



**2024-2025  
Course Guide**

4500 South Himalaya Street  
Aurora, CO 80015  
720-886-4700

[cherrycreekschools.org/skyvista](http://cherrycreekschools.org/skyvista)

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## Inspire Excellence in Every Student, Every Day

Welcome to Sky Vista Middle School. We are a special place. Our building's distinctive architecture is beautiful and provides great educational functionality. Our teachers are champions for students and are committed to meeting the needs of the entire child. Our staff excels at doing what is best for each unique individual. With an amazing building and the best people in the educational world, we believe we have the right formula for success for every student.

The three years of middle school are a time of accelerated growth opportunities, challenges, and adventures for students. We are honored to inspire your child(ren) during this special time in their lives. Our primary goal is the success of every student, academically, emotionally, and socially. Students develop at different rates and we must honor each of our students and their individuality, while meeting their needs to be challenged, motivated, and encouraged. We will facilitate learning, as well as opportunities for independence and interdependence within our school community to ensure that our students reach their full academic potential. Throughout this educational process, however, it is important to remember the social and emotional needs of this age group and ensure that the school climate is safe, supportive, and kind.

Our mission statement and our values keep us focused on keeping Sky Vista a special place. As a school, our commitment is to *Inspire Excellence in Every Student, Every Day*. We also model and teach our common values:

*Know every student*

*Challenge and expect every student to achieve at a high level*

*Model kindness and respect*

*Develop and maintain relationships*

*Learn, reflect, grow*

This course guide intends to help you understand what your academic experience will be for the 2024-25 school year. The guide contains the most up-to-date information we have available at the time of registration. If warranted, we will adjust our programming to fit the needs of our students.

Thank you for taking the time to read our course guide, and thank you for sending your student to Sky Vista Middle School. We are very excited about the upcoming school year and look forward to having you as part of our success.

## A Day in the Life of a Sky Vista Student

The schedule was designed with our mission and values in mind. It allows for a great deal of flexibility to balance academic instruction, enrichment, and support. While our academic schedule is reviewed annually, if warranted we will make adjustments to meet the needs of our students.

Classes start at 8:50 am and we dismiss at 3:45 pm. The cafeteria will be open at 8:00 am for homework time and breakfast is available 8:30-8:45. Students are allowed in the hallways at 8:45 am. At the end of the day, buses will be available (for students who receive transportation) and leave 10 minutes after the last bell of the day. All students should be on their way home or at a supervised space by 4:00. Late shuttle buses run on Monday, Tuesday, Wednesday, and Thursday for students participating in academic support, sports or clubs.

**Core:** Students have five core periods each day: language arts, math, science, social studies, and a 5th Core of extended core, academic lab or ACC.

**Electives:** Students have two elective periods each day. These grade level classes can include a combination of mandatory and student selected electives.

**Lunch:** There are a variety of options for hot and a la carte lunches. Visit [CCSD Food and Nutrition](#) to learn about the menu options. Starting this year, all students will receive breakfast and lunch for free. Students may also bring a lunch from home. There is time during this period for the students to go outside, visit the media center, or socialize in the cafeteria.

**Cornerstones:** At Sky Vista, we strive to create a culture of connectedness, establish meaningful relationships, both academically and socially, as well as promote growth through an intentional focus on the whole child. Our Cornerstones (Respect, Safety, Honor, Excellence) are foundational concepts that we believe ensure positive, inclusive student interactions and growth.

**Respect** - Treat others as you would want to be treated.

**Honor** - Do what is right, even when no one is watching.

**Safety** - Keep our school community safe both mentally and physically.

**Excellence** - Do your personal best every day; Go above and beyond.

Students schedules will have an assigned Cornerstones teacher to gain an understanding how to apply our Cornerstones as a Nighthawk. During this time students will practice our Cornerstones, engage in SEL lessons and team build with classmates.

# Learning Without Limits: The Sky Vista Experience

When we say that our goal is to *Inspire Excellence in Every Student, Every Day*, we mean **Every Student**. To make this possible, we believe that *every student* must have access and opportunity to engage in rigorous, meaningful learning experiences in preparation for lifelong learning success. Our faculty is committed to providing high-level instructional practices that are rooted in relevant academic content and authentic relationships. Aligned with the district goals of College and Career Readiness and Inclusive Excellence for *every student*, there are *no limits* to what students can learn at Sky Vista.

## 21<sup>st</sup> Century Learners

Our students today must be equipped with certain core competencies such as collaboration, digital literacy, critical thinking, and problem solving in order to ensure future success. The [Colorado Essentials Skills](#) highlight the need for students to develop Personal, Entrepreneurial, Civic/Interpersonal and Professional Skills. At Sky Vista Middle School, we are committed to empowering students to compete at the highest levels by planning rigorous instruction that incorporates these 21<sup>st</sup> Century skills.

## Academic Calendar

The academic calendar is organized into four quarters lasting approximately nine weeks each. Core classes last all year—four quarters. Some elective classes, such as Spanish 1A/1B, Band and AVID (7<sup>th</sup>/8<sup>th</sup>) also last all year. Other elective classes, such as Art, Technology, and PE last one semester—two quarters. For 6<sup>th</sup> grade, the majority of the Electives will be one quarter. Academic grades are calculated each quarter; grades are not averaged at the semester. A communication will be sent when grades are final in PowerSchool at the end of each quarter.

## After-School Activities

At the end of the school day, students may choose to stay and participate in a variety of clubs, grade level activities, or interscholastic athletics. We encourage students to take advantage of these enrichment activities. Students who complement their academic day with extracurricular experiences enjoy school more and make stronger connections with both peers and teachers.

**Athletics** - The athletic program at Sky Vista encourages participation and emphasizes teamwork and sportsmanship. No previous experience is needed, and skills are taught to athletes with varying ability levels. Physicals are not required. Transportation is provided to all away competitions. There is a registration fee to participate in athletics, and scholarships are available. Track, basketball, girls' volleyball, and wrestling are offered at all grade levels.

**Activities** – Sky Vista offers a variety of extracurricular clubs and activities. These may include art club, science club, drama, math league, Math Counts, spelling bee club, Student Government, National Junior Honor Society, Jazz Band, and yearbook. Announcements convey when clubs are held and how to join. Some activities do involve an additional fee to cover the cost of materials.

**Tutorials** - Sessions for students to receive support from teachers will be established at the beginning of the year. The days and times usually are Mon-Thur afterschool and M, T, Th and Fri mornings. Students are encouraged to attend any session to ask questions, work on homework, and make up missing work.

## **Student Achievement Services (SAS)**

Student Achievement Services provides special education services to students who qualify under the IDEA, CDE, and CCSD guidelines. Specific guidelines mandate qualifications pertaining to a student's inability to receive reasonable educational benefit from universal and/or targeted interventions.

A continuum of services is provided to students by the SAS staff including accommodations and modifications for regular educational instruction and curriculum, consultative programming, team teaching, and classes that address specific skill areas such as reading, writing, and math. Instruction outside the regular classroom is offered based on student need. Student needs are addressed through the implementation of an Individualized Education Plan (IEP) or documentation through a Response to Intervention plan (RtI). Teachers, counselors, mental health staff, parents, and the student develop these documents.

Specific Services may also include:

- Mental health support - includes interventions from a school psychologist and/or social worker.
- Speech-Language Pathologist - supports students in areas such as language development, articulation, voice, and fluency through classroom, small group, or consultative programming.
- Physical/Occupational Therapist - students are supported in motor areas as needed and provided for based on a student's IEP.
- ILC programming - serving students with significant developmental or cognitive delays and/or students with significant needs w/physical impairments.
- SED programming- serving students with significant behavioral and/or emotional disabilities.
- Other specialty areas as deemed necessary.

SAS teachers work closely with teachers, counselors, para-educators, and parents to monitor programs and progress for each individual student. It is the goal for each student to work toward proficiency according to the Colorado State Standards and to be challenged to excel to their given potential.

# **Core Academic Subject Areas**

## **Language Arts**

Literacy is used to access and communicate information and ideas in all disciplines, thus making it the foundation for all learning. The study of literature helps us to understand the human experience that connects us to other disciplines and to other people across time and place. At Sky Vista Middle School, the goal of the language arts curriculum is to blend academia with practical application of reading, writing, speaking, and listening. The Language Arts standards remain constant from elementary through high school, but the complexity of and sophistication with which students apply these skills changes. Students learn to develop critical thinking skills to access and evaluate new ideas and to come to a better understanding of their world. Through this, they will incorporate the conventions of language in order to communicate their ideas for a variety of purposes and audiences and will further develop their literacy skills.

### **6th Grade**

Students will explore a variety of fiction and literary nonfiction in order to analyze how setting shapes and influences character and conflict. Additionally, students will determine and practice the methods authors use to create conflict. As our skills begin to develop students will explore a variety of nonfiction texts and resources in order to better understand how to create an argumentative editorial. Students will practice learning what techniques an author can use to help prove their claims. Once students begin to learn how to create an argument, students will examine the different devices that authors use to make their writing better. As the year progresses students will then examine different archetypes through literature and various cultural myths to see why these stories are repeated and help understand how stories are a valuable way of communicating with the world around us.

### **7<sup>th</sup> Grade**

The 7th-Grade curriculum covers a wide range of literary and language skills, encouraging students to think critically, express themselves effectively, and explore various themes and concepts. We begin with storytelling's influence and literary analysis. Students examine narrative elements, author's purpose, character development, and their role in conveying central ideas. In the second quarter, we shift from fiction to narrative nonfiction analysis. Students use literature circles to enhance comprehension, concentrating on main ideas, content-specific vocabulary, supporting details, and the structure of nonfiction texts. As the year progresses, students discuss truth, justice, and perspective. They work toward mastery of argumentative and expository writing, supporting claims with clear reasoning and evidence, exploring bias, and persuasive techniques. In the fourth quarter, students explore perseverance, empathy, and humanitarianism through literature. They conduct research and create visual presentations to compare historical events, emphasizing understanding points of view, motifs, character development, and explanatory writing. Throughout the year, students participate in daily language review, improving their grasp of grammar, vocabulary, and sentence construction.

## 8<sup>th</sup> Grade

Our first unit will focus on the question, “What makes a piece of writing revolutionary?” More specifically, we will be exploring this question by looking at one particular author: Patrick Carman, mystery writer and author of *Skeleton Creek*. To answer this question, we will also be building our background knowledge of the mystery genre, doing an in-depth study of Poe—the founder of the mystery fiction genre. We will then work to study the allegory and how it may allow an author to transcend his or her own time period. Our next unit, Power of One: Human Response to Suffering, studies how each of us is a witness to history. Many writers recognize their roles as witnesses and feel compelled to bear witness to the world. They maintain the belief they can change human nature in spite of all the inexhaustible evidence that it never will. As our 8<sup>th</sup> graders move on to high school, we want them to know that they are absolutely in control of how they handle whatever comes their way. Our focus in Unit 4 is on the student as a writer, not just a writer within the discipline of language arts, but also a writer of his or her “story.” In other words, we want students to become the active authors that control their own lives, rather than a passive audience that accepts whatever comes as “meant to be.”

## Math

The math department at Sky Vista Middle School teaches mathematics to instill within each student a desire to understand how to make meaning of their world through mathematics. We are dedicated to providing a math program that provides students the opportunity to become creative problem solvers who utilize mathematics concepts to make meaning of the world around them.

The math program addresses the Colorado State Content Standards for Mathematics and the Standards for Mathematical Practice. This will be achieved through diverse classroom learning experiences that will involve a combination of group and individual instruction, integrated projects, and exposure to the use of technology and its applications. In this program, students will learn to work toward a deeper understanding of the concepts they are studying by being able to model, explain, and justify their solutions. The goal is to prepare students to become creative problem solvers not just in their mathematics courses, but beyond, making math an integral part of how they make meaning of their world on a daily basis.

### Math 6

The course begins with a study of area and surface area concepts. This work sets the tone for later units that use area models for arithmetic using rational numbers. They will be introduced to *discrete diagrams* and *double-number line diagrams* to support representational thinking about equivalent ratios before moving into tables of equivalent ratios. Next, they expand their fractional reasoning with the ability to describe and represent situations involving rate, ratio, and rates per 1. Drawing on their multiplicative reasoning, students consider how the relative sizes of the numerator and denominator affect the size of their quotient, moving into computing quotients of fractions, interpretations of division in situations that involve fractions, and efficient algorithms. They work with linear equations that have single occurrences of one variable, building towards writing expressions with whole-number exponents and whole-number fractions, to representing collections of equivalent ratios as equations. They learn signed numbers and plot points in all four quadrants of the coordinate plane, including the representation of situations that involve inequalities, symbolically, and with the number line. A brief study of data and statistics concludes the new concepts in the course. The last unit offers students an optional opportunity to synthesize their learning from the year using a number of different applications.

### Accelerated Math 6

The course begins with a study of area and surface area concepts. This work sets the tone for later units that use area models for arithmetic using rational numbers. Next, students begin study of ratios, rates, and percentages with an introduction using representations such as number line diagrams, tape diagrams, and tables. Student understanding of these concepts expands by exploring fraction and decimal representations of rational numbers. They explore sums, differences, products, and quotients using intuitive methods and efficient algorithms. Next, students are introduced to equations and expressions including finding solutions for linear equations in one variable and basic equations involving exponents. Student understanding of ratios and rates combined with a basic understanding of equations leads students to study proportional relationships with special emphasis on circumference and area of a circle as an example and nonexample of proportional relationships.

This is followed by looking at percentage concepts and applications such as sales tax, tipping, and markup. They learn about rational numbers less than zero expanding their understanding of arithmetic to negative numbers. A brief study of data and statistics concludes the new concepts in the course. The last unit offers students an optional opportunity to synthesize their learning from the year using a number of different applications. Placement in Accelerated Math 6 will be determined using a body of evidence to support students' readiness for success in this course.

## **Math 7**

As in grade 6, students start grade 7 by studying scale drawings, an engaging geometric topic that supports the subsequent work on proportional relationships in the second and fourth units. It also makes use of grade 6 arithmetic understanding and skill, without arithmetic becoming the major focus of attention at this point. Geometry and proportional relationships are also interwoven in the third unit on circles, where the important proportional relationship between a circle's circumference and its diameter is studied. By the time students reach the fifth unit on operations with rational numbers, both positive and negative, students have had time to brush up on and solidify their understanding and skill in grade 6 arithmetic. The work on operations on rational numbers, with its emphasis on the role of the properties of operations in determining the rules for operating with negative numbers, is a natural lead-in to the work on expressions and equations in the next unit. Students then put their arithmetical and algebraic skills to work in the last two units, on angles, triangles, and prisms, and on probability and sampling.

## **Accelerated Math 7**

Students begin the course with transformational geometry. They study rigid transformations and congruence, then scale drawings, dilations, and similarity (this provides background for understanding the slope of a line in the coordinate plane). Next, they expand their ability to work with linear equations in one and two variables and deepen their understanding of equivalent expressions. They then build on their understanding of proportional relationships from the previous course to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations. Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution to a system of equations in two variables. They apply their understanding of linear relationships to contexts involving data with variability. They learn that linear relationships are an example of a special kind of relationship called a function. They extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities. They encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem. The last unit offers students an optional opportunity to synthesize their learning from the year using a number of different applications.

## **Math 8**

Students begin grade 8 with transformational geometry. They study rigid transformations and congruence, then dilations and similarity (this provides background for understanding the slope of a line in the coordinate plane). Next, they build on their understanding of proportional relationships from grade 7 to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations. They expand their ability to work with linear equations in one and two variables. Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution of a system of equations in two variables. They learn that linear relationships are an example of function to contexts involving data with variability. They extend the definition of linear relationships to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities. They encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with Pythagorean Theorem.

## **Algebra 1**

The Algebra 1 course is written to align with the first of three courses in the traditional pathway of the Common Core State Standards, as described in Appendix A. Each of the three courses, Algebra 1, Geometry, and Algebra 2, contain standards from statistics and probability. The two algebra courses contain the bulk of the work in number and quantity, algebra, and functions. The geometry course covers geometry standards from a transformational perspective and includes right triangle trigonometry and conics. The major purpose of Algebra 1 is to formalize and extend the mathematics that students learned in the middle grades, working with linear and exponential functions, solving systems of equations and inequalities, and analyzing data. The Mathematical Practice Standards apply throughout each course and, together with the content standards, create mathematical learning experiences based upon reasoning and sense-making, building perseverance and problem-solving skills, and rich in mathematical discourse.

## Science

At Sky Vista, we believe that all students should be challenged to think critically on a daily basis, to use evidence to formulate conclusions, and to develop their *own* questions of the natural world. To this end, our science classes are designed to be hands-on and inquiry based. By providing multiple opportunities to investigate scientific content, students at Sky Vista will come to understand that science is built on and unified by key concepts. Students will examine these unifying concepts across the sub-content areas of chemistry, physics, environmental, earth and life sciences. As a result, students will come to understand that science reflects a particular way of building knowledge and making meaning of the natural world.

We align our concepts and practices with the Colorado Academic Standards in order to help students meet or exceed them by the end of 8<sup>th</sup> grade. For more information on the Colorado Academic Standards for science please visit the following link <https://www.cde.state.co.us/coscience/statestandards>.

### 6<sup>th</sup> Grade Topics

- Light & Matter
- Thermal Energy
- Weather, Climate & Water Cycling
- Plate Tectonics & Rock Cycling
- Natural Hazards
- Cells & Development

### 7<sup>th</sup> Grade Topics

- Chemical Reactions & Matter Transformations
- Energy in Chemical Reactions
- Metabolic Reactions
- Matter Cycling and Photosynthesis
- Ecosystem Dynamics & Biodiversity
- Natural Resources & Human Impact

### 8<sup>th</sup> Grade Topics

- Contact Forces
- Sound Waves
- Forces at a Distance
- Earth & Space
- Genetics
- Natural Selection & Common Ancestry

### All Grades

- Scientific Method and Experimental Design
- Measurement and Data Collection
- Data Processing and Data Analysis
- Interaction between science, engineering and society
- Ways of building scientific knowledge over time

## **Social Studies**

The Sky Vista social studies curriculum recognizes the world as a diverse, complex, and dynamic place. As such, the goal is to provide students with a better understanding of the United States and its place in the larger geo-political context as well as other influential regions in the world.

Employing primary and secondary texts, simulations, performance assessments, and instructional technology, students will develop skills and knowledge in areas relating to civics, history, geography, and economics. The social studies curriculum is designed to address the Colorado State Standards of civics, history, geography, and economics.

### ***6<sup>th</sup> Grade: Western Hemisphere***

The 6<sup>th</sup> grade year is focused upon building students' capacities to think and act as practitioners of the Social Sciences. We begin our journey by introducing and applying the various perspectives of a social scientist (Anthropologist, Economist, Geographer, Historian and, Political Scientist) to explore culture and to help discover and make sense of our world. Carrying these various perspectives students will question the power of place upon past and present societies and examine the changing scope of this relationship in a globally connected age. Students will study topics covering the Western Hemisphere, including but not limited to, the Aztec, Inca, and Mayan civilizations, highlighting the cultures and accomplishments of various tribes spanning from the Caribbean, Central America, and South America, how these tribes were devastated by the Columbian Exchange, and how the history feeds into modern globalization.

### ***7<sup>th</sup> Grade: Eastern Hemisphere***

The 7<sup>th</sup> grade year is focused on the Eastern Hemisphere and is aligned with the Colorado Standards for Geography, Civics, History, and Economics. Through the themes of culture, human experience, progress, power, conflict, and human rights students will be exposed to many cultures and civilizations of the Eastern Hemisphere. Our studies will range from ancient history to modern times. 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. The course will develop many academic and social skills including critical thinking, collaboration, formal writing, reading comprehension, creating and defending an argument, and self-reflection.

### ***8<sup>th</sup> Grade: United States***

The 8<sup>th</sup> grade year is focused on exploring the first half of American through Civil War and Reconstruction. We will explore the themes of American history, which have led to the development of our modern American Identity. Throughout the year, we will analyze historic evidence and documents for students to build an understanding of the American story. For this, students will read primary documents from various periods in our civilization's past. Periodically, students will also analyze different documents to critique historical accounts and deepen their understanding of the American story and American Identity.

# **ACC, Extended Core, SAS Support and ELL Classes**

## **Academic Core Connections Math**

This class provides supplemental support in numeracy skills. This course will allow students the time and space needed to master the skills and standards being taught in their core math class. This course will be planned and taught by a math teacher and SAS teacher. The SAS teacher may not always be teaching with the math teacher in the classroom.

## **Academic Core Connections Language Arts**

This class at each grade level provides supplemental support in literacy skills. This course will allow students the time and space needed to master the skills and standards being taught in their Core LA class. This course will be planned and taught by a language arts teacher and SAS teacher. The SAS teacher may not always be teaching with the language arts teacher in the classroom.

## **Extended Core**

Students in Extended Core will participate in authentic learning experiences while exploring content relevant to the core standards. By engaging in both problem-based and community learning, they will sharpen academic skills from across the disciplines and strengthen their critical thinking.

Students will be given opportunities to integrate the skills they are learning in core classes as well the time and freedom to explore, and take academic risk in order to develop mastery of different topics as well as self awareness as a learner.

### **Extended Core extensions**

Health - Students will spend the semester learning how to achieve the best versions of themselves. They will learn about physical and emotional wellness topics such as nutrition, sleep, exercise, stress, and the importance of healthy family and peer relationships. They will also analyze the internal and external factors that influence sexual abstinence and activity. They will incorporate strategies that impact decision making around drugs, alcohol, tobacco, basic first aid, and learn how to build upon smart refusal skills, while learning to express thoughts and feelings appropriately. This course may be offered during Electives or for Extended Core.

8th grade Leadership - Students in this course practice and hone their leadership skills in alignment with the Colorado Leadership Standards. Throughout the year, students identify their strengths as leaders and how their strengths contribute to a team, plan and execute school improvement projects, make plans for their continued growth as leaders, and consider the theme of “legacy.”

Every quarter, students will also get the opportunity to be seen as positive leaders by planning and delivering lessons to 6th and 7th grade Cornerstones classes on topics they’ve identified as important, such as organization, standing up to bullying, time management, and resilience.

## **SAS Support Classes/Academic Labs**

Based on IEP needs, a student will be placed in a SAS class for their 5<sup>th</sup> Core class or during an Elective slot. Please communicate with your child's case manager to gain an understanding of the offered course.

## **ELS Support**

English Language Support (ELS) is a program designed to support students who speak languages other than English, in the four language domains of Speaking, Reading, Writing, and Listening. English language learners receive instruction in the core classes (math, science, social studies, and language arts). Additionally, English language learners receive direct assistance in their English language development while in their co-taught core class. In a co-taught class, there is a general education teacher and an English Language Specialist trained in English language development. While each student's level of support is based on their individual language needs, supports such as differentiated instructional strategies, lesson delivery, and assessments that are designed based on the student's level of English language acquisition and proficiency.

# Elective Offerings

## Sixth Grade Elective Courses

*The following are potential elective offerings for the sixth grade. Students will participate in a “Wheel” for 6<sup>th</sup> grade Electives. This system allows increased opportunities for students to try the awesome variety of electives that Sky Vista has to offer. This means students will have 4-8 of the elective offerings. The classes will be quarter long. The only class that will not be on the wheel is Band.*

### Art 6

Think, brainstorm, create, reflect, and grow as artists. Throughout the quarter, student artists will create personal artworks while exploring the design process. Student artists will have the opportunity to create a variety of two-dimensional art works such as drawing, painting, and printmaking while making connections with their artwork to art history and other disciplines such as Social Studies and Math. Student artists will respond to daily warm-up drawing and writing challenges and produce a sketchbook journal and art portfolio as evidence of their learning.

### AVID Access

AVID ACCESS is a quarter long class designed to help students with their first year of middle school. This course will serve as an introduction to 7th and 8th grade AVID. AVID ACCESS will incorporate the core values of AVID which involve organizational strategies, time management, college and career preparedness, and other tools to teach students how to be the best student they can be.

### Band 6

This class will provide beginner skills to instruments labeled as brass, woodwind, or percussion. Students will walk away from the class with a beginning level of beat, rhythm, pitch, harmony, dynamics, tempo, texture, articulation, form, tone phrasing, and style. Ensemble participation, individual practice, and performance opportunities will guide the student to gain an understanding and appreciation for their primary instrument. Students will improve on their individual technique, ensemble skills, and musicianship to use as they experience music. (This class is year long and not part of the wheel rotation). \* **This class requires time outside of the normal school day.**

### Choir (Intro to Vocal Music)

In Choir, 6th graders will be introduced to concepts unique to Vocal Music. Reading the score, feeling the beats and rhythms, expression of musical ideas, and laying building blocks for anyone who either loves to sing or wants to learn more about it! Each quarter will culminate in one performance at the choir concert, giving families and friends an opportunity to celebrate music together! \* **This class requires time outside of the normal school day.**

## **Engineering Our World – STEM**

The goal of this course is to integrate science, technology, engineering and mathematics into a cohesive learning experience for 6<sup>th</sup> grade students. This class focuses on finding solutions to real-world problems, is guided by the engineering design process, involves regular productive teamwork and immerses students in hands-on learning. This course explores the civil engineering, aeronautics, and biomedical engineering disciplines while providing participants with the opportunity to design and build solutions to problems faced in each area. After completing this course, students are encouraged to continue their education in engineering through the robotics and STEAM Explorations courses offered to 7<sup>th</sup> and 8<sup>th</sup> grade students.

## **Foreign Language World Cultures**

This class is an introduction to the many cultures of spoken languages of our world. Students will observe, discuss, wonder, and explore different cultures in our world. The primary objective is cultivating excitement to see and understand different perspectives as well as build confidence in learning.

## **Health**

The focus of Health is on the principles of Physical and Personal Wellness, Social and Emotional Wellness, and Prevention and Risk Management.

In 6<sup>th</sup> grade, students will apply knowledge and skills to engage in lifelong eating habits. Analyze how positive behaviors can benefit people throughout their lifespan. Utilize knowledge and skills to enhance mental, emotional, and social well-being. Apply effective verbal and non-verbal communication skills to enhance their health and relationships.

Health-related topics students will engage with include: nutrition, stress management, conflict resolution, healthy relationships, substance abuse, and safety training. Students will also practice skills related to goal setting, communication, esteem building, resiliency, decision-making, problem-solving, and accessing and utilizing resources. Coursework and design are rooted in the Colorado State Standards, and Grade Level Expectations.

## **P.E.**

This course provides an introduction to fitness, a variety of sport skills, and cooperative strategies. Students expend their energy in challenging games and understand the fundamentals of being an active individual. A variety of sport games will be covered. This course expands on physical fitness components and focuses on individual and team sport skills. Students participate in activities that will enhance fitness levels and skill improvement. Students understand game rules and regulations of various sports.

## **P.E. Wellness**

This course is designed to help students realize a healthy lifestyle by emphasizing physical fitness, team and individual sports, and personal improvement. Students participate in activities that focus on development of individual skills and on issues dealing with being a lifelong learner and physically active individual.

## **Spanish Language Exploratory**

This class is an introduction to the basic language skills of Spanish and the beginning of your journey as a lifelong language learner. You will be acquiring the tools you need to become a part of the Spanish-speaking community while learning this interesting language much like the way you learned your first language, through conversation! Your classroom will be an energetic place where Spanish is spoken by teacher and students 80% of the time. You will learn the Spanish language as we tell stories, play games, act mini-dramas, sing, dance, draw, write, read, watch authentic videos, evaluate texts and more, as well as, explore the culture of Spanish-speaking countries!

## **Tech Video Production 6**

Tech Digital/Multimedia Production is intended to provide middle school students with a deeper understanding of how the Google suite of applications work together. Students will create multiple documents, folders, and videos while learning how to organize them in Google Drive. Students will be introduced to the video production process and the principal ideas and applications for the creation of multimedia products. Instruction will be focused on communication of ideas through a variety of tools/media. The students will use interactive software and hardware tools in order to develop several multimedia projects. Curriculum will include tech/digital assignments, digital storytelling, and video production. This course is project based allowing students to learn to work in small groups and develop critical thinking skills while producing unique projects.

## **Theatre Arts 6**

This course offers an introduction to all things theatre arts including acting fundamentals and basic technical theatre. Skills learned include, but are not limited to: overcoming stage fright, ensemble building, parts of the stage/stage directions, physicality and voice, pantomime, scene work, improv, and learning theatre vocabulary. We will also act as theatre technicians building designs for the costumes/make up, sets, and lights and/or sounds for a student-written original scene (that you perform in as well!) This course also offers an introduction to theatre history as we study it's origins in Ancient Greece, create Greek masks, and write an original Greek play.

## Seventh Grade Elective Courses

*The following are potential elective offerings for the seventh grade. Please be aware that the finalized list of course offerings may or may not include all of the ones listed.*

### Art 7

Would you like to challenge and develop your creativity, technique, and understanding of the visual arts? Throughout the semester in Art 7, student artists will navigate their way through the design process while using a variety of tools and materials to complete both two- and three-dimensional artworks such as drawing, painting, and ceramic sculptures. Student artists will also study various artists and art styles that correspond with their projects and investigate the connection between art and other disciplines. Student artists will respond to daily warm-up drawing and writing challenges and produce a sketchbook journal and art portfolio as evidence of their learning.

### Art Mixed Media

Do you have a passion for creating and expressing yourself through art? Join Art Mixed Media where you will have the opportunity to strengthen your artistic creativity, technique, and understanding of art while exploring the design process. During the semester, student artists will use a variety of tools and materials to complete both two- and three-dimensional artworks such as drawing, printmaking, and mixed media sculptures. In addition, student artists will discover various artists, cultures, and time periods. Student artists will respond to daily warm-up drawing and writing challenges and produce a sketchbook journal and art portfolio as evidence of their learning.

### AVID 7

AVID (Advancement Via Individual Determination) is a year- long elective designed to prepare students for college and career readiness through lessons centered on academic instruction, tutorials, student agency, and opportunity knowledge. Students in this class form a collaborative community. Within that community they learn critical thinking, reading, and writing skills that will help them with strategies for academic success today, in high school and beyond.

There is an application process and a minimum 2.5 GPA requirement to participate in this academic elective.

### Band 7

This class will provide intermediate skills to instruments labeled as brass, woodwind, or percussion. Students will walk away from the class with an intermediate understanding of beat, rhythm, pitch, harmony, dynamics, tempo, texture, articulation, form, tone phrasing, and style. Ensemble participation, individual practice, and performance opportunities will guide the student to gain an understanding and appreciation for their primary instrument. Students will improve on their individual technique, ensemble skills, and musicianship to use as they experience music. Band is a year long elective. \* **This class requires time outside of the normal school day.** *\*If you are interested in joining Band for the first time, please see the band teacher. (Approval is required.)*

## Basic Choir

Students who sign up for 7th grade choir will be given the opportunity to grow in their abilities as a musician and performer! Units include a deeper dive into how to read the score, dynamics, style, interpretation, and even some deeper understanding of music through history! In music, we use all subjects together, so students will utilize their math, language, history, and social skills together! Each semester will culminate in a performance at the choir concert, giving families and friends an opportunity to celebrate music together! \* **This class requires time outside of the normal school day.**

## Mixed Choir

Students who sign up for 7th grade choir will be given the opportunity to grow in their abilities as a musician and performer! Units include a deeper dive into how to read the score, dynamics, style, interpretation, and even some deeper understanding of music through history! In music, we use all subjects together, so students will utilize their math, language, history, and social skills together! Each semester will culminate in a performance at the choir concert, giving families and friends an opportunity to celebrate music together! \* **This class requires time outside of the normal school day.** *\*If you are interested in taking Mixed Choir, please contact choir teacher for approval of this year-long class.*

## Creative Writing 7

This course is designed to guide students in creative writing through experience in three genres: short story, poetry, and creative non-fiction. The course includes analysis of literary models (professional writings in each genre), individual and class criticism of work in a workshop mode, and lecture on and discussion of literary techniques in each genre. Students will keep a writer's notebook and a final writing project will be due at the end of the semester in a genre of the students' choice. This course encourages exploration and understanding of the human condition through writing. Students can request to take this course for both semesters with teacher approval and work on revising a longer piece for second semester. Students are asked to submit a writing sample of at most a page of writing in order to be enrolled in the class.

## Health 7

Students will spend the semester learning how to achieve the best versions of themselves. They will learn about physical and emotional wellness topics such as nutrition, sleep, exercise, stress, and the importance of healthy family and peer relationships. They will also analyze the internal and external factors that influence sexual abstinence and activity. They will incorporate strategies that impact decision making around drugs, alcohol, tobacco, basic first aid, and learn how to build upon smart refusal skills, while learning to express thoughts and feelings appropriately. This course may be offered during Electives or for Extended Core.

## **P.E.**

This course provides an introduction to fitness, a variety of sport skills, and cooperative strategies. Students expend their energy in challenging games and understand the fundamentals of being an active individual. A variety of sport games will be covered. This course expands on physical fitness components and focuses on individual and team sport skills. Students participate in activities that will enhance fitness levels and skill improvement. Students understand game rules and regulations of various sports.

## **P.E. Wellness**

This course is designed to help students realize a healthy lifestyle by emphasizing physical fitness, team and individual sports, and personal improvement. Students participate in activities that focus on development of individual skills and on issues dealing with being a lifelong learner and physically active individual.

## **Coding and Robotics – STEM**

The goal of this course is to introduce students to the basics of robotics and coding. Students will immerse themselves in the development, building and programming of a LEGO Spike Prime and a VEX IQ robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, sensors, timing, program loops, decision-making, timing sequences and propulsion systems. Student designed robots will be programmed to compete in various challenges throughout the semester. While engaging in these challenges, students will build their critical thinking and problem solving skills. Students will be exposed to different coding languages through assignments and games. These skills will also help to code the robots the students are building. Coding languages used will be Block and an introduction to Python. This class is intended to prepare and motivate students to continue their education in computer science and engineering by taking STEAM Explorations their 8<sup>th</sup> grade year.

## **Spanish 1A**

This class is an introduction to Spanish. In this class, you will acquire the tools you need to become a part of the Spanish-speaking community while learning this interesting language much like the way you learned your first language, through conversation! Your classroom will be an energetic place where Spanish is used by teacher and students 80% of the time. You will learn the Spanish language as we tell stories, play games, act mini-dramas, sing, dance, draw, write, read, watch authentic videos, evaluate texts and more as well as explore the culture of Spanish-speaking countries! Successful completion of this course will allow you to advance to Spanish 1B in 8th grade.

## **Tech Video Production 7**

Tech/Digital Multimedia Production is intended to provide middle school students with an understanding of video production and the principal ideas and applications for the creation of multimedia products. Instruction will be focused on communication of ideas through a variety of tools/media. Students will use interactive software and hardware tools in order to develop several multimedia projects like music videos, documentaries, and commercials. Students will be introduced to basic and intermediate camera composition principles and the skills needed to create video content. Software used in class will be: Google Apps and WeVideo. Group projects are given according to experience level (beginner-advanced). This course is project oriented allowing you to develop critical thinking skills while producing unique projects.

## **Theatre Arts 7**

In this course, students will expand on their skills from Theatre Arts 6. We will begin by learning character objectives and tactics as well as some intermediate acting skills such as character analysis/backstory, subtext, pauses, and wants/needs. We will then apply these skills to a character and prepare scene performances. The preparation of the scene performances will also culminate in an onstage performance where students will also study and design technical elements as well. Through this course, students will also study the voice through characterizations as they write and perform an original radio play. The rest of the semester will focus around comedy styles beginning with the origins of physical comedy performance in Europe including mask and Commedia dell'arte.

## **Eighth Grade Elective Courses**

*The following are potential elective offerings for the eighth grade. Please be aware that the finalized list of course offerings may or may not include all of the ones listed.*

### **Art Digital Photography**

Digital photography is revolutionizing the imagery industry and is now accepted as part of the creation of personal, creative, artistic, and commercial images. In this course, student artists will learn about compositional fundamentals as well as how a camera works. Then, student artists will explore a variety of photographic techniques and ways to manipulate images using computer software. To finish the course, student artists will have the opportunity to examine the creative and artistic side of digital photography and learn about influential artists who have contributed greatly to the advancement of art and photography. Digital cameras, scanners, computer software, various manipulation techniques, and printing options will be explored throughout the semester. Student artists will respond to daily warm-up drawing and writing challenges and produce a sketchbook journal and digital art portfolio as evidence of their learning.

### **Art 8**

Can you imagine working in your own art studio, developing and creating the art you love most? If so, join us in Art 8 where you will be able to continue your journey through the design process while strengthening your own artistic creativity, technique, and understanding of art. Throughout the semester, student artists will use a variety of tools and materials to complete both two- and three-dimensional artwork such as drawing, painting, and mixed media sculptures. In addition, student artists will discover various artists, cultures, and time periods while also investigating the connection between art and other disciplines. Student artists will respond to daily warm-up drawing and writing challenges and produce a sketchbook journal and art portfolio as evidence of their learning.

### **AVID 8**

AVID (Advancement Via Individual Determination) is a year- long elective designed to prepare students for college and career readiness through lessons centered on academic instruction, tutorials, student agency, and opportunity knowledge. Students in this class form a collaborative community. Within that community they learn critical thinking, reading, and writing skills that will help them with strategies for academic success today, in high school and beyond. There is an application process and a minimum 2.5 GPA requirement to participate in this academic elective.

## Band 8

This class will provide advanced skills to instruments labeled as brass, woodwind, or percussion. Students will walk away from the class with an advanced understanding of beat, rhythm, pitch, harmony, dynamics, tempo, texture, articulation, form, tone phrasing, and style. Ensemble participation, individual practice, and performance opportunities will guide the student to gaining an understanding and appreciation for their primary instrument. Students will improve on their individual technique, ensemble skills, and musicianship to use as they experience music. 8th grade students will acquire the skills to transition into a high school performing group. Band is a year long class. \* **This class requires time outside of the normal school day.**

*\*If you are interested in joining Band for the first time, please see the band teacher. Approval is required. Previous band experience is highly recommended.*

## Creative Writing 8

This course builds on the students' knowledge of creative writing through experience in three genres: short story, poetry, and creative non-fiction, and introduces the option to write a first draft of a novel in any genre. The course includes independent analysis of literary models in the genre of the students' choice, individual and class criticism of work in a workshop mode, and lecture on and discussion of literary techniques in each genre. Students will keep a writer's notebook and a final writing project will be due at the end of the semester. Students can request to take this course for both semesters with teacher approval and work on revising a longer piece for second semester. Students are asked to submit a writing sample of at most a page of writing in order to be enrolled in the class.

## Choir 8

Students who sign up for 8th grade choir will be given the opportunity to grow in their abilities as a musician and performer! Units include a deeper dive into how to read the score, dynamics, style, interpretation, and even some deeper understanding of music through history! In music, we use all subjects together, so students will utilize their math, language, history, and social skills together! Each semester will culminate in a performance at the choir concert, giving families and friends an opportunity to celebrate music together! \* **This class requires time outside of the normal school day.**

## Advanced Choir

8th grade Advanced Choir is a vocal music ensemble made for students who have experience singing and want to improve their performance skills to prepare them for Honor Choir, All State Choir, Musical Theater, and eventually for singing in High School! Students will continue to develop aural skills, sight singing, and songs in 4+ part harmony. Students will give 4 concerts and be considered for field trips and performances off campus throughout the school year. Students considered for this class must have taken 7th Grade Mixed Choir or pass a Singing Assessment to take this course. Practice logs and time outside of class will be required. \* **This class requires time outside of the normal school day.** *\*If you are interested in taking Advanced Choir, complete the preference and select Choir 8 for registration..*

## **Music Appreciation**

This course will provide opportunities to learn about how music relates to their world. Students will learn how to talk about music, how to read music notes, how to critique and analyze the music they listen to, and the history behind their favorite artists and genres! This course focuses on understanding music on a deeper level, not just listening to it for background noise. Students will utilize historical knowledge, visual arts, theater, dance, math, and language to dive deeper into the world of music. No prior music experience is necessary for this class.

## **Drama Production**

Want to achieve your 20 minutes of fame? Ever wanted to be in a part of a Sky Vista production? How about being the star of the show? Or the director? Ever wanted to design costumes, set, sound/lights, publicity materials, or stage makeup? If you answered yes to any of these questions, Drama Production is the class for you! This semester we are going to make your dreams come true while producing, directing, designing, and starring in your own Children's show, One Act, or scripted show! **A performance at the end of the semester is a requirement of the class.**

## **Health 8**

Students will spend the semester learning how to achieve the best versions of themselves. They will learn about physical and emotional wellness topics such as nutrition, sleep, exercise, stress, and the importance of healthy family and peer relationships. They will also analyze the internal and external factors that influence sexual abstinence and activity. They will incorporate strategies that impact decision making around drugs, alcohol, tobacco, basic first aid, and learn how to build upon smart refusal skills, while learning to express thoughts and feelings appropriately. This course may be offered during Electives or for Extended Core.

## **P.E.**

This course provides an introduction to fitness, a variety of sport skills, and cooperative strategies. Students expend their energy in challenging games and understand the fundamentals of being an active individual. A variety of sport games will be covered. This course expands on physical fitness components and focuses on individual and team sport skills. Students participate in activities that will enhance fitness levels and skill improvement. Students understand game rules and regulations of various sports.

## **P.E. Wellness**

This course is designed to help students realize a healthy lifestyle by emphasizing physical fitness, team and individual sports, and personal improvement. Students participate in activities that focus on development of individual skills and on issues dealing with being a lifelong learner and physically active individual.

## **Spanish 1B**

**Prerequisite: Spanish 1A and teacher signature required.**

This class is a continuation of Spanish 1A and builds upon the basic language skills you learned in Spanish 1A last year. You will continue to acquire the tools you need to become a part of the Spanish-speaking community while learning this interesting language much like the way you learned your first language, through conversation! Your classroom will be an energetic place where Spanish is used by teacher and students 80% of the time. You will learn the Spanish language as we tell stories, play games, act mini-dramas, sing, dance, draw, write, read, watch authentic videos, evaluate texts and more as well as explore the culture of Spanish-speaking countries! Successful completion of this course will allow you to advance to Spanish 2 in high school.

## **STEAM Explorations**

Students will learn and actively use the Engineering Design Process to bring their designs to life. Students use problem solving skills to design on CAD software (OnShape) which leads to 3D printing their designs. Students will code and build working circuits using Arduino. Some basic woodworking projects will also be included in this course. Students are exposed to basic software, tools, and equipment found at the foundation of any CTE STEM pathway. Students will utilize design software (OnShape), Arduinos, coding, and other tools to manufacture new products.

## **Robotics II**

This course will use collaboration, engineering and coding skills to build and program a complex Vex IQ robot. Students will work in teams to design a robot of their choice. This robot will need to be able to complete a common task. After the build is done students will code the robot to complete the task using the coding language Python. After the first challenge is accomplished students will design their own challenges and modify their robots to complete these tasks. This class is good for students who have taken a previous robotics class as well as for students who have no prior experience.

## **Tech Video Production 8**

Tech/Digital Multimedia Production is intended to provide middle school students with an understanding of video production and the principal ideas and applications for the creation of multimedia products. Instruction will be focused on communication of ideas through a variety of tools/media. Students will use interactive software and hardware tools in order to develop several multimedia projects like music videos, documentaries, and commercials. Students will be introduced to basic and intermediate camera composition principles and the skills needed to create video content. Software used in class will be: Google Apps and WeVideo. Group projects

are given according to experience level (beginner-advanced). This course is project oriented allowing you to develop critical thinking skills while producing unique projects.

## **Theatre Arts 8**

This course offers an advanced look into acting, directing, and musical theatre. In this course, students will adopt new acting methods including: the “Magic If”/imaginary circumstances, specificity, and given circumstances. We will then apply these skills to a character and prepare monologue performances. The preparation of the monologue performances will also culminate in the experience of a real mock audition (after learning some audition techniques of course!) Students will also direct, perform, evaluate/critically respond, and reflect in the role of both an actor and director. Students will develop professional prompt books taking a deeper dive into the world of directing and specific production elements. Musical Theatre centered content will also be explored. We will then apply these skills to a character and prepare scene performances. The preparation of the scene performances will also culminate in the experience of a real mock audition (after learning some audition techniques of course!)

## **World Cultures**

In this class, we will explore and learn about different cultures throughout the world. We will watch videos, play games, research, and maybe even eat our way around the world. This course will focus on communication skills as we navigate different perspectives and ways of life. Students will build on their critical thinking, discussion skills, and hopefully gain a new appreciation of culture.

## Notification of Nondiscrimination

Cherry Creek School District No. 5 (“District”) does not discriminate on the basis of race, color, national origin, sex, age, sexual orientation, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Sky Vista Middle School does not discriminate in enrollment or access to any of its available programs. The lack of English language skills shall not be a barrier to admission or participation in District activities and programs. The District also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the District Compliance Officer, Educational Services Center, 4700 S. Yosemite St., Greenwood Village, CO 80111, telephone (720) 554-4471, or directly to the U.S. Department of Education, Office for Civil Rights, Region VIII, Federal Office Building, 1244 North Speer Blvd., Suite 310, Denver, CO 80204.

## Translation support

[https://drive.google.com/file/d/1xCZ1Mv8i8Gqqun6ciNcAKIb1rbZwJwfb/view?usp=share\\_link](https://drive.google.com/file/d/1xCZ1Mv8i8Gqqun6ciNcAKIb1rbZwJwfb/view?usp=share_link)

English: Please contact Mayra Solares at [msolares@cherrycreekschools.org](mailto:msolares@cherrycreekschools.org) for support with this resource in your language.

Amharic: እነዚህን መረጃዎችን በተመለከተ በቋንቋዎ ስገዛን ለማግኘት ከፈለጉ እባክዎን ተሊሉን በዝህ እሚይል ያግኙዎት [thirpa@cherrycreekschools.org](mailto:thirpa@cherrycreekschools.org)

Arabic: يرجى الاتصال ب (جميعه صباحي أو جاودة العلمي) على [jsebbahi@cherrycreekschools.org](mailto:jsebbahi@cherrycreekschools.org) أو

[jdajanialami@cherrycreekschools.org](mailto:jdajanialami@cherrycreekschools.org) للحصول على الدعم مع هذا المورد باللغة العربية .

Chinese: 如有需要, 请经由 [ctaylor9@cherrycreekschools.org](mailto:ctaylor9@cherrycreekschools.org) 与凯瑟琳·泰勒联系, 以您的语言获得此资源的支持。

Hindi: अपनी भाषा में इस संसाधन के समर्थन के लिए कृपया जेम्स रसाइथि को [jrasaily@cherrycreekschools.org](mailto:jrasaily@cherrycreekschools.org) पर संपकथ करें।

Korean: 귀하의 언어로 이 자원에 대한 지원을 원하시면 (리아 리) 에게 ([llee6@cherrycreekschools.org](mailto:llee6@cherrycreekschools.org)) 로 문의하십시오.

Nepali: कृपया जेम्स रसाइथिाइथ [jrasaily@cherrycreekschools.org](mailto:jrasaily@cherrycreekschools.org) मा तपाइथको भाषामा यो संसाधनको सहयोगको िगी सम्पकथ गननथहो।

Russian: Пожалуйста, обращайтесь к Ларисе Бака по адресу: [lbaca3@cherrycreekschools.org](mailto:lbaca3@cherrycreekschools.org) для получения поддержки с помощью этого ресурса на своём языке.

Somali: Fadlan la xiriir Omar Nur cinwaanka emaylka [onur2@cherrycreekschools.org](mailto:onur2@cherrycreekschools.org) si aad u hesho macluumaad ku qoran luqadaada.

Spanish: Si necesita ayuda con este recurso en su idioma, póngase en contacto con Ilse Chavez Maldonado en [ichavezmaldonado@cherrycreekschools.org](mailto:ichavezmaldonado@cherrycreekschools.org), Rosa Han en [rhan4@cherrycreekschools.org](mailto:rhan4@cherrycreekschools.org), Helena Gognat en [hgognat@cherrycreekschools.org](mailto:hgognat@cherrycreekschools.org) o Monica Pantoja en [mpantoja@cherrycreekschools.org](mailto:mpantoja@cherrycreekschools.org)

Vietnamese: Vui lòng liên hệ với Thuý Ngọc tại [Lchung2@cherrycreekschools.org](mailto:Lchung2@cherrycreekschools.org) để được hỗ trợ về tài nguyên này bằng tiếng Việt.