



GATEWAY MIDDLE SCHOOL

Gateway Middle School Seventh 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 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 Workshops and 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 ...

- ☑ engage effectively in academic conversations to deepen understanding of grade level content.
- ☑ identify cause-and-effect relationships, bias, stereotyping, and author's point of view in history to analyze how people are shaped by their environment, culture and personal experiences.
- ☑ analyze primary source documents to provide evidence and build an understanding of historical events.
- ☑ effectively integrate new academic vocabulary, language & sentence structures in writing.
- ☑ use reading strategies to decode, read, comprehend and analyze a variety of genres and texts
- ☑ analyze literature for structure, theme, character development, and author's craft.
- ☑ effectively conduct research to explain how cultural contact impacts people and how people can and do shape their environment.
- ☑ 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.

Units of study:

1. Introduction to Humanities: History, Reading & Writing
Essential Questions: How are people shaped by their environment, culture and personal experiences? What are the benefits & disadvantages of our interactions with others?
 - 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. Conflicts and Convergence of Cultures: The Rise and Spread of Islam; West Africa and China:
Essential Questions: What are the benefits and disadvantages of cultural contact and exchange? What are the long-term effects of that conflict or exchange today?
 - Writing: short historical arguments and literary analysis
 - Reading: thematically linked YA novels (focus on theme; connections to current events and building discussion skills around literature), primary and secondary sources (focus on sourcing, contextualizing, corroborating and evaluating)
3. The Global Convergence of Cultures: the Americas and Europe
Essential Question: How can intolerance arise in a more integrated global world & what are its consequences? How can people gain and use power over others?
 - Writing: research/informative, argumentative, creative response to literature
 - Reading: primary and secondary historical sources, short stories with focus on literary analysis
4. The Impact of Ideas and Technology in the Modern Age: The Renaissance, The Scientific Revolution, contemporary issues
Essential Question: How do individuals & the technology they create shape their environment? How can we as individuals & we as a society shape our future?
 - 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: essays and projects; Humanities' notebooks; vocabulary quizzes; Process of Learning reflections; student class participation and collaboration; academic conversations; binders; homework, presentations, "Do Nows" & "Exit Tickets"

Curriculum approach used:

We draw upon multiple resources to differentiate student learning and support students' conceptual understanding of history, reading and writing skills. These resources include: *TCI History Alive! The Medieval World and Beyond*; *The Outsiders* by S.E. Hinton, *Romeo and Juliet* by William Shakespeare, collections of short stories, young adult novels; nonfiction articles and primary source documents; *Facing History and Ourselves* curriculum; *Stanford History Education Group* resources; The California History Social Science Project at UC Davis; NewsELA Pro, Beers and Probst's *Notice and Note: Strategies for Close Reading*.

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 number sense (flexibility with numbers) & confidence in math ability
- ☑ make sense of problems and persevere in solving them
- ☑ attend to precision when solving problems (specifically units and mathematical symbols)
- ☑ manipulate rational numbers using all four operations
- ☑ collect data about a population using a sample and summarize the data using graphs
- ☑ justify solutions to real-world problems involving ratios & proportions
- ☑ reason about situations involving sales taxes, tips, markdowns, markups, sales commissions, interest, depreciation, and scale drawings
- ☑ apply conceptual knowledge of linear patterns to write, solve, and justify solutions to complex equations and inequalities
- ☑ solve real-life mathematical problems involving angle measure, area, and volume
- ☑ make predictions based on either theoretical or experimental probabilities (e.g. use random sampling and compare populations)

Units of Study

1. Building Classroom Community
2. Getting to Know You Through Statistics
3. Scale Drawings
4. Introducing Proportional Relationships
5. Measuring Circles
6. Proportional Relationships and Percentages
7. Rational Number Arithmetic
8. Expressions, Equations, and Inequalities
9. Angles, Triangles, and Prisms
10. Probability and Sampling

Assessments / sources for grades:

- math notebook / POL skills
- homework
- showing mathematical reasoning orally and in writing
- individual and collaborative class participation
- tests/weekly quizzes
- performance tasks/ projects
- warm-ups & cool-downs

Curriculum approach used

We will use *Illustrative Mathematics*, a problem-based curriculum, that develops students' mathematical thinking through questioning, discussions, real world contexts and making connections. 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 ...

- ☑ assess engineering problems and design a solution
- ☑ construct an argument using evidence and reasoning
- ☑ analyze data to create and use scientific models to explain what is happening
- ☑ understand the structure and properties of matter
- ☑ explain the results of a chemical reaction in regards to matter and energy
- ☑ understand energy transfer and the cycle of matter in ecosystems
- ☑ describe the impacts of the ongoing processes of the rock cycle and plate tectonics
- ☑ apply scientific knowledge to make decisions that impact the community
- ☑ design questions, create investigations, and record/communicate findings effectively

Units of study

1. Building a Scientific Community
2. Launch Like an Engineer
3. What Makes Up Earth's Natural Resources?
4. How Can I Make Old Stuff From New Stuff?
5. What Do I Have In Common with Planet Earth?
6. What Can Cause Populations to Change?
7. Exhibition

Assessments / sources for grades:

- science journals
- homework
- quick writes and reflections
- warm-ups and cool-downs
- 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 IQWST (Investigating and Questioning our World through Science and Technology), a science curriculum developed by science education experts from the University of Michigan, Northwestern University, Michigan State University, and the Weizmann Institute of Science, 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). Students will conduct investigations, collect and analyze data, develop and use models to explain phenomena, and engage in argument from evidence, all within a literacy and discourse-rich environment. 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 texts.
- ☑ develop independent reading habits across a wide variety of genres.
- ☑ respond in reading journals to independently chosen 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.
- ☑ set suitable learning goals and reflect on progress in meeting those goals.

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:

- ☑ apply various study and test taking skills appropriate to individual learning needs.
- ☑ use brain science and growth mindset to understand individual learning process and 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:

- Independent Reading Journey Notebooks
- Technological presentations
- Student class participation and collaboration
- Homework
- Process of Learning self-assessments

Curriculum approach used:

- Independent reading of self-selected books
- *Reading Nonfiction: Notice and Note Stances, Signposts and Strategies* (Beers and Probst)
- *Notice and Note: Strategies for Close Reading* (Beers and Probst)
- *Typing Pal*
- *Newsela Pro*

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?

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 7:

- 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 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

- **Basics:** Alphabet, Numbers (0- +1000), Colors, Months, Classroom Objects
- **The Family:** Subject Pronouns / “ser - to be” “tener- to have” & “estar- to be” / Adjectives/ Hobbies (regular verbs)
- **Food and Drinks:** At the Restaurant/ Indirect Object Pronouns/ *Gustar* & Preferences, Wants & Needs)
- **At Home:** Estar & Locations/ Tener & Obligations/ Hay que/ On the Phone
- **Body Parts:** “Body Verbs”/ Estar & Conditions
- **In Your City:** Prepositions & Locations

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
- ¡Bienvenidos! An Introduction to Spanish Language Studies, *VOCES 1st Year Spanish* by Teacher’s Discovery, and excerpts from other language materials
- 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

A. Cultura

1. Culturas Indígenas
2. Escribir un panfleto
3. Signos de puntuación: punto, coma, signos de exclamación e interrogación
4. Conjugación de verbos regulares en presente

B. Leyendas y Vida

1. Historias populares: Leyendas, Fábulas y Mitos Hispanos y Latinos
2. Escribir una obra de teatro basado en una historia popular
3. Elementos de una oración: pronombres, sustantivos, nombres propios y comunes, verbos y adjetivos
4. El uso de las palabras mayúsculas

C. La novela

1. Migración, emigración, inmigración
2. La entrevista
3. Los acentos y las palabras agudas, esdrújulas y llanas.
4. Leer autobiografía de Francisco Jiménez

D. Arte y Música

1. Estudiar el arte de varios artistas Hispanos y/o Latinos
2. Escribir una biografía
3. Sinónimos y antónimos

Lectura: "Cajas de Cartón por Francisco Jiménez"

Assessments / sources for grades

- Active Class Participation
- Note-Taking Efforts
- Assignment Completion & Revision
- Group Participation and Presentations
- Spoken Language Tasks to Practice Speaking in Front of Groups
- Maintenance of a Spanish Folder
- Performance based assessments
- Projects

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
- 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 year, all seventh grade Arts students should be able to ...**

- ☑ Continue to develop an understanding of the elements of art (line, shape, texture, value, and composition)
- ☑ Develop and apply specific and appropriate criteria as individuals or in groups to assess and critique works of art.
- ☑ Describe the environment and selected works of art, using elements of art and the principles of design.
- ☑ Analyze and describe how the elements of art and the principles of design contribute to their works of art.
- ☑ Develop skill in using mixed media while guided by selected principles of design.
- ☑ Create works of art that express a personal statement and demonstrate skill in applying the elements of art and design.
- ☑ Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

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. Art during the Middle Ages, Renaissance, and along the Silk Route
5. Overlap of Science, Art, and Technology

Assessments / sources for grades:

- Sketchbooks/Journals
- Participation & Collaboration
- In-class tasks/Larger projects & Small film/research assignments
- POL skills

Curriculum approach used

The arts teach students that there is more than one answer to question and more 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 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, 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 seventh 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 (including proper dress)
- Teamwork and Collaboration



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. | | | | |