

# ***Home of the Huskies***

Course Description Guide



Learning: Every Day for Every One!

We are an **authentic, empowered community** that believes in **opportunity** for **all**.

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# **Learning: Every Day For Every One!**

Welcome to Horizon Community Middle School! Our staff is comprised of dedicated teachers who are committed to your success in middle school. We work hard to support the whole-child, applying a growth mindset each day. We encourage students to come to school as their true authentic selves, and we strive to design relevant and meaningful learning experiences to meet the needs of all students.

The three years of middle school are a time of opportunities, challenges, and adventures for students. Our primary goal is to support the academic, emotional, and social growth of every student. We understand that students develop at different rates, and we honor each of our students' individuality. We facilitate learning by challenging, motivating, and encouraging. We promote opportunities for independence and interdependence within our school community to ensure that our students reach their full academic and social potential. In doing this, we aim to maintain an environment that is both psychologically and physically safe.

As a school, our vision is *Learning: Every Day for Every One*. We are an authentic, empowered community that believes in opportunity for all. This is our mission. We also model and teach our PACK Commitments:

**P**erseverance: keep trying and working through challenges.

**A**chievement: set goals and always work to improve.

**C**onnectedness: form positive relationships and value "we" over "me."

**K**indness: welcome others' perspectives and be nice.

This course guide is intended to help you understand what your academic experience will be like for the school year. The guide contains the most up-to-date information available at the time of registration. If warranted, we will make adjustments to our programming to meet the needs of our students.

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

# A Day in the Life of a Horizon Community Student

Students attend four core content classes, two elective classes, lunch, Advisory, and Academic Core Connections. Our schedule provides a balance of academic instruction, support, and fun!

HORIZON COMMUNITY MIDDLE SCHOOL BELL SCHEDULE						
Period	6th Grade		7th Grade		8th Grade	
1	8:50-9:40	CORE 1	8:50-9:40	CORE 1	8:50-9:40	CORE 1
2	9:45-10:35	ELECTIVE 1	9:45-10:35	CORE 2	9:45-10:35	CORE 2
3	10:40-11:00	LUNCH	10:40-11:30	ELECTIVE 1	10:40-11:30	CORE 3
	11:00-11:10	RECESS				
4	11:15-12:05	ADVISORY/ ACC (T/W)	11:35-11:55	LUNCH	11:35-12:25	ELECTIVE 1
			11:55-12:05	RECESS		
5	12:10-1:00	CORE 2	12:10-1:00	ADVISORY/ ACC (T/W)	12:30-12:50	LUNCH
					12:50-1:00	RECESS
6	1:05-1:55	ELECTIVE 2	1:05-1:55	CORE 3	1:05-1:55	ADVISORY/ ACC (T/W)
7	2:00-2:50	CORE 3	2:00-2:50	ELECTIVE 2	2:00-2:50	CORE 4
8	2:55-3:45	CORE 4	2:55-3:45	CORE 4	2:55-3:45	ELECTIVE 2

*Perseverance*  
*Achievement*



*Connectedness*  
*Kindness*

**LEARNING: EVERY DAY FOR EVERY ONE!**

## Academic Calendar

The academic calendar is organized into four quarters, each lasting approximately nine weeks. All core classes and Advisory/ACC are year-long. Some electives classes are year-long, while others last a semester.

## Resources

**My.cherrycreekschools.org:** This website is available to parents/guardians and students to access a multitude of tiles to enhance student learning such as PowerSchool and Schoology.

**PowerSchool:** View class schedules, grades, and attendance. It is also where parents/guardians access parent forms which are required to be completed yearly before students begin school.

**Schoology:** Our online learning management system. Teachers post course information, as well as assignments, quizzes, and discussion boards.

# Grading

At Horizon Community we recognize that students make mistakes. In fact, we encourage students to use their mistakes as an opportunity to learn. We know that in most areas of life, students are afforded more than one chance to achieve success. And while behaviors such as effort, organization, timeliness, and practice are important academic skills, we believe that grades should be directly related to learning.

Consistent grading practices used at Horizon Community are as follows:

- ❖ 50% is the lowest possible grade.
- ❖ We encourage retakes for full credit.
- ❖ Feedback, not a grade, is given for homework.
- ❖ Work is accepted for full credit when it is turned in.

Grades are finalized at the end of each quarter.

## Afterschool Activities

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

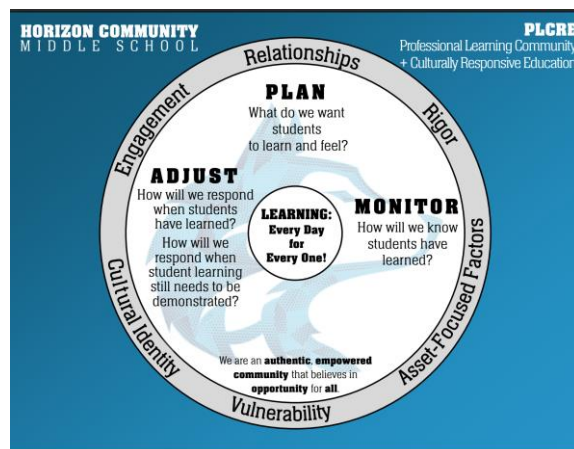
**Athletics:** The athletic program at Horizon Community encourages participation and emphasizes teamwork and sportsmanship. No previous experience is needed, and skills are taught to athletes with varying ability levels. Physicals are not required. Transportation is provided to all away competitions. 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:** Horizon Community offers a variety of extracurricular clubs and activities. These may include Asian American and Pacific Islander, Art Club, Black Student Alliance, Chess Club, D&D, Drama Club, GSA, Hispanic/Latinx Alliance, Math League, National Junior Honor Society, Open Gym, Spelling Bee, Student Council, STEM Blazers, Technology Student Association, WEB, and Yearbook. Some activities do include an additional fee to cover the cost of materials. Scholarships are available.

**Activity Bus:** An activity bus is available for students Monday – Thursday each week. The activity bus departs at 4:45 p.m.

# PLCRE Instructional Framework

We have combined practices of Professional Learning Communities (PLC) with aspects of Culturally Relevant Education (CRE) to create our PLCRE Instructional Framework. Through this framework, we ensure that all students have access to relevant and meaningful learning experiences as they prepare for success in high school and beyond.



## Advanced Academics

Our teachers work hard to design and lead students through rigorous, relevant, and meaningful learning experiences. Teachers in all classes differentiate instructional practices to meet the needs of individual students. This may include the use of scaffolding and/or extension activities. Advanced classes are currently offered in mathematics and Language Arts in 6<sup>th</sup> grade and in all four core areas in 7<sup>th</sup> and 8<sup>th</sup> grade. Advanced classes in mathematics are taught at an accelerated pace, as the curriculum includes content from one grade level above. Advanced classes in Language Arts, Science, and Social Studies include the same academic standards as grade-level classes and are consistently taught at deeper levels. All students are encouraged to enroll in at least one advanced class during their middle school career. Students do not need to be identified as gifted to access or succeed in advanced classes.

## Advisory

Each grade-level Advisory creates community every day. In Advisory, we support students with social, emotional, and academic success. We do this through restorative practices, social emotional development, goal setting, academic support, Second Step curriculum, and community development.

## **Academic Core Connections**

Academic Core Connection (ACC) classes are designed to respond to individual student needs and accelerate learning in essential skills related to math and reading. These classes support students to support students grasp learning of essential grade level standards. The different types of ACC courses include math intervention, reading intervention, and extension. Students are selected for these courses using a body of evidence, including universal screening tools, placement tests, standardized assessments, teacher recommendations, and prior course grades. All students take ACC during advisory time.

## **English Support Services**

Students who enter Horizon Community Middle School with a language other than English as their first language may qualify to receive services through the ELS program. The purpose of the program is to help students develop an understanding and use of the English language in reading, writing, speaking, and listening. Language acquisition support is provided through the co-teaching model within students' core classes. Additional language acquisition support is offered through Advisory for some students based upon English language proficiency. Support through the ELS program is determined by a records review, body of evidence, and WIDA screener assessment.

## **Neurodiverse Student Services (Gifted and Talented)**

The Cherry Creek School District defines gifted and talented students as children possessing outstanding abilities, talents, and potential for accomplishment which are so exceptional or developmentally advanced when compared with same-aged peers that they require special provisions to meet their educational programming needs. Gifted students include gifted students with disabilities i.e., (twice exceptional). Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of one or any combination of the following areas of giftedness:

The Cherry Creek School District defines gifted and talented students as children possessing outstanding abilities, talents, and potential for accomplishing which are so exceptional or developmentally advanced when compared with same-aged peers that they require special provisions to meet their educational programming needs. Gifted students are capable of high-performance production, or exceptional learning behavior by virtue of one or any combination of the following areas include of giftedness:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual Arts, performing arts, musical or psychomotor abilities

The GT Advisory class is a student-driven, project-based class for students who are identified as gifted or are in the gifted talent pool (students who meet some, but not all criteria for gifted identification). In this class, students will learn about the importance of creative and innovative thinking while learning about the design process.

## **Student Achievement Services (Special Education)**

The Student Achievement Services (SAS) Department at Horizon Community Middle School provides special education services to students who qualify under the Individuals with Disabilities Education Act, Colorado Department of Education, and Cherry Creek School District guidelines.

Horizon Community Middle School provides a continuum of services for students with identified disabilities including, but not limited to, accommodations and modifications to the general education instruction and curriculum, consultative programming, co-teaching, and classes designed to target skills in the areas of reading, writing, math, and social/emotional skills. Instruction outside the classroom is offered based on student needs. Student needs are addressed through implementation of an Individualized Education Plan (IEP). A collaborative team including parents, your student, general and special education teachers, counselors, mental health specialists, speech language pathologists, occupational therapists, and other related services providers develop this plan.

**Specific services may also include:**

- Mental Health Support—support and interventions with a school psychologist and/or school social worker.
- Speech-Language Services—support and interventions with a Speech-Language Pathologist in the areas of receptive, express language development & pragmatic language development, literacy, articulation, voice and fluency through classroom, small group, or consultative programming.
- Occupational/Physical Therapist Support—support in motor skills is provided to students as outlined in the IEP.
- Integrated Learning Center (ILC)—provides services to students with significant developmental and/or cognitive delays.
- Social/Emotional Disabilities Programming—provides services to students with significant social-emotional needs.

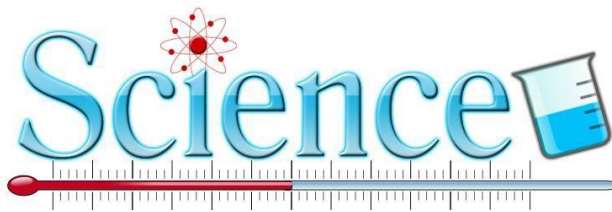
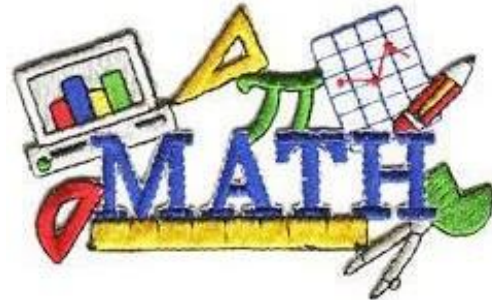
SAS teachers and service providers work closely with teachers, counselors, para-educators, and parents to monitor programs and progress for each individual student. It is the goal for each student to work toward proficiency according to the Colorado State Standards and to be

challenged to excel to their given potential.

# Core Academic Subject Areas



*Language  
Arts*



**Social Studies**

# Language Arts

## All Grades

The key components of language arts include reading, writing, speaking, listening, and researching. In all grade levels, Students are exposed to a variety of texts both informational and literary. Literary studies provide opportunities for students to engage in active questioning, analysis, and discussion. Students work on reading strategies for increasing comprehension, constructing knowledge, and for deepening critical thinking and inquiry learning. In conjunction with reading, writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Students at all grade levels are challenged to master the techniques of effective informational, literary, and argument writing as they work through the writing process: planning of ideas, organizing information, revising drafts, and editing for the final product. Speaking and listening skills are also developed throughout the year both formally and informally. Students conduct short research projects to answer a question, to cite credible sources, and to recognize that information has a social or cultural context.

6th Grade Books: *Refugee*; Book Clubs (Swim Team, New Kid, Invisible, Speak Up)

7th Grade Books: *A Long Walk to Water*, *Running for my Life*, *They Call Us Enemy*, *Displacement*,  
Dystopian Book Clubs and Juvenile Justice Book Clubs

8th Grade Books: *Bronx Masquerade*, *Stamped*, *Night*

# Mathematics

## 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 studying 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 several different applications.

## 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

Math 8 prepares students for high-school mathematics by strengthening their understanding of geometry, algebra, and the number system through a problem-based learning approach. Students begin the year by studying rigid transformations (translations, rotations, and reflections) and use these to build a precise understanding of congruence. They then explore dilations and similarity, which leads to the development of slope as a constant rate of change on a line. As students deepen their understanding of linear relationships, they learn to connect multiple representations, including equations, tables, graphs, and written contexts, and apply these skills to model real-world situations.

Throughout the course, students expand their ability to solve and interpret linear equations in one variable and build on this knowledge to understand what it means for two linear equations to form a system. They analyze systems of equations using tables, graphs, and algebraic reasoning to make predictions and solve meaningful problems. In addition to algebraic work, students extend the definition of exponents to include negative exponents, explore scientific notation to represent and compute with very large and very small quantities, and apply exponent properties to simplify expressions.

Students also encounter irrational numbers for the first time, placing them within the real number system and developing strategies for estimating and comparing them. Their study of geometry continues as they use the Pythagorean Theorem to analyze right triangles and solve real-world problems involving distance. Throughout Math 8, students develop mathematical reasoning, justify their thinking, and make connections across concepts, preparing them for success in Algebra and beyond.

## Algebra

Algebra 1 formalizes and extends the mathematics students learned in middle school, with a focus on understanding functions, modeling real-world situations, and building strong algebraic reasoning. Students begin by studying arithmetic and geometric sequences, then broaden these ideas to linear

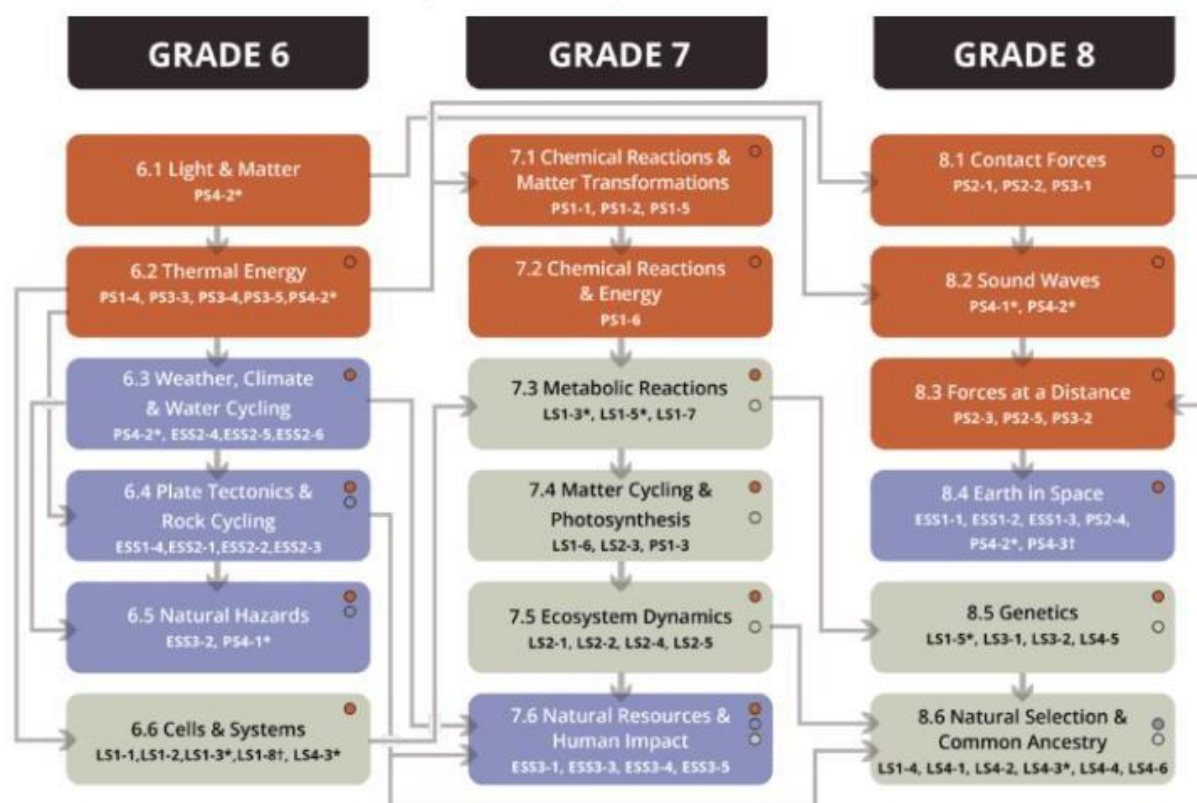
and exponential functions, analyzing how quantities change and how to represent relationships using tables, graphs, equations, and verbal descriptions. As they deepen their understanding of functions, students interpret key features such as domain, range, intercepts, intervals of increase and decrease, maximums and minimums, and average rate of change. Throughout the year, students learn how different forms of equations reveal different information whether it is the slope of a line, the growth factor of an exponential function, or the vertex of a parabola.

Students also expand their equation-solving skills, moving from simple equations to multistep equations, literal equations, and inequalities in one and two variables. They encounter systems of equations and inequalities and learn multiple methods for solving them, including graphing, substitution, elimination, and using matrices in enrichment lessons. As students transition into quadratic functions, they explore patterns, visual models, and area representations to build conceptual understanding. They learn to write quadratics in standard, factored, and vertex forms, connect those forms to the graph, and use multiple strategies to solve quadratic equations, including factoring, completing the square, graphing, and applying the quadratic formula.

In addition to functions and algebraic reasoning, students strengthen their ability to analyze data. They learn to create and interpret scatterplots, calculate regression lines and correlation coefficients, interpret residual plots, and compare distributions using measures of center and spread, including standard deviation and box plots. Students also analyze two-way tables to reason about categorical data and conditional statements. Throughout the course, technology is used intentionally to deepen understanding, increase access, and support multiple representations of functions and data. Learning is grounded in discussion, reasoning, and making connections: positioning students as active thinkers who explain their strategies, evaluate the strategies of others, and apply mathematics to meaningful problems. By the end of Algebra 1, students have built a strong foundation in functions, equations, and data analysis that prepares them for Geometry, Algebra 2, and advanced high-school mathematics.

# Science

Across 6th, 7th and 8th grades our classes allow students to apply the Science and Engineering Practices as they explore the Next Generation Science Standards. Students demonstrate their math and technology skills as they take measurements using science equipment, utilize computer simulations, and gather information from a variety of sources. The standards spiral throughout the years to offer consistency and allow for students to connect their previous knowledge and extend their learning of science content. A successful student will be able to critically think and problem solve like a scientist to take their understanding to a higher level.



## Science and Engineering Practices

<ol style="list-style-type: none"> <li>1. Asking questions (for science) and defining problem.</li> <li>2. Developing and using models (Graphs, images, data tables, etc)</li> <li>3. Planning and carrying out investigations</li> <li>4. Analyzing and interpreting data</li> </ol>	<ul style="list-style-type: none"> <li>● Using mathematics and computational thinking</li> <li>● Constructing explanations (for science) and designing solutions</li> <li>● Engaging in argument from evidence</li> <li>● Obtaining, evaluating, and communicating information</li> </ul>
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# **Social Studies**

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

This course consists primarily of the history, physical and human geography, and politics/civics of Canada and Latin America (including the Caribbean). From the origins of civilization to colonialism, personal finance to the homogenizing effects of globalization, we examine people and the land in the western hemisphere from 30000 B.C.E. to the present. The class includes regular current events discussion and emphasizes critical thinking and problem solving through evidence analysis. Sixth grade Social Studies prioritizes student involvement through a multitude of student-centered activities; group work, projects, presentations, role-playing, research, primary source analysis, journals, and discussion

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

Students will explore the first humans and early civilizations of the Eastern Hemisphere. Throughout the course students will analyze primary and secondary sources, interpret maps and data connected to units of study. Content includes study of Paleolithic and Neolithic people, Mesopotamia, Ancient Egypt, Greece, Rome, China, World Religions, West African Kingdoms, and Middle Ages. Students will explore the cultural, economic, political, and geographic impacts of each civilization. They are challenged to make modern connections and use historical thinking to determine how the past has influenced the world of today. 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. Upon completion of the course, students will have a solid foundation of the great civilizations of the Eastern Hemisphere. Students will use this background knowledge for success in future social studies classes based around European exploration, United States History, World History and World Geography.

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

8<sup>th</sup> grade Social Studies covers the time period from the origins of the American Revolution through Reconstruction after the Civil War. In this course several of the expectations of students are: to formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives, use geographic tools to analyze patterns in human and physical systems, understand economic freedom and the role of taxes in a society, and develop an understanding of the place of law in a constitutional system.



# **Art**

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

The sixth-grade curriculum emphasizes the elements and principles of art. Through drawing, painting, and expressing themselves, students will improve fine motor skills while learning new techniques and exploring a wide variety of media.

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

Over the course of a semester, students will gain exposure to and experience with a variety of two-dimensional and three-dimensional art forms. Woven into each project are concepts addressing the elements and principles of art. Aspects of art that will be explored include communication, personal expression, art history, and original thought. Students will have the opportunity to further skills they may have already developed, as well as gain new skills in a variety of media.

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

In 8<sup>th</sup> grade Art, divergent thinking is stressed as well as the idea of art as communication. The elements and principles of design continue to be integrated into all projects. This class will expose students to a variety of 2D media used in art such as oil pastels, chalk pastels, paint, and pencil, and 3D media such as clay.

## **Studio Art 8**

In this course, students will practice self-direction, critical thinking, invention, information literacy and collaboration as they work within the studio space creating artwork. Student artists/studio artists will identify areas of focus research, then propose and create a body of artwork around concepts of personal interest. As a component of this inquiry, students will study art history, develop an artist presentation, maintain a personal sketchbook and a journal as evidence of this research, and create a body of artwork.

## Digital Art & Design

Digital Art & Design is a semester-long introduction to creating art using digital tools and contemporary media. Students will explore visual communication through photography, digital collage, photo editing, and graphic design. Throughout the course, they will learn how to compose images, use editing software responsibly, and develop creative solutions using technology. Projects will focus on both artistic expression and technical skills, encouraging students to think critically about how images are made, shared, and used in today's digital world. This course is open to all middle school grade levels. Students will learn to capture and edit photographs, build compelling digital compositions, create graphics and layouts for visual storytelling, use design principles such as contrast, balance, typography, and composition and collaborate and provide constructive peer feedback. Additional digital tools and media may be introduced as available, such as 3D printing or digital illustration programs.

## Unified Art 8

The Unified Physical Education and Art classes will have a select number of students from our general education population to be partners for the semester while our unified athletes and artists perform activities in class. Students will need to have a comfort working with students with special needs and will be required to apply and be selected as a partner. All students selected as Unified partners will have the option of being a partner in Unified P.E. or Art class for one semester or apply as both if they wish to be a partner for the entire school year.

## **AVID**

AVID stands for Advancement Via Individual Determination. Its mission is to close the achievement/opportunity gap by preparing all students for college readiness and success in a global society. Activities in this program include visiting college campuses, hearing from guest speakers about careers, participating in community service projects and team-building activities, strengthening student skills in the areas of reading, writing, organization, collaboration, inquiry, note-taking, studying, goal-setting, leadership, self-advocacy, and much more. The goal is for all AVID students to be supported in rigorous coursework, so they may successfully graduate from a four-year college.

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

AVID Access is a semester-long introduction to the AVID program for 6th graders. The activities and big ideas are much like the AVID program for 7th grade and beyond. (See AVID description). However, no application or interview is necessary, and the class is open to all. This class is encouraged for any 6th grader

who is interested in college or becoming a better student. However, it is not a requirement this class be completed in order to apply for the AVID program in 7th grade.

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

Students who wish to be involved in the 7<sup>th</sup> or 8<sup>th</sup> grade AVID program (a full-year course) must have at least a 2.5 GPA, satisfactory attendance, behavior, and standardized test scores, and must complete an application and interview during the spring of the previous school year, demonstrating their individual determination.

## **Health**

### Healthy Habits 6

Students will develop skills necessary to become more responsible, self-reliant adolescents. They will learn the power and responsibility of making good choices and focus on modeling and promoting a healthy lifestyle. We will cover topics such as nutrition, physical activity, study habits and organization, peer relationships, conflict resolution, appropriate technology and internet usage, and effective communication skills.

### Health 7

7th & 8th Grade Health will focus on the skills and knowledge needed to become an independent and informed high schooler. Class content will center on topics such as lifetime fitness and nutrition, communicable and non-communicable diseases and prevention, first aid and emergency preparedness, navigating teenage relationships, reproduction, positive social media usage, and substance abuse and prevention.

### Health 8

7th & 8th Grade Health will focus on the skills and knowledge needed to become an independent and informed high schooler. Class content will center on topics such as lifetime fitness and nutrition, communicable and non-communicable diseases and prevention, first aid and emergency preparedness, navigating teenage relationships, reproduction, positive social media usage, and substance abuse and prevention.

# **Physical Education**

All PE courses can be selected for one semester or both.

## **PE 6 (Fall) and PE (Spring)**

This course provides an introduction as well as a deeper look into fitness components using a variety of sport skills and cooperative strategies. Personal and social responsibility through physical activity settings is a staple throughout the semester. A variety of individual and team games will be covered as well as individual fitness. Potential activities include basketball, volleyball, soccer, softball, hockey, lacrosse, flag football, badminton, handball, golf, shark attack, cross-fit, dodgeball, racing games, and other fitness games and activities. Students will also participate in a different fitness assessment each quarter and learn how to set goals for those assessments. Assessments will include individual goal settings and individually tailored heart rate monitor data.

## **PE (Fall) and PE 7 (Spring)**

This course provides an introduction to, as well as a deeper look into, fitness components using a variety of sport skills and cooperative strategies. Personal and social responsibility through physical activity settings is a staple throughout the semester. A variety of individual and team games will be covered as well as individual fitness. Potential activities include basketball, volleyball, soccer, softball, hockey, lacrosse, flag football, badminton, handball, golf, shark attack, cross-fit, dodgeball, racing games, and other fitness games and activities. Students will also participate in a different fitness assessment each quarter and learn how to set goals for those assessments. Assessments will include individual goal settings and individually tailored heart rate monitor data.

## **PE Sports and Wellness 7 (Fall) and PE/Wellness 7 (Spring)**

This will be a hybrid class which will include an intro to strength and conditioning as well as the science behind being an athlete. Students will be participating in body weight/low resistance HIIT Training as well as applying the knowledge they learn in the classroom to real world application. These are habits and knowledge you will use for LIFE. We will study the topics of Body Systems, Biomechanics and Kinesiology, Workout Systems, Nutrition, Sleep, Hydration, and many more. This class is open to all students with all abilities. No matter where you are with your fitness or knowledge, come be a part of something special!

## PE Fall 8 and PE Spring 8

This course allows students to demonstrate their understanding of movement and how it applies to a variety of sports and activities. Personal and social responsibility through physical activity settings is a staple throughout the semester. A variety of individual and team games will be covered as well as individual fitness. Potential activities include basketball, volleyball, soccer, softball, hockey, lacrosse, flag football, badminton, handball, golf, shark attack, cross-fit, dodgeball, racing games, and other fitness games and activities. Students will also participate in a different fitness assessment each quarter and learn how to set goals for those assessments. Assessments will include individual goal settings and individually tailored heart rate monitor data.

## PE Enriched 8 (Fall) and PE/Wellness 8 (Spring)

This will be a hybrid class which will include an intro to strength and conditioning as well as the science behind being an athlete. Students will be participating in body weight/low resistance HIIT Training as well as applying the knowledge they learn in the classroom to real world application. These are habits and knowledge you will use for LIFE. We will study the topics of Body Systems, Biomechanics and Kinesiology, Workout Systems, Nutrition, Sleep, Hydration, and many more. This class is open to all students with all abilities. No matter where you are with your fitness or knowledge, come be a part of something special!

## Unified PE 8

The Unified Physical Education and Art classes will have a select number of students from our general education population to be partners for the semester while our unified athletes and artists perform activities in class. Students will need to be comfortable working with students with special needs and will be required to apply and be selected as a partner. All students selected as Unified partners will have the option of being a partner in Unified P.E. or Unified Art class for one semester or apply for both if they wish to be a partner for the entire school year.

## **Performing Arts**

### Band 6

This year-long class is a beginning performing band which is open to any sixth grade student who wishes to learn to play a flute, clarinet, alto saxophone, trumpet, trombone, or baritone horn. Percussion is not included as a starter instrument, however after-school percussion classes will be offered to any 6th grader who is already enrolled in band and has been learning a wind instrument. The percussion classes start in the second semester and run approximately

8-10 weeks. No previous musical experience is required in order to enroll in band. Students will learn to read, understand, play and develop an appreciation of music through performance in band. A wide variety of music will be studied with an emphasis on learning to play the student's chosen instrument along with learning to read and interpret standard musical notation. There will be multiple required evening performances throughout the school year.

## **Band Beginning (7)**

Band Beginning is a class for students who would like to learn an instrument but did not join in sixth grade. This is a semester-long class with the option to continue in second semester. This class is also for any seventh grader wanting to learn a different instrument from their sixth-grade instrument.

## **Band 7**

This year-long class is a performing band which is open to seventh grade students who have a minimum of one year prior experience performing their instrument in a band class setting. Students will further develop their abilities to read, understand, and appreciate music through performance in band. A wide variety of increasingly complex music will be studied with an emphasis on developing higher level skills on the student's chosen instrument along with coordination of those skills within a large band setting. There will be multiple required evening performances throughout the school year.

## **Band 8**

This year-long class is a performing band which is open to eighth grade students who have a minimum of two years prior experience performing their instrument in a band class setting. Students will further develop their abilities to read, understand, and appreciate music through performance in band. A wide variety of increasingly complex music will be studied with an emphasis on developing higher level skills on the student's chosen instrument along with coordination of those skills within a large band setting. There will be multiple required evening performances throughout the school year, including performances outside of Horizon Community Middle School.

If you are interested in joining band for the first time, please see the band teacher for the audition process: signature required

## **Choir 6**

This semester-long class is a performing choir which is open to any sixth grade student who is interested in growing their singing. A wide variety of music will be studied with an emphasis on

singing in unison and an introduction to two-part harmony. We will also focus on beginning sight-reading and building foundations for healthy vocal production. There will be one required evening performance towards the end of the semester. The units in this class will take place simultaneously as songs are learned.

### Choir (7)

This year-long class is a performing choir which is open to seventh grade students. A wide variety of music will be studied with an emphasis on singing in two-part, and three-part harmony. We will also focus on expanding sight-reading skills and continued growth of healthy vocal production. The class provides a greater challenge for students who have musical experience. Music of all types is performed. \*Concerts will be scheduled throughout the year. Attendance at these evening performances is required and included in students' grades. This course is for students who intend to continue the study of music. The units in this class will take place simultaneously as songs are learned.

### Choir Select (8)

This year-long class is a performing choir which is open to seventh grade students. A wide variety of music will be studied with an emphasis on singing in two-part, and three-part harmony. We will also focus on expanding sight-reading skills and continued growth of healthy vocal production. The class provides a greater challenge for students who have musical experience. Music of all types is performed. \*Concerts will be scheduled throughout the year. Attendance at these evening performances is required and included in students' grades. This course is for students who intend to continue the study of music. The units in this class will take place simultaneously as songs are learned.

### Orchestra 6

This year-long class is a beginning performing orchestra which is open to any sixth-grade student who wishes to learn a stringed instrument. Instruments offered are the violin, viola, cello or double bass. No previous musical experience is required. Students will learn to read, understand, play and develop an appreciation of music through performance in orchestra. A wide variety of music will be studied with an emphasis on learning to play the student's chosen instrument along with learning to read and interpret standard musical notation. There will be multiple required evening performances throughout the school year. The units in this class will take place simultaneously as performance pieces are learned.

### Orchestra 7

The 7th grade String Orchestra expands on skills on the violin, viola, cello, or bass. Students will learn more challenging music and techniques, growing on prior knowledge. At-home practice will be expected. This course is performance-based, and students are expected to participate in

scheduled evening concerts. Beginning musicians are welcome to join, but will be expected to meet certain practice and performance requirements in order to meet the level of the rest of the class.

## Orchestra 8

The 8th grade String Orchestra expands further on string instrument playing and skills, with the goal of preparing students for performance at the High School Level. Musicianship skills and techniques learned through previous orchestra experience will be expanded upon as students reach an advanced playing ability. At-home practice time will be required. This course is performance-based, and students are expected to participate in scheduled evening concerts as part of the requirements for the course. Beginning string players are welcome to join, but will be expected to meet rigorous practice and performance requirements in order to meet the level of the rest of the class, so prior musical experience (piano, guitar, music notation reading, etc.) is strongly recommended for beginners in this section.

## Keyboard Music I (7)/Keyboard Music II (8)

This class is a semester-long course. The class is designed for students who are interested in learning the basics of piano playing and general music appreciation. Students may take this class once each year. Instructional goals for this class include but are not limited to:

1. Introduce students to basic piano playing with proper right- and left-hand postures.
2. Reading traditional music notation and digital notation.
3. The development of critical listening skills. Students should finish the course with the ability to perform simple scales and songs.
4. Students will learn skills for continuing their keyboarding skills.
5. Class will include personal choice song projects as well.

## Music 6

This semester-long class is a general music class open to any sixth-grade student who enjoys music. Students in this class will play games, sing songs, learn to play percussion instruments, and write and record original songs using music technology. Students will also learn how to understand written musical notation. Students in Music 6 will participate in school-based performances within the classroom.

## Music 7

Dive into the basics of music-making! Learn about your favorite artists and musicians, play the guitar, piano/keyboard, and drums, and so much more! No prior music experience is needed.

# **Spanish**

## **Spanish Introduction (6)**

The 6th grade semester long Spanish course will introduce students to the basics of the language and culture. This introductory course is for students who would like to begin learning world languages and cultures in middle school. Students perform basic functions of the language being studied using increasingly complex structures as the student becomes familiar with some detailed elements of the culture. The emphasis is placed on the ongoing progressive development of listening, speaking, reading, writing, and viewing skills within a given context extending outside of the classroom setting. This class is not a prerequisite for other world languages courses and does not allow a student to earn a high school credit.

## **Spanish A (7)**

This year long course is an introduction to the basic language and skill of Spanish. It is intended for any 7th grade students – whether they took a Spanish class during the 6th grade or did not take a Spanish class during 6th grade. It will enable students to participate in short conversations, to comprehend phrases and questions, and to write short dialogues and paragraphs. Students will also learn where Spanish is spoken, its influence on English, and the cultural traditions associated with Spanish speaking countries. Homework is assigned regularly. The combination of Spanish A and Spanish B allows students to enter Spanish II in high school.

## **Spanish B (8)**

Spanish B (year long) is a continuation of Spanish A. Spanish B students will become more fluent in their reading and writing skills and enhance their speaking abilities. Students enhance their vocabulary and grammar skills through speaking, listening, reading, and writing activities. In addition, students are able to understand cultural perspectives from a variety of experiences. The combination of Spanish A and Spanish B allows students to enter Spanish II in high school.

## **World Cultures (8)**

This class course will introduce students to the basics of culture in Spanish Speaking countries. This course is for students who would like to begin learning world cultures in middle school. Students will be able to recognize attributes of different cultures, for example, how people dress, what they eat and the holidays they celebrate.

# **Technology**

## **STEAM Explorations**

Seventh grade students will learn and actively use the Design Process to bring their ideas to life. From fabrication tools to CAD and 3D printing, students are exposed to basic software, tools, and equipment found at the foundation of any CTE STEM pathway. Students will utilize design software (SketchUp), Arduinos, coding, and other tools to manufacture new products. The course will end with students using all course skills to collaboratively create a final project.

## **Tech Design and Engineering**

This is a hands-on inquiry-based and project-driven class. Students will learn about the design process and how to utilize it. Students will use the design process to design and build their projects, such as dragsters and catapults. They also can be involved in fashion design and the off the grid project. Students will learn how to create technical drawings and will learn how to safely choose and operate the correct tool and/or machine for the project at hand. Students will learn to document their projects and solutions in an engineering notebook and produce a presentation for each project. Students will to apply mathematical principles to their design and then use various tools and materials to bring their 3D projects to life. Projects may include but are not limited to CO2 dragster, catapults and puzzle cube project.

## **Tech Design and Engineering II**

Eighth grade students will learn in depth about technical sketching and drawing, how to apply mathematical principles to their design, and then use various tools and materials to bring their 3D projects to life. Project may include but are not limited to Underwater ROV (remotely operated vehicle), catapult, fashion design, and 3D Chair and Architectural Design Project.

## **Technology 6 (Computer Science Fundamentals)**

Technology 6 is an introductory course based on Scratch curriculum that empowers students to engage with computer science as a medium for creativity, communication, problem solving, and fun. Through a series of real world scenarios, projects and challenges, students are introduced to foundational concepts that they will return to repeatedly throughout the course.

## Technology 7 (Computer Science Artificial Intelligence)

Technology 7 is an introductory course based on MIT AI curricular resources for K-12 designed to help students explore AI and its far-reaching societal impacts in our world. The course is designed around engaging activities and learning units that integrate CS and computational thinking concepts with ethical design and responsible use, as students explore how these technologies can help solve problems and improve life for themselves and their communities.

## Technology 8 (Computer Science and Creative Media)

Explorations 3 is an introductory CS course designed to support the transition from block-based to text-based programming in Python, through engaging learning units and projects that explore CS as a medium for creation including app design, LED art, music, and more. Students also get a chance to explore innovative tools such as AppLab, the Micro: bit Python editor platform, and the Ear Sketch Music app, as a means for creative and social expression. The units are designed to build excitement about the skills that students will develop throughout CSE 3 by connecting what students are learning to the real world. Students build, remix, and share apps, animations, LED art, and music, in a collaborative environment.

## **Notice of Nondiscrimination**

Cherry Creek School District No.5 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. Horizon Community 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 designated compliance officer 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.



## *P.A.C.K. Commitments*

### *Perseverance*

Keep Trying  
 Ask for Help  
 Be Committed  
 Work Through  
 Challenges

### *Achievement*

Set Goals  
 Always Work to Improve  
 Complete Schoolwork  
 Celebrate  
 Accomplishments

### *Connectedness*

Positive Relationships  
 Create New  
 Friendships  
 Work Together  
 "We" Over "Me"

### *Kindness*

Welcome Others'  
 Perspectives  
 Respect Others & Our  
 Campus  
 Stand Up for Others  
 Be Nice

**HORIZON COMMUNITY MIDDLE SCHOOL**

We are an authentic, empowered community that believes in opportunity for all.