



GATEWAY MIDDLE SCHOOL

Gateway Middle School Eighth 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 eighth grade, in order to have a solid foundation for success in a college prep high school. 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.

Table of Contents

Mission and Vision	page 1
Humanities 8	page 2
Mathematics 8	page 3
Science 8	page 4
Learning Seminar 8	page 5
Advisory 8	page 6
Exploratory Spanish 8	page 7
Heritage Spanish 8	page 8
Visual and Performing Arts 8	page 9
Physical Education 8	page 10
Process of Learning Rubric	page 11

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 and on to high 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)
- School Site Council (SSC)
- Flexible volunteer opportunities at school

Grade 8 Year-End Learning Goals and Expectations for Humanities

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

- ☑ write narratives, informational and argumentative essays that clearly convey experiences, arguments and ideas using primary and secondary sources as solid evidence
- ☑ use a multi-draft writing process to brainstorm, write, revise and edit works of fiction and nonfiction
- ☑ compare, contrast, and analyze texts, ideas and conflicting pieces of information
- ☑ identify and comprehend literary elements within a narrative
- ☑ develop and use academic vocabulary in writing and academic conversations
- ☑ understand how the United States of America became a formal nation and the challenges that surrounded its development
- ☑ analyze the geographical, physical and political changes of the United States
- ☑ understand how personal, familial, cultural and national identities are formed and interact with each other

Units of study

1. The Colonies demand Independence

Essential Question: How does identity shape behavior and decision-making? How is “us” versus “them” formed?

Reading: Determine theme and analyze connections; Chains by Laurie Halse Anderson

Writing: Narrative and Explanatory Writing

2. Founding and Expanding a Nation

Essential Question: How is a “free” nation and its laws established? How can the government and people be held accountable for equal protection under these laws?

Reading: Analyze dialogue, author’s word choice, and elements of plot; The Absolutely True Diary of a Part Time Indian by Sherman Alexie

Writing: Argumentative Writing

3. A Changing Nation

Essential Question: How can the government and people be held accountable for equal protection under our nation’s laws? What happens when we disagree on fundamental issues to govern the nation and ourselves?

Reading: Compare and contrast text structures, cite evidence and evaluate arguments; Warriors Don’t Cry by Melba Pattillo Beals

Writing: Argumentative and Explanatory Writing

4. Rebuilding the Nation to become a World Power

Essential Question: How has the American identity evolved? How does social change occur?

Reading: Analyze viewpoints, identify literary elements; Fahrenheit 415 by Ray Bradbury

Writing: Argumentative and Narrative Writing

Assessments / sources for grades: Independent and group work; Do Nows & Exit Tickets; Unit tests and quizzes; Process of Learning assessments; Student class participation and collaboration; Writing Rubrics and Checklists; Writers’ Notebooks; Essays and Projects; Homework

Curriculum approach used

- TCI History Alive! The United States Through Modern Times
- Novels and Poetry
- Nonfiction Articles and Primary Source Documents

Grade 8 Year-End Learning Goals and Expectations for Mathematics

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

- Recognize and modeling linear relationships in bivariate data
- Develop understanding of equivalent expressions and equations
- Identify properties of exponents and apply exponential rules in order to simplify expressions
- Use graphic and algebraic methods to model and solve systems of equations
- Deepen understanding of three-dimensional figures (e.g. volume of non-rectangular prisms and composite figures).
- Understand the necessary conditions for establishing congruence or similarity of polygons using transformations
- Understand and apply the Pythagorean Theorem

Essential Questions

1. How can functions model data patterns? How do linear patterns help us understand physical phenomena around us?
2. How can we discover and use properties of exponents to simplify expressions.
3. How do properties of operations help generate equivalent expressions and reveal new information about the context of a problem?
4. How can you determine the approach to solving a system of equations? How can you use system of equations to solve real-world problems?
5. How could properties of rectangular prisms help deepen understanding of more complex non-regular prisms?
6. How can transformation effects help you compare figures? How can properties of transformations, congruence, and similarity be used to solve problems about shapes and measurements?
7. How can you construct an argument that proves the relationship of the legs to the hypotenuse of a right triangle? How can the converse of the Pythagorean Theorem determine whether it is a right triangle?

Assessments / sources for grades:

- Classwork/Teamwork/Participation
- Homework
- Process of Learning assessments
- Tests/Quizzes and Projects

Curriculum approach used

Students will gain both procedural and conceptual understanding of Algebraic and Geometric topics this year. The primary curriculum, Connected Mathematics Program, will emphasize a collaborative, small group approach to mathematical problem-solving as well as physical modeling and revision process.

Grade 8 Year-End Learning Goals and Expectations for Science

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

- Plan, carry out and evaluate investigations using appropriate tools

- ☑ Develop, use and revise models to explain a scientific phenomena
- ☑ Construct and present arguments to support conclusions about physical phenomena
- ☑ Identify and describe the forces acting on a single object
- ☑ Demonstrate that the change in an object's motion depends on the sum of the forces on the object and the mass of the object
- ☑ Explain how chemical reactions occur on an atomic level
- ☑ Explain how particles interact to create the properties of matter
- ☑ Analyze and interpret patterns to describe the properties and motion of the universe
- ☑ Identify human impact on the Earth and the environment

Essential Questions

1. What are science and engineering? How do science and engineering work? How do scientists and engineers work together to solve problems?
2. What forces act on an object on earth? How do forces affect the objects they act on?
3. How do objects move? What affects objects' motion?
4. What are we made of? What makes a substance unique? How do substances change?
5. What makes up the universe? How do objects in the universe affect each other, as well as life on Earth?
6. What impact did humans have on the history of earth? What impact do humans continue to have on the earth?

Assessments / sources for grades:

- Class work/Group work/Participation
- Process of Learning assessments
- Science Notebooks
- Homework
- Tests/Quizzes
- Projects

Curriculum approach used

We will be using a variety of curricula in Physical Science this year, including the project-based *It's About Time* (IAT) curriculum, the Full Option Science System (FOSS), and lessons created from various online sources. Our student scientists will develop their scientific and engineering design skills in each unit by documenting their learning in their science notebooks.

Grade 8 Year-End Learning Goals and Expectations for Learning Seminar

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

- ☑ Use literacy strategies such as inferencing, decoding, connecting, summarizing, and using context clues to comprehend higher complexity texts
- ☑ Cite textual evidence to analyze and evaluate central idea, author's purpose, arguments and conflicting information within a text
- ☑ Incorporate academic strategies such as organization, collaboration, self-awareness and self-advocacy to help with academic success
- ☑ Identify and practice habits of growth mindset vs. fixed mindset students
- ☑ Demonstrate ability to set goals, reflect, monitor, and revise as needed
- ☑ Identify and understand different parts of the brain, their function, and the neuron
- ☑ Explain the different branches of psychology and identify examples of theories in everyday life

Units of study

1. **Reading is Thinking:** Understanding who we are as readers and learners and developing strategies to grow in both these areas
Essential Question: How do I set myself up for success as a reader and thinker? How did the field of psychology develop and how can it help us understand ourselves and interactions with others?
2. **Expanding our skills:** Deepening our analysis of texts and brain science; Introduction to psychology
Essential Question: How do we use collaboration to interact with and better understand information? How did the field of psychology develop and how can it help us understand ourselves and interactions with others?
3. **Evaluating arguments and multiple points of view:** Introduction to psychology and conflicting evidence
Essential Question: How does psychology help us understand human difference? Why is it important to question information?
4. **Transferring our knowledge to others:** Pursuing information independently and teaching it to others
Essential Question: How do I pursue additional knowledge on a subject independently? How do I present what I know in a way that is engaging and logical?

Assessments / sources for grades:

- Independent and group work; Independent Reading; Unit tests and quizzes; Process of Learning assessments; Student class participation and collaboration; Reader's Response Notebooks; Projects; Homework

Curriculum Approach Used

- *Step-It-Up 2 Thrive*, Thrive Foundation
- Psych 101: A crash course in the science of the mind
- Balanced Literacy including Guided Reading, Literature Circles, Reader's Response Notebooks and vocabulary study

Grade 8 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 8:

- Focus: Upstanders and Civic Responsibility
- Project: Community Service and Generation Citizen
- Social Skills: Empathy and Communication, Bullying Prevention, Emotion Management, Goal Setting, Substance Abuse Prevention
- College awareness with college visit in the spring
- High school decision-making and application process in the fall

Grade 8 Learning Goals and Expectations for Exploratory Spanish

By the end of the year, all 8th grade 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 even if it is only one word before switching to English.
- ☑ write simple sentences in Spanish.

Units of study

Cultural Context:

México

Guatemala

Nicaragua

El Salvador

Paraguay

Peru

Honduras

Venezuela

Bolivia

TV Show

Language Focus:

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

Basic Geography Terms / 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/
Feelings & 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

Mi Vida Loca (BBC Channel)

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
- *Quia* and other online practice and play sites
- Language games

Grade 8 Learning Goals and Expectations for Heritage Spanish

By the end of the year, all 8th grade Heritage Spanish 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.
- ☑ use accent marks to maintain the original pronunciation of word stems.
- ☑ 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: “Senderos Fronterizos por Francisco Jiménez”

Assessments / sources for grades

<ul style="list-style-type: none"> ● Active Class Participation ● Note-Taking Efforts ● Assignment Completion & Revision ● Group Participation and Presentations 	<ul style="list-style-type: none"> ● 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.
- *Quia* and other online practice and play sites
- Teaching Proficiency Through Reading and Storytelling, TPRS
- Language games

Grade 8 Learning Goals and Expectations for Arts

The Arts Curriculum is designed to discover the unique expression of each student while using the tools of an artist. Each grade will work with the art lessons differently. **By the end of the school year, all eighth grade Arts students should be able to ...**

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

Use artistic terms when describing the intent and content of works of art.

Analyze the use of the elements of art and the principles of design in video, film, or electronic media.

Skills, Processes, Materials, and Tools

Demonstrate an increased knowledge of technical skills in using more complex two dimensional art media

Communication and Expression Through Original Works of Art

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

Select a medium to use to communicate a theme in a series of works of art.

Role of the Visual Arts and Diversity of Visual Arts

Examine and describe the role of a work of art created to make a social comment or protest social conditions.

Compare, contrast, and analyze styles of art from Western and non-Western cultures.

Discuss the contributions of women and various immigrant cultures to the art of a particular society.

Make Informed Judgments

Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.

Connections and Applications

Select a favorite artist and some of his or her works of art and create a piece that expresses personal ideas and views about the artist.

Careers and Career-Related Skills

Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.

Units of study

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. Abstraction and Realism in Self Portraits 2. Making Meaning in Symbols and Gestures 3. Power in Word 4. Beautiful Monsters 5. Contemporary Ceramics 6. Fashion Forward 	<ol style="list-style-type: none"> 1. Illuminated Sculpture 2. Independent Project 3. Mural and Outdoor Art

Assessments / sources for grades:

- Sketchbooks/Journals
- Participation and 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 8 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 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.				