



Gateway Middle School Seventh Grade Curriculum Guide 2024-25

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 the success of 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.

This year, we are continuing to focus on joyful, rigorous, and culturally relevant instruction and practices aligned with our CA Common Core Framework.

Our 3-5-year goal is to cultivate equitable outcomes for all young people and families, especially those who are and have been historically marginalized and oppressed.

GATE (Getting At the Essentials) - formerly "Personalized Learning"

This year, to cultivate equitable outcomes for all young people, we have built into our weekly schedule 4, thirty-minute blocks for GATE. GATE offers teachers an opportunity to respond to

- students' academic needs based on identified needs,
- work with small groups,
- assess and provide feedback.

GATE offers students an opportunity to

- re-engage with content,
- work on a task that deepens understanding, or
- work in a small group with a teacher.

During this time, you might see students engaged in different ways such as a teacher working with a small group of students, while some students practice a skill, explore a topic of interest, or work with technology to delve deeper into an area of learning.

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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 that 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 the success of 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

Essential Question

- 1) What are the common structures and patterns of medieval civilizations?
- 2) How does cultural contact change the way societies develop?
- 3) How do I write strong narratives, arguments, explanations, and poetry?
- 4) What strategies help me understand complex fiction and non-fiction texts?

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

- ☐ Engage effectively in academic conversations to deepen understanding of content.
- ☐ Use primary or secondary sources to research and describe the impact of historical events and cultural contact on medieval and modern-day societies.
- ☐ Explain the geographic, political, economic, religious, and social structures of a medieval civilization.
- ☐ Use academic vocabulary, conventions & sentence structures in writing for different contexts & purposes.
- ☐ Write narratives, poetry, and informative and argumentative writing that meet the requirements of each genre.
- ☐ Analyze literature for structure, character, theme, and author's language.

Units of study:

Unit 1: Conflicts and Convergence of Cultures: The Rise and Spread of Islam and West Africa:

- **Writing:** informative descriptions of golden age inventions
- **Reading:** Primary and secondary sources (focus on sourcing, contextualizing, corroborating, and evaluating)

Unit 2: Contemporary Africa: Refugees in Literature

- **Writing:** argumentative literary response and poetry
- **Reading:** Primary and secondary sources (focus on sourcing, contextualizing, corroborating, and evaluating), *Long Walk to Water* by Linda Sue Park, selected poetry (focus on figurative language)

Unit 3: Weighed and Measured: Medieval European Society and the Bubonic Plague

- **Writing:** narrative writing
- **Reading:** Primary and secondary sources (focus on sourcing, contextualizing, corroborating, and evaluating), *Patient Zero* by Marilee Peters, primary and secondary sources

Unit 4: The Global Convergence of Cultures: the Aztecs and Europe

- **Writing:** Research/informative,
- **Reading:** primary and secondary historical sources, literature circles with thematically connected leveled novels

Assessments/sources for grades: essays and projects; writing journal; vocabulary quizzes; Process of Learning reflections; student class participation and collaboration; presentations

Curriculum approach used:

We draw upon multiple resources to differentiate student learning and support students' conceptual understanding of history, reading, and writing skills. We also utilize resources to strengthen the anti-racist approach to our curriculum. These include: *Facing History and Ourselves*; *Learning for Justice*, *Actively Learn* (an online interactive reading platform); collections of short stories, young adult novels; nonfiction articles and primary source documents; *Stanford History Education Group* materials; *The California History Social Science Project at UC Davis*; *EL Education Curriculum*.

Technology approach used:

Various technology platforms are utilized to increase student engagement and critical thinking and provide multiple means of both learning and communicating understanding. These include Padlet; FlipGrid; Google Slides; Jam Board; Book Creator, Canva, etc.

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 ...

- ☑ Use mathematical reasoning to make sense of problems and show detailed work
- ☑ Clearly articulate different mathematical strategies and ideas orally, visually, and in writing
- ☑ Deepen number sense (flexibility with numbers) & confidence in math ability
- ☑ Analyze proportional and linear relationships and use them to solve real-life and mathematical problems, including multistep ratio and percent problems
- ☑ Add, subtract, multiply, and divide rational numbers to solve real-life and mathematical problems
- ☑ Solve real-life and mathematical problems using numerical and algebraic expressions and equations

Units of Study

0. Building Classroom Community
1. Rigid Transformations & Congruence
2. Scale Drawings
3. Proportional Relationships
4. Rational Numbers
5. Expressions & Equations
6. Linear Relationships

Assessments/sources for grades:

Process of Learning (POL) Skills	Content Mastery
<ul style="list-style-type: none">• Math notebook• Individual and collaborative class participation• Do Nows• Exit Tickets• Work Completion	<ul style="list-style-type: none">• Exit Tickets• Projects & Major Assignments• End-of-unit assessments• Quizzes

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 interactive activities, small and whole-group math talks, and procedural practice, students will develop conceptual understanding, procedural fluency, and math reasoning.

This year we are following the accelerated curriculum for 7th grade math which includes standards from 7th and 8th grade. This is to ensure that students are ready to learn Algebra 1 concepts when they get to 8th grade.

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 ...

- ☑ apply scientific ideas to construct an explanation for real-world phenomena, examples, or events
- ☑ analyze and interpret data to identify patterns/trends and draw conclusions
- ☑ interpret and construct models to understand how something works
- ☑ understand the structure and properties of matter
- ☑ explain the results of a chemical reaction in regard 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/Thinking like a Scientist

Essential Question: *What is science? How do we investigate answers to questions about the natural world?*

2. Chemical Reactions and Phase Change

Essential Question: *How do I make new stuff from old stuff?*

3. Ecosystems & Flow of Energy

Essential Question: *How do organisms obtain and use the matter and energy they need to live and grow?*

4. STEM Origins Project

Essential Question: *Who are the people who made STEM and today possible and how can we honor them?*

5. Earth Processes

Essential Question: *How and why is Earth constantly changing?*

6. Engineering

Essential Question: *How can I build a solution to a problem?*

Assessments/sources for grades:

Process of Learning (POL) Skills	Content Mastery
<ul style="list-style-type: none">• Science notebook• Individual and collaborative class participation• Do Nows• Exit Tickets• Work Completion	<ul style="list-style-type: none">• Performance tasks and projects• Pre-unit assessments, mid-unit assessments, end-unit assessments

Curriculum approach used

Students will be immersed in a variety of independent, small-group, and whole-class activities that develop their understanding of how science works and what scientific thinking is. Using a variety of activities developed that are aligned with CA state standards and other GMS/SFUSD-created materials, students will investigate the world around them. This year will integrate concepts from physical, life, and earth science. Students will 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 notebooks 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

Essential Questions:

- 1) How do I use my process of learning skills to be successful?
- 2) What strategies help me analyze complex fiction and non-fiction texts?
- 3) How can I use technology to effectively research and publish information?
- 4) What's the difference between human creativity and generative AI? Is it ethical to use generative AI?

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

- ☐ Explain the importance of the “Process of Learning” and its role in student growth.
- ☐ Use an understanding of brain science and generative AI to argue whether it is ethical to use generative AI.
- ☐ Analyze & comprehend complex fiction and non-fiction texts using appropriate reading strategies.
- ☐ Use technology to learn, present, and publish information.
- ☐ Independently read and respond to texts across genres.

Units of study:

Unit 1: Fiction Reading Strategies

Reading: *The Outsiders* by S.E.Hinton. Students use reading strategies to make meaning of complex fiction texts. They deeply analyze character, theme, and symbolism.

Unit 2: Ethics of Generative AI and its comparison to human creative processes

Students use brain science and a growth mindset to understand their learning process and develop successful academic habits. Then, they explore various generative AI programs and compare and contrast different arguments for and against generative AI.

Reading: Independent reading books. Students develop independent reading habits across a wide variety of genres.

Unit 3: Patient Zero: Talking to the Text

Reading: Students learn how to use talking-to-the-text annotation strategies on *Patient Zero* by Marilee Peters. They do this in order to analyze patterns in human reactions to global pandemics and how diseases spread.

Unit 4: Literature Circles, CAASPP Prep, and Passion Projects

Reading: Students read complex fiction and discuss it with a small group. Students apply various study and test-taking skills appropriate to individual learning needs. Then, they apply technology and presentation skills to research and present on a passion of theirs.

Assessments / Sources for Grades	Curriculum Approach Used
<ul style="list-style-type: none">• Reading Journals• Technological presentations• Student class participation and collaboration• Homework• Process of Learning Self-assessments	<ul style="list-style-type: none">• Independent reading of self-selected books• EL curriculum (selectively)• FHAO teaching strategies• <i>Actively Learn</i>• <i>GMS: Process of Learning Rubric</i>

Grade 7 Learning Goals and Expectations for Advisory

Advisory Goals and Objectives:

1. **Understanding personal identity:** Students examine and celebrate their identities.
2. **Understanding self as a learner:** Students will develop a growth mindset and use this to self-monitor progress and goals.
3. **Understanding self as a community member:** Students develop a reciprocal relationship to their community to learn from and about others.
4. **Understanding self as a leader:** Students explore their leadership style, build confidence in leadership, and practice leadership.

What is Advisory?

We have an 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 a community circle, Facing History curriculum for social-emotional skills, 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 the 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 18-22 students in the same grade level.
- Daily meetings for 30 minutes are used for community building and SEL lessons.
- Intentional goal setting, structured reflections, and conferences on goals.

Curricular Content of Advisory 7:

- Practice mindfulness, identity explorations, and learning about intersectionality.
- Create and reflect on SMART goals.
- Participate in community circles, reflection, and actively contribute to class norms.
- Identify their leadership qualities and skills; students practice leadership.

Grade 7 Learning Goals and Expectations for SJ Art

By the end of a semester of SJ Art, all 7th-grade students should be able to ...

- ☑ Understand the concept of identity
- ☑ Recognize and understand the differences between ethnicity, race, and nationality
- ☑ Utilize course-specific language comfortably
- ☑ Recognize the various intersections of ethnic studies, such as culture and sexuality or race and class
- ☑ Respect and understand cultural/environmental differences among peers and staff
- ☑ Recognize relevant/applicable scenarios in own respective communities

Units of study

- Using 3D modeling to create tiny homes
- Protest art using watercolor
-

Assessments / sources for grades

<ul style="list-style-type: none">• Class Participation• Note-Taking Efforts• Assignment Completion• Application of class concepts in real time• Group Participation and Presentations	<ul style="list-style-type: none">• Performance-based assessments• Class projects
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Curriculum approach used

- Using proper/credible sources for accurate information
- Investigating concepts through an interdisciplinary approach
- Using and understanding anti-racist language
- Valuing and respecting everyone's cultural/environmental differences in AND out of the class setting

Grade 7 Learning Goals and Expectations for Latine Arts

*The Latine Arts Curriculum is designed to discover the unique expression of each student while using the tools of different Latin American communities. **By the end of the semester, all 7th grade Latine Arts students should be able to ...***

- ☑ *Develop an understanding of the elements of sculpture (shape, texture, and composition).*
- ☑ *Organize and Develop Artistic Ideas and Work*
- ☑ *Incorporate different traditional Indigenous art techniques in projects*
- ☑ *Perceive and Analyze Artistic Work*
- ☑ *Synthesize and Relate Knowledge and Personal Experiences to Make Art*

Units of Study:

- ★ Learning the different definitions of Race, Ethnicity, and Nationality
- ★ Learning the different ways in which people identify with communities (ex. Hispanic vs. Latinae)
- ★ Create their own yarn paintings inspired by the Wixarika people
- ★ Create their very own Milagros, experimenting with different media (such as cardboard, paint, metal, and foil)
- ★ Explore the colorful world of Alebrijes and learn about their origin to create their very own sculpture

Assessments/sources for grades:

- Portfolios
- Class Participation
- Vocabulary
- Assignment Completion
- Application of learned concepts in art projects
- Group Participation

Curriculum approach used

The arts teach students that there is more than one answer to a question and more than one solution to a problem. Working individually and in small groups students will explore several different media and techniques to create sculptural work in class. 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 3D arts from observation and imagination as well as learning about different tools for enhancing artistic expression.

Grade 7 Learning Goals and Expectations for Physical Education

Class Overview:

The main purpose of Gateway Middle School's Physical Education Class is to grow our students' outlook regarding the importance of setting goals, collaborating with peers, and building leadership skills. Another focus is to help our PE students better understand movement concepts, physical activity, and the value of healthy lifestyle choices. As the year goes on, we want students to understand PE plays a crucial role in the holistic development of individuals, fostering not only physical fitness but also mental and social well-being. Through various activities and sports, PE teaches students the importance of teamwork, discipline, and perseverance. Our hope is that this will encourage a lifelong appreciation for physical activity.

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
- ☑ create and evaluate a set of short/long term (SMART) goals that relate to exercise/movement
- ☑ demonstrate sportsmanship, teamwork, and communication during class activities
- ☑ understand the importance of cardio, flexibility, strength, balance, agility and coordination
- ☑ take skills learned in PE and apply them to an active lifestyle outside of the 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. Examining GMS core values & their relationship with health and wellness
2. Team-building and cooperative games
3. Sports (e.g. skill building 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 of 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 importantly, we aim to keep each other safe.

Assessments/sources for grades:

- Participation and effort (including proper dress)
- Teamwork and Collaboration
- Adherence to Physical Education class expectations

Process of Learning Student Self-Assessment

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

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

Academic Strategies: Uses learning strategies and resources to follow directions and show quality work.		4	3	2	1
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: Organizes, plans, studies, and completes work to present best effort.		4	3	2	1
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: Knows strengths and needs and takes action to become a better learner.		4	3	2	1
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: Communicates learning needs, takes responsibility and demonstrates persistence to achieve goals.		4	3	2	1
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: Applies social-emotional awareness & social skills to work well with others.		4	3	2	1
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.				