

Matthew Gage Middle School

Course Catalog

2020 - 2021



**Matthew Gage Middle School Course Catalog
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Different Levels of Classes and Placement

Matthew Gage Middle School strives to provide each student with the support they need in order to achieve success in classes that provide the most rigorous curriculum. Listed below are guidelines that are used to place students into classes with various levels of rigor and support.

Advanced Placement Courses

The Advanced Placement Program® (AP) enables willing and academically prepared students to pursue college-level studies while still at Matthew Gage Middle School. The program consists of college-level courses developed by the AP Program that schools can choose to offer, and corresponding exams that are administered once a year. Students in the Dual Language Immersion Program and Native speakers who have successfully completed the Pre AP course work are enrolled in Spanish Language Advanced Placement course in the 8th grade.

Honors/Accelerated Courses

Current placement, GATE Identified Students & Teacher Recommendation OR SBAC Level (Exceeding the Standard) OR Parent Request.

Regular Courses

Students working at or slightly above grade level.

Strategic Courses

Students struggling with basic skills; low test scores; and/or teacher recommendation.

READ 180

Students reading more than 2 years below grade level may qualify for this course.

English Language Learners

Students whose native language is a language other than English receive support in English Language Development (ELD).

Specialized Academic Instruction

Students will receive appropriate instruction based on I.E.P. goals.

Support Services

Multi-Tiered System of Support (MTSS)


Before/After-School Tutoring (Library/Teacher Classrooms)

Saturday Academics (Academic Support)

Prime Time (After School Program)

The transition from Elementary to Middle School is an exciting time yet it is also a period of adjustment for Middle School students and parents. Counselors are here to help make this transition as smooth as possible. We are here to offer understanding and support and we especially look forward to getting to know each of you over the course of the next two years here at Matthew Gage Middle School!

Graduation, A-G, and NCAA Course Requirements

 MIDDLE SCHOOL	<h1 style="color: green;">Matthew Gage Middle School</h1> Promoting College and Career Readiness Graduation, A-G, and NCAA Requirements		
Subject	<i>Class of 2016 And Beyond</i>	<i>UC/Cal State A-G Requirements</i>	<i>NCAA Requirements 16 CORE courses</i>
A - History	3 Yrs./Required	2 Yrs. Required	2 Yrs. Required
B - English	4 Yrs. Required	4 Yrs. Required	4 Yrs. Required
C - Math	3 Yrs. Required *Must Include Algebra 1/Math 1	3 Yrs. Required Algebra 1/Math 1 Geometry/Math 2 Algebra 2/Math 3 *4 Yrs. recommended Pre Calc or Higher	3 Yrs. Required Algebra 1 or Higher
D - Science	2 Yrs. Required *1 Life Science *1 Physical Science	2 Yrs. Required (lab) *1 Biological *1 Physical 3 Yrs. recommended	2 Yrs. Required *Natural/ Physical Science (Including 1 year of Lab Science if high school offers it)
E - World Language	3 Yrs. Required in WL / VAPA / CTE	2 Yrs. of Same Language Required 3 Yrs. Recommended	See Below
F - VAPA	*Any combination of the three content areas to equal 30 credits	1 Yr. Required	See Below
G - College Prep elective	None Required	1 Yr. Required	1 year of additional English or Math or Natural/Physical Science
PE	2 Yrs. Required	N/A	N/A
Electives	50 Credits	N/A	4 Additional courses from the above areas including Foreign Language, Comparative Religion or Philosophy
Total Credits	220 Credits	N/A	N/A

NCAA Clearinghouse Web Site www.eligibilitycenter.org

ARE YOU GOING TO BE ON TARGET TO GRADUATE?

60 Credits by August = 10th Grade

120 Credits by August = 11th Grade

170 Credits by August = 12th Grade

220 Credits in Required Courses = **GRADUATION**

Requerimientos A-G, NCAA y Graduación

Materia	<i>Requerimientos de graduación</i>	<i>Requerimientos A-G para UC/Estatales</i>	<i>Requerimientos NCAA de 16 cursos de CORE</i>
A - Historia	3 Años Requeridos	2 Años Requeridos	2 Años Requeridos
B - Inglés	4 Años Requeridos	4 Años Requeridos	4 Años Requeridos
C - Matemáticas	3 Años Requeridos *Tiene que incluir Álgebra 1/Matemáticas 1	3 Años Requeridos Álgebra 1/Matemáticas 1 Geometría/Matemáticas 2 Álgebra 2/Matemáticas 3 *4 Años de Pre Calculo o Superior	3 Años Requeridos de Álgebra 1 o Superior
D - Ciencias	2 Años Requeridos *1 Ciencia de la vida *1 Física	2 Años Requeridos (laboratorio) *1 Biología, Química, Física *1 otra clase de ciencias 3 Años Recomendados	2 Años Requeridos *Ciencias Naturales/ Física (Incluyendo 1 año de Ciencia de laboratorio si la escuela secundaria lo ofrece)
E - Lengua Extranjera	3 Años Requeridos en LE / AVAE / ECT	2 Años Requeridos del mismo Idioma 3 Años Recomendados	Vea Abajo
F - AVAE	* Cualquier combinación de las tres áreas de contenido es igual a 30 créditos	1 Año Requerido	Vea Abajo
G - Electiva preparatoria universitaria	Ninguno Requerido	1 Año Requerido	1 Año adicional de Inglés o Matemáticas o Ciencias Naturales/Física
Ejercicio Físico	2 Años Requeridos	N/A	N/A
Electivas	50 Créditos	N/A	4 cursos adicionales de las materias mencionadas arriba incluyendo Lengua Extranjera, Religión Comparativa o Filosofía
Créditos Totales	220 Créditos	N/A	N/A

Sitio Web de NCAA Clearinghouse: www.eligibilitycenter.org

¿VAS A ESTAR EN LA FECHA PREVISTA PARA GRADUARTE?

















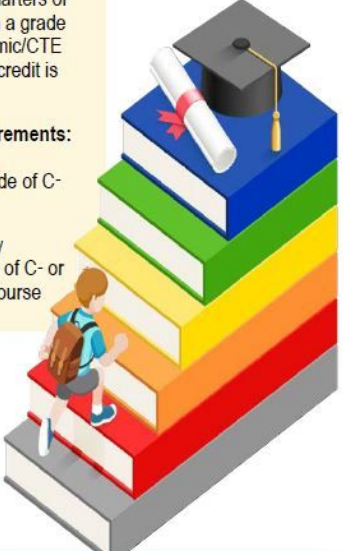
60 Créditos para agosto = 10° Grado
 120 Créditos para agosto = 11° Grado
 170 Créditos para Agosto = 12° Grado
 220 Créditos en Cursos Requeridos = **GRADUACIÓN**

California State College/Career Indicator



College/Career Indicator

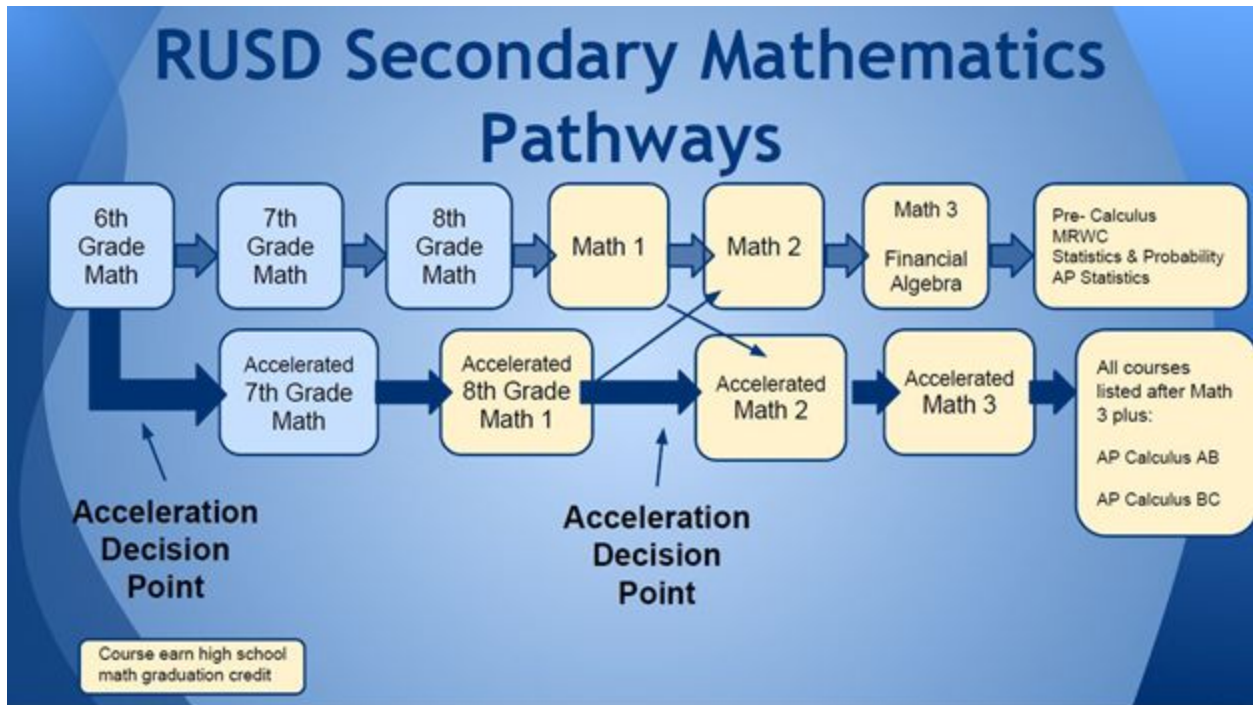
The College/Career Indicator measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state indicator, high school graduates must meet at least one of the measures in the prepared level.

PREPARED	APPROACHING PREPARED	NOT PREPARED
<p> Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics</p> <p> Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams</p> <p> International Baccalaureate (IB) Exams: Score of 4 or higher on two IB exams</p> <p> Completion of Dual Enrollment: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p> University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below</p> <p> Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below</p> <div data-bbox="170 919 896 1213" style="border: 1px solid black; padding: 5px;"> <p>Additional Criteria</p> <p> Smarter Balanced Summative Assessment Scores:</p> <ul style="list-style-type: none"> • Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in mathematics, or • Level 3 or higher on mathematics and at least a Level 2 in ELA <p> One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects</p> <p> Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)</p> <p> Completion of CTE Pathway (for a-g requirement only)</p> </div>	<p> Smarter Balanced Summative Assessments: Score of Level 2 "Standard Nearly Met" on both ELA and mathematics</p> <p> Completion of Dual Enrollment: One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p> UC and CSU a-g requirements: Complete a-g course requirements with a grade of C- or better</p> <p> CTE Pathway: Pathway completion with a grade of C- or better in the capstone course</p> <div data-bbox="922 1018 1149 1224" style="border: 1px solid black; padding: 5px;"> <p>Criteria Key</p> <p> Assessment</p> <p> Coursework</p> </div>	<p style="text-align: center;">Did not meet any of the measures or did not graduate.</p> 

For more information, please visit the California Accountability Model & School Dashboard Web page at <http://www.cde.ca.gov/ta/ac/cm/index.asp>.

November 2017

RUSD Math Progression Chart



Dual Language Immersion Language Allocation Plan

Dual Language Immersion Language Allocation Plan

Middle and High School

7th	8th	9th	10th	11th	12th
Spanish 2 periods	Spanish 2 periods	Spanish 1 period	Spanish 1 period	Spanish 1 period	Spanish 1 period
Pre-AP Spanish History	AP Spanish* Science	World History	AP Spanish Literature*	AP US History	College-Level Translator Certificate Program
English 4 periods	English 4 periods	English 5 periods	English 5 periods	English 5 periods	English 5 periods
7th Grade ELA 7th Grade Math 7th Grade Science Physical Education	8th Grade ELA 8th Grade Math 8th Grade History Physical Education	9th Grade ELA A-G Coursework	10 th Grade ELA A-G Coursework	11th Grade ELA A-G Coursework	12th Grade ELA A-G Coursework

NOTE: As the program continues to grow, determinations regarding specific subject/language instruction will be dependent on availability of appropriately credentialed teachers; and therefore, *may* change depending on year and on site.

[California Seal of Biliteracy Academic Requirements](#)

***Additional courses related to the Seal of Biliteracy may need to be added for certain students:**

***Passing of the AP Spanish Examination at the end of 8th grade, with a score of 3 or higher, is one early way for students to demonstrate their proficiency in a second language. Students who do NOT pass the 8th Grade AP Spanish Examination with a score of 3 or higher have other options for demonstrating proficiency. These include:**

- receiving a GPA of 3.0 or higher across their Pre-AP and 8th grade AP Spanish classes**
- re-taking the AP Spanish Examination in High School and receiving a score of 3 or higher
- passing the AP Spanish Literature Examination with a score of 3 or higher
- taking AP Spanish Literature and receiving a GPA of 3.0 or higher across that class and all previous Spanish classes**
- taking Spanish III Honors and receiving a GPA of 3.0 or higher across that class and all previous Spanish classes**

6 Year Academic Plan

Name _____



6 year plan

Graduation Year _____

Subjects	Requirements		7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
	Graduation Requirements	A-G College Requirements						
A History (30 credits)	<u>3 yrs. required</u>	<u>2 yrs. required,</u> <u>3 recommended</u>						
B English/Composition & Literature (40 credits)	<u>4 yrs. required</u>	<u>4 yrs. required</u>						
C Mathematics (30 credits)	<u>3 yrs. required</u> Must include Algebra 1	<u>3 yrs. required,</u> <u>4 recommended</u> Must include Geometry & Alg. 2 or above						
D Laboratory Sciences (20 credits)	<u>2 yrs. required</u> 1 Biological 1 Physical	<u>2 yrs. required,</u> <u>3 recommended</u> 1 Biological 1 Physical						
E World Language	<u>3 yrs. required</u> <u>30 credits total</u> <u>2 in 1 subject</u> <u>+ 1 in a different subject</u>	<u>2 years required (of the same language),</u> <u>3 recommended</u>						
F Visual Art Performing Arts or CTE		<u>1 year required</u>						
G College Prep Electives	<u>None required</u>	<u>1 year required</u>						
Other Electives	<u>50 Credits</u>							
Physical Education (20 credits)	<u>2 yrs. required</u>							

TOTAL CREDITS REQUIRED = 220

Course Descriptions

English Language Arts

Students engage in new and challenging literacy experiences as they develop skills and knowledge under the California State Standards for English Language Arts/Literacy. The standards are organized around four strands—Reading, Writing, Speaking and Listening, and Language—which define what students are expected to learn by the end of each grade. New for students in grades six through eight are specific literacy standards in history/social studies, science, and technical subjects for the strands of reading and writing. These literacy standards extend across the different subject-area classes. Learning also focuses on three new emphases: (1) building knowledge through content-rich informational text; (2) reading, writing, and speaking grounded in evidence from different texts, both literary and informational; and (3) engaging in group and individual reading and research activities centered on more complex texts and developing academic language.

Students not only engage in careful analysis of texts in English language arts but in other subject matter classes as well, such as history/social studies, science, mathematics, arts, health, and physical education. This table shows some of the skills in the Reading Standards for Informational Text that students learn by the end of each grade.

For students to express themselves, it is important they understand the beauty of language—how to choose words wisely, the impact of a well-crafted sentence, and how punctuation affects the pace of a written piece. Students continue to build and demonstrate effective use of grammar, punctuation, capitalization, and spelling in writing or speaking. In addition, students build their understanding of figurative language using a range of strategies.

Technology plays an important role in supporting students to gain knowledge, engage in research, and present information. They use the Internet to produce and publish writing as well as to interact with others, are able to link to and cite sources, and have developed keyboard skills to type numerous pages. In addition, students in grades 6–8 use multiple print and digital sources to quote or paraphrase conclusions of others (while avoiding plagiarism); assess the credibility of each source; conduct short research projects to answer a question or to support analysis and reflection on a topic; include graphics, images, music, sound, and visual displays to help clarify information in presentations.

English Language Arts 7

In this class, students will learn to read and write critically by examining both fiction and non-fiction texts in order to gain a better understanding of the world around them. This will better prepare students for the academic challenge of high school to enter college, and eventually, the work force. This class will teach students time management, communication, and collaboration skills that are necessary for lifelong success.

Students analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Students interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Honors English Language Arts 7

This class enhances the skills of students who have met or exceeded the standards for English Language Arts. Students will read and write using critical analysis for both fiction and nonfiction texts. Standards will be mastered for reading, writing, speaking, and listening skills to prepare students for the rigor of Honors ELA 8.

English Language Arts 8

In this class, students will build on the knowledge and skills you learned in ELA 7. Using both fiction and non-fiction works, students will read critically, write energetically, speak enthusiastically, and listen attentively. Key standards will be mastered through different instructional approaches utilizing collaboration, independent work, technology, and on-line grammar programs, all at a pace that considers student needs. Students will emerge prepared for high school, career, college, and beyond. Students analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. Students interpret figures of speech (e.g., verbal irony, puns) in context.

Honors English Language Arts 8

This class builds on the knowledge and skills learned in 7th grade, students will explore both fiction and non-fiction texts using critical thinking and reading strategies. Honors classes will read one class novel per quarter, and will be exposed to poetry and drama, including Shakespeare. Students will work collaboratively as well as independently, and will participate in Socratic Seminars, Philosophical Chairs, and other group discussion activities. MLA format for citations in research is expected and practiced.

Read 180/Language Arts Workshop

Read 180 (including the System 44 program) is a class for students who read two or more years below grade level. In this class, students receive both whole group instruction and small group instruction. Students move through three rotations. In the computer rotation, they access software to increase their reading level. In the independent reading rotation, they read high interest books at their Lexile level. In the small group rotation, they work in a small group with the teacher, where the teacher is able to individualize instruction to meet each student's specific areas of need.

Mathematics

With the emphasis on students understanding mathematical concepts and achieving deeper learning, teachers will teach mathematics differently than in the past. Students will learn to “do math” through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels. In grades six through eight, students move from arithmetic to algebra. Learning focuses on ratio and proportional reasoning applied to real-world problems and quantitative relationships, leading to the notion of functions by grade eight. By the end of grade six, students are expected to be fluent with multi-digit division and calculations with multi-digit decimals. By the end of grade eight, students are expected to be fluent with calculations with positive and negative fractions and decimal numbers.

The California Common Core State Standards for Mathematics are based on three major principles: focus, coherence, and rigor. There are two types of standards—the Standards for Mathematical Practice and Standards for Mathematical Content—that together define the mathematics students need to understand, know, and be able to do at each grade level.

The Standards for Mathematical Practice (MP) help students learn to think like mathematicians—to apply mathematics to solve real-world problems, be resourceful, reason about numbers, and explain and defend their solutions and the strategies used to find the solution. When students apply MP.7, they look for patterns and structures to help them solve problems.

7th Grade Math

The fundamental purpose of the 7th Grade Mathematics course is to extend the mathematics that students learned in previous years in the area of proportional reasoning. Also, this course is designed to introduce concepts such as linear equations and scale drawings to be formalized in the following years. This course is written and aligned to California Common Core State Standards – Mathematics. In grade 7, instructional time focus’ on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Accelerated 7th Grade Math

The fundamental purpose of the Grade 7 Accelerated Math course is to build from 6th Grade content. The content difference from this course compared to the non-accelerated course is that it contains standards from 8th grade. Therefore, the accelerated course demands a faster pace for instruction and learning. For Grade 7 Accelerated Math course, instructional time should focus on four critical area: (1) develop understanding numbers as different representations of rational numbers; (2) use

linear equations and systems of equations to solve problems; (3) comparing single and double count data distributions; (4) solving problems 2D- and 3D problems involving area.

Ratios and proportional relationships; arithmetic of rational numbers

Students routinely seek patterns or structures to model or solve problems.

8th Grade Mathematics

The fundamental purpose of 8th Grade Mathematics is to extend the mathematics that students learned in previous years' understanding of ratio and proportional reasoning to the study of linear functions, equations, and systems. They explore negative integer exponents and irrational numbers, and they deepen their understanding of geometric concepts through transformations as they investigate congruence and similarity to prepare for high school mathematics. This course is written and aligned to California Common Core State Standards – Mathematics. 8th Grade Math instruction focus' on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students examine patterns in tables and graphs to generate equations, describe relationships, and Linear algebra and linear functions

Accelerated 8 / Math 1

The fundamental purpose of 8th Grade Mathematics 1 is to formalize and extend the mathematics that students learned through the end of seventh grade. This course differs from Mathematics 1 in that it contains content from 8th grade. While coherence is retained, in that it logically builds from Grade 7 Mathematics Accelerated, the additional content when compared to the high school course demands a faster pace for instruction and learning. For the 8th Grade Mathematics 1 course, instructional time should focus on six critical areas. The units of study deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. 8th Grade Mathematics 1 includes an exploration of the role rigid motions in congruence and similarity. The Pythagorean Theorem is introduced and students examine volume relationships of cones, cylinders, and spheres. 8th Grade Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Standards for Mathematical Practices apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Special Education Math Courses

Students with current IEP goals for math will follow the same math content with appropriate accommodations and/or modifications to make the curriculum accessible based on individual needs.

History Social Science

The course descriptions for grades six through eight are written to tell a story that reflects the breadth of world history and the contributions of many diverse groups to the development of California and the United States. This framework is rooted in a strong emphasis on student inquiry. The goal is not just to tell students about history–social science but to teach them the skills to do history–social science. The framework calls upon students to conduct research (both guided and independent), evaluate primary and secondary sources, develop arguments, and make presentations. The framework views the development of student literacy as a shared enterprise, not something that is just limited to the language arts classroom. The curriculum includes an emphasis on giving all students access to the academic vocabulary and skills necessary for success in college, careers, and civic life. The history–social science curriculum places a strong emphasis on democratic values in the relations between citizens and the state. It encourages teachers to help their students practice the skills of engaged citizenship.

7th Grade World History

The seventh grade course in the framework focuses on medieval and early modern world history. The chapter provides students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Although societies were quite distinct from one another, there were more exchanges of people, products, and ideas with every passing century. The focus is on questions that get at those larger geographical, historical, economic, and civic patterns. To answer these questions, students study content-rich examples and case studies rather than surveying topics superficially. The framework includes more than 30 classroom examples. As part of the framework’s emphasis on literacy development, these sample lessons include correlations to the California history–social science standards, the California Common Core language arts and literacy standards, and the California English language development standards. Grade seven includes the following classroom examples: The Roman Empire Quanzhou, Site of Encounter The Spanish Conquest of Mexico

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Students at Matthew Gage Middle School will learn foundational ideas of World history, geography, and cultures of Europe, West Africa, Asia, and the Americas. Lessons will be driven by content standards, literacy development, inquiry methods, and civic participation. The course will be offered

at Regular, Dual Language Immersion, and Honors levels.

8th Grade US History

The eighth grade chapter focuses on U.S. history from the founding of the American Republic through the end of the nineteenth century. Throughout this course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will also explore the geography of place, movement, and region, starting with the Atlantic Seaboard and then exploring American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization. The framework uses guiding questions at each grade level to direct instruction toward student investigation and research, allow students to explore topics in depth, and to answer important questions for themselves. These guiding questions are part of the inquiry-based approach of this framework. Some of the guiding questions from grade eight include: Why was there an American Revolution? How much power should the federal government have, and what should it do? Was the Louisiana Purchase Constitutional? What did freedom mean, and how did it change over time? Why do periods of reform arise at certain historical moments?

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Students at Matthew Gage Middle School will learn foundational ideas of United States History from the settlement of European colonization through the Civil War and Reconstruction. Lessons will be driven by content standards, literacy development, inquiry methods, and civic participation. The class will be offered at Regular and Honors levels.

Science

The goal of the California Next Generation Science Standards (CA NGSS) is to prepare California students to be informed citizens and future scientists. Students build science mastery through repeated learning experiences centered around everyday events in nature and their lives (“phenomena”). Focusing instruction around these observable phenomena allows students to understand how their world works and gives them the tools to solve problems they identify in it. Students shift from learning facts about science to actually engaging in the practices of science. They learn how to be scientists!

As part of their science learning, students also learn core ideas about the engineering process to solve problems. As CA NGSS engineers, they will:

- Define the criteria and constraints of a design problem, taking into account scientific principles and potential impacts on people and the natural environment.
- Develop models that allow them to iteratively test and improve their designs.
- Systematically evaluate competing design solutions.
- Analyze data from tests of several design solutions to identify the best characteristics of each that can be combined into a new, better solution.

7th Grade Science

Students act as biochemists who develop a model for how cells rearrange food into new molecules that enable living things to survive and grow.

- Students act as ecologists who develop a model of how energy and matter cycle between living and nonliving parts of the Earth system.
- Students act as informed citizens who evaluate different designs based on how well they protect the environment and meet economic and social needs.

The science curriculum is based on the integrated Next Generation Science Standards (NGSS). The standards combine in three dimensional learning which include core ideas, cross-cutting concepts and engineering practices. The key concepts that will be taught are atoms; phase change; chemical reactions; populations resources; energy in ecosystems; plate motion; rock transformation and Positive Prevention Plus. Students will participate in reading, writing, discussion, laboratory work and projects.

7th grade Honors Science

The science curriculum is based on the integrated Next Generation Science Standards (NGSS). The standards combine in three dimensional learning which include core ideas, cross-cutting concepts and engineering practices. The key concepts that will be taught are atoms; phase change; chemical reactions; populations resources; energy in ecosystems; plate motion; rock transformation and Positive Prevention Plus. Students will participate in reading, writing, discussion, laboratory work and projects. Honors 7th Science will examine core ideas with greater depth and complexity as is appropriate for students who are self-motivated and have demonstrated above average study skills. Honors 7th science students will also be required to complete a teacher approved, in-depth, independent project during the school year.

8th Grade Science

Students act as physicists who ask and answer questions about the factors that affect the strength of electric and magnetic forces. • Students act as mechanical engineers who design a device to minimize damage during a collision. • Students act as electrical engineers who support the claim that digitized signals are more reliable than analog signals.

The science curriculum is based on the integrated Next Generation Science Standards (NGSS). The standards combine in three dimensional learning which include core ideas, cross-cutting concepts and engineering practices. The key concepts that will be taught are History of the Earth; Earth, moon and Sun; magnetic fields; light waves; natural selection; motion; forces and energy; evolutionary history; engineering in energy and motion. Students will participate in reading, writing, discussion, laboratory work and projects.

8th Grade Honors Science

The science curriculum is based on the integrated Next Generation Science Standards (NGSS). The standards combine in three dimensional learning which include core ideas, cross-cutting concepts and engineering practices. The key concepts that will be taught are History of the Earth; Earth, moon and Sun; magnetic fields; light waves; natural selection; motion; forces and energy; evolutionary history; engineering in energy and motion. Students will participate in reading, writing, discussion, laboratory work and projects. Honors 8th Science will examine core ideas with greater depth and complexity as is appropriate for students who are self-motivated and have demonstrated above average study skills. **Honors 8th science students will also be required to complete a teacher approved, in-depth, independent project** during the school year.

Physical Education

7th and 8th Grade Physical Education

The five overarching model content standards for elementary and middle school students are as follows:

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

In middle school the content standards emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

Students will participate in a co-educational program of sports and fitness activities designed to meet the California state Physical Fitness guidelines. A regular running program as well as a rotation of team and individual sports and activities will be provided. Students will participate in flag football, soccer, volleyball, basketball, track and field, cross country, street hockey and racket sports. Students will also participate in recreational and fitness activities such as bowling and weight training. Students under the care of a physician, will need to provide documentation concerning limitations or modifications for physical activity to the health office.

Non Departmentalized Electives

Advancement Individual Determination (AVID)

The AVID Elective is an academic course offered in middle and high schools designed to prepare students in the academic middle for college readiness and success in a global society. The curriculum focus is explicit instruction in college readiness skills including self-regulatory skills (time management, goal setting, organization, self-advocacy, etc.) as well as academic skills (focused note taking, inquiry, collaboration, text handling, writing, etc.)

AVID Excel

A part of AVID Secondary, AVID Excel is a middle school “pre-AVID” English language development program for long-term English language learners designed to accelerate academic language acquisition, bridge into high school AVID, increase access to college preparatory coursework, and empower students to be successful in a global society. The curriculum focus is explicit instruction in English language development and cognitive academic language through reading, writing, oral language and academic vocabulary, supported by instruction in traditional AVID college readiness skills.

World Languages

Communication is purposeful, occurring when language users carry out real-world functions in culturally authentic settings in three communicative modes. In the Interpretive Mode, students view, listen to, and read authentic texts; they access information using knowledge of cultural products, practices and perspectives, often with technology. In the Interpersonal Mode, students listen and speak, view and sign, or read and write; they interact in real-world settings and often use technology to collaborate. In the Presentational Mode, students speak, sign, and write for a variety of purposes, listeners, viewers, and readers in culturally appropriate ways; they use the most suitable media and technologies to present and publish.

As students move through the ranges of proficiency, they are able to understand and produce the following text types when they communicate.

As students increase their proficiency in the Cultures Standards, while using the target language, they enhance their ability to interact with members of the target culture in appropriate ways in a variety of real-world settings. In classrooms and culturally authentic contexts, learners use the target language to investigate the relationships among the **products** cultures produce, which includes distinguishing tangible products of a cultural group (such as pieces of folk art) from intangible cultural products (such as a particular style of music or revisions to the legal system) and their use. Students also examine the **practices** of cultures (like the appropriate ways of making physical contact, or the proper protocols for business interactions) and understand the **perspectives** that underlie both products and practices (like collaboration and collectivism, or competition and individualism).

The **Connections Standards** underscore the value of teaching elements of the core curriculum through the target language. All world language students benefit when they recognize distinctive viewpoints as they access, build, reinforce, and expand their knowledge of other disciplines and develop literacy skills in the target language. The knowledge students acquire through the target language supports content-area learning in English and often reflects new perspectives. Activities that support progress toward high levels of achievement require critical thinking, inquiry, problem-solving, creativity, innovation, flexibility, and adaptability to function in real-world, academic, and career-related settings, all of which are emphasized in the *Common Core State Standards* and *21st Century Skills Map for World Languages* (California Department of Education 2013; Partnership for 21st Century Skills 2011).

Spanish 1

This 8th grade course is designed to present the basic structure of the language and culture of the Spanish-speaking people. It will introduce the student to comprehension through listening, speaking, reading and writing. Successful completion of Spanish 1 will prepare students for entering Spanish 2 in high school.

French 1

This 8th grade course is designed to present the basic structure of the language and the culture of the French-speaking people. It will introduce the student to comprehension through listening, speaking, reading and writing. Successful completion of French 1 will prepare students for entering French 2 in high school.

Pre-AP Spanish

The Pre-AP Spanish class delivers focused and challenging instructional that gives all students the opportunity to be engaged in meaningful, foundational coursework across varying levels of abilities. Challenging coursework emphasizes close observation and analysis of text, develops multiple genre writing skills, encourages higher order questioning, and promotes academic conversations. It offers every student access to a high-quality education that prepares them for success in the AP courses and beyond.

Spanish Language Advanced Placement

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Performing Arts

The music standards are designed to enable students to achieve music literacy. Unlike the other arts disciplines, there are five sets of performance standards for music. They are:

- Music: PK–8
- Music: Harmonizing Instruments
- Music: Ensembles
- Music: Composition and Theory
- Music: Technology

Developing music literacy means discovering the expressive elements of music, understanding the basic concepts of music, knowing the terminology that is used to comprehend music, developing the skills necessary to produce music, and being able to reflect, critique, and connect personal experience to music.

The standards describe expectations for learning in music regardless of style or genre. The standards impart the breadth and depth of the music experience through the art-making processes. The standards can and should be the impetus for music educators to inspire their students to explore the many facets of music and prepare them for a life-long relationship with music.

As in the other artistic disciplines, the four artistic processes are addressed linearly in the written music standards but are envisioned to occur simultaneously in the actual practice of music. From the first day, the music student gives voice to an instrument and makes music come alive, often from a written score, by singing, listening, playing, moving, reading, and/or composing music individually or together with peers (creating). The music lesson works toward a synthesis—when everything they have been working on is brought together (performing). The students analyze and evaluate what they have done (responding), and finally attach meaning not only to a musical concept, but to the experience as it relates to other contexts (connecting). As a result, aspects of multiple standards can be combined within a learning activity: students can learn a skill, apply it to a piece of music, make musical decisions, try and think critically about their ideas, and relate them to other experiences, contexts and meanings.

Intermediate Band

This program has been developed as an intermediate level course for students with some playing experience and knowledge of basic musical concepts. Emphasis will be placed on developing strong fundamental playing techniques and furthering musical knowledge in an ensemble setting. Students will be required to participate in four or five evening performances which may be at the school or off campus at another school. Students must provide their own instruments. (Some large instruments may be provided by the school.) This class requires approval of the band director. A 2.0 or above GPA must be maintained to participate in extracurricular aspects of the class.

Advanced Band

This program has been developed for the students who are technically and qualitatively more experienced on their instruments and have a more advanced knowledge of musical theory and concepts. Emphasis will be placed on furthering the students' playing technique and musicianship. Students will be required to participate in seven evening performances which may be at the school or off campus. Students must provide their own instruments. (Some large instruments may be provided by the school). This class requires approval of the band director. A 2.0 or above GPA must be maintained to participate in this class

Orchestra

This course is designed to continue the student's growth by providing an orchestral experience and continued exposure to orchestral literature in more depth. Emphasis will be placed on developing and furthering strong fundamental technique and musicianship. Each student is expected to participate in six evening performances which may be at the school or off campus. Students should provide their own instruments; however, a limited number of instruments will be available for student use. This class requires approval of the orchestra director. A 2.0 or above GPA must be maintained to participate in the extracurricular aspects of this class.

Choir

This course is designed for the student interested in music, and who would like to be a part of a successful group. This is a group activity that develops cooperation, poise and self discipline. Students will perform for school and community activities. Students will be expected to take part in all scheduled evening performances. Students may take this course for a year. Students will be asked to provide performance clothing. This class requires application submitted by the date listed on the application. A 2.0 or above GPA must be maintained to participate in extracurricular aspects of the class.

Theater

Developing literacy in theatre means discovering the expressive elements of theatre, knowing the terminology that is used to comprehend theatre, having a clear sense of what theatre embodies, and being able to reflect, critique, and connect personal experience to theatre.

The theatre standards are written with both drama processes and theatre production in mind. While many secondary theatre programs focus on performance and design in staged productions as evidence of a student's understanding and achievement in the art, ongoing student engagement in theatre without an end product is a valid expression of theatre understanding. These standards

address those drama processes as well as traditional theatre. Drama processes encompass envisioned worlds and unscripted activities designed to engage students in a wide range of real and imagined issues; theatre includes the broader and more traditional conventions of the craft that have been developed over the centuries—scripted plays, acting, public performance, and technical theatre elements.

To address both process and product in theatre, the grade 3 through high school standards of Proficient, Advanced, and Accomplished often include the term “drama/theatre” to clarify the distinct but companion parts of theatre education. The PreK through grade 2 standards, acknowledging the early childhood need for supervision and unfettered play, use the phrases “dramatic play” or a “guided drama experience.”

The four artistic processes addressed separately in the theatre standards (creating, performing, responding, and connecting) are envisioned to occur simultaneously in the actual practice of theatre. The theatre student makes a character, scene or story, real or imagined, come alive (creating), shares it with others (performing), analyzes and evaluates the product (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, aspects of multiple standards can be combined within a learning activity: students can learn a skill, apply it to a scene, make creative decisions while in rehearsal, think critically about their ideas, and relate their ideas to other experiences, contexts, and meanings.

Theater Arts is a year-long course designed to expose students to all aspects of theater. During the first semester, focus will be on building skills as actors, writers, and improvisers. For the second semester, students will co-produce a theatrical showcase. Students will learn more about themselves and the world around them, build self-confidence, develop their talent, and improve their ability to work with others in a respectful manner through collaboration.

Visual Arts

Like the other disciplines, in visual arts the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of visual art. The artist imagines, executes, reflects and refines work before finally completing a piece of work (creating), shares or displays the work (presenting), reflects on the completed work (responding), and connects the experience to other contexts of meaning or knowledge (connecting). As a result, aspects of multiple standards can be combined within a learning activity: students can learn by solving problems, exhibiting their work, and thinking critically about them, by relating theirs to other ideas, experiences, contexts, and meanings and refining their future work to a more sophisticated level. The concepts embedded in the standards reflect the scope of learning – the knowledge, skills, and understandings – taught through study of the visual arts.

Art Design

This is a one-year introductory class in drawing and painting which will expose students to a variety of two- and three-dimensional art concepts, design and media; provide instruction and practice in drawing and painting; and begin to develop student’s basic visual, aesthetic and tactile perceptions.

Students will work with such mediums as paint, colored pencils, mosaics and origami. Pencil instruction will cover perspective, drawing, and shading. Contemporary and historical art works will be viewed and discussed to provide students with an overview of art history. This class is designed for beginners, as well as, for those with prior knowledge and skill. Students will be required to provide some of their supplies

WoodShop

This class will stress the use of hand and power tools through the construction of projects. Required project(s) will be produced utilizing hand tools, subsequent projects will be made with power equipment. Students are encouraged to design and build their own unique projects; these projects will be built with both hand and power tools. Students will be allowed to take their completed projects home for their personal use and enjoyment.

Media Arts

The media arts standards are designed to enable students to achieve media arts literacy. Media arts standards assume the diverse forms and categories of media arts, as a distinct, stand-alone arts discipline, whose basic categories include: photography, imaging, sound, animation, video, web design, graphic design, virtual design, interactive design, as well as their combinations and emerging forms such as multimedia, and virtual design.

The standards for media arts do not address the use of specific media, rather they provide benchmarks which educators can adapt to specific media. Technology is embedded, integrated, or used as a tool, but the emphasis is on process, so that the standards will remain relevant even as technology evolves.

Arts literacy in media arts is broad and diverse and addresses global creative, conceptual, and technical competencies. Media arts is the emerging basis for communications, design and social interaction in our increasingly digitally centered world, and California's creative economy. Therefore, students should gain experience in production and design that has real world relevance and applications that can include:

- **Multimedia Communication** – the ability to communicate and express in a variety of media forms, and/or combined media, using various tools and processes, for specific purposes, intentions, and audiences.
- **Interdisciplinary Integration** – Media arts projects can incorporate multiple content areas and arts disciplines, such as a video broadcast of student produced documentaries, dramatic stories, and informational bulletins for the school campus.
- **Design Thinking** – is a problem-based approach of producing iterations, prototypes and models, which are repeatedly tested and revised to success.

- **Media and Digital Literacies** – Media arts students practice critical autonomy in discerning the quality and veracity of media. They are empowered in producing their own messages and products and in conscientious, civic-minded engagement in virtual environments.

Media Arts classrooms come in many descriptions and configurations. They can be very active and dynamic, as well as quiet and focused. Often they will use technology, but in many classrooms, such as video production, animation, and game design, students will be collaboratively engaged in brainstorming, writing, storyboarding or prototyping, and organizing their projects. Some classes will be very computer-based or could utilize a variety of emerging technologies.

The enactment of standards can vary as well, depending on the specific form and the way projects are organized. The standards are presented in a linear, sequential format, but teachers should understand that they can access them in any order specific to their instruction. For example, lessons and units can easily begin by considering a given context (connecting), move next to analyzing examples of media arts (responding), then proceed to generating and refining (creating) a media artwork for presentation (producing). Also, the standards represent portions of the holistic creative process, and may be addressed in rapid-fire succession, as one is creating work. Therefore, a brainstorming session that begins with creating, may also access responding and even connecting. One well-structured project can address many, if not all, standards.

Publications

This is a one (1) year course designed for 8th grade students to learn the techniques needed to compose, edit and publish the Matthew Gage Middle School Yearbook and our Youtube channel, Gator Feed. Under the direction and guidance of the teacher/advisor, students will produce and gather photographs, videos, articles, surveys, and interviews to chronicle school clubs and organizations, events and recognitions.

7th Grade Elective Wheel

Students who are not enrolled in a year long elective will be enrolled in the 7th grade elective wheel. The wheel is designed to expose the students to different opportunities that will be available to them in 8th grade as a year long elective. Each class will last 1 quarter.

Music will introduce students to music through exploration and investigation. Hands –on practice with the recorder, as well as study of various music genres, composers and music history will be utilized.

Industrial Arts will teach students the hands on skills and techniques to safely and successfully design and create various projects in a real woodshop setting. Art will introduce students to various art techniques, genres and artists and give them the opportunity to imitate and create “works of art”.

Computers will enable students to gain knowledge and practice in the area of keyboarding and using programs such as Word ®, PowerPoint® for school assignments and projects and how to use the internet appropriately.

Art is designed to provide a foundation for the advancement of both art skills and a basic comprehension of the visual arts. Emphasis throughout this quarter long class is placed on a basic understanding of the Elements of Art (EOA). Throughout this class, students will learn about many aspects of art, from art history to aesthetics, criticism, and art production. They will have the opportunity to create original artworks using different media, such as pencil, colored pencil, chalk pastel, oil pastel, and painting, all while learning basic design principles. It is my hope that the students will develop an appreciation for art and its importance in our daily lives.