

# Colorado Timberline Academy

## THE GOAL SYSTEM

At Colorado Timberline Academy, a student must complete seven academic goals in order to graduate. These goals try to incorporate the kinds of knowledge and courses a person should have to enter college, as well as to become a well-rounded adult in our society. In many cases this is the equivalent of two to three years of work in regular high school.

The goals are as follows:

1. English
2. Science
3. Civilization
4. Language
5. Philosophy, Psychology and Religion
6. Aesthetics (Fine Arts, Drama, Photography and Music)
7. Mathematics

In addition to completing these seven basic goals each student must choose up to two areas in which to specialize. Most specializations require 2-3 additional courses; however, Aesthetics and PPR allow for more out-of-class work. Honors credit will be given for completion of a specialization with at least a grade of B.

Any questions regarding the transfer of a student's past work from another school into the CTA goal system will be answered by the Academic Dean in conjunction with the heads of the particular goals.

Along with the Basic Goals, all students must complete nine General Electives of their choice.

## ENGLISH GOAL

The purpose of all English and communications arts classes is to help students to use language effectively to create knowledge, meaning and community in their lives, to reflect upon and evaluate their own language, and to recognize and evaluate ways in which others use language to affect them. The English goal at CTA is designed to implement students' basic skills of reading, writing and critical thinking, into their understanding of the use and power of the English language. We hope that by laying a foundation of basic skills upon which they can build, students will deepen their abilities to express themselves confidently and effectively in both written and oral communication.

### BASIC GOAL

To meet the English goal at CTA, each student is required to take and pass the following classes with a grade of 'C' or better. Each of the English classes (Levels 1-3, parts A and B) should require two blocs to pass.

Eng I <i>Getting Into Writing:</i> (.50 credit)	Part A: Parts of Speech, sentence structure Part B: Punctuation and Paragraphing
Eng II <i>Gaining Fluency and a Voice:</i> (.50 credit)	Part A: Idea generation, thesis, organization, citation Part B: Paragraph development, transitions, intro/conclusions, workshop
Eng III <i>Technical Writing:</i> (.50 credit)	Part A: Narrative/Personal and Comparison/Contrast essay Part B: Evaluative and Persuasive essay
Eng IV <i>Research Writing:</i> (.25 credit)	Extensive research on a chosen topic

#### *Learning Power: (1 bloc, .25 credit)*

All incoming freshman, transfer students with less than a 3.0 GPA, and select returning students are required to enroll in this course. Learning Power is designed to strengthen basic skills including organization, test taking, study habits, time management, note taking and research writing. Enrolled students will have one bloc credit upon completion of this course.

In addition, each student must take a minimum of 10 English electives. Each class earns .25 credit. These electives include but are not limited to writing, communication and literature classes. Here are possibilities of electives:

- poetry
- creative writing
- journal writing
- memoir writing
- speech and debate
- literary magazine/newsletter
- journalism
- various literature classes (5 required)

The literature classes will be divided into the following four levels - A, B, C and D. The content of each class may vary; however, the level of difficulty of reading, writing and critical thinking

will rise with each level. To meet the English goal, each student must take and pass a minimum of 2 D level courses and 3 C level courses. The remaining 5 credits may come from any of the available electives. The following literature courses are merely suggested possibilities, with the option of many more authors and/or genres to be included at each level.

A. American, British, Latin, and  
Native American Short Story

B. Salinger      Bradbury  
    Faulkner     Golding  
    Hemingway   Austin  
    Herriot       Hurston  
    Wright       Silko

C. Woolf           Marquez  
    Conrad        Morrison  
    Bronte         Twain  
    Updike         Dickens  
    Allende        Vonnegut

D. Shakespeare   Homer  
    Dostoyevsky   Dante  
    Virgil          Ellison  
    Pirsig          Plato  
    Murasaki      Beauvior

Finally, each *new* student will participate in a placement test during orientation to help determine placement. A writing portfolio will be kept for each student monitoring his or her progress and showcasing his or her best work.

### **TUTORIAL PROGRAM**

CTA is committed to meeting students' individual language learning needs. To achieve this, the English Department provides a uniquely designed program, which identifies and targets students' specific language needs and learning differences. The Tutorial Program employs direct, systematic and cumulative instruction with a multi-sensory approach. Language needs such as reading fluency and comprehension, vocabulary, spelling, and written expression are addressed.

We complete individualized diagnostic testing to identify potential students who would benefit from this program. However, if parents have specific testing results or are concerned that their child has difficulties with facets of language learning, we encourage them to provide this information. This will greatly aid us in the placement of their student in the English program and will enable us to provide the most effective instruction based on the student's individual needs.

### **ENGLISH SPECIALIZATION:**

The specialization will be a two bloc sequence and will allow students the freedom to creatively determine the focus of the specialization. The student will choose from the following two tracts: 1.) Literature Intensive. The student must complete one additional D-Level Literature Class and the English Specialization Class. OR 2.) Writing Intensive. The student will complete one additional writing class and the English Specialization Class. In the Specialization Class, The student will select a specialized theme/topic and share his/her knowledge with the class. Specific guidelines will be established by the student and the English Department.

## SCIENCE GOAL

The purpose of the science goal at CTA is to make students aware that science is a part of every aspect of our lives. Through exposure to many topics of science, we strive to spark interest within the student to discover the vast biological world around them. When the student has completed the science goal they will be familiar with proper format, lab technique and methodology in the classroom, lab and in the field. Our goal is to give the student the tools to continue an independent investigation of the boundless world of science.

### BASIC GOAL

Biology (3 blocs) *.75 credit*  
Environmental Science Or Anatomy & Physiology (1 bloc) *.25 credit*  
Chemistry (3 blocs - consecutive) *1.00 credit*  
OR  
Physics (3 blocs) *1.00 credit*  
Two Science Electives- (2 blocs) *.50 credit*

### SPECIALIZATION

For students with a special interest in science, a specialization in this goal is available. This requires the student to complete the Chemistry or Physics series, whichever was not taken, resulting in three additional bloc classes. As an alternative, students may design a specialization, with the help of the science department, according to their personal scientific interests.

### Electives

Some of the electives offered include:

**Environmental Science** – Focuses on the environmental threats our planet faces today based upon scientific evidence.

**Ecology** – This course focuses on the holistic view of our biosphere and how different aspects of our natural world work in conjunction with each other to create our diverse planet. It focuses on the niche of different species and the philosophy and history of adaptation and evolution. The fieldwork will encompass the studies of local flora and fauna, different biomes and how elevation influences diversity.

**Anatomy and Physiology** – Focuses on the functions and internal relationships of the human body.

**Ornithology** – This class focuses on the classification, adaptation and characteristics of an array of bird species. We focus on field studies involving our native bird populations in local niches around the country.

**Botany** – This class will focus on the plant world. We will look at pollination biology as well as useful characteristics of some of our native plant species. We will look at desert environments and the identification of some of our native species through their visual make-up.

**Zoology** – This class will introduce the fundamental properties of animal life. It will provide a basic understanding of the animal kingdoms and the fundamental similarities and differences between animals. Fieldwork will include identification and classification.

**Astronomy** – This class will focus on the sky. We will learn about what we see, why we see it and how to identify it. Evening participation will be required on some dates.

**Alternative Energies: A "Green" Revolution**: – In the coming of a new era - considering our ever increasing population, development and expansion into undisturbed ecosystems - our need for a divergence into alternative ways of living on this planet are becoming more prevalent. We will explore new ideas, alternative energy, ethics in technology and the path we are on as a society.

**Geology** – This class will look into the morphology and origins of land forms. Our location in Southwestern Colorado allows us to make frequent field trips in an area famous for geologic study.

## CIVILIZATION GOAL

In the Civilization goal, students will explore the cultural, social, political, and economic ideas and accomplishments of the people of our past in the hope of better understanding our present day world and our place in it. We will also examine and evaluate other cultures and political systems in order to become aware of the diversity of societies and cultures which are also part of our heritage. Lastly, the student will learn to appraise these cultures and our social and political values in order to critically evaluate the enormous global issues that we face as citizens of the modern world in an effort to promote informed decision making and social responsibility.

### BASIC GOAL

Students will complete the Basic Goal by completing courses in the following areas. We strongly advise that students take these courses in sequence.

World History I: <i>.25 credit</i>	Ancient Civilizations
World History II: <i>.25 credit</i>	Middle Ages, Renaissance, Reformation & Enlightenment
World History III: <i>.25 credit</i>	Capitalism and Imperialism
World History IV: <i>.25 credit</i>	The Modern World
US History I: <i>.25 credit</i>	Early America
US History II: <i>.25 credit</i>	Federalism to Civil War
US History III: <i>.25 credit</i>	Becoming a World Power
US History IV: <i>.25 credit</i>	Great Depression to Present

American Government: 2 Blocs (*.50 credit*)

One Civilization elective- *.25 credit*

Total requirements: 11 blocs to complete the basic goal

Students who have completed some high school social studies courses prior to entering CTA will be awarded appropriate credit after we have examined his or her transcript.

Students are required to completed in-depth research projects, oral reports, group projects, tests and rubrics depending upon the specific requirements for each course as determined by the teacher at that time. Students are also required to complete one elective, and may choose up to three additional Civilization courses as General Electives depending upon his/her goal program.

### SPECIALIZATION

Students may specialize in Civilization by completing two additional blocs of in-depth study of social issues that are critical in the world today, both on a global and regional level. This requirement is divided into two general areas of emphasis:

1) **Global Issues/ International Affairs.** The student will focus on social issues of global significance such as population growth, human rights, women in developing nations, resource distribution, economic development etc. They will choose one particular issue to research thoroughly and produce a research paper and presentation on the issue.

2) **Social Issues in America.** The emphasis of this bloc is for the student to gain an in-

depth understanding of a particular social issue in the United States through first-hand field experience and background research. To complete this objective, students are encouraged to participate in a service project within the area of their focus. For example, if a student chooses to study homelessness in America we may arrange for them to volunteer at a soup kitchen or shelter in the local area. In order to complete credit for this requirement the student will be expected to present a well-organized and thoroughly researched presentation on their topic and the experience they had in the field.

**OR**

Students with specific interests in Social Studies may choose to complete only one of the above mentioned specialization requirements and propose a bloc of related independent study. The student may choose an area, particular topic, culture, time period, or historical figure in which to conduct in-depth research and compile a research paper or formal presentation of their work.

In order to achieve credit for independent studies under the Civilization Goals, students must work under the supervision of an advising Civilization teacher who will meet on a biweekly basis with the student to assess progress and create deadlines for completion of work. Students will be evaluated on the depth of their research and the effort they put into the study as well as the final product. Topic proposals for their independent studies within the Civilization Goal must be presented and approved the bloc prior to the initiation of the independent study.

**SAMPLE ELECTIVE COURSES**

The elective offerings in the Civilization department may vary from year to year depending upon the individual instructor and the interests of the students. The following is a sampling of electives that may be offered:

Boomtowns- local history of Colorado	Anthropology of the Southwest	American West
Geography	Current Events	Women's
History		
Ancient Cultures of Meso-America	Political Theory	Global Issues
Irish History	Economics	Human Evolution

## LANGUAGE GOAL

The Language goal at CTA is devoted to the appreciation and feeling for the spoken and written language, either French or Spanish. It is important to be aware of the Spanish and French influences in our own culture and to be able to handle oneself with facility when traveling in non-English speaking countries.

Beginning French and Spanish will not be offered simultaneously, but rather on an alternating basis. Since CTA is such a small school, the primary purpose of alternating the languages is to increase attendance and an enthusiasm for the language. Larger language classes are more stimulative for the purpose of conversation and oral grammatical exercises. The language of a student's choice should be decided upon early in his/her CTA career in order to be able to fulfill the academic requirements - especially if one intends to attend college. It is my recommendation that a student should begin his/her language sequence no later than junior year.

Students who attend CTA for their senior year only and who have not previously studied a language *may* need to, by necessity, have a modified set of requirements which is by no means a fault of the goal system but rather a reality due to the limited time in which the student is in attendance at CTA.

### THE BASIC GOAL

Will consist of:

1. Spanish will consist of 3 blocs of Intensive grammatical study prior to the Intensive Bloc, as well as 2 blocs after the Intensive (*1.25 credits*). French will consist of 5 blocs of Intensive grammatical study prior to the Intensive Bloc (*1.25 credits*).
2. The fourth bloc of French or Spanish will be designated as the Language Intensive Bloc (*.75 credit*) The required Intensive Bloc will be a travel-study class to a country which speaks the language. In past years, we have made trips to Mexico, France or Canada.
3. Three classes will be offered during the Intensive: (*.75 credit*)
  - a) Conversation and continuation of grammar. (French 2 or Spanish 2).
  - b) Literature - (An English literature credit will be given as well).
  - c) Free-Choice Project - This may become a writing class, a history class, etc., but it will deal with the language and culture being studied. To have it count under the history or English goal, a program must be arranged and approved by the teacher of that goal. All three credits will count as French or Spanish. If a third official class in History or English is not elected, the third credit will be given as a general language cultural credit applied to the language goal.
4. A student is required to take the second year of a language. The second year will also consist of 3 blocs of intensive grammatical study. One of these blocs will occur during the Language Intensive Bloc. The other two blocs will occur at CTA. **IMPORTANT:** If a student must take only second year of a language at CTA, having taken the first year elsewhere, he or she should and may easily accomplish this by pursuing only the 2<sup>nd</sup> year sequence. However, **THIS MUST INCLUDE PARTICIPATION IN THE LANGUAGE INTENSIVE BLOC.** If a student's language of choice is NOT offered during that year (this scenario would apply in particular to seniors), other arrangements must be made. If there are ENOUGH STUDENTS in this particular situation, a special course of French 2 or Spanish 2 MAY be offered.
5. In certain special cases, I might excuse a student from continuing Language 2 based on

Specific learning differences or special needs requirements. It is rare that I exempt a student totally from foreign language. In order for this to happen, I will insist upon proof through testing.

**CONCLUSION:** Since I have revised the goal so that the 2 full credits in Foreign Language may now be obtained in one academic year, I still feel that a student should enroll in the language of choice by Junior Year. To pursue one whole year of language is a commitment and, if left until Senior year, there may be too many conflicts. To pursue language in a single year now also NECESSITATES participation in the LANGUAGE INTENSIVE BLOC in order to receive a full 2 years of credit. This can no longer be considered as optional unless there are extenuating circumstances with the family (financial or otherwise) which may prohibit participation.

### **SPECIALIZATION**

The requirements for the foreign language specialization will be:

- A. If a student has completed the Intensive bloc in another country, he must take one additional bloc of Spanish or French for specialization. (Offered if there is interest.)
- B. If a student has not been able (for financial or health reasons) to do the Intensive Bloc, he may take Spanish/French for Specialization and one other independent bloc related to the language of choice.

Note: In the event there is not enough interest to form the Special Class, I will make an independent class available to replace the special classes.

### **EXEMPTION FROM LANGUAGE**

1. A student may be exempt from a language if he/she has taken at least 2 years of a language from a former school with at least a grade of 'C'. He/she may elect to specialize by participating in the Intensive.
2. If a student arrives during his senior year at CTA with one year of language from a previous school, he must petition me to be exempt on the basis of fluency and in most cases, he will be asked to pass a proficiency exam in that language. The senior should take the second year of his/her language at CTA in lieu of the 3 required blocs, provided the second year of his elected language is offered that year. If a student arrives at CTA during his/her senior year without any previous language study, he must take 3 blocs of the language offered. It is not necessary to pursue the Intensive Bloc unless a student wishes to do so and has the time for it. However, if a one year senior has space to pursue the entire language sequence, I absolutely encourage this. Otherwise, the student is not fulfilling entrance requirements for most colleges.

At this time, I would like to define clearly and without exception a graduating one-year senior in terms of his/her language career at CTA. A student may be considered a one year senior should he/she become a student at CTA after bloc 4 of the prior year. Those who become students during Blocs one through four will be considered as juniors and will have to pursue the entire language sequence.

3. I feel that every student should at least have some exposure to another language prior to or during his/her time at CTA. If a person has difficulty in learning a language, an alternative language program may be devised to suit that student's needs. This may be done on the recommendation of a prior testing program or a counselor's advice. However, it is my belief that every person can enjoy some language and should try to pursue a regular academic class in spite of past weaknesses.

### **MATHEMATICS GOAL**

The focus of the Mathematics goal is to provide students with experiences that encourage and enable them to view mathematics as useful, while gaining confidence in their own mathematical ability. Students who complete the Mathematics goal will be able to communicate and reason mathematically, solve problems effectively, and use mathematics in their daily lives. Students at CTA will complete coursework in Algebra 1, Geometry and Algebra 2. Students who so desire may continue their mathematical education by obtaining a specialization in Mathematics.

## **BASIC GOAL**

Standard Goal:

- Four blocs of Algebra I (1.0 credit)
- Four blocs of Geometry (1.0 credit)
- Four blocs of Algebra II (1.0 credit)

Alternative Goal:

- One bloc of Math Power (0.25 credit)
- Five blocs of Algebra I (1.0 credit)
- Four blocs of Geometry (1.0 credit)

Note:

- All students are expected to complete the Standard Goal unless advised otherwise. Parents, Academic Advisors, and the Mathematics Department may create a specialized program based on Alternative Goal options on a case-by-case basis.
- Students deficient in basic mathematical skills may be required to attend one bloc of Math Power.
- Students who complete the Standard Goal will be prepared for college.

## **TUTORIAL**

Some students benefit from being able to control the pace of their own learning. In order to address all students' needs, some students may be asked to participate in a Math Tutorial. Students who are enrolled in a Math Tutorial progress through the curriculum at their own pace. In addition, if students arrive at CTA with partial credits in Algebra 1, Geometry, or Algebra 2, they may elect to complete their class in a Math Tutorial.

## **SPECIALIZATION**

Interested students who complete the Standard Goal may elect to specialize in Mathematics. For those students, they may choose from the following:

- Three blocs of Precalculus (1.0 credit)
- Three blocs of Calculus (1.0 credit)
- Two blocs of Robotics (0.50 credit)

Students may also suggest elective courses (e.g., Probability & Statistics, Computer Science) with the consent of the mathematics department.

## PHILOSOPHY, PSYCHOLOGY & RELIGION GOAL

The focus of the Philosophy, Psychology and Religion goal is to help students gain a better understanding of themselves, their relationships to others, and an awareness of the many different interpretations of the human condition in other cultures. By exploring various philosophies, psychologies and religions, students will begin to formulate their own beliefs and gain an awareness of ideas and belief systems of others that will help them understand the similarities and differences in how human beings view their world. Psychology offerings will be both theoretical and practical, with an emphasis on how we, as individuals, must become more responsible for our actions, and / or our choice of non-actions.

### BASIC GOAL

To complete the basic PPR goal the student must complete the following:

- **Introduction to Psychology** (.25 credit) – a more theoretical approach to various psychological interpretations of the thought patterns and actions of human beings individually and in groups. (May be taken as a sophomore.)
- **World Religions** (.25 credit) – An overview of the various belief systems of the major world religions. (May be taken as a junior.)
- **Philosophy of Life** (.25 credit) – (Seniors only) The traditional culmination of the CTA experience – all seniors are required to write a 3000 word (approximate) guided paper that reflects the student's thoughts on the following questions:
  - What is the meaning and purpose of my life?
  - What are my values and principles?
  - What are the areas of my life that are consistent and inconsistent?
  - What are my responsibilities (if any)
    - to a supreme being?
    - to humankind?
    - to other individuals?
    - to myself?

### SPECIALIZATION

In order to specialize the student must complete one additional elective in the PPR goal, and write a research paper or create a project in an area of interest. The paper will consist of 10 or more typewritten pages. Projects will be developed with the assistance and approval of the PPR head. Papers or projects will represent the equivalent of one bloc's work.

## **AESTHETICS GOAL**

At CTA we foster the enrichment of each individual through different types of art. Aesthetics is the term we use at CTA to describe fine arts, crafts, drama and music. Such activities are essential to the development of one's multiple intelligences and creativity. A variety of electives are offered throughout the year and students may choose courses according to their interests.

### **BASIC GOAL**

A CTA student is required to take four aesthetic electives of his/her choice. *(1.00 credit)*

### **SPECIALIZATION**

The specialization in the aesthetics goal is designed to encourage the students with strong interests in the arts to further pursue their learning. The majority of the learning will be self-directed at this level.

Specialization Requirements: This specialization is completed by choosing one area of aesthetics, including: painting, sculpture, drawing, ceramics and photography.

#### Specialization A: Fine Arts, Photography, or Ceramics

To complete a specialization in Fine Arts, a student must (a) decide on which area (medium) of art he/she will focus on, (b) complete a portfolio consisting of a minimum of 15 quality pieces, and (c) hang an independent art show on either Parents' Weekend or Graduation.

#### Specialization B: Yearbook Photography

To complete a yearbook photography specialization a student must (a) actively involve oneself in the photographic process of the yearbook for one full year or until it satisfies the specialization.

#### Specialization C: Yearbook

A specialization in yearbook will be awarded for extensive involvement in the yearbook preparation as per Marianna.

### **POSSIBLE CLASSES OFFERED**

Ceramics	Photography	Stone/Clay Sculpture
Drawing	Block Printing	Design/Collage
Mono Prints	Drama	Improvisation
Guitar	Graphic Design	Earth Art
Sculpture	Woodworking	Digital Photography
Murals	Multi Media	Stained Glass
Painting (Oil, Acrylic, Watercolor)		
Ceramic Sculpture		
Pastels/Charcoals		
Black and White Photography		
Stone Carving		