



GATEWAY MIDDLE SCHOOL

Gateway Middle School Sixth Grade Curriculum Guide 2018-2019

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 Workshops and 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
- ☑ Use academic technology programs to demonstrate knowledge of content
- ☑ 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.
- ☑ learns, use and integrate new vocabulary, academic grammar and sentence structures.

Units of Study:

Reading:	Writing:	Ancient History:	Education Technology:
<ul style="list-style-type: none"> ● Myths ● Short stories ● Articles ● Non-fiction texts and videos 	<ul style="list-style-type: none"> ● Informative ● Persuasive/Argumentative ● Narrative ● Responses to literature and non-fiction texts 	<ul style="list-style-type: none"> ● Early Humans ● Mesopotamian Empires ● Ancient Egypt ● Ancient India ● Ancient Israel ● Ancient China ● Ancient Greece ● Ancient Rome 	<ul style="list-style-type: none"> ● Google Classroom ● Google Docs ● Google Maps ● FlipGrid ● Seesaw ● Book Creator ● Storyboard That ● Blogger ● And more!

Assessments / sources for grades:

- Unit tests and projects
- Writing assignments (paragraphs, essays, narratives & reports) and Writers' notebooks
- Weekly quizzes
- Process of Learning assessments (responsibility, collaboration, organization, etc.)
- 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
- Newsela.com
- 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
- ☑ Makes sense of problems and persevere in solving them
- ☑ Use strategies to solve problems with multi-digit whole numbers, fractions, decimals and percents
- ☑ Compare and use number lines to model situations with positive and negative numbers
- ☑ Represent and reason about algebraic expressions, equations, and inequalities
- ☑ Solves real-world and mathematical problems involving area, surface area and volume.
- ☑ Use ratio and rate reasoning in order to solve real-world and mathematical problems
- ☑ Collect, organize, analyze and interpret data in order to make decision and/or predictions

Units of study

- Number Sense and Building Class Norms
- Area and Surface Area
- Introducing Ratios
- Unit Rates and Percentages
- Dividing Fractions
- Arithmetic in Base Ten
- Expressions and Equations
- Rational Numbers
- Data Sets and Distributions

Assessments / sources for grades:

Content (50% of grade)

- quizzes
- tests/performance tasks/ projects

Process of Learning (50% of grade)

- math journals
- participation logs
- In class individual and group participation
- homework

Curriculum approach used

Students will engage in understanding how math works and what math has to do with their lives. They will develop conceptual understanding and procedural fluency through number talks, hands-on activities, small and whole group math tasks, and individual practice. A variety of resources will be used, including the Illustrative Mathematics curriculum and teacher created materials based on the work of Jo Boaler, Marilyn Burns, and the Silicon Valley Math Initiative (SVMI). Through collaborative learning and individual practice, students will develop and extend their knowledge, skills and identity as mathematicians.

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 ...

- ☑ Uses tools appropriately to perform tests, collect and display data, and communicate findings orally and in writing
- ☑ Explain the role of cells, tissues, and organs have in carrying out vital functions to maintain health
- ☑ Explain how energy is transferred when two systems are at different temperatures
- ☑ Explain interactions between water, gravity and Earth's rotation and patterns of weather & climate
- ☑ Develop, use, and revise models to explain a scientific phenomena
- ☑ Explains the relationship between plastic pollution and human activity
- ☑ Apply engineering practices to design and evaluate potential solutions to a problem

Units of study

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

Assessments / sources for grades:

Content (50% of grade)

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

Process of Learning (50% of grade)

- science journals
- In class participation (individual and group)
- participation logs
- homework

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 the Next Generation Science Standards (NGSS) framework, the Lawrence Hall of Sciences program, *Ocean Science Sequence*, and teacher/student created units of study, students will investigate the role of the ocean 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. We will be participating in the Ocean Ambassador program from the Marine Mammal Center. 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

- ☑ Demonstrate the ability to set SMART goals, plan to reach goals, monitor progress, and complete goals.
- ☑ 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)
- ☑ 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
- Goal Setting and self-awareness
- Non-fiction Reading Strategies
- Fiction Reading Strategies
- Academic Strategies
- Learning Styles
- Self-Advocacy
- Collaboration
- Word work

Assessments / sources for grades:

- In-class participation
- Online Learning Portfolio
- Reading strategies assessments
- Reading journals
- Tests & quizzes
- Book Reports
- Non-Fiction Reports
- Projects and presentations (both oral & written)

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?

We have advisory at Gateway to support each student's success; to help students build an inclusive community; and to provide a space for social emotional learning and discussion of issues pertinent to middle schoolers. 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 (SEL) 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.
- Daily meetings for 30 minutes used for community building and SEL lessons
- Intentional structured study hall times with academic check-ins

Curricular Content of Advisory 6:

- Who am I?
- Everyone has a story
- Positive Relationships
- Being Healthy
- Working in Groups
- 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 semester, all sixth grade Exploratory Arts students should be able to ...**

- ☑ Develop an understanding of the elements of art (line, shape, texture, value, and composition).
- ☑ Create a drawing, using varying tints, shades, and intensities.
- ☑ Develop specific criteria as individuals or in groups to assess and critique works of art.
- ☑ Identify and describe all the elements of art found in selected works of art.
- ☑ Describe how select elements of composition are effectively used in a work of art.
- ☑ Select specific media and processes to express mood, feelings, themes, or ideas.

Themes of study

1. 8 Studio Habits of Mind: Express, Envision, Arts Communities, Engage/Persist, Develop Craft, Reflect, Observe, Stretch and Explore
2. Art History is OUR History
3. Identity and Culture
4. Thinking about Weather, Climate, and Human Impact through Art
5. Ancient and Contemporary Art from Egypt, China, and Greece

Assessments / sources for grades:

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

Curriculum approach used

The arts teach students that there is more than one answer to question and more than one solution to a problem. Working individually and in small groups students will explore traditional media and techniques to create, evaluate, and revise original pieces of art. Art also teaches students to notice relationships. Students will learn to look at historical work as well as student work and engage in discussion about works of art. 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)
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
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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, stretching, and nutrition and how each influences our performance in 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 and Nutrition
2. Team-building and cooperative games
3. 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
- Teamwork and Collaboration

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

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.				