JCS
MOUNTAIN OAKS

Phoenix Learning Center

7th Grade

Teacher Introductions

2020-2021
7th and 8th Grade Team

Kathleen Blough - History

Cheri Campbell - Math

Carrie Cox - Science

TIm Goldstein - ELA

Scholar Expectations

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Intellectual Traits and Responsibilities

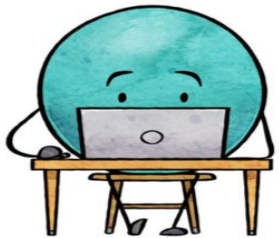
- Intellectual Clarity
  - Clarify and elaborate further on your ideas
  - Be able to express your ideas in multiple ways
- Intellectual Leadership
  - Lead by being a role model for others
  - Take the initiative
  - Help others with learning
- Intellectual Courage
  - Take risks
  - Actively participate and question
  - Think "outside the box"

- Intellectual Humility
  - Recognize that you have so much more to learn
  - Respect others' opportunities to learn or think
- Intellectual Integrity
  - Use evidence to support your ideas
  - Defend your thoughts respectfully

Zoom Class RULES

BASIC ETIQUETTE FOR AN ONLINE CLASS

- Please show up on time at the scheduled time.
- Find a quiet place, free from distraction (siblings, pets, parents, televisions).
- Maintain RESPECT in both speaking, writing, and appearance.
- Stay on mute. Please click the "raise hand" button if you would like to contribute.
- Video needs to remain ON to promote focus. Eye contact should be maintained.
- Refrain from chewing gum, eating, or drinking in front of the camera.



REMEMBER, THIS IS A CLASS, SO TREAT IT AS SUCH!

IMPORTANT!!

- ★ Daily Attendance Form
- ★ Scholarly Reflection weekly
- ★ PE Logs every Learning Period

Overview of Curriculum

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How we use the GATE standards as a vehicle for instruction.
Our lessons include:

Depth: Challenging students by enabling them to dig deeper with more elaboration.

Complexity: Broadening the learners understanding of concepts. Making relationships and connections. Finding multiple solutions and perspectives.

Acceleration: Speeding up the rate of learning

Novelty: Gaining understanding of an area of study, or constructing meaning of knowledge in an individualized manner. Sharing ideas, developing new that challenge existing ideas, and reflect original work.

7th History/Social Science Overview

History

Medieval and Early Modern Times in:

Roman Empire

Islam

Africa

Japan

Medieval Europe

Meso-American and Andean

Renaissance

Reformation

Writing

500-750 Words

Persuasive Compositions

Research Reports

Expository essays

Language Conventions

Listening and Speaking

Collegial Discussions

Present Claims and Findings

Presentation Skills

GATE

Academic Rigor

Iconic prompts

Depth and Complexity

Universal Concepts

Socratic Dialogue

Art of Argumentation

Intellectual Traits

Productive Thinking

Think Like A…

Independent Study

History ELA Expectations

Academic Rigor → critically thinking and digging deeper into the complexity of work

READ
To understand a work's complexity, to absorb richness of meaning, and to analyze how meaning is embodied in literary form as well as nonfiction form

Comprehend
To understand the way writers use language to provide meaning in literature as well as nonfiction

Connect
To consider the social and historical values a work reflects and embodies

Analyze
To consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone

Write
To write, focusing on critical analysis of literature to sharpen understanding of a writer's accomplishments and deepen appreciation of literary artistry
To communicate ideas clearly and give specific evidence to support

7th grade Math Curriculum Overview

7th Math: Integrated Math A/Honors

8 Common Core Mathematical Practices
Classroom Math Norms (Adopted from Jo Boaler)
Ratios & Proportions
Percent Increase/Decrease
Fraction & Decimal Operations
Scale Drawings & Solutions
Surface Area & Volume of 3D Shapes
Probability & Statistics
Angles & Geometric
Scientific Notation & Exponents*
Solving Equations

*8th Grade Standard that is introduced in 7th

GATE

Academic Rigor
Iconic prompts
Universal Concepts
Socratic Dialogue
Art of Argumentation
Intellectual Traits
Productive Thinking

Key Skills:
Mathematical Reasoning
Setting up and solving proportions
Converting fractions, decimals, percents
Fraction & Integer Operations

Math ELA Expectations

Academic Rigor → make sense of problems and persevere in solving them

READ
To read critically to understand a given problem

Comprehend
To understand a problem's complexity, to clearly understand the task you are given

Connect
To make connections to problems and mathematical work you have done before using your mathematical understanding

Represent
To show accurate mathematical representations of the strategy you used to solve the problem

Analyze
To look for patterns in mathematical reasoning

Write
To write, communicating your ideas clearly

To clearly state your claim and give specific evidence to support your solution

7th grade overview

GATE

Academic Rigor
Iconic prompts
Universal Concepts
Socratic Dialogue
Art of Argumentation
Intellectual Traits
DaVincian Principles
Productive Thinking

7th Math: Integrated Math A

8 Common Core Mathematical Practices
Ratios & Proportions
Percent Increase/Decrease
Fraction & Decimal Operations
Scale Drawings & Solutions
Surface Area & Volume of 3D Shapes
Probability & Statistics
Angles & Geometric
Scientific Notation & Exponents*
Solving Equations

Reading

Reader's Workshop
Book Chat
Novel Studies
Literary Analysis
Literary Criticism
Vocabulary Development

Writing

Writer's Workshop
Poetry Workshop
Scholarly Reflection
Writing Fluency
Note-taking
Show, Not Tell
Autobiographical Narratives
Fictional Narratives
Research Reports
Expository essays
Response to Literature
Persuasive essays
Summaries
Language Conventions

History

Medieval and Early Modern Times in:
Roman Empire
Islam
Africa
Japan
Medieval Europe
Meso-American and Andean
Renaissance
Reformation

Life Science

NGSS*
Growth, Development, and Reproduction of Organisms
Alien Baby Project
Matter & Energy in Organisms & Ecosystems
Structure, Function, & Information Processing
Natural Selection & Adaptation
Interdependent Relationships in Ecosystems

7th grade ELA overview

GATE

Academic Rigor
Iconic prompts
Universal Concepts
Socratic Dialogue
Intellectual Traits

Reading

Reader's Workshop
Book Chats
Independent Reading
Novel Studies - The Outsiders, The Giver
Current Events
Literary Analysis
Literary Criticism
Vocabulary Development
Dialectic Journals

Writing

Writer's Workshop
Grammar and Punctuation
Poetry
Scholarly Reflections
Writing Journals
Writing Prompts
Writing Fluency
Note-taking
Presentations
Show, Not Tell
Figurative Language
Business Letters
Compositions
Research Reports
Expository essays
Response to Literature
Persuasive essays
Summaries
Language Conventions

7th grade Science Overview

Life Science DCIs

NGSS*
Growth, Development, and Reproduction of Organisms
Alien Baby Project
Matter & Energy in Organisms & Ecosystems
Structure, Function, & Information Processing
Natural Selection & Adaptation
Interdependent Relationships in Ecosystems

SEPs

Asking Questions/Defining Problems
Developing and using models
Planning/Carrying out investigations
Analyzing and interpreting data
Using mathematical and computational thinking
Constructing explanations/designing solutions
Engaging in argument from evidence
Obtaining, evaluating, and communicating information

GATE

Academic Rigor
Iconic prompts
Universal Concepts
Art of Argumentation
Productive Thinking

CCCs

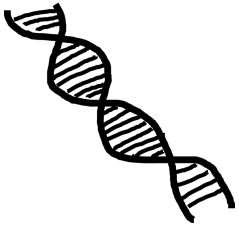
Recognizing patterns
Cause and effect
Scale, proportion, & quantity
Systems & System Models
Energy & Matter Flow, Cycling, & Conservation
Structure & Function
Stability & Change

Reading

Nonfiction articles
Active reading strategies
Comprehension strategies
Vocabulary Development

Writing

Scholarly Reflection
Writing Fluency
Note-taking
Show, Not Tell
Research Reports
Expository essays
Summaries
Language Conventions



Science/ELA Expectations

Academic Rigor → make sense of problems and persevere in solving them

READ
To read critically to understand a given nonfiction passage or question

Comprehend
To understand the complexity of a nonfiction passage, to clearly understand the task or question

Connect
To make connections to scientific concepts or experiences, or nonscience class ideas or experiences to improve understanding of current content

Represent
To show growth in understanding from current level to advanced level over time by adding new information to old

Write
To write like a scientist by communicating your ideas clearly using language of the discipline

To use clarity in writing, to state your claim and use the best evidence to support your solution

Content Specific Rubrics and Grading Scale

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Grading System - General Grading Scale

100-90% = 4/4- = A/A- = ☆

Student's work is exceptional.
Student followed directions.
Student shows complete understanding of the subject.
Student's work is neat which shows time and effort put forth.

89-80% = 3+/4- = B = ✓+

Student's work is good.
Student somewhat followed directions.
Student shows a pretty good understanding of the subject.
Student's work is slightly less than neat – may show lack of effort.

79-70% = 3/3- = C = ✓

Student's work is acceptable.
Student did not quite follow direction as stated.
Student shows a little understanding of the subject.
Student's work is less than neat – lack of effort.

69-60% = 2 = D = ✓-

Student's work is below average.
Student did not follow directions as stated.
Student shows no/low understanding of the subject.
Student's work is messy – complete lack of effort.

59-50% = 1 = F

Student work is below grade level.
Student does not complete or turn in work

Content Specific Rubrics

Reading Rubric

4 – Exemplary Reading Performance
Exemplary, perceptive insightful response. Reader demonstrates understanding of multiple meanings and complexities. Reader may speculate about ideas, influences and/or cultural contexts. Connections are made between the text, the reader's personal life experiences, and/or other works. The response shows understanding and appreciation of the author's craft and skill as a writer.

3 – Thoughtful Reading Performance
Thoughtful understanding of the text capturing key ideas and issues. Develops a clear flow of ideas – easy to follow and shows care and accuracy with mechanics. The response does not extend beyond literal facts. Connections are made but are not elaborated upon.

2 – Limited Reading Performance
Reader constructs some meaning from text, but is unable to develop ideas. Response indicates partial understanding and appreciation of the text. Spelling and mechanics need to be proofread.

1 – Minimal reading Performance
Response is limited to partial comments that show little or no understanding of the text.

History/Social Science Rubric for Scholars

4 Expert – The scholar's work:

- is historically accurate
- is exceptionally detailed
- demonstrates an ability to thoroughly identify, describe, and define key concepts, themes, issues and big ideas
- uses critical thinking skills to analyze, evaluate and synthesize facts and draw conclusions based on evidence
- clearly expresses understanding and is unique and visually outstanding

3 Practitioner – The scholar's work:

- is historically accurate
- contains ample detail
- demonstrates an ability to identify, describe, and define key concepts, themes, issues and ideas
- uses partial thinking skills to analyze, evaluate, synthesize facts and draw conclusions based on evidence
- expresses adequate understanding with average effort

2 Novice – The scholar's work:

- may have a major factual inaccuracy, but most information is correct
- some key concepts and ideas are described
- uses unclear, inappropriate or incomplete critical thinking skills and draws inaccurate or incomplete conclusions
- overall understanding lacks quality and attention to detail

1 Needs Help – The scholar's work:

- is largely inaccurate, absent, or irrelevant
- has multiple mistakes in attention to detail
- demonstrates a lack of effort

Content Specific Rubrics

Rubric for Mathematics

4 = Expert

- Your choice of mathematical representations helped clarify the problem's meaning.
- You used mathematical terminology precisely.
- You chose innovative and insightful strategies for solving the problem.
- You proved that your solution was correct and that your approach was valid.
- You showed multiple ways to compute your answer.
- Your explanation was clear and concise.
- Your mathematical representations expanded on your solution.

3 = Practitioner

- Your choices of mathematical representations of the problem were appropriate.
- You used correct mathematical terminology.
- You chose appropriate, efficient strategies for solving the problem.
- You justified each step of your work.
- Your solution was well organized and easy to follow.
- Your mathematical representations helped clarify the solution.

2 = Novice

- Your choice of forms to represent the problem was inefficient or inaccurate.
- You used mathematical terminology imprecisely.
- You offered little or no explanation of your strategies.
- Your process led to a partially complete solution.
- Your solution was hard to follow in places.
- Your mathematical representations were somewhat helpful in clarifying your thinking.

1 = Emergent

- Your mathematical representations of the problem were incorrect.
- You used mathematical terminology incorrectly.
- Your strategies were not appropriate for the problem.
- You gave no evidence of how you arrived at your answer.
- You did not seem to have a sense of what your audience needed to know.
- Your mathematical representations did not help clarify your thinking.

Science Rubrics

Reading Comprehension Rubric

ReadWorks Rubric

Rubric Score	4	3	2	1
RW score	Correct	0.75	.5	.25
Expectation	Scholar restates the question, makes a clear claim, uses direct evidence from the text (quote), and clearly explains the answer with no grammatical errors.	Scholar restates the question, makes a clear claim, uses direct evidence from the text (quote), and clearly explains the answer with 1 grammatical error.	Scholar doesn't restate the question, and or doesn't make a clear claim, and doesn't cite evidence from the text, and or has 2-3 grammatical errors.	Scholar doesn't restate the question, and doesn't make a clear claim, and doesn't cite evidence from the text, and or has 3+ grammatical errors.

Science Rubric

4 Expert

- uses scientific terminology accurately
- uses the best evidence to support claim
- work is detailed, is fluent, and clear
- demonstrates understands of concepts with depth and complexity
- evidence of critical thinking in analyzing, evaluating, synthesizing evidence/data, and drawing conclusions

3 Practitioner

- uses scientific terminology accurately
- uses strong evidence to support claim
- work has detail ,is fluent and clear
- demonstrates understanding of concepts with some depth or complexity
- evidence of thinking in analyzing, evaluating, or synthesizing evidence/data, and drawing conclusions

2 Novice

- uses some scientific terminology
- uses weak evidence or support of claim is weak
- work lacks detail, is not fluent and clear
- demonstrates minimal understanding of concepts, lacks depth or complexity
- unclear, inappropriate, or incomplete thinking in analyzing, evaluating, or synthesizing evidence/data, draws inaccurate or incomplete conclusions

1 Below Level

- inaccurate or lacking scientific terms or content
- does not reflect the intent of the assignment
- work lacks detail, many mistakes
- demonstrates little understanding of concepts, lacks any depth or complexity

Homeschool

- *Friday work = one homeschool day*
  - *Some non-Friday homeschool days*
- *You are your child's first teacher - be sure to check in*
- *Homeschool is 28% of your child's school year*
- *Set aside time for homeschool*
- *It is important to place value on your homeschool time*

Resources

- Phoenix Middle School Team Website
  http://sites.juliancharterschool.org/plc-middle/
- History Alive: Medieval World and Beyond
  https://student.teachtci.com/student/sign_in
- Math e-book
  http://ebooks.cpm.org/

Contact Information

Kathleen Blough (History/Social Studies)- kblough@jcs-inc.org

Office Hours: Tuesdays 1:00-2:00

Cheri Campbell (Math) - ccampbell@jcs-inc.org

Math Lab: 7th Grade Wednesdays 1:00-1:30 / 8th Grade Wednesdays 1:30-2:00

Tim Goldstein (ELA) - tgoldstein@jcs-inc.org

Office Hours: Tuesdays 1-2pm

Carrie Cox (Science) - ccox@jcs-inc.org

Office Hours: Mondays 1-2pm