

A school committed to the success of every student, every day.



2025-2026 Course Guide

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The Fox Ridge Experience

The three years of middle school are a time of accelerated growth opportunities, challenge and adventure for students. We are honored to inspire your child(ren) during this special time in their lives. Our primary goal is to partner with families for 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. We are here to support our students and families and to ensure that our students reach their full academic potential.

21st 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. Education experts widely believe that schools need to teach these skills to help students thrive in today's world. At Fox Ridge Middle School, we are committed to empowering students to compete at the highest levels by planning rigorous instruction which incorporates these 21st century skills.

Academic Calendar

The academic calendar is organized into four quarters lasting approximately nine weeks each. Core classes run the entire year (four quarters). Some elective classes, such as World Language, Band, and Orchestra also run all year. Other elective classes, such as Art, Technology, and PE are one semester (two quarters). Academic grades are calculated each quarter; grades are not averaged at the semester. Final grades will be available to view online one week after the end of each quarter.

A Typical Day

The school day is from **8:50am – 3:45pm**. Students enter the building through the Main doors and West door (lower courtyard) at 8:40 am. The cafeteria will be open for breakfast at 8:30am. Regular buses leave at 3:55pm and late buses run on Monday, Tuesday, Wednesday, and Thursday and leave at 4:55pm for students participating in academic support, sports or clubs. While schedules vary by grade level, a typical day at Fox Ridge Middle School consists of:

- **Advisory** - Students will be connected to an Advisory class every day. Teachers work with students on our RISE pillars (Resilience, Inclusivity, Success, Engagement), setting goals, and monitoring grades. Our district uses the Second Step curriculum to teach students about goal setting, conflict resolution, and emotional regulation.
- **Core** - Students have four class periods each day of core content—one in English Language Arts, Mathematics, Science and Social Studies.
- **Electives** - Students have two elective periods each day. Sixth grade electives are grouped by grade level. Seventh and eighth graders will share some electives. Electives are either a semester or year-long in length.
- **SSR** – This is a homeroom-style class before lunch which offers students the time to read, check grades, or check in with a teacher.
- **Lunch** - 36 minutes, including time outside.

After-School Activities

At the end of the school day students may choose to participate in a variety of clubs, grade level activities, or competitive 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. After-school activities are offered Monday through Thursday, with late buses available for bus riders. We do not offer activities and late buses on Fridays.

- **Athletics**—The athletic program at Fox Ridge encourages participation and emphasizes teamwork and sportsmanship. No previous experience is needed, we do not have tryouts, and skills are taught to athletes with varying ability levels. Physicals are also not required. Track, basketball, girls' volleyball, and wrestling are offered at all grade levels.
- **Activities**—Fox Ridge offers a variety of extracurricular clubs and activities. These may include art club, science club, drama, math league, spelling bee club, affinity groups, student leadership, National Junior Honor Society, yearbook, and Destination Imagination. Clubs offerings are based on student interest and may change from year to year. Morning announcements convey when clubs are held and how to join. We also display club information on posters and monitors throughout the building. Some activities do involve an additional fee to cover the cost of materials. Scholarships are available.
- **Academic Intramurals**— We offer an after-school homework club. Students are encouraged to stay and ask questions, work on homework, and complete missing work.

Advanced Course Offerings

Language Arts 6, 7, 8 Advanced

Advanced Language Arts is designed for students to work to the same standards as the core class with a greater degree of depth and complexity. Students are stretched into encountering and analyzing challenging texts as well as abstract thinking. Writing assignments are complex and extensive, with emphasis on sophisticated organizational patterns, word choice and sentence structure. Students are expected to take a more active and independent role in managing projects both in and out of the classroom.

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.

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.

Algebra 1

The Algebra 1 course is written to align with the first of three courses in the traditional pathway of the Colorado Academic Standards. 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.

Advanced Science 8

Students in Advanced Science 8 will explore the same overarching curriculum as the regular science classes. However, the pace of the class and depth of content will vary to allow for more enrichment opportunities and independent research. An advanced student will demonstrate higher level thinking skills, engage in deeper conversations with peers, complete more rigorous tests and assignments, utilize more challenging reading material, and complete long-term assignments with data analysis.

Advanced Social Studies 8

Students in Advanced Social Studies will explore the same overarching curriculum as the regular social studies classes. However, the pace of the class and depth of content will vary to allow for more enrichment opportunities and independent research. An advanced student will demonstrate higher level thinking skills, engage in deeper conversations with peers, complete more rigorous tests and assignments, comprehend more challenging reading material, and complete more rigorous writing assignments showing evidence of complex thinking.

Advanced Courses Placement at Fox Ridge

At Fox Ridge Middle School, we are dedicated to ensuring that students have access to curriculum and learning that is appropriate to their level of knowledge and skill. For some students, we determine that advanced or accelerated programming is most appropriate to their needs through a placement process. Advanced Course placement will be determined using a body of evidence including but not limited to current grades, teacher recommendations, standardized tests, district assessments and student interest.

RISE Pillars

RISE (Resilience, Inclusivity, Success and Engagement) are Fox Ridge's pillars to guide student behavior in a positive way. Teachers will work with students to develop an understanding of how each pillar plays a part of the student's daily experience at Fox Ridge.

- **Resilience**
- **Inclusivity**
- **Success**
- **Engagement**

Advisory Class

Each student is scheduled in an Advisory class every day. This time provides teachers the opportunity to build strong relationships with students, check on students' grades, and support students in navigating school. During the year, this course will also provide students with the yearly opportunity to learn the RISE pillars of Resilience, Inclusivity, Success, and Engagement and school-wide expectations. Teachers will also provide lessons based on skills to help students navigate school and become lifelong learners. We will also have an opportunity to teach bully prevention lessons using the researched based curriculum, Second Step. The lessons will be taught in grades 6, 7 and 8. If you would like to know more about the program please visit the Second Step website at: <http://www.cfchildren.org/second-step/middle-school>.

Student Support Services

Advancement Via Individual Determination (AVID)

AVID is a college preparatory class targeted at the student who, for some reason, has not reached his/her potential, but will benefit from completing a rigorous curriculum. Nationally, AVID is a fourth- through twelfth-grade program that prepares students in the academic middle for four-year college eligibility. At Fox Ridge, AVID is implemented school-wide by infusing AVID essentials across all content areas. AVID focuses on writing, inquiry, collaboration, reading, organization, real world connections and specific student support. For all students, AVID strategies are introduced through our induction process and reinforced throughout their classes.

This **semester-long elective class (6th grade) or year-long elective class (7th & 8th grade)** helps students prepare for college eligibility and success. It focuses on academic instruction, tutorial support and motivational activities. Students are expected to take Cornell notes in each of their Core classes, complete 60 minutes or more of homework daily and participate in weekly tutorials. The AVID program is supported by the AVID Site Team which is made up of teachers, students, parents, a counselor, the principal and the AVID Coordinator.

AVID targets students who are academically “in the middle”, who would benefit from the acceleration that the program provides while keeping them on a path for college success. Students who are motivated to take advanced and eventually AP classes are considered as strong candidates for AVID.

Gifted and Talented Services (GT)

The Fox Ridge Gifted and Talented Department supports classroom instruction by offering programming options, including differentiation strategies and materials, modifications, enrichment, and independent study for students whose needs extend beyond what is available in the regular curriculum or classroom. Gifted and Talented services, therefore, supplement the regular classroom curriculum.

Fox Ridge Middle School is committed to meeting the needs of all our students; hence, we offer a rich and rigorous curriculum in all facets of our academic program. Our students will have the knowledge, skills, intellectual curiosity, and habits of mind that will secure their success in a wide variety of high school programs, including International Baccalaureate, College Preparatory, Advanced Placement, and Honors classes.

The Fox Ridge Gifted and Talented program will ensure that our students’ curriculum is:

- **Rigorous:** All Fox Ridge classes will offer our students depth, complexity, sophistication, and novelty of thinking as they acquire and process knowledge and skills.
- **Relevant:** Fox Ridge students will engage in meaningful, significant inquiry within cross-curricular themes. Our students will naturally make connections between the disciplines, and these connections will add to the richness and depth of each child’s academic experience.
- **Appropriate:** Teachers and Coordinators consider varying developmental needs as well as cognitive skill level and demonstrated proficiency as materials are chosen for study.
- **Challenging:** Fox Ridge students will be challenged to think, create, inquire, and produce authentic work in a variety of genres. We will push all of our students to achieve their best, and we will support them in this endeavor.

- **Enduring:** Fox Ridge curriculum will focus on enduring themes and ideas that will have lasting impact and application throughout our students' lives.

We utilize a team approach in our Gifted and Advanced Learning model that includes our Gifted and Talented Program Coordinator, the Administrative Team, our Counseling team, and Grade Level Teacher Liaisons. The GT Program Coordinator meets with teachers to plan and monitor the affective and academic achievement of our Gifted/Talented and Advanced Learners. The GT Coordinator also provides professional development and resources for teachers and facilitates the transition process both into and out of middle school.

Courses available to our GT students:

Language Arts Advanced* (*year-long core class*) - This class is offered at all grade levels. Please see the course descriptions in the Language Arts section.

Advanced/Accelerated Math* (*year-long core class*) - Advanced Math classes are offered at all grade levels. Please see the course descriptions in the Math section.

Advanced Science 8* (*year-long core class*) - Advanced Science is offered at 8th grade only. Please see the course descriptions in the Science section.

Advanced Social Studies 8* (*year-long core class*) - Advanced Social Studies is offered at 8th grade only. Please see the course descriptions in the Social Studies section.

*GT Identification does not guarantee placement into advanced courses. The Department Coordinator reviews student data and makes all placement decisions. Inquiries, questions, and concerns about placement should be directed to Department Coordinators.

Student Achievement Services (SAS/Special Education)

The Student Achievement Services (SAS) department at Fox Ridge Middle School provides special education services to students who qualify under the Individuals with Disabilities Education Improvement Act (IDEA), Colorado Department of Education and Cherry Creek School District guidelines. Specific guidelines mandate qualifications relating to a student's ability to access reasonable education benefit from universal and/or targeted interventions.

Fox Ridge 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, team teaching, consultation, collaboration and intervention classes designed to target specific skills in the areas of literacy and math. Instruction outside of the general education classroom is provided according to student need. Student needs are addressed and reviewed through the creation and implementation of an Individual Education Plan (IEP), or documentation through a Response to Intervention Plan (RtI). Teachers, counselors, mental health specialists, parents and the student are all a part of the collaborative team that creates these plans.

Specific services may also include:

- Mental Health Support – including support and interventions from a school psychologist and/or a social worker.

- Speech-Language – including support and interventions with a Speech-Language Pathologist in the areas of language development, articulation, voice and fluency. Services can take place in a small group setting, or through consultative programming.
- Occupational/Physical Therapist Support – OT/PT support is provided to students as needed and provided for in the IEP.
- Integrated Learning Center (ILC) – providing services to students with significant cognitive disabilities.
- Social Emotional Learning or Affective Education – providing services to students with emotional disabilities through check in / check out, consultative services, social emotional skills training classes, and support within the general education classroom.

The Student Achievement Services department at Fox Ridge Middle School is committed to creating learners who:

- Acquire, use and maintain unique skills necessary to become life-long learners who can participate in the general education curriculum with success
- Possess emotional well-being to assume responsibility, value self and others and effectively self-advocate
- Demonstrate ongoing, measurable academic growth
- Use appropriate social and self-management skills for productive relationships to connect positively with school and the community
- Develop independent living and learning skills to meet personal needs and goals.

In order to do this, Fox Ridge Student Achievement Services will:

- Utilize systems to continuously monitor each student’s academic progress.
- Analyze and utilize assessment data to plan for the instructional needs of each student.
- Use a variety of research-based and culturally relevant interventions with varying levels of intensity and focus.
- Provide a comprehensive system to prevent and intervene in the area of students’ unique social-emotional and physical health needs.
- Hold high academic expectations and standards in all classes.
- Provide differentiated classrooms and instruction to support ALL learners.
- Provide additional levels of support for students who require intensive and/or specialized services.
- Create an atmosphere where parents and community are invited and welcome partners in the instruction of their students.
- Provide high-level of instruction in a variety of modalities in ALL classes.
- Create opportunities for students to take risks in a nurturing and supportive environment.
- Utilize technology to help create 21st Century Learners.
- Utilize Colorado Academic Standards when addressing planning, assessment, and IEP goal development when appropriate.

Core Classes

Language Arts

The goal of the Fox Ridge Language Arts program is to ensure that all students have the opportunities, the encouragement, and the tools to develop the language skills they will need to pursue their goals both in continuing education and in life. Literacy goes beyond the language arts program—it is the foundation of learning and communicating across the curriculum.

Fox Ridge will challenge all of our students to achieve. We will support and guide them as they strive to become informed, thoughtful, reflective members of our school community and the society beyond. We will offer our students the tools and strategies that will help them navigate a changing academic environment. Our students consider and learn about different perspectives and cultures through reading, writing, speaking, and listening to a wide variety of resources, literature, and non-fiction texts. We provide engaging, authentic, meaningful opportunities for student inquiry, exploration, and learning. Our language arts program is standards based, which means that our teachers will focus on helping our students develop a deep enduring understanding of important skills and knowledge as identified by the State of Colorado and the Cherry Creek School District.

The Fox Ridge Language Arts curriculum will repeatedly return to core themes and essential skills in order to deepen students' knowledge and ability to think about what they know and then assimilate and use this knowledge in varying contexts. The Language Arts program will delve into these practices with increasing sophistication and complexity from year to year.

The Fox Ridge Language Arts program will focus on three primary areas of development:

Reading: Literature is both a window into the culture, passion, and soul of the author, and a reflection of the place and time in which it was written. Literature is therefore a primary vehicle by which our students delve into the art and power of language. The Colorado Academic Standards carry with them a greater emphasis on analysis and interpretation of non-fiction texts, and Fox Ridge instruction reflects this. Students are given greater exposure to non-fiction reading as well as the appropriate skills with which to digest it. We will offer rich, culturally responsive, multi-leveled texts that will help guide our students to reach the essential learning targets and standards in language arts. Skills students learn through anchor texts will be supported with a variety of materials including articles, info-graphics, videos, and poetry.

Writing: Writing is more than just a mode of communication—it is also a vital learning tool. The Fox Ridge Language Arts program is dedicated to helping our students learn to write for a wide variety of purposes and styles including narrative, argumentative, and informative. Our students will learn to use writing as a tool for learning, not just as a form of assessment. Writing is the most efficient tool we have for accessing student knowledge and deepening their understanding of content. It is both a tool and a medium of expression. Fox Ridge will use writing across the curriculum to help kids learn instead of just using it to evaluate or assess them.

Speaking, Listening & Viewing: 21st century learners are inundated with information, and they need to be able to sort through it quickly and intelligently in an environment that often demands an immediate response. The Fox Ridge language arts program, in conjunction with other curricular departments, will help our students learn to assess, categorize, and make meaning of information so that they can build confidence in listening for relevant important information, viewing information and other visual media critically, and then sharing their findings and informed opinions with varied audiences. We develop

students' abilities to express themselves verbally through prepared presentations, formal class discussions, and multimedia projects.

6th Grade

Language Arts 6

Our sixth grade curriculum fosters the literacy skills that will serve as both the foundation and springboard for future learning. Our students will be introduced to many different types of literature: poems, short stories, novels, and non-fiction print and non-print resources. These will often connect with what our students are learning in other curricular areas. Students will be exposed to different genres and types of writing and taught to choose appropriate formats to convey information and demonstrate their learning. The curriculum will focus on helping students learn to build fluent, well-developed, well-supported short constructed responses.

Language Arts 6 Advanced

Advanced Language Arts is designed for students to work to the same standards outlined above who demonstrate comprehension of very challenging texts, as well as abstract thinking. Writing assignments are complex and extensive, with emphasis on sophisticated organizational patterns, word choice and sentence structure.

7th Grade

Language Arts 7

Our seventh grade curriculum builds on the students' literacy skills and understanding of literary genres. Students will work with ascending levels of sophistication with regard to understanding and interacting with literature. They will continue to reflect upon their reading, writing, and thinking skills as they work with different types of literary materials. Students will continue to practice using different processes and tools for writing, and they will build their understanding of how to best convey information and demonstrate their understanding. The curriculum will focus on helping students build confidence in producing fluent, well-developed, thoughtful extended writing responses.

Language Arts 7 Advanced

Advanced Language Arts is designed for students to work to the same standards outlined above who demonstrate comprehension of very challenging texts, as well as abstract thinking. Writing assignments are complex and extensive, with emphasis on sophisticated organizational patterns, word choice and sentence structure.

8th Grade

Language Arts 8

Our eighth grade curriculum builds on the students' literacy skills and understanding of literary genres. Students will work with ascending levels of sophistication with regard to understanding and interacting with literature and writing. They will continue to reflect upon and articulate their reading, writing, and thinking skills as they work with different types of literary materials. Eighth grade students will continue to practice using different processes and tools for writing, and they will further refine their understanding of how to convey information and demonstrate their understanding. The eighth grade curriculum will focus

on helping students build confidence in producing fluent, well-developed, thoughtful extended writing responses, essays, and free-form writing.

Language Arts 8 Advanced

Advanced Language Arts is designed for students to work to the same standards outlined above who demonstrate comprehension of very challenging texts, as well as abstract thinking. Writing assignments are complex and extensive, with emphasis on sophisticated organizational patterns, word choice and sentence structure.

Advanced course criteria for Language Arts:

We use a body of evidence including but not limited to:

- Academic Criteria
 - High ratings on State and District assessments.
 - Prior grade academic performance scores, letter grades or standards grades: Proficient High or Advanced in Reading and Writing
 - FRMS Common Assessment (weighted for this criteria)
- Other characteristics of a student in an advanced class:
 - Maintains high overall grades and academic scholarship
 - Shows dedication to learning
 - Overcomes obstacles to achievement through self-determination
 - Handles fast paced instruction with little review or repetition
 - Negotiates text beyond what is explicitly stated
 - Operates comfortably with abstract material
 - Independently makes connections
 - Is an avid reader, critical thinker
 - Accomplished writing talent, uses advanced word choice, structure and grammar

Placement in a course for accelerated learning one year does not guarantee placement in an Advanced level course the following year. GT identification does not guarantee placement in advanced classes.

Mathematics

The 21st century workforce demands innovative problem solvers who can communicate their creative solutions in a climate of collaboration. The implementation of the Standards for Mathematical Practice (SMP's) in the math classroom is fundamental in engaging students in discussions of math topics and the discovery of concepts, resulting in a deeper level of conceptual understanding. Hence, the goal of the Fox Ridge Math Department is to provide students with opportunities that will develop the processes and proficiencies described by the SMP's. The processes encompass problem solving, reasoning and proof, communication, representation, and connections. Adaptive reasoning, strategic competence, conceptual understanding, procedural fluency and productive disposition comprise the proficiencies.

Students continue to refine and advance their math foundations during their middle school years. A solid foundation is critical to future success in high school math courses which is why appropriate course placement is crucial. Student placement will be determined by a review of a body of evidence. The body of evidence includes teacher recommendations, previous assessment results (State and District, Grade Level Placement Tests, Mid-Year/Final Assessments) and common assessments. We are committed to consider every student's individual needs to ensure continued growth in the rigorous content area of mathematics.

6th Grade

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.

7th Grade

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.

8th Grade

Math 8

Students being 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 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 Colorado Academic Standards. 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. This course is equivalent to the Algebra 1 course taught at Cherokee Trail High School. NOTE: Graphing calculator required.

Geometry

The high school Geometry course formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relations, moving toward formal mathematical arguments. In this course, rigid and non-rigid transformations (including translations, reflections, rotations and dilations) are the frame through which students build and prove the concepts of congruence and similarity. Students apply similar reasoning to geometric constructions. Previous experiences with proportional reasoning and the Pythagorean Theorem lead students to understand the trigonometry of right triangles, and develop the Laws of Sines and Cosines to find unknown measures in general triangles. The geometry of two-and-three-dimensional figures is the focus, including work and analysis in the coordinate plane. The Mathematical Practice Standards are applied to the content of this course, allowing students to experience Geometry as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *DISCLAIMER:* Students taking Geometry will be required to attend class at Cherokee Trail High School. NOTE: scientific calculator expected.

Advanced course criteria for Math:

We use a body of evidence including but not limited to:

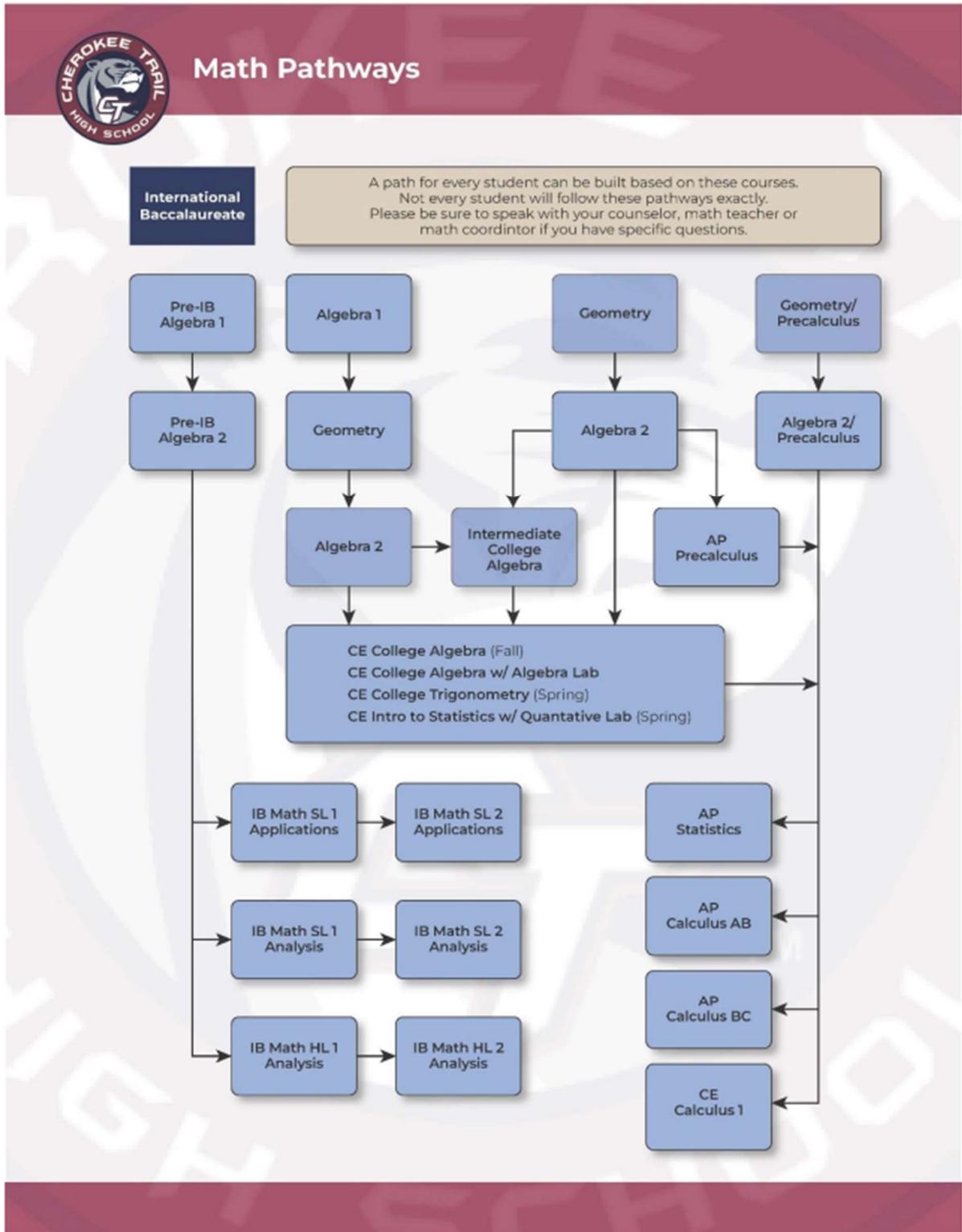
- 6th grade Academic Criteria for placement (must meet all):
 - Successful completion of sixth grade Colorado Academic Standards curriculum
 - District placement test, Spring of 5th grade year
 - District Assessment scores
 - CMAS scores
 - Math 7/8 may require additional Fox Ridge Middle School placement testing
 - Teacher recommendations

- 7th and 8th grade Academic Criteria for shift of math trajectory (must meet all):
 - Prior grade academic performance scores, letter grades or standards grades: Proficient High or Advanced
 - District placement test

- Characteristics of an Advanced Student:
 - High overall grades and level of academic scholarship
 - Shows dedication to learning
 - Consistency of performance, including thoughtful completion of work
 - Overcomes obstacles to achievement through self-determination
 - Organizational skills
 - Ability to effectively communicate mathematical reasoning
 - Aspires to high goals in Math

Placement in a course for accelerated learning one year does not guarantee placement in an Advanced level course the following year. GT identification does not guarantee placement in advanced classes.

Cherokee Trail Math Trajectories - from the CT Course Guide 2024-2025



Please refer to the Cherokee Trail Course Guide on their website for additional math information.

Science

At Fox Ridge, the science department is dedicated to inspiring EVERY student to develop a passion for science through inquiry, investigation, and questioning in order to understand the world. Therefore, we will strive to make science real and personal for students so they can be creative producers of knowledge in an area of science in which they connect. To facilitate this goal, students will learn to think like scientists. Additionally, the underlying vital component of this vision is the relationships that will be built between teachers and students, so that the learning style of each student can be maximized and his or her interests can be incorporated.

Specifically, all students will be engaged in daily rigorous, relevant, high-level, inquiry-based instruction that will prepare them for challenging classes in high school and for success on district and state assessments. Importance will be placed on teaching students to think like scientists, and inquiry to help students develop a useful base of scientific knowledge, as well as on developing their high-level thinking and questioning skills, teaching them how to access and evaluate the validity of data, and using technology as a tool to enhance learning.

Curriculum Driven by Next Generation Science Standards and Colorado Science Standards

With the release of the Colorado Science Standards in 2020, the science curriculum for Cherry Creek Schools and Fox Ridge Middle School has changed significantly to align with both the NGSS and the Colorado Academic Standards.

The focus of the curriculum is a spiraling curriculum with each grade level being exposed to Earth, Life, and Physical Science. The Next Generation Science Standards and Colorado Academic Standards allow our students to interact with science content at a deeper level with an additional focus on engineering and technology which will be embedded into the content at a level not seen in previous standards.

<i>Grade</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>
<i>Units of Study</i>	<i>Light and Matter, Thermal Energy, Weather and Climate, Dynamic Earth, Natural Hazards, and Cells and Systems</i>	<i>Chemical Reactions, Matter Transformation, Energy, Metabolic Reactions, Photosynthesis, Ecosystems, Natural Resources and Human Impact</i>	<i>Waves, Physics, Magnetism and Electricity, Astronomy, Genetics, and Evolution</i>

Advanced Science 8

Students in Advanced Science 8 will explore the same overarching curriculum as the grade-level science classes. An advanced student will demonstrate higher level thinking skills, engage in deeper conversations with peers, complete more rigorous tests and assignments, utilize more challenging reading material, and complete long-term assignments with data analysis.

Course criteria for placement into Advanced Science 8

We use a body of evidence including but not limited to:

- School Assessment
- Algebra Placement
- Core class GPA/grade in science class
- Teacher Recommendation
- Student Interest

Social Studies

The social studies curriculum is designed to create students who are active citizens in their community, country, and world. Each grade level follows the new curriculum standards of the State of Colorado while supporting school wide reading and writing goals. All classes utilize a curriculum that engages students in historical inquiry with lessons that revolve around historical questions. Lessons often feature sets of primary documents designed for students with diverse reading skills and abilities. We focus on teaching students how to investigate historical questions by using strategies such as sourcing, contextualizing, corroborating and close reading. Students learn to think like historians, seeing themselves as detectives in the process of figuring things out with the guidance of teachers. This type of thinking will promote the ability to analyze current issues and make informed decisions as adults.

According to the state standards, each year the focus is on a different area of the world. The areas of focus for each grade level are as follows:

6th Grade Social Studies

Topics include (but are not limited to) Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.

7th Grade Social Studies

Topics include (but are not limited to) early civilizations, Greece, Rome, ancient China, and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism and how these civilizations have affected the Modern World.

8th Grade Social Studies

Topics include (but are not limited to) examination of factors that motivated the military and economic expansion from the American Revolution through Reconstruction; this includes a close study of the Declaration and Constitution and the major Supreme Court cases that changed the country, for example, Civil Rights cases.

Advanced Social Studies 8

Students in Advanced Social Studies will explore the same overarching curriculum as the regular social studies classes. However, the pace of the class and depth of content will vary to allow for more enrichment opportunities and independent research. An advanced student will demonstrate higher level thinking skills, engage in deeper conversations with peers, complete more rigorous tests and assignments, comprehend more challenging reading material, and complete more rigorous writing assignments showing evidence of complex thinking.

Course criteria placement into Advanced Social Studies 8

We use a body of evidence including but not limited to:

- CMAS
- District Assessments
- GPA
- Teacher Recommendation
- Student Interest

Elective Classes

Experiencing a wide variety of electives during the middle school years is an important part of student exploration and growth. We do not want students to be limited in their elective choices due to financial concerns about elective fees. Please work with the Counseling office if you need to request a fee waiver due to financial hardship.

Please take time and choose electives carefully. There will be no schedule changes.

Applied Technology

The following courses are designed for 6th, 7th, and 8th grade students, with a range of ability levels from beginner to expert, different backgrounds and multiple avenues for access to technology. The assignments/tasks/activities are designed to expand upon every student's prior knowledge and will continue to expand their knowledge and expertise. Our courses will continue to reflect changes in technology and resources.

6th Grade

Technology 6 *(one semester)*

With a focus on the Technology and Engineering portions of the STEM educational program, this class dives into the how and the why of the technologies all around us. Students will have an opportunity to work within a variety of technological areas, complete skill building activities, learn Computer-Aided Design software (Onshape), and participate in design challenge projects that give students opportunities to solve problems in real-world settings. As a part of this class, tool safety and operation will be demonstrated, taught, and tested to enable students to complete their projects.

7th/8th Grade

Robotics Engineering I *(one semester)*

This class will begin by looking into the hardware and software that makes robots work. Students will learn about the growing field of robotics. Using the Lego EV3 Mindstorm robotics platform, students will participate in activities and challenges where they will apply their math and science knowledge to design, build and test robots for a variety of purposes. This class is good for students who have taken previous robotics classes as well as for students who have no prior experience.

Tech: Applied Tech Advanced Project (ATAP) *(one semester) (prerequisite: one technology class at Fox Ridge)*

Applied Technology Advanced Project is a guided-independent study, project-based course where students create 1 large (or several small) projects of their choosing to further study applied technology and design. In this class students learn fabrication and finishing techniques through working on projects utilizing digital and traditional production machines. Students are encouraged to pursue their passion, while developing projects created using a variety of tools (CAD Modeling Software, 3D Printer, Laser cutter, drill press,

bandsaw). Students wishing to be in this class are encouraged to take their favorite technology classes as 7th graders to be ready for this awesome opportunity.

Tech: Architecture Design and Modeling *(one semester)*

Are you interested in architecture, construction, building trades or project management? This class will explore all of those areas through the use of professional quality tools to create house plans and a scaled model home. Students will spend the first quarter of the class learning industry-standard tools(Revit) and creating a house plan. The second quarter of the class will focus on building a scaled model of the designed home. Previous experience is not required.

Video Game Design *(one semester)*

Video Game Design will provide students with the opportunity to design, program, and create fully functional video games. The course will introduce basic programming and design skills that are essential to developing a video game. Students will also examine the roles of character, setting, and conflict in games, and how these are used to create engaging games. The course will begin with tutorials to create basic games and teach basic programming skills. The students will then be challenged to create game projects that match their skill levels and interest.

Art Digital Art *(one semester)*

Digital Art introduces students to the principles and techniques of designing visual content for digital platforms. The course is intended for students interested in learning how to create and edit well-designed graphics for professional use. Topics include fundamental 2D layout principles, developing vector and raster-based images for print and web, color theory, typography, graphic file formats and resolution. Students create logos, posters and other graphic elements using Inkscape illustration and Gimp raster graphics editing software.

Health Topics

7th Grade/8th Grade

Health *(one semester)*

In this course, students will gain information, rooted in science, to assist them in making positive and healthy decisions. Topics include communication, stress management, nutrition, abstinence from drugs and alcohol, first aid/CPR for adults and infants, puberty, and reproduction. Students can get certified in CPR, first aid, and AED through the American Red Cross. The cost for certification is \$10 and grants are available for those in need.

Performing Arts:

Instrumental & Vocal Music and Theater

A middle school experience that is rich in academic excellence is completed through opportunities for students to develop their unique talents and abilities in the area of the performing arts. Through performing arts, students cultivate creative thinking, reasoning, group processing, self-discipline, habits of mind, curiosity, cultural awareness and confidence. The opportunity to showcase the talents of students is one that we value and will expand through our performing arts program.

Understanding that the skills necessary to learn, develop, and master an instrument or voice, combined with the skills necessary to read and interpret music or script and work collaboratively with other musicians or actors ultimately transcend the stage and extend into the classroom. It is our belief that students who have experience should and will be given the opportunity to enhance their skills while others who have yet to be given the opportunity are able to begin music and theatre study at Fox Ridge.

Performing Arts: Instrumental & Vocal Music

Our comprehensive instrumental and vocal music program is designed around the Colorado Academic Standards for Music for music and will enable students to continue their music study in high school and beyond.

Content Standards:

1. Expression of Music - The expression of music is the demonstration of human thought and emotion through the medium of performance, which is the product of knowledge and skills gained in the study of music.
2. Creation of Music - The creation of music is the demonstration of learned skills in the composition, improvisation and arranging of music.
3. Theory of Music - The theory of music is the understanding of the distinctive language, conventions, mechanics and structure of organized sound.
4. Aesthetic Valuation of Music - The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece.

Performing Arts: Band

6th Grade

Band I (*year-long*)

Band I is a course for students who want to learn how to play a woodwind, brass, or percussion instrument, but have little or no experience. Students provide their own instruments except for French horn, baritone, and tuba players, who pay a nominal fee of \$80 for the year to use a school-owned instrument. Class expectations include regular home practice, daily class participation, and attendance at two evening concerts during the school year.

7th Grade

Band II (*year-long*) (*Prerequisite: Band I with teacher signature*)

Band II is for students who have played a woodwind, brass, or percussion instrument for one or more years. Students provide their own instruments except for French horn, baritone, and tuba players, who pay a nominal fee of \$80 for the year to use a school-owned instrument. Class expectations include regular home practice, daily class participation, and attendance at two evening concerts during the school year.

8th Grade

Band III (*year-long*) (*Prerequisite: Band II with teacher signature*)

Band III is for students who have played a woodwind, brass, or percussion instrument for one or more years. Students provide their own instruments except for French horn, baritone, and tuba players, who pay a nominal fee of \$80 for the year to use a school-owned instrument. Class expectations include regular home practice, daily class participation, and attendance at two evening concerts during the school year.

Jazz Ensemble (The Jazz Pack) (*Prerequisite: Audition - Teacher Recommendation*)

The Fox Ridge Middle School Jazz Ensemble is an *Honors* level award-winning course exploring those styles of music not normally associated with traditional concert bands. Highly qualified and dedicated students will be accepted, and then only by audition. Students will learn to explore and perform music from a variety of jazz styles including traditional jazz standards, rock, funk, and Latin. Jazz Band is an extension of the larger band/orchestra ensemble experience reflecting traditional Big Band instrumentation (saxophone, trumpet, trombone, and rhythm section). Class expectations include regular home practice, daily class participation, and attendance at day and evening performances during the school year. Because Jazz Band is an *Honors* level course and extension of band and orchestra, this course must be taken concurrently with another band or orchestra class. Please note: This class will be taught during RISE. Students will not lose their second elective.

Performing Arts: Orchestra

6th Grade

Orchestra I *(year-long)*

Orchestra I is a course for students who want to learn to play the violin, viola, cello, or bass. Some violas, cellos, and basses are available to students for a nominal fee of \$80 for the school year. All violins and most violas must be purchased or rented at a music store. Class expectations include regular home practice, daily class participation, and attendance at two evening concerts during the school year.

7th/8th Grade

Orchestra III *(year-long) (Advanced Orchestra)*

(Prerequisite: Orchestra I with teacher signature)

Advanced Orchestra is for students who have played a violin, viola, cello, or bass for one or more years. Some violas, cellos, and basses are available to students for a nominal fee of \$80 for the school year. All violins and most violas must be purchased or rented at a music store. Class expectations include regular home practice, daily class participation, and attendance at two evening concerts during the school year.

Performing Arts: Vocal Music

6th Grade

Vocal Musical Theater *(one semester)*

In this fun, semester-long class students will learn the basics about vocal music while practicing skills learned through musical theater. Students will learn to read and write music, perform through singing and dancing, and create a fantastic musical theater performance at the end of the semester. Students will work on critical thinking skills, problem solving, confidence, and team building skills. Students in this class have the freedom and are strongly encouraged to take risks, helping to achieve the highest level of professionalism, confidence and leadership. There is one required performance at the end of the semester.

Choir I *(year-long)*

Choir I is a class available to all students, even if the student has never been in a choir. In this fun, year-long class, students will learn positive vocal and performance techniques, with opportunities for solo/small group singing, sight singing, canons, and larger choral pieces in unison, two and three-part harmony. Students will explore the history of music, learn to properly evaluate music, and learn to read music. Students will work on critical thinking skills, problem solving, confidence, and team building skills. Students in this class have the freedom and are strongly encouraged to take risks, helping to achieve the highest level of professionalism, confidence and leadership. There is one required evening performance in the first semester, and two required evening performances in the second semester.

7th Grade

Choir II *(year-long)*

Choir II is a class available to all students, even if the student has never been in a choir. In this fun, year-long class students will learn positive vocal and performance techniques, with opportunities for solo/small group singing, sight reading, canons, and larger choral pieces in unison, two and three-part harmony.

Students will explore the history of music, learn to properly evaluate music, and learn to read music. Students will work on critical thinking skills, problem solving, confidence, and team building skills. Students in this class have the freedom and are strongly encouraged to take risks, helping to achieve the highest level of professionalism, confidence, and leadership. There is one required evening performance in the first semester, and two required evening performances in the second semester. Students in this class will have the opportunity to audition for the CCSD Honor Choir and the Colorado Middle School All State Choir.

8th Grade

Choir III (year-long)

Choir III is a class available to all students, even if the student has never been in a choir. In this fun, year-long class students will learn positive vocal and performance techniques, with opportunities for solo/small group singing, sight singing, canons, and larger choral pieces in unison, two and three-part harmony. Students will explore the history of music, learn to properly evaluate music, and learn to read music. Students will work on critical thinking skills, problem solving, confidence, and team building skills. Students in this class have the freedom and are strongly encouraged to take risks, helping to achieve the highest level of professionalism, confidence and leadership. There is one required evening performance in the first semester, and two required evening performances in the second semester. Students in this class have the opportunity to audition for the CCSD Honor Choir and the Colorado Middle School All State Choir.

Performing Arts: Theatre & Film

Welcome to Fox Ridge Theatre! Our comprehensive and award winning theatre program is designed around the Colorado Drama and Theatre Arts Academic Standards and enables students to continue their study in high school and beyond.

6th Grade

Theatre - More Than Just a Stage! (one semester)

What makes a play? This is a semester long, up-beat class focused on creating community, understanding teamwork, and developing confidence. Students will learn body language, posture, voice, and eye contact to portray specific personalities and moods. Through a variety of activities, (including improvisation, slapstick comedy, movie making, ensemble games, acting, and tech theatre), students will understand how to step into character and perform in a supportive environment. Students will enjoy movement, stories, and games as they create, perform, and critically respond. Field Trips include travel opportunities to the Colorado State Thespian Conference (Fall) and a Theatre Festival (Spring).

7th and 8th Grade

All 7th and 8th Grade Theatre & Film Classes have new projects and focus on new skills every year, so students get new experiences and learn new skills and games each year, even if the course title is the same.

Theatre & Movies! *(one semester)*

Welcome to storytelling! This 7th /8th Grade class is available to all students of all experience levels. New games and projects give students the chance to perform and learn film and theatrical skills. Participants in this class enjoy theatre and movies through games, improvisation, movement, voice, characterization, audition techniques, and technical aspects of performance. Students will create, perform, and respond to performances in this class, and we get to explore the history of theatre and film through games, videos, and immersive projects. Students in this class build a supportive community where they are encouraged to take risks in order to achieve the highest level of professionalism, confidence and leadership. Field Trips include travel opportunities to the Colorado State Thespian Conference (Fall) and a Theatre Festival (Spring). This is a great class to sign up for (along with Tech Theatre or Advanced Theatre) if you would like to do a full year of Theatre! This class changes each year, so students get new experiences and learn new skills and games as a 7th grader and as an 8th grader!

Advanced Theatre *(one semester) (Prerequisite: Any Theatre Class at Fox Ridge)*

Plays and Improv and Performance! This class builds on the theatrical skills developed in a previous Theatre class. Students learn and use advanced acting and improvisation skills and have the opportunity to create and perform plays. Students experience the technical side of theatre through costume, set and light design. Students get to showcase their imagination and knowledge through selecting, creating, and directing plays and movies for the class. Field Trips include travel opportunities to the Colorado State Thespian Conference (Fall) and a Theatre Festival (Spring). This is a great class to sign up for (along with Tech Theatre or Theatre and Movies) if you would like to do a full year of Theatre! This class changes each year, so students get new experiences and learn new skills and games as a 7th grader and as an 8th grader!

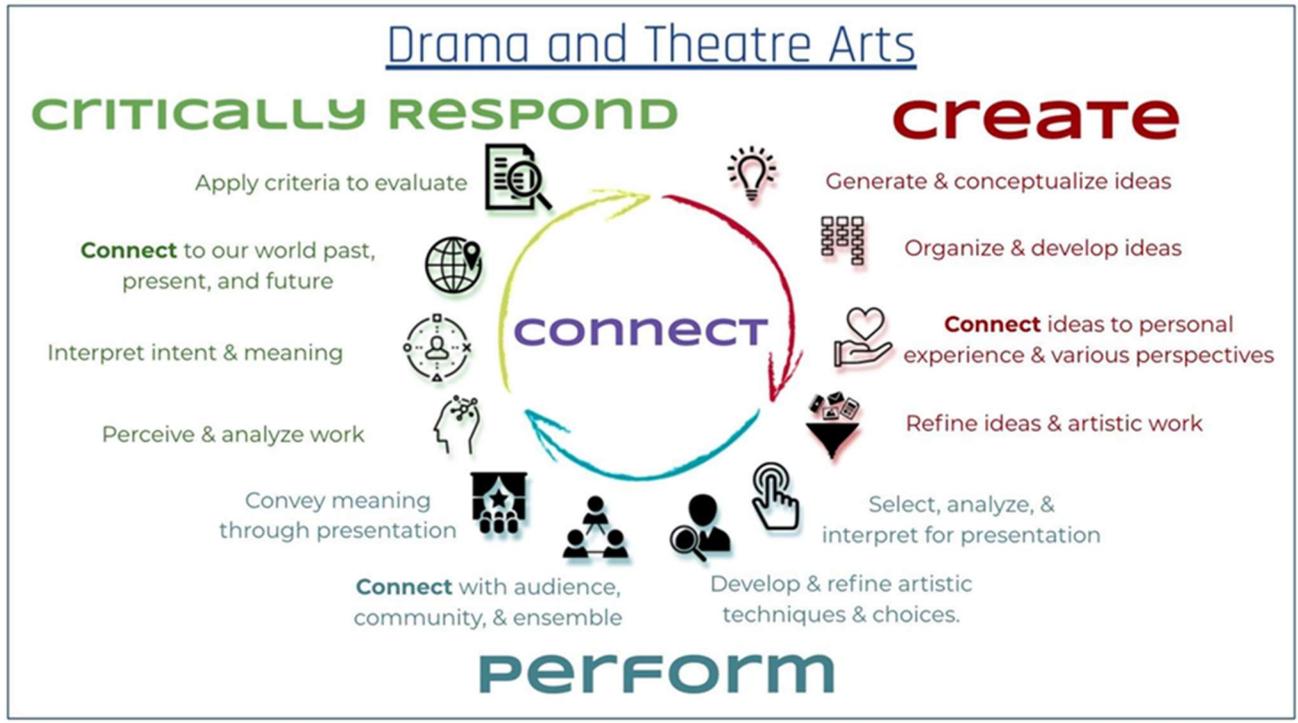
Technical Theatre *(one semester)*

Let's go behind the scenes! This class will focus on the behind-the-scenes excitement that helps make theatre performances possible. Students will create set, costume, and prop elements. We will also investigate lighting and sound systems commonly used in live productions, as well as special effects, and hair and makeup. No previous theater or technology experience is required. Participation in this class does not require participation in the after-school play performances, nor does it guarantee acceptance into the afterschool production. Field Trips include travel opportunities to the Colorado State Thespian Conference (Fall) and a Theatre Festival (Spring). This is a great class to sign up for (along with Advanced Theatre or Theatre and Movies) if you would like to do a full year of Theatre! This class changes each year, so students get new experiences and learn new skills and opportunities as a 7th grader and as an 8th grader!

Theatre Content Standards:

1. Create - The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles brought to life through investigating various perspectives and connecting ideas to self.
2. Perform - The theatre process becomes most tangible through staging ideas for an intended audience; the knowledge and essential skills gained in the study of theatre toward the expression of the human experience in story, movement, and speech result in a connectivity of both ideas and dialogue within and for our community.

3. Critically Respond - An informed literacy, thoughtful critique, and cultural research are key aspects of theatre arts study. Critical responses focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to better the individual and collective choices and best practices.



Physical Education (P.E.)

Through regular participation in physical activity, students will have the opportunity to develop life-long healthy habits, and the ability to engage in a variety of sports and physical activities.

Content Standards:

A physically educated person:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

6th Grade

PE 6 (*one semester*) \$6 t-shirt*, \$5 lock*

This course provides an introduction to fitness components using a variety of sport skills and cooperative strategies. Personal and social responsibility through physical activity settings are a staple throughout the semester. Students expend their energy in challenging games and seek to understand the fundamentals of being an active individual so that they value physical activity for the rest of their lives. A variety of individual and team games will be covered as well as an introduction to strength fitness, focusing on form and technique. Students will be required to purchase a PE shirt and lock.

7th Grade

PE 7 (*one semester*) \$6 t-shirt*, \$5 lock*

This course provides an introduction and deeper look into fitness components using a variety of sport skills and cooperative strategies. Personal and social responsibility through physical activity settings are a staple throughout the semester. A variety of individual and team games will be covered as well as an introduction to strength fitness, focusing on form and technique. Students will be required to purchase a PE shirt and lock or reuse their PE shirt and lock from a previous class.

8th Grade

PE 8 (*one semester*) \$6 t-shirt*, \$5 lock*

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 are a staple throughout the semester. A variety of individual and team games will be covered as well as an introduction to strength fitness, focusing on form and technique.

Unified PE 8 (one semester) (application process) Possible Field Trip Fee

An adapted physical education class that allows for physical education instructions to be modified to the level of students with special needs, including physical limitations while offering general education peers an opportunity to be a positive peer role model and practice leadership skills. A physical education teacher will co-teach with an ILC teacher in order to meet the needs of the ILC students while incorporating modified physical education activities. Students will be involved in modified team sports while the general education students will partake in leadership activities and complete Special Olympics curriculum activities.

7th/8th Grade

PE Strength and Fitness (one semester) \$6 t-shirt*, \$5 lock*

This course will focus on overall conditioning and wellness. We will focus on five components of fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition. We will utilize the fitness room and the track/gym space to work on these components. A student who takes this class will be taught all techniques, form, and foundations to all strength and cardiovascular exercises, with safety being the top priority. Students will also learn basic anatomy and how the body works during exercise. All students will write their own fitness goals and what they hope to achieve in the class. After acquiring all the information needed students will write their own fitness program based on those goals. The last part of the semester will be implementing, evaluating, and modifying these individual fitness programs and would be almost solely student driven.

*\$6 t-shirt, \$5 lock – Students will not be charged if they are using items from a previous PE class.

Visual Arts Department

Visual Arts Students will experience growth in conceptual thinking and artistic skill as they explore the many forms of visual art communication and expression. Problem-solving skills are developed through critical thinking and analysis, which are inherent to the artistic process. Students engage with art history as it is connected to their own art making. The visual arts classroom is a unique laboratory for inquiry, a place to give form to ideas, and in which every student can be successful. Additionally the 21st century skills of self-direction, invention, critical thinking, information literacy, and collaboration are cultivated in the visual art classroom and will benefit students in their future pursuits.

Visual Arts Content Standards

1. Observe and Learn to Comprehend - Looking
2. Envision and Critique to Reflect - Thinking
3. Invent and Discover to Create - Making
4. Relate and Connect to Transfer - Connecting

6th Grade

Art 6 2D *(one semester)*

This course introduces 6th grade students to growing a love of art and helping students express themselves through the creation process. The course focuses on two dimensional art works such as drawing, painting and relief printmaking. Students will create works that share about themselves, bring awareness to problems in the world. Students will be learning the Elements (Line, Form, Color, Value, Texture) and Principles (Balance, Rhythm, Variety, Harmony, Emphasis) of Design to learn how to create a fine art piece. Students will be introduced to various contemporary artists from around the world. We will use the Colorado State 6th Grade Visual Art Standards as the foundation for our exploration and inquiry.

Art 6 3D *(one semester)*

This course explores 3-D art fundamentals through a variety of mediums and materials, such as clay, recycled materials and paper mache that will explore sculptural techniques. We will use the Colorado State 6th Grade Visual Art Standards and the Common Core as the foundation for our exploration and inquiry. Students will be introduced to historical as well as contemporary artists and will use this knowledge to inform their sculptural work.

Art 6 Weaving and Fiber Arts *(one semester)*

This art form will challenge you to expand your creative thinking with weaving and fiber arts. Students will make a variety of art works with traditional and experimental materials. Techniques such as weaving, traditional batik, felting, embroidery, and sewn soft sculpture will be practiced. We will look at fiber art from around the world and make our own creations inspired by these studies.

7th/8th Grade

Art 2D *(one semester)*

This course strengthens 7th/8th grade students' creativity, technical skills and use of the Elements and Principles of Design. The course focuses on two dimensional art works such as drawing and painting. Students will focus on strengthening their drawing skills, being able to communicate better between their eye/brain and hand. We will study various artists and art styles that correspond with our projects, and we will further investigate the concept of self expression through our work. We will use the Colorado State 7th/8th Grade Visual Art Standards as the foundation for our exploration and inquiry. *(This class cannot be repeated from 7th to 8th grade. If you have taken this course then you should sign up for Photography, Art 3D, Art 2D/3D)*

Art 3D *(one semester)*

This course strengthens 7th/8th grade students' conceptual knowledge, understanding and expression in 3- dimensional art making. We will work in a variety of media such as clay and recycled materials that will explore sculptural techniques. We will use the Colorado State 7th/8th Grade Visual Art Standards as the foundation for our exploration and inquiry. Students will be introduced to historical, as well as contemporary artists and will use this knowledge to inform their sculptural work. *(This class cannot be repeated from 7th to 8th grade. If you have taken this course then you should sign up for Photography, Art 2D, Art 2D/3D)*

Art 2D/3D *(one semester)*

This course will explore the visual arts through a variety of 2-D & 3-D media and materials. We will work in a variety of media such as clay, metals, recycled materials, and drawing/painting materials. Curriculum is built around the Colorado Visual Art Standards for 8th Grade. Students will be introduced to historical as well as contemporary artists and use this knowledge to inform their own art making. *(This class cannot be repeated from 7th to 8th grade. If you have taken this course then you should sign up for Photography, Art 3D, Art 2D)*

8th Grade

Photography (one semester)

\$5 estimated fee- Pays for students year subscription to Creative Cloud for Photoshop

This course will introduce 8th grade students into the world of digital photography. They will learn about the history of photography, how cameras work, photographic techniques, and a variety of different photographers. We will focus on composition, camera settings, subject matter choice/ meaning, and Photoshop techniques. Students will also develop their ability to see things through a “photographer’s eye” and be able to critically analyze photographic images using the language of practicing artists. We will use the Colorado State 8th Grade Visual Art Standards as the foundation for our exploration and inquiry.

World Languages

The philosophy behind the Fox Ridge Middle School World Languages Program is that all students should have the opportunity and skills to learn a non-native language. Language is more than just a set of discrete skills or vocabulary; it is a pathway for communication. Fox Ridge students will not only speak, read, and write in another language, they will also reflect on the cognitive processes that helped them learn to do so. Language is a universal, systematic means of communication, and the process of learning a non-native language gives students an experience that will enrich their overall academic program.

Why learn a non-native language?

- Learning a language can help break down stereotypes and broaden a student’s ability to understand and interact with people from diverse cultures and backgrounds.
- Learning a new language helps students empathize with the difficult processes involved in language acquisition, which helps promote positive, informed, reflective relationships.
- Learning a new language gives students relevant, real-world experiences with the intellectual struggle of making meaning that they will confront in future academic study. Reflecting on this struggle, and identifying the intellectual (cognitive) processes that facilitate understanding in this endeavor, will help students more confidently confront future learning.
- Speaking and understanding a non-native language can help facilitate understanding between students by providing them with a common experience. It can help students to see the common traits of language as a means of communication, and appreciate the complexity behind language systems.
- Understanding another language can help students learn about the cultural universals that underlie world societies, which will help them in comparative studies of these norms and universals as they encounter them in greater depth and sophistication during academic study.

Content Standards:

1. Students communicate in another language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
2. Students acquire and use knowledge of other cultures while developing language skills.

6th Grade

Spanish Language Exploratory *(one semester)*

The sixth grade program will focus on introducing our students to the process of learning a new language. The primary objective of this year is cultivating excitement and confidence in learning. This year's curriculum is designed to:

- Cultivate excitement and enthusiasm for learning a non-native language
- Introduce students to a non-native language
- Introduce learning processes and reflection that will underlie future study

7th Grade

Spanish 1A *(year-long)*

This year-long course is the equivalent to the first semester of high school Spanish 1. The seventh grade World Languages program will focus on broadening our students' understanding about how culture is reflected and expressed through language. The primary objective of this year is capitalizing on our students' excitement and confidence in learning a non-native language. This course is designed to be the equivalent of the first semester of Spanish 1. This year's curriculum is designed to:

- Build confidence in speaking, reading, writing, and listening in a non-native language.
- Introduce students to the rich, diverse cultures that use the language.
- Deepen students' understanding of the language through comparative analysis with native language(s).
- Prepare students to continue their language study in eighth grade.

8th Grade

Spanish 1B *(year-long) (Prerequisite: Spanish 1A and teacher recommendation)*

This year-long course is the equivalent to the second semester of high school Spanish 1. Students must demonstrate proficiency in Spanish 1A.

Spanish AB *(year-long)*

This year-long is the equivalent to one year of high school Spanish 1. It covers the content and is paced at a high school level. Please consider this pace and rigor before requesting this class. Electives changes cannot be made after course schedules are published.

Additional Electives

6th Grade

GT Exploratory 6 *(one semester) (Strongly recommended for GT and Talent Pool 6th Graders)*

This course is designed to engage GT students in self-knowledge and is designed to bring gifted students together to think, learn, wonder, and explore. We build a solid foundation as a community together and discuss navigating life as a gifted student with topics including Gifted identity, communication, stress, mindset, perfectionism, and school success, among others. Students will also gain experience with problem solving using different types of thinking that encourage flexible, creative, and critical thinking.

7th/8th Grade

Media Publications *(one semester) (Strongly recommend for GT and Talent Pool 7th/8th Graders)*

Unleash your voice, creativity, and leadership potential in this dynamic elective! Combining broadcast media, speech, and writing with leadership and problem-solving, this class equips you with the tools to craft compelling stories, deliver persuasive speeches, and implement ideas that make a difference. From podcasting and news reporting to writing scripts, mastering public speaking, and leading impactful projects, you'll develop the skills to captivate audiences and inspire change. Perfect for future journalists, broadcasters, or leaders ready to find their voice, collaborate with peers, and positively impact their community.

6th/7th/8th Grade

Creative Writing *(one semester)*

Creative Writing is an opportunity for students to explore writing as a vehicle for learning, thinking, and expression. Students self-select writing projects so that they can personalize both *what* and *how* to learn. The classroom operates as a creative writing laboratory: a place to play with different styles of writing, bounce ideas off of peers, read other people's writing, get feedback, and work on expressing oneself in unique ways.

7th/8th Grade

Tech Video Productions *(one semester)*

Course Description: In this course, students will learn the fundamentals of creating a student-driven, pre-recorded news/announcement video for weekly, bi-weekly, or daily broadcast to the entire school.

Course Objectives:

- Write, record, edit, and finalize a video broadcast that will be shared school-wide.
- Replace the current morning announcements with a more student-driven format.

Course Class Policies and Expectations:

- Students need to be comfortable in front of a camera.
- Students must be self-motivated and willing to be a positive contributor to a team.

Course Timeline: The course will cover the following topics throughout the school year:

- Introduction to Tech Video Productions
- Scriptwriting and News Reporting Techniques
- Video Recording and Filming Basics
- Editing and Post-Production
- Finalizing and Publishing Broadcasts

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. Fox Ridge 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 coordinator, Ms. Kathy Vining, 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.