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Curriculum Guide And Handbook 1991 - 1992

MISSION MOUNTAIN SCHOOL

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Montana Educational Consulting and Programs Inc.

Curriculum Guide and Handbook 1991 - 1992

Prepared by
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MISSION MOUNTAIN SCHOOL
CURRICULUM GUIDE AND HANDBOOK

STATEMENT OF PURPOSE 1
MONTANA EDUCATIONAL CONSULTING AND PROGRAMS INC. 2
- Professional Qualifications and Responsibilities 2
- Professional Associations 3
- Services Provided 3

WHAT MAKES MISSION MOUNTAIN SCHOOL UNIQUE? 4
- Benefits To The Client 4
- Family Profile 5
  - The Parents 5
  - The Students 5

THE IMPORTANCE OF EXPERIENTIAL EDUCATION 6
THE TREATMENT PROGRAM 7
- Individual Treatment Path 7
- General Treatment Path 8
  - Time Line And Treatment Sequences 8
    - Sequence One, Months 1 - 4 9
    - Sequence Two, Months 4 - 8 9
    - Sequence Three, Months 9 -12 10
  - Student Reading List 10
  - Special Therapeutic Needs 11
  - Follow Up And Aftercare 11
  - Documentation And Evaluation 11
- Family Treatment Model 11
- Fun In Recovery 12

THE DAILY LIVING PROGRAM 13
- Daily Routines 13
  - School Or Activity Day 13
  - Day Of Rest Schedule 14
- Housing, Meals, Health Care And Clothing 14
- Security: Visits, Phone Calls, Mail And Packages 15
- Practice Of Personal Religious Beliefs 15

THE ACADEMIC PROGRAM 16
- Goals 16
- Performance and Behavior Problems 16
- Individual Academic Needs 17
- Grading Periods and Credits 17
- Grades 18
- Curriculum and Graduation Requirements 18
  - Graduation Requirements 19
  - Suggested Curriculum 19
  - Course Descriptions 19
    - Art 20
    - Computer Technology 21
    - English 23
    - Foreign Language/Culture 26
    - Math 27
    - Phys. Ed - Health 31
    - Science 32
    - Social Psychology 34
    - Social Studies 35



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STATEMENT OF PURPOSE

We provide families in crisis time out from pain, a start on the road to recovery and the tools with which to continue to heal and grow. Our goal is the reintegration of the child into the family and community. We dedicate our energy and resources to producing socially mature, environmentally conscious, morally aware, self actualized young people.

We see the crisis that often precedes and accompanies this process of growth, as the catalyst for the greatest adventure in life—the adventure of finding one's true self. In support of every human's right to find their true nature, we are committed to providing our students and families with quality counseling, education and recreation within an extended family setting. We support the family and guide the child through the difficult process of adolescence by providing a rounded educational experience that leads to integration with society and engagement with the family in a responsible caring manner.

The philosophy, principles and practices of Mission Mountain School are consistent with a free, open and humane society. We encourage free and open inquiry. We admit students of any race, color, religion, gender, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. We do not discriminate by race, color, religion, gender, and national or ethnic origin in the administration of our hiring practices, educational policies, admissions policies, scholarship and loan programs, or athletic and other school administered programs.



MONTANA EDUCATIONAL CONSULTING AND PROGRAMS INC.

Montana Educational Consulting and Programs Inc. (MECP) operates Mission Mountain School as a service business. MECP is based in Missoula, Montana and Mission Mountain School is near Condon, Montana at the Double Diamond Ranch.

MECP operates as a for profit corporation. The corporation is owned entirely by the founding members who also comprise the Board of Directors. Board members include: Gary Kent, President; John K Mercer, V.P/Secretary; Debra Finn, Treasurer; Colleen Harrington; and Mike Finn.

Professional Qualifications And Responsibilities

Gary Kent, B.A., M.S., L.P.C., N.C.C. Treatment Coordinator.
Eleven years experience counseling adolescents and families in crisis and directing treatment programs.

John K Mercer, B.S., M.S. Administrator/Education Coordinator.
Fourteen years experience teaching and administrating experiential education programs for adolescents and individuals with special needs.

Colleen Harrington, B.A. Teacher/Counselor.
Four years experience working with adolescents and 3 years administrative experience as an office manager.

Mike Finn, C.D.C. Activities Coordinator.
Nine years experience in recreational leadership, counseling and adolescent chemical dependency treatment programs.

Debra Finn, L.P.N. Nurse/Counselor.
Six years experience in clinical nursing with special populations.

Kelly Matheson, B.S. Program Aide.
Two years experience working with adolescents and leading outdoor recreation activities.

Professional Associations

Mission Mountain School is a Candidate Member of the Pacific Northwest Association of Independent Schools (PNAIS). Our teachers are certified by the Montana State Office of Public Instruction and active members of various professional committees of the Pacific Northwest Association of Independent Schools.

The Montana State Department of Family Services licenses Montana Educational Consulting and Programs Inc. (doing business as Mission Mountain School) as a Residential Child Care Facility (License #S-81121).

Gary Kent, our Treatment Coordinator, is a Licensed Professional Counselor, National Certified Counselor and a member of the American Association of Counseling and Development (AACD) and the Montana Mental Health Counselors Association (MMHCA).

Services Provided

We provide academics, treatment and daily care on a 24 hour basis. Learning is experientially based with a hands on approach. High interest outdoor activities include horseback riding, cross country and downhill skiing, and mountain biking. Academic classes are small and course work is individually structured. Students receive credits in most secondary school subjects and a high school diploma upon completion of graduation requirements.

Within the framework of our academic boarding program we offer the following services:

1. Phone consultation and counseling;
2. Crisis referral and intervention;
3. Adolescent escort service;
4. Educational, psychological and chemical dependency assessment and evaluation;
5. Individualized educational planning;
6. Individualized academic instruction;
7. Residential high school curriculum including college preparatory course work;
8. Individualized treatment planning;
9. Individual, group and family counseling;
10. Chemical dependency, abuse, and educational counseling;
11. Daily living and self-help skills education;
12. Experiential and therapeutic outdoor recreation experiences;
13. Aftercare planning and placement;
14. Referral and follow up.

WHAT MAKES MISSION MOUNTAIN SCHOOL UNIQUE?

Relative to other Therapeutic Boarding Schools and residential programs, Mission Mountain School is distinct in at least three major areas. Mission Mountain School is unique in that it is small, individualized and family based. We are an extension of the family. Relationships among the staff and clients are close and personal. This is very different from the colder institutional approach of our larger competitors. Our client population is small, limited to 16 students, with a ratio of one staff per two students.

Our focus is not just on crisis management, it includes assessment, treatment, and aftercare planning. We involve families in this process from beginning to end. Our goal is the reintegration of the student into the family. We believe that the family that plays together stays together. We teach how to balance work, play and study in a healthy and functional way. We provide scholarships for families in need. We will on request arrange deferred payment plans for qualifying families.

Our curriculum combines experiential academic programs and family systems based therapy with 12 step recovery. Our school "feels like an extended family rather than an institution." We use an individual approach rather than focusing on attaining behaviors mandated by a level system or a behavior management program.

We combine treatment, education and recreation in a varied program where high interest motivational activities balance more reflective classroom and group learning. The School's physical environment is rural and offers a quiet life in a pristine setting. We develop each student's problem solving skills. We address a variety of addictive - compulsive behaviors including chemical dependencies, eating disorders, relationship dependencies, and sexual dependencies.

Benefits To The Client

Students and families receive time out during family crisis, and yet continue working on reintegrating the nuclear family system. They develop problem solving tools and skills. They experience open and honest communication within a clear structured environment. They acquire a model for lifelong growth and recovery, which if followed, ultimately leads to emotional independence and health for all family members.

Students live in a drug free attractive environment. They develop intrapersonal and interpersonal awareness, increase their self esteem and are exposed to significant adult role models. They receive high school credits and if graduating, a high school diploma. They experience success in academics, physical endeavors and relationships. Students and their families develop a new relationship and have fun doing it through a variety of high interest, high quality outdoor recreation activities.



Sequence Three, Months 9 -12
During this time the student continues the refinement and application of solutions identified in the Personal Recovery Plan. The student starts the process of articulating who he is through continued group work, home visits and family interactions. The student develops a sense of personal boundaries and applies them during home visits in preparation for returning to the family. The student takes his personal identity and applies it within the context of the larger world. The student develops a picture of what he wants his life to look like and begins planning how to get there. He identifies general education or career tracks that interest him and explores options in those areas. The student sets academic goals. He develops and implements strategies to achieve those goals and experiences success.

During this time the student:

A. Continues to update and revise the Personal Recovery Plan;
B. Continues to work on family issues and practice strategies for resolution;
C. Completes at least two home visits and follows boundaries and standards for daily schedules, family times, chores, activities and academics;
D. Completes an aftercare plan in cooperation with the family that establishes clear boundaries, responsibilities and behavioral standards;
E. Reads the third section of the student reading list;
F. When appropriate completes 12 Step #'s 9, l0, ll and 12 (or at least shows evidence of working them);
G. Displays ability to set and achieve appropriate personal performance standards for academic work;
H. Matches personal characteristics with 3 specific educational/career/vocational tracks;
I. Completes the "This Is Me In The World" rites of passage exercise at the end of month 12;
J. Makes an oral and written presentation to the other students, staff and family that articulates his or her sense of self, personal goals, position in the world, and personal plans.

Student Reading List

AA, NA, OA, or SLA Big Book
The Family, Bradshaw
The Road Less Traveled, Peck

Healing the Shame That BindsYou, Bradshaw
Codependency Mistreated Misunderstood, Wilson-Shaef
It Will Never Happen to Me, Black
Courage To Heal, Bass and Davis
12 by 12, AA

Choice Making, W-Cruse
Courage To Heal Workbook, Bass and Davis
Codependent No More, Beattie
When Society Becomes an Addict, Wilson-Shaef

Sequence One, Months 1 - 4
The beginning of the therapeutic journey starts with the student forming a clear picture of past and present significant events, circumstances, experiences, life choices and behaviors. This is when the student takes stock, and sees relationships with people, places, and things as they really are. There is much interaction with the group and the student receives feedback on her behavior and personal choices. The student breaks through denial and recognizes that she has serious problems. The student often experiences and expresses remorse at this time. The student begins grieving past choices and expresses the need to change her life. She identifies academic and learning problems and develops strategies to address them.

During this time, the student:

A. Identifies personal issues needing resolution;
B. Develops specific strategies to address these issues (Personal Recovery Plan);
C. Discloses to parents the exact nature of his or her problem behavior;
D. When appropriate completes 12 step #'s 1,2, 3 and 4;
E. Reads the first section of the student reading list;
F. Identifies learning difficulties and develops strategies for resolution (Individual Education Plan);
G. Completes the "This Is What Made Me" rites of passage marking the transition into the next part of the journey.

Sequence Two, Months 4 - 8
During this time the student begins resolving personal issues. The student develops a sense of his or her issues in relation to the family and the group. The student experiments and tries different problem solving strategies and behaviors. The student explores his or her personal issues within the group process and learns how to express feelings in a proactive and appropriate fashion. The student examines, understands and applies principles of family systems and group dynamics to his or her life. The student identifies positive character qualities and traits. The student inventories personal interests and skills and matches them with educational and general career areas. The student sets and meets specific performance goals in relation to school, daily living and activities.

During this time the student:

A. Continues to update and revise the Personal Recovery Plan;
B. Identifies family issues and develops strategies for resolution;
C. Completes at least one home visit;
D. Reads the second section of the student reading list;
E. When appropriate completes 12 Step #'s 5, 6, 7 and 8;
F. Develops personal performance standards for academic work;
G. Matches personal interests and characteristics with at least 2 career clusters;
H. Completes the "This Is Me" rites of passage exercise at the end of month eight.

General Treatment Path

A positive personal identity can only be formed in relation to others in a community or family. In that context we ask our students to complete the following eight tasks during their emotional development at Mission Mountain School:

1. Develop a strong sense of personal identity, with a clear understanding of personal values, strengths and weaknesses;
2. Overcome shame and develop a healthy self esteem;
3. Identify significant personal issues and accept those issues without self-denigration;
4. Develop life skills and tools for resolution of personal issues and problems;
5. Identify career and vocational interests;
6. Set and achieve personal standards for success in academics, daily living, and recreation;
7. Understand family dynamics and issues;
8. Develop a sense of personal spirituality.

These tasks must be accomplished within the framework of the following group activities:

All students participate in a full academic and daily living program that includes academic course work, regular chores, daily responsibilities and recreation activities.

All students participate in at least six hours of group counseling each week. One and a half hours are conducted as a structured group using interaction catalysts. Other groups address community issues and dynamics within the daily schedule.

Students participate as needed in 12 step meetings. These meetings may be either campus or community based and may include AA, NA, OA, or SLAA.

Students participate in two hours of structured classroom instruction in psychology and counseling theory per week as part of the regular academic curriculum. Class topics include: values clarification, goal setting, communication skills, cognitive restructuring, family dynamics, career and vocational choices, spirituality, meditation and relaxation training.

Each week students must complete therapeutic assignments to receive weekly pocket money. We design specific tasks for each student. Common tasks include exercises in values clarification, 12 step work, spirituality, reading on pertinent issues, keeping a daily journal, writing a letter home, etc.

Time Line And Treatment Sequences

Each student's journey to develop a personal identity at Mission Mountain School follows a general path of development. The time line presented below is a broad map of that path. It organizes identity development into a three part logical structure. This is helpful for understanding the process, but it is important to note that the structure presented below is very general. We base our treatment on the individual. Students will access different program elements depending on their needs.



THE TREATMENT PROGRAM

Trying to find a personal identity is something that naturally occurs for adolescents. Unfortunately, many are misguided and take on negative and superficial roles that have nothing to do with who they are. These are the young people who believe they've found their place in the drug culture, street gangs, punk groups, etc. We ask students at Mission Mountain School to give up these negative and superficial identities. We help them start the process of self discovery and identity formation.

We believe that adolescents face three primary developmental tasks. The first is to develop a positive personal identity and the second is to acquire the skills to articulate that identity. The third is to accomplish the first two in a way that is not only fulfilling for the adolescent, but also contributes to the well being of others.

Individual Treatment Path

Each student at Mission Mountain School follows an individual and general treatment path. The individual pathway challenges the child to identify and resolve those issues that are unique to himself. These are the personal issues that if not addressed can become serious character defects, but if overcome turn into sources of internal strength.

The individual pathway to a personal identity is set out in the Individual Recovery Plan, where we help the child set personal goals that will lead to a positive self identity. Each student starts with an initial plan based on the information collected through the application and enrollment forms and intake interviews. The plan contains specific treatment goals and interventions with specified time lines for implementation.

The Treatment Team reviews these plans at least once monthly, at which point we record progress, revise or create interventions as needed. We ask students to evaluate their progress and to set goals for change and find effective ways to change. They share this information in weekly group sessions.

The plan tailors elements in Mission Mountain School's therapeutic program to meet the needs of the individual. For example: individual reading and writing assignments may be given on the topic of drug abuse to a child with a history of substance abuse. Another child with a history of inappropriate destructive outbursts of anger receives a different assignment on finding appropriate ways to express and release anger.

We design each intervention to help the child find a solution to a problem behavior. This ultimately results in resolution of the problem and elimination of the behavior. This success in personal problem solving is the cornerstone of the process of long term change and the key to the development of a positive personal identity.

THE IMPORTANCE OF EXPERIENTIAL EDUCATION

Problem solving is an empowering experience and critical to a child's development as a human being. Real life problems require real life solutions and that means hands on activities. In this way, students experience the lesson, then internalize it and finally understand it as they attempt to articulate the learning experience to someone else. Information acquired in this fashion is not forgotten with time, instead it becomes part of the fabric of one's personality. Learning becomes real when it touches an individual and is about his or her life.

Learning always involves solving a problem, hypothetical or real. What is more useful and interesting to the confused child or adolescent in pain — an abstract scenario, or a solution to a real problem? The answer to this question is the key to effective education of children with special needs. We provide educational experiences for troubled students. We give our students regular opportunities for finding and articulating successful solutions to their personal life problems.

Our students come to us with real life problems. They are struggling to find solutions. As educators, we support our students by challenging them to try a new approach. This happens in the classroom, during activities, and in peer group counseling sessions. We encourage them to take the risk of becoming vulnerable and open.

We teach that the most critical element to successful adolescent problem solving often has little to do with skill, intellect or abilities. Obviously those elements are important but they are not critical to academic or life successes for adolescents. Two things are: desire and perseverance. More simply stated, it is the willingness to do whatever it takes to identify the problem and then find and implement solutions.

Solving a problem means trying different solutions, or in the case of adolescent dysfunction, trying different behaviors. For adolescents having difficulty, it means giving up drugs, alcohol, negative peer groups, inappropriate relationships — in fact it means giving up their old life to start anew. To most adolescents, giving up their lifestyle and starting a new one is a depressing idea and not readily embraced. For an adolescent, this is akin to an ego death of sorts. For most adolescents there is a very real depression and a grieving process often associated with life changes.

We find that high interest experiential education and recreational activities provide our students with an attractive incentive to change their lives. The inherent drama and adventure associated with these activities breaks through the depression that so often causes relapse in adolescents. Success in school and high interest activities such as downhill skiing, mountain biking, cross country skiing, horseback riding or white water rafting has a significant impact on the struggling adolescent. Success builds esteem, and esteem is a critical component of self initiated and completed change. Our students not only change their lives, they learn how to initiate and complete self change as an appropriate response to life problems.



Family Profile

The Parents

Our parents want a close family relationship with open caring communication. Their primary goal is healing their child and reintegrating the family. To do this, they will confront dysfunction within themselves and their children.

They are married or divorced, single or widowed, with an interest in their children's well being and emotional and mental health. They are goal oriented, informed consumers, with a willingness to explore family systems. They hold mainstream spiritual, political and ethical beliefs, are civic minded and interested, if not involved in their children's education. They want to develop and experience new family based recreation skills and activities.

They are willing to address and change problem behaviors including workaholism, drinking, smoking or drug use. They are willing to develop contacts with and participate in support groups, and find time for involvement in family programs. They are interested in having fun with their family and are willing to participate in outdoor recreational activities with their children.

The Students

Our students are above average in intelligence, verbally highly skilled and capable of normal cognitive processing. They have experienced trauma or difficulties at home or school. They may be chemically dependent or prone to dependence and may be engaged in or suspected of substance abuse.

They often have displayed significant acting out behavior within the last five years. This includes oppositional conflict with parents, family members, teachers, the legal system and others. They have not performed up to ability in academics. They may be labelled as "learning disabled," by frustrated school administrators, counselors or psychologists.

They are often diagnosed by a mental health professional as having an Identity Disorder, Conduct Disorder, Attention Deficit Disorder, Oppositional-Defiant Disorder, Dysthymia, or another Affective Disorder. They may have experienced painful and significant events including: divorce of parents, adoption, sexual or physical abuse, or death of a significant other.

They have not suffered any irreconcilable traumatic events. They have not been diagnosed nor do they suffer from borderline personality, mixed or psychotic disorders. They do not have a history of violent crime or arson.

Special Therapeutic Needs

If the child has or develops special therapeutic needs beyond the scope of our program, we will seek appropriate treatment services for the child. For example, we may refer the student to a short term clinical treatment program for acute chemical dependency, eating disorder, psychiatric evaluation, etc. Mission Mountain School strives to secure the most appropriate treatment modality for each child. This will be done in consultation with the parent or guardian.

Follow Up And Aftercare

Each student leaves Mission Mountain School with a specific aftercare plan that may include any one or a combination of the following: outpatient individual therapy, outpatient group therapy, support group attendance and family counseling. We make follow up phone contact with graduating students 30, 60, 90, 180 and 360 days after leaving Mission Mountain School.

Documentation And Evaluation

Mission Mountain School uses both Individual Treatment Plans and progress notes as the primary record keeping instruments. In these documents we evaluate progress toward treatment goals and the appropriateness of intervention strategies. The Treatment Team summarizes student progress at least every 90 days in a quarterly progress report to the student, family and referring party.

Family Treatment Model

Mission Mountain School uses a family system treatment modality. We see family member participation as an important element in the entire treatment process. We begin working immediately with the family on the process of reintegration. The student and parents participate in a facilitated curriculum that teaches them how to discuss and resolve their issues. Within 30 days of enrollment, the student and parents begin to jointly read selected materials. We regularly facilitate phone conferences that review the selected materials within the context of the family experience. This provides a framework to talk about sensitive or painful issues.

Once the student and family begin to talk about significant issues, the family comes to Mission Mountain for the first visit. This is the point at which the family and child identify primary emotional issues and discuss them in a facilitated family group. We present Individual and Family Treatment Plans and provide initial direction in the recovery process.

As part of the family treatment plan, the parents continue coming to Mission Mountain School for periodic visits and the student returns home for periodic visits. The parents and child jointly write a visit plan that sets out specific boundaries and responsibilities for the family and child before, during and after each visit. The family and Mission Mountain Staff review the visit plan upon completion of each visit. In this way the family and the student have opportunities to try out new approaches to old problems.



It is important to note that the visits are not vacations, but times for the student and family to do real work addressing significant issues. We find that this works best in the context of a family adventure or activity. We encourage families to come and participate in our high quality recreation activities with the students.

Fun In Recovery

We give students struggling with addictive dependencies an attractive alternative to substance abuse. We give families struggling to heal — a new experience. We teach them how to play and have fun with each other in a safe healthy way as a family unit. We introduce students and families to recreational skills and activities that are lifetime recreational sports that can be enjoyed for many years.

Our facility is nestled in the wilds of the Swan Valley in Northwest Montana. It provides outstanding outdoor recreation opportunities. Ten miles east of the School lies the 2.2 million acre Bob Marshall Wilderness Complex, one of the largest and most famous federally protected Wilderness Areas in the United States. Ten miles to the west Montana's famed Mission Mountains provide scenery that compares with the European Alps. It is 85 miles to "The Big Mountain Ski Resort" and 90 miles to "Glacier National Park."

There are over sixty freshwater lakes within a 25 mile radius of the School. More than 15 are accessible by vehicle, with the remainder reached only by horseback and foot trails. These lakes provide excellent trout fishing and our students have pictures to prove it.

Activities include hiking, fishing, cross country skiing, horseback riding, wildlife studies, field botany, archery and camping to name a few. Alpine skiing and snow boarding are a favorite winter and spring activity and we provide each student with a season pass at "The Big Mountain Ski Resort." Summer and fall bring on white water rafting and mountain biking.

The School is far from urban distractions, yet easily accessible. It is a 90 minute drive via state highways from the Ranch to regional airports in either Missoula or Kalispell. Major air carriers serve both airports.

Families go alpine skiing, hike in the spectacular Bob Marshall Wilderness, or explore Glacier National Park all as part of their family treatment program. If they need to unwind, relax and have quiet time with their child, we welcome them to visit the School, where they can experience the unsurpassed beauty and tranquillity of Montana's premier wilderness scenery in a comfortable setting.

THE DAILY LIVING PROGRAM

Daily Living at Mission Mountain is the daily schedule and routine that we organize our lives around. We believe that to function in academics or any other endeavor, the student needs to have a solid foundation of daily living skills. Put more simply, if the child cannot make his bed, or complete a daily chore, his likelihood of success in life, school or work is very low. Our schedule provides a structure for community chores, class work, activities and personal time.

Daily Routines

We begin each day with a morning meeting where we discuss the tasks for the day, give assignments and review the daily schedule. This is also the time we address non-compliance with community rules or non-completion of chores. Because all the students bear equal responsibility for the chores, they have considerable interest in seeing the chores completed promptly. Individuals that tend to slack off or shirk responsibilities are gently, but firmly confronted by the group.

We assign each student chores on a regular rotation. Regular community chores include splitting firewood and maintaining fires in the lounge and sauna room, sweeping and mopping floors, helping prepare, serve and de-serve meals, washing dishes, and cleaning common areas. Personal chores include keeping individual living spaces clean and orderly with the bed made, doing personal laundry and keeping the bathroom clean. In addition, there are periodic community work projects such as firewood collecting, etc., that all students participate in.

Each student spends at least 24 hours per week in scheduled academic classes. We intersperse experiential education and outdoor recreation activities throughout the weekly schedule. We provide full day activities on Wednesdays and Saturdays. Other activities, events or special projects may occur Thursday or Friday afternoons. Every Sunday is a "Day of Rest."

Program Daily Schedules

School Or Activity Day	
7:30	Wake up
8:00	Breakfast
8:30-9:00	Chores
9:00	Morning Meeting
10:00-12:00	Program Events/Classes/Activities
12:30	Lunch
1:00-2:00	Chores/Personal Time
2:00-4:00	Program Events/Classes/Activities
4:30-5:30	Group
6:00-7:00	Dinner/chores
7:30-9:00	Evening Program/Classes/Activities
9:30-10:30	In cabins & Lights Out

Day Of Rest Schedule

10:30	Wakeup/chores
10:45	Mini breakfast
11:45	Cabin inspection
12:00	Brunch
1:00	Personal Time
2:00 - 4:00	Activities/Program Events
6:00	Dinner/chores
7:30	Evening Program (AA, NA)
9:30	In cabins
10:30	Lights out

Housing, Meals, Health Care And Clothing

Mission Mountain School has separate housing facilities for females and males. Two students share a large comfortable room with separate closets and beds. Each two rooms share a large modern bathroom. There is a separate dining hall, and a classroom/computer room. We have a weight room, sauna, hot tub, a student lounge, audio/visual room and a library. There are 20 kilometers of cross country trails suitable for skiing, hiking, mountain biking or horse back riding. We also have a large "ski cabin" located in a secluded setting that we use for retreats and family activities.

We plan our meals at Mission Mountain School. They consist of a regular rotation of home grown lean Montana beef, fish, and poultry with grains, fresh vegetables, pasta, home made breads and desserts. We accommodate special dietary needs, and monitor each child's eating habits. Students with eating disorders work with the school nurse in developing a personal meal plan.

We have a nurse on staff who supervises your child's health and medical needs. We require a physical upon enrollment. Based on the data in the medical forms and the physical, the school nurse develops a health care plan and monitors your child's health needs. She arranges regular medical and dental care in consultation with the parent. In the event of a serious health crisis we will take the steps necessary to protect your child's health, and contact you soon as possible. We require that each child has health insurance.

Our physical environment and recreation programs require certain clothing and recreational equipment. You will receive a suggested clothing and required gear list. We will provide you with assistance in purchasing items should you need help.

Many adolescents project or create an image through clothing and possessions that has little relationship to their true self identity. To address this issue, clothing at Mission Mountain School needs to be clean, not ripped or torn, and without graffiti or inappropriate symbols, graphics, etc. Clothing that is associated with an image, negative identity, drugs, alcohol, abuse, etc., is not acceptable. Music or other personal possessions associated with negative self imaging, drugs, violence, etc., is also unacceptable. We box up and ship home unacceptable personal items or excessive personal possessions.



Security: Visits, Phone Calls, Mail And Packages

While security is not generally a problem at Mission Mountain School, it is important that you recognize that Mission Mountain School is not a "locked facility." We rely on our location in a remote rural part of Western Montana to discourage and prevent runaways and unauthorized contacts or visits. Because of our physical location it is exceedingly unlikely for a child to try to run from our facility.

Before enrollment at Mission Mountain School, many adolescents were involved with a negative peer group. Continued interaction with that peer group is undesirable. It undermines the child's attempt to form a separate personal identity. We ask parents to develop a list of desirable and undesirable friends. We do not allow contact with undesirable friends.

Family visits are an important part of our treatment program. Parents and family members are welcome to visit at Mission Mountain School. The Treatment Team schedules and arranges the first visit. For subsequent visits we ask that you call at least two weeks in advance to arrange and plan an itinerary. Students may not leave Mission Mountain Campus without staff approval. Individuals coming to visit need to remember that Mission Mountain School is a drug, alcohol and nicotine free environment.

We schedule home visits by the child in cooperation with the parents. Generally home visits are not appropriate until the student has been at Mission Mountain School for at least four months.

Students do not have unsupervised access to telephones. We do not accept calls from non-family members, unless they are approved by the parents. Each student calls home every two weeks and has a regular call day assigned. In special circumstances or during emergencies, phone calls are made as needed. We encourage students to write home at least once a week and we ask families to respond. We screen letters and calls to and from friends. Contact from friends or peers engaged in drug related and negative behavior is not allowed.

You can send your child care packages, but we ask you to be sensitive about what you send. We do not allow drugs, alcohol or other mind or mood altering substances on campus. We also ask that you do not send junk food regularly. If you have a question about a specific item, please give us a call. We will, if possible, return inappropriate gifts or packages to the sender.

Practice Of Personal Religious Beliefs

We recognize each individual's right to practice a religion of their choosing. We also recognize the importance of a spiritual component in daily life. We attempt to assist our students in the practice of their religious freedoms. We are not affiliated with any religion, denomination or sect. We require no mandatory attendance at any religious service.

THE ACADEMIC PROGRAM

We educate our students in free and open inquiry. We ask them to develop strong reasoning powers. We design and tailor the Academic Program at Mission Mountain School to meet our students' individual needs and engage their interest. We emphasize problem solving and providing the student with opportunities to succeed. We avoid judgement laden labels and attempt to facilitate each student's process of learning how to learn.

Goals

Our goal is to have our students:

A. Develop the capacity to self initiate and complete assignments and course work;
B. Develop time management skills;
C. Develop strategies for compensation of learning differences;
D. Develop personal standards for academic performance;
E. Upon completion of the program meet those personal standards;
F. Upon completion of the program be at or above an age appropriate level both in academic achievement and completed high school credits;
G. Have a clear understanding of their academic interests in relation to further educational or career goals;
H. Articulate their personal identity in both written and oral forms.

Performance And Behavior Problems

Low performance, self sabotaging and acting out behaviors in school rarely occur in a vacuum. Typically these and related behaviors are a symptom of unresolved pain and trauma in the child's life. For the adolescent that is in pain, learning in a classroom is a grim task full of defeat. This becomes a self reinforcing spiral of low performance, and lower self esteem.

We believe that if given a choice, most students will choose to succeed in academics. We help the student make that choice through the Individual Education Plan. We address emotional difficulties, learning differences and personal choices that affect the child's participation in academic pursuits in the Individual Education Plan.

We believe that the joy of learning, and the experience of success in the intellectual realm is a special part of the adolescent experience. We teach our students how to learn, and perhaps more importantly how to have fun and succeed while learning. We teach that exploring one's intellectual abilities is an important part of developing a self identity, and critical to the articulation of that identity.

The student - teacher relationship is central to the success of our program. Staff are both counselors and advocates for the student in the academic program. The staff and students jointly address issues concerning student behavior or participation in the academic program. We encourage the student to problem solve with adults and develop strategies for success as an alternative to the consequences of acting out in class.

Individual Academic Needs

When the student enters Mission Mountain School, several things happen. We make an initial assessment of student's educational needs and schedule a placement exam. We also review the student's entrance file, transcripts, placement exam and other pertinent documents.

We compile an academic inventory that lists all courses successfully completed for credit at any school attended. The student interviews with the teaching staff and answers any questions about transcripts or school records. The student also identifies what his or her academic goals are.

Based on the interview, transcripts, academic inventory and the placement exam, we develop an Individual Education Plan for the student. The Individual Education Plan summarizes the student's academic status and the classes needed for completion of high school. The plan delineates educational objectives. The plan specifies classes and course work designed to bring the student up to an age appropriate performance and academic level upon completion of treatment at Mission Mountain School. We incorporate the Individual Education Plan into the student's general Treatment Plan.

Once the student is in classes, we send parents the Individualized Education Plan. We evaluate the students regularly and write quarterly progress assessments. We send these Progress Reports to the parents at the close of each grading session.

Grading Periods and Credits

MMS operates year round, with three trimesters and a summer session. We assign Academic credit and grade points at the close of the summer session and after each trimester. One credit is equal to successful completion of 135 hours of class time, instruction, and time on task. This is equivalent to the time a student would spend in a traditional school on one subject for the full 36 weeks of the traditional school year.

Based on the above formula, students receive credit for completion of regularly scheduled classes, experiential educational expeditions, intense two and four week immersion courses, and foreign treks.



Grades

We assign grades based on completed course work. Grades represent an evaluation of the quality of work in relation to peers. At the close of each trimester, students complete a comprehensive self evaluation. This is designed to identify differing patterns of behavior that support or detract from academic performance. Based on this self evaluation, students develop and modify behavioral and learning goals for the next trimester. In this way, students learn how to assess their performance, set realistic goals and evaluate progress toward those goals. Students also receive regular staff evaluation that identifies areas of strength and areas that need work.

Grading symbols, equivalent percentile score and grade points are as follows:

			A	100-93%	4.00;	A-	92.9-90%	3.66;
B+	89.9-86%	3.33;	B	85.9-83%	3.00;	B-	82.9-80%	2.66;
C+	79.9-76%	2.33;	C	75.9-73%	2.00;	C-	72.9-70%	1.66;
D+	69.9-66%	1.33;	NC	No Credit	<65.9%;	P	Pass;	
W	Withdraw.							

We calculate Grade Point Average by multiplying the assigned grade point by the assigned credit for each course attempted. This generates the earned grade points for each attempted course. We sum the earned grade points and divide by the total credits attempted to find the GPA. We do not use pass grades to determine Grade Point Average (GPA).

In the event we expel a student or a student withdraws before the completion of a grading period, we assign a grade of W/ followed by the grade the student held in the class at the time of withdrawal.

A student may challenge a course for credit with the consent of the Treatment Team. To challenge a course, a student must successfully pass a comprehensive written and oral final exam of the course content and materials with a score of 90% or better.

Curriculum and Graduation Requirements

We base our curriculum and graduation requirements on extensive research of high school curriculums and college entrance requirements nationwide. Our curriculum is rigorous and demanding. It provides students with a solid academic foundation for college or other pursuits and is compatible with most other high schools. The Montana State Office of Public Instruction Certifies our teachers and we are a Candidate Member of the Pacific Northwest Association of Independent Schools.

Graduation Requirements

Computer Science	1 Credit
English Courses	4 Credits
Fine Arts	2 Credits
Foreign Language/Culture	2 Credits
Math Courses	3 Credits
Outdoor and Physical Education	2 Credits
Science Courses	3 Credits
Psychology	2 Credits
Social Studies	3 Credits
Electives	2 Credits
Total Credits required for Graduation	24 Credits

Suggested Curriculum

First Year	Second Year
English I	English II
Pre Algebra	Algebra I
Geography	U.S. History
Natural Science	Ecosystem Biology
Personal Computers	Social Psych. - Group Dynamics
Explorations in Art	Outdoor and Physical Recreation
Electives	Electives

Third Year	Fourth Year
English III	English IV
Geometry	Elective: Algebra II
Foreign Language/Culture	World History
Outdoor and Physical Recreation	Art History
Social Psychology - Peer Counseling	Environmental Science
Health	Foreign Language/Culture
Electives	Electives

Course Descriptions

The following pages contain a compendium of course descriptions for classes offered for academic credit at Mission Mountain School. Each description identifies course name, goals, objectives, materials and methods of evaluation. An individual syllabus is prepared for each course that delineates educational activities on a day by day basis.

Art

Explorations in Art

The student is introduced to and experiences a wide variety of materials. The student learns the elements and principles of art. Note: This course can be repeated for up to two credits.

Goals

1. The students will develop a solid background in the fundamentals of art.
2. The students will understand the historical progression of various art forms and their influence on human development.
3. The students will express themselves through artistic endeavors.

Objectives

1. The students gain familiarity with art forms through videos, books, exhibits and shows.
2. The students develop an understanding of art fundamentals through the completion of exercises and workshops.
3. The students develop a sketch book and a portfolio.
4. The students complete an art project.

Materials:

Paper, pencils, paints, ink, pens, wax, dyes, clay, wire, plaster, and other materials; books; art history book.

Methods of evaluation:

Daily work and participation, completion of assignments, sketchbook, portfolio and projects.

Art History

The student learns the historical development of the various arts as an expression of humanity.

Goals

1. The students will develop an understanding of art fundamentals.
2. The students will study the historical progression of various art forms and their influence on human development.
3. The students will express themselves through artistic endeavors.
4. The students will gain an understanding of symbolism and the importance of archetypal imagery.

Objectives

1. The students gain familiarity with art forms by studying art history.
2. The students develop an understanding of art fundamentals through the completion of exercises and workshops.
3. The students develop a sketch book and a portfolio.
4. The students complete a project.
5. The students study art history from prehistory to contemporary art.

Materials:

Paper, pencils, paints, ink, pens, wax, dyes, clay, wire, plaster, and other materials; books; art history book.

Methods of evaluation:

Daily work and participation, completion of assignments, sketchbook, portfolio and projects.

Computer Technology

Computer Assisted Instruction

Computers are utilized to help students learn basic math, English, and reading skills. Students receive individualized attention. Credit is assigned on basis of work completed.

Goals

1. The students receive extra help and skills practice in math, English, typing, reading and problem solving.
2. The students will increase motivation to work on difficult subjects.
3. The students will experience learning in a low pressure classroom situation.

Objectives

1. The students learn basic computer operation and techniques.
2. The students practice basic skills using a variety of interactive software.
3. The students evaluate their own improvement.

Materials:

Computers and related hardware, basic skills software.

Methods of evaluation:

Participation and completion of assignments.

Introduction to Personal Computers

Computer literacy and problem solving skills are developed using personal computers and software in applications pertinent to student life.

Goals

1. The students will understand the uses, applications, and limitations of popular personal computer software.
2. The students will learn how to use the computer to complete a variety of tasks, including word processing, spread sheet calculations and data base applications.
3. The students will develop a familiarity with personal computers and become informed consumers of computer technology.

Objectives

1. The students learn how to use a word processor, database, graphics program and a spreadsheet.
2. The students write, format and and print reports, term papers, and letters using personal computers.
3. The students review two different models of personal computers and complete a comparison report with recommendation of the best value.
4. The students develop an integrated spreadsheet - data base application and present a report with graphics.

Materials:

Computers, hardware, software, software manuals.

Methods of evaluation:

Completion of assignments, quality of computer generated documents, tests and quizzes.

Computer Technology

Advanced Personal Computing

This is an individualized course in which students use software applications to generate complex or publishable documents such as a senior thesis, or newsletters, brochures, yearbook etc.

Goals

1. The students will develop an understanding of the use, applications, and limitations of personal computer desktop publishing systems.
2. The students will attain a sense of accomplishment from completion of a major document incorporating graphics and text.
3. The students will develop the layout and design skills needed in desktop publishing.

Objectives

1. The students review layout and design software and technology.
2. The students review word processing programs and technology.
3. The students develop and print a brochure, a technical report and a newsletter.
4. The students develop a mailing list and direct mail program.
5. The students complete a database program for automated reports.

Materials:

Computers and hardware, software and software manuals.

Methods of evaluation:

Completion of computer generated publications; quality of computer generated documents; tests and quizzes.

English

English I Basic Skills

Basic English is an entry-level course for any student needing review of basic reading and writing skills.

Goals

1. Students will receive individual help with grammar, and organization in writing.
2. Students will develop individual mechanical writing skills.
3. Students will develop an individual style of writing.
4. Students will improve reading skills through silent and oral reading.
5. Students will improve reading comprehension.

Course Objectives

1. Students write one paragraph per week, and complete a one page theme paper at the end of the trimester.
2. Students peer edit writing assignments.
3. Students read a variety of short stories and poems in class.
4. Students use response, interpretive, analytical and synthesis review questions to improve reading comprehension.
5. Students complete vocabulary and grammar exercises.
6. Students read six novels and complete both oral and written presentations.

Materials:

Short stories, poems, articles and writing assignments selected by students and teacher.

Methods of evaluation:

Peer editing of student writing, teacher evaluation of student writing; reading and speaking; participation in classroom activities; completion of assignments.

English II Communication Skills

Students explore and develop communication skills through reading, writing, speaking and listening. Poetry, art, history, biography and drama are evaluated and interpreted.

Goals

1. Students will increase reading comprehension, pronunciation and vocabulary skills.
2. Students will develop writing skills in the following areas: organization, content, style and mechanics.
3. Students learn how to analyze, synthesize, interpret and respond to literature.
4. Students are exposed to creative writing.
5. Students will experience speaking with and to various groups of people.
6. Students are introduced to the novel and gain an understanding and appreciation of contemporary literature.

Course Objectives

1. Students write write 2-3 paragraphs per week which are evaluated on the basis of organization, content, style and mechanics.
2. Students peer edit written work.
3. Students write 1-2 journal entries per week.
4. Students participate in pre and post reading and writing activities.
5. Students read material in class which emphasizes vocabulary skills.
6. Students discuss and review literature using initial reaction, interpretation, analytical and synthesis questions.
7. Students give impromptu, informative and short formal speeches.
8. Students read six novels.

English

Materials:

Poetry, plays, articles and literature selected by students and teacher; Warriner's English Grammar and Composition; Harcourt, Brace, Jovanovich.

Methods of evaluation:

Weekly journal evaluation; peer editing of student writing, teacher evaluation of student writing; reading, listening and speaking; participation in classroom activities.

English III Intermediate Communication Skills

This is a Sophomore - Junior level English course which continues student development of communication skills. Students focus on reading, writing, speaking and listening. Students evaluate and interpret literature, poetry, art, drama, music, history and biography.

Goals

1. Students will develop writing skills in the following areas: organization, content, style and content.
2. Students will develop audience awareness in writing.
3. Students will develop an understanding of writing purposes and forms.
4. Students will be exposed to a variety of literary themes.
5. Students will foster an appreciation and understanding of literature.

Course Objectives

1. Students write weekly themes (1-3 pages) which are evaluated on the basis of organization, content, style and mechanics.
2. Students peer edit themes.
3. Students research, report, write, edit and publish a community newsletter.
4. Students discuss and review literature in class using initial response, interpretation, analysis and synthesis questions as guide lines.
5. Students read six novels and complete six book reviews.
6. Students explore the short story and essay as literary form.
7. Students explore cinema as a communication medium.
8. Students give impromptu and persuasive speeches.
9. Students complete activities in class which relate literature to students' lives.

Materials:

Literature, short stories, articles, and writing material selected by students and teacher.

Methods of evaluation:

Peer editing of student writing, teacher evaluation of student writing; reading and speaking; participation in classroom activities; completion of assignments.

English

English IV
Advanced Communication Skills

Students continue their development of communication skills in reading, writing, listening and speaking. Students are introduced to a wide variety of novels, short stories, plays, poems, cinema, video and other forms of communication from around the world.

Goals

1. Students will learn how to develop a multimedia presentation.
2. Students will be encouraged to write in many different forms.
3. Students will synthesize and integrate knowledge in the four areas of communication.
4. Students will develop critical thinking and problem solving skills.
5. Students will continue to develop skills and audience awareness in speaking, reading and writing.
6. Students will be exposed to a variety of literary forms from all over the world.

Course Objectives

1. Students develop individual and group multimedia presentations with audio-visual components that involve skills in speaking, listening, reading, writing, layout and design.
2. Students participate in class discussions and read selected literary forms, including six novels.
3. Students engage in writing activities two — three times a week.
4. Students complete a section of a school yearbook.
5. Students explore video as a communication medium.
6. Students review grammar for SAT and college placement exams.
7. Students develop vocabulary skills.

Materials:

Literature selected by students and teacher.

Methods of evaluation:

Peer editing of student writing, teacher evaluation of student writing; reading and speaking; participation in classroom activities; completion of assignments.

Foreign Language/Culture

Spanish America

This is an introductory survey course of Spanish speaking cultures and countries in North and South America.

Goals

1. The students will gain an appreciation of the Spanish speaking American cultures.
2. The students will gain an understanding of the historical development of Latin America, Middle America and Mexico.
3. The students will become familiar with Spanish communication tools.

Objectives

1. The students study basic Spanish.
2. The students develop a working Spanish vocabulary.
3. The students learn how to converse in Spanish.
4. The students learn how to read Spanish.
5. The students complete a travel plan and itinerary for a trek through a Latin American Country.
6. The students use computer technology in practicing Spanish skills.

Materials:

Spanish text books, travel guides, tapes, videos, personal computers, and software.

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Mexico Trekking

Introductory experiential course exploring Spanish speaking cultures and countries in North America.

Goals

1. The students will experience and gain an appreciation of the Spanish speaking American cultures.
2. The students will gain an understanding of the historical development of Latin America, Middle America and Mexico.
3. The students will experience first hand Spanish communication tools.

Objectives

1. The students study and use basic Spanish in Spanish speaking cultures.
2. The students develop and practice a working Spanish vocabulary on a daily basis.
3. The students converse in Spanish with locals to obtain information, directions, and meet their daily needs.
4. The students read Spanish during their travels.
5. The students follow a travel plan and itinerary for a trek through a Latin American Country.

Materials:

Spanish text books, travel guides, tapes, videos, personal computers, and software.

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Math

General Math Skills

This Math course is designed for the student that needs to review basic arithmetic and math concepts and processes.

Goals

1. The student will review basic math.
2. The student will fill "gaps" in their knowledge base of arithmetic and math.
3. The students will be exposed to the use of calculators and computers.

Objectives

1. Students add and subtract whole numbers and decimals.
2. Students multiply and divide whole numbers and decimals.
3. Students work with graphs and statistics.
4. Students work with number theory, fractions and decimals.
5. Students work with adding subtracting, multiplying and dividing fractions and decimals.
6. Students work with measurements, ratios, proportions and percent.
7. Students work with consumer math, including balancing checkbooks, calculating discounts, computing simple interest and preparing a monthly budget or spending plan.
8. Students use calculators and personal computers to solve basic math problems.

Materials:

General Mathematics, Heath; Math 76; personal computers, calculators and software.

Methods of evaluation:

Completion of assignments, class participation,exams and quizzes.

Pre-Algebra

This course reviews and prepares the student for learning higher math and provides a transition from arithmetic to algebra and geometry. The course culminates with an introduction to basic algebra.

Goals

1. Students will review and learn concepts central to math and basic algebra.
2. Students will be introduced to applications of math in daily life.
3. Students will earn how to use mathematical symbols.
4. Students will learn how to use computers and calculators.

Objectives

1. Students review decimal notation, large and small numbers, measurement, proportions, use of variables, number lines and graphing.
2. Students use and understand the properties of addition, subtraction, multiplication and division.
3. Students use positive and negative numbers in the four math operations described above.
4. Students use mathematical symbols and solve equations.
5. Students learn how to use math in daily life including:
   A. Checkbooks,
   B. Savings accounts,
   C. Loans and interest calculations,
   D. Spending plans and budgets.
6. Students use spread sheets and other personal computer software to solve math problems.

Math

Materials:

Transition Mathematics, University of Chicago, School Mathematics Project, Scott, Foresman; calculators, personal computers and software.

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Algebra Ia

This is the first half of Algebra I. Students are introduced to algebra and learn basic algebraic concepts and problem solving techniques.

Goals

1. Students will be exposed to algebraic reasoning and logic.
2. Students will learn how to apply basic algebraic concepts to real life situations.
3. Students will learn how to problem solve using symbols in a logical structure.
4. Students will learn how to use computers and calculators.

Objectives

1. Students will review basic concepts.
2. Students will use addition, subtraction, multiplication and division in algebraic equations.
3. Students will use linear equations in problem solving.
4. Students will use variables in problem solving.
5. Students will work with proportions, percentages and fractions in equations.
6. Students will work with graphing lines and distances.
7. Students will use computers and calculators to solve algebraic problems.

Materials:

Algebra - University of Chicago, School Mathematics Project ,Scott Foresman; personal computers, calculators, software.

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Algebra Ib

This is the second half of Algebra I. Students review basic algebraic concepts and processes and are introduced to higher algebraic equations.

Goals

1. Students will learn alternative graphing techniques.
2. Students will be exposed to higher algebraic functions.
3. Students will learn how to problem solve using symbols in a logical structure.
4. Students will learn how to use computers and calculators.

Objectives

1. Students will review basic algebraic concepts
2. Students will solve and graph linear equations.

Math

3. Students will be introduced to the Pythagorean Theorem.

4. Students will solve and graph slope-intercept equations, and linear inequalities.

5. Students will be introduced to exponents and powers.

6. Students will learn about mo-nomials, binomials, and polynomials.

7. Students will work with systems, parabolas, quadratic equations and functions.

8. Students will solve and graph algebraic equations working with computers and calculators.

Materials:

Algebra - University of Chicago, School Mathematics Project ,Scott, Foresman; personal computers, calculators, software.

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Geometry

This course explores spatial relationships and develops geometric reasoning.

Goals

1. The students will gain an understanding of geometric relationships and thought processes used to describe them.

2. The students will develop an appreciation for the use and application of geometry modern life.

3. The students will be exposed to personal computer applications and geometry.

Objectives

1. The students examine points, lines, and planes and the definitions, theorems and postulates that form the foundation of geometrical reasoning.

2. The students contrast inductive reasoning with deductive reasoning.

3. The students work with proofs and "if...then" statements.

4. The students work with parallel lines and planes.

5. The students work with congruent triangles, similarity and right triangles.

6. The students work with the area of polygons and circles and solids.

7. The students work with transformations.

8. The students work with coordinates.

9. The students use personal computers to complete assignments and model geometric relationships.

Materials:

Geometry, second edition, Scott, Foresman; personal computers, calculators and software.

Methods of evaluation:

Completion of assignments, class participation, exams, and quizzes.

Math

Algebra II

This independent study course is a review of basic algebra, and introduces of higher math functions, including trigonometry.

Goals

1. The students will gain an understand of the uses and applications of high level mathematical reasoning.
2. Students will be exposed to higher algebraic functions.
3. Students will learn how to problem solve using symbols in a logical structure.
4. Students will learn how to use computers and calculators.

Objectives

1. The students review basic properties, operations, equations, and properties of real numbers.
2. The students examine linear functions and relations, including graphing equations and inequalities.
3. The students work with systems, systems of equations in three variables and determinants.
4. The students examine polynomials, sequences and series and radicals and irrational numbers.
5. The students work with complex numbers and polynomial functions, quadratic relations, exponents and logarithms.
6. The students work with permutations, combinations and probability.
7. The students work with matrices.
8. The students work with trigonometric and circular functions, identities and formulas.
9. The students work with inverses and polar coordinates.
10. The students use calculators and personal computers to solve algebraic and trigonometric problems.

Materials:

Advanced Algebra, Scott, Foresman; Algebra 2 and Trigonometry, Houghton Mifflin; personal computers, calculators and software.

Methods of evaluation:

Completion of assignments, class participation, exams, and quizzes.

Phys. Ed. - Health

Physical Recreation

Students experience and learn appropriate lifelong outdoor and physical recreation activities.

Goals

1. The students will learn rules and develop skills for a variety of physical recreation activities.
2. The students will experience increased motivation to explore and and participate in outdoor and physical recreation.
3. The students will experience a variety of high interest outdoor activities.

Objectives

1. The students participate in basketball, volleyball, soccer, and softball.
2. The students participate in telemark skiing, horseback riding, and mountain biking.
3. The students practice down hill skiing, and boating.
4. The students participate in archery, fishing, hiking, and camping.
5. The students evaluate their own improvement.

Materials:

Bodies, minds and souls; snow, water, and wildlands; alpine ski equipment and clothing, mountain bike and clothing, outdoor and overnight clothing and backcountry equipment.

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Health

Students learn how to find, access and use health services and personal wellness programs to maintain and promote their physical well being.

Goals

1. The students will learn how to establish a daily health regime including personal hygiene, exercise and preventive medicine.
2. The students will learn how to evaluate different health products and services.
3. The students will learn how to find medical advice and assistance.

Objectives

1. The students develop a personal health maintenance plan.
2. The students complete four consumers reports on selected health products.
3. The students research medical services and make comparative evaluations.
4. The students learn about metabolism and healthy eating habits.
5. The students learn about exercise and appropriate exercise regimes.
6. The students learn about physical processes of chemical dependency.

Materials:

Class hand outs, journal and magazine articles.

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Science

Natural Science

Introductory course of biological and physical forces that shape the planet.

Goals

1. The students will gain an understanding of the basic processes and forces that have shaped the planet.

2. The students will gain an understanding of science and scientific process.

3. The students will gain an appreciation of the complexity of plant and animal life.

Objectives

1. The students study basic geologic forces and surface processes at work in shaping the planet.

2. The students study the development of life in relation to fossil records and evolution.

3. The students experience at least three different ecosystems first hand and complete a report on each.

4. The students learn to identify different local species including: 10 trees, 10 forbs, 10 animals, and 10 birds.

5. The students complete an observation exercise of wildlife behavior.

6. The students complete two research reports per semester.

Materials:

Field guides, science texts, hand lens, dissecting scope, binoculars

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Ecosystem Biology

This is a mid level science course that explores biological processes from an ecological perspective within a systematic scientific construct.

Goals

1. The students will gain an understanding of the basic biological processes.

2. The students will gain an understanding of evolution and taxonomic systems.

3. The students will gain an appreciation of the complexity and interdependency of plant and animal communities on earth.

Objectives

1. The students study basic biological and evolutionary processes that have shaped life on the planet.

2. The students study the development of life in relation to fossil records and evolution.

3. The students study cell structure and function.

4. The students learn basic taxonomy.

5. The students study species and examples from each of the Kingdoms and Phyla.

6. The students learn ecosystem taxonomy and basic biomes that form the biosphere.

7. The students learn how to identify and evaluate ecotones, communities and ecosystems.

8. The students map plant communities and identify habitat types.

9. The students trace the flow of energy through food chains, pyramids and webs.

10. The students examine the cycling of bio-geochemicals, water, gases and other materials.

11. The students investigate population dynamics and life history strategies.

12. The students examine ecosystem cybernetics and the Gaia theory.

Science

Materials:

Field guides, science texts, hand lens, dissecting scope and binoculars.

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Environmental Science

This is a senior level advanced science course that explores the effects of human culture, technology and development on natural systems.

Goals

1. The students will gain an historical understanding of human cultural development and environmental impact.

2. The students will gain an understanding the major environmental issues facing humanity in the next ten years, and the next 100.

3. The students will develop a personal environmental ethic

Objectives

1. The students study basic resource needs for life on earth.

2. The students study and compare population growth and control in humans and other species.

3. The students study the influence of population on resources, pollution and quality of life.

4. The students examine energy use, consumption and effects.

5. The students study renewable energy sources and conservation technology.

6. The students learn about political solutions to energy problems.

7. The students learn about non renewable resource consumption.

8. The students study water and air pollution.

9. The students learn about global warming and the destruction of the ozone.

10. The students learn about chemical pollutants in the home, farm and office.

11. The students examine the nuclear industry.

12. The students attend and testify at public hearings on environmental issues.

Materials:

Field guides, environmental journals, excerpts from science texts, hand lens and binoculars.

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Social Psychology

Group Dynamics

Students learn about small groups and social systems including family units.

Goals

1. The students will explore and experience small group dynamics on a personal level.
2. The students will experience increased motivation to explore and discuss difficult subjects.
3. The students will experience open and caring communication.

Objectives

1. The students learn basic communication skills and processes.
2. The students learn about family systems as descrbed by Bradshaw in "The Family."
3. The students diagram and analyse their own family systems.
4. The students learn how to identify different roles adopted by individuals within groups and family systems.
5. The students practice basic skills in a variety of daily situations.
6. The students evaluate their own improvement.

Materials:

Psychology and sociology text, "The Family" by Bradshaw, and selected articles.

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Peer Counseling

Students explore personal and family issues in a peer group setting facilitated by a professional counselor.

Goals

1. The students will explore family and personal issues.
2. The students will experience increased motivation to explore and discuss difficult subjects.
3. The students will experience open and caring communication.

Objectives

1. The students experience and share emotional responses and insights to daily life.
2. The students practice communicating on a feeling level.
3. The students practice problem solving in a caring and supportive fashion.
4. The students develop their own personal plan for emotional and mental health.
3. The students evaluate their own improvement and progress.

Materials:

Psychology and sociology text.

Methods of evaluation:

Completion of assignments, class participation, exams and quizzes.

Social Studies

Global Village

World geography and government are explored and applied to current affairs.

Goals

1. The students will understand the physical and cultural geography of the world.

2. The students will understand how American government operates.

3. The students will understand how various types of foreign governments work and interact with each other.

4. The students will apply their knowledge of government and geography to current affairs.

Objectives

1. The students develop map reading skills by planning trips and creating their own maps.

2. The students understand the physical geography of the world and how it relates to climate and culture.

3. The students study the governmental processes of the United States.

4. The students study various forms of government exercised in other countries and understand how different governments relate to one another.

5. The students study current affairs through various forms of media.

Materials:

World Geography Today, Holt, Rhinehart, Winston; Time Magazine; world, regional and national maps; World Monitor Magazine; videos of news programs; The Missoulian.

Methods of evaluation:

Projects, tests, quizzes, in class assignments and homework assignments.

United States History

A history of the North American Continent that includes pre-columbian human occupation, discovery by Europe, and the subsequent exploration, settlement, and development of the United States.

Goals

1. The students will understand the importance of historical knowledge in everyday life.

2. The students will understand how events in the history of North America have affected modern life.

3. The students will understand how the United States has developed and changed.

Objectives

1. The students understand how pre-columbian Americans arrived and lived prior to European colonization.

2. The students investigate events in Europe that prompted people to explore new ways to the Indies.

3. The students study the early explorations of the Americas and read from the journals of Lewis and Clark, Townsend, and Powell.

4. The students examine the development and goals of the early colonies in America.

5. The students understand the constitution, its development and content.

6. The Students understand the conflicts between the white man and the Native American and the concept of manifest destiny and the effect it had on the Native Americans.

7. The students study the events surrounding the following wars: The seven years war (French and Indian), The Revolution, 1812, Civil War, Spanish-American, WWI, WWII, Korean and Vietnam

8. The students study the role of the U.S. in contemporary world affairs.



Social Studies

Materials:

United States History, Scott, Foresman; A History of the United States, Vols. 1&2, Houghton Mifflin; Enjoying American History; US maps.

Methods of evaluation:

Daily work and participation, completion of assignments, quizzes and exams.

World History

A history of human endeavor from the Pleistocene to the present. There is an emphasis on the relationship between human development, environment and culture.

Goals

1. The students will develop an understanding of the sequential development of human culture.
2. The students will gain an appreciation for primitive and modern civilization.
3. The students will acquire perspective on the relationships between culture and environment, quality of life and stability of cultures.
4. The students will gain an appreciation for the multi-cultural diversity of the contemporary global community.

Objectives

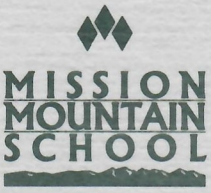
1. The students review development of humans from Pleistocene to pre history
2. The students study the foundations of civilization in Egypt, Middle East, India and China.
3. The students study the classical civilizations, including Greeks, Romans and Chinese.
4. The students examine the history of India, China, Japan, Asia, Africa, and Islam.
5. The students study the Renaissance, revolutions, industrial age, and european imperialism.
6. The students examine the major wars of the 20th century.
7. The students examine contemporary society in the world today.

Materials:

World History - Patterns of Civilization, Burton, Beers, Prentice Hall; world and regional maps, globe; World Monitor Magazine.

Methods of evaluation:

Daily work and participation, completion of assignments, quizzes and exams.



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