

# 7TH GRADE CURRICULUM TABLE OF CONTENTS

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*Please keep this guide for the entire 2009-2010 school year.* Students and their parents must complete the colored elective request form on the back cover and turn it into the school office by March 12, 2009.



# **General Information**

Redwood Middle School's curriculum is designed to help students make a smooth transition from elementary school to high school. The academic goal is to focus on basic fundamental skills, while also offering enrichment opportunities, and to provide a variety of learning experiences for the students. Lessons at Redwood seek to recognize that students learn in different ways, and place an emphasis on problem solving, critical thinking, and cooperative learning. The curriculum is aligned with State Content Standards.

## **Seventh Grade Curriculum**

Each student has a year-long Core class for three periods with one teacher. In the Core class, the student will follow an integrated course in language arts, literature and history-social science. Each student will have one period each of mathematics, science, physical education, and one period of an Elective Program course.

### **Social Emotional Literacy Program**

The Redwood Middle School Counselors present a Social Emotional Literacy Program (SEL) to each grade level. The ability to provide such a program is due to the generous funding of the Saratoga Education Foundation.

The program teaches students life skills to assist them in making a successful transition through adolescence and beyond. The SEL program is presented through specific lessons in the Core classes.

The primary focus of 7<sup>th</sup> grade SEL lessons revolve around the topic of Stress Management. Students learn the physical manifestations of stress, and the relationship between stress levels, health, and performance. Students additionally learn a variety of helpful strategies to manage their stress, including mindfulness meditation, effective communication skills and cognitive/behavioral strategies that help students realize how one's personal attitudes can increase or decrease stress in their lives.

### **Orientation of New Students**

An orientation assembly for all 7<sup>th</sup> and 8<sup>th</sup> grade students new to the Saratoga Union School District will be held a week before the first day of school. This orientation assembly will be run by a staff member and a few 8<sup>th</sup> grade students. These 8<sup>th</sup> graders will also meet with the new students during the first quarter to help them to be knowledgeable and comfortable with our school.

### **Class Schedules**

Class schedules will be available for pick-up two working days prior to school opening. Information regarding the orientation program, the opening of school, locker assignments, physical education uniforms and other pertinent information will be mailed in mid-August.

### **Schedule Request**

Students and/or parents may not initiate a class or program change based on teacher or time period preference.

## 7TH GRADE SAMPLE SCHEDULE

<u>PERIOD</u>	<u>COURSE</u>
A	GRIFFIN BAND
HM	HOMEROOM
1	CORE
2	CORE
3	CORE
4	Elective
5	SCIENCE
6	MATH
7	P.E.

**PLEASE NOTE:** Classes are not necessarily offered in the order shown above.

## Graduation Requirements

In order to graduate from Redwood Middle School, students must pass all required classes in both semesters in each of the 6th, 7th and 8th grades. Summer School is required for any failed class.



### “A” Period -

All students taking “A” period will have an eight period school day. The Griffin Band and Math Shadow classes are offered during the “A” period only if a minimum number of students are enrolled. Students will sign up for “A” period Band at the start of the school year. Math Shadow classes will be determined by Administration in August.

### Math Shadow

The Math Shadow class is offered for 6<sup>th</sup> grade and for 7<sup>th</sup> grade as 6<sup>th</sup> and 7<sup>th</sup> grade math classes are now heterogeneously grouped. Math Shadow is designed for students who need extra support in their math class. Concepts are both pre-taught and re-taught as is appropriate for students’ needs. Class size is limited and placement is based on teacher recommendation and administrative approval. Parents interested in placement for their student in Math Shadow should contact their student’s guidance counselor.

### Tutorial

Tutorial provides students with structure and support who struggle with daily tasks and organization required to be academically successful. Students are provided assistance to complete class work and homework in their academic classes. They are taught how to manage their time effectively and how to stay consistently organized over the course of the semester. Study skills and test taking strategies are also covered. Class size is limited and placement is based on teacher recommendation and administrative approval. There is no assigned homework and grading is pass/fail. Parents are contacted if their student has been recommended for Tutorial. Parents interested in placement for their student in tutorial should contact their student’s guidance counselor.

### Elective Program

Electives for 7<sup>th</sup> and 8<sup>th</sup> grade are scheduled by the number of students registered for each course. Occasionally an elective is not scheduled due to a low number of requests for the Course. Redwood makes every effort to give students their top preference but in some cases, scheduling conflicts preclude a first choice. **Please keep this guide for the entire 2009-2010 school year. Students and their parents must complete the colored elective request form on the back cover and turn it into the school office by March 12, 2009.**



# **REQUIRED COURSES**

## **Core- Language Arts/Literature/Social Studies** Seventh Grade Level Expectations

### **Language Arts/Literature**

Language arts and literature are integrated with social studies/history to create a humanities core. The Reading/Language Arts program will emphasize listening, speaking, reading and writing. Students will use a structured program that includes a literature anthology, grammar workbook, supplementary reading, and core novels that align with the History/Social Science framework. Students continue to develop a level of literacy that enables them to become informed, productive members of society. Emphasis is placed on inquiry and critical thinking skills. Language arts skills are acquired through a variety of experiences, such as: reading, listening, responding, public speaking, dramatic presentations, simulations, meaningful writing, and group discussions.

**Textbooks:** *The Language of Literature, McDougal Littell* and *Language Network, McDougal Littell*

#### **Priority Content Standards**

- Use the knowledge of word origins and word relationships, as well as historical and literary context clues
- Read and understand grade-level-appropriate material
- Read and respond to historically or culturally significant works of world literature such as Beowulf, Of Nightingales That Weep, and I, Juan de Pareja.
- Write clear, coherent, and focused essays across the curriculum
- Write narrative, expository, persuasive, and summary text of at least 500-700 words. Other writing experiences include poetry, business/personal letters, and dialogue
- Write and speak with a command of standard English conventions
- Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience
- Deliver well-organized formal presentations employing traditional rhetorical strategies

### **Social Studies**

History/Social Studies is integrated with Language Arts to create a humanities core which covers the world history of ancient, medieval, and early modern civilizations. Emphasis is on gaining knowledge and understanding of the major civilizations of the world, developing research, geography, and communication skills. Students examine critical issues, pivotal events, and important people. The curriculum is enriched by literature and includes lessons which draw upon multiple intelligences and active/interactive learning strategies.

**Textbook:** *History Alive*

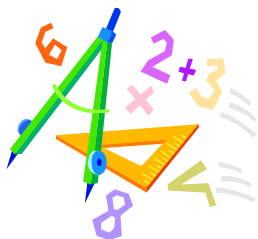
#### **Priority Content Standards**

The History/Social Studies content standards for the Medieval Period (China, Japan, Africa, and Europe) and the study of the Renaissance, Reformation, and Americas will be evaluated by the following criteria:

The student....

- Understands the exchange of ideas and technology over time
- Uses a variety of documents to understand and analyze historical and geographic information
- Distinguishes fact from opinion and identifies historical points of view, considering historical context
- Understands, analyzes and interprets central issues and problems across time.





# Mathematics

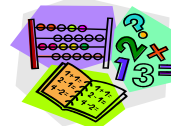
## Seventh Grade Pre-Algebra Expectations

Instruction develops the students' abilities to both enjoy and use mathematics. Our content and varied instruction takes into account the student's individual and special needs as well as different modalities of learning. The California State Content Standards are the basis of a curriculum that stresses the critical interrelationships among computational and procedural proficiency, problem-solving ability, and conceptual understanding of all aspects of mathematics, from the simplest calculations to the most sophisticated problem solving.

There is one level of math taught at the 7<sup>th</sup> grade and instruction is aligned with the 7<sup>th</sup> grade California math standards. Students who may need extra support for this class can take the 7<sup>th</sup> Grade math shadow class which both pre-teaches and re-teaches key grade level concepts.

### Priority Content Standards

- Students differentiate between rational and irrational numbers. Students add, subtract, multiply, and divide rational numbers including integers, fractions and terminating decimals, and take positive rational numbers to whole-number powers. Students know that every rational number is a terminating or repeating decimal and are able to convert terminating decimals into reduced fractions.
- Students solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
- Students add and subtract fractions by using factoring to find common denominators. Students multiply, divide and simplify rational numbers by using exponent rules.
- Students understand the meaning of the absolute value of a number. Students interpret the absolute value as the distance of the number from zero on a number line, and determine the absolute value of real numbers.
- Students simplify numerical expressions by applying properties of rational numbers and justify the process used.
- Students graph linear functions, noting that the vertical change per unit of horizontal change is always the same and know that the ratio is called the slope of the graph. Students plot the values of quantities whose ratios are always the same. Students fit a line to the plot and understand that the slope of the line equals the quantities.
- Students solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.
- Students use measures expressed as rates, and measures expressed as products to solve problems. Students check the units of the solutions, and use dimensional analysis to check the reasonableness of the answer. Students solve multi-step problems involving rate, average speed, distance, and time or a direct variation.
- Students know and understand the Pythagorean Theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments, and in some situations, empirically verify the Pythagorean Theorem by direct measurement.
- Students demonstrate an understanding of conditions that indicate two geometric figures are congruent and what congruence means about the relationships between the side and angles of the two figures.
- Students identify elements of three-dimensional geometric objects and describe how two or more objects are related in space.
- Students understand the meaning of, and are able to compute the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.
- Students make decisions about how to approach problems.
- Students use strategies, skills, and concepts in finding solutions.
- Students determine a solution is complete and move beyond a particular problem by generalizing to other situations.





# Physical Education

The quality and productivity of each individual's life is enriched through participation in a comprehensive, sequentially planned physical education program that promotes through movement the physical, mental, emotional and social well being of every individual in the pursuit of lifelong health. The physical education department has three main goals. They are to promote: Motor skills and movement knowledge, self-image and personal development and social development.

**Emphasis:** Meeting challenges and making decisions

## **Building on Student's Background:**

- Increase a sense of belonging
- Gain confidence in individual activities
- Introduction of individual risk-taking in sports

## **Movement Skills and Movement Knowledge**

- Master use of small groups to solve problems
- Understand principals of spin and rebound
- Chart own motor skills
- Select specific exercises for each health-fitness components
- Understand the impact of exercise, relaxation, stress, nutrition and substance abuse on the body

## **Self-Image and Personal Development**

- Ability to take on new challenges, solve problems and take risks
- Understanding of new ways to use equipment
- Ability to set personal goals for improvement of health-fitness and performance skills

## **Social Development**

- Ability to meet challenges, solve problems and resolve conflicts within groups
- Ability to express appreciation for cooperation and fair play
- Develop confidence and overcome anxieties around attempting new things, making friends and personal limitations.



# Science

## Focus on Life Science

The field of science is constantly undergoing change, as new theories and information are brought to light. An understanding of science and an appreciation of its methods and philosophy are an important component of a well-rounded education. The primary standards for 7<sup>th</sup> grade science relate to:



1. Cell Biology
2. Genetics
3. History of Life on Earth and Evolution
4. Structures and Function in Living Systems
5. Physical Principles in Living Systems



### **Investigation and Experimentation**

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and to address the content in the other strands, students should develop their own questions and perform investigations. Students will be able to:

- Select and use appropriate tools and technology (including calculators, computers, balance, spring scales, microscopes and binoculars) to perform tests, collect data and display data
- Utilize a variety of print and electronic resources (including the World Wide Web) to collect information as evidence as part of a research project.
- Communicate the logical connection among hypothesis, science concepts, tests, conducted, data collected and conclusions drawn for the scientific evidence.
- Construct scale models, maps and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure)
- Communicate the steps and results from an investigation in written reports and verbal presentations

A Family Life Unit, which includes the state-mandated HIV/AIDS awareness curriculum, is also presented in 7<sup>th</sup> grade science.

## Year Long Elective Courses

Elective courses are open to seventh and eighth grade students unless otherwise indicated. The seventh grade program includes one elective period. The eighth grade program includes two elective periods.



### **World Languages** **Spanish 1A or French 1A**



Students signing up for a language are making a commitment to remain for one year. Listening, reading, writing and speaking skills will be stressed during the four semester sequence. World language classes at Redwood require adequate English skills. Students will be taught and assessed according to the National World Language Standards:

#### **Communication:**

The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions. The student understands and interprets written and spoken language on a variety of topics. The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Culture:**

The student demonstrates an understanding of the relationship between the practices and perspectives of the culture studied. The student acquires information and recognizes the distinctive viewpoints that are only available through the foreign language and its cultures

**PLEASE NOTE:** Students interested in continuing their study of a language at Saratoga High School will need to successfully complete **two years** of middle school language with a grade of "B" or better in the last year in order to qualify for 2nd year language placement as a freshman.



**Advanced Band**

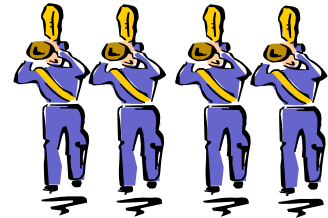
*Prerequisite - Consent of music director.*

In this course, students will learn music theory and will gain critical listening skills, increased aesthetic understanding, and technical and interpretive performance skills in both an individual and an ensemble setting. They will be exposed to a wide range of traditional and contemporary band literature and gain proficiency at sight-reading. During the fall, this band learns techniques and performs as a full Marching Band. Students will grow musically and personally through performances in and outside of school.

**Instrumental Music/Griffin Band**

**Prerequisite - Basic knowledge of an instrument or consent of instructor.**

This band is open to sixth, seventh and eighth grade students with one year of experience or equivalent skills. Emphasis is placed on developing skills that prepare the student for participation in Advanced Concert and Marching Band. This class is held during "A" PERIOD, 7:20 - 8:10 a.m. and does not interfere with any other classes. Students receive credit and a grade.



**Studio Art**

The world of art explored in a yearlong course. Students are introduced to a variety of art mediums such as drawing, painting, printmaking, sculpture, ceramics and much more. The class is organized into three sections during the year. In the art section, students learn drawing, painting, printmaking and sculpture. Some of the projects we will be making during this year long class are drawing in perspective, charcoal drawing, and colored pencil drawing. There are also units on linoleum prints, landscape painting, and wire sculpture.

The ceramic section of the class, students learn the basics of slab building, coiling, pinching, glazing and using drape molds. Projects include how to build many functional and sculptural projects such as making dishes, sculptures, ceramic clocks, real-looking desserts, animals, flower vases, funky houses, and much more!

The third section of the class is the crafts component. Crafts are making functional objects that have artistic flare and use the concepts of art. In the crafts sections students will do jewelry making, silk painting, leatherwork, and mosaics.



No previous classes, acquired skills, or talent are required to make fantastic art in any of these media. Students may take Studio Art in both 7<sup>th</sup> and 8<sup>th</sup> grade. Curriculum is differentiated for past experience and development level.



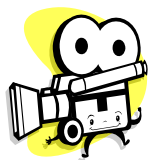
**Computers**

The computer elective is for seventh and eighth grade students. Students will learn use standard office computer tools and also be introduced to a number of different programming, web tools, image processing and game building software. There will be a focus on the differences between pixel art, object art and design graphics. Some of the software used is available as open source or public domain and available for use at home.

## Computer's Con't



Sample programs used include, Scratch, Star Logo, Gamemaker, Terragen, NVU, Google software, Processing, KSEG and Open Office. During the spring students will be allowed to focus more on an individual area of interest.



## **Multi-Media**

Imagine your life without television, movies, Ipods, digital cameras, or computers. Scary thought isn't it? Now imagine a class in school in which you can create artistic projects for all of these forms of media. You have just pictured Redwood's Multi-Media elective. In this class, you will become a movie director, an actor, a photographer, a music producer, a news reporter, a radio d.j. among other exciting opportunities in technology. No experience in multi-media is necessary. You will be taught all of the camera, computer, and software skills essential to becoming proficient with the technology that drives our society in the new millennium.

## **Semester Long Elective Courses**

*Students in the semester electives switch classes at the end of semester one.*



## **Speech Arts**

Redwood's Speech Arts class will enable students to implement techniques for effective public speaking and performance. In one component of this class, students will analyze famous speeches as well as research, write, and deliver their own speeches. In the second component, students will learn to perform in front of an audience through warm up activities, improvisation games, and short one-scene play acting. The class will culminate with a final project in which small groups of students will write and perform their own one act plays in front of an audience.



## **Study Hall**

The Study Hall elective is designed as a time during the day where students can catch up on their work, study for examinations, finish homework, and complete projects. Though Study Hall is not a tutorial; the class instructor will be available to assist students with their work.

## **Extra Curricular Activities**

*These programs are fee based and offered through the Los Gatos Recreation Department.*



## **Color Guard/Dance Team**

**Prerequisite - Enthusiasm & Commitment**

This group is open to all 6th, 7th and 8th grade students who enjoy jazz dance, marching and twirling a tall flag. Dance experience is a wonderful asset, but no experience is necessary. This class meets each Tuesday, Wednesday and Thursday morning from 7:20 to 8:10 a.m. It does not interfere with any other class and students can receive credit and a grade. This group performs with the Advanced Band all year.



## **Honor Chorus**

**Prerequisite - Love of singing.**

No experience is necessary. Emphasis is placed on learning good basic vocal skills (posture, breathing, projection and use of chest, head voice). Students will learn music theory and listening and performing skills while being exposed to many musical style and composers. Students will have the opportunity to experience solo and ensemble work which they will perform for both school and community. (Honor chorus meets Tuesday and Thursday at lunch and Thursday evenings from 7:15-8:30 p.m.)

**Extra Curricular Activities Con't**

*These programs are fee based and offered through the Los Gatos Recreation Department.*



**Jazz Band**

**Prerequisite -This class is open to 7th and 8th grade Advanced Band students only.**

This very energetic group meets on Evenings from 5:45 - 7:00 p.m.



**String Orchestra**

**Prerequisite - Consent of instructor**

This class is open to all sixth, seventh and eighth grade students with at least one year of experience or equivalent skills. Emphasis is placed on developing skills that prepare the student for full Concert Orchestra at the High School level. Advanced String Orchestra meets Tuesdays & Thursdays at 4:15-5:45pm. Intermediate String Orchestra meets Tuesdays & Thursdays 5:45-6:45pm. Students will have the opportunity to experience solo and ensemble work which they will perform for both school and community.

*Registration for all the above extracurricular performing arts offerings will take place with Mrs. Wyant in the fall. If you have any questions, please feel free to contact Mrs. Wyant at 867-3042, ext. 151*

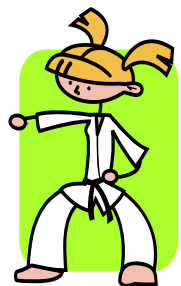
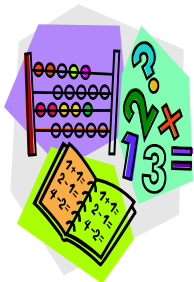


**After School Sports**

Redwood sports programs are very popular! Hundreds of students participate every season. To help keep our sports program strong, we encourage you to get involved through our Redwood Sports Boosters program. You can visit our website for all sport teams offered at Redwood. Go Griffins! This is a fee based program through the Los Gatos Recreation Department. [http://www.saratogausd.org/redwood/sports\\_boosters.html](http://www.saratogausd.org/redwood/sports_boosters.html).

**After School Enrichment**

Redwood Middle School offers an after-school enrichment program in partnership with the Los Gatos-Saratoga Recreation Department. This program is designed to create opportunities for students to explore, learn, grow, laugh, and discover outside of the normal school day. After school classes give students a chance to discover a new interest or further explore an existing interest. Classes in the visual and performing arts, foreign language, technology, and math are regularly offered. For more information on after-school enrichment offerings, see the After School section of the school's website.



*Important Redwood information about after school recreation classes, the Zone, PTA and other exciting programs at Redwood may be found on our school website. [www.saratogausd.org/redwood](http://www.saratogausd.org/redwood)*