



GATEWAY MIDDLE SCHOOL

Gateway Middle School Sixth Grade Curriculum Guide 2016-17

Introduction

This curriculum guide is designed to make clear what each child should know and be able to do by the end of sixth grade, in order to have a solid foundation for success in later grades. We understand that not all children are at the same level at any given point in time, but we hope that high expectations will bring parents and teachers together to support success for all students. Finally, this guide is a work in progress. Each year, we continue to evaluate and improve the guide, and we appreciate your comments and suggestions.

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Gateway Middle School Mission and Vision

Mission Statement

Gateway Middle School supports and challenges all students to discover their unique potential, actively participate in their community, and develop skills and habits to achieve excellence in high school and college.

Vision Statement

Gateway Middle School is a model, college preparatory charter school committed to academic excellence through personalized, student-centered learning. Gateway Middle School combines a rigorous academic program with an approach where the individual talents and strengths of its students are identified and supported. Working with teachers committed to our mission, Gateway Middle School students will acquire the skills, habits, and knowledge necessary for academic and personal success in a college preparatory high school, in college and in adult life.

Gateway Middle School's values of personal integrity, responsibility, and respect for others should inspire students to contribute to their communities however they can. By attending a school which fully embraces the diversity of the Bay Area, Gateway Middle School students will appreciate what they have in common with those who are different and value what they learn from one another.

A Commitment to Partnership with Families

At Gateway, we believe that parents and guardians play a vital role in the education of their children. While the middle years tend to be a time when students yearn for greater independence from their families, it is also a time when family involvement remains essential to students' academic success. Gateway is committed to working with parents to reach the academic and social goals necessary for student success in middle school and beyond. This guide is one way in which we seek to bring parents and teachers together to support success for all students.

To encourage continued family involvement during this critical transition from elementary school to middle school, Gateway Middle School also provides many other opportunities for meaningful family participation, including:

- Family Information Nights
- Parent-Teacher-Student and Student-Led Conferences
- Student Exhibition Nights
- Gateway Parents Association (GPA)
- Flexible volunteer opportunities at school

Grade 6 Year-End Learning Goals and Expectations for Humanities

By the end of the school year, all sixth grade students should be able to ...

- ☑ identify the features of a civilization and distinguish key characteristics that make each ancient civilization unique.
- ☑ identify and write in different genres, including narrative writing, informative/explanatory writing, argumentative writing and research reports.
- ☑ independently research a topic, gather information and publish their research orally and in writing
- ☑ write an organized, logical, well-edited 5 paragraph essay using evidence.
- ☑ use the writing process to organize ideas and evidence, write, revise, edit and publish their work.
- ☑ prepare and present oral presentations in different styles and for different purposes.
- ☑ use reading strategies to decode, read, comprehend and analyze a variety of genres and texts.

Units of study

1. Introduction to Humanities: Identity and Belonging
 - ELA focus: Informative & Narrative Writing
2. Early Humans to the Rise of Civilizations and Stereotyping
 - ELA focus: Informative & Argumentative Writing
3. Ancient Greece: The Rise of Democracy and the American Election
 - ELA focus: Informative & Argumentative Writing
4. Ancient Egypt: Emphasis on Social Class
 - ELA focus: Informative & Argumentative Writing
5. Ancient China: Emphasis on Societal Norms
 - ELA focus: Narrative & Argumentative Writing
6. Comparative Religions: Christianity, Islam, and Judaism and the modern world
 - ELA focus: Research Report

Assessments / sources for grades:

- Unit tests and projects
- Writing assignments (paragraphs, essays, narratives & reports)
- Weekly quizzes
- Process of Learning assessments (responsibility, collaboration, organization, etc.)
- Writers' notebooks
- In-class assignments (independent & group work)
- Homework
- Student participation (independent & group work, field trip participation)
- Oral presentations
- Google Classroom discussions

Curriculum texts and approaches used

- Facing History and Ourselves
- TCI History Alive! The Ancient World
- Step Up to Writing
- Short stories, articles, novels, and myths

Grade 6 Year-End Learning Goals and Expectations for Mathematics

By the end of the school year, all sixth grade students should be able to ...

- ☑ communicate mathematical ideas through written, oral, and/or visual means
- ☑ develop their confidence and identify as mathematicians
- ☑ recognize that there is more than one way to approach a mathematical problem
- ☑ know the relationship among factors & multiples, divisors & products, primes & composites and be able to apply them when solving math problems (i.e. finding the least common multiples and greatest common divisor when working with fractions)
- ☑ build an understanding of fractions, decimals and percents and the relationship between and among these numbers
- ☑ increase their computational fluency when working with fractions and decimals, with emphasis on division of fractions
- ☑ write an algebraic expression based on a pattern
- ☑ understand and solve equations
- ☑ analyze what it means to measure area, surface area, and volume and distinguish whether area, surface area or volume is the required measurement for a given situation
- ☑ choose an appropriate method to compare quantities using ratios, rates, and percents.
- ☑ use proportional reasoning to solve problems
- ☑ collect, organize, analyze and interpret data in order to make decision and/or predictions
- ☑ read, create, and analyze graphs to understand mathematical relationships

Units of study

- Number Sense and Building Class Norms
- Factors and Multiples
- Fractions and Decimals
- Rational Numbers and Absolute Value
- Ratio, Rate and Proportional Reasoning
- Expressions, Equations and Inequalities
- Statistics
- Area, Surface Area, and Volume

Assessments / sources for grades:

Content (50% of grade)

- tests/ quizzes
- performance tasks/ projects

Process of Learning (50% of grade)

- math journals
- homework
- reflections
- individual and group participation

Curriculum approach used

Students will engage in understanding how math works and what math has to do with their lives. Through collaborative learning, students will develop and extend their knowledge, skills and identity as mathematicians. A variety of resources will be used, such as *Connected Mathematics Program* (an investigative approach curriculum) and teacher created units based on the work of Marilyn Burns, Jo Boaler, and the National Council of Teachers of Mathematics (NCTM). Students will develop conceptual understanding and procedural fluency through number talks, hands-on activities, small and whole group math tasks, and individual practice.

Grade 6 Year-End Learning Goals and Expectations for Science

By the end of the school year, all sixth grade students should be able to ...

- ☑ know and apply the processes of scientific inquiry
- ☑ observe and record data to create and use scientific models to explain what is happening
- ☑ explain how weather is created and use student-created models to predict weather events
- ☑ explain what is heat, how it moves from one place to another, and its influence on earth
- ☑ understand relationships between the structures and functions of the human body.
- ☑ describe the levels of organization of living things and determine what makes something living.
- ☑ understand that the human organism is comprised of systems that allow us to live and protect us from disease.
- ☑ understand that all organisms are composed of cells and that cells carry on the many functions needed to sustain life.

Units of study

- Think like a Scientist
- Energy
- Weather and Climate
- Climate Change
- Body Systems
- Impact of Human Activity

Assessments / sources for grades:

Content (50% of grade)

- performance tasks / projects
- investigation write ups
- quizzes / tests

Process of Learning (50% of grade)

- science journals
- homework
- participation (individual and group)
- quick writes / reflections

Curriculum approach used

Through “hands on” and “minds on” work, students will be immersed in a variety of independent, small group, and whole class activities that develop students’ understanding of how science works and what science thinking is.

Using a project based Life Science program, *Issues & Life Science*, an inquiry based Earth Science program, *Investigating Earth’s Systems*, and teacher/student created units of study, students will investigate the phenomenon of coastal California fog as an entry point into understanding the forces behind weather and climate. We will also explore the inner workings of the human body and how this science knowledge relates to our lives. Science journals will be used to develop scientific habits of mind as well as strengthen reading and writing in the content areas.

Grade 6 Year-End Learning Goals and Expectations for Learning Seminar

By the end of the school year, all sixth grade students should be able to ...

Learning Strategies

- ☑ Identify various learning styles and develop self-awareness of their own learning and thinking processes.
- ☑ Learn and apply strategies in order to improve their academic skills and habits. (e.g. self-assessments, graphic organizers, technology, homework planner, organization)
- ☑ Demonstrate the ability to set goals, plan to reach goals, monitor progress, and complete goals.
- ☑ Integrate technology, both hi-tech and lo-tech, to support and extend their learning, (e.g. using google classroom, google docs, google presentation, gmail and Typing Pal).

Reading Strategies

- ☑ Read a text closely and annotate to comprehend both what it says and what it implies.
- ☑ Use specific evidence from a text to support conclusions from the reading.
- ☑ Determine central ideas or themes of a text and analyze their development.
- ☑ Summarize the key idea and identify supporting details and ideas in a text.
- ☑ Interpret words and phrases in a text and analyze how specific word choices change meaning or tone of that text.
- ☑ Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole text.
- ☑ Read and comprehend complex literary and informational texts independently and proficiently.

Units of study:

- Organization and Planning
- Technology for School Success
- Reading Strategies for School Success
- Academic Strategies
- Learning Styles
- Self-Awareness
- Self-Advocacy
- Collaboration
- Grammar and Sentence Construction

Assessments / sources for grades:

- Independent Reading Projects
- Literature circle participation
- Tests & quizzes
- Performance on Typing Pal
- Projects and presentations (both oral & written)
- Process of Learning assessments

Curriculum approach used:

- SIM Strategies, University of Kansas, Center of Learning
- Fender, G. *Learning to Learn, Revised Edition, 2004*
- Committee for Children, Second Step
- Facing History and Ourselves

Grade 6 Learning Goals and Expectations for Advisory

Advisory Goals and Objectives:

- ☑ To foster a positive school climate as students develop positive relationships.
- ☑ To know every student in the school well. This will help students' need to belong to a group, and to help students feel accepted and valued by teachers and peers.
- ☑ For each student to have a meaningful connection with an adult. This insures that every student is known well by at least one adult in the middle school. This adult is able to support the student in times of difficulty, to recognize the warning signs of teen problems, as well as to celebrate the student's successes.
- ☑ Personalize the school curriculum by providing a forum to address topics of concern for young adolescents and also addressing significant and unexpected events in an arena with a higher level of trust and concern than is found in the average classroom.
- ☑ Form consistent partnerships with families and keep communication flowing between home and school.

What is Advisory?

Advisory is a vital component of the middle school concept and is designed to offer students a safe environment in which they can develop and strengthen their social-emotional skills and build a sense of community within our school. The class incorporates community circle, social skills curriculum for social-emotional skills, Tribes activities, interest-based clubs, and academic advising. Advisory provides students with an advisor who they can seek when needing academic and social advising. Each of the core values of community, respect, responsibility, and excellence will be the focus of the course while students learn and practice social-emotional skills and make Advisory a place to celebrate each other. It is a time of camaraderie, support, and learning.

Advisor Role

The advisor acts as a mentor to the students in his or her group, guiding their academic education and supporting their social and emotional development. Ideally, advisors also act as the central contact person between the school and their advisees' families. Advisors will help guide conversation around changes common to middle school students, peer relationships, study skills, school values, goal setting, college and career exploration, problem solving, decision-making, and community service.

Advisory Structure

- Each advisory is made up of 15-18 students in the same grade level.
- Advisories meet five days a week unless there is a scheduled assembly.

Curricular Content of Advisory 6:

- Focus: Identity and Community Building
- Project: School-wide programs focused upon on identity and community building
- Social Skills: Empathy and Communication, Bullying Prevention, Emotion Management, Problem Solving, Goal Setting
- College awareness with college visit in the spring

Grade 6 Learning Goals and Expectations for Exploratory Arts

*The Arts Curriculum is designed to discover the unique expression of each student while using the tools of a visual artist. **By the end of the school year, all sixth grade Exploratory Arts students should be able to ...***

Apply understanding of Art Elements, Principles of Design and Visual Arts Vocabulary

Identify and describe all the elements of art found in selected works of art

Discuss works of art as to theme, genre, style, idea, and differences in media.

Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).

Skills, Processes, Materials, and Tools

Use various observational drawing skills to depict a variety of subject matter.

Apply the rules of two-point perspective in creating a thematic work of art.

Create a drawing, using varying tints, shades, and intensities.

Communication and Expression Through Original Works of Art

Create increasingly complex original works of art reflecting personal choices and increased technical skill.

Select specific media and processes to express moods, feelings, themes, or ideas.

Role and Diversity of the Visual Arts

Research and discuss the role of the visual arts in selected cultures and periods of history

Compare representative images or designs from at least two selected cultures.

Derive Meaning and Make Informed Judgments

Construct and describe plausible interpretations of what they perceive in works of art.

Develop specific criteria as individuals or in groups to assess and critique works of art.

Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

Connections and Applications

Learn how art was used in theatrical productions in the past and in the present.

Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

Careers and Career-Related Skills

Establish criteria to use in selecting works of art for a specific type of art exhibition.

Units of study

1. Self Portrait: Heroes and Legends
2. Self Portrait: Symbols of Strength and Identity
3. Ancient Scripts in Contemporary Art
4. Mythological Creatures from the Ancient World
5. Shape and Pattern in Ancient Art: Textiles and Pottery
6. Ancient Civilizations: Small group research project
7. Contemporary interpretations of Ancient Performing Arts

Assessments / sources for grades:

- Sketchbooks/Journals
- Participation & Collaboration
- In-class tasks/Larger projects & small film/research assignments
- Concentration and effort

Curriculum approach used

Through “hands on” and “minds on” work, students will be immersed in a variety of independent, small group, and whole class activities that develop students’ understanding of historical and contemporary art practices. The Arts curriculum seeks to promote self-awareness and purposeful expression. Students will gain experience and skills in drawing from observation and imagination as well as tools for enhancing artistic expression (collaboration, composition, public speaking, performance, etc.).

Grade 6 Learning Goals and Expectations for Exploratory Spanish

By the end of a semester of Exploratory Spanish, all 6th grade students should be able to ...

- ☑ pronounce Spanish words using the sounds of the Spanish alphabet.
- ☑ follow along with songs and read alouds in Spanish.
- ☑ ask routine classroom questions in Spanish.
- ☑ use formulaic language (learned words and phrases).
- ☑ make short sentences in Spanish.

Units of study

Cultural Context:

Holidays
Spanish speaking countries

Language Focus:

Classroom Objects
Months & Days
Cognates
Alphabet / Greetings / Numbers (1-30)
Geographic characteristics
Nouns, articles, and adjectives
Weather/ Days/ Months
Food (Likes/ Dislikes)

Assessments / sources for grades

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">● Class Participation● Note-Taking Efforts● Assignment Completion● Reflective Cultural Diary Entries● Group Participation and Presentations | <ul style="list-style-type: none">● Spoken Language Tasks to Practice Vocabulary & Language Skills● Maintenance of a Spanish Folder● Performance based assessments● Projects |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Curriculum approach used

- Teaching Proficiency Through Reading and Storytelling, TPRS
- Excerpts from other language materials
- *Quia* and other online practice and play sites
- Constructivist and experiential learning using realia and creating artificial realities
- Language games
- Creative projects

Grade 6 Learning Goals and Expectations for Physical Education

Class Overview:

The main purpose of Gateway Middle School's Physical Education Class is to help you understand, create, and foster a healthy, positive attitude & relationship with your body. PE students will learn about exercise, plyometrics, stretching, nutrition and how sleep influences our performance in exercise, sports and everyday lives. We hope to grow your mindset around healthy lifestyle and provide you with an understanding of your body and what it needs to perform, not just in PE, but in LIFE.

Learning Goals:

By the end of the school year, all sixth grade students should be able to ...

- learn how nutrition, exercise and healthy habits work together to create wellness
- evaluate and make healthy meal choices
- demonstrate sportsmanship, teamwork and communication during activities
- understand the importance of cardio, flexibility, strength, balance, agility and coordination
- take skills learned in PE and apply to an active lifestyle outside of PE setting
- Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

Units of study

1. Fitness
2. Nutrition
3. Team-building and cooperative games
4. Sports (e.g. skillbuilding and learning teamwork)

Class Values and Expectations::

- COMMUNITY – we will aim to support and encourage each other every day. Fair play is important. Everyone is valuable AND we are stronger together.
- THRIVE – we will strive to do more than we thought was possible.
- FUN – we will come to class ready to have fun and laugh together.
- RESPECT – we will respect ourselves and each other.
- INCLUSION – we will foster a culture of inclusion. Building this culture is the most important aspect to having a successful year in PE. We will hold and promote a space and culture of acceptance and inclusion for all individuals regardless of their skill level and ability.
- SAFETY – most important, we aim to keep each other safe.

Assessments / sources for grades:

- Participation and effort (including proper dress)
- Teamwork and Collaboration
- Homework

Grade 6 Learning Goals and Expectations for Math Seminar

Learning Goals:

By the end of their participation in Math Seminar, all students should be able to demonstrate skill proficiencies in the areas of math facts fluency, addition/subtraction/multiplication/division concepts, mental math, and number manipulation. Students will be taught based on their individual needs.

Math Intervention Goals:

- Students will be able to increase their math fluency as measured by curriculum based measures and end of unit tests.
- Students will increase their awareness of math computation strategies.
- Students will increase their ability to do math mentally and manipulate numbers to do complex problems.

Inclusionary and Exit Criteria

1. Students who have a composite score of two grade levels below their current enrollment grade will be targeted for in-class math intervention and/or Math Seminar class.
2. Student eligibility will be based on the following assessment data:
 - a. Diagnostic results from Do the Math Now Interview
 - b. Teacher diagnostics
 - c. Previous year grades
 - d. End of previous school year MAP Math Scores
 - e. Teacher Recommendation
3. Students showing proficiency in the Learning Goals and meeting the Exit Criteria as determined by the Math Intervention Teacher will be considered on a quarterly basis for enrollment.

Units of Study

- Number Sense with Addition and Subtraction
- Multiplication Strategies
- Division Strategies
- Fractions and Factoring

Curriculum Program

- *Do the Math Now!* Marilyn Burns
- TransMath: Developing Number Sense, Woodward and Stroh
- IXL Math Program

Instructional Strategies

- Small Group Math Intervention Class, 60-minute Blocks, 2 ½ times a week
- Small Group Low Teacher-Student Ratio
- Strategies Intervention and Instruction
- Repetition and Spiraling & Mastery of Criteria approaches
- Computer Adaptive Program

Assessments

- Unit Tests in *Do the Math Now* program and TransMath Program
- Teacher Created Assessments



GATEWAY MIDDLE SCHOOL

Process of Learning Student Self-Assessment

Mark the box that describes how you would respond to the statements below.

| 1 | 2 | 3 | 4 |
|--------------------------------------------------|--------------------------------------------------|---------------------------------------|--------------------------|
| I still need a lot of help with this task/skill. | I usually need my teacher's help with this task. | I sometimes need help with this task. | I can do this by myself. |

| Academic Strategies | | 1 | 2 | 3 | 4 |
|---------------------|---------------------------------------------------------------------------------------------------------------|---|---|---|---|
| Using Strategies | I use the strategies and tools I learned in class to better understand the subject. | | | | |
| Quality | My work shows my own thinking & effort. It is accurately completed according to the directions. | | | | |
| Resources | I use the resources available to me (toolkits, extra help, peers, teachers) to better understand the subject. | | | | |

| Academic Habits | | 1 | 2 | 3 | 4 |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| Homework | I turn in my completed homework in on time. | | | | |
| Attendance | I am on time for every class. If I am absent from school I make sure to collect and complete all of my missing work. | | | | |
| Planner | I use my planner to write down all of my homework assignments and due dates. | | | | |
| Binder / Notebook | I keep all of my current assignments and homework in the correct folder or section of my binder. I keep my notebook up to date. I bring all my materials to class. | | | | |
| Studying | I use time outside of class to review material & study for tests. | | | | |
| Presentation | I give careful attention to my work so that it reflects my best effort. | | | | |

| Self-Awareness & Growth Mindset | | 1 | 2 | 3 | 4 |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| Self-Awareness | I know what talents and strengths I bring as a learner and use them in my learning. I know when I'm stuck so that I can use strategies to get unstuck. | | | | |
| Openness to Growth | I accept my areas of challenge as opportunities to become a better learner. I try new strategies that may help me to become a better learner. | | | | |
| Risk-Taking | I participate in all class activities, even if the activity involves a skill I find challenging. | | | | |

| Self-Advocacy | | 1 | 2 | 3 | 4 |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| Reaching out | I ask for what I need when I know I need help (ex: schoolwork or social-emotional) | | | | |
| Diligence/Ownership | I take responsibility for my own learning, including checking my grades regularly and getting all missing work when I miss class. | | | | |
| Persistence | When confronted with a challenge, I'll keep giving my best effort until I get it. | | | | |

| Collaboration & Community Skills | | 1 | 2 | 3 | 4 |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| Emotional Awareness | I show an awareness of my own emotional needs as well as the needs of others & I respond with consideration. | | | | |
| Pair/Group Interactions | I listen attentively when working with others. I contribute and share the workload with my partners for the shared success of my group. | | | | |
| Relationships | I help other members if they don't understand or are having trouble completing the work. I also accept help from others when I am stuck on a topic. | | | | |
| Acceptance & Openness | I could be paired with anybody in the class and I would work productively together with that person to get the work done. | | | | |
| Conflict Management | I use strategies to understand conflicts & resolve them for the benefit of myself & my community. | | | | |
| Upstanding | I do the right thing for myself and others even when others are not looking. | | | | |

