, and researchers. They foster their curiosities and follow an arts-based inquiry process based on interdisciplinary connections, studio exploration, and ongoing critique and refinement. Students become the authentic owners of their work and develop the skills and language to support it. They will complete an artist portfolio and learn to present it in a professional manner.

Photography I

This hands-on course will instruct students in the basic operations of a digital SLR camera, which includes exposure control, depth of field, lenses, and how digital capture works. Students will learn how to manage digital files. Adobe Photoshop will be used as the digital darkroom and for basic image correction as well as creative assignments. Students will discuss the impact

of photography on society, its history, significant photographers, and current issues. *Students benefit from having their own digital SLR camera for photography classes but may borrow a school-owned camera if needed.*

Photography II

Students continue to advance their knowledge of techniques and skills in digital photography. Technical skills coupled with personal aesthetic expression are emphasized along with a study of photographic theory, significant photographers, and trends in contemporary and historical photography. This course will also open a window into digital art. An emphasis will be placed on creativity as students gain expertise with Photoshop and dive deeper into the world of editing and manipulating their images. Students will also explore basic DSLR video skills. Students will work to create their own unique portfolios and produce a website for promoting their artistic practice. *Students benefit from having their own digital SLR camera for photography classes, but may borrow a school-owned camera if needed.*

Silversmithing I / II

In this course, students gain proficiency in using the tools and materials to design and create projects in metals and jewelry. With an emphasis on craftsmanship, students will produce parts by practicing skills such as cutting, soldering, riveting and filing, and stone setting that can be used to create finished jewelry or sculpture projects of the student's choice. Exploration of design will also be emphasized by considering the work of masters from the past and present, near and far.

Videography & Animation

This course is all about making movies. This is a project-based class where students learn skills in the classroom

and then go out and practice through fun and engaging videography projects. This class will teach students a basic but complete toolkit for telling stories through the medium of film: scripting, storyboarding, camera work, lighting, editing, special effects, sound and dialogue, and much more. Students will also learn stop motion and digital animation techniques that they will use to create animation projects and incorporate animation into other video projects. Knowing how to use all of these tools will allow students to engage with movies, television, and the rest of the digital media that surrounds us in a whole new way. Understanding the strategies that video creators are using allows us to become more critical observers of the modern world, rather than just passively watching. This class builds on material from Photography I, meaning it is recommended to take Photography I before Videography.

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 students the skills and techniques necessary to organize and rehearse music in preparation for live performance. Students will study the fundamentals of music theory, music appreciation, and various instruments and have the opportunity to participate in extracurricular opportunities, including the Aspen Choral Society, Coffee House, independent instrument study with a mentor, and songwriting workshops and talent shows with Jazz Aspen and the Aspen Music Festival and School.

Music - Intermediate

This course is for students who have successfully completed Beginning Music or its equivalent. Students study music appreciation, review the fundamentals of music theory, and will begin the study of intermediate music theory. The class will practice and rehearse songs

Course Descriptions

selected by the students. The goal is to teach the skills and techniques necessary to organize and rehearse music in preparation for a live performance. Students will have the opportunity to participate in extracurricular opportunities including the Aspen Choral Society, Coffee House, independent instrument study with a mentor, and songwriting workshops and talent shows with Jazz Aspen and the Aspen Music Festival and School.

Music - Advanced

This course is for the advanced music student who has successfully completed Intermediate Music or 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 a live performance. Students will study music theory, analysis, improvisation, and composition. Students also study songwriting and gain the skills necessary to produce a professional recording utilizing Logic, a software program for recording, and the advanced skills necessary for mixing and mastering the final product. Students will have the opportunity to participate in extracurricular opportunities including the Aspen Choral Society, Coffee House, independent instrument study with a mentor, and songwriting workshops and talent shows with Jazz Aspen and the Aspen Music Festival and School.

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 goals and guide each student through the college admissions process.

Informally, that process begins when a student enters Colorado Rocky Mountain School. In the 9th and 10th grades, students receive guidance and support with selecting appropriately challenging classes and extracurricular activities that align with their interests and goals. Periodically, students attend grade-level meetings to explore college admissions topics, including seeking out enriching summer opportunities and the importance of citizenship and leadership, to ensure students are well-positioned to be admitted to a college of their choice. Students and families also receive consistent updates and information about the college application process.

During the second semester of 11th grade, students begin working formally with the College Counselor in weekly classes. During these classes, individualized counseling is a very important dimension of the program. The College Counselor discusses the details of the college admissions process, criteria to consider for choosing compatible schools, how to access the library of resources, the importance of testing and test preparation, how to maximize college visits, tips for interviewing, and how to write compelling essays. Together, they will strategize about Early Action, Early Decision, and Regular Decision deadlines.

12th-grade students meet for weekly College Counseling classes in the fall semester to finalize their college lists, develop and refine essays, and ultimately submit high-quality applications.

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 9th, 10th, and 11th grade students. 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 11th-grade students in the weeks leading up to SAT/ACT testing.

Students are empowered to take the lead in this college counseling process with the care and support of the College Counselor. Parents play a key role as well and can keep abreast of their child's application process through our web-based college counseling program, Scoir, and engaging in parent education events such as book clubs and speakers on the topic. The complex process of applying to college can be daunting, but CRMS families can feel confident knowing students are well-resourced and highly supported throughout the process and are well-positioned to not only be admitted to a college or university of their choice but also to easily transition and thrive in their next adventure.

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 allow students 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) or a competitive sport four times each week, 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 Outdoor Expedition Trip, Interim, and Spring Outdoor Expedition Trip each year
- 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.
- One-year students are required to participate in a service crew each quarter during the school year. If the student is involved in multiple competitive sports they are required to participate in at least two service crews.
- 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 Outdoor Expedition Trips, 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.

Trail Running

Trail 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 Cross Country teams. The competitive teams train four days a week and focus on improving fitness and endurance while working to improve personal benchmarks and goals. 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.

Hiking

Explore the picturesque local trails of the Crystal and Roaring Fork Valleys. This immersive outdoor experience invites students to step away from campus and connect with nature, stretch their legs, and have fun with a crew of friends in a stunning natural setting a couple of afternoons a week.

Horseback Riding

Beginning, Intermediate

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. The overall goal of the 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, beginning on the school’s kayak pond before progressing to local rivers. Students learn basic skills, kayak safety, and equipment and water evaluation. There is a high emphasis placed on safety and river rescue from beginning to advanced levels, and students will learn techniques such as how to roll the kayak and how to perform a “wet exit.”

Kayak – Team

Competitive kayaking is for those interested in training for kayaking competitions who can demonstrate a base

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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 the rapids while having a lot of fun. Students paddle four days a week and attend weekend competitions in the spring.

Mountain Biking

Beginning, Intermediate, Advanced

Our instructional mountain biking program is designed to teach riders of all abilities 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 mountain and desert trails just minutes from campus. In the intermediate and advanced levels experienced riders strengthen their skills and endurance on our local trails. Students must have their own bike, helmet, and gloves.

Mountain Biking – Team

The Mountain Biking team is committed to developing the mental and physical skills needed to race a bicycle through focused practice and training. Training takes place four days a week to build fitness, skill, and endurance. In the fall, the bike team trains and competes in the Colorado High School Cycling League at the Division 1 level in a minimum of four races in addition to the State Championships. There will be a pre–season training opportunity in late August.

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 the school climbing wall and regional gyms, and local 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 Climbing Team competes in the Colorado High School Climbing League. The competitions take place in climbing gyms throughout the state, include bouldering and roped climbing, and are participation–oriented. The team meets four days a week in the second quarter, and three days a week in the third quarter. 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.

Strength and Conditioning

Students interested in enhancing their strength, stamina, and overall health through dynamic fitness activities will enjoy the Strength and Conditioning Active offering. Students will rotate through various workouts, runs and challenges both indoors in our Strength & Conditioning Center, as well as outdoors.

Yoga

The yoga program offers students a comprehensive approach to physics and mental wellness. Yoga teaches

students how to breathe while challenging the body physically, to prevent injury, to gain strength, and to be more balanced in your sport of choice. This versatile discipline not only helps alleviate stress but provides a pathway to strength and fitness for the mind, body, and soul.

Fitness and Field Games

As the season transitions from fall to winter, this fun–centered Active offering focuses on strength and stamina training in preparation for the ski season ahead. Students will rotate through various workouts, runs and challenges as well as engage in field games such as ultimate frisbee, capture the flag and other group games.

Skateboarding

This fun, skills–based offering will focus on fundamental skills as well as the opportunity to work on new tricks and techniques. We will utilize both our on campus space as well as the local skate park. Helmets and protective gear will be required.

Active Curriculum Winter Schedule

During the months of January through March, the school transitions to the Winter Schedule to accommodate on–snow winter Active programming. Each Wednesday, students spend the full day at our local world–renowned ski areas with their Active group and do not attend regular classes.

Skiing – Instructional Alpine

Separate groups of beginning, intermediate, and advanced skiers meet every Wednesday at the Aspen/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. All students are taught the Skier Safety and Responsibility Code as well

as Park Smart Terrain Park Safety. Students should expect a blend of instruction and free ski within their ability level group.

Skiing – Alpine Freestyle: Park & Pipe

Advanced alpine skiers interested in developing freestyle ski skills, including park and pipe components, have the opportunity to do so in the instructional alpine program.

Skiing – Instructional Nordic

Each Wednesday, students learn the basics of Nordic skiing on groomed trails. These skiers mainly take advantage of the local Spring Gulch Trail System and work on techniques specific to in–track skiing. The instructional program welcomes skiers of all levels with a focus on fundamental skills and great exercise. This sport can be both excellent stamina training for the serious athlete, and/or enjoyment of the woods and outdoors in the winter. Colorado Rocky Mountain School is able to provide all necessary equipment besides winter clothing.

Ski Team – Nordic

Colorado Rocky Mountain School maintains a robust Nordic tradition that provides students every range of opportunity, from a first experience to high–level competition. Students with varying ability levels race using both classic and skate techniques, with the goal of instilling a sense of passion and adventure for the sport. In the second quarter, the Nordic Team will dedicate four days per week to dryland training in preparation for the winter season. During the winter quarter, the team will head to Spring Gulch and local Nordic ski tracks.

Skiing – Instructional Telemark

This telemark group skis every Wednesday during the third quarter at Aspen ski areas, accompanied by Colorado Rocky Mountain School faculty. All levels are welcome,

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from never-ers to advanced free-heelers.

Skiing – Telemark Team

This is a competitive program designed for students with telemark experience or with a strong alpine ski background. In the second quarter, the team dedicates two days a week to dryland training in preparation for the winter, and two days a week to campus service as a team-building experience. The team spends the winter quarter training on snow at the Aspen ski areas, and continues with dryland strength and stamina training. The competitive season will include several IFSA freestyle competitions.

Skiing – Alpine Freeride Team

Big Mountain or freeride skiing focuses on an expression of creativity, precision, and fun in the winter mountain environment. Students will need to be expert skiers and be comfortable with powder skiing (assessments will be made as to appropriateness). Skiers will focus on searching for best lines on potentially steep, complex terrain. Developing risk assessment skills and judgment will also be a large part of this team experience. The team will participate in at least three IFSA competitions.

Skiing – Ski Mountaineering Team

To accommodate increased student interest in the sport of ski mountaineering, Colorado Rocky Mountain School will be the first high school in the country to offer a SkiMo program. The SkiMo team will meet four days a week, starting with dryland training in the second quarter, and on snow at least two days a week in the third quarter. This team sport involves skiing uphill and downhill in alpine terrain on a designated route. The team’s purpose is to teach students the skills needed for efficient uphill skiing, downhill descents, and transitions between the two, all

while emphasizing safety in mountain environments. By participating in randonee racing, students will not only improve their physical fitness but also develop technical expertise in this newly popular sport. There will be multiple opportunities to participate in local races throughout the third quarter.

Skiing – 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 and snowboarders who want to learn and develop snow travel and skiing skills for the winter environment. In addition to the pursuit of untracked powder, backcountry students will be introduced to avalanche safety practices and equipment. Students will need their own ski/ride equipment and the school will provide beacons, shovels, and probe poles. This active offering is open to advanced intermediate to expert skiers and riders. Snowboarders will need a split board to participate.

Skiing – Dryland Training

Dryland training is required for students who plan to compete during the third quarter on the Nordic, Telemark, Alpine Freeride, or Ski Mountaineering team. Each team follows a demanding training regimen 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 adhere to a training program and keep a log of their training progress.

Snowboarding – Instructional

Separate groups of beginning, intermediate, and advanced riders meet every Wednesday at the Aspen/Snowmass ski areas. CRMS snowboarding focuses on developing

The Active Curriculum

fundamental skills from basic stance to carving turns, helping students develop technique, competency, and confidence while encouraging a love of the sport. Students can expect a blend of instruction and free ride within their ability level group. 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.

Snowshoeing

The CRMS winter schedule offers an amazing opportunity to get out for a full day of winter exploration. This active focuses on snowshoeing and getting out to adventure on our local trails and mountains. Students will learn snowshoeing fundamentals with equipment provided by the school. Aspen Center for Environmental Science (ACES) guides will also show us about winter animal tracks and adaptations, snow properties and more.

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 in October. Practices for girls’ soccer begin in late February, and their season ends in playoffs in May.

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.

Alumni Relations

On this crew, students will help establish and build connections between the school and its graduates. Students have the opportunity to learn how to conduct effective online research and have the chance to talk with alumni, learning about their favorite experiences as CRMS students and about their lives after graduation. Students in this crew will build important interpersonal skills critical to success in college while helping capture and record some of the history of former CRMS students.

Arborist

Learn how to care for CRMS campus trees. Students will learn to identify the health and issues of trees and how to manage them. Students will gain knowledge of tree anatomy and biology, as well as climbing and trimming skills.

Bike Shop

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.

Blacksmithing

Students on this crew produce community projects such as bike racks, chandeliers, railings, coat racks, and table

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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 Bar Fork, the school's dining room.

Climbing Wall Route Setting

The CRMS climbing gym is home to both the Girls' and Boys' Colorado State Climbing Championship Teams. Our extensive bouldering gym is the perfect training grounds for beginning climbers to advanced competitors, alike. Students in the Route Setting service crew keep the bouldering problems fresh by routinely setting new routes.

Culinary

Students are supervised by and work with the kitchen staff in areas of food preparation, baking desserts, pre-meal setup, cleanup, and all facets of running a professional kitchen.

English in Action

This service crew partners with a local organization, English in Action, to teach students how to teach English to ESL learners and provides opportunities for informal but direct teaching experience and conversation.

Equine Therapy

This service crew volunteers and visits various local equine therapy programs and places in the valley. Students will learn about the many ways horses are used to promote mental health, emotional healing, and physical mobility and enrichment. This service crew is for students who want to expand their equine knowledge and be involved in community outreach. Learning will include horse physiology, neurodivergent education, and related topics.

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 also have the chance to make their own work.

Organic Gardening

Students working in the school's organic garden 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. Depending on the time of year, students may be harvesting fall vegetables, starting seeds in the greenhouse, preparing for the annual Plant Sale, weeding, watering or tending to the crops. Food from the CRMS garden provides organic vegetables and fruits for the school's dining room and beyond.

Peer Tutoring

High-performing academic 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.

Ranch Work

Students involved in this historic service crew are the labor force for the school's ranch and horse operation.

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Students build and repair fences and corrals, maintain the irrigation ditches, feed livestock, and do numerous odd jobs around the 300-plus-acre property.

Ski Tuning

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

Arts and Literary Magazine: The Pearl

In this work crew, students craft and create poems, short stories, personal essays, non-fiction pieces, and visual artwork for the school's Arts and Literary Magazine, *The Pearl*. Students also act as editors for each others' work while also calling for and vetting submissions from the community at large. Students who demonstrate exceptional craftsmanship and care in working with the magazine can earn leadership titles such as Layout Editor, Literary Editor, Art Editor, and Editor-In-Chief.

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.

Videography

The videography work crew will focus on creating video and photo media content for the CRMS website. This group will help tell the story behind several of our programs. Students will collaborate to decide how best to tell the stories they wish to highlight, learn to conduct interviews, shoot action sport sequences, and edit video.

Woodworking

This crew introduces students to the craftsmanship of hand carving and learning to work with a variety of tools and wood varieties to create both functional and artistic

projects. Students begin by learning safety and workshop etiquette, and progress to creating handbuilt pieces for campus.

Yearbook

Students in this service crew take photos, learn how to layout and publish, and experiment with the creative process that is the yearbook.

Walk the Talk

Walk the Talk is a group whose purpose is to promote social change through service projects and fundraisers for local organizations. Each semester, the group selects their project focus and identify volunteer opportunities, organize fundraises, and promote positive social change.

Middle School Climb Coaching

This service crew helps mentor students at the Carbondale Middle School in their Climbing Program. This is a great way for climbing students to share their love of the sport and give back to the greater community.

Audio/Visual & Campus Communications

This student crew work with the campus Technology Department to develop and post timely information on campus screens, help with All School Meeting AV presentations and other digital communications.

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Theatre Program

CRMS provides a theatre 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 dramatic performances, which may include musicals. There is a place for everyone – from lead roles to supporting roles to stage manager or set designer. These performances are designed to enrich and entertain 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 and strengthens connections between peers and faculty. 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.

Fall Outdoor Expedition Trip

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 is an opportunity for the whole school to celebrate the Rocky Mountain region in all 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 surrounding 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
- Fly Fishing and Backcountry Cooking: Frying Pan Wilderness Area, Josephine and Carter Lakes
- Rock Climbing: San Rafael Swell, Unaweep, Shelf Road

- Kayaking: Ruby and Horsethief Canyons, Desolation and Gray Canyons

Spring Outdoor Expedition 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 and leadership skills, along with discipline-specific competencies.

Sample Spring Trip offerings include:

- Kayaking: San Juan River, Yampa River, 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

Each of our three annual outdoor-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, the 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.

Interim

Colorado Rocky Mountain School’s Interim Program immerses students in rich, hands-on experiential learning opportunities for two weeks in February. 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;
- promoting active learning and experiential education.



The CRMS Community

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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.
- Language and Culture, Costa Rica: By taking formal language classes and living with host families, students immerse themselves in another culture and language.
- Horse Packing in the Grand Canyon: Students explore the canyons on horseback, providing a direct link to the geologic history of the Grand Canyon.
- Marine Biology in Kino Bay, Mexico: Students study biology and ecology of the Gulf of California.
- Ski Building: Students design and construct a set of fully customized skis.
- Civil Rights in the American South: Students travel through Georgia and Alabama to learn about the Civil Rights Movement.

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, of meaningful connection to a very special place.

Citizenship & Leadership

A-Team

Students at each grade level may serve as student ambassadors to prospective students and their families for the Admission Office. Members receive training to prepare as tour guides and student greeters for campus visits and events.

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 students, and its meetings are open to all who wish to attend.

Most recently, Agenda has been responsible for organizing CRMS student clubs, for working on student leadership opportunities, and for planning 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 selected 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 their 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.

Community Committee

The Community Committee is a group that intentionally addresses issues of diversity, inclusion, and the student experience as they relate to the CRMS community and as the school plans for its future. The committee is made up of faculty and student leaders and is chaired by the Cultural Liaison. Students may attend conferences

student perspective with the community as we honor, support, and celebrate diversity in our community.

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.

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 in our academic, athletic, and residential programs. 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 faculty and selected students, and is chaired by 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 school's 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.



The CRMS Community

Household Job Captains

The Household Jobs (HHJ) Program is run by 12th-grade 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 12th grade-crew leaders in leading HHJ crews. Every student is assigned to a required 20-minute HHJ twice a week. HHJ is an opportunity for each student to participate in the daily upkeep and functions of campus. While HHJ are run by 12th-grade student crew leaders, it is an opportunity for every student to demonstrate leadership initiative.

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 the 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 meet with their advisors multiple times a week: in advisee meeting, in All-School Meeting, and during formal dinners. New students may even have their advisor as their Wilderness Trip Leader. Starting a trip with the adult who will be the student's primary

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, whether it is in the classroom, in the dormitories, or at a game or performance where their advisor has come to cheer them on.

All-School Meetings

Colorado Rocky Mountain School students and faculty are required to attend weekly all-school meetings. 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 school community. This is then followed by a senior speech. Throughout the year, each 12th-grade student addresses one of the principles that their class has crafted during the 12th Grade Initiative days. Time is also set aside for gratitude and accountability and the ever important "Braj" award, a community award that is passed along each from the recipient to another community member.

Formal Dinner

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