



# GATEWAY MIDDLE SCHOOL

## **Gateway Middle School Seventh 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 seventh 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 7 Year-End Learning Goals and Expectations for Humanities

### ***By the end of the school year, all seventh grade students should be able to ...***

- ☑ effectively take part in collaborative discussions on grade 7 topics, texts, and issues
- ☑ identify cause-and-effect relationships, bias, stereotyping, and author's point of view in history
- ☑ understand key characteristics that make societies from the medieval, renaissance, and enlightenment eras unique
- ☑ use reading strategies to decode, read, comprehend and analyze a variety of genres and texts
- ☑ identify and write in different genres: including narrative writing, informative/explanatory writing, argumentative writing and research-based writing.
- ☑ use the writing process to organize ideas, write, revise, edit and publish their work
- ☑ use and analyze primary source documents to provide evidence and build a broad understanding of historical events

### Units of study

1. Beginning of Medieval Times  
*Essential Question: How are people shaped by their cultural and personal experiences?*
  - Writing: personal narrative
  - Reading: *The Outsiders* by S.E. Hinton, a selection of contemporary short stories, elements of narrative writing, focus on plot structure and character development
2. The Rise and Spread of Islam  
*Essential Question: How does contact between different cultures impact people?*
  - Writing: historical argumentative
  - Reading: *A Bottle In the Gaza Sea* by Valerie Zenatti, primary and secondary historical sources, focus on theme, current events and evaluating sources
3. The Global Convergence of Cultures: Asia, America and Europe  
*Essential Question: How does contact between different cultures impact people?*
  - Writing: expository and informative, literary analysis
  - Reading: thematically linked YA novels, primary and secondary historical sources, focus on independent literary analysis
4. Europe Enters the Modern Age  
*Essential Question: How do individuals shape their environment?*
  - Writing: research/informative, argumentative literary response
  - Reading: *Romeo and Juliet* by William Shakespeare, focus on figurative language and the conventions of drama and poetry

Assessments / sources for grades: "Do Nows" & "Exit Tickets"; vocabulary quizzes; learning process assessments; student class participation and collaboration; writing rubrics and checklists; writers' notebooks; reading responses; academic conversations; binders; essays and projects; homework.

### Curriculum approach used:

- *TCI History Alive! The Medieval World and Beyond*
- *The Outsiders* by S.E. Hinton, *Bottle in the Gaza Sea* by Valerie Zenatti, *Romeo and Juliet* by William Shakespeare, collection of short stories, collection of young adult novels
- Nonfiction articles and primary source documents  
*Facing History and Ourselves* curriculum  
*Stanford History Education Group* resources

## Grade 7 Year-End Learning Goals and Expectations for Mathematics

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

- ☑ clearly articulate different mathematical strategies and ideas orally, visually, and in writing
- ☑ deepen their number sense (mathematical procedures) & confidence in their math abilities
- ☑ justify solutions to real-world math problems involving market math, ratios, & proportions
- ☑ interpret and create tables, graphs and their equations
- ☑ manipulate integers using all four operations and major number properties
- ☑ apply conceptual knowledge of linear patterns to write, solve, and justify solutions to complex equations and inequalities
- ☑ make predictions based on either theoretical or experimental probabilities (e.g. use random sampling and compare populations)
- ☑ understand that statistics can be used to gain information about a population by examining a sample of the population
- ☑ deepen understanding of, and two/three-dimensional figures, and three-dimensional figures (e.g. calculate surface area & volume of a variety of non rectangular prisms and polygons).

### Units of Study

1. Building Classroom Community
2. Comparing and Scaling: Proportional Relationships
3. Accentuating the Negative and Number Sense: Positive and Negative Number Relationships
4. Variables and Patterns: Linear Relationships
5. Samples and Populations: Statistics
6. What Do You Expect?: Probability
7. Filling and Wrapping: Two and Three- Dimensional Geometry

### Assessments / sources for grades:

- math journals
- homework
- showing mathematical reasoning orally and in writing
- individual and collaborative participation
- tests/ quizzes
- performance tasks/ projects

### Curriculum approach used

We will use *Connected Mathematics Program*, an investigative approach curriculum, along with teacher created units to engage students in understanding how math works and what it has to do with our lives. Through hands-on activities, small and whole-group math talks, and procedural practice, students will develop conceptual and procedural understandings.

## Grade 7 Year-End Learning Goals and Expectations for Science

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

- ☑ Research an accomplished scientist and analyze their identity in comparison to their own
- ☑ Design a desalination device that applies their understanding of states of matter
- ☑ Design a device using chemical reactions to treat injuries by heating and cooling
- ☑ Identify the cause for an imbalance of gases in a biodome using your knowledge of the transfer of energy and matter, particularly through photosynthesis and respiration.
- ☑ Assess the impact of water absence in an ecosystem and predict what the future holds if a drought continues
- ☑ Research, understand, and explain the impacts of an invasive species in an ecosystem
- ☑ Recommend design principles for homes in the Bay Area to prevent destruction as a result of an earthquake
- ☑ Recommend a placement site for nuclear waste using knowledge of plate tectonics
- ☑ Design questions, create investigations, & record/communicate findings effectively
- ☑ Create models to explain phenomena using evidence evidence and reasoning
- ☑ Research an enlightenment age scientist and design a modern day investigation using their findings/methodology

### Units of study

1. My Identity as a Scientist
2. Like an Engineer
3. Cycle of Matter and Energy
4. Chemical Reactions
5. Ecosystems and Environment
6. Rock Cycle and Plate Tectonics
7. Exhibition

### Assessments / sources for grades:

- science journals
- homework
- quick writes and reflections
- performance tasks / projects
- quizzes and tests
- participation (individual and group)

### 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 variety of activities developed by Oakland Unified School District, Issues and Earth Science Curriculum, and other GMS created materials students will investigate the world around them. This year will integrate concepts from Earth, Physical, and Life Science as well as Science and Engineering practices outlined in the newly adopted Next Generation Science Standards (NGSS). Science journals will be used to develop scientific habits of mind as well as strengthen reading and writing in the content areas.

## Grade 7 Year-End Learning Goals and Expectations for Learning Seminar

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

### Reading Strategies:

- ☑ strategically use specific reading strategies to make meaning of a complex text
- ☑ Develop independent reading habits across a wide variety of genres
- ☑ Respond thoughtfully and thoroughly to independent reading texts

### Process of Learning Strategies:

- ☑ Use academic strategies and resources to produce high quality work
- ☑ Develop academic habits for whole school success
- ☑ Develop self awareness and growth mindset to meet learning goals
- ☑ Advocate and take responsibility for their learning needs
- ☑ Develop collaboration skills for the benefit of themselves and the school community

### Technology Strategies:

- ☑ use various academic technological tools in the classroom setting
- ☑ use current technology to present content knowledge
- ☑ use the Internet appropriately and safely
- ☑ conduct effective research online
- ☑ proficiently touch type

### Brain and Learning Strategies:

- ☑ identify individual learning profiles and modality preferences
- ☑ apply various study and test taking skills appropriate to individual learning needs
- ☑ use brain science and growth mindset to develop successful academic habits

### Areas of study:

1. Reading Strategies
2. Process of Learning Strategies
3. Technology Strategies
4. Brain and Learning Strategies

### Assessments / sources for grades:

- Reader Response Notebooks
- Technological presentations
- Student class participation and collaboration
- Homework
- Process of Learning self-assessments

### Curriculum approach used:

- Independent reading
- Reading strategy mini lessons
- *Brainology* by Mindset Works
- *Typing Pal*
- *Newsela*

## **Grade 7 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 lessons 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 7:**

- Focus: Identity and "Us versus Them"
- Project: School-wide anti-bullying programs
- Social Skills: Empathy and Communication, Bullying Prevention, Emotion Management, Substance Abuse Prevention
- College awareness with college visit in the spring
- High school and eighth grade goal-setting in the spring

## Grade 7 Learning Goals and Expectations for Exploratory Spanish

***By the end of the school year, all Exploratory Spanish students should be able to ...***

- ☑ pronounce Spanish words using the sounds of the Spanish alphabet.
- ☑ follow along with songs and read alouds in Spanish.
- ☑ comprehend simple questions asked in Spanish.
- ☑ ask routine classroom questions in Spanish.
- ☑ use formulaic language (learned words and phrases).
- ☑ attempt to speak or answer a question using Spanish.
- ☑ makes sentences in Spanish.

### Units of study

#### **Cultural Context:**

**México**

**Guatemala**

**Nicaragua**

**El Salvador**

**Paraguay**

**Peru**

**Honduras**

**Venezuela**

**Bolivia**

#### **Language Focus:**

Alphabet / Greetings / Numbers (1-30) / "hay"

Basic Geography / The Classroom / Nouns / Definite & Indefinite Articles, Plural Forms

Weather / Seasons / Dates & Holidays / Present Tense –ER / –IR Verbs

The Family / Subject Pronouns / "ser - to be" & "estar - to be" / Adjectives

Emotions / Possessive Pronouns / "tener - to have" / Telling Time / Question Words

At Home/ Estar & Locations/ Tener & Obligations/ Hay que/ On the Phone

Clothing / Colors / Shopping / Numbers (100+) / Adjectives Present Tense –AR Verbs

Body Parts/ "Boot Verbs"/ Estar & Conditions

In Your City/ Prepositions & Locations

**TV Show-** Mi Vida Loca (BBC Channel)

### Assessments / sources for grades

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

- Teaching Proficiency through Reading and Storytelling, TPRS
- ¡Bienvenidos! An Introduction to Spanish Language Studies, *VOCES 1<sup>st</sup> Year Spanish* by Teacher's Discovery, and 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



## Grade 7 Learning Goals and Expectations for Heritage Spanish

**By the end of the school year, all Heritage Spanish 1 students should be able to ...**

- ☑ use the sounds of the Spanish alphabet to improve spelling.
- ☑ read aloud in Spanish.
- ☑ feel more comfortable speaking Spanish in front of a group.
- ☑ recognize how accent marks change the sound of words.
- ☑ punctuate Spanish style.
- ☑ apply new grammar and vocabulary to improve written expression in Spanish.

### Units of study

#### **Content Codes:**

**A.** Geographical Focus    **B.** Historical / Cultural Focus  
**C.** Literary Exposure    **D.** Written Expression Task  
**E.** Spanish / English Grammar Comparisons

1. Leyendas y Vida: **A.** Latinoamerica; **B.** Hispanic and Latin Myths and Legends; **C.** Folk Stories. **D.** Write a play; **E.** Pronouncing and Spelling H, Ll, Y / Reflexive Verbs
  
2. Poesía                    **A.** Chile    **B.** Hispanic Celebrations & Holidays    **C.** Defining Poetry & the Major Literary Genres    **D.** Creating a Short Poem Using Sensory Language    **E.** Present Tense -AR, -ER, & -IR Verbs / “Vosotros” vs. “voseo” / Prepositions “a” & “en” / Nouns that Begin with “a” / Compound Nouns
  
3. La novela                **A.** Colombia    **B.** Hispanic Family Ties: Traditions & Changes  
**C.** The Novel    **D.** Describing Physical Spaces / Locations in a Narrative    **E.** “To have” Verb(s) / Punctuation / Pronouncing & Spelling “b” vs. “v” / Homophones / Nouns with Both Grammatical Genders
  
3. Arte y Musica            **A.** Mexico and Spain; **B.** Study the artwork of several Hispanic or Latino artists;  
**C.** Songs/ Rhymes/ Poetry; **D.** Announce and promote an event; **E.** Pronouncing & Spelling C, S, Z/ Infinitive Verbs

**Lectura:** “Cajas de Cartón por Francisco Jiménez”

### Assessments / sources for grades

<ul style="list-style-type: none"> <li>● Active Class Participation</li> <li>● Note-Taking Efforts</li> <li>● Assignment Completion &amp; Revision</li> <li>● Group Participation and Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Spoken Language Tasks to Practice Speaking in Front of Groups</li> <li>● Maintenance of a Spanish Folder</li> <li>● Performance based assessments</li> <li>● Projects</li> </ul>
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### Curriculum approach used

- *El español para nosotros (Nivel 1)* by Glencoe / McGraw-Hill Publishers
- *Heritage Spanish Speakers’ Language Learning Strategies* by Zennia Hancock, and excerpts from other language materials.
- *Quia* and other online practice and play sites
- Teaching Proficiency Through Reading and Storytelling, TPRS
- Language games

## Grade 7 Learning Goals and Expectations for 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 seventh grade Arts students should be able to ...**

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

*Use artistic terms when describing two-dimensional and three-dimensional works of art.*

*Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of works of art.*

*Skills, Processes, Materials, and Tools*

*Develop increasing skill in the use of at least three different media.*

*Use different forms of perspective to show the illusion of depth on a two-dimensional surface.*

*Communication and Expression Through Original Works of Art*

*Create an original work of art, using film, photography, computer graphics, or video.*

*Create a series of works of art that express a personal statement*

*Role and Diversity of the Visual Arts*

*Research and describe how art reflects cultural values in various traditions throughout the world.*

*Compare and contrast works of art from various periods, styles, and cultures*

*Derive Meaning and Make Informed Judgments*

*Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.*

*Develop and apply specific and appropriate criteria to assess and critique works of art.*

*Connections and Applications*

*Study the art of a historical era and create a multimedia presentation that reflects that time and culture.*

*Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.*

*Careers and Career-Related Skills*

*Identify professions in or related to the visual arts and some of the specific skills needed for those professions.*

### Units of study

Semester 1	Semester 2
<ol style="list-style-type: none"> <li>1. Self Portrait: Heroes and Legends</li> <li>2. Self Portrait: Symbolic Objects</li> <li>3. Illuminated Scripts</li> <li>4. Fantasy Creatures from the Middle Ages</li> <li>5. Along the Silk Route: Trading Textiles and Pottery</li> <li>6. World Cultures of the Middle Ages: Small group research project</li> </ol>	<ol style="list-style-type: none"> <li>1. Illusion of Depth</li> <li>2. World Architecture of the Renaissance</li> <li>3. Stained Glass, Ceramic Tiles, and Mandalas</li> <li>4. Contemporary Takes on Renaissance Costume/Theatre</li> <li>5. Fantastic Inventions and Flying Machines</li> </ol>

### 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 7 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



# 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.				

