Caprock Academy Charter Extension April, 2009

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Caprock Academy Executive Summary

Caprock Academy (CA) Board of Directors, the Administration, and members of High School Charter committee are seeking an extension to the current K – 9 charter to include a complete high school program.

The vision and mission of the school remains the same. The vision: Strengthening the community through the involvement of parents, educators and community leaders working together to provide an environment that fosters academic excellence and develops strong character in our students. We shape global citizens who set life goals and practice lives of service and virtue. The mission: Help *all* students achieve their highest academic and character potential using proven, accelerated programs while providing a safe environment.

Our ultimate goal is to provide an education that was founded upon principles, content and pedagogy and proven effective centuries ago. A Classical-Liberal Arts Education is not limited to rigorous academia; it includes an equal emphasis on character education. Students in all grades will be taught in the classical method. Classical Education promotes teaching students to understand a concept (grammar), analyze information (logic), and to synthesize various authentic texts and articulate in writing and speech what has been learned (rhetoric). This methodology encapsulates the desire for the learner to seek truth and share it in conversation with others.

Each phase of the trivium builds upon prior knowledge. Classical education affords the student the opportunity to learn using a method that has been used for centuries, over the span of a multitude of western cultures and social stratum, and continues to reach learners that are from a variety of ages. This also provides a model for learning new subjects and pursuing new ideas throughout the span of life. Therefore, we ask, "Can our students engage in respectful dialogue and debate orally and in written form with others who may not share their same opinions? When they are in the midst of this interaction, will they listen? Will they honestly assess the strengths and weaknesses of their positions and those of alternative opinions? When they travel abroad, will they have an understanding of the cultures and attitudes that have shaped their host country? Will they use the information they have learned about Western and Eastern cultures in their interactions with people from different countries? Will they use their gifts and talents to improve themselves, their families, and the community in which they live? And lastly, will these students

continue to strive for excellence in the face of mediocrity, opposition, and seemingly overwhelming odds?" The high school charter extension committee proposes the graduates of Caprock Academy will continue this process of learning and interacting with others.

Reading and analyzing primary source documents and classroom discussions using the Socratic pedagogical method are the major tenants of Classical Education. The development of knowledge through the stages and skills of Grammar, Logic, and Rhetoric are also integral parts of the Classical Education model. CA will use unabridged literature and primary source documents for coursework. This will allow the scholar to receive and gather information, arrange and connect the information, and put the information in practical expression.

The selected math program is derived from outside researchers and math teachers and is complimentary to our elementary math curriculum. We augment our rigorous academics with a selection of secondary language courses and a variety of mandatory semester-long Fine Arts coursework. CA students will complete courses, which exceed the minimum required by CCHE for admission, and most trades and vocations requiring technical skills and sound computation.

Providing highly qualified and passionate teachers will facilitate discussion, provide parameters, and ensure measurable success. Professional development especially around classical education will be determined after a survey of needs is completed. It may include observations and training with a mentor teacher from Ridgeview Classical Schools, shared inquiry method through Great Books Foundation, training through UCSMP (University of Chicago School Mathematics Project), science conferences, and Alpine Achievement training.

The addition of a 10-plex modular classroom will help us continue our educational program at our current site, which is at 640 24 ½ Rd., Grand Junction, CO 81505. The Long Range Planning Committee and the Board of Directors has engaged Neenan Company for design and construction of a K-12 campus.

The committee for the high school charter extension consists of Kristin Trezise, Carrie Sherrill, Correne Coty, Shalene Galindo, Jennifer Ronco, Debra Dilbeck, Koni Atencio, Paul Knaysi, Dax Lance, Ron Phillips, and Brandie Hough. These members have experience in teaching at all levels (including Post Secondary). Some are parents, managers, business owners, former governing board members, and the community at large.

Section B: Goals, Objectives and Pupil Performance Standards

Pupil Performance Standards

Caprock Academy's primary goal is to provide a rigorous education that manifests itself not only in high academic achievement, but also develops a life-long love of learning in our students. Within the context of our curriculum we have many internal assessments. We are eager, however, to show accountability at the federal, state, and district levels. To that end, we have established Specific, Measurable, Attainable, Research-based, Time-specific (SMART) goals[1], listed below. However, Caprock Academy understands that without baseline data, some of these goals may need to be reevaluated upon actual student enrollment.

- 70% of students will show at least one year's growth in one year's time as demonstrated by a value-added analysis of student achievement data in the first two years of operation (using results from a national norm-referenced test such as NWEA/MAP the first year of operation, as well as CSAP when data is available).

- After four years of operation, 90% of students will show one year's growth. *See sections on Remediation and Corrective Action, Section E page 26, for Caprock Academy's plan for students who fail to meet these growth goals.*

- 50% of students who have been at the school for at least two years will be proficient or advanced in reading, writing, and math as measured by the CSAP.

- 65% of students who have been at Caprock Academy for four years will be proficient or advanced in reading, writing, and math as measured by the CSAP.

- Caprock Academy will demonstrate adequate yearly progress for all disaggregated groups as measured by CSAP and determined by the Colorado Department of Education. Within the first three years of administering the ACT, students' composite score will average 19 (the first year ACT will be administered is 2012). Within five years, the composite score will be 25 or higher.

- Caprock Academy will meet the current 11 indicators of Accreditation. We understand that Accreditation Standards shift in the next year, and we will change our goals accordingly.

[1] To compare our goals with district achievement, see Appendix 1

Colorado Accreditation Report Indicators	**Caprock Academy's response**	
Educational Improvement Plan	*See* Section D: Educational Program and Curriculum	
CSAP Goals	Benchmark: 2 years Reading: 50% Writing: 50% Math: 50%	Goal: 4 years Reading: 65% Writing: 65% Math: 65%
ACT Goals	Benchmark: 3 years Composite score: 19	Goal: 5 years Composite score: 25
NWEA/MAP Goals	One year's growth Benchmark: 2 years 70%	 Goal: 4 years 90%
Closing Achievement Gap	Achievement Gap will be easier to track using new Growth Model	
Longitudinal Growth	Colorado Growth model will be implemented; NWEA/MAP scores will track longitudinal growth in Alpine Achievement	
Data regarding Achievement in Other Curriculum Areas	Internal assessments for Latin and Community Service	
Compliance with School Accountability Report	Reporting information will be prepared as needed for the district and shared with the community upon publication according to mandates	
Compliance with Educational Accreditation Act	We understand these Accreditation standards are changing and will comply with all new Accreditation indicators	
Compliance with Safe Schools Act	• Uniforms required • Closed campus • Parent/teacher conferences required	
Annual Assessment Review will include CDE written report	Again, reporting information will be prepared as needed for the district and shared with the community upon publication according to mandates	
Compliance with Budgeting, Accounting	Budget will be balanced; annual audit will show no problems. **See* our Budget in Section F	

Over the course of the next year, we will be making a plan to assess other areas of achievement such as the Social Sciences after the new Colorado state standards are adopted in December 2009.

Other Goals

In addition to the pupil performance standards listed above, Caprock Academy has also identified the following goals that are essential to achieving the school's mission:

Parent Involvement

One hundred percent of parents will sign the last page of the Family Handbook in which they acknowledge their responsibilities as a parent. They also commit to volunteer ten hours to the school as needed.

**See* full discussion of parental involvement in the Caprock Academy Informational Booklet, Appendix 2, on pages 67 and 68 in this charter extension.

Community Service

- It is the intent of the staff and administration to create, foster, and model to the students the personal and public benefit of giving back to community in the form of Community Service. The ultimate goal is for 100% of high school students to serve the community at large for 15 hours and five (5) hours of on-campus service each school year. However, we understand that this goal is voluntary and may be challenging for students transitioning into Caprock Academy after grade Eight. We anticipate the realization of this goal when our current 3rd graders advance into the high school.

Attendance, Enrollment, and Graduation

- Consistent attendance is essential for academic progress and absences should be kept to a minimum. Caprock Academy will maintain an attendance rate of 95% or higher.
- Caprock Academy will maintain a voluntary re-enrollment rate of 85% or higher from year to year.

Caprock Academy will have a graduation rate of 80% in the first three years eligible (beginning in 2013). Within five years the graduation rate will be 90% or greater.

Professional Development

- The Caprock Academy administration will fully train our faculty during each year a grade is added and needed.
- Training for classical education will be determined after a survey of needs is completed.
- Observations and training with a mentor teacher from Ridgeview Classical Schools.
- Shared inquiry method through Great Books Foundation.
- Training through UCSMP (University of Chicago School Mathematics Project).
- Attend science conferences.
- Training for effective use of Alpine Achievement.
- New teachers will participate in the Teacher Induction training program.

- First year or teachers new to Caprock Academy will receive training in Differentiated Instruction and will be mentored by a Caprock Academy teacher.

Section D: Educational Program

In order to expand our current K-8 school, Caprock Academy (CA) will create and implement a high school curriculum that is rigorous, classical, content-rich, and complimentary to our current program. Our predominant model is Ridgeview Classical Schools in Fort Collins, and our goal is to provide Caprock students with a curriculum that combines rigorous standards with character development from Kindergarten through High School graduation. The educational content at CA will be derived from primary source texts as teachers use the Socratic method to help students learn and find truth.

Students will be required to take a fine arts course each year in grades 9-12 because we want to create well-rounded citizens who are culturally aware, appreciative of diversity, and cognizant of creative as well as intellectual pursuits.

CA aims to develop student character by encouraging all students to live virtuous lives. We aim to cultivate students who will employ the knowledge they receive at CA to create beauty by becoming citizens who work hard, accept responsibility for their words and actions, prove to be dependable and trustworthy, and use their gifts and talents to better the societies in which they live. Students will be required to serve their communities in order to fully understand the value of service for the betterment of others.

I. Students to be Served

To complete the K-9 charter, CA plans to serve approximately 25 students per high school grade . The 2009/2010 school year will serve two classrooms per grade, K-5 (three Kindergarten classrooms of 18 students each) and approximately 25 students per grade in grades 6, 7, and 8. Full enrollment, with two classes per grade K – 12 is projected at approximately 650 students by the 2016/17 school year.

The founders of the original charter and additional organizers for the high school extension are fulfilling the intent expressed in various sections of the original charter. The high school extension committee believes from registration forms from the current eighth graders, signed intent to enrollment forms from families of our currently enrolled students in grades five through seven and inquiries from 20 families from the Grand Valley, this high school will provide further desired school choice to high school students.

CA has prepared and will continue to educate a diverse group of students, with effective instructional design and programs in place to meet the needs of varied learners. The High School extension has a focus on a Classical Education, equipping students to pursue whatever career they choose to as an adult with the ability to interact and participate in a global society. CA will continue to use the methods expressed in the K- 9 charter.

The current staff of CA has been participating in Northwest Regional Education Laboratories (NWREL) High Performing Learning Community program to learn effective methods of implementing Professional Learning Teams (PLT's).

II. Curriculum and Instruction Design

Educational Philosophy

Caprock Academy will create and implement a rigorous, content-rich curriculum that fosters wonder and fascination in the pursuit of truth and the development of character. Aristotle stated that all human thought and art have their source in human wonder. We want our students to ask "how" and "why" and to delight in what they learn. We want our students to be life-long learners who relentlessly pursue the truth and who possess the integrity and self-discipline to use the information they acquire responsibly. By offering our students a challenging, classical-liberal arts education, we aim to teach them to connect the past (by studying the ancients) to the present (by exploring current events) as they seek ways to thoughtfully and deliberately affect the future.

Caprock's curriculum will meet or exceed Colorado state standards. Because we believe learning happens in community, we will work together as a team of teachers, parents, and students to provide an environment that encourages academic excellence and high moral/ethical standards. Our curriculum will challenge students to be thorough in their learning, hard-working in their pursuit of excellence, and perseverant in their completion of tasks. We will also strive to make students respectfully aware of our world and the wide variety of people in it. Our ultimate goal is to develop human beings who dig deeply *within* themselves to find the wisdom and compassion needed to reach widely *beyond* themselves to positively impact the societies in which they live.

Content-Rich Curriculum

Effective education must be content-rich. This is why Caprock Academy bases our education on the Core Knowledge Sequence for Kindergarten through 8th grade. Our high school curriculum will build upon, expand, and deepen a student's knowledge-base gained from the Core Knowledge Sequence. We will accomplish this through rigorous study of ancient wisdom, and classical literature that spans Western and Eastern civilizations using worthy and demanding primary source texts.

Classical-Liberal Arts Education Model

As stated in the model of education set by the Hillsdale Academy in Michigan, "children need to learn and adults must teach them." It has become common for educational models today to be based on the concept of the unique qualities of each individual student and the belief that no curriculum can meet all of an individual's needs. Some believe that education is best when it leaves children free to learn what they want in the ways they like best. The educational chaos of these approaches is often compounded by the demand to meet the special interests of children from different cultural groups. As a result of many such educational beliefs, the student is placed in a position of authority and there is an excessive glorification of individuality. The result is to deprive the students of what they need most: knowledge and adult direction.

CA instructors will employ time-tested, well-established instructional techniques and a values-centered curriculum that emphasizes factual information, logical concepts, and intelligent language. CA will maintain a safe, orderly atmosphere through firm disciplinary policies. Each student is encouraged to acquire a sense of personal dignity and responsibility as CA faculty clearly defines their expectations for scholarly effort, courteous and respectful behavior, and community awareness.

Character Education

Character education is built into the Caprock Academy curriculum and will be continued in our high school program. Founded in the Core Values curriculum, we begin with the assumption that students are capable of determining right from wrong and good from bad. It is our goal to build character by "doing," rather than by "saying." Students are taught personal responsibility by constructing their own knowledge and by doing hands-on activities. Sharing, cooperation, and respect are taught through team activities, a demand for classroom participation, and exploring

content together. CA students will be taught by instruction, example, and practice, to be virtuous citizens who act with integrity wherever they go in life.

Academics cannot be taught in a moral vacuum. In the book, *Why Johnny Can't Tell Right From Wrong*, William Kilpatrick, Professor of Education at Boston College states:

> The core problem facing our schools is a moral one. All the other problems derive from it. Hence, all the various attempts at school reform are unlikely to succeed unless character education is put at the top of the agenda...
>
> Even academic reform depends on putting character first. Children need courage to tackle difficult assignments. They need self-discipline if they are going to devote their time to homework rather than television. They need the diligence and perseverance required to do this day after day. If they don't acquire intellectual virtues such as commitment to learning, objectivity, respect for the truth, and humility in the face of facts, then critical-thinking strategies will only amount to one more gimmick in the curriculum...
>
> If, on the other hand, the schools were to make the formation of good character a primary goal, many other things would fall into place... (T)he moral reform of schools is not something that has to wait until other conditions are met. It doesn't depend on the rest of society reforming itself. Schools are, or can be, one of the main engines of social change. They can set the tone of society in ways no other institution can match...
> Some of the problems we now have are the result of…naïve experiments in the curriculum: the adopting of programs that let children choose their own values, and that left them morally confused...The primary way to bring ethics and character back into schools is to create a positive moral environment in the schools. The ethos of a school, not its course offerings, is the decisive factor in forming character. The first thing we must change is the moral climate of the schools themselves. What we seem to have forgotten in all our concern with individual development is that schools are social institutions. Their first function is to socialize. Quite frankly, many of them have forgotten how to do that (pp. 225-226).

The environment and curriculum at Caprock Academy is designed to promote and build strength of character in the students. The values of a democratic society will be identified and clearly taught. The faculty will encourage and model the habits of honesty, respect, social responsibility, virtue, and self-discipline, among others, to promote these traits within the student body. The students will be given opportunities to practice and develop these traits, and outstanding people will be used as role models throughout the curriculum to teach character.

Curriculum by Subject Matter

As students study and analyze primary source texts using the Socratic method, they will also learn to express and defend their ideas both orally and in writing. In grades nine and ten, students will be expected to use correct grammar as learned in grades K-8. Freshmen and Sophomores will also begin to incorporate logic as they learn to articulate the implications and relationships that exist among the ideas already learned. Juniors and Seniors will be expected to use grammar

and logic as they also employ the use of rhetoric. At this stage, students will begin to synthesize and inter-relate ideas and concepts previously learned.

Literature/Composition

All students will take one year of the following courses: Classical Literature/Composition I (9th grade), British Literature/Composition II (10th grade), American Literature/Composition III (11th grade), Modern Literature/Senior Seminar* (12th grade), and Rhetoric (grades 11 or 12). Students will be required to take at least two semesters of English electives, which may include but are not limited to poetry, creative writing, journalism, speech, or any necessary remedial reading or writing courses.

The final choice of electives will be determined by the faculty and administration based on student interest, need, and the strengths of faculty members.

*Senior Seminar offers students time in class to work on a "senior project." This project is a written and oral presentation of a student's original research. An individual student will select a debatable topic and defend their conclusions and resulting thesis with evidence synthesized from their education at CA and individual research, writing and oral argumentation. This process should not be seen as an end point of the student's education, but a point of acceleration for their future ambitions and endeavors.

History/Government

The aim of our history courses is to provide the student with historical and geographical data as a foundation, which is essential for understanding the political, social, cultural, and economic forces that shape various societies and civilizations. The teaching of history provides an ideal opportunity to emphasize character education and the values of a democratic society. It also promotes critical thinking, oral and written communication, and research methodology.

Students are required to pass the following year-long courses in order to graduate: Western Civilization I (9th grade), Western Civilization II (10th grade), American History (11th grade), and American Government/Eastern Civilization (12th grade).

History electives will be offered in the future based on student interest, strengths of faculty members, and availability of community leaders. The current ninth grade elective offerings are: Current Events, A Civil Society, and Superheroes Everywhere: Great Ideas of Religion and Literature in Capes and Spandex.

Philosophy

Students will be required to take two one-semester moral philosophy courses. Moral Philosophy I (The Great-Souled Man) will be required in the 9th grade. Moral Philosophy II (Love and Courtship) will be taken at some point during grades 10, 11, or 12. These courses are intended to foster depth of thought and to encourage students to draw conclusions about what they truly believe, who they are in the present moment, and who they aspire to become.

The Socratic method will be employed to discuss authors and works such as: *Brave New World* (Aldous Huxley), *The Abolition of Man* (C.S. Lewis), *The Republic* (Plato), Virgil, Dante, *Romeo and Juliet* and *The Tempest* (Shakespeare), *Pride and Prejudice* (Jane Austen) and other notable works.

Economics/Personal Finance/Life Skills

This year-long course, required for seniors, will cover a broad range of topics. The basic ideas, concepts and philosophies of economics such as supply and demand, *laissez- faire*, government regulation, the national and global free market will be discussed. Students will also read key writings in economic theory written by Adam Smith, Thomas Malthus, David Ricardo, John Stuart Mill, Karl Marx, and John Maynard Keynes, among others. Students will progress from studying economics at the macro level to the micro level of personal finance. Students will read, write and discuss the very real and personal implications and consequences of proper and ethical accounting practices, balancing a checkbook, the benefits and pitfalls of credit, interest rates, living on a budget, etc. Students will also study and practice practical life skills such as writing resumes, preparing for job and college interviews, understanding lease and rental agreements, acquiring a passport, etc. Topics may vary based on specific student needs and faculty strengths, but the aim of the course is to prepare students to step confidently out of the realm of high school and into the adult world.

Mathematics

The mathematics curriculum is designed to create a community of problem solvers with the mathematical conceptual understanding and computational fluency to effectively reason and communicate mathematically. The community provides both social and intellectual support from peers and teachers to provide higher mathematical performance. Problem solvers are confident in their abilities and more importantly in the effort it takes to succeed in a mathematical environment.

Mathematics continued

Depending on the aptitude and desires of an individual five basic tracks will be provided.

Track I: Foundations in Math I, II, III, IV
Track II: Transitions in Math I, Algebra I, Geometry, Algebra II
Track III: Algebra I, Geometry, Algebra II, Pre-Calculus
Track IV: Geometry, Algebra II, Pre-Calculus and Calculus
Track V: Algebra II, Pre-Calculus, Calculus, and Functions, Statistics and Trigonometry

Science

Science instruction will feature exposition and development of theories and key scientific principles through lecture, class workshops, experimentation and reading. Goals and objectives include developing the capability to reason analytically, quantitatively, and qualitatively as well as instructing students in the mode of inquiry of science: a cycle of hypothesis, prediction, experimentation, reevaluation and continued research.

Required yearlong science courses are as follows: Biology/Introduction to Physical and Earth Sciences (9^{th} grade), Chemistry/Biology I (10^{th} grade), Physics/ (11^{th} grade). We plan to add honors science courses in upcoming years based on student interest and faculty strengths.

Foreign Language

The courses offered will include Levels 1, 2, and 3 of at least one spoken foreign language. Other languages will be added as number of students and their interest's permits. To continue the teaching of Latin which begins in kindergarten at CA and through the eighth grade, all ninth graders will be required to take Latin I. Students entering CA after the ninth grade will be required to take Latin I in order to graduate.

Students planning for college will be encouraged to complete at least three years of one foreign language. These courses will have the goal of each student demonstrating the ability to speak, read and write the language with correct grammar and will include an overview of the culture.

Arguments for the study of Latin include the following:

- Latin teaches students grammar, vocabulary, careful reading, and precise writing. It encourages good intellectual habits: students must learn to memorize information, to use systems to organize this information and to access those systems of information smoothly.
- Latin based words make up half of the total vocabulary of English; a language already four times the size of any other language in the world.
- Latin's "half" of English constitutes the second largest language in the world today. It provides most of the important words in science, medicine, business, law and government, including words recently entered into the lexicon.

Foreign Language continued

- Latin is in effect, the "second language" of the Western Hemisphere and half of Europe, with English and Spanish emerging as the two most widely used international languages. Latin is now, more widely used than it was at the height of the Roman Empire.

Physical Education

All students must pass two semesters of P.E. in the duration of their four high school years at Caprock Academy. P.E. courses will focus on developing the physical capabilities of students in both individual and team situations. Students will have the opportunity to learn the rules and strategies of various games and activities. Teachers will also teach the benefits of teamwork, sportsmanship, fair play, competition, exercise, and the advantages of lifelong physical fitness. P.E. credits can also be earned when students participate in organized, extra-curricular sports as approved by the school board.

Technology

Information Technology (IT) instruction will be integrated into many courses throughout the curriculum, as an adjunct to the topic of instruction. In addition to general school applications, specific areas of instruction will seek to develop skills using technology.

All ninth graders will be required to take a one-semester Computer Literacy course to ensure their basic understanding of word processing and keyboarding. Students may also learn the basics of creating spreadsheets and databases as determined by faculty.

Fine Arts

All Caprock students will be required to complete one semester of Fine Arts each academic year for a total of two credits. Fine Arts course will include but are not limited to studies in music, art, and drama. Course offerings will be determined by student interest and faculty strengths.

Electives

In the year 2009-2010, CA will offer electives for our ninth grade students including Journalism (newspaper and yearbook), Current Events, A Civil Society, Superheroes Everywhere, at least one Foreign Language, PE, and at least one class of Fine Arts. Elective courses will be added as we increase our student population one grade each year. Course offerings will be determined by student interest and faculty strengths.

Instructional Methods

The Caprock Academy Core Knowledge and Classical Education program features the following aspects of the proven teaching and learning practices worldwide:

Effective Instructional Methods

Effective Teaching Strategies are research-based methods or techniques a teacher can use to deliver a lesson or a part of a lesson that will help his or her students succeed. Some of the methods to be used at CA include:

Differentiated Instruction

Differentiated instruction provides students a variety of options for taking in information, making sense out of ideas, and expressing what has been learned. At CA differentiated instruction involves teaching strategies that connect with an individual student's learning. After CA teachers are trained, the use of differentiated teaching techniques will become part of the weekly classroom monitoring, conducted by the Headmaster or Director of Curriculum, as well as teacher's performance evaluation.

Multiple Intelligences

Multiple Intelligences, a term coined by psychologist and author, Dr. Howard Gardner, refers to seven domains of ability in which students can excel:

- Linguistic Intelligence- (speaking, reading, explaining things to others)
- Logical-Mathematical Intelligence- (measuring recipes, balancing a checkbook, estimating distance)
- Spatial Intelligence- (drawing, finding one's way around a room, picturing something in the mind's eye)
- Musical Intelligence- (listening to music, singing, playing an instrument)
- Kinesthetic Intelligence- (playing sports, making things by hand)
- Interpersonal Intelligence- (having friends, working or playing with a group)
- Intrapersonal- (enjoying time alone to think to wonder and to imagine)

The last two intelligences, inter- and intrapersonal are comparable to "Emotional Intelligence," the determining factor for success in life delineated by Daniel Goleman, Ph.D. in his best-selling book by the same title. The first two intelligences outlined by Gardner, Linguistic and Logical-Mathematical, are those measured by standardized tests. CA recognizes different domains of ability, or "intelligences", as described by Dr. Howard Gardner.[2] Gardner's Theory of Multiple

[2] Gardner, H. The Unschooled Mind: How Children Think and How Schools Should Teach (1991);

Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children likely have expertise in other areas, such as music, spatial relations, or interpersonal skills. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning. Our program seeks to capitalize on children's various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.

Activating Prior Knowledge

Prior knowledge is activated when students apply what they know to construct and build further knowledge. When using prior knowledge, students are more likely to make connections and draw analogies. Students feel confident in learning because they feel they already possess some of the knowledge. Using prior knowledge empowers students to learn more.

Socratic Discussion

In a Socratic Discussion, the teacher uses logical, incremental questions to arouse interest and guide students in using their own insights to explore or decipher a complex idea or topic. Socratic Discussion elicits excitement in the whole class and help all students feel empowered so that they can discover the answers themselves. This instructional method, in keeping with the ultimate goal of seeking truth, creates a need in the students to provide evidence during discussion.

In the Socratic Method, the teacher uses the primary tool of questioning. The teacher guides her students to make observations, connections, analysis, and discoveries. Through the Socratic Method, for example, students learn about the reasons for European exploration of North America, the quest for furs and wood, without the teacher ever explicitly saying so. When students answer questions for themselves, instead of passively relying on the teacher as a source of information, they construct the knowledge themselves. Students are more likely to remember and apply knowledge they construct themselves.

Gardner, H., & Hatch, T., Multiple Intelligences go to school: Educational Implications of the Theory of Multiple Intelligences (1989) at 18(8), 4-9.

II. Model Content Standards

The administration will work with CSI staff to make needed changes to the model content standards and use the growth model that is replacing AYP.

III. Schedule, Hours, Calendar

For school year 2009-2010, students will attend classes for 160 days, totaling 1,080 hours. This schedule will continue for the 2010/2011 school year. School begins at 7:15 AM and ends at 2:45 PM. The school day consists of eight 45 minute academic periods and one 32 minute lunch period. This schedule meets the number of instructional hours (1,080) as required by 22-32-109(1)(n), C.R.S.

Daily Schedule:

7:15 - 8:05	*1st Hour*
8:08 - 9:58	*2nd Hour*
9:01 - 9:51	*3rd Hour*
9:54 - 10:44	*4th Hour*
10:47 - 11:37	*5th Hour*
11:37 - 12:09	*Lunch*
12:09 - 12:59	*6th Hour*
1:02 - 1:52	*7th Hour*
1:55 - 2:45	*8th Hour*

The school calendar is part of Appendix **2** for the entire student body. This calendar is consistent with the approved K- 9 charter and contract.

IV. Research Basis

Caprock Academy is modeling its high school program on the program and results of Ridgeview Classical School and Vanguard Academy. The curricula for these schools:

1. have shown to be scientifically researched based
2. have proven to work in similar demographics as those to the Grand Junction area
3. have aligned to Colorado State standards
4. are academically accelerated
5. are aligned to CA's vision and mission

6. have proven to help all students obtain at least one year's growth in a year's time
7. supports a Classical Education Model

Ridgeview Classical Schools in Ft. Collins is a Classical Core Knowledge charter school that has earned an "Excellent" Student Academic Report (SAR) for all the years of their existence and the distinguished award of the "John Irwin School of Excellence". Ridgeview Classical High School also obtained a ranking of 15th in the nation by *U.S. News and World Report* in October 2008. Ridgeview Classical Schools have a corresponding demographic make-up to Mesa County, Colorado where Caprock Academy resides.

Small School

Caprock Academy is a small high school with a maximum enrollment of 650 students. In small schools, student achievement increases, student attendance improves, graduation rates rise, and college going rates increase. Students are more engaged in their studies and are more likely to participate in extracurricular activities.[3]

A 1996 analysis of 103 research documents concluded that achievement in small schools, especially for poor and minority students, is at least equal and often superior to that in large schools. No study found large-school achievement superior.[4]

A comprehensive study of Chicago's small schools found that small schools help students succeed. The study focused on 150 small urban schools founded between 1990 and 1997 and tracked their progress through 1999. Researchers found that students in these small schools had higher grade point averages, significantly lower dropout rates, and better attendance rates than their peers in larger urban schools.[5]

Mathematics

Caprock Academy has selected University of Chicago School Mathematics Program (UCSMP) for the secondary math students. This program, through following research and curriculum evaluation, follows the similar tenants of our elementary math program (Singapore Mathematics) thus creates a logical transition for a variety of learners and math abilities.

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[3] www.smallschoolsproject.org

[4] Cotton, K. (1996). School Size, School Climate, and Student Performance. Portland, OR: Northwest Regional Educational Laboratory; www.nwrel.org

5 Patricia A. Wasley, Michelle Fine, Matt Gladden, Nicole E. Holland, Sherry P. King, Ester Mosak, and Linda Powell, 2000.

UCSMP fulfills the six criteria for program selection listed prior (p. 19). In addition to these criteria, the members of the Educational Program committee and parents of future high school students added to our rubric the following components:

- transition from Singapore mathematics,
- difficulty and real world relevance of word problems,
- peer teaching capacity (independent study), appropriate for all levels of abilities.

*Please review rubric in Appendix **3**.

Our math teacher also conferred with parents of future high school students and a professor of mathematics of a local college in order to gain multiple perspectives, feedback and construct the Math curriculum.

There is no perfect program for any discipline, but the search for one that meets all of our criteria has been exhaustive. The process for selection started with reviewing what our mentor schools and other charter school within CO were implementing, asking why/why not successful and researching continued use Singapore at the secondary level. Ridgeview Classical School was rated by *U.S. News and World Report* to be the 15th best high school in the nation in the Oct. 2008 issue. Ridgeview's program is a traditional method, adhering to a classical curriculum. Unfortunately, the Algebra II book they use is no longer in print with no indication of another edition forthcoming. The next step we took was to review the secondary program of Singapore math. That option was unsuitable because the Singapore curriculum/ program does not place emphasis on completing Algebra II within four years and does not adequately prepare students to meet college entrance requirements or other vocational training with a solid foundation in mathematics.

The American Association for the Advancement of Sciences reviewed 12 secondary math programs, focusing on Algebra, and provided results of their analysis[16]. Through their analysis, they concluded there were no "excellent" textbooks published, but the University of Chicago School Mathematics Program, we will utilize, was a top selection. Please review Appendix 3 for a complete analysis of their work.

[15] www.project2061.org/publications/textbook/default.htm

[16] "Foundations for Success: The Final Report of the National Mathematics Advisory Panel. U.S. Department of Education: Washington DC, 2008; www.ed.gov/MathPanel

In their final report, The National Mathematics Advisory Panel gives a number of findings and recommendations in how the United States should approach the teaching of Algebra. [16] Items reviewed from this report include what topics should be included in Algebra courses at the high school level and what background knowledge students need to be successful with Algebra. Although the National Mathematics Advisory Panel did not review specific publishers, their recommendations were valuable in guiding our selection process towards a math program. The Third Edition of UCSMP addresses the need for a strong mathematics background beginning for middle school students taking pre algebra through high school students needing higher level mathematics such as Trigonometry and Precalculus and Discrete Mathematics. Other rationale for the Third Edition follows:

- Increased expectations for students in middle schools with regard to algebra, geometry, and statistics;
- Continual research showing that active engagement in one's learning results in increased understanding and performance (Socratic method);
- And up-to-date applications, data, and developments in mathematics (meet recommendations by National Council of Teachers of Mathematics standards).

Caprock Academy will make the needed changes to align to the new math standards after revisions are formally approved in December 2009.

V. Graduation Requirements

The graduation requirements of Caprock Academy exceed the Colorado Commission on Higher Education's college admission requirements.

Graduation Requirements Compared to CCHE

	CCHE	Caprock Academy
English	4 credits	6 credits
Math (must include Algebra I, Geometry, Algebra II or equivalents)	4 credits	4 credits
Natural/Physical Sciences (two units must be lab-based)	3 credits	3 credits
Social Sciences (at least one unit of U.S. or world history)	3 credits	4 credits
Foreign Language	1credit	3 credits
Academic Electives	2 credits	5.5 credits

Caprock Academy will issue students their diplomas. Students must earn at least 28 credits to graduate.

Caprock Academy Graduation Requirements

English: 6 credits

1. Classical Literature/ Composition I – 9th
2. British Literature/Composition II – 10th
3. American Literature – 11th
4. World Literature/ Senior Seminar – 12th
5. Rhetoric – 10th, 11th or 12th
6. English Elective (such as Modern Literature, Journalism, Poetry, Creative Writing, Debate)

Math: 4 credits

1. Foundations of Math (I, II)
2. Pre Transitions/Foundations in Math III
3. Transitions/Foundations in Math IV
4. Algebra I
5. Geometry
6. Algebra II
7. Pre – Calculus
8. Calculus I
9. Calculus II
10. Economics/Personal Finance – 12th
11. Math Elective (such as Business Math and Statistics)

Science: 3 credits

1. Introduction to Physical and Earth Sciences -9th
2. Biology – 9th or 10th
3. Chemistry – 10th or 11th
4. Physics – 11th or 12th
5. Science Electives (such as Astronomy, Rocks and Minerals, and Environmental Science)

Social Science: 4 credits

1. Western Civilization I – 9th
2. Western Civilization II – 10th
3. American History – 11th
4. American Government – 12th (1 semester)

5. Eastern Civilization – 12th (1 semester)
6. Social Science Electives (such as Current Events, Heroic Archetypes)

Foreign Languages: 3 credits

1. Latin I – 9th

*Students will choose two consecutive years of the following:

2. Spanish I
3. Spanish II
4. French I
5. French II
6. Other languages based on resources and staff

Foreign Language Electives:

1. Latin II/III
2. Greek

Philosophy: 1 credit

1. Moral Philosophy I (.5 credit – one semester) 9th
2. Moral Philosophy II (.5 credit – one semester) 10th, 11th or 12th

Physical Education : 1 credit

1. .25 credit is allowed per organized sport per year not exceeding 1 credit during high school

Technology Education: 1 credit

1. Computer Literacy .5 credit (one semester) 9th
2. Graphic Design
3. Web Design
4. Computer Programming

Fine Arts: 2 credits (.5 credit every year)

1. Studio Art I
2. Studio Art II
3. Studio Art III
4. Studio Art IV
5. Drum, Fife and Bugle Corps
6. Show Choir
7. String Ensemble/Beginning Orchestra
8. Guitar Ensemble

9. Caprock Commercial Music Ensemble
10. Drama

*Honors level courses will be offered which will prepare students for AP exams or CLEP tests.

Four Year Plan Sample

Grade 9 (Currently approved curriculum through K – 9 Charter)

1. Classical Literature./ Composition I
2. Math (Foundations of Math I, II, III,IV, Algebra I, or Geometry)
3. Science (Introduction to Physical and Earth Sciences or Biology)
4. Western Civilization I
5. Latin I
6. Computer Literacy and Moral Philosophy (one semester each)
7. One full year elective (such as Journalism)
   or two ½ credit electives (such as Current Events)
8. Fine Arts - at least one semester
   or Physical Education

Grade 10

1. British Literature/Composition II
2. Math (Foundations in Math II, III, IV, Algebra I, Geometry, or Algebra II)
3. Science (Biology or Chemistry)
4. Western Civilization II
5. Fine Arts – at least one semester or Physical Education
6. Foreign Language or Science Elective
7. Moral Philosophy II or elective
8. Humanities Elective (English or History)

Grade 11

1. American Literature
2. Math (Foundations in Math III, IV, Algebra I, Geometry, Algebra II, Pre-Calculus)
3. Science (Chemistry or Physics)
4. American History
5. Fine Arts – at least one semester
6. Foreign Language
7. Rhetoric or Elective
8. Elective

Grade 12

1. World Literature./Senior Seminar
2. Math (Foundations in Math IV, Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus)
3. American Government (fall)/ Eastern Civ. (spring)
4. Fine Arts – at least one semester elective
5. Economics/Personal Finance
6. Foreign language
7. Elective
8. Elective

Grade Point Average:

A student's GPA is determined by the following scale:

A = 4
B = 3
C = 2
D = 1
F = 0

Transcripts show a student's enrollment history, GPA, class rank, current grade, birth date, gender, courses taken in the current school year with grades listed per class, attendance history, and credits attempted and earned.

VI. Professional Development

Caprock Academy recognizes the importance of ongoing professional development for its board, administration, and staff. The goal of professional development is to further the school's mission of developing a student's character and academic potential through academically rigorous, content-rich educational programs. Instructional staff attend programs directly relating to the subject they teach. The school calendar allows for adequate professional development opportunities. The Caprock Academy administration will fully train our faculty during each year a grade is added and needed.

- Training for classical education will be determined after a survey of needs is completed.
- Observations and training with a mentor teacher from Ridgeview Classical Schools.
- Shared inquiry method through Great Books Foundation.
- Training through UCSMP (University of Chicago School Mathematics Project).
- Attend science conferences.
- Training for effective use of Alpine Achievement.
- New teachers will participate in the Teacher Induction training program.

- First year or teachers new to Caprock Academy will receive training in Differentiated Instruction and will be mentored by a Caprock Academy teacher.

The BOD and administration participate in training and networking opportunities through CDE and the CO League of Charter Schools.

Instructional staff-benefit from in-house training, as well as participation in workshops and conferences like RenWeb and MIMIO webinars. All instructional staff is required to participate in one weeks of training prior to the start of school in July each year and new teachers, two weeks before the start of the new school year. The Director of Curriculum as well as the Head Master observe teachers multiple times per year, both formally and informally. The Director of Curriculum provides immediate feedback on how to improve teaching techniques as well as curricular design. The Head Master observes in order to provide feedback on how to improve, as well as to determine teacher proficiency for the purpose of evaluation.

Section E: Plan for evaluating pupil performance

I. Evaluation Plan

Students of CA will participate in formal and informal assessments to provide the parents and staff with a thorough inventory of what each child knows, where interventions may be needed, and to better identify if a program adjustment is warranted. If an adjustment is necessary, then scientifically researched programs will be explored in order to help all students meet or exceed established standards. The tests will be administered by teachers and other qualified staff in an environment best suited for success of the student.

Plan description of various assessments, frequency for the assessment and purpose is as follows:

Assessment	***Frequency***	***Purpose***
Formal		
CSAP	Annual	To comply with Accreditation, AYP-NCLB, and SAR
NWEA:MAP	Semi-annual	Longitudinal data, norm-referenced test and comparative data with local district and state results.
PLAN/EXPLORE	Annual	Administered to 9th and 10th grade students to prepare for ACT exam in 11th grade year.

Assessment	***Frequency***	***Purpose***
ACT	junior year	To comply with the state of Colorado requirements
Informal		
Classroom discussions Student discussion Formative Student journals Students' self-evaluation sheets, and editing Curriculum embedded assessments	Daily	Provide non-threatening testing environment and data for identifying gaps

Formal/Progress Monitoring

Students of CA will participate in formal and informal assessments to provide the parents and staff with a thorough inventory of what each child knows, where interventions may be needed, and to better identify if a program adjustment is warranted. If an adjustment is necessary, then scientifically researched programs will be explored in order to help all students meet or exceed established standards.

The tests will be administered by teachers and other qualified staff in an environment best suited for success of the student.

Plan description of various assessments, frequency for the assessment and purpose is as follows:

The previous list comprises the core of CA's assessment program. The purpose of using these tools is to gauge progress towards achievement standards, provide frequent opportunities for students to learn test-taking skills, and as a tool for instructional change as needed. Part of the mission of CA is to provide an accelerated academic program, and the assessments will be a tool to determine if our students are exceeding the state standards.

Teachers plan how they will meet the state standards within the curriculum and present plans for approval to the Director of Curriculum and the Headmaster.

Students' progress is monitored through daily homework, participation in class, quizzes, tests, projects, and semester finals. Parents can track students' grades on www.renweb.com. The school holds formal parent-teacher conferences twice per year and parents are encouraged to meet with teachers more frequently if the need exists.

State standards will be met or exceeded with verification made by achieving a very high percentage of students who are proficient or advanced on the CSAP. Student progress will also be monitored as they take NWEA/MAP tests twice each year, once in the fall and again in the spring.

Each fall the school will provide the opportunity for ninth grade students to take the EXPLORE test and the tenth grade students the PLAN test. These tests provide a baseline of student readiness and a predictor of success on the ACT. The tests provide benchmarks that allow students to improve in areas of weakness. The ACT is required in the April testing window of the 11th grade year per the state of Colorado (CRS 22-7-409-III-1.5a.).

II. Data Management

Caprock Academy uses Alpine Achievement to track student performance on CSAP and NWEA/Map. This data shows individual student performance and allows teachers and administrators to target specific areas of need. The data is warehoused within Alpine Achievement. The Headmaster and other administrative team members help teachers interpret and analyze data.

The school uses RenWeb™ web based software for communication and student data management. Parents can access their student's real-time grades and assignments on-line. Progress reports are sent home at least once per quarter to keep parents informed of their students' grades and progress.

III. Corrective Action

All students who are new to Caprock Academy are given placement tests to ensure proper ability placements. Peer tutoring will be offered for students who test below grade level.

Students not meeting academic achievement goals during the school year must conference with teacher of the subject matter in question, parent(s) and the headmaster to create a plan for academic success. We are encouraging students at the high school level to be responsible for

their education and set goals. In all cases where there are academic achievement problems there is communication between the student, parents, and teachers. Students receiving a mark of less than proficient on the CSAP are monitored by teachers throughout the year and given additional instruction and specific remediation in math and English.

Section F: Budget and Finance

The high school charter extension follows the same values and tenets of the original charter application. Caprock Academy will continue to follow established accounting practices and best fiscal management as modeled by Colorado Charter School Institute Finance Office. The school will continue to seek viable monetary contributions through fundraisers, donor contributions, grants and other resources to supplement the existing operational budget.

Caprock Academy's five year budget is attached to this document as an electronic appendix.

Section J: At Risk and Community Involvement

At Risk Students

Caprock Academy strives to ensure high academic achievements of all students, whether or not they are considered at-risk. Caprock will determine if a student is at-risk based on CSAP test results and will subsequently take action to provide the additional support and guidance necessary to assist these students. This philosophy and action continues from our original K – 9 Charter.

Community Involvement

Caprock Academy places a high value on its students and parents acting in beneficent service to the community. Abundant research has concluded that both parent and community involvement provide overwhelming benefits to a school and more specifically, to the student. With this in mind, Caprock will ensure that parents are encouraged and expected to be actively involved with the education of their children. Parents will sign a Letter of Commitment outlining the school's expectations that they contribute a minimum of 10 hours parental involvement per school year for their high school student. These hours not only include helping with homework, but also encourage parents to take an active role in the regular operations of the school and the school community as a whole.

The general public has been informed of Caprock Academy's intent to extend our current charter through 12th grade through the following sources: radio ads, public informational meetings throughout the geographic area, posters distributed in high traffic areas where families visit. Families already enrolled at CA have received updates from our weekly publication, "Communiqué" and the quarterly newsletter, "The Post". The organizing committee hosted a meeting for the currently enrolled 7th and 8th grade students and their families. About 26 families were represented in that meeting and approximately 50 % of this population has either completed a Registration Form or and Intent to Enroll form as of April 1, 2009. All families from CA and

the community will be invited to attend the second set of public informational meetings on April 8, 2009.

Community Partnerships

Caprock Academy has established the following community partnerships:

Intramural –Last spring, two CA parents established a basketball program for all grade levels. We had twelve teams which included 90 students from grades K-8 participate in the basketball program. Our intent is to continue the Basketball program expand to sports such as track, ultimate frisbee or volleyball with the opportunity to compete against local private schools.

Theatre – Organizations, like Showtime Productions and the Grand Junction Parks and Recreation, present at least four theatrical plays per year for students that may be interested in the arts. This partnership would enable students to participate in theatre by having an outlet to provide the resources needed. Students from the Grand Junction area and of various age levels have enjoyed the theatre company since December of 2007.

Grand Junction Parks and Recreation – One of CA's Physical Education teachers has been working with this organization to promote students' participation in their various programs. One such event is the city wide track meet held in April. A wide range of ages participate in this track meet for 2009. Practices for Caprock academy students are held at CA during Goal Hour.

Literary Festival in Collbran, CO – Middle school and by extension, future students in Caprock Academy's High School have received an open invitation to participate in a writing and literature festival. This annual event seeks to promote and encourage excellence in writing and reading across multiple genres. The competition and its adjunctive seminar are held in April.

Section K: Enrollment Policy

Caprock Academy welcomes all students, recognizing diversity as a virtue. Thus, Caprock Academy prohibits discrimination on the basis of disability, race, color, ancestry, national origin, creed, religion, sex, or need for special education services. The enrollment policy is designed to meet the requirements of Colorado Revised Statute 22-30.5-104(3), ensuring equal access to the school for all. Such access encompasses academically low-achieving students, exceptional students, and students with special needs.

Once enrolled at CA, all students have the opportunity to continue their enrollment status into the following year. Parents will be required to complete an "Intent to Return" form for each student at the beginning of the fourth quarter to verify their intention to return.

Open Enrollment Period

Open Enrollment will be held beginning the second week of February through the following January. All completed enrollment forms received prior to or during the school's open enrollment period will be considered for enrollment for the upcoming school year. When completed enrollment packets are turned into the school, the time and date will be written on the packet for the purpose of wait list placement. A wait list is maintained for each grade level to fill vacancies during the school year and for space available in subsequent years. Students with siblings currently attending Caprock Academy will be given preference so the family can all attend the same school. If a parent, whose child is on the waiting list, declines enrollment when offered prior to the beginning of a school year, the parent may choose to be dropped from the wait list altogether or for the child to be placed at the bottom of the appropriate grade's waiting list for the following school year. Should a parent decline to enroll a child for a midyear replacement, the child will not lose his/her spot on the wait list.

Priority for enrollment will be given to the families who have reached Founding Family status. The population may not exceed more than 10% of the total student enrollment. The following is a list of criteria used to establish Founding Family eligibility:

- Individuals within the family must provide a substantial contribution of hours for the establishment of the Caprock Academy High School or to the continuing success of the organization. To reach Founding Family status, individuals/families must contribute 50 or more volunteer hours by March 31st.
- Attendance at parent and committee meetings will count toward total hours served.
- The first families who successfully meet the above criteria will be recognized as Founding Families until the 10% enrollment cap is met.

Section M: Facilities

The Long-Range Planning Committee (LRP), a sub-committee of the BOD, has been evaluating land for a permanent site and there are currently two very viable sites requiring further detailed evaluation. The LRP and BOD have engaged the Neenan Company of Fort Collins, CO to guide us through the design, engineering and construction phases. Our first milestone will be a conceptual design, which will begin in early May 2009.

Our current facility will be expanding by adding a 10-Plex modular slated for delivery in late June 2009 in preparation for July 27th beginning of the 2009-2010 school year. Five of these rooms will be used by the high school for at least three years. One of the rooms will be used for the science lab. The prorated amount of debt service has been added to the budget.

Section Q: Serving Students with Special Needs

Caprock Academy will continue serving our Special Education needs of students per our currently approved charter and contract with the addition of transition planning services for students 15 years and above and RTI as part of the identification process and services. CA will continue Gifted and Talented identification per CSI identification process.

Appendix 1: Table of District 51 School Achievement

Table 1: CSAP proficient/advanced data for D51, 10th graders

D 51 School (10th Grade/ 2008)	**Math**	**Reading**	**Writing**		AVG
Central	17	65	38		40
Fruita	35	79	55		56
Junction	29	68	50		49
Independence	6	50	38		31
Palisade	29	69	46		48
R- 5	3	22	11		12
Average	19	59	40		39
State	30	66	47		48

Table 2: ACT data for D51, 11th graders

D 51 High School	**Grade 11 ACT English**	**Grade 11 ACT Reading**	**Grade 11 ACT Math**	**Composite Score**
Central	17.2	18.5	18.6	18.4
Fruita	17.8	19.2	19.5	19
Junction	18.4	19.6	18.8	19
Independence	X	X	X	
Palisade	15.7	16.8	17	16.8
R- 5	X	X	X	
Average:	17.28	18.53	18.48	18.3
State Average:	19	19	19	19

Caprock Academy High School

640 24 ½ Rd., Grand Junction, CO 81505

970-243-1771

www.caprockacademy.org

VISION:

Strengthening the community through the involvement of parents, educators and community leaders working together to provide an environment that fosters academic excellence and develops strong character in our students. We shape global citizens who set life goals and practice lives of service and virtue.

MISSION:

Help all students achieve their highest academic and character potential using proven, accelerated academic programs while providing a safe environment.

Table of Contents

Caprock Academy Contacts

School Address: *640 24 ½ Rd., Grand Junction, CO. 81505*

Mailing Address: *PO Box 4237, Grand Junction, CO. 81502*

Phone: *970-243 -1771* ***Fax:*** *970-243-3612*

Website address: *www.caprockacademy.org*

Headmaster: *Ms. Kristin Trezise*

Dean of Students: *Mr. Joe Fanning*

Director of Curriculum: *Mrs. Carrie Sherrill*

Director Facilities and Business: *Mr. Dan Sherrill*

Enrollment Coordinator: *Mrs. Correne Coty*

School Secretary: *Mrs. Julie Hoge*

To support our vision and mission, Caprock Academy builds upon the foundational elements of...

Academics:

- Learned citizens draw on the knowledge of the Ancients (scholarship)
- Accelerated academic program exceeds Colorado standards
- Classical Education (Grammar, Logic and Rhetoric). Students are explicitly taught to seek the truth and use truth to have a conversation through Socratic discussion.
- Latin instruction provides a foundation for language acquisition of American English, as well as European languages.
- Curricula chosen that reflects the mission of Caprock Academy are proven effective through solid research and proper implementation

Environment:

- Community oriented
- Character education: integrated, purposeful character education based on widely accepted virtues such as integrity, respect and honor.
- Strong sense of community. High school students serve 20 hours per school year of Community Service projects and parents/family members serve 10 hours per student/per year of volunteer times.
- Active family involvement
- Firm code of conduct
- Dress code

Accountability:

- Highly qualified, passionate teachers
- Independent governing board (increased autonomy in exchange for accountability)
- Accountable to families through yearly surveys
- Ongoing staff and board development
- Student evaluations
- Accountability council will adhere to all state accreditation standards

I. Caprock Academy High School Graduation Requirements

Caprock Academy will award students their diplomas. Students must earn at least 28 credits to graduate, but may have the opportunity to earn 32 credits.

English: 6 credits

1. *Classical Literature/ Composition I – 9th*
2. *British Literature/Composition II – 10th*
3. *American Literature – 11th*
4. *World Literature/ Senior Seminar – 12th*
5. *Rhetoric – 10th, 11th or 12th*
6. *English Elective (such as Modern Literature, Journalism, Poetry, Creative Writing, Debate)*

Math: 4 credits

1. *Foundations of Math I/II/III/IV*
2. *Pre-Transitions*
3. *Transitions*
4. *Algebra I/II*
5. *Geometry*
6. *Pre-Calculus*
7. *Calculus I/ II*
8. *Functions, Statistics and Trigonometry*
9. *Pre-Calculus and Discreet Mathematics*
10. *Advanced Statistics*
11. *Economics/Personal Finance – 12th*
12. *Math Elective (such as Business Math)*

Science: 3 credits

1. *Earth Science -9th*
2. *Biology – 9th or 10th*
3. *Chemistry – 10th or 11th*
4. *Physics – 11th or 12th*
5. *Science Electives (such as Astronomy, Rocks and Minerals, and Environmental Science)*

Social Science: 4 credits

1. *Western Civilization I – 9th*
2. *Western Civilization II – 10th*
3. *History – 11th*
4. *American Government – 12th (1 semester)*
5. *Civilization – 12th (1 semester)*
6. *Social Science Electives (such as Current Events, Heroic Archetypes)*

Foreign Languages: 3 credits

1. *Latin I – 9th*

Students choose two consecutive years of the following:

1. *Latin II*
2. *Spanish I*
3. *Spanish II*
4. *French I*
5. *French II*

**Other languages based on resources and staff*

Philosophy: 1 credit

1. *Moral Philosophy I (.5 credit – one semester) 9th*
2. *Moral Philosophy II (.5 credit – one semester) 10th, 11th or 12th*

Physical Education : 1 credit

.25 credit is allowed per organized sport per year not exceeding 1 credit during high school

Technology Education: 1 credit

1. *Computer Literacy .5 credit (one semester) 9th*
2. *Graphic Design*
3. *Web Design*
4. *Computer Programming*

Fine Arts: 2 credits (.5 credit every year)

1. *Studio Art I*
2. *Studio Art II*
3. *Studio Art III*
4. *Studio Art IV*
5. *Drum, Fife and Bugle Corps*
6. *Show Choir*
7. *String Ensemble/Beginning Orchestra*
8. *Guitar Ensemble*
9. *Cap Rock Commercial Music Ensemble*
10. *Drama*

Honors level courses will be offered which will prepare students for AP exams or CLEP tests.

III. Four Year Plan Sample

Grade 9

1. *Classical Lit./ Comp. I*
2. *Math*
3. *Science (Earth Science or Biology)*
4. *Western Civ. I*
5. *Latin I*
6. *Computer Literacy and Moral Philosophy (one semester each)*
7. *One full year elective (such as Journalism) or two ½ credit electives*
8. *Fine Arts - at least one semester or PE*

Grade 10

1. *British Lit./Comp. II*
2. *Math*
3. *Science (Biology or Chemistry)*
4. *Western Civ. II*
5. *Fine Arts – at least one semester or PE*
6. *Foreign Language or Science Elective*
7. *Moral Philosophy II or elective*
8. *Humanities elective (English or History)*

Grade 11

1. *American Lit.*
2. *Math*
3. *Science (Chemistry or Physics)*
4. *American History*
5. *Fine Arts – at least one semester*
6. *Foreign Language*
7. *Rhetoric or elective*
8. *Elective*

Grade 12

1. *World Lit./Senior Seminar*
2. *Math*
3. *American Government (fall)/ Eastern Civ. (spring)*
4. *Fine Arts – at least one semester elective*
5. *Economics/Personal Finance*
6. *Foreign language*
7. *Elective*
8. *Elective*

The following scale determines a student's GPA:

A (90-100) = 4.0
B (80-89) = 3.0
C (70-79) =2.0
D (65-69) =1.0
F (64 or below) =0.0

Transcripts will show a student's enrollment history, GPA, class rank, current grade, birth date, gender, courses taken in the current school year with grades listed per class, attendance history, and credits attempted and earned.

IV. Course Descriptions

Computer Courses

Computer Literacy

This class is for students who need to learn to type properly. It also focuses on basic computer software and tasks in MS Office for word processing, spreadsheets, power point presentation, and databases.

Computer Programming

This course presents the important models and concepts, which enable people to understand the field of computer science. It uses a problem solving approach and includes writing many programs in the Java Programming language, both graphical and text based both applets and applications. It discusses basic program design, software engineering, computer architecture, operating systems, networks, and the possibilities and limitations of computing in general.

Graphic Design

This course is designed to introduce the student to both Flash and Adobe Photoshop Elements. The class leads you through the process of creating a simple Flash computer an imation. Adobe Photoshop Elements provides powerful photo editing functionality. Students will learn how to make photos look their best, perform advanced editing, brush away flaws, and instantly fix common flaws.

Web Design

This course is designed to provide necessary skills and training for an entry-level position in the field of web design. The class will focus on web page planning, basic design, layout and construction. The students will prepare individual and group web pages.

English Courses

9th grade: Classical Literature/Composition I

This class will offer in-depth readings of some of the most important works from the Classical world. We will read Homer's *Iliad, Oedipus Rex* and *Ajax* by Sophocles, Euripides' *Bacchae*, selections from Plato's *Republic*, Vergil's *Aeneid*, Shakespeare's *Antony and Cleopatra*, and selections of poetry by Horace, Catullus, and Ovid. Through dialogue, discussion, and writing, we will confront such questions as: Who is in charge of our lives? What is the role of fate? Is it possible to avoid suffering? What does it mean to be alive?
Regarding Composition, we will focus on the essay-writing process and advanced grammatical concepts. We will strive to write persuasive essays that are well-structured, thesis-driven, and grammatically correct. We will aim for greater freedom, creativity and confidence in our writing.

10th grade: British Literature/Composition II

This course will focus on British plays, novels, and poetry. While we focus on the beauty of the language in various texts, we will grapple with issues of identity, free will, redemption, sacrifice, and honor. We will study texts such as: *Sir Gawain and the Green Knight,* select tales from Chaucer's *Canterbury Tales*, Shakespeare's *Macbeth* and

various sonnets, Jane Austen's *Pride and Prejudice,* and some Romantic poetry. Other texts may be added if time allows.
For the Composition portion of this course, we will focus on writing with style. We will examine the correct use of idiom and diction and the subtler means of persuasion and emphasis. We will strive to express our ideas clearly, accurately, and gracefully.

11th grade: American Literature

The goal of this course is to interact with some of the greatest literary works ever crafted in this country. By reading Classical American texts, we will discover the ways in which this literature speaks to the human condition and, more specifically, the American condition.
In this course we will study texts such as: *The Scarlet Letter* by Nathaniel Hawthorne, *Tess of the D'Urbevilles* by Thomas Hardy, *The Crucible* by Arthur Miller, *The Autobiography of Benjamin Franklin,* essays and poems by Ralph Waldo Emerson including "Self-Reliance," Mark Twain's *Huckleberry Finn*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, John Steinbeck's *The Grapes of Wrath*, F. Scott Fitzgerald's *The Great Gatsby*. We will also study short stories and poems by authors such as Flannery O'Connor, E.A. Poe, Robert Frost, Emily Dickinson, and others.

12th grade: World Literature/Senior Seminar

This course will deal with the questions of human responsibility and freedom: What are the limits of mankind? Do we accept them? Why or why not? Who makes the rules and who does not? How can we be responsible and free? To help us answer these questions, we will examine the characters in Classical literature written throughout the world. Some of those texts include: *Les Miserables* by Victor Hugo, Dante Alighieri's *The Divine Comedy*, *One Day in the Life of Ivan Denisovich* by Alexander Solzhenitsyn, Elie Wiesel's *Night,* Shakespeare's *Hamlet, The Abolition of Man* by C.S. Lewis.
Your academic career at Caprock Academy will culminate in a senior thesis. You will receive guidance in this course to help you choose a debatable topic that you can defend both in writing and orally. This project will allow you to synthesize the diverse elements of your education into a single, meaningful argument based on what you have learned about the human condition and how we can use virtue to overcome evil. Your evidence will come from the figures and characters you have studied throughout your tenure at Caprock.

Modern Literature Seminar

At the discretion of the Instructor with oversight from the Headmaster and the Director of Curriculum this class will examine literature as it relates to a specific topic. This course will allow students to explore a particular topic in-depth in readings, discussions and original research projects. This course will be conducted in a seminar format and emphasize the refinement of the student's factual knowledge, logical reasoning and skills of rhetorical argumentation and writing.

Journalism

This course will cover the basics of journalism as well as the history of journalism. Students will learn how to write different type of articles for newspapers and magazines. The students will also learn how to design and create a yearbook. The course will include lecture, writing and producing a school newspaper, creating and producing the school yearbook as well as an opportunity to research concepts from original text documents.

Creative Writing

This course will help students improve their writing skills through using the 6 +1 Traits. Students will have an opportunity to write the following types of projects but are not limited to: poetry, radio ads, short stories, novel beginnings, science fiction/fantasy, children's book, epitaphs, memoir, editorial, and non-fiction. Students will also have an opportunity to publish their work and enter a literary festival in the spring.

Poetry

This course will be a survey of poetry from different time periods and cultures. Consequently, the course should guide each student through poetry throughout the world and over time with an emphasis upon Western Civilization. Students will learn about themes, context and content of selected pieces as well as being able to critically analyze the poetry they read. Students will learn about the authors and their lifestyles to help the intent of the author and the world around them.

Debate

The special skills of critical thinking and reasoning are an important part of daily reactions to what one hears, thinks, and reads. This course is designed to present the student with a set of systematic strategies, which should increase the ability to react critically and to form arguments. Arguers seek to gain the acceptance of others for their point of view. This class will help the student to learn the art of asking the "right" questions, including right questions about his/her own thoughts. The student will learn the art of mustering reasons, of obtaining useful data, of pinpointing the real issue and noticing when an arguer evades it, and of offering critical opinions based on those evaluations. Critical thinking isn't just an art; it is a disposition and a commitment. This course is especially appropriate for students who are interested in careers in law, public service, education, the ministry, or any position requiring leadership and advocacy activities. While the course is not designed to teach students formal debating skills, informal strategies for advocating and arguing positions will be honed as the class examines reasoning in speeches, conversations, essays, and group deliberations.

Fine Art Courses

Visual Arts

The purpose of these classes is to provide interested students with intensive instruction in the studio arts, more than class size or time allows in the Core Knowledge Art classes at the Elementary, Intermediate, and Middle School levels. Studies in art history will be complimented with a wide range of projects to enhance the development of visual skills and studio skills. Material covered will foster an understanding and knowledge of art within a historical and cultural context.
Along with written narratives describing works of art, students will learn to interact appropriately in a variety of critical review sessions and talk about the expressive qualities of artwork in group oral discussions. This is to make students more aware of their ideas and thought processes as they are creating their art.
Throughout history, the human form has been explored in art and has traditionally been seen as beautiful and worthy of imitation through art. Therefore, there will occasionally be some nudity in the artwork shown in class.
All art will be chosen for its appropriateness in content and importance within the period of history we are studying.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Studio Art 1: Two-Dimensional Design	Painting emphasis: -Watercolor - Acrylic/Tempera -Landscape -Impressionism -Expressionism -Modern (Abstract, Cubism, Pop Art, and Surrealism)	Collage Emphasis: -Tissue paper -Fabric/ Found materials - Mixed Media - Mosaic Calligraphy Focus: -Guided practice -Poetry	Printmaking: -Monotype -Intaglio -Etching -Linoleum/ Wood Cut	Photography: - History - Photojournalism - Film vs. Digital - B/W vs. color

Studio Art 2: Three-Dimensional Design	Ceramics Emphasis: -Hand building -Slab Construction -Sculpture -Glazing calculation -Kiln mechanics	Ceramics Contd: -Beginning Throwing/ Potter's Wheel	Sculpture: -Soap carving -Wood carving -Found object -Wire -Doll Making - Hanging Mobiles	Architecture: -Intro to technical drawing -History of architecture (Renaissance to Post Modern) -Intro to Auto Cad -Drawing floor plans -Model Building
Studio Art 3: Advanced Drawing	Drawing on the Right Side of the Brain: -Contour and blind contour -Positive vs. negative space -Shading -Sighting	Linear Perspective: -1 pt, 2 pt, and 3 pt perspective -Tessellations/ patterns Cartoon/Anime: -Character and story line development -Comic Book/strip production	Portraiture: -Full view -Profile -¾ view -Children vs. adults -Individual facial features -Facial proportions Figure Drawing: -Bodyproportions -Drawing clothes	Still Life arrangement Personal narrative drawing Pen & Ink Scratchboard
Studio Art 4: Independent Study/Portfolio Development	Students choose approved self-designed course of study or emphasis. example: pick an artist or art history movement to emulate or gain inspiration from.			

Performing Arts Courses

Drum, Fife, and Bugle Corps

This class is designed to improve the student's technique and skill level on the selected brass, woodwind, or percussion instrument through ensemble practice, performance of great works , and rudimentary theory. Building on information learned in Core Knowledge Music grades K-8, music theory will be studied throughout the year and make up a portion of the student's grade as will daily preparation, daily and concert participation, note playing checks, weekly practice report, written report on a concert attended, tests and quizzes. The corps will have 2 regularly scheduled performances per year (one each semester) and numerous additional opportunities for community service performance, parades and other events.
Note: This class can grow and expand becoming a concert band or marching band or both.

Show Choir

This class is designed to improve the student's vocal and performance skills through practice and preparation for musical performance and entertainment (singing, drama, choreography, stagecraft, costuming). Building on information learned in Core Knowledge Music grades K-8, music theory (major and minor scales and triads, rhythm, key - signatures) and sight singing will be studied throughout the year and will make up a portion of the student's grade as will daily and concert participation, part singing checks, tests and quizzes, and a written report on a concert attended. Show Choir will have 2 regularly scheduled performances per year (one each semester) of the mini-musical or musical revue genre, and will take advantage of numerous additional opportunities to perform and entertain at local retirement centers and other community opportunities.
Note: This class can expand and divide into Men's and Women's choruses and mixed ensembles as numbers and interest increase

String Ensemble /Beginning Orchestra:

This class is designed to improve the student's technique and musical skill on the selected classical string instrument (violin, viola, cello, upright bass) through the experience of ensemble playing, orchestral score reading and performance of skill level appropriate master works. Building on information learned in Core Knowledge Music grades K-8, music theory will be studied and applied throughout the year and make up a portion of the student's grade as will daily preparation, daily and concert participation, note playing checks, weekly practice report, and a written report on a concert attended, tests and quizzes.
Note: As the school grows and evolves, you may want a Chamber Orchestra or Advanced Orchestra

Guitar Ensemble

This class is designed to improve the advancing guitar student's technique, musical skill and musical knowledge through ensemble playing and score reading. Master works and popular works appropriate to the skill level of the ensemble will be practiced and performed throughout the year. Music theory will be studied and applied and make up a portion of the student's grade as will daily preparation, daily and concert participation, note playing checks, weekly practice report, and a written report on a concert attended, tests and quizzes. Class is open to intermediate and advanced guitarists by instructor audition / approval
Note: This could take place after school. There are also a number of classical works for guitar, which could be studied.

Music Theory applied on any instrument

This class is designed to improve the ensemble playing skills of the advancing guitarist, drummer, or other instrumentalist through practice and performance of popular and original contemporary works. Heavy emphasis on chart reading (chords and inversions) and accurate rhythm reading/sight-reading. Prepares the students for performance gigs as well as work as a studio musician. Class will likely include basic composition and notation. Prerequisites: understanding of basic music theory and ability to read and decipher major and minor triads (as taught in Core Knowledge music grades 6,7, and 8); previous lesson/ experience on the selected instrument. Admission to the class is by audition, written test and instructor's approval.
Note: prepares the student to be a working musician in any genre by honing classical skills of playing, note-reading, theory, sight-singing and reading, composition, notation, arrangement.

Foreign Language Courses

Caprock Academy's foreign language instruction will follow the European model of language acquisition through immersion of the written and spoken modalities. This approach has been adopted because we are modeling our program after Ridgeview Classical Schools in Ft. Collins, CO and the research shows that this approach to secondary language acquisition is effective in helping students assimilate into a foreign culture and prepares them for studying or working abroad.

French I – Spanish I

The first year of French or Spanish is designed to give students a strong survival and practical knowledge of the language. The student learns the necessary skills to successfully communicate and understand everyday situations. All the major tense conjugations and grammatical rules are covered. The student also learns the cultural idiosyncrasies of the language studied. The suggested text will be Campus I for French and Ven I for Spanish.

French II or Spanish II

The second year of Spanish or French continues the study of grammar wrapping up all the conjugation tenses. By the end of this year, the student has a very strong grammatical base, as well as cultural understanding of the language. The student can successfully manage in complex everyday situations. The suggested text will be Campus II for French and Ven II for Spanish.

French III or Spanish III/French or Spanish Literature and Civilizations

These more advanced courses are designed to review the major grammatical concepts. There is a possibility for the student to take an AP test. Several interesting themes are covered such as: the environment, investigative journalism, women today, new technologies, etc. The literature courses offer an anthology of literature from the Middle Ages to the XXI century through the study of the most prominent literary works. The student at the end of these classes has a wide perspective on French or Spanish literature and is well prepared to take advanced courses in college. The suggested text will be Campus IIIfor French and Ven III for Spanish.

Latin I

This course introduces students to the study of the fundamentals of Latin grammar and vocabulary. Using a grammar text and selected adapted readings, most of our time is spent learning new words and grammar and then practicing by translating Latin into English and English into Latin. Students will develop skills of memorization, analysis, translation, comprehension, listening, reading, and pronunciation. The suggested text will be Oxford Latin Course I.

Latin II

This course begins with a thorough review of all grammar and forms presented in Latin I. and completes the introduction of all grammatical forms and constructions. After the review, the class will resume use of the grammar text and readings adapted from Julius Caesar and other Roman authors, mastering more advanced grammar, namely the subjunctive mood. Additional topics will focus on Roman history and the personalities of the major Latin authors, etymology, and memorization of short Latin passages. The suggested text will be Oxford Latin Course II.

History courses

Western Civilization I

This survey course is designed to help students gain a better understanding of western civilization from antiquity through the rise of the first Roman Caesar. Special emphasis will be placed on the development of western culture and how and why western civilization developed and spread in the manner it did. The topics addressed in this course are very broad. The broad themes will be narrowed and contextualized by focused readings. These readings will take students through the lives and circumstances of the men and women who have given shape to what is broadly termed "western civilization." We will examine many topics which directly shaped western history, including: art, global exploration, the development of written languages, the impact of military conflicts, philosophical thought, the impact of religion upon western society, scientific discoveries, territorial struggles, and numerous attempts of societies at extending their cultural and political hegemony. Upon successful completion of this course students should be able to identify leading individuals, understand key events in their proper historical context, as well as interpret the significant political, socioeconomic, and cultural developments associated with western civilization which occurred prior to the Medieval era, or Middle ages. Suggested texts are: *Western Civilization: Ancient Greece,* The landmark *Thucydides' History of the Peloponnesian War, The Rise and Fall of Athens, The Trial and Death of Socrates* and Plato's *Republic, Western Civilization I: Ancient Rome and Fall of the Roman Republic.*

Western Civilization II

This survey course is designed to help students gain a better understanding of western civilization from the time of the fall of the Roman Empire through the Middle ages the development of the European renaissance, or enlightenment and the modern nation state. Special emphasis will be placed on the development of how the ideas examined in the first section of the Western Civilization I influenced, modified, disappeared, or regained cachet during the Middle Ages, the European Renaissance and gave rise to the development of the modern nation state. We will examine many topics which directly influenced the development of western history and our modern world, including: art, global exploration, the development and transmission of written languages, the impact of military conflicts, philosophical thought, the impact of religion upon western society, scientific discoveries, territorial struggles, and numerous attempts of societies at extending their cultural, economic and political hegemony. Upon successful completion of this course students should be able to identify leading individuals, understand key events in their proper historical context, as well as interpret the significant political, socioeconomic, and cultural developments associated with western civilization which occurred prior to the Modern era. Suggested texts are: *Western Civilization II: The Middle Ages, Confessions, The Life of Charlemagne, Western Civilization II: Renaissance through Enlightenment, The Prince and Other Writings, and Discourse on Free Will.*

American History

American history courses usually begin around the year 1776. But this was when the "American Experiment" began in earnest. This class will begin by examining the issues of exploration and "discovery" of the New World pre-dating 1492. Students will be allowed time to survey the civilizations of the inhabitants of what is now North and South America prior to the voyage of European explorers. Students will also study the explorations of European merchants, political machinations of European monarchs and the shifts in populations and ideas which influenced

the British colonists to revolt in the year 1776. From this point forward students will begin an in depth study of the American experiment until the present moment.
Documents include, but are not limited to selections from: The Mayflower compact; John Winthrop, *On Christian Charity*; Cotton, *Answers to Queries from English Puritans*; documents on the Great Awakening; Paine, *Common Sense*; Inglis, *The True Interest of America*; The Declaration of Independence and the U.S. Constitution; Hamilton, *Report on the Public Credit*; Jefferson, On Agriculture; Washington, *Farewell Address*; Jay's Treaty; Monroe, 1823 Message to Congress (Monroe Doctrine); Calhoun, On Nullification; Stowe *Uncle Tom's Cabin*, selected speeches of American politicians, lawyers, and judges such as: Daniel Webster, John C. Calhoun, Henry Clay, Jefferson Douglas, John Jay, Abraham Lincoln regarding the issues of states rights, sovereignty, and slavery, as well as the "Gettysburg Address," "Second Inaugural." Further and additional documents might include essays on the topics of Progressivism, Manifest Destiny, "The New Deal," America's rise to global prominence and power, World War I & II, the Depression, the Space Race and the Cold War, Vietnam, the counter cultural revolution, Civil Rights, "culture wars", the Great Society, American interests in the Middle East from 1796 until the present day, the rise of Neo-Conservatism, the impact and significance of September 11, 2001 and beyond.

Government (one semester)

What are the basic forms, institutions, and mandates of the United States government? This course provides a general introduction to the principles, structure, actors and public policy issues in American government. What are some of the difficulties and challenges the founders faced when establishing this country? The class will also examine the American Constitution, federalism, civil liberties and individual rights, the working and interaction of different branches of the national government, political ideology and public opinion, political parties, and interest groups, the role of media and the nature of campaigns and elections in America. Students will become acquainted with the classical, enlightenment, and modern ideas and ideals of government in the United States. Students will engage in an extensive study of the founding documents as they were drafted and ratified, the debates that ensued and the function of the government of the United States of America from 1776 until the present day. Suggested texts are: *American Government, The Federalist Papers, The Anti-Federalist Papers.*

Economics (one semester)

What can an absent minded moral philosopher from 18th century Scotland teach us about government bail-outs, stimulus and the science of economics? During this study of economics (micro and macro) students will begin by reading selections from Adam Smith's *Wealth of Nations*, and move to the debates between Thomas Robert Malthus and David Ricardo. Students will also read selections from (but not limited to) the works of John Stuart Mill, Karl Marx, Friedrich Engels, Alfred Marshall, Joseph Schumpeter, John Maynard Keynes, and Milton Friedman. The suggested textbook for the class is *Principles of Economics* by Professor N. Gregory Mankiw and supplementary materials may be incorporated at the teacher's discretion from sources such as: *The Wall Street Journal* and *The Economist,* and other relevant sources.

Modern History Seminar

At the discretion of the Instructor with oversight from the Headmaster and the Director of Curriculum this class will examine a topic of historical significance to the modern world. While readings and discussions may examine themes originating in the ancient world, the majority of readings and class assignments will pertain to modern circumstances and issues. This course will allow students to explore a particular topic in-depth in readings, discussions and original research projects. This course will be conducted in a seminar format and emphasize the refinement of the student's factual knowledge, logical reasoning and skills of rhetorical argumentation and writing.

Eastern Civilizations

The objective of the course is to enable students to become globally informed citizens as they navigate, explore, and seek value in cultures and geographies vastly different from their own. In addition to providing a comprehensive introduction to Eastern civilizations from ancient times until the present day, the course will also facilitate the

student's understanding of the various ideas, religions, cultures, literature, governments, leaders, and populist movements that have shaped this region and resonate within the human spirit across generations and geographies.

A Civil Society: The Ideas, Documents, Cases and Courts that Shape Our Lives

A cohesive society depends upon the coherence of its citizens and their ability to understand their particular place in the world as individuals, communities and institutions. In this class students will engage in an in-depth historical analysis of the documents of particular importance to the founding of the United States of America. Students will read and discuss primary source material of particular relevance to the American experiment as a society based on "the rule of law." The class will pay particular attention to ideas that have given rise to specific documents and legislation of governing policy. We will also be examining the application of these ideas and documents as they have created conflict and spawned legal debate. We will pay particular attention to the cases and opinions ruled on by the Supreme Court.

Superheroes Everywhere! Great Ideas of Religion and Literature in Capes and Spandex

This course will introduce the students to foundational archetypes, mythologies, questions and ideas in the academic study of religion, psychology, sociology, anthropology and art. Through the mediums of comic books, literature, scholarly articles and historical events, students will explore great works of literature, religious belief systems from their community and around the world and investigate the questions: "What is a hero?" and "What is a villain?" Through this course of study, students will be able to more fully comprehend and articulate their own system of ethics and values and describe belief systems that act upon them and their world.

Current Events

The study of Current Events includes use of various periodicals to study what is going on in the world. The class will be analyzing the historical roots of various events that are currently influencing American society and the world at large. This course will encourage students to examine events that are occurring, the arguments involved, and where their particular world-view fits into the debate. This class will require students to engage in historical analysis, research, logical reasoning and verbal and written argumentation.

Math Courses

The mathematics curriculum is designed to create a community of problem solvers with the mathematical conceptual understanding and computational fluency to effectively reason and communicate mathematically. The community provides both social and intellectual support from peers and teachers to provide higher mathematical performance. Problem solvers are confident in their abilities and more importantly in the effort it takes to succeed in a mathematical environment.
Depending on the aptitude and desires of an individual 5 basic tracks will be provided.

Foundations of Math I

Rounding numbers, estimating to verify results, multiply/divide thousands by a 1-digit number, commutative and associative properties of multiplication, data tables and graphs, tally charts, line plots, simple probability experiments, predict future events, add and subtract fractions with the same denominator, represent money as fractions of a dollar, polygons, quadrilaterals, triangles, and common solids. Students use text similar to Singapore Mathematics 4a/4b from Singapore Math.

Foundations of Math II

Place value concepts, rounding, prime numbers, concepts of negative numbers, comparing integers, relate fractions to division, introduction to variables, parentheses, formulas with variables, radius, diameter, common solid figures,

congruent figures, rotational symmetry, coordinate graphs, simple linear functions, representing data, mode, median, probability experiments, and outcomes as a fraction of total outcomes. Students use text similar to Singapore Mathematics 4a/4b from Singapore Math.

Foundations of Math III

Place value concepts, greatest common factor, lowest common multiple, prime factors, fractions, multiply/divide a whole number/fraction by a fraction, area of a parallelogram, surface area of rectangular prisms, multiply/divide a decimal number by a decimal number, negative integers, mean, median, mode, histogram, distributive property in equations and expressions with variables, and linear functions. Students use text similar to Singapore Mathematics 5a/5b from Singapore Math.

Foundations of Math IV

The study of whole numbers, decimal, fractions and their arithmetic operations along with the study or ratios, proportions, and percents. Basic geometric concepts such as properties or points, lines and planes are introduced. Students use text similar to Syllabus D Book 1 from Singapore Math.

Pre-Transitions

Emphasis on fractions and decimals. Using percents, statistical plots, ratio, proportion, area, volume, probability, constructing figures, triangles, quadrilaterals, collecting and using data. Students use text similar to UCSMP Transitions published by Wright Group/McGraw HIll

Transitions

Using variables, representing numbers, representing sets of numbers, introducing geometrical concepts, multiplication/division in algebra, linear equations and inequalities, statistics and variations. Students use text similar to UCSMP Transitions published by Wright Group/McGraw HIll

Algebra I

Describing with algebra, explaining with algebra, linear equations and inequalities, division in algebra, probability in algebra, slope, patterns of change, power and roots, quadratic equations and functions, linear systems, polynomials and using algebra to prove. Students use text similar to UCSMP Algebra I published by Wright Group/McGraw HIll

Geometry

Points, lines, angles, transformations, proofs using congruence, polygons, symmetry, congruency, lengths and area, three dimensional figures, volume, indirect proofs, coordinate proofs, similarity, similar triangles, and introduction to trigonometry. Students use text similar to UCSMP Geometry published by Wright Group/McGraw HIll

Algebra II

Emphasizing facility with algebraic expressions and forms. Linear and quadratic forms, power and roots, and functions based on these concepts. Logarithmic, trigonometric, polynomial functions in both abstract and real world applications. Students use text similar to UCSMP Advanced Algebra published by Wright Group/McGraw HIll

Pre-Calculus

Linear equations, functions, inverse functions, composite functions, graphs of functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytical trigonometry, polar coordinates, vectors, conic sections, rotation of axes, polar equations of conics, systems of equations and inequalities, sequences, mathematical induction, and the binomial theorem. Students use text similar to Precalculus by Sullivan.

Functions, Statistics, and Trigonometry

Integrates statistics and algebra concepts, introduction to limits, trigonometry, and preview of calculus. Students use text similar to UCSMP Functions, Statistics, and Trigonometry published by Wright Group/McGraw HIll

Precalculus and Discrete Mathematics

Advanced work on functions and trigonometry, introduction to limits and other calculus ideas, combinatorics, recursion and graph theory. Emphasis on mathematical thinking, formal logic and proof. Students use text similar to UCSMP Precalculus and Discrete Mathematics published by Wright Group/McGraw HIll

Calculus I

Limits, derivatives, definite integrals and indefinite integrals involving composite functions, exponential and logarithmic functions, plane and solid figures, and motion. Text similar to Calculus from Graphical, Numerical and Symbolic Points of View by Houghton Mifflon.

Calculus II

Solid background in differential and integral calculus. Text similar to The Calculus of a Single Variable with Analytical Geometry, 6th edition by Louis Leithold

Advanced Statistics

Graphical representation of data, quantitative description of data, comparison of data, two variable data analysis, sample and experiment design, laws of probability, probability distribution, parameter estimation, and hypothesis testing. Text similar to The Practice of Statistics by Yates, Moore, and Stames.

Philosophy courses

Moral Philosophy I (one semester)

Moral philosophy, or ethics, is the formal study of right action. From infancy you have been told "this is right" and "that is wrong." What is the basis of such judgments? Do our duties to ourselves and to others derive from divine commands, social contracts, or principles of human nature? Do standards of right and wrong fluctuate wildly according to time and place, or are there certain transcendent norms to which human beings must adhere? Are we currently living in a state of moral crisis? How are we supposed to know our obligations and act on them? Does performing our duties lead to happiness?
To answer these questions and others, we shall study the moral tradition of the West. This is an exceedingly rich tradition, and we could study many authors and themes. Our purpose will be to try to understand what the ancients meant by "the great-souled man." The great-souled man (or woman) is one who sees his life more in terms of duties than of rights. These various duties are prompted by the great-souled man's abiding need to do the good. How to know and to do the good, therefore, is the central aim of this course.

Moral Philosophy II (one semester)

Love between people is probably the most discussed, most celebrated, most commercially exploited, most pursued, and yet the least understood aspect of human life in modern times. In love, the individual hopes to find romance, passion, friendship and self-transcendence. For most people, the "pursuit of happiness" is in large part the attempt to find and to love another human being. Widespread research and personal experiences suggest, however, that in the world today a person's chance of finding happiness in love are precarious at best. Half of all marriages fail. Most people have had several "serious relationships" even before getting married. Sexuality among teens is common. Meanwhile, the culture tells us to have sex, lots of it, without any view of the emotional consequences of sexual activity. This course does not offer any quick-fix solutions to the current troubled relations between men and women. It does, however, attempt to offer a more historically oriented perspective on the nature of *eros* and marriage, one that could serve to discipline and elevate the erotic passions and longings of humankind. Our readings and discussions should come to the conclusion that courtship leading to marriage is the only true and beautiful way to turn initial love and romance into a lasting unity of hearts. But how do we get there?

Science Courses

Biology

This course provides a solid foundation in biology. The major themes are: living systems change through time; living systems interact with their environment and depend on other systems; living systems are related to members of other generations by genetic material passed along during reproduction; growth of an individual conforms to a well-defined pattern of differentiation controlled by the organism's genetic makeup; living systems are complex and highly organized, and they require matter and energy to maintain this organization; and living systems maintain a relatively stable internal environment through their regulatory mechanisms and behavior.
As a science course, biology will involve laboratory experiences and notes/discussion with the aim that students understand the concepts. While biology vocabulary is extensive, it must be learned within the conceptual framework; memorization of definitions is not sufficient for success. Suggested text is Biology I by McDougal Littell.

Chemistry

This course provides students with a fundamental understanding of matter and change, scientific measurements and procedures, atomic structure, chemical bonding, chemical formulas, chemical reactions and equations, states of matter, gas laws, solution chemistry, reactions rates, acids and bases, and oxidation-reduction reactions. We will include a historical perspective in each major unit, focusing on the questions posed, analyzed and answered by the founders of modern chemistry. Students will do a number of laboratory experiments and investigations. The details of these labs will be recorded in the laboratory notebooks. A formal laboratory report will be required for many of the experiments. Suggested text is Chemistry by McDougal Littell.

Physics

This course provides students with a fundamental understanding of mechanics, heat, sound, light and electricity, and magnetism. The course will prepare students for additional study of physics at the college level. Specific topics will include: motion and force, work and energy, momentum, rotational kinematics, fluid mechanics, heat, wave theory, sound, light, electrostatics, electric current, magnetism, and a brief overview of atomic and nuclear physics. We will include a historical perspective via class discussions of the contributions of selected scientists to the major areas of physics. The laws of conservation of energy and conservation of mass will be used as unifying concepts throughout the course. Students will perform a number of laboratory experiments and investigations. The details of these labs will be recorded in the laboratory notebooks. A formal laboratory report will be required for many of the experiments. Suggested text is Physics by McDougal Littell

Introduction to Physical and Earth Sciences

This survey course is designed for ninth grade students who will wait until sophomore year to take biology or for students who need additional math before taking chemistry. Topics will be drawn from the fields of physical science, geology, oceanography, meteorology, and astronomy. Techniques for successfully reading science textbooks and other science sources, learning and organizing scientific facts and concepts, and collecting and analyzing data will be emphasized. Suggested text is Earth Science by McDougal Littell.

Electives will be offered as one semester courses

Astronomy

This course will explore the underlying principles of life, earth, and physical science are integrated in the study of the universe. Historical astronomy, the solar system, comets, constellations, extraterrestrial life, and the evolution of stars are the major topics of study. Observational astronomy skills and critical thinking are fostered through the use of laboratory and field activities.

Rocks and Minerals-Geology

This course is intended to give the student a full introduction to the geological sciences. Topics will include: geology and the methods of science, minerals, maps and mapping, igneous rocks and processes, volcanoes and volcanism, weathering and soils, sedimentation and sedimentary rocks, weathering and soils, metamorphism and metamorphic rocks, geologic time, glaciers, structural geology, earthquakes, plate tectonics and the geology of western Colorado.

Environmental Science

Environmental Science provides an opportunity for students to study man's interaction with the environment. Topics include pollution, conservation of natural resources, environmental management and planning, and society's impact on the environment. The student is also provided with an opportunity to study the mutual relationships between living organisms and physical factors in their environments. Topics include but are not limited to: biotic and abiotic factors, energy relationships, bio-geologic cycles, population dynamics, ecosystems, and biogeography. Laboratory activities are an integral part of this course.

V. Daily Schedule

7:15 - 8:05	*1st Hour*
8:08 - 9:58	*2nd Hour*
9:01 - 9:51	*3rd Hour*
9:54 - 10:44	*4th Hour*
10:47 - 11:37	*5th Hour*
11:37 - 12:09	*Lunch*
12:09 - 12:59	*6th Hour*
1:02 - 1:52	*7th Hour*
1:55 - 2:45	*8th Hour*

VI. Student Fees:

Student Fees and Supplies

Student fees and supplies are used to:

1. Provide additional educational opportunities for specific courses. Student Fees help to pay for many miscellaneous supplies and provide additional resources for specific student related use. All students taking band courses will be required to purchase band supplies in addition to Student Fees. Students taking art classes will be required to pay a $20 fee to cover supplies. There may be fees for some elective classes.
2. If students are taking Algebra I math classes and above, they will need a graphing calculator. The school will have ones for rental for $25 per school year. If calculator is damaged or lost, then student will have to pay the replacement value of the calculator (approx. $100 at this time).
3. The Student Fee for the 2009-2010 calendar year is $60. It may be paid either in full at the beginning of the year or by semester with the first installment due by August 9, 2009 and second installment is due by January 10, 2010. An additional $20 paper/postage fee will also be assessed for each student.
4. All fees are set and approved annually by the CABD. These fees are voluntary and it is not the intent of Caprock Academy to deny any student full participation in the Caprock program due to a financial hardship. Please contact the Headmaster if the Student Fee would create such a hardship.
5. Please make checks payable to "Caprock Academy".

VII. Dress Code

Students not in "code" may not attend class. Teachers are expected to enforce the dress code.

Why does Caprock Academy have a dress code?

When the school was first formed, it was decided that a dress code would help establish a desirable learning environment. Research indicates that a uniform dress code minimizes peer pressure, improves the appearance of the student body, and reinforces an academic atmosphere (*"Manual on School Uniforms," U.S. Department of Education*).

EXCEPTIONS to the dress code are:

1) special event days, which have been pre-scheduled and approved by the Headmaster.

2) students participating in Scouting programs who wish to wear the Scouting uniforms on meeting days.

3) uniforms for other groups will be allowed at the discretion of the Board of Directors and Headmaster.

The Board of Directors FULLY SUPPORTS the discretion of the faculty and administration as they enforce the dress code. Please check with the Dean of Students or designated administrator if you have any questions. This code is for the benefit of ALL our students. Parents, please help your older students set a good example and keep your school clothes shopping within our dress code parameters. The school is not responsible for school clothing purchases that do not comply strictly with our code.

The Intent of the Dress Code

The Board of Directors desire a dress code that is conducive to learning as well as manageable to enforce by the faculty and staff. All members of the student body are to dress as outlined in the school dress code. This document is to promote further understanding of the dress code. There are two main themes that were the basis for the dress code: first, to eliminate the focus on and distraction of dress; and second, to level the playing field so all students are recognized for who they are, not what they wear or can afford to wear. Below are the most frequently asked questions and answers regarding the dress codes.

Why no denim?

We appreciate that denim can be very durable; however there are so many states of denim, from new to faded. Even new denim can be purchased with tears. Denim is casual dress and we do not want to promote an environment that is "casual."

Why the regulation of the number of pockets on the pants?
This requirement involves safety. Many pockets allow for many places to hide items. These types of pants are also casual.
Why do you specify the styles, fit, and length of clothing?
Boys with pants falling off and girls with tight clothing are both distracting and casual. The *specific* lengths are not as important as the *intent* of the lengths. The lengths are defined to eliminate baggy, saggy, and revealing items. Clothing should fit comfortably and cover the body at all times. Shirts that do not stay tucked in when students raise their hands or bend over are too short.
Why are the colors limited?
We clearly want to be able to identify the students of the school. We have also specified colors that are not distracting. Students with attention problems are significantly affected by their surroundings. In order to provide an optimal learning environment, distractions in the classroom are kept to a minimum.
What is wrong with a little alligator, flower, "Dockers", etc. on shirts or pants?
There is nothing wrong with these things; however, they can promote "status." There are some items/logos that are objectionable to some and not to others, for instance, "sexy girl" or a pot leaf. This leaves the school to make value judgments that may conflict with that of some parents. To eliminate conflicts and level the playing field, no logos or designs of any type are allowed, except for the approved Caprock Academy logo. The dress codes are intentional and clearly defined. Parents as well as students are required to sign an agreement to support and adhere to the dress codes.
The Board of Directors is committed to the mission and philosophy of the school and believes that defining the dress code and requiring the signing of the agreement by parents and students should eliminate any concerns over these codes.

Gentlemen's Uniform and Dress Code

Gentlemen's Pants: Tan/khaki, black or navy blue dress slacks that reach to the shoe, but are not dragging on the ground. Pants and shorts need to be logo free. No patch pockets, extra zippers or seams. No oversized, super-baggy pants will be permitted. Dress slacks (with belt) should be worn at the waist. During hot weather months (beginning of school – October15 and March 15 – end of school) tan/khaki, black or navy blue walking shorts with belt will be worn. Shorts should go to just above the knee but not below, and should not be tight fitting or excessively baggy. Belt will be black or brown and should match shoes.
Gentlemen's Shirts: Solid white, red, navy blue, black or gray collared, knit polo shirts (two-or three-button, no logos, except the CA logo). Shirts must always be tucked in. Turtlenecks may be worn under long sleeved polo shirts only.
Gentlemen's Dress Shirts/Ties/Sport Coats: White/Oxford blue dress shirt or white button down dress shirt w/ white crewneck t-shirt underneath may be worn. Shirts must always be tucked in. Red/White/Blue/Black solid colored ties are acceptable. Navy or black sport coat is also acceptable.
Gentlemen's Footwear: Shoes must be worn at all times. Dress shoes should be either black or brown when worn with the uniform (pants or shorts). Tennis, sneakers, or jogging shoes will need to be worn to gym class. Black and brown dress shoes need to be conservative in style, with a neat and clean appearance. The shoe may not extend higher than the ankle at the heel. Socks will be white, red or navy with either shoes or athletic shoes.
Gentlemen's Hair: Hair should be neatly trimmed and combed. Hair should not be so long as to hang below the eyebrow if combed forward nor long enough to bring into a ponytail. The hair may be as short as needed, but no shaved heads. No Mohawk, rat's tails, or braids are allowed. No hairnets or bandannas. Gentlemen should be clean-shaven. Students will be allowed to have modest sideburns not to extend below the bottom of the earlobe.
Gentlemen's Jewelry: No nose-rings or earrings or other body-piercing jewelry will be permitted for boys. Jewelry should not be distracting or dangerous.
Gentlemen's Headwear: Hats and sunglasses will not be permitted indoors and must be stored.
Gentlemen's Outerwear: Jackets, sweatshirts and sweaters may be worn to school for warmth, but must be free of logos and advertisements. Sweatshirts and jackets worn to and from school must be stored during classes and between classes, other than during the lunch period. Sweaters worn in class will be in uniform red, white or navy in cardigan, pullover or vest style. Sweaters will be free of hoods or pockets.
No tattoos, temporary or permanent.

Ladies Uniform and Dress Code

Ladies Pants: Tan/khaki, black, or navy blue dress slacks, walking shorts or skorts with or without belt loops. Slacks should reach to the shoe but do not drag on the ground. Slacks need to be logo free. No patch pockets, extra zippers or seams. No oversized, super-baggy, hip hugger or excessively tight pants will be permitted. Dress slacks should be worn at the waist. If pants or shorts have belt loops, a black or brown belt will be worn and match shoe color.
Ladies Shorts: Tan/khaki, black or navy blue knee length walking shorts may be worn during hot weather months (beginning of school – October 15 and March 15 – end of school). Shorts should go to just above the knee but not below, and should not be tight fitting or excessively baggy.
Ladies Shirts: Solid white, red, navy blue, black or gray collared, knit polo shirts (two-or three-button, long or short sleeved, no logos, except the CA logo). White button down dress shirt w/ white crewneck t-shirt underneath may be worn. Shirts must always be tucked in. Turtlenecks may be worn under long sleeved polo shirts only.
Ladies Skirts/Skorts: Tan/khaki, black or navy blue skorts or A-line skirts may be worn. Hem of skort should reach to just above the knee (hem should be within two inches of the ground when properly adjusted at the waist and kneeling on a level surface). Skirts/Skorts should be worn at the waist. A-line skirts should fall just below the knee.
Ladies Footwear: Low-heeled, low-soled or flat, black or brown, solid-colored conservative style dress shoes. Black and brown dress shoes need to have a neat and clean appearance. No open-toes or open-heeled shoes or sandals are permitted. Sneakers, tennis, or jogging shoes will be worn during gym. Girls should wear nylons, blue or white tights, or solid red, white, or navy colored socks.
Ladies Jewelry: Girls may wear one pair of short earrings. Large hoops or other dangling or distracting earrings are not permitted. (Loops are not to be larger than the size of a nickel.) No body-piercing jewelry except earrings will be permitted. Necklaces need to be tasteful and size appropriate. Pendants should not be large or elaborate. No chokers, beaded necklaces (colored or otherwise), shells, or large or elaborate chain-link may be worn. One watch that is either metal toned, uniform colored, and not distracting are permissible.
Ladies Makeup: Makeup is permitted and should be applied tastefully and in moderation. Heavily lined eyes or gaudy lipstick, glitter or white-powdered faces will not be permitted. Fingernails should not be excessively long or painted garishly. Shades of blue, green, yellow, black, glittered, speckled or patterned nail polish are not permitted.
Ladies Hair: Hair should be neatly combed or styled. No shaved heads are permitted. Hair accessories must be red, white, navy, black or brown. Neat barrettes, headbands and "scrunchies" are permissible. Hair should not be arranged or colored to draw undue attention to the student. Hair must be natural looking and conservative in its color. Radical changes in hair color during the school year are unacceptable.
Ladies Headwear: Hats, bandannas, and sunglasses will not be permitted indoors and must be stored.
Ladies Outerwear: Jackets, sweatshirts and sweaters may be worn to school for warmth, but must be free of logos and advertisements. Sweatshirts and jackets worn to and from school must be stored during classes and between classes, other than during the lunch period. Sweaters worn in class will be in uniform red, white or navy in cardigan, pullover or vest style. Sweaters will be free of hoods or pockets.
No temporary or permanent tattoos are permitted.

Dress Codes Pertinent To Both Genders

Backpacks, Lunchboxes, book bags, etc: These lists are intended to include extra items a student may bring to school. While it is not the intention to limit choices, it is important to maintain school philosophy with regard to these types of items. Therefore, there are no color restrictions or design restrictions, however, no logos, advertisements or characters are allowed. Exception to Dress Code Rule: A small brand name identification is permissible. For example, a 6-inch *Nike* symbol would not be allowed, however, a small 1-inch unobtrusive name like *Cabela's* would be acceptable. A backpack with "Colorado Rockies" displayed on it would not be acceptable. A lunch box with Bugs Bunny or Sponge Bob would not be acceptable. The Administrative Designee will have the final say in determining acceptability.

Apparel advertising tobacco, alcohol, illegal substances, and/or offensive slogans are not acceptable attire at school-sponsored activities. Clothes making statements with sexual innuendoes are not allowed. The wearing of clothing, jewelry, or a style of grooming that is identified with membership in a gang will not be tolerated in school or at any school-sponsored activity. Apparel that interferes with or endangers self or others while participating in school or school sponsored-activities is not allowed. Dress will not be worn that causes or is likely to cause disruption of the educational process. The final decision as to the safety or unsuitability of the clothing, hair or jewelry will be left up

to the Head Master. ***Anyone who cannot follow the dress code for medical or religious reasons will need to talk with the Administrative Designee.***

Students must be strictly in code to attend class. Students in violation of the dress code will be sent to the office and must call a parent or guardian. Either parents will bring acceptable attire, or students will be sent home with their parent or guardian. These absences are NOT excused.

VIII. Extra Curricular Activities

Students will be allowed to participate in extra curricular activities outside of the school day. The intent of Caprock Academy High School is to have extra curricular activities as time, interest, and space allow. In the near future, our hope is to have girls' volleyball, boys' and girls' basketball, and track. Other sports teams may be added. Our hope is also to have other activities such as chess club, debate club, foreign language club, leadership club as well.

Students will not be allowed to leave school early for practice, but will be excused from classes when there are games or competitions from other clubs. Students will be required to make up the work according to the excused absence policy.

According to C.R.S. 22-32-116.5.1.a, each school district or public school shall allow any student to participate on an equal basis in any activity offered by the school district or the public school that is not offered at the student's school of attendance.

IX. Community Service for Students and Parent Volunteer Hours

Students:

Student self-esteem and sense of belonging develop from practice and accomplishment, from consistent expectations in the school climate and culture, and from achieving good character and citizenship.
The aim of Caprock is to teach and shape students. "Student" derives from the Latin word *Studēre*, which means "to give attention to," "to take pains with," "to apply oneself to," "to strive after," "to pursue," "to desire." Students by definition are diligent in, attached to, and zealous for, their studies. We simply expect our students to live up to their name. The teachers at Caprock Academy will work hard to prepare their lessons. Students must, in turn, take full advantage of these lessons and make the best use of their time to prepare their minds for the opportunities and challenges that await them. All policies regarding student conduct and discipline flow from this general principle:
Students must fully engage themselves in the education Caprock offers them.
Community involvement is also expected of the students as part of our vision of shaping global citizens who set life goals and practice lives of service and virtue**.** They are required to fulfill 20 hours of service (5 on campus and 15 off campus) throughout the calendar year, beginning on the first day of summer break and going through the end of school the following year. Students are allowed to fulfill up to ½ of their hours during the summer break while completing the remainder during the school year. There is a community service committee that assists families in getting their child's hours fulfilled by providing information about events throughout the year. Families can, however, choose their own community service events provided they follow the general guideline of providing service to the community at large. These hours must be tracked and detailed as to the date, time and type of service, then submitted to the community service committee contact. Caprock Academy understands that family circumstances (i.e. divorce, loss of job) may arise during a particular year that *may* hinder a student's ability to complete the required hours. With those unique circumstances in mind, a grace period (the following school year) will be granted to allow the missed service hours to be made up, in addition to the current year's required hours. If, after this period, the student has not fulfilled this requirement, a meeting will be scheduled with the Head Master, Dean of Students, at least one Board Member and the affected parent/s to discuss educational alternatives and future involvement with Caprock Academy.

Parents

At Caprock Academy, parents are an important part of the educational effort and are expected to:

• model good character,
• help their children develop effective study skills,
• oversee regular reading, writing and mathematics skill development,
• stimulate discussion and exploration of ideas and events with students,
• dress in an appropriate manner when attending classrooms (keeping modesty & hygiene in mind)
• fulfill the required 10 volunteer hours
• support the school goals through familiarity with the Handbook and Charter, through homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the student's success.

X. Parental Involvement and Volunteering

Committees and Meetings

The Chairman of a committee shall receive credit for 2 hours per month toward fulfilling their volunteer commitment. A participating member of a committee will credit the person with one hour per month. Committee meetings in and of themselves will not create countable hours; however, any work done to benefit the school resulting from these meetings will account to your commitment. Committee chairmen may input hours for committee members, but it is the sole responsibility of the individual to insure their support has been properly credited. Committee membership may never total more than 50% of a family's support commitment.

Parental Participation

We believe that parent participation at the high school level is just as important as at the younger grades. With the involvement of all our partners - teachers, parents, community members, administrators, board members and students – we will realize the vision of Caprock Academy and become part of the fiber of our local community. Caprock Academy therefore relies heavily on parental support and volunteering and we engage parents as authentic partners at many different levels. The number of hours/month per student we request of you is important to your child's success. It also affords you, the parents, another opportunity to demonstrate commitment. Caprock Academy understands that family circumstances may arise during a particular year that *may* hinder a parent's ability to complete the commitment to your children's education you have made by enrolling at Caprock Academy. With those unique circumstances in mind, a grace period (the following school year) will be granted to allow the missed support hours to be made up, in addition to the current year's hours. If, after this period, you have not demonstrated a commitment to help the school in providing for the education of your child/children, a meeting will be scheduled with the administrative designee, at least one Board Member and the affected parent/s to discuss possible solutions.

Required Background Check

Any adult who will have access to the students, i.e. playground duty, classroom assistance, traffic duty, etc. will be required to have a background check. This check currently costs $2 and is done at the Mesa County Sherriff's Department. Normally it takes only a few minutes, however, if they are busy they may ask that you return the next day to pick up the completed form. Bring this form to the school office where it will be maintained in a secured location.

Volunteer Confidentiality

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential. If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty member, Head master, or a member of the CABD. If a volunteer disregards this policy, the privilege of volunteering may be revoked. As a volunteer you will be required to sign the Volunteer Confidentiality agreement.

Closed Campus

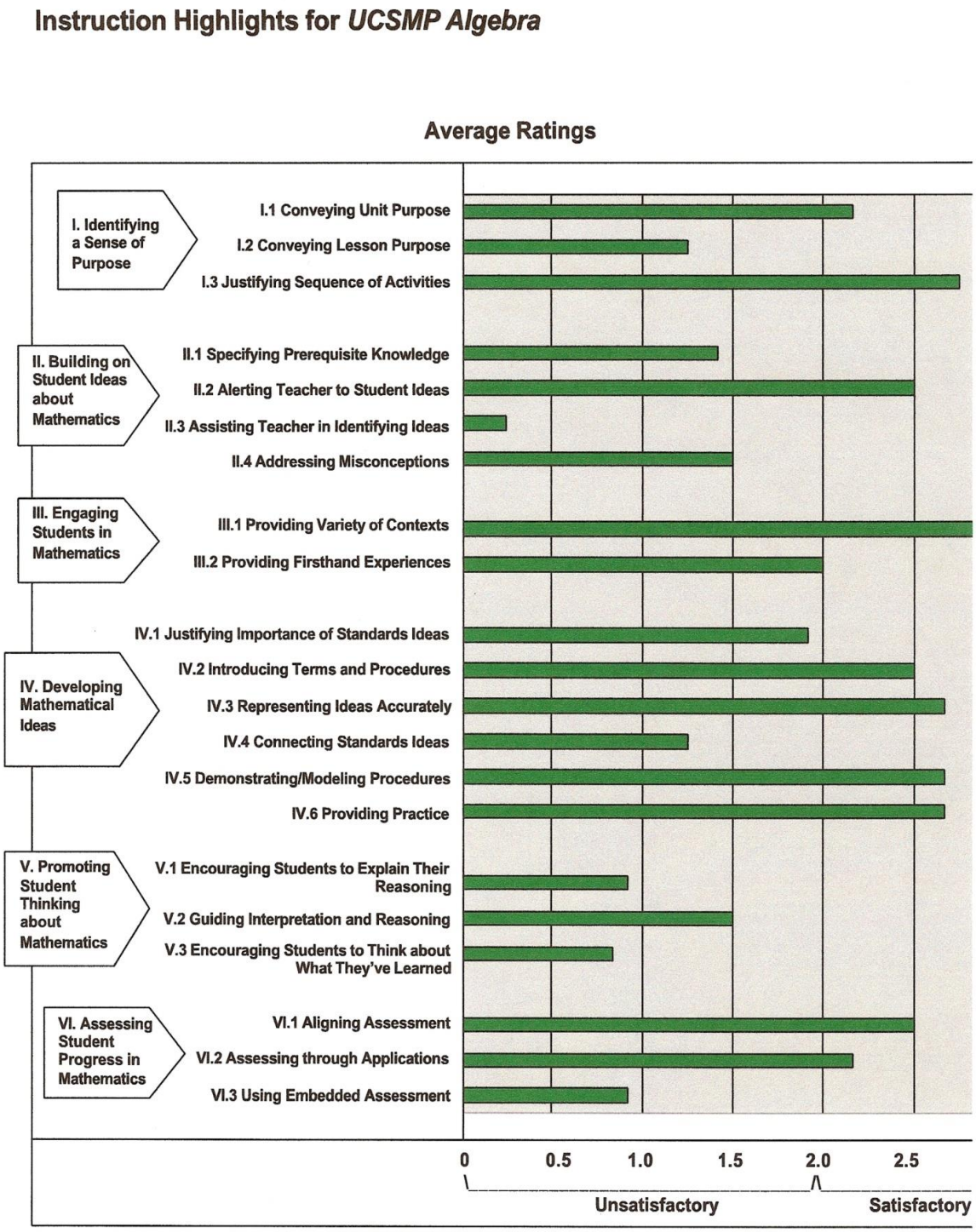
Caprock Academy will continue to be a closed campus. The lunch period is too short for students to leave campus for lunch and return safely. The safety of our students is of paramount importance. Early graduation and early release to participate in other programs will not be allowed. Our rigorous classical education will provide different courses than what are ordinarily required for a student to graduate. Caprock Academy feels it is important to provide a quality foundation of educational excellence and character education so that students are fully equipped to pursue whatever career they choose to as an adult and will become productive global citizens.

Appendix 3: Math Program Research

Math program rubric

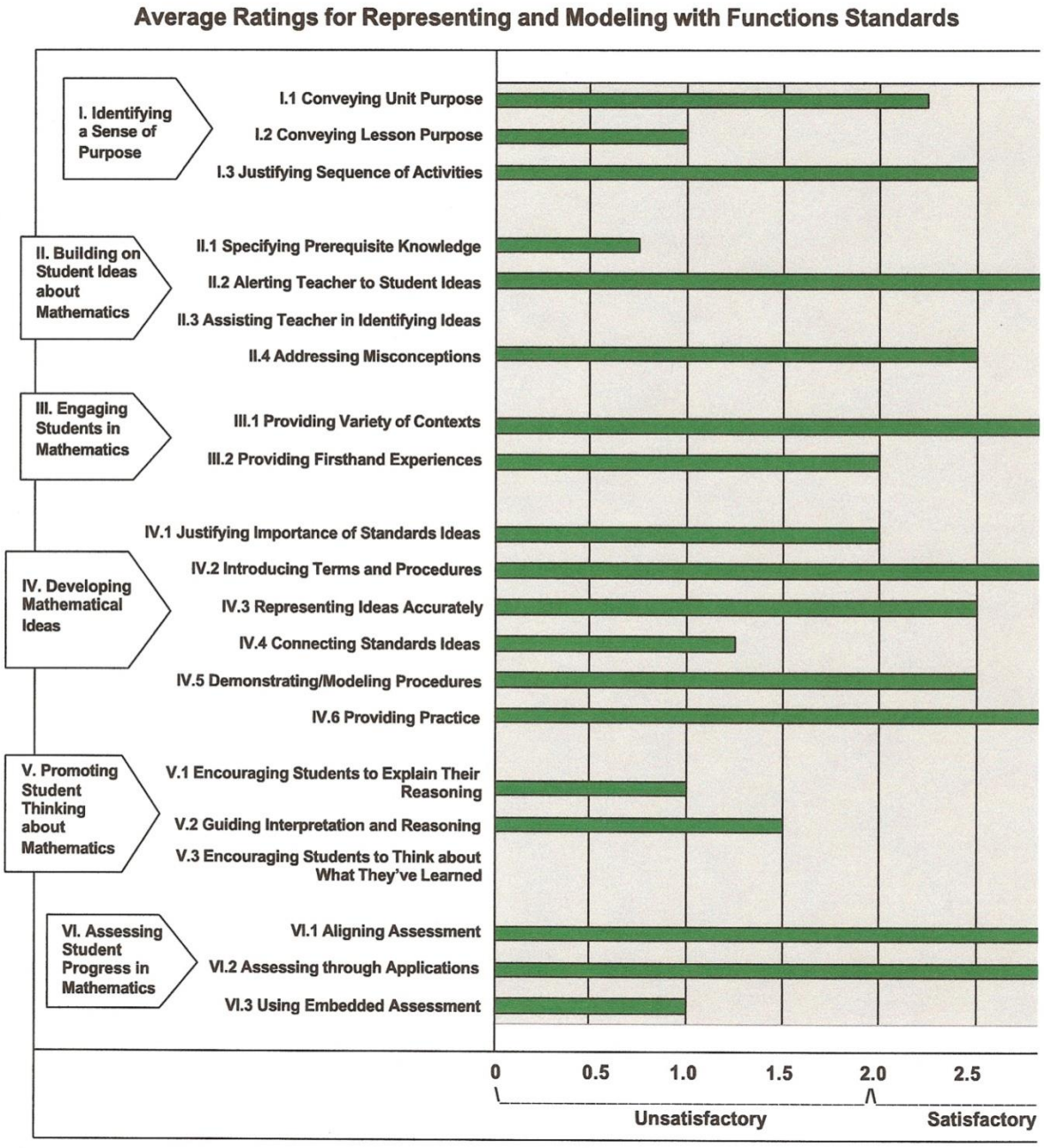
Math curriculum Assesment	Algebra I: Explorations and Applications - McDougal-Littell	Contemporary Mathematics in Context (Core Plus)	Interactive Mathmatics Program - Key Curriculum (IMP)	MATH Connections: A Secondary Math Core Curriculum - It's About Time Inc.	Mathematics: Modeling Our World (COMAP/ARISE) South-Western Educational Publishing	UCSMP Algebra - Scott, Foresman and Company
Rigorous (SAT/ACT alignment)	?	ACT - up/SAT - Down	More rigorous/ SAT - up/ 20%-30% additional material	Middle of the road SAT/ACT ?	SAT up 3%-4%	Rigourous
Presenting ideas accurately	3.5	3.8	4	3.7	4.2	4.5
Demonstrate/model practice	3.8	0.7	1.8	4.5	2.1	4.5
Guiding interpretation and reasoning	2.2	4.8	5	4.5	4	2.5
Encouraging reflection on learning	0.6	3.7	2.7	0	1.9	1.3
Meets CO math standards	?	College Board Achieve Model	CO Aligned/ NTSM Aligned	CO Aligned/ NTSM Aligned	NTSM Aligned	CO Aligned/ NTSM Aligned
Peer teaching ease	Class	Small group	Small group	Small group/ Collaboration	Pairs/ Small group	large group/small group
Skills and word problems equal treatment	?	Investigation/ Problem based	Problem based	Problem based with skills	Problem based	Skills Perspectives Uses Representations
1 – Poor	2 - Fair	3 - Satisfactory	4- Good	5 - Excellent		
Scientific Research (similar results with similar demographics and teaching practices (fidelity to program))	?	?	yes	some	some	yes
Algebra II for lower ability students or separate textbook series?	Traditional 3 year	Integrated 4 year 4th year Pre-Calc	Integrated 4 year Have most of Alg2 by year 3	Traditional track 3 year but presented in problem based format	Integrated 4 year	Traditional track

American Association for the Advancement of Sciences, Project 2061: UCSMP Algebra I analysis



American Association for the Advancement of Sciences, Project 2061: UCSMP Algebra I analysis

Instruction Highlights for *UCSMP Algebra*



American Association for the Advancement of Sciences, Project 2061: Algebra I analysis

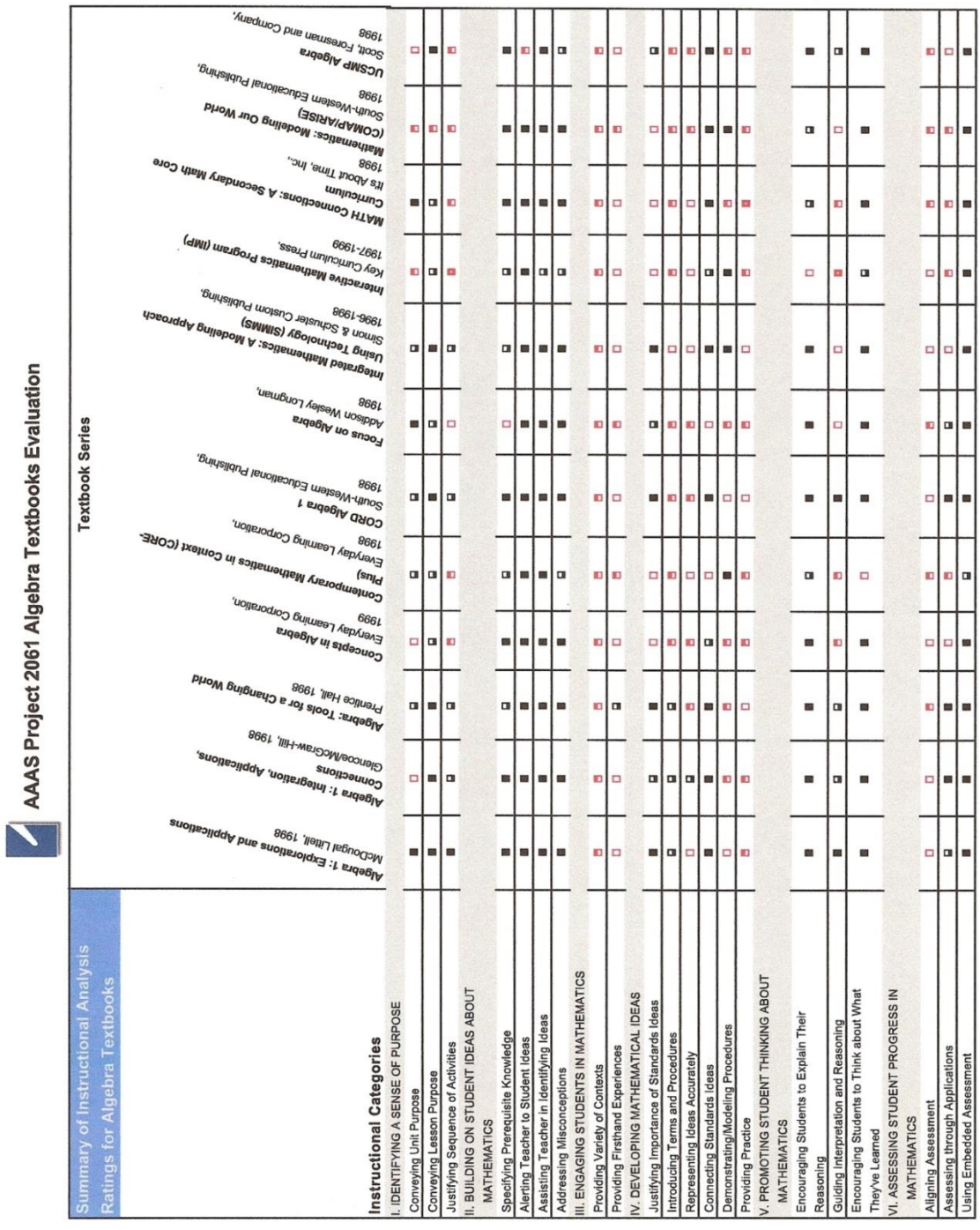
AAAS Project 2061 Algebra Textbooks Evaluation

Summary of Instructional Analysis Ratings for the Variables Idea Set

Textbook Series

Instructional Categories	Algebra 1: Explorations and Applications McDougal Littell, 1998	Algebra 1: Integration, Applications, Connections Glencoe/McGraw-Hill, 1998	Algebra: Tools for a Changing World Prentice Hall, 1998	Concepts in Algebra Everyday Learning Corporation, 1999	Contemporary Mathematics in Context (CORE-Plus) Everyday Learning Corporation, 1998	CORD Algebra 1 South-Western Educational Publishing, 1998	Focus on Algebra Addison Wesley Longman, 1998	Integrated Mathematics: A Modeling Approach Using Technology (SIMMS) Simon & Schuster Custom Publishing, 1996-1998	Interactive Mathematics Program (IMP) Key Curriculum Press, 1997-1999	MATH Connections: A Secondary Math Core Curriculum It's About Time, Inc., 1998	Mathematics: Modeling Our World (COMAP/ARISE) South-Western Educational Publishing, 1998	UCSMP Algebra Scott, Foresman and Company, 1998
I. IDENTIFYING A SENSE OF PURPOSE												
Conveying Unit Purpose	■	■	■	□	■	□	■	■	■	■	■	■
Conveying Lesson Purpose	■	□	□	■	■	■	■	■	□	□	■	□
Justifying Sequence of Activities	■	□	□	□	■	□	■	■	■	■	■	■
II. BUILDING ON STUDENT IDEAS ABOUT MATHEMATICS												
Specifying Prerequisite Knowledge	■	■	■	■	■	■	■	■	■	■	■	■
Alerting Teacher to Student Ideas	■	■	■	■	■	■	■	■	■	■	■	□
Assisting Teacher in Identifying Ideas	■	■	■	■	■	■	■	■	■	■	■	■
Addressing Misconceptions	■	■	■	■	■	■	■	■	□	■	■	■
III. ENGAGING STUDENTS IN MATHEMATICS												
Providing Variety of Contexts	■	■	□	□	■	□	■	■	■	□	■	■
Providing Firsthand Experiences	■	□	□	□	■	□	■	□	■	■	■	■
IV. DEVELOPING MATHEMATICAL IDEAS												
Justifying Importance of Standards Ideas	■	□	■	□	■	■	■	■	□	□	■	□
Introducing Terms and Procedures	■	■	■	■	□	□	□	□	■	■	■	■
Representing Ideas Accurately	■	□	□	□	□	■	■	□	■	■	□	■
Connecting Standards Ideas	■	■	■	■	■	■	■	■	■	■	■	■
Demonstrating/Modeling Procedures	■	■	■	■	■	□	■	■	■	■	■	■
Providing Practice	■	■	□	□	■	■	□	□	□	□	■	□
V. PROMOTING STUDENT THINKING ABOUT MATHEMATICS												
Encouraging Students to Explain Their Reasoning	■	■	■	■	□	■	■	■	□	□	■	■
Guiding Interpretation and Reasoning	■	■	■	□	■	■	□	□	■	■	■	■
Encouraging Students to Think about What They've Learned	■	■	■	■	■	■	■	■	■	■	■	□
VI. ASSESSING STUDENT PROGRESS IN MATHEMATICS												
Aligning Assessment	■	□	■	■	□	□	□	□	□	■	■	■
Assessing through Applications	■	■	■	□	□	■	■	□	■	□	□	■
Using Embedded Assessment	■	■	■	■	□	■	■	■	□	■	■	■

Poor: 0-1.4 Fair: 1.5-1.9 Satisfactory: 2-2.4 Good: 2.5-2.9 Excellent: 3


AAAS Project 2061 Algebra Textbooks Evaluation
Summary of Instructional Analysis Ratings for Algebra Textbooks
Textbook Series
Instructional Categories
I. IDENTIFYING A SENSE OF PURPOSE
Conveying Unit Purpose
Conveying Lesson Purpose
Justifying Sequence of Activities
II. BUILDING ON STUDENT IDEAS ABOUT MATHEMATICS
Specifying Prerequisite Knowledge
Alerting Teacher to Student Ideas
Assisting Teacher in Identifying Ideas
Addressing Misconceptions
III. ENGAGING STUDENTS IN MATHEMATICS
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Aligning Assessment
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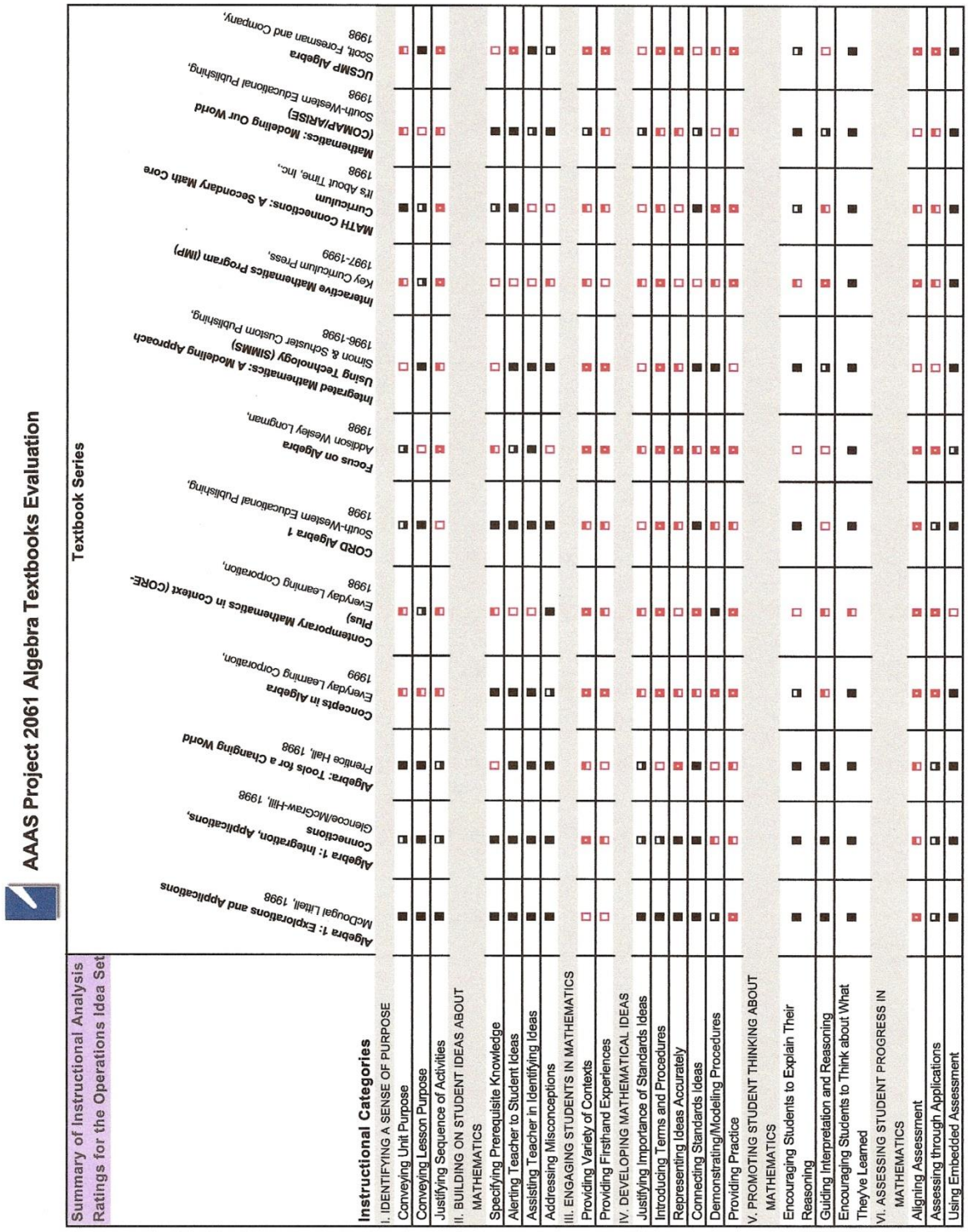
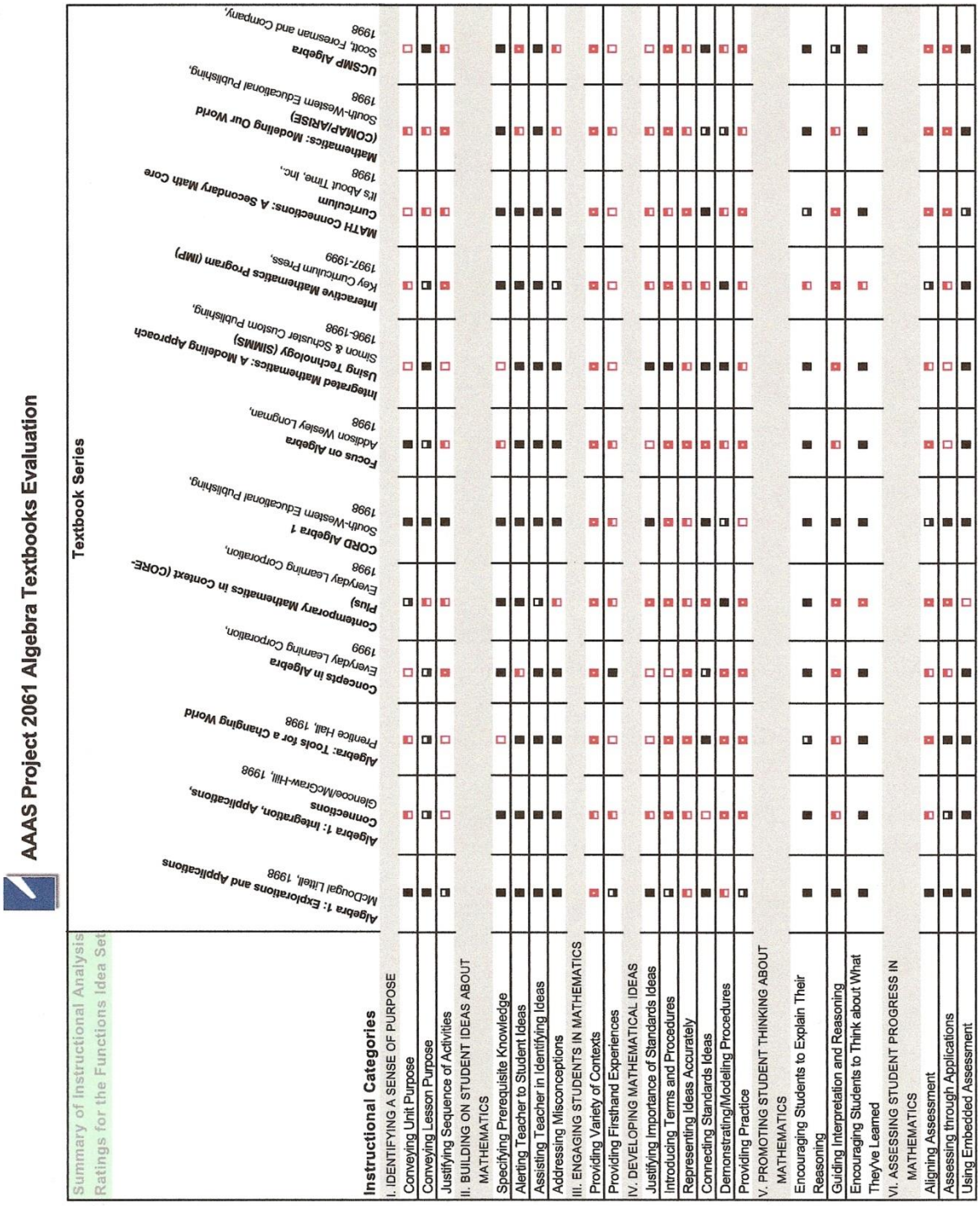
Algebra 1: Integration, Applications, Connections
Glencoe/McGraw-Hill, 1998
Algebra: Tools for a Changing World
Prentice Hall, 1998
Concepts in Algebra
Everyday Learning Corporation, 1998
Contemporary Mathematics in Context (CORE Plus)
Everyday Learning Corporation, 1998
CORD Algebra 1
South-Western Educational Publishing, 1998
Focus on Algebra
Addison Wesley Longman, 1998
Integrated Mathematics: A Modeling Approach Using Technology (SIMMS)
Simon & Schuster Custom Publishing, 1996-1998
Interactive Mathematics Program (IMP)
Key Curriculum Press, 1997-1999
MATH Connections: A Secondary Math Core Curriculum
It's About Time, Inc., 1998
Mathematics: Modeling Our World (COMAP/ARISE)
South-Western Educational Publishing, 1998
UCSMP Algebra
Scott, Foresman and Company, 1998
Poor: 0-1.4
Fair: 1.5-1.9
Satisfactory: 2-2.4
Good: 2.5-2.9
Excellent: 3

American Association for the Advancement of Sciences, Project 2061: Algebra I analysis

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Glencoe/McGraw-Hill, 1998
Algebra: Tools for a Changing World
Prentice Hall, 1998
Concepts in Algebra
Everyday Learning Corporation, 1999
Contemporary Mathematics in Context (CORE-Plus)
Everyday Learning Corporation, 1998
CORD Algebra 1
South-Western Educational Publishing, 1998
Focus on Algebra
Addison Wesley Longman, 1998
Integrated Mathematics: A Modeling Approach Using Technology (SIMMS)
Simon & Schuster Custom Publishing, 1996-1998
Interactive Mathematics Program (IMP)
Key Curriculum Press, 1997-1999
MATH Connections: A Secondary Math Core Curriculum
It's About Time, Inc., 1998
Mathematics: Modeling Our World (COMAP/ARISE)
South-Western Educational Publishing, 1998
UCSMP Algebra
Scott, Foresman and Company, 1998
Poor: 0-1.4
Fair: 1.5-1.9
Satisfactory: 2-2.4
Good: 2.5-2.9
Excellent: 3