Colorado Rocky Mountain School

COURSE GUIDE
2025-2026

CRMS Academic Graduation Requirements:

- Students must earn a minimum of 20 credits between ninth and twelfth grades and are strongly encouraged to exceed 20 credit hours to enhance their college admissibility.
- Minimum requirements by discipline:
    - English- 4 credits
    - Mathematics- 3 credits (through Algebra II)
    - History- 3 credits (United States History or AP United States History required)
    - Science- 3 credits (Biology & Chemistry required, Physics highly recommended)
    - Modern Language- 2 credits (3 credits strongly recommended)
    - Fine Arts- 1 credit (Art Survey required of ninth-grade students)
- Computer Science classes can be counted as math or science electives in terms of credit requirements.

College Expectations:

Students are encouraged to take six courses each year. The ideal transcript for college admission reflects four years in mathematics, science, history, English, and modern language. All students are required to take a minimum of five academic courses each year. Students requesting a seventh class should discuss this plan with their advisor. Eleventh-grade and twelfth-grade students are required to take one term of College Counseling. We ask all students to choose a course load that is challenging and manageable. Academic and Active courses are included on the CRMS transcript, so students must leave time to thrive in all aspects of our programs.

A student must earn a C- or above in math and language to proceed to the next level, with rare exceptions granted by the department and the academic dean. If a student wishes to advance to a higher level of study, summer school work is possible with permission from the academic dean.

See the CRMS family handbook for more detailed information about graduation requirements, course placement, and our course add/drop policy.

Academic Course Progression Overview

ENGLISH (4 Credits Required)

9th Grade:
- World Literature

10th Grade:
- English 10: Literary Movements and Legacy
- Honors English 10: Literary Movements and Legacy (with teacher recommendation)

11th Grade:
- American Literature
- AP English Language and Composition (with teacher recommendation)

12th Grade:
- English 12: Contemporary Literature

HISTORY (3 Credits Required; United States History Required)

9th Grade:
- World Geography

10th Grade:
- History 10: World History Through Inquiry
- Honors History 10: World History Through Inquiry (with teacher recommendation)

11th Grade:
- History 11: United States History
- History 11: AP United States History (with teacher recommendation)

12th Grade:
- History 12: Comparative Government and Politics

MATHEMATICS (3 Credits Required through Algebra II)

Algebra I
Geometry
Algebra II
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Social Justice Statistics — Precalculus
Computer Science Courses* — AP Calculus AB
-Robotics — Multivariable Calculus
-AP Computer Science A — Independent Study Mathematics

**Computer Science courses can be used toward math or science credit.*

SCIENCE (3 Credits Required; Biology & Chemistry Required, Physics Highly Recommended)

9th Grade:
- Biology
- Chemistry (for ESOL students)

10th Grade:
- Chemistry
- Biology (for ESOL students)

11th & 12th Grade:
- Geology
- AP Environmental Science
- Physics
- AP Physics C (Physics prerequisite)

Computer Science Courses*
- Robotics
- AP Computer Science A

SPANISH LANGUAGE (2 Credits Required; 3 Credits Strongly Recommended)

9th, 10th, 11th, 12th:

- Spanish 1: Introductory Spanish / Español I Introducción al español
- Spanish 2: Storytelling in Spanish / Cuentos en español
- Spanish 3: Explore the Spanish-speaking World / Explorar el mundo
- Spanish 4: Hispanic Language and Culture / Lengua y cultura hispánicas
- AP Spanish Language and Culture
- Spanish for Heritage Language Learners / Español de herencia

ART (1 Credit Required - Art Survey required for 9th grade)

9th Grade:

- Art Survey: Visual and Performing Arts

10th, 11th, & 12th:

- Ceramics I, II, III
- Drawing and Painting I
- Drawing and Painting II/III
- Silversmithing I & II
- Photography I
- Advanced Digital Arts
- Beginning Music
- Intermediate Music
- Advanced Music
    - See Keelan Bozman if you have questions about placement.

COMPUTER SCIENCE (Elective; Algebra II is a Pre/Co-Requisite)

9th Grade:

- With approval from the academic dean

10th, 11th & 12th Grade:

- Robotics
- AP Computer Science A (with teacher permission or Computer Programming Prerequisite)

Recommended Courses by Grade Level

All courses listed in our course guide are one full year and one academic credit.

9th Grade Courses:

- Ninth-grade students generally take six courses: World Literature, World Geography, Biology, Art Survey, Spanish language, and mathematics. Colleges prefer to see students with four years in each of the five disciplines: English, history, math, Spanish language, and science. You may select the appropriate level of math and Spanish language. We will review your mathematics placement assessment to determine whether the course you have selected is appropriate for you. Please contact the academic dean with any questions about course options or placement.

10th Grade Courses:

- Tenth-grade students generally take six courses: English 10, History 10 (English and History may be taken at the honors level), mathematics, science, Spanish language, and a fine art or elective. Chemistry is the standard sophomore science class for students who have successfully completed Biology and Algebra I. Tenth graders may take a seventh course with their advisor's approval.

11th Grade Courses:

- Eleventh-grade students generally take six courses. US History or AP US History, American Literature or AP English Language and Composition, and a mathematics course are required. College Counseling is taken during the second half of the year. Students may take a seventh course during the first half of the year with approval from the teacher and their advisor. Colleges prefer to see students with four years in each of the five disciplines, so we encourage students to continue their studies in the Spanish language (if applicable) and science (Physics is highly recommended for students applying to STEM programs at selective universities). AP courses are open to students who have performed well in related classes and can commit to the time, effort, and rigor required to succeed in college-level work.

12th Grade Courses:

- Twelfth-grade students generally take six courses. Colleges prefer to see students with four years in each of the five disciplines: English, history, math, Spanish language, and science. Four years of English are required at CRMS. College Counseling is required during the first half of the year. Students may take a seventh course during the second half of the year with their teacher's and advisor's approval.

International Student Expectations:

- Spanish language credit is not required for students who speak English as a second language.
- Because new English for Speakers of Other Languages (ESOL) students are expected to focus on mastering the English required for academic success, they may not take Spanish during their first year at CRMS without permission from the academic dean.
- Students who wish to continue the study of a world language other than Spanish should speak to the academic dean.
- Because of the challenging nature of the language used in Biology class, we recommend that international students take Chemistry first.
- Students who are not yet fluent in English are expected to enroll in our Literature and Writing for English for Language Learners class.
- Students who need help with academic English vocabulary and writing are expected to enroll in ESOL Support, which includes three study sessions per week plus evening study help.

ENGLISH

❖ Literature and Writing for English Language Learners

This class is specifically tailored to support the needs of new international students as they venture into the English literature and writing classroom. Students will read level-appropriate texts that scaffold their development in English grammar and vocabulary and introduce them to assorted literary concepts. Verbal and written communication will be regular staples of this course as students engage in small-class discussion and work closely with the instructor to increase their language comprehension and proficiency. Through personalized support and consistent language interaction, this course aims to enable students to successfully participate in a mainstream English literature classroom with native speakers.

❖ English 9: World Literature

Through exploration of short fiction, novellas, essays, poetry, and novels from Africa, Asia, Europe, and North and South America, World Literature exposes ninth-grade students to a variety of human experiences and challenges them to consider their own story and perspective. This class uses discussion and writing to investigate the various themes, beliefs, values, and cultural practices that constitute the global community. Many of the texts used in this course support a cross-curricular approach between ninth-grade English and History, helping students see literature as a product of the society and time period in which it was written and deepening their understanding of the themes and concepts therein. Students will practice creative writing, personal narrative, analytic argumentation, and summative exposition in order to increase their composition skills and further their ability to clearly articulate their critical thinking. Additionally, students will routinely engage in academic and collaborative discussion, developing their abilities as verbal communicators and cooperative members of a learning community.

❖ 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. To establish where some of the fundamental beliefs of contemporary society originated, our 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, we'll 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, we'll also employ critical thought to identify ways in which these traditionally revered stories serve to reinforce harmful power imbalances existing today, and we contextualize this with the historical examples examined in History 10. Challenging reading, lively discussion, and critical questioning are staples of this class. Additionally, we'll frequently practice crafting logical, clear, and mechanically sound analytical writing.

❖ Honors English 10: Literary Movements and Legacy

This course is an intellectual extension of the regular section of English 10. Honors-level students are expected to 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 and thoughtful commentary in class and on homework.

❖ English 11: American Literature

Eleventh-grade 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 write evidence-based analytic and argumentative pieces, focusing on fine-tuning their theses in pithy, direct statements. As the course continues, we will read several novels from Jesmyn Ward, Tommy Orange, and Tim O'Brien, among others - all while continuing to enhance our argumentative prose. 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 English Language and Composition

Grade Level: 11

Summer and winter break work required. *AP exam and fee required.*

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. Summer and winter break work is required of AP students as they complete this rigorous academic course.

❖ English 12: Contemporary Literature

Contemporary Literature is a year-long course that complements the study of specific texts with an emphasis on various skills and sub-genres, such as contemporary short fiction, memoir, essay, creative nonfiction, and novel. Recent texts have included North Woods by Daniel Mason, Maus by Art Spiegelman, and Small Things Like These by Claire Keegan. The course offers a robust, literary-intensive experience that aims to prepare students for subsequent college-level literature classes as well as underscores writing and reading as essential academic skills.

HISTORY

❖ History 9: World Geography

The required history course for the ninth 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 information literacy and media. Skill development such as organization, research, reading comprehension, and written analysis is integral to the ninth-grade experience. Ultimately, we are attempting to clarify our feelings about these critical issues and then find the initiative to take our thoughts seriously. We focus on topics in physical geography, examine the evolution of landscapes in geomorphology, and examine topics in human geography. We culminate with an examination of political geographic issues like nation-states and connected issues like terrorism and global equity. Students debate, discuss, and write as they attempt to clarify their views on these complex issues.

❖ History 10: World History Through Inquiry

In this course, students address new perspectives in world history as they think, read, write, and analyze like historians. Students will interpret a wide range of texts, reading for bias, point of view, and perspective. The class will analyze how to best understand historical events, how understanding depends on who is remembering, what historical sources are used, and when the remembrance occurred. The class will look at a range of critical events from the past 2,500 years. Units of study include Ancient Greece, Tokugawa Japan, The Middle Kingdom, Atlantic Slave Trade, The French Revolution, The Enlightenment, Africa and the Age of Imperialism, and The Holocaust. Each unit will begin with overarching questions, thereby emphasizing inquiry-based learning and promoting student involvement and curiosity. Overall, students will learn to see history as a messy and complicated affair that requires ongoing analysis and thinking.

❖ Honors History 10: World History Through Inquiry

This course is an option for exceptionally dedicated students who want more of a challenge and the chance to stretch themselves. In choosing this course, students commit to a more rigorous class. The demands will be greater, and so will the rewards. This is an excellent choice for students who like to ponder big questions, tackle tough reading, and push themselves. Honors students complete the standard tenth-grade curriculum along with their peers, yet are expected to engage 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: United States History

United States History is a deep dive study of historical events and issues paired with current events, trends, and movements. The course pairs student insight and opinion with historical scholarship and critical thinking skills. Units of study are built around the following questions: Who and what informs our historical past and why? How has history been recorded and evaluated by subsequent generations, and for what purpose? How does historical scholarship inform both civic responsibility and self-knowledge? Assessments such as written essays, research projects, oral presentations, film documentaries, and additional digital expression, evaluate student scholarship in a variety of modalities. The overall goals of the course are to create profound and compelling writers, researchers, and thinkers, to evaluate historical bias and relevance, to engage in thoughtful reflection and discussion, and to listen with intention and awareness.

❖ History 11: AP United States History

Summer and winter break work required. *AP Exam and exam fee required.*

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 students will develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This is a rigorous class covering a broad swath of historical content. Students will be required to do a significant amount of homework reading, writing, analyzing, and memorizing. Winter and summer break assignments are also required.

❖ History 12: Comparative Government and Politics

This twelfth-grade history course explores the government and politics of six global countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students will connect current political trends and international issues to a firm historical understanding of each country's development. This course prepares students for collegiate capabilities in global affairs, politics, world history, and diplomacy. The curriculum provides dynamic opportunities for students to explore various current issues and student interests. Students can opt to take the AP Comparative Government and Politics exam and should speak with their teacher in the first trimester if interested.

MATHEMATICS

3 years of mathematics, through Algebra II, required.

❖ Algebra I

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

Prerequisite: Algebra I

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.

❖ Algebra II

Prerequisite: Geometry

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.

❖ Social Justice Statistics

Prerequisite: Algebra II

The Statistics course serves as an accessible introduction to fundamental concepts in descriptive statistics and probability. Students are taught how to effectively collect, analyze, and draw inferences from data to answer research questions. The main focus of this course will be on data visualization utilizing computer applications as the bridge to statistical and data science topics from a social perspective. The class makes extensive use of spreadsheet technology and real-world data using examples and applications relevant to issues of social justice that can be better understood through the lens of statistical analysis. Students explore how to interpret the wealth of information that exists on various issues through a critical lens, questioning not just what is presented numerically but also how that data could be potentially misleading. In the final Capstone Project, students apply the skills they learned by developing their own research question, gathering data, and analyzing and reporting on the results using the statistical methods learned in class.

❖ Precalculus

Prerequisite: Algebra II

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.

❖ AP Calculus AB

Prerequisite: Precalculus

Summer and winter break work required. *AP Exam and fee required.*

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 should expect a rigorous course and are required to do calculus work over summer and winter breaks.

❖ Multivariable Calculus

Prerequisite: AP Calculus AB and teacher approval.

In this course, students will extend their understanding of single-variable calculus to functions of several variables. Multivariable Calculus students analyze and manipulate functions of two or more variables to understand their geometrical and physical implications. Topics covered in the course may include partial derivatives, multiple integrals, vector calculus, linear and surface integrals, and applications to physics and engineering. Students will also apply calculus concepts to solve real-world problems.

❖ Independent Study Mathematics

Prerequisite: Multivariable Calculus, Physics C, and approval from mathematics department chair.

Independent Study Mathematics students may select from a variety of advanced mathematical topics and texts depending on their goals: Topics may include linear algebra, quantum mechanics, advanced topics in mathematical physics, or application of mathematics to a specific scientific specialty, etc. Students requesting this course should submit a written proposal for a course of study to the mathematics department chair and set a meeting to discuss the resources, assessment process, and structure of the course. Students are expected to work independently and will have a weekly check-in with a teacher of mathematics.

SCIENCE

Biology and Chemistry are required courses for graduation. Physics is recommended.

❖ Biology

In CRMS'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 we are not involved in a project-based unit, we jump into ecology, plant biology, evolution, genetics, taxonomy, biochemistry, cells and cell division, human reproduction, infectious disease, and the immune system.

❖ Chemistry

Prerequisite: Algebra I

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.

❖ Geology

Prerequisite: Chemistry (can be taken concurrently with Chemistry with approval).

Geology has been a course offered 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 field-based course and is a great option for students who want to learn in the outdoor environment. Students engage in field trips almost every week as the course explores plate tectonics, sedimentary, igneous, and metamorphic rocks, the interior structure of the Earth, glacial geomorphology, and climate science. This course is also integrated into outdoor trips as every geology student prepares a geology lesson for their Spring Trip group. Moreover, CRMS offers a geology-specific interim option. There are no prerequisite math standards for Geology students.

❖ AP Environmental Science

Prerequisites: Biology, Chemistry, and must have completed or be concurrently enrolled in Algebra II.

Summer and winter break work required. *AP exam and fee required.*

This class takes advantage of CRMS's unique location to study and examine the natural world in a relevant, hands-on way. The 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.

❖ Physics

Prerequisites: Algebra II, Biology, and Chemistry

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.

❖ AP Physics C: Mechanics

Prerequisite: Calculus AB and Physics. May be taken concurrently with Calculus or without having the Physics prerequisite only with teacher approval.

Summer work required. *AP exam and fee required.*

AP Physics C follows a rigorous 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 to take the AP Exam in May.

MODERN LANGUAGE

CRMS requires two years of Spanish and highly recommends three years.

❖ 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 2: Storytelling in Spanish / Cuentos en español

Prerequisite: Spanish 1

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

❖ Spanish 3: Explore the Spanish-Speaking World / Explorar el mundo hispanohablante

Prerequisite: Spanish 2

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

❖ Spanish 4: Hispanic Language and Culture / Lengua y cultura hispánicas

Prerequisite: Spanish 3

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.)

❖ AP Spanish Language and Culture

Prerequisite: Spanish 4

Summer work required. ***AP exam and fee required.***

This course is designed to further advance students' proficiency in the Spanish language as well as expand their cultural awareness and knowledge of the Spanish-speaking world. Through presentational, interpersonal, and interpretive modes of communication, students will apply their linguistic skills in a variety of settings. The course is structured around the AP curriculum goals, allowing for student interest and teacher expertise. Global themes are at the heart of these units, allowing for conversations around families in different societies, political, social, and environmental movements, science and technology, beauty and art, quality of life, and personal identity. Generally, AP Language and Culture is for students who have experienced success in previous Spanish classes. This course is offered with an A and B rotation. Therefore, students may take this class for a scond year at an advanced level. Eleventh graders who score a five on the AP exam should speak with the language department head regarding advanced studies in Spanish language.

❖ Spanish for Heritage Language Learners / Español de herencia

Prerequisite: Spanish language fluency

The purpose of this class is to build upon the language knowledge that bilingual students bring to the classroom and advance their proficiency in 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 the academic use of Spanish in future college studies or its use in a future career. This class will be addressed to international students whose mother tongue is Spanish and heritage language learners, as well as those individuals who are proficient in English and who grew up speaking another language at home. Note: The Colorado Biliteracy Seal is available for students who have met state criteria in their CRMS English and Spanish courses.

COMPUTER SCIENCE

All Computer Science courses require you to have taken or be concurrently enrolled in Algebra II. Computer Science courses may be applied toward science or mathematics credit. Note that elective courses may not be offered if there is not sufficient student interest.

❖ Computer Programming

Prerequisite/corequisite: Algebra II

This class introduces computer programming and develops problem-solving and program development skills 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. The computer programming class focuses on coding and less on the graphics aspect behind creating programs and games. We start with the Processing language and work in a project-based environment to build various games and learn programming concepts and structures. Once we understand the fundamentals, we start working with the Unity Game Engine to build more advanced projects. You 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.

❖ AP Computer Science A

Prerequisite/corequisite: Algebra II, Computer Programming and/or Robotics or teacher approval. Summer work required. *AP Exam and fee required.*

AP Computer Science A is a rigorous, college-level course that introduces students to the fundamental concepts of computer science through programming in Java. The course emphasizes problem-solving, algorithm development, and object-oriented programming principles. Students will explore data types, control structures, loops, recursion, classes and objects, arrays, inheritance, and polymorphism. Students will learn to design, implement, and debug programs through hands-on coding projects while developing computational thinking skills. The course also prepares students for the AP Computer Science A exam by reinforcing industry-standard coding practices and emphasizing software development efficiency, readability, and modularity.

❖ Robotics

Prerequisite/Corequisite: Algebra II

This course is all about creative problem solving. Students will generally work in groups 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 the 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.

FINE ARTS

Students requesting to take a class at an advanced level must have the teacher's permission. Students planning to submit a college or AP portfolio should speak to their teacher or the Art Department Head. Music classes are open to any instrument – voice, woodwinds, brass, strings, piano, or percussion.

❖ Art Survey: Visual and Performing Arts

Ninth-grade students begin their artistic exploration with Art Survey, an integrated program in the visual and performing arts. Coordinated by a team of teachers, this course introduces students to techniques and theories that will guide, inspire, and support them throughout their CRMS career. As they cycle through various media—including drawing and painting, ceramics, music, and performing arts—students are encouraged to engage in the creative process and challenge themselves through a range of opportunities.

❖ 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. We will also consider the historical context, materials, technology, and social aspects of ceramic arts. Toward the end of this course, structured projects give way to independent study as students develop their artistic vision through a unique body of work.

❖ 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 then transition into more conceptual themes, allowing students to communicate a personal artistic style through their work.

❖ Drawing & Painting II/III

Prerequisite: Drawing & Painting I

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.

❖ Silversmithing I/II

This skills-based class focuses on the progression and continual development of techniques. With an emphasis on craftsmanship and design exploration, students will study the work of master artists from various times and places while practicing sawing, soldering, riveting, filing, and stone setting to create finished jewelry or sculpture projects throughout the year. They will learn to manage and track material usage, gaining an understanding of costs and key considerations when working with precious materials. Students will also participate in regular studio cleaning and tool maintenance.

❖ Photography I

This hands-on course will instruct students in the basic operations of a digital single-lens reflex (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 for basic image correction and for creative assignments. We 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 this class, but may borrow a school-owned camera if needed.*

❖ Advanced Digital Arts

Prerequisite: Photography I

Students continue to advance their knowledge of techniques and skills in digital photography and digital art. 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 other digital mediums of expression. Building upon a foundation of photography, students will unlock the video capabilities of their cameras to create documentaries and creative video projects. This course will also introduce students to digital animation software, allowing students the freedom to add animated elements to their photo and video projects. By the end of this course, students will be familiar with all of the digital art tools within the Adobe Suite, using this technology creatively to achieve their vision for self-designed projects. *Students benefit from having their own digital SLR camera for this class, but may borrow a school-owned camera if needed.*

❖ Beginning Music

This course is for students with little or no music experience. Students will spend each week studying the fundamentals of music theory, music appreciation, and various instruments. We practice and rehearse songs selected by the students. Our goal is to teach students the skills and techniques necessary to organize and rehearse music in preparation for live performance. As part of the course, students will participate in community learning opportunities including the Aspen Choral Society, Coffee House, independent instrument study with a mentor, and songwriting workshops/talent shows with Jazz Aspen and the Aspen Music Festival and School.

❖ Intermediate Music

Prerequisite: Beginning Music

We study music appreciation, review the fundamentals of music theory, and will begin the study of intermediate music theory. We practice and rehearse songs selected by the students. Our goal is to teach the skills and techniques necessary to organize and rehearse music in preparation for live performance. As part of the course, students will be given the opportunity to participate in community learning opportunities including the Aspen Choral Society, Coffee House, independent instrument study with a mentor, and songwriting workshops/talent shows with Jazz Aspen and the Aspen Music Festival and School.

❖ Advanced Music

Prerequisite: Intermediate Music

The goal of this music course is to study challenging music, selected by the students, in preparation for live performance. We study music theory, analysis, improvisation, and composition. We practice and rehearse songs selected by the students. Our goal is to teach the skills and techniques necessary to organize and rehearse music in preparation for live performances. Students also study songwriting. They also gain the skills necessary to produce a professional recording utilizing "Logic" (a software program for recording) and the advanced skills needed for mixing and mastering the final product. As part of the course, students will participate in community learning opportunities, including the Aspen Choral Society, Coffee House, independent instrument study with a mentor, and songwriting workshops/talent shows with Jazz Aspen and the Aspen Music Festival and School.