Campus Middle School

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Table of Contents

Questions and Answers 2
Welcome 3
CMS Philosophy 5
What a School Day Looks Like 7
Special Programs 8
6th Grade Curriculum 15
7th Grade Curriculum 21
8th Grade Curriculum 28
Curriculum Overview 37
ICAP Information 44
High School/College Information 45
Questions and Answers

If you have specific questions, please refer to the following list of places and resources available to assist you in supporting your child’s middle school success:

- CMS Main Office and Attendance 720-554-2677
- CMS FAX (Main Office) 720-554-2795
- (West Office) 720-554-2799
- CMS Registrar 720-554-2709
- Principal’s Office 720-554-2710
- Assistant Principal’s Office 720-554-2725
- Assistant Principal’s Office 720-554-2704
- Coordinator of Student Affairs 720-554-2704
- Counseling Office 720-554-2705
- Dean’s Office 720-554-2780
- Bookkeeper Office 720-554-2747
- Cafeteria 720-554-2741
- Clinic 720-554-2712
- Security 720-554-2800
- Gifted and Talented 720-554-2797
- Athletics 720-554-2780
- Activities 720-554-2780
- Special Education 720-554-2751
- National Junior Honor Society 720-554-2826

Website: http://www.campus.cherrycreekschools.org
Cherry Creek School District’s Main Number: 303-773-1184
Cherry Creek Transportation 720-554-4664
Storm Schedule Hotline 720-554-4701
Welcome to Campus Middle School!

On behalf of the entire faculty and staff, I want to welcome you to the 2019-2020 school year! We are very excited to start thinking about what lies ahead for our Campus Mustangs! It is hard to believe that we are already making plans for the next school year but I know that considering future options is all part of the fun middle school experience.

At CMS, our mission is to empower all students to obtain a rigorous education that inspires a love for lifelong learning in a safe and caring environment. We take our mission seriously and we are committed to meeting every student’s academic, social, and emotional needs. As academics are a top priority, we take pride in the fact that we consistently evaluate and revitalize our offerings to meet the evolving needs of our students. You will find that we have thoughtfully developed a full range of courses in the core content areas of Language Arts, Science, Social Studies, and Math.

In addition, because we believe in nurturing the whole child and providing our students with new and exciting learning experiences, we offer a wide variety of Electives courses. Our dynamic Electives teachers round out a student’s day and provide our students with an opportunity to learn more about themselves and their interests. Our hands-on Electives range from Beginning Band to AVID to STEM classes such as Tech Design and Engineering. Like we do in our core content classes, we consistently evaluate our Electives offerings to ensure that student interest remains enthusiastic.

When the school day comes to an end, students have the opportunity to participate in various extracurricular activities including athletics, artistic performance, community service, and high interest clubs. There is something for everyone and I highly encourage students to broaden their middle school experience by taking advantage of our extracurricular activities.

I know this registration guide offers a lot of information and you might have some questions. Please know that we are here to support you and your student. Feel free to call your student’s counselor at 720.554.2705 with any questions or concerns. We look forward to working as a team to ensure that your child has an empowering, challenging, and FUN middle school experience!

Sincerely,

Charlotte Meade
Acting Principal
Campus Middle School
¡Bienvenidos a Campus Middle School!

¡De parte de todos los empleados y facultad de Campus Middle School, les quiero dar la bienvenida al año escolar de 2019-2020! ¡Estamos muy entusiasmados en empezar a pensar en el futuro de nuestros Mustangs de Campus! Es difícil creer que ya estamos haciendo planes para el próximo año escolar pero yo considero que pensar en las opciones del futuro es parte de la experiencia divertida de la escuela secundaria.

En CMS, nuestro objetivo es empoderar a todos nuestros estudiantes para obtener una educación rigurosa la cual inspira un amor por el aprendizaje para toda la vida en un ambiente seguro y cariñoso. Nuestro objetivo es muy importante para nosotros y nos hemos comprometido a cumplir con las necesidades académicas, sociales y emocionales de todos nuestros estudiantes. Como lo académico es nuestra prioridad, nos sentimos orgullosos de que consistentemente evaluamos y revitalizamos nuestros cursos para cumplir con las necesidades de nuestros estudiantes. Ud. va aprender que hemos desarrollado con éxito una gama entera de cursos en las áreas de la lectura, la escritura, las ciencias, las matemáticas y las ciencias sociales.

También, porque creemos en apoyar “al niño completamente” y proveer a nuestros estudiantes con experiencias nuevas y emocionantes, ofrecemos una gran variedad de cursos electivos. Nuestros maestros dinámicos de los cursos electivos completan el día escolar de un niño y proveen a nuestros estudiantes con una oportunidad de aprender más de sí mismos y de sus intereses. Ofrecemos clases interesantes como banda, tecnología y AVID. Como hacemos con nuestros cursos principales, consistentemente evaluamos nuestros cursos electivos para asegurar que nuestros estudiantes estén siempre motivados.

Cuando el día escolar termina, los estudiantes tienen la oportunidad participar en varias actividades extracurriculares incluso de deportes, las presentaciones artísticas, el servicio a la comunidad, y clubes de gran interés. Hay algo para todos y recomiendo mucho que los estudiantes expandan su experiencia secundaria por participar en las actividades extracurriculares.

Yo sé que la guía de inscripción ofrece mucha información y quizás tiene Ud. preguntas. Favor déjenos saber sus preguntas o comentarios que estamos aquí para apoyar a su familia. Puede llamar al consejero de su estudiante a 720-554-2705 con cualquier tipo de preguntas o preocupaciones. Estamos contando los días que faltan para trabar juntos como un equipo para asegurar que su estudiante tenga la mejor experiencia secundaria y que sea empoderada, desafiante y divertida!

Muy atentamente,

Charlotte Meade
Acting Principal
Campus Middle School provides a foundation of academic excellence, a caring, safe and supportive environment, and a rich exploratory and extra-curricular experience upon which each student will build the cornerstone of a successful secondary-school career. We strive to develop in each child the love of learning, a sense of community, and the knowledge and skills necessary to excel in a changing society.

The educators at Campus Middle School are committed to empowering ALL students to obtain a rigorous education that inspires a love for lifelong learning in a safe and caring environment.

Campus Middle School has identified the following goals to support our mission:

- To provide high expectations of achievement and behavior for all students
- To focus instruction towards the mastery of the Colorado Content standards in the core and enhanced core curriculum
- To provide a wide variety of instructional opportunities and experiences that capitalize on students’ diverse learning styles
- To develop each student’s academic and creative potential
- To provide multiple opportunities for exploration
- To develop critical-thinking, decision-making, problem-solving, and communication skills
- To foster independence, responsibility, and a strong work ethic
- To help develop a positive self-concept, concern for others, appreciation of diversity, and a sense of belonging

Through adherence to our mission and goals, students and educators alike will continue to confidently meet the challenges of the 21st century.
Parents can help by...

**Making it clear that you value education.**
Modeling how you learn will help instill this value in your child.

**Making good work habits the rule.**
Provide time and space for your child to work. Help your child learn to organize and prioritize work.

**Being an education partner.**
Work with the school and with your child’s teachers. Do not hesitate to call or to make an appointment to see a teacher, a counselor, or an administrator. Discussing a problem as soon as it occurs can save a lot of grief later.

**Limiting your child’s access to technology and social media.**
Students are exposed to content on technology and social media that they don’t have the developmental maturity to appropriately comprehend. It is ok to monitor and limit cell phone, texting, and social media use.

**Modeling playing by the rules.**
Students need to respect school rules, each other and adults. They benefit from knowing how to work within the system to create change.

**Helping your child be responsible.**
“Trial and Error” is an excellent teacher! Be involved, yet believe that struggle is necessary for growth.

**Staying involved in your child’s life.**
Middle school students make many new friends. Know your child’s friends.

**Being a good listener - a patient and non-judgmental one.**
Middle school students tend to communicate less. You may need to ask leading questions to find out anything at all! By helping students analyze and understand their own thinking, parents can support their children as they become independent thinkers.

**Volunteering at school or volunteering to help the school at home!**
Research shows those students whose parents volunteer or are involved do better in school.
**What a School Day Looks Like**

All students have four core classes (Language Arts, Mathematics, Science, and Social Studies), two elective periods, and a Lunch/Advisory period.

Below is the basic sequence of course rotation for each grade level:

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>Elective</th>
<th>Elective</th>
<th>Core</th>
<th>Core</th>
<th>Lunch/Advisory</th>
<th>Core</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Grade</td>
<td>Core</td>
<td>Core</td>
<td>Elective</td>
<td>Lunch/Advisory</td>
<td>Elective</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>6th Grade</td>
<td>Core</td>
<td>Core</td>
<td>Lunch/Advisory</td>
<td>Core</td>
<td>Core</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>
Special Programs at CMS

Advisory (semester-long, daily)
The Advisory class takes place during the lunch block each day. Structured as a semester class, Advisory is designed to support the academic, social, emotional, and moral growth of all of our students. At the beginning of each quarter, Student Success Days promote achievement through needs-based lessons (organization, study skills, growth mindset, etc.). Typical Advisory weeks are made up of progress monitoring, study hall and SSR (Sustained Silent Reading) but, once a month, we provide theme weeks dedicated to unifying CMS through our core principles of ASPIRE. Examples of theme weeks include Bully-proofing, Digital Citizenship, Red Ribbon Week and Inclusive Excellence.

Through the Advisory class, teachers build meaningful relationships with students to create a sense of belonging and connectedness within our community. Students will receive a grade of S (Satisfactory) or U (Unsatisfactory) for Advisory.

Placement in the following classes is based on a body of evidence and teacher recommendation.

AVID (Advancement Via Individual Determination) (year-long/daily)
Enrollment in AVID requires an application process and the approval of the AVID site team.
AVID is an academic elective offered to 7th and 8th graders. This class is designed for students who have a desire and determination to challenge themselves to grow and find more academic success. It teaches students the necessary strategies to be successful in both middle school and high school, with the ultimate focus of students being college-ready. The course helps students develop tools to engage in cooperative learning, goal setting, questioning and study skills, writing, note taking, time management, as well as character development. Students are supported through rigorous coursework to adequately prepare them to take Advanced Placement courses in high school. AVID students are expected to take ownership of their learning, ask questions to deepen their understanding, and be willing to work hard. AVID students are required to maintain their assignment notebooks, take notes in Core Classes, participate in student-led tutorials, and monitor their academic progress throughout the year. They must also maintain an overall GPA of 2.5. Students who have determination and motivation to work hard toward their goals in order to succeed are good candidates for AVID. Students who are interested in AVID need to complete an application and turn it in to the CMS Counseling Office.

AVID ACCESS (6th grade only) (semester-long/daily)
Enrollment in AVID ACCESS requires a recommendation from a 5th grade teacher, an application and an interview by the AVID site team.
AVID ACCESS is an academic elective offered to 6th graders and gives a preview to the AVID strategies in 7th and 8th grade. This class is designed for students who have a desire and determination to challenge themselves to grow and find more academic success. This is a place where 6th graders learn how to take notes in class, ask higher-level questions, maintain a binder, use their agendas and will help them prepare for 7th and 8th grade classes as well as high school. AVID ACCESS students are responsible for filling in their agendas daily, cleaning out their binders weekly, writing tutorial request forms and taking notes in their core classes. AVID ACCESS students must maintain the goal GPA of 2.5 to stay in the program.
**ELS (English Language Support)** (year-long/daily)
We provide culturally and linguistically diverse learners with equitable access to cohesive learning opportunities that accelerate their social and academic English, provide meaningful access to grade level content, and increase their overall achievement through collaboration and co-teaching.

**Gifted and Talented and Advanced Learners**
Campus Middle School has adopted an array of practices to meet the needs of our diverse gifted population. Gifted students enter our school with different strengths, talents, and experiences; therefore, our programming continually evolves. To align with CCSD, Campus Middle School uses a three-tiered model to support the needs of our gifted and advanced learners.

**Universal Level** (Serves 70-80% of the student population)
At the universal level, all students are provided with high-quality and rigorous instruction in both their required coursework and their elective programming. Teachers support the needs of gifted and advanced learners at this level through pre-assessments, curriculum compacting, differentiated instruction, flexible pacing and grouping, and ongoing progress monitoring, using both formative and summative assessments. After school clubs and enrichment opportunities offer extended support for gifted and advanced learners.

**Targeted Level** (Serves 10-30% of the student population)
At this targeted level, 10-30% of gifted and advanced students benefit from additional support to meet their needs. Examples include: advanced or accelerated coursework, specialized electives (Creative Writing, Oral Interpretation, Advanced Options), affective guidance, academic support (AVID, ELA), and school/district competitions (e.g., Spelling Bee, Chess Tournament, Brain Bowl, Destination Imagination, Math Counts, etc.).

**Intensive Level** (Serves 1-10% of the student population)
This level is designed to meet the needs of 1-10% of the student population. In addition to the programming received at the universal and targeted level, students may be further supported through radical acceleration (subject/grade skipping), dual enrollment (enrollment in middle and high school coursework), independent studies, and targeted coursework such as Honors Language Arts.

**An Overview of the Gifted and Talented Services at Campus Middle School**
Campus Middle School uses what is called a “push in” model for GT (meaning that students are kept on their grade level teams unless they are accelerated for Reading, Writing, or Mathematics). Of course, students identified as gifted and talented will have their learning needs met in Science and Social Studies, in the form of flexible grouping, curriculum compacting (allowing students to advance to the next learning level when appropriate), differentiated curriculum and assessments, and pull-out sessions for acceleration or enrichment. Students identified as GT at Campus also benefit from the wealth of programming options available at the district level.

**The Role of the Gifted Learning Teacher**
As Campus’ Gifted Learning Teachers, we support our identified students both directly and indirectly. Here are a few examples of some of the services we provide...

**Direct Services**
- Facilitation of independent study projects
- Social/emotional support (holding lunch bunches, helping students to understand their gifts and talents, etc.
- Informing students of enrichment opportunities both inside and outside of the district (e.g. chess tournament, Inside/Out enrichment program, summer programs, etc.)
• Teaching electives: Creative Writing, Advanced Options, Advanced Humanities, Oral Interpretation

Indirect Services
Collaborating with teachers in...
• Curriculum modification
• The creation of assessments
• The creation of differentiated learning opportunities:
  ▪ Sharing best practices for gifted students
  ▪ Organizing enrichment opportunities

The following elective classes are designed to meet the needs of gifted and high-achieving students for academic and intellectual challenge, as well as provide opportunities for them to interact with a peer group and allow the Gifted and Talented coordinator to observe and assess needs of students. Students who elect one of these classes should expect that there may be more homework required in these classes, particularly at the eighth grade level, than in other electives.

**Grade 6**

**Advanced Humanities A/B: American Cultural Studies** (one quarter/daily; this class can be taken as a one- or two-quarter class.)
How has the history of pop culture in America impacted our modern society? How does it impact you? In this class students will seek to answer: How has pop culture influenced my identity? By looking backwards at American pop culture and the people that have influenced it for better or for worse, we can hopefully predict the future.

In this course, students will apply a love of all things pop culture and their curiosity to answer the following questions:
  ▪ What is the American character?
  ▪ How does popular culture reveal/express our culture at specific moments, at specific sites, and through specific practices?
  ▪ How has the American character, as revealed in popular culture, evolved over time?

**Contemporary Issues 6** (one quarter/daily)
Contemporary Issues introduces students to various issues facing our country and world today. Students will explore global economic systems, human rights, world health, environmental issues, and the role of the United States in a changing world. This class is designed to eliminate much of the confusion surrounding these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives.

**Creative Writing 6** (one quarter/daily)
Enrollment requires the approval of the Gifted and Talented Coordinator or Language Arts Teacher. Writing ignites passion! Do you love crafting creative writing pieces? In this writer’s workshop you will explore your own writer’s voice and experiment with different styles and genres of creative writing. You will discover the power and freedom of your own voice and explore what matters to you. A focus will be on effective writing in the 21st century.
Oral Interpretation 1 (one quarter/daily)
Enrollment requires the approval of the Gifted and Talented Coordinator or Language Arts Teacher.
This class is appropriate for students who have an interest in both literature and performance. Following the guidelines of the National Junior Forensics League, students select and interpret poetry and monologues through performance. Performance requires extensive memorization. Students learn to use appropriate diction, tone, gestures, and facial expression to show their understanding of their piece, as well as to develop confidence in speaking to audiences. (The National Junior Forensics League is the middle school division of the National Forensics League, through which Cherry Creek High School students compete so successfully in debate and forensics.)

Grade 7

Advanced Humanities A/B: American Cultural Studies (one quarter/daily; this class can be taken as a one- or two-quarter class.)
How has the history of pop culture in America impacted our modern society? How does it impact you? In this class students will seek to answer: How has pop culture influenced my identity? By looking backwards at American pop culture and the people that have influenced it for better or for worse, we can hopefully predict the future.

In this course, students will apply a love of all things pop culture and their curiosity to answer the following questions:
- What is the American character?
- How does popular culture reveal/express our culture at specific moments, at specific sites, and through specific practices?
- How has the American character, as revealed in popular culture, evolved over time?

Contemporary Issues 7 (one quarter/daily)
Contemporary Issues introduces students to various issues facing our country and world today. Students will explore global economic systems, human rights, world health, environmental issues, and the role of the United States in a changing world. This class is designed to eliminate much of the confusion surrounding these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives.

Creative Writing 7 (one quarter/daily)
Enrollment requires the approval of the Gifted and Talented Coordinator or Language Arts Teacher.
Who are you? Why does your voice matter? What’s the story that you want to tell? In this course you will use the momentum of these ideas to give life to what matters to you. A focus will be on effective writing in the 21st century. You will create a variety of expressive writing-based projects which may include podcasts, presentations, Ted Talks, Slam Poetry, blogs, or video blogs to tell your own story.

Oral Interpretation 2 (one quarter/daily)
Enrollment requires the approval of the Gifted and Talented Coordinator or Language Arts Teacher.
This class is appropriate for students who have an interest in both literature and performance. Following the guidelines of the National Junior Forensics League, students select and interpret poetry and monologues through performance. Performance requires extensive memorization. Students learn to use appropriate diction, posture, tone, gestures, and facial expression to show their understanding of a character’s emotions and motives, as well as to develop confidence in speaking to an audience. (The National Junior Forensics League is the middle school division of the National Forensics League, through which Cherry Creek High School students compete so successfully in debate and forensics.) Students may enroll in Oral Interpretation 2 without having completed Oral Interpretation 1 in 6th grade.
Grade 8

Advanced Humanities A/B: American Cultural Studies (one quarter/daily; this class can be taken as a one- or two-quarter class.) How has the history of pop culture in America impacted our modern society? How does it impact you? In this class students will seek to answer: How has pop culture influenced my identity? By looking backwards at American pop culture and the people that have influenced it for better or for worse, we can hopefully predict the future.

In this course, students will apply a love of all things pop culture and their curiosity to answer the following questions:

- What is the American character?
- How does popular culture reveal/express our culture at specific moments, at specific sites, and through specific practices?
- How has the American character, as revealed in popular culture, evolved over time?

Advanced Options 8 (one quarter/daily) Enrollment requires the approval of the Gifted and Talented Coordinator. This course is designed to stimulate the exploration of ideas! Students will learn how to design and execute an independent study, based upon their unique strengths and interests. This class will give students the opportunity for advanced study of a particular theme, topic, process, or medium that is not otherwise available in the current elective courses.

Creative Writing 8 (one quarter/daily) Enrollment requires the approval of the Gifted and Talented Coordinator or Honors Language Arts Teacher. Do you have a passion for expressing ideas through writing? Do you have a desire to take a stand and speak up? In this course you will use creative and critical thinking to fuel your writing. You will create a variety of writing-based projects for an authentic audience. A focus will be on effective writing in the 21st century. Projects may include podcasts, newscasts, Ted Talks, Slam Poetry, blogs, or video blogs.

Oral Interpretation 3 (one quarter/daily) Enrollment requires the approval of the Gifted and Talented Coordinator or Language Arts Teacher. Students who have an interest in both literature and performance will select and prepare several short performance pieces. Students interpret through performance a humorous or dramatic monologue, using a memorized professional script, poetry, or other published literary work, for final. Students learn techniques using voice, tone, timing, gesture, and facial expression to demonstrate their understanding of author’s tone, characterization, and conflict. Students will also develop basics of impromptu speaking. Students will have the opportunity to compete in a National Junior Forensics League tournament. (The National Junior Forensics League is the middle school division of the National Forensics League, through which Cherry Creek High School students compete so successfully in debate and forensics.) Completion of Oral Interpretation in seventh grade is not a prerequisite.

Student Achievement Services Student Achievement services at Campus Middle School provides Individualized Education Plans (IEP’s) for students with disabilities, as mandated by the Individuals with Disabilities Education Act (IDEA) and delivers quality, specialized instruction and related services to students with disabilities.

The ILC (Integrated Learning Center) and the Autism program are comprehensive programs for students with significant cognitive delays and autism.
We also offer other classes to support students with learning disabilities, speech-language impairments and emotional disabilities, as well as visual and hearing impairments. Our services include co-taught classes for Language Arts and Math, providing grade level common core instruction with a highly qualified content teacher as well as a learning specialist.

Small pullout classes designed to support both emotional needs and academic needs are available as indicated by the IEP process.
CMS Core and Electives:
Providing the Educational Balance
**6th Grade**

**Sixth Grade** has two components: the core program and electives. The core program is composed of four courses: Language Arts, Mathematics, Science, and Social Studies. All of the core programs at CMS follow the Cherry Creek School District Middle School Curriculum, which is aligned with the Colorado Academic Standards for each discipline. The exploratory wheel offers P.E., Music, and Health, which are required, as well as Art, World Language, Technology Education, Theatre, and Writing.

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### The Core Program

**Language Arts 6**
In the 6th grade language arts curriculum students will learn strategies to improve comprehension by studying increasingly complex literary and nonfiction works. Students will focus on the writing process and compose informational, argumentative, and narrative pieces. Students analyze Greek and Latin roots to enhance their reading and writing skills and improve their vocabularies. Research, speaking, and listening skills are also developed throughout the year.

**Language Arts 6: Advanced**
Prerequisite: 5th grade teacher recommendation, along with a body of evidence including grades and standardized test scores that indicate above grade level reading and writing skills.
The advanced curriculum includes all components of the grade-level language arts program at an accelerated pace with increased independence. The texts for Advanced Language Arts class are appropriate for students reading above grade level. The compacted nature of this course requires students to demonstrate through class work their ability, readiness, and motivation to work at an advanced level.

**Language Arts 6: Honors**
Prerequisite: Performance in the 98th percentile or above in multiple nationally normed literacy assessments and teacher recommendation.
The honors language arts class is designed for students performing significantly above grade level standards. Literary analysis and written expression are integrated in much the same way as in advanced curricula; analytical and critical-thinking activities complement written assignments that invoke students’ abilities to express their abstract thinking in written form. Students must be avid readers and writers. They must be committed to working independently and willing to follow a rigorous assignment schedule. Students must be skilled in both academic and creative writing. Students who experience difficulty with the pace or rigor of the course may be reevaluated for the proper academic placement for student success.
Mathematics 6
Students in Math 6 develop strong critical thinking skills, the ability to use multiple methods to demonstrate mastery of a concept, and are able to persevere in problem solving situations. The concepts of Math 6 include concepts of data analysis and statistical variability. Students will use a set of data to recognize that the information can be described by its center, spread and overall shape. Students develop a unified understanding of numbers, recognizing fractions, decimals, and percents as different representations of rational numbers. They expand their knowledge of expressions and equations by using their understanding to reason and solve problems containing one-variable equations and inequalities. Students will use their understanding of ratios to solve single and multi-step problems. Students will also solve real-world and mathematical problems involving area, surface area, and volume of two-dimensional objects. They will have computational mastery of whole numbers, decimals, and fractions with each operation.

Two - Year Compacted Course Sequence: Math 6/7 and Math 7/8 provide three years of Mathematics content in two years, preparing students for Algebra I (aligned to Colorado Academic Standards for Mathematics) in eighth grade as follows:

Mathematics 6/7
Prerequisite: An appropriate body of evidence and 5th grade teacher recommendation.
Students study all concepts from Mathematics 6, extend the concepts of ratio and rate to include proportional relationships, as well as their study of statistical thinking. The compacted nature of the course will require students to be comfortable with mastering math concepts at an accelerated pace.

Mathematics 7/8
Prerequisite: An appropriate body of evidence and 5th grade teacher recommendation.
Students will complete their study of Mathematics 7 concepts, including working with expressions and linear equations and geometric study of two- and three-dimensional shapes. These concepts will extend to the Mathematics 8 concepts of linear equations and the Pythagorean Theorem. Additionally, the full content of Mathematics 8 will be studied in this course. The compacted nature of this course will require students to be comfortable and capable of mastering math concepts at an accelerated pace.

Science 6
The CMS science program is designed to provide students with the opportunity for hands-on, investigative, problem-solving experiences with a variety of science topics, while integrating 21st century skills and focusing on the nature of science. In addition to developing laboratory skills, students will be given a foundation of basic science concepts, terminology, graphing, data analysis, measurement and math application. Teachers provide the instructional framework that breaks down the practice of scientific explanation into manageable components – claim, evidence, and reasoning. This framework enhances students’ conceptual understanding and ability to think and communicate scientifically.

Social Studies 6: Western Hemisphere
The sixth-grade social studies program at Campus Middle School focuses on the Western Hemisphere and is aligned with the Colorado Content Standards for History, Geography, and Personal Financial Literacy. This course emphasizes the region of Latin America, and includes that region’s physical geography, culture, and history. Resources used in this course include the Teachers’ Curriculum Institute Geography Alive materials and textbooks. Curriculum is designed to help students learn more about their place in the world, and the connections between the United States and other cultures of the Western Hemisphere. The PFL standards focus upon the different economic systems and how this affects careers, plus the importance of saving and investing in our free market system.
The Elective Program

Sixth Graders have two periods of exploratory/elective classes each day. P.E., Health, and Music are required and will be automatically scheduled for students. Music choices include Choir, Beginning Band, Mustang Band, Beginning Orchestra, or Advanced Orchestra.

At Campus Middle School, we believe that the middle school student should be exposed to a variety of elective course offerings. Though there are a few year-long elective courses, we believe that students taking a variety of quarter-long elective courses helps develop a well-rounded experience on which to build as the student moves on to high school. Some electives have associated fees. This should not deter a student from signing up for an elective; please check with your counselor for scholarships that may be available to help defer elective fees.

AVID ACCESS (semester long/daily)
Enrollment in AVID ACCESS requires a recommendation from a 5th grade teacher, an application and an interview by the AVID site team.
AVID ACCESS is an academic elective offered to 6th graders and gives a preview to the AVID strategies used in 7th and 8th grade. This class is designed for students who have a desire and determination to challenge themselves to grow and find more academic success. This is a place where 6th graders learn how to take notes in class, ask higher-level questions, maintain a binder, use their agendas and will help them prepare for 7th and 8th grade classes as well as high school. AVID ACCESS students are responsible for filling in their agendas daily, cleaning out their binders weekly, writing tutorial request forms and taking notes in their core classes. AVID ACCESS students must maintain the goal GPA of 2.5 to stay in the program.

Music (choose one) (year-long)
Music is required for all 6th graders.

Choir 6 (year-long/every other day)
This class is open and encouraged for all sixth graders. Our main activity in this class will be choral singing (singing as a whole choir) and learning to work together to produce the most beautiful sound possible. We will work on the skills necessary to accomplish this goal: we will become musically literate (knowing how to read and understand music), learn basic music theory and history, develop sight reading skills, and learn vocal technique. The 6th grade choir performs in three concerts during the year.

Band: Beginning (year-long/every other day)
This class is for the beginner with little or no playing experience who would like to study a band instrument. Students will choose an instrument at the beginning of the year and perform two concerts. Band instruments include the Flute, Clarinet, Saxophone, Trumpet, Trombone, and Percussion. Students must purchase a music book ($10) and obtain an instrument to participate (rent/buy).

Band: Mustang (year-long/every other day)
This class is for students who have played a band instrument for one or more years. Students are expected to have mastered Essential Elements Book 1. Percussionists must be equally skilled and experienced on the mallet instruments in addition to the snare drum. This class will perform two concerts during the year and students are expected to rent or purchase an instrument. Students must purchase a music book ($10) and obtain an instrument to participate (rent/buy).
Orchestra: Beginning (year-long/every other day)
This class is for the beginner with little or no playing experience who would like to study an orchestra instrument. Students will choose an instrument at the beginning of the year and perform in two concerts during the year. Instrument choices are Violin, Viola, Cello, and Bass. Students must purchase a book ($10), and obtain an instrument to participate (rent/buy).

Orchestra 6 (year-long/every other day)
This class is for students who have played an orchestra instrument for one or more years. Emphasis is placed on ensemble playing, intonation, bowing styles, and playing a variety of orchestra pieces. This class will perform three concerts during the year. Students must purchase a book ($10), and obtain an instrument to participate (rent/buy).

Physical Education 6 (year-long/every other day)
PE is required for all 6th graders.
This class is a well-rounded fitness, sportsmanship, and skill development based program. Students will participate in a variety of games and activities as well as team and individual sports. Students’ fitness levels are measured with the FitnessGram, developed by the Cooper Institute for Aerobics Research. Students are required to wear a PE uniform which they can purchase through the Bookkeeper’s office for $25.00.

Exploratory Wheel

Sixth Graders also sign up for three quarter-long exploratory classes to be attended daily. Health is required and makes up the fourth class in the wheel. This exploratory program provides students with the opportunity to experience all aspects of the elective areas. Students should choose one class from three different elective areas of their choice: Art, World Language, Technology, Theater, and Writing. More intensive study in each area is afforded to students in the seventh and eighth grades. Actual class offerings may change based on student enrollment. Students are encouraged to make their elective choices carefully and wisely, as after classes are balanced and school starts, schedule changes are seldom feasible.

Advanced Humanities 6 A/B: American Cultural Studies (one quarter/daily; this class can be taken as a one- or two-quarter class.)
How has the history of pop culture in America impacted our modern society? How does it impact you? In this class students will seek to answer: How has pop culture influenced my identity? By looking backwards at American pop culture and the people that have influenced it for better or for worse, we can hopefully predict the future.

In this course, students will apply a love of all things pop culture and their curiosity to answer the following questions:
- What is the American character?
- How does popular culture reveal/express our culture at specific moments, at specific sites, and through specific practices?
- How has the American character, as revealed in popular culture, evolved over time?

Art 6 (one quarter/daily)
Art 6 emphasizes the creation of original artwork through the use of drawing, painting, and ceramics. Students will learn the science of color in art helping them to advance their skills as artists, and develop their understanding of the art that surrounds us in everyday life. Classes will create projects focused on cultural art from around the globe including Northwest Coast Native American design, Ancient Egyptian hieroglyphic paintings, mandalas, and more. In addition to historical and cultural art study, students will create contemporary works of art by learning about the art and artists of our day.
Art: Digital Art 6 (one quarter/daily)
Students will enhance their art experience by using digital art media for visual art projects. Classes will fuse together traditional art making methods like painting, drawing, and ceramics with the use of computer software. Our courses utilize Pixelmator which is Apple's version of Photoshop and Wacom drawing tablets. In addition, this class will emphasize the use of design principles that are essential for successful graphic design and digital art production. Increasing student’s computer literacy in the digital age is an essential part of their education and will be a major focus of this class.

Contemporary Issues 6 (one quarter/daily)
Contemporary Issues introduces students to various issues facing our country and world today. Students will explore global economic systems, human rights, world health, environmental issues, and the role of the United States in a changing world. This class is designed to eliminate much of the confusion surrounding these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives.

Creative Writing 6 (one quarter/daily)
Enrollment requires the approval of the Gifted and Talented Coordinator or Language Arts Teacher.
Writing ignites passion! Do you love crafting creative writing pieces? In this writer’s workshop you will explore your own writer’s voice and experiment with different styles and genres of creative writing. You will discover the power and freedom of your own voice and explore what matters to you. A focus will be on effective writing in the 21st century.

Health 6 (one quarter/daily)
Health Education is required for one quarter for the 6th grade.
The Cherry Creek Content Standards on Health state, “the student literate in health issues will gather and use health information to promote attitudes and behavior patterns that will enhance optimal health.” Students will develop skills necessary to become more responsible, self-reliant adolescents. They will learn the power and responsibility of making good choices. Class content centers on healthy decision-making, nutrition, communication skills, conflict resolution, refusal skills and smoking prevention.

Oral Interpretation 1 (one quarter/daily)
Enrollment requires the approval of the Gifted and Talented Coordinator or Language Arts Teacher.
This class is appropriate for students who have an interest in both literature and performance. Following the guidelines of the National Junior Forensics League, students select and interpret poetry and monologues through performance. Performance requires extensive memorization. Students learn to use appropriate diction, tone, gestures, and facial expression to show their understanding of their piece, as well as to develop confidence in speaking to audiences. (The National Junior Forensics League is the middle school division of the National Forensics League, through which Cherry Creek High School students compete so successfully in debate and forensics.)

STEM 6 (one quarter/daily)
In the STEM lab, teams of students rotate through a series of learning stations. Each station promotes individual exploration, creativity, and innovation. At the same time, it encourages teamwork, networking, and the blending of ideas. The STEM lab challenges students through the use of science, technology, engineering and math through the use of critical thinking, problem solving and decision making. It helps students to not only master technology, but also to master the process of learning how to learn. There is a $20 fee for this course. Need-based scholarships may be available.

STEM: Game Design (one quarter/daily)
If you can imagine a game, this course will give you the skills to make it and share it with others. You will use the MYP Design Cycle to research, design, create and test a game you develop yourself. You will learn good game design principles and the art of storytelling thru games. The coding component of the course
uses student-friendly, icon-based software and will expose you to the foundations of all programming languages: loops, conditionals, variables and functions.

**Tech Digital/Multimedia Production 6** (one quarter/daily)
This course will focus on skills needed to produce effective media artworks using interactive software and hardware tools in order to develop several multimedia projects. Students will use the elements of digital storytelling (hook, purpose, voice, pacing, images, economy, soundtrack and technology) to organize, write, produce and provide feedback for other students on multimedia projects such as an autobiographical digital story, a stop motion movie, and a commercial. Software used in class will be: Pixlemator, Garageband, iMovie, Comic Life, and Google apps. This course is project-oriented, allowing you to develop critical thinking skills while producing unique projects. Most projects are completed in cooperative teams, so developing collaboration skills is also emphasized.

**Theatre Arts 6: Actor’s Tools** (one quarter/daily)
Students in this introductory class explore and develop an understanding of their own creative resources. Through improvisation games and rehearsed performances, students use props, costumes, movement, and scriptwriting to express imagination, setting, story, and characters. They learn audience etiquette and basic stage terminology as they collaborate to plan and perform creative dramatizations. Additionally, students learn about theatre history and its influence on contemporary culture.

**World Language** Both introductory languages provide an excellent preparation for more in-depth study in the 7th and 8th grades.

**French Introduction** (one quarter/daily)
Students are introduced to basic French vocabulary groups: numbers, dates, times, colors, food, and family members. Students will be able to greet each other, speak in complete sentences, describe themselves and others, and converse about daily routines. Short homework practice is assigned on a regular basis for reinforcement. A variety of activities and games will be used in class to create a fun learning experience.

**Spanish Introduction** (one quarter/daily)
Through a variety of hands-on activities and games, students will learn the beginning basics of the language. Topics will include greetings and leave-takings, numbers, colors, basic sentence structures, how to conjugate verbs, and basic conversational phrases. Short homework practice is assigned on a regular basis for reinforcement.
Seventh Grade includes a core of four courses – Language Arts, Mathematics, Science, and Social Studies – and two periods of electives to complete the school day. All of the core programs at CMS follow the Cherry Creek School District Middle School Curriculum, which is aligned with the Colorado Academic Standards for each discipline. Students may choose to fill these elective periods with year-long Music or World Language, or a variety of quarter-long electives.

The Core Program

Language Arts 7
This course incorporates the study of all areas of grade-level literature. Students will learn strategies to improve comprehension by studying a challenging range of both literary and nonfiction works. Students will focus on the writing process and compose argument, informational, and narrative writing. Grammar and vocabulary enrichment are integral to the language arts curriculum. Speaking and listening skills are developed throughout the year.

Language Arts 7: Advanced
Prerequisite: 6th grade teacher recommendation along with an appropriate body of evidence including grades and standardized test scores that indicate above grade level reading and writing skills.
The advanced curriculum includes all components of the grade-level language arts program at an accelerated pace with more complex texts. The compacted nature of this course requires students to be comfortable and capable of mastering concepts at an accelerated pace, as well as demonstrate their ability, readiness, and motivation to work at an advanced level with increased independence.

Language Arts 7: Honors
Prerequisite: Performance in the 98th percentile or above in multiple nationally normed literacy assessments and teacher recommendation.
The honors language arts class offers a rigorous curriculum. Using higher-level reading selections, students will examine literary style, author’s use of imagery, and connections between such elements as symbolism and theme. Literary analysis and written expression are integrated in much the same way as in advanced placement curricula. Analytical and critical-thinking activities complement written assignments that invoke students’ abilities to express their abstract thinking in written form. An integration of grammar and vocabulary development are a focus, including an in-depth study of parts of a sentence, a focus on phrases and clauses and how they influence writing, as well as a deeper understanding of Greek and Latin roots.
Students must be committed to working independently at times and be willing to follow a rigorous assignment schedule. A body of evidence will be evaluated to determine students’ placement in this class. Students who experience difficulty with the pace or rigor of the course may be reevaluated for the proper academic placement for student success.

**Mathematics 7**
The concepts of Math 7 include concepts of data and probability. Students will also compare theoretical and experimental probability of single and compound events. Students develop a unified understanding of numbers, recognizing fractions, decimals, and percents as different representations of rational numbers. They expand their knowledge of rational numbers and use the arithmetic of rational numbers to formulate expressions, equations, and inequalities in one variable and use these equations to solve problems. Students extend their understanding of ratios and proportionality to solve single- and multi-step problems. Students will also solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms. They will reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they will gain familiarity with the relationships between angles formed through various geometric properties.

**Mathematics 7/8**
*Prerequisite: An appropriate body of evidence and teacher recommendation.*
Students will complete their study of Mathematics 7 concepts, including working with expressions and linear equations and geometric study of two- and three-dimensional shapes. These concepts will be extended to the Mathematics 8 concepts of linear equations and the Pythagorean Theorem. Additionally, the full content of Mathematics 8 will be studied in this course. The compacted nature of this course will require students to be comfortable and capable of mastering math concepts at an accelerated pace.

**Mathematics: Algebra**
*Prerequisite: An appropriate body of evidence and teacher recommendation.*
Algebra I will build on students' previous work with equations and expressions. They will understand that equations and inequalities are created to model real-life quantities and can be manipulated to highlight quantities of interest. Students will also expand their understanding of number and quantity from previous courses to a broader number system of rational and irrational numbers. They will expand their understanding of algebraic expressions through the manipulation of expressions from one form to an equivalent form. Algebra I also gives students opportunities to critically evaluate the internal structures of linear functions, while also developing the internal structures of exponential functions. Students will understand the structural commonalities of linear functions and exponential functions and will generalize these structures and characteristics to other function types. Finally, the internal structures of quadratic functions are developed, compared, and contrasted to the structures of linear and exponential functions. The Algebra I student will symbolically manipulate quadratic functions and understand the value of their multiple forms and the information each provides. Quadratic models in their various forms will be used to interpret, analyze, and predict within real-life situations.

**Science 7**
The CMS science program is designed to provide students with the opportunity for hands-on, investigative, problem-solving experiences with a variety of science topics, while integrating 21st century skills and focusing on the nature of science. In addition to developing laboratory skills, students will be given a foundation of basic science concepts, terminology, graphing, data analysis, measurement and math application. Teachers provide the instructional framework that breaks down the practice of scientific explanation into manageable components – claim, evidence, and reasoning. This framework enhances students’ conceptual understanding and ability to think and communicate scientifically.
Social Studies 7: Eastern Hemisphere
The social studies program at CMS focuses on the Eastern Hemisphere and is aligned with the Colorado Standards for Geography, Civics, History, and Economics. The curriculum is designed to help students understand this part of the world that is playing an increasingly greater role in their lives and in their futures. This curriculum focuses on the study of ancient civilizations which originated from these regions. The year covers a great deal of places and peoples, and students will be exposed to many cultures and civilizations. Students will take an investigative approach to studying history and will use claim, evidence, and reasoning to tackle historical debates that current practitioners are struggling with. Throughout the year, students will make connections to current events. Students will realize why the past is worth studying in the present and for the future of our world. Resources used in this course include the Teachers’ Curriculum Institute History Alive materials and textbooks.

The Elective Program

Seventh Graders take elective classes for two periods each day. Students have three options for choosing electives:

1. Two Year Long Electives – e.g., World Language and Music
2. One Year Long Elective, e.g., World Language or Music + Four Quarter Electives
3. Eight Quarter Electives

At Campus Middle School, we believe that middle school students should be exposed to a variety of elective course offerings. Though there are a few year-long elective courses, we believe that students taking a variety of quarter-long elective courses helps develop a well-rounded experience on which to build as the student moves on to high school. Some electives have associated fees. This should not deter a student from signing up for an elective; please check with your counselor for scholarships that may be available to help defer electives fees.

Students are encouraged to make elective choices carefully and wisely. The number of available classes is built based on pre-registration selections. After classes are balanced and school starts, schedule changes are seldom feasible.

Year-Long Elective Courses

AVID (Advancement Via Individual Determination) (year-long/daily)

Enrollment in AVID requires an application process and the approval of the AVID site team.

This class is designed for students who have a desire and determination to challenge themselves to grow and find more academic success. It teaches students the necessary strategies to be successful in both middle school and high school, with the ultimate focus of students being college-ready. The course helps students develop tools to engage in cooperative learning, goal setting, questioning and study skills, writing, note taking, time management, as well as character development. Students are supported through rigorous coursework to adequately prepare them to take Advanced Placement courses in high school. AVID students are expected to take ownership of their learning, ask questions to deepen their understanding, and be willing to work hard. AVID students are required to maintain their assignment notebooks, take notes in Core Classes, participate in student-led tutorials, and monitor their academic progress throughout the year. They must also maintain an overall GPA of 2.5. Students who have determination and motivation to work hard toward their goals in order to succeed are good candidates for AVID. Students who are interested in AVID need to complete an application and turn it in to the CMS Counseling Office.
Music (year-long/daily)
Students choose one music elective, which meets all year. All bands, orchestras, and choirs rehearse during class time and perform at least two major concerts during the school year.

Band Concert (year-long/daily)
The 7th grade Concert Band is a continuation of the 6th grade band program. The band is made up of students from both our beginning classes and the advanced 6th grade Mustang Band. This group meets every day for the entire year. Students become much more skilled at technical aspects of their instruments as well as working together to produce a more mature full-band sound. The Concert Band will perform two concerts during the school year and attend one festival/contest. Home practice is a very important part of being a 7th grade musician. Students must purchase a concert uniform ($15 polo shirt), a music book ($10), and obtain an instrument to participate (rent/buy).

Choir 7 (year-long/daily)
This class is open and encouraged for any seventh grader interested in singing. Our main activity in this class will be choral singing—learning to work together to produce the most beautiful sound possible, including musical expression and nuance. We will work on the skills necessary to accomplish these goals: we will become musically literate (knowing how to read and understand music) by learning basic music theory and history, we will develop sight reading skills, and we will learn vocal technique. The seventh grade choirs perform in five concerts a year. The class meets daily and no audition is necessary. Everybody is welcome. Sixth grade choir is NOT a pre-requisite. Students are required to purchase concert attire ($10) to participate.

Orchestra 7 (year-long/daily)
This course is open to any seventh grade student who took orchestra in 6th grade, or who has played an orchestra instrument for more than one year. This class focuses on continuing the skills learned in 6th grade, as well as developing new skills such as shifting, intermediate rhythms, bowing styles, and learning many pieces in a variety of styles and keys. Emphasis is placed on effective practice skills and making music together as a group. Students who do not own an instrument may rent one. This class performs three concerts during the year. Students must purchase a concert uniform ($15 polo shirt), a music book ($10), and obtain an instrument to participate (rent/buy).

World Language Programs (year-long/daily)

French 1A (year-long/daily)
First-year French is a full-year elective course for students with little or no French background. The textbook On Y Va is used along with a variety of other materials. Several activities and games will be used in class to create a fun learning environment. The first half of the text is covered in French 1A, and the second half is completed in French 1B. Daily homework is assigned. Students receive an excellent foundation in all areas of world language instruction: listening, speaking, reading, writing, and culture.

Spanish 1A (year-long/daily)
This course is equivalent to one semester of high school Spanish and is open to all beginning language students. Emphasis is on listening, reading, speaking, writing, and culture, with homework practice assigned daily. Learning is reinforced through a variety of activities such as playing games, singing, projects, puzzles, and cultural exploration. Spanish classes are formatted in order for the student to immediately utilize the language, whether here or abroad. Students
successfully completing this course, with teacher approval, may advance to Spanish 1B in 8th grade. Students will need to purchase a workbook. This workbook will be used again in 8th Grade Spanish 1B.

**Spanish 1** (year-long/daily)
This course is equivalent to one full year of high school Spanish. We will follow the structure and pacing of our feeder high schools and the curriculum will meet the learning objectives that have been implemented district wide. It is open to all beginning language students that are up for the challenge of this fast-paced class. Learning is reinforced through a variety of activities with an emphasis on listening, reading, speaking, writing, and culture and homework is assigned daily. Students successfully completing this course, with teacher approval, may advance to Spanish 2 in 8th grade. Students will need to purchase a workbook.

**Prerequisite:** All students must apply for entry into this class. Application must be signed by the 6th Grade Language Arts teacher and parents/guardian. Application forms are available in the Counseling Office or Room 409.

## Quarter-Long Elective Courses

**Advanced Humanities 7 A/B: American Cultural Studies** (one quarter/daily; this class can be taken as a one- or two-quarter class.)
How has the history of pop culture in America impacted our modern society? How does it impact you? In this class students will seek to answer: How has pop culture influenced my identity? By looking backwards at American pop culture and the people that have influenced it for better or for worse, we can hopefully predict the future.

In this course, students will apply a love of all things pop culture and their curiosity to answer the following questions:

- What is the American character?
- How does popular culture reveal/express our culture at specific moments, at specific sites, and through specific practices?
- How has the American character, as revealed in popular culture, evolved over time?

**Art 7** (one quarter/daily)
Visual Arts is a one-quarter class. The seventh-grade program emphasizes the elements and principles of design as technical skills are developed through the process of drawing and painting. Production will be related to art history and art appreciation.

**Art: Creative Clay Design** (one quarter/daily)
Due to popular demand, this course has been developed for students who enjoy working with clay and would like to focus on a variety of clay projects. Clay techniques employed include hand-built construction, throwing on the potter’s wheel, tile-making, and sculptural forms. Alternative clay materials (fimo, sculpty, etc.) will be available for special projects.

**Art: Digital Art 7** (one quarter/daily)
Students will enhance their art experience by using digital art media for visual art projects. Classes will focus on the use of computer software like Pixelmator and digital photography. In addition, this class will emphasize the use of design principles that are necessary for successful graphic design and digital art production. Increasing student’s computer literacy in the digital age is an essential part of their education and will be a major focus of this class. In addition, the Campus Middle School PTO has allocated funds for the Digital Art classes to purchase drawing tablets which will allow students to have a more immersive experience.
Contemporary Issues 7 (one quarter/daily)
Contemporary Issues introduces students to various issues facing our country and world today. Students will explore global economic systems, human rights, world health, environmental issues, and the role of the United States in a changing world. This class is designed to eliminate much of the confusion surrounding these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives.

Creative Writing 7 (one quarter/daily)
Enrollment requires the approval of the Gifted and Talented Coordinator or Language Arts Teacher. Who are you? Why does your voice matter? What’s the story that you want to tell? In this course you will use the momentum of these ideas to give life to what matters to you. A focus will be on effective writing in the 21st century. You will create a variety of expressive writing-based projects which may include podcasts, presentations, Ted Talks, Slam Poetry, blogs, or video blogs to tell your own story.

Health 7 (one quarter/daily)
Health Education is required for one-quarter in 7th or 8th grade.
The Cherry Creek Content Standard on Health states, “the student literate in health issues will gather and use health information to promote attitudes and behavior patterns that will enhance optimal health.” Students will develop skills necessary to become more responsible, self-reliant adolescents. They will learn the power and responsibility of making good choices. Class content centers around healthy decision-making, adolescence, nutrition, sun safety, stress management, anger management, violence prevention, conflict resolution, decision-making skills, refusal skills, drug prevention, and a sexuality unit.

Oral Interpretation 2 (one quarter/daily)
This class is appropriate for students who have an interest in both literature and performance. Following the guidelines of the National Junior Forensics League, students select and interpret poetry and monologues through performance. Performance requires extensive memorization. Students learn to use appropriate diction, posture, tone, gestures, and facial expression to show their understanding of a character’s emotions and motives, as well as to develop confidence in speaking to an audience. (The National Junior Forensics League is the middle school division of the National Forensics League, through which Cherry Creek High School students compete so successfully in debate and forensics.) This is an advanced-level elective. As such, students are expected to have a strong work ethic, be comfortable working independently and/or in groups, and desire challenging projects. There is no text book for the class. Students will read primary documents, scholarly articles, study the work of practitioners and in turn, produce products that strive to meet the professional standards of the field. Students may enroll in Oral Interpretation 2 without having completed Oral Interpretation 1 in 6th grade.

Physical Education 7 (one quarter/daily)
This class is a well-rounded fitness, sportsmanship, and skill development based program. Students will participate in a variety of games and activities as well as team and individual sports. Students’ fitness levels are measured with the FitnessGram, developed by the Cooper Institute for Aerobics Research. Students are required to wear a PE uniform which they can purchase through the Bookkeeper’s office for $25.00.

Physical Education: Healthy Lifestyles (one quarter/daily)
This class is for students who want to explore their personal fitness through games and workouts that take place in the fitness room, gym, and outside on the track and field. Students will learn major muscle groups, target heart rate, and reiterate their comprehension of the 5 components of fitness. Students will also perform a series of fitness assessments: (mile run, PACER, push-up, extended arm hang/pull-up). Students are required to wear a PE uniform which they can purchase through the Bookkeeper’s office for $25.00.

STEM 7 (one quarter/daily)
This class focuses on combining science, technology, engineering and math concepts in a project based format. This allows students to dive deeper into these content areas while utilizing the Engineering
Design Process as a separate course of study. Students will design and construct structures and models to demonstrate understanding of advanced concepts and problems. Projects and complexity of projects are adjusted or differentiated based on student interest and ability. There is a $20 fee for this course. Need-based scholarships may be available.

STEM: Engineering Our World 7 (one quarter/daily)
Engineering will focus on developing student creativity, design, inventive, and technical skills. Students will be provided authentic experiences and design challenges in which they will interact with the Design Thinking process. Through authentic experiences, students will individually and collaboratively learn to:

• Define, identify, communicate, and test a problem
• Explore, empathize, define, ideate, prototype, and test their innovative solutions
• Determine the importance of perspective
• Learn to be resilient learners
• Utilize the design process to enhance critical thinking and problem solving skills
• Enhance the development of modern technological skills

Students will be provided a multitude of interest-based experiences through programming, graphic design, leadership, robotics, sculpture, woodworking, computer technology, creative writing, rocketry, flight, animation, wellness, video production, architecture, engineering, photography, ecology, and a variety of other mediums.

There is a $20 fee for this course. Need-based scholarships may be available.

STEM: Tech Design and Engineering 7 (one quarter/daily)
This quarter-long class is an introductory course helping students become familiar with Solidworks and its industry application as a solid modeling design software program. Solidworks is the 3D CAD software that professional engineers use most often. Students will use the Engineering Design Process to design, create, and prototype 3D projects. The class uses multiple 3D printers to print student work.

Tech Digital/Multimedia Production 7: Lights, Camera, Action (one quarter/daily)
This course will focus on skills needed to produce effective media artworks using interactive software and hardware tools in order to develop several multimedia projects. You will be introduced to basic camera composition principles and the skills needed to create video content for today’s world. Creating digital content often comes easily to youth who are immersed in technology in their everyday lives. While a student can practice a skill such as media making on his or her own, my job as an effective media educator functions as a coach to reinforce good form, recommend ways to improve, and provide continual moral support. I want to provide the guidance and space for students to create media with originality, vision, and purpose. Curriculum will include graphics design and video production. Software used in class will be: Pixlemator, Garageband, iMovie, Comic Life and Google Apps. Assignments are leveled according to experience level (beginner-advanced). This course is project-oriented allowing you to develop critical thinking skills while producing unique projects. All projects are completed in cooperative teams, so developing collaboration skills is also emphasized.

Theatre Arts 7: Believability (one quarter/daily)
Theatre Arts 6 is not a required prerequisite.
Students in this course explore and develop an understanding of their own creative resources. Through improvisation games and rehearsed performances, students experiment with back story, subtext, business and rhythm for scene development. They also work on memorization skills to enhance performances, as well as creating and sustaining believable characters within a scene. Additionally, students will collaborate to devise a short play based on a popular fairy tale with a twist and perform it for an authentic audience of their peers.
The Eighth Grade includes a core of four courses - Language Arts, Mathematics, Science, Social Studies – in addition to two periods of elective classes. All of the core programs at CMS follow the Cherry Creek School District Middle School Curriculum, which is aligned with the Colorado Academic Standards for each discipline.

The Core Program

Language Arts 8
This course incorporates the study of all areas of grade-level literature. Students will learn strategies to improve comprehension by studying a challenging range of both literary and nonfiction works. Students will focus on the writing process and compose argument, informational, and narrative writing. Students will develop their speaking and listening skills, as well as focus on grammar and vocabulary enrichment. Students broaden their analytical skills to include rhetorical, literary craft, and comparative textual analysis. In order to prepare for academic challenges at Cherry Creek High School, students are challenged to increase their independence, self-advocacy, and homework demands.

Language Arts 8: Advanced
Prerequisite: 7th grade teacher recommendation and a body of evidence including grades and standardized test scores that indicate above grade level reading and writing skills.
The advanced curriculum includes all components of the grade-level language arts program at an accelerated pace with more complex texts. The compacted nature of this course requires students to be comfortable and capable of mastering concepts at an accelerated pace, as well as demonstrate their ability, readiness, and motivation to work at an advanced level with increased independence.

Language Arts 8: Honors
Prerequisite: Performance in the 98th percentile or above in multiple nationally normed literacy assessments and teacher recommendation.
The honors language arts class is designed for students with demonstrated performance in the 98th percentile or above in multiple nationally normed literacy assessments. Using higher-level reading selections and analytical approaches, students will examine elements such as literary style, author’s use of imagery, and connections between symbolism and theme. Literary analysis and written expression are integrated in much the same way as in advanced placement curricula. Analytical and critical-thinking activities complement written assignments that invoke students’ abilities to express their abstract thinking in written form. An integration of grammar and vocabulary development are a focus, including an in-depth study of parts of a
sentence, a focus on phrases and clauses and how they influence writing, as well as a deeper understanding of Greek and Latin roots. Students must be committed to working independently at times and be willing to follow a rigorous assignment schedule. A body of evidence will be evaluated to determine students’ placement in this class. Students who experience difficulty with the pace or rigor of the course may be reevaluated for the proper academic placement for student success.

**Mathematics 8**

The concepts studied in Math 8 include analyzing two- and three-dimensional space and analyzing figures using distance, angles, similarity, congruence and understanding/applying the Pythagorean Theorem. Transformations (translations, rotations, and reflections) preserve distance and angle measures, providing the fundamentals for these understandings. Students also study the concepts of functions and use functions to describe quantitative relationships. Functions describe situations where one quantity impacts or determines another quantity. Students use this knowledge to model an association in bivariate data with a linear function within nature and our society. Finally, students formulate and reason about expressions and equations in one variable and solve linear equations and systems of linear equations in two variables. This knowledge allows for students to understand situational analysis and aids in decision-making. Real world problem solving will be approached via graphing and through the use of modeling equations.

*A TI 30X or similar calculator is required for this class.*

**Algebra**

**Prerequisite: An appropriate body of evidence and teacher recommendation.**

Algebra I will build on students’ previous work with equations and expressions. They will understand that equations and inequalities are created to model real-life quantities and can be manipulated to highlight quantities of interest. Students will also expand their understanding of number and quantity from previous courses to a broader number system of rational and irrational numbers. They will expand their understanding of algebraic expressions through the manipulation of expressions from one form to an equivalent form. Algebra I also gives students opportunities to critically evaluate the internal structures of linear functions, while also developing the internal structures of exponential functions. Students will understand the structural commonalities of linear functions and exponential functions and will generalize these structures and characteristics to other function types. Finally, the internal structures of quadratic functions are developed, compared, and contrasted to the structures of linear and exponential functions. The Algebra I student will symbolically manipulate quadratic functions and understand the value of their multiple forms and the information each provides. Quadratic models in their various forms will be used to interpret, analyze, and predict within real-life situations.

*This is a required course in the Cherry Creek School District. A student MAY NOT receive tutoring during the summer and skip this course.*

*A TI 84+ or TI 84 CE is strongly recommended for this course. It is a required purchase for high school, so your student will get more use in the coming years of mathematics instruction.*

**Mathematics: Geometry**

**Prerequisite: An appropriate body of evidence and teacher recommendation.**

A traditional course in Euclidean Geometry, this high school level course is fast-paced, using the advanced algebra skills mastered previously in geometric problem solving and proof. The student must be committed to deep thinking and a rigorous assignment schedule. Successful completion of this course qualifies students to enter Algebra 2H/Trigonometry at Cherry Creek High School.

*A TI 84+ or TI 84 CE is strongly recommended for this course. It is a required purchase for high school, so your student will get more use in the coming years of mathematics instruction.*

**Science 8**

The CMS science program is designed to provide students with the opportunity for hands-on, investigative, problem-solving experiences with a variety of science topics, while integrating 21st century skills and focusing on the nature of science. In addition to developing laboratory skills, students will be given a foundation of basic science concepts, terminology, graphing, data analysis, measurement and math
application. Teachers provide the instructional framework that breaks down the practice of scientific explanation into manageable components – claim, evidence, and reasoning. This framework enhances students’ conceptual understanding and ability to think and communicate scientifically.

Social Studies 8: American History
The 8th grade social studies course prepares students for their high school American History class. The curriculum covers people and events from the American Revolution through the Civil War, focusing on the democratic ideals upon which our country was founded. The class focuses on how our government, Constitution and individual rights evolved during that ever-changing time period. In addition to the textbooks, students will analyze primary documents, simulate historic events, and discuss how current events are reflections of our early history. Personal Financial Literacy standards include credit and debt, as well as international trade and tariffs. Reading, writing and speaking skills are emphasized as essential for active citizenship.

The Elective Program

Eighth Graders take elective classes for two periods each day. Students have several options for choosing electives:
1. Two Year Long Electives
2. One Year Long Elective + One Semester Elective + Two Quarter Electives
3. One Year Long Elective + Four Quarter Electives
4. One Semester Elective + Six Quarter Electives
5. Eight Quarter Electives

Students are encouraged to make elective choices carefully and wisely. The number of available classes is built based on pre-registration selections. After classes are balanced and school starts, schedule changes are seldom feasible. Some electives have associated fees. This should not deter a student from signing up for an elective; please check with your counselor for scholarships that may be available to help defer electives fees.

Year-Long Elective Courses

AVID (Advancement Via Individual Determination) (year-long/daily)
Enrollment in AVID requires an application process and the approval of the AVID site team. This class is designed for students who have a desire and determination to challenge themselves to grow and find more academic success. It teaches students the necessary strategies to be successful in both middle school and high school, with the ultimate focus of students being college-ready. The course helps students develop tools to engage in cooperative learning, goal setting, questioning and study skills, writing, note taking, time management, as well as character development. The course also teaches students test taking strategies, how to manage stress, and how to work toward their goals. Students are supported through rigorous coursework to adequately prepare them to take Advanced Placement courses in high school. AVID students are expected to take ownership of their learning, ask questions to deepen their understanding, and be willing to work hard. AVID students are required to maintain their assignment notebooks, participate in student-led tutorials, and monitor their academic progress throughout the year. They must also maintain an overall GPA of 2.5. Students who have determination and motivation to work hard toward their goals in order to succeed are good candidates for AVID. Students who are interested in AVID need to complete an application and turn it in to the CMS Counseling Office.
Music (year-long /daily)
All bands, orchestras, and choirs rehearse during class time and perform at least two major concerts during the school year.

Band: Symphonic 1 (year-long/daily)
The Symphonic Band is an advanced level class that includes several concerts and events throughout the year. Typically, the Symphonic Band is made up of players who have been learning their instruments for the past 3-5 years. The students in this band are expected to perform at the highest level possible, and are rewarded with the opportunity to play fun, challenging, and rewarding band literature. The Symphonic Band will perform several concerts throughout the year in addition to concerts at CCHS, and a band festival in the Spring. Many of these accomplished 8th graders will continue on to perform in the high school bands next year! Students must purchase a concert uniform ($15 polo shirt), a music book ($10), and obtain an instrument to participate (rent/buy).

Choir 8 (year-long/daily)
This class is open and encouraged for any eighth grader interested in singing. Our main activity in this class will be choral singing—learning to work together to produce the most beautiful sound possible, including musical expression and nuance. We will work on the skills necessary to accomplish these goals: we will become musically literate (knowing how to read and understand music) by learning basic music theory and history, we will develop sight reading skills, and we will learn vocal technique. The eighth grade choirs perform at least six concerts a year including possible outside-of-school opportunities. The class meets daily, and no audition is necessary. Everybody is welcome. Seventh grade choir is NOT a prerequisite. Students must purchase a concert uniform ($10 scarf or tie) to participate.

Orchestra 8 (year-long/daily)
This class is open to any 8th grade student who took orchestra in 7th grade, or who has played an orchestra instrument for two years or more. This is an advanced-level orchestra that performs at several concerts and events throughout the year, including a combined performance with the high school orchestras, and a festival in the Spring. At-home practice is key to success in this class, as we learn and perform a variety of music that is both challenging and fun. This class focuses on the development of advanced string techniques necessary to play higher-level music such as shifting, upper level position work, vibrato, and advanced bow techniques. Students must purchase a concert uniform ($15 polo shirt), a music book ($10), and obtain an instrument to participate (rent/buy).

World Language Programs (year-long/daily)

French 1B (year-long/daily)
Prerequisite: French 1A and teacher recommendation.
Second-year French is a continuation of the first-year course (French 1A), with an increasing emphasis on reading and writing skills and oral proficiency. The second half of the textbook, *On Y Va*, is completed, and a variety of other materials are used. Several activities and games will be used in class to create a fun learning experience. Daily homework is assigned. Successful completion of French 1A and 1B will allow the student to enter French 2 at the high school.

Spanish 1B (year-long/daily)
Prerequisite: Spanish 1A and teacher recommendation.
Spanish 1B is a continuation of the first-year course (Spanish 1A). Students will become more fluent in reading, writing, and speaking in Spanish. Students will also improve their listening skills and will learn more about Hispanic culture. Students will enjoy creating dialogues, skits, presentations, and projects in Spanish, and will learn by interacting with their classmates and their
teacher. The students should be highly motivated to participate in all class discussions and activities. Successful completion of Spanish 1A in 7th grade and 1B in 8th grade will allow the students to enter Spanish 2 at the high school.

**Spanish 1** (year-long/daily)
This course is equivalent to *one full year* of high school Spanish. We will follow the structure and pacing of our feeder high schools and the curriculum will meet the learning objectives that have been implemented district wide. It is open to all beginning language students that are up for the challenge of this fast-paced class. Learning is reinforced through a variety of activities with an emphasis on listening, reading, speaking, writing, and culture and homework is assigned daily. Students successfully completing this course, with teacher approval, may advance to Spanish 2 in 8th grade. Students will need to purchase a workbook for $20.00.

**Spanish 2** (year-long/daily)
**Prerequisite:** *Spanish 1 and teacher recommendation.*
This course is equivalent to *one full year* of high school Spanish. We will follow the structure and pacing of our feeder high schools and the curriculum will meet the learning objectives that have been implemented district wide. The prerequisites include successful completion of Spanish 1 in 7th grade and teacher approval. It is open to language students that have fulfilled the prerequisites and are up for the challenge of this fast-paced class. Learning is reinforced through a variety of activities with an emphasis on listening, reading, speaking, writing, and culture. Homework is assigned daily. Students successfully completing this course, with teacher approval, may advance to Spanish 3 in high school. Students will need to purchase a workbook for $20.00.

**Yearbook**
*Enrollment requires the completion of an application and approval from the Yearbook class instructor.*
By enrolling in this course, students become staff members of the Campus Middle School Yearbook. Students will be responsible for every aspect of production of the Yearbook, including interviewing, reporting, editing, planning and designing layouts, writing copy, photo captions, and headlines, as well as photography of all school events and activities.

**Semester Elective Course**

**Art: Art Ceramics** (one semester/daily)
This class will work with clay to make functional pottery such as cups, bowls, plates, vases, etc. Clay techniques to be explored are advanced hand-building methods, glazing techniques, and throwing on the potter’s wheel.

**Quarter-Long Elective Courses**

**Advanced Humanities A/B: American Cultural Studies** (one quarter/daily; this class can be taken as a one- or two-quarter class.)
How has the history of pop culture in America impacted our modern society? How does it impact you? In this class students will seek to answer: How has pop culture influenced my identity? By looking backwards at American pop culture and the people that have influenced it for better or for worse, we can hopefully predict the future.

In this course, students will apply a love of all things pop culture and their curiosity to answer the following questions:

- What is the American character?
- How does popular culture reveal/express our culture at specific moments, at specific sites, and through specific practices?
• How has the American character, as revealed in popular culture, evolved over time?

**Advanced Options 8** (one quarter/daily)
*Enrollment requires the approval of the Gifted and Talented Coordinator.*
This course is designed to stimulate the exploration of ideas. Students will learn how to design and execute an independent study, based upon their unique strengths and interests. This class will give students the opportunity for advanced study of a particular theme, topic, process, or medium that is not otherwise available in the current elective courses.

**Art 8** (one quarter/daily)
Students who have an interest in art are encouraged to increase their individual talents, interests, and personal expression through a course of visual arts. Skill will be enhanced by advanced techniques in both two-dimensional and three-dimensional projects. Historical periods of art will be a focus in this curriculum.

**Art: Digital Art 8** (one quarter/daily)
Creating meaningful art of the age will require the use of technology. Digital Art 8 will focus on the impact of current artists using digital art techniques to promote their message while students develop their own artwork and style. The class will provide students with the opportunity to create original works of art using multiple forms of digital technology. Digital Art 6 and Digital Art 7 are recommended prerequisites but not essential. In addition, the Campus Middle School PTO has allocated funds for the Digital Art classes to purchase drawing tablets which will allow students to have a more immersive experience.

**Art: Drawing & Painting** (one quarter/daily)
This is a challenging class for students who are interested in advancing their skills while experimenting with new materials and techniques. Projects will include a variety of drawing and painting media. Students will analyze, interpret, and evaluate their work through technique and how it relates to art history.

**Creative Writing 8** (one quarter/daily)
*Enrollment requires the approval of the Gifted and Talented Coordinator or Honors Language Arts Teacher.*
Do you have a passion for expressing ideas through writing? Do you have a desire to take a stand and speak up? In this course you will use creative and critical thinking to fuel your writing. You will create a variety of writing-based projects for an authentic audience. A focus will be on effective writing in the 21st century. Projects may include podcasts, newscasts, Ted Talks, Slam Poetry, blogs, or video blogs.

**Health 8** (one quarter/daily)
*Health Education is required for one quarter in 7th or 8th grade.*
The Cherry Creek Content Standard on Health states, “the student literate in health issues will gather and use health information to promote attitudes and behavior patterns that will enhance optimal health.” Students will develop skills necessary to become more responsible, self-reliant adolescents. They will learn the power and responsibility of making good choices. Class content centers around healthy decision-making, adolescence, nutrition, sun safety, stress management, anger management, violence prevention, conflict resolution, decision-making skills, refusal skills, drug prevention, and a sexuality unit.

**Music: Guitar** (one quarter/daily)
This class is open to all eighth graders. This class focuses on guitar skills such as chords, strumming patterns, and finger-style playing, as well as learning a variety of songs that use these skills. This class also features a songwriting component. School guitars are provided for this class, although personal guitars are welcome as well.
Oral Interpretation 3 (one quarter/daily)
Enrollment requires the approval of the Gifted and Talented Coordinator or Language Arts Teacher.
Students who have an interest in both literature and performance will select and prepare several short performance pieces. Students interpret through performance a humorous or dramatic monologue, using a memorized professional script, poetry, or other published literary work, for final. Students learn techniques using voice, tone, timing, gesture, and facial expression to demonstrate their understanding of author’s tone, characterization, and conflict. Students will also develop basics of impromptu speaking. Students will have the opportunity to compete in a National Junior Forensics League tournament. (The National Junior Forensics League is the middle school division of the National Forensics League, through which Cherry Creek High School students compete so successfully in debate and forensics.) Completion of Oral Interpretation in seventh grade is not a prerequisite.

Physical Education 8 (one quarter/daily)
This class is a well-rounded fitness, sportsmanship, and skill development based program. Students will participate in a variety of games as well as team and individual sports. Student’s fitness levels are measured with the FitnessGram, developed by the Cooper Institute for Aerobics Research. Students are required to wear a PE uniform which they can purchase through the Bookkeeper’s office for $25.00.

Physical Education: PE Adventure (one quarter/daily)
The students enrolled in the Adventure class will progress through an experientially based program that emphasizes interpersonal relationships and individual growth. This class encourages students to develop greater self-confidence and at the same time acquire a sense of trust and commitment in their classmates. The theme “building a Community of Learners” will be integrated through a carefully planned curriculum designed to develop cooperation, communication, critical thinking skills, trust, safety and fun through a variety of activities. There is a class fee of $20. Students are required to wear a PE uniform which they can purchase through the Bookkeeper’s office for $25.00.
Prerequisite: All students must apply for entry into this class. Application must be signed by an elective teacher and parents/guardian. Application forms are available in the Counseling Office.

Physical Education: Healthy Lifestyles (one quarter/daily)
This class is for students who want to explore their personal fitness through games and workouts that take place in the fitness room, gym, and outside on the track and field. Students will learn major muscle groups, target heart rate, and reiterate their comprehension of the 5 components of fitness. Students will also perform a series of fitness assessments: (mile run, PACER, push-up, extended arm hang/pull-up). Students are required to wear a PE uniform which they can purchase through the Bookkeeper’s office for $25.00.

Physical Education: Strength & Fitness (one quarter/daily)
This class is a well-rounded fitness based program. Students will identify 10 major muscles and a variety of exercises that incorporate those muscles. Students will be taught varied functional movements to be performed with little or no weight at relatively high intensity. Cardio equipment, weight training machines, and free weight exercises will be used. Fitness levels will be assessed through the use of the Fitnessgram, developed by the Cooper Institute for Aerobics Research.

STEM 8 (one quarter/daily)
This class focuses on combining science, technology, engineering and math concepts in a project based format. This allows students to dive deeper into these content areas while utilizing the Engineering Design Process as a separate course of study. Students will design and construct structures and models to demonstrate understanding of advanced concepts and problems. Projects and complexity of projects are adjusted or differentiated based on student interest and ability. There is a $20 fee for this course. Need-based scholarships may be available.
**STEM: Engineering Our World 8** (one quarter/daily)
Engineering will focus on developing student creativity, design, inventive, and technical skills. Students will be provided authentic experiences and design challenges in which they will interact with the Design Thinking process. Through authentic experiences, students will individually and collaboratively learn to:

- Define, identify, communicate, and test a problem
- Explore, empathize, define, ideate, prototype, and test their innovative solutions
- Determine the importance of perspective
- Learn to be resilient learners
- Utilize the design process to enhance critical thinking and problem solving skills
- Enhance the development of modern technological skills

Students will be provided a multitude of interest-based experiences through programming, graphic design, leadership, robotics, sculpture, woodworking, computer technology, creative writing, rocketry, flight, animation, wellness, video production, architecture, engineering, photography, ecology, and a variety of other mediums.

There is a $20 fee for this course. Need-based scholarships may be available.

**Tech Design and Engineering 8** (one quarter/daily)
This quarter-long class is an introductory course helping students become familiar with Solidworks and its industry application as a solid modeling design software program. Solidworks is the 3D CAD software that professional engineers use most often. Students will use the Engineering Design Process to design, create, and prototype 3D projects. The class uses multiple 3D printers to print student work.

**Tech Digital/Multimedia Production 8: Video Production** (one quarter/daily)
This course will focus on empowering students to create with purpose. Self-expression, ideation, collaboration, flexibility and persistence – just a few of the life skills young people learn through creative media making. This class has been designed to inspire students to be thoughtful and intentional in their media making, that is, to Create with Purpose and to Develop Creative Confidence. Students will learn phases of video production, effective use of camcorder, and video editing techniques. Software used in class will be: Pixlemator, Garageband, iMovie, Comic Life and Google Apps. Assignments are given on an individual basis according to experience level (beginner – advanced). This course is project oriented allowing you to develop critical thinking skills while producing unique projects such as The ABC project, a silent movie and a music video. All projects are completed in cooperative teams, so developing collaboration skills is also emphasized.

**Theatre Arts 8: Using Improvisation to Devise a Script Scene** (one quarter/daily)
Students in this course explore and develop their own creative resources as well as learn to work collaboratively on an authentic theatrical performance. Students will use critical thinking skills and problem solving to devise an original short play based on personal experiences, social issues, or cultural identity. Students will take part in improvisation exercises to build confidence and enhance characterization. Students will consider staging and technical aspects of their show, as well as performing it for an authentic audience. Students will learn about historical figures who influenced the development of American Theater through a mini-research project.
Language Arts at Campus MS

The following grade level expectations are the skills and concepts that the Cherry Creek School District has determined are essential for each of the four state standards for Reading and Writing. The CMS Language Arts curricula have been developed to ensure that content, instruction, and assessment targets all of the expectations at each grade level.

1. Oral Expression and Listening

<table>
<thead>
<tr>
<th>Grade</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>- Successful group discussions require planning and participation by all</td>
</tr>
<tr>
<td>7th</td>
<td>- Formal presentations require preparation and effective delivery</td>
</tr>
<tr>
<td>8th</td>
<td>- Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations</td>
</tr>
</tbody>
</table>

- A variety of response strategies clarifies meaning or messages

2. Reading for All Purposes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>- Understanding the meaning within different types of literature depends on properly analyzing literary components</td>
</tr>
<tr>
<td>7th</td>
<td>- Literary elements, characteristics and ideas are interrelated and guide the comprehension of literary and fictional texts</td>
</tr>
<tr>
<td>8th</td>
<td>- Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment</td>
</tr>
</tbody>
</table>

- Organizing structure to understand and analyze factual information |
- Word meanings are determined by how they are designed and how they are used in context |
- Informational and persuasive texts are summarized and evaluated |
- Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts |
- Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment |
- Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts |
3. Writing and Composition

**6th Grade Expectations**
- Writing literary genres for intended audiences and purposes requires ideas, organization, and voice
- Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice development
- Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy

**7th Grade Expectations**
- Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features
- Organization is used when composing informational and persuasive texts
- Editing writing for proper grammar, usage, mechanics, and clarity improves written work

**8th Grade Expectations**
- Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality
- Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality
- Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document

4. Research and Reasoning

**6th Grade Expectations**
- Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation
- Assumptions can be concealed, and require identification and evaluation
- Monitoring the thinking of self and others is a disciplined way to maintain awareness

**7th Grade Expectations**
- Answering a research question logically begins with obtaining and analyzing information from a variety of sources
- Logical information requires documented sources
- Reasoned material is evaluated for its quality using both its logic and its use of media

**8th Grade Expectations**
- Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures
- Common fallacies and errors occur in reasoning
- Quality reasoning relies on supporting evidence in media
The Social Studies curriculum at Campus Middle School focuses on learning experiences that provide students with the skills and content knowledge necessary to better understand the world and the United States. Instructional methods include the use of text materials, historical and cultural literature, simulations, Socratic seminars, performance assessments, and computer technology. Emphasis is placed on skills and knowledge related to historical investigation and research, chronology, the analysis of current events, use of geographic tools, and understanding of historical and geographical patterns.

6th Grade

Western Hemisphere

- Maps and Globes
- South America
- Central America
- Caribbean
- Mexico
- Current Events
- Financial Literacy

7th Grade

Eastern Hemisphere

- Africa
- Asia
- Non-fiction materials
- European Influences
- Current Events
- Financial Literacy

8th Grade

American Government

- Founding of our Nation
- Historical Foundations of American Government
- American History 1763-1865
- Current Events
- Financial Literacy
Colorado's description of 21st century skills is a synthesis of the essential abilities students must apply in our rapidly changing world. Today’s students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. These skills do not stand alone in the standards, but are woven into the evidence outcomes, inquiry questions, and application and are within the nature of science. Science inherently demonstrates each of Colorado’s 21st century skills, as follows:

**Critical Thinking and Reasoning**
Science requires students to analyze evidence and draw conclusions based on that evidence. Scientific investigation involves defining problems and designing studies to test hypotheses related to those problems. In science, students must justify and defend scientific explanations and distinguish between correlation and causation.

**Information Literacy**
Understanding science requires students to research current ideas about the natural world. Students must be able to distinguish fact from opinion and truth from fantasy. Science requires a degree of skepticism because the ideas of science are subject to change. Science students must be able to understand what constitutes reliable sources of information and how to validate those sources. One key to science is understanding that converging different lines of evidence from multiple sources strengthens a scientific conclusion.

**Collaboration**
Science students must be able to listen to others’ ideas, and engage in scientific dialogs that are based on evidence – not opinion. These types of conversations allow them to compare and evaluate the merit of different ideas. The peer review process helps to ensure the validity of scientific explanations.

**Self-Direction**
Students in science must have persistence and perseverance when exploring scientific concepts. Students must generate their own questions, and design investigations to find the answers. Students must be open to revising and redefining their thinking based on evidence.

**Invention**
Designing investigations and engineering new products involves a large degree of invention. Scientists and engineers often have to think “outside the box” as they push the limits of our current knowledge. They must learn from their failures to take the next steps in understanding. Science students also must integrate ideas from multiple disciplines to formulate an understanding of the natural world. In addition to using invention to design investigations, scientists also use findings from investigations to help them to invent new products. The CMS science program is designed to provide students with the opportunity for hands-on, investigative, problem-solving experiences with a variety of science topics, while integrating 21st century skills and focusing on the nature of science. In addition to developing laboratory skills, students will be given a foundation of basic science concepts, terminology, graphing, data analysis, measurement and math application. Teachers provide the instructional framework that breaks down the practice of scientific
explanation into manageable components – claim, evidence, and reasoning. This framework enhances students’ conceptual understanding and ability to think and communicate scientifically. The CMS science program follows the Cherry Creek School District Middle School Curriculum, which is aligned with the Colorado Academic Standards for Science.

### Science Units by Grade Level

#### Science Grade Level Expectations at a Glance

**1. Physical Science**

**6th Grade Expectations**
- Distinguish among, explain, and apply the relationships among mass, weight, volume, and density.

**7th Grade Expectations**
- All matter is made of atoms, which are far too small to see directly through a light microscope. Elements have unique atoms and thus, unique properties. Atoms themselves are made of even smaller particles.
- Atoms may stick together in well-defined molecules or be packed together in large arrangements. Different arrangements of atoms into groups compose all substances.
- The physical characteristics and changes of solid, liquid, and gas states can be explained using the particulate model.
- Mixtures of substances can be separated based on their properties such as solubility, boiling points, magnetic properties, and densities.

**8th Grade Expectations**
- Identify and calculate the direction and magnitude of forces that act on an object, and explain the results in the object’s change of motion.
- There are different forms of energy, and those forms of energy can be changed from one form to another – but total energy is conserved.
- Distinguish between physical and chemical changes, noting that mass is conserved during any change.
- Recognize that waves such as electromagnetic, sound, seismic, and water have common characteristics and unique properties.
2. Life Science

6th Grade Expectations
- Changes in environmental conditions can affect the survival of individual organisms, populations, and entire species.
- Organisms interact with each other and their environment in various ways that create a flow of energy and cycling of matter in an ecosystem.
- Human activities can deliberately or inadvertently alter ecosystems and their resiliency.
- The human body is composed of atoms, molecules, cells, tissues, organs, and organ systems that have specific functions and interactions.
- Cells are the smallest unit of life that can function independently and perform all the necessary functions of life.

7th Grade Expectations
- Individual organisms with certain traits are more likely than others to survive and have offspring in a specific environment.
- The human body is composed of atoms, molecules, cells, tissues, organs, and organ systems that have specific functions and interactions.
- Photosynthesis and cellular respiration are important processes by which energy is acquired and utilized by organisms.
- Multiple lines of evidence show the evolution of organisms over geologic time.

8th Grade Expectations
- Organisms reproduce and transmit genetic information (genes) to offspring, which influences individuals' traits in the next generation.

3. Earth Systems Science

6th Grade Expectations
- Complex interrelationships exist between Earth’s structure and natural processes that over time are both constructive and destructive.
- Water on Earth is distributed and circulated through oceans, glaciers, rivers, ground water, and the atmosphere.
- Earth’s natural resources provide the foundation for human society’s physical needs. Many natural resources are nonrenewable on human timescales, while others can be renewed or recycled.
- Major geologic events such as earthquakes, volcanic eruptions, mid-ocean ridges, and mountain formation are associated with plate boundaries and attributed to plate motions.

7th Grade Expectations
- Geologic time, history, and changing life forms are indicated by fossils and successive sedimentation, folding, faulting, and uplifting of layers of sedimentary rock.
- Earth has a variety of climates defined by average temperature, precipitation, humidity, air pressure, and wind that have changed over time in a particular location.

8th Grade Expectations
- Weather is a result of complex interactions of Earth's atmosphere, land, and water, which are driven by energy from the sun, and can be predicted and described through complex models.
- The solar system is comprised of various objects that orbit the Sun and are classified based on their characteristics.
- The relative positions and motions of Earth, Moon, and Sun can be used to explain observable effects such as seasons, eclipses, and Moon phases.
The Standards for Mathematical Practice describe the processes, practices, and dispositions of Mathematicians. The eight standards of Mathematical Practices are:

1. Makes sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### 6th Grade Curriculum

**Ratios and Proportional Relationships**
- Understanding ratio concepts and use ratio reasoning to solve problems.

**The Number System**
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

**Expressions and Equations**
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

**Geometry**
- Solve real-world and mathematical problems involving area, surface area, and volume.

**Statistics and Probability**
- Develop understanding of statistical variability.
- Summarize and describe distributions.

### 7th Grade Curriculum

**Ratios and Proportional Relationships**
- Analyze proportional relationships and use them to solve real-world and mathematical problems.

**The Number System**
- Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers.

**Expressions and Equations**
- Use properties to generate equivalent expressions.

**Geometry**
- Draw, construct and describe geometrical figures and describe the relationship between them.
- Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.

**Statistics and Probability**
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

### 8th Grade Curriculum

**The Number System**
- Know that there are numbers that are not rational, and approximate them by rational numbers.

**Expressions and Equations**
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.

**Functions**
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

**Geometry**
- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

**Statistics and Probability**
- Investigate patterns of association in bivariate data.
ICAP
Individual Career and Academic Plan

ICAP is a multi-year process that the Colorado Department of Education requires every district in the state to complete with their students, to intentionally guide students and families in the exploration of career, academic and postsecondary opportunities. It is the foundation to graduation requirements and college and career success.

With the support of adults, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathways to be career and college ready. For more information visit: http://www.cde.state.co.us/postsecondary/icap-background.

In meeting the state requirements for ICAP, CCSD has laid out middle school requirements that we will complete and document at Campus. To begin creating an Individualized Career and Academic Plan (ICAP) in Naviance each student will perform the following at some point throughout the year:

- Goal Setting - Set a S.M.A.R.T. goal for each year and/or for your future (6th, 7th, and 8th)
- Career Exploration – Take Career Key and Explore Career Clusters that are best suited for you (7th and 8th)
- Academic Planning – Get ready for high school! (8th)

What is Naviance?

Naviance is the platform used by CCSD to explore and track College and Career Readiness through middle and high school. Parents and students can access Naviance via the tile in my.cherrycreekschools.org.
High School
Graduation Requirements

In pursuit of its mission to ensure that all students reach their learning potential, the Board of Education recognizes that high school shall be generally considered as a four-year course of study. Therefore, graduation requirements are based on units of credit earned in grades nine through twelve in addition to a demonstration of College and Career Readiness in the areas of Mathematics and English. A unit of credit is defined as the amount of credit given for the successful completion of a course, which meets the required hours of instruction as defined in state law.

In order to prepare students for a successful post-secondary educational and work experience, the Board of Education strongly encourages students to participate in a rigorous academic core curriculum consisting of four years of English, four years of Mathematics, four years of Science, four years of Social Studies, at least two years of a World Language as required by the Colorado Commission on Higher Education for admission to four-year public colleges and universities in Colorado, and a technology class.

Minimum Units of Credit Needed to Graduate
A minimum of 22 units of credit shall be necessary for high school graduation. In addition to the 16.5 required units, all other credits shall be considered as electives and may be selected from the entire curricular offering.

Minimum credit requirements in various areas shall be as follows:

<table>
<thead>
<tr>
<th>SUBJECT REQUIREMENT</th>
<th>CREDIT REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Core Subjects*</td>
<td></td>
</tr>
<tr>
<td>English*</td>
<td>4.0 units</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>3.0 units</td>
</tr>
<tr>
<td>Science*</td>
<td>3.0 units</td>
</tr>
<tr>
<td>Social Studies*</td>
<td>3.0 units (including 1 unit of US History and .5 unit of American Government)</td>
</tr>
<tr>
<td>Physical Education**</td>
<td>2.0 units (including .5 credit in health)</td>
</tr>
<tr>
<td>Fine Arts, Business or Career &amp; Tech Education</td>
<td>1.5 units</td>
</tr>
<tr>
<td>Minimum Total of Required Credits</td>
<td>16.5 units</td>
</tr>
<tr>
<td>Minimum Total of Elective Credits</td>
<td>5.5 units</td>
</tr>
<tr>
<td>MINIMUM TOTAL</td>
<td>22 units</td>
</tr>
</tbody>
</table>

Beginning with the Class of 2021, all graduates of the Cherry Creek School District, in addition to the required 22 credit requirements, must also meet competency benchmarks that indicate preparedness for success in college and career, as determined by Board Policy IKF.

* Academic core subjects include English, Math, Science, Social Studies and World Languages. All students will be expected to enroll in a minimum of four academic core units per year.

** Student athletes who have completed a season of athletics may be granted a one-time waiver of .5 of the required 1.5 units of physical education. This waiver does not reduce the total number of units required for graduation. Academic/Physical Education Waiver Requests must be submitted on form IKF-2-E.
High School Graduation Requirements

ADVANCED PLACEMENT (AP)

The Cherry Creek School District high schools participate in the College Board’s national Advanced Placement Program. AP courses offered at Cherry Creek High School include:

- English Language and Composition, English Literature and Composition
- United States History, European History, World History, Microeconomics, Macroeconomics, Human Geography, Comparative Government and Politics, United States Government and Politics
- Statistics, Calculus AB, Calculus BC, Computer Science
- Biology, Chemistry, Physics C, Environmental Science
- French Language, Spanish Language, Spanish Literature, German, Latin, Chinese
- Music Theory, Studio Art, 3-D Studio Art, Art History
- AP Capstone Program

AP courses are the equivalent of introductory college courses. Motivated, high-achieving students may be able to complete certain college requirements while still in high school. Each course culminates in a national examination. Students who take an AP course are expected to take the exams. Students are required to take the national exams if they wish to be considered for credit at the college level. Each college or university has its own criteria for when and if to award AP credit; students should check these criteria with the individual institution.

The Cherry Creek School District offers students and parents the opportunity for an official transcript that reflects a weighted grade point average. Weighted grades are given in those courses designated as either Honors or AP. These courses are weighted on a five-point scale.
Collateral Admissions

Preparing for college starts as early as the ninth grade, if not earlier. Parents and students often ask counselors, “What does it take for me to be accepted to (Fill in the Blank) College?” That is a difficult question to answer, as competition has intensified for a spot at certain colleges, and it is hard to ascertain what factors colleges will emphasize in a particular year. We do know that colleges, especially those which are most competitive in admissions, seek students who are academically prepared for the rigors of college-level courses, who can contribute to their campus community, and who have a clear sense of why they are a good match for that college.

Top Factors Influencing Admissions Decisions

Each year, the National Association for College Admission Counseling (NACAC) surveys colleges and universities to determine the top factors influencing admission decisions. Grades in college preparatory courses and strength of curriculum were considered by colleges to be the top factors in the admission decision, followed closely by admission test scores and grades in all courses.

Nearly 80 percent of all colleges and universities rated grades in college prep courses as “considerably important,” followed by 60 percent for strength of curriculum, 60 percent for grades in all courses, and 55 percent for admission test scores. According to the 2016 “State of College Admissions Report,” the following factors, in order of importance, were:

1. Grades in college prep courses (CP)
2. Strength of curriculum
3. Grades in all courses
4. Admission test scores (ACT, SAT)
5. Essay or writing sample
6. Counselor recommendation
7. Student’s demonstrated interest
8. Teacher Recommendation
9. Extracurricular Activities
10. Subject test scores (AP, IB)
11. Interview

SOURCE: NACAC Admission Trends Survey, 2017

HIGHER EDUCATION ADMISSION REQUIREMENTS (HEAR)

In 2003, the Colorado Commission on Higher Education adopted the Higher Education Admission Requirements (HEAR), which are entry requirements for students planning to attend any of Colorado’s public four-year colleges or universities. Private colleges and universities set their own admission standards, so students should contact those institutions directly for information regarding their enrollment policies. Additionally, public two-year colleges have open enrollment policies, meaning that students applying to these schools do not need to meet the following admissions requirements.

Students planning to attend a four-year college or university in Colorado will need to complete the following classes in order to fulfill the HEAR. HEAR is one factor of many that public four-year institutions consider in the admission decision process.

<table>
<thead>
<tr>
<th>Academic Area*</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>English*</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics (must include Algebra I, Geometry, Algebra II or equivalents)***</td>
<td>4 years</td>
</tr>
<tr>
<td>Natural/Physical Sciences (two credits must be lab-based)***</td>
<td>3 years</td>
</tr>
<tr>
<td>Social Sciences (at least one unit of U.S. or World History)</td>
<td>3 years</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1 year</td>
</tr>
<tr>
<td>Academic Electives***</td>
<td>2 years</td>
</tr>
</tbody>
</table>

*Two credits of ELA English may count for HEAR requirements when combined with two credits of successfully completed college preparatory English.

**College-preparatory (CP) ELA mathematics/science courses that include content and academic rigor/level comparable to other acceptable courses may satisfy HEAR requirements.

***American Sign Language (ASL) courses can count toward the World/Foreign Language recommendation.

****Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences and social studies, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement (AP), International Baccalaureate courses, and appropriate CTE courses.
### Four-Year Academic Plans and Recommended High School Programs of Study

Each year, Creek counselors meet with students to develop and evaluate their Four-Year Academic Plans, keeping in mind each student’s interests, goals, and dreams as they prepare for their post-graduate experience. To best prepare for the college admission process, we encourage students to pursue the same academic programs below; however, be aware that completion of a sample program like these does not guarantee admission, especially at highly and most selective schools.

#### Most Selective Institutions

<table>
<thead>
<tr>
<th>Recommended Minimum Program of Study</th>
<th>English</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 years at the Honors/AP Level</td>
<td>4 years at the Honors/AP Level</td>
<td>3–4 years, with AP when possible</td>
<td>3–4 years at the Honors/AP Level</td>
<td>3–4 at the Honors/AP Level</td>
</tr>
</tbody>
</table>

#### Highly Selective Institutions

<table>
<thead>
<tr>
<th>Recommended Minimum Program of Study</th>
<th>English</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 years at the Honors/AP Level encouraged</td>
<td>3–4 years with Honors/AP Level encouraged</td>
<td>3–4 years with Honors/AP Level encouraged</td>
<td>3–4 years with Honors/AP Level encouraged</td>
<td>3–4 with Honors/AP Level encouraged</td>
</tr>
</tbody>
</table>

#### Very Selective Institutions

<table>
<thead>
<tr>
<th>Recommended Minimum Program of Study</th>
<th>English</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 years</td>
<td>4 years</td>
<td>3–4 years</td>
<td>2–4 years depending on major</td>
<td>2 years minimum</td>
</tr>
</tbody>
</table>

#### Less Selective Institutions

<table>
<thead>
<tr>
<th>Recommended Minimum Program of Study</th>
<th>English</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 years</td>
<td>4 years</td>
<td>3 years</td>
<td>3 years</td>
<td>1 year, per HEAR requirements</td>
</tr>
</tbody>
</table>

**Note:** for these types of schools, Creek counselors recommend that students complete the minimum academic standards, which should match our CCHS graduation requirements, but also challenge themselves further with additional and/or honors coursework when appropriate. Many applicants to Very Selective colleges/universities complete 1 – 3 AP classes at a minimum.

**Note:** CCHS counselors recommend that students interested in less selective institutions plan to complete our minimum graduation requirements, and take two years of a foreign language, if possible. Community and junior colleges, vocational schools, and military induction require that all graduation requirements are met.