



## Gateway High School Curriculum Guide for 9th Graders

### Introduction

This curriculum guide is designed to make clear what each student should know and be able to do by the end of each course in order to have a solid foundation for success in later grades. We understand that not all students are at the same level at any given point in time, but we hope that high expectations will bring parents and teachers together to support success for all students. This guide is a work in progress. Each year, we continue to evaluate and improve the guide, and we appreciate your comments and suggestions.

### Gateway High School Mission Statement

*Gateway High School is a model, college preparatory charter school committed to academic excellence through personalized, student-centered learning. Gateway combines a rigorous academic program with an approach where the individual talents and strengths of its students are identified and supported. Working with teachers committed to our mission, Gateway students will acquire the skills, habits, and knowledge necessary for academic and personal success in college and in adult life.*

*Gateway's values of personal integrity, responsibility, and respect for others should inspire students to contribute to their communities however they can. By attending a school which reflects the diversity of the Bay Area, Gateway students will appreciate what they have in common with those who are different and value what they learn from one another.*

### A Commitment to Partnership with Families

At Gateway, we believe that parents and guardians play a vital role in the education of their children. While the adolescent years tend to be a time when students yearn for greater independence from their families, it is also a time when family involvement remains essential to students' academic success. Gateway is committed to working with parents to reach the academic and social goals necessary for student success in middle school and beyond. This guide is one way in which we seek to bring parents and teachers together to support success for all students.

To encourage continued family involvement, Gateway High School provides many other opportunities for meaningful family participation, including:

- Family Conferences
- Humanities Exhibition Nights
- Gateway Parents' Association (GPA) and Latino Parents' Association
- Parenting Workshops
- Flexible volunteer opportunities at school

## **Gateway High School Schoolwide Learning Outcomes**

***Gateway High School Graduates will be:***

**Self-Advocates who share responsibility for their learning by:**

1. Understanding, monitoring, organizing, and facilitating their own learning
2. Setting high standards for themselves, striving to achieve individual academic potential and developing perseverance in academically challenging situations
3. Capitalizing on the support and resources available to them.

**Models of Integrity who contribute to an ethical community by:**

1. Striving to live by a code of ethics developed through evidence, reflection, and dialogue with others
2. Leading by example, encouraging others to examine their own values
3. Practicing compassion by acting with responsibility and awareness toward self, fellow students, faculty, the environment, and the community at large.

**Community Advocates who create positive change for their communities by:**

1. Recognizing and understanding their position in the local and global community
2. Being socially responsible and informed citizens
3. Applying their broad base of knowledge and skills to contribute to their communities.

**Respectful of Differences**

1. Recognizing the strengths of diversity and difference, including socioeconomic, ethnic, philosophical or learning differences
2. Collaborating effectively with and understanding the perspectives of others
3. Advocating for and supporting the learning of others.

**Critical and Creative Thinkers who possess the skills and content necessary for lifelong learning by:**

1. Interpreting, synthesizing, analyzing, and evaluating information effectively to solve problems
2. Communicating ideas effectively through a variety of modes and media
3. Having a deep knowledge and skill base necessary for college preparation and continued learning.

## **9th Grade Seminar**

### **Key Learning Goals**

*By the end of the school year, all 9th Grade Seminar students should be able to ...*

- Learn and apply strategies in order to improve their academic skills and habits (e.g. self-assessments, graphic organizers, technology, homework planner, organization).
- Demonstrate the ability to set goals, plan to reach goals, monitor progress, and complete goals.
- Integrate technology to support and extend their learning (e.g. using Google Classroom, Google Docs, Google Presentation, Gmail and Typing Pal).
- Develop student agency through the development of all five school-wide learning outcomes (SLOs).
- Possess a strong sense of self, self-awareness around thinking and learning processes, and self-regulation.
- Possess a sense of belonging to the community.
- Make informed decisions regarding their health and well-being.

### **Essential Questions**

- Who am I? How do I become my best me? How can I make healthy decisions that honor my best me?
- Who are we? How do I support our best “we”? How can I contribute to our community?
- How can I develop my student agency through the development of the SLOs?

### **Units of Study**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>● Organization and Planning</li><li>● Technology for School Success</li><li>● Reading Strategies for School Success</li><li>● Health - Sex Ed</li><li>● Health - Drug/Alcohol/Tobacco</li><li>● Health - Nutrition, Sleep, Stress</li><li>● Health - Body Image and Self-Regulation</li></ul> | <ul style="list-style-type: none"><li>● Mindfulness</li><li>● Identity</li><li>● Peer Health Exchange - Healthy Decision Making</li><li>● Self-Awareness</li><li>● SLOs Development</li><li>● Collaboration</li></ul> |
|---|---|

### **Resources, Texts, Approaches**

- Independent Student Work - (Webquests, Google Slides Presentations)
- Peer Health Exchange - Materials

\*\*\*9th Grade Seminar fulfills California's Health course requirement.

# **Humanities 9**

## **Key Learning Goals**

*By the end of the school year, all Humanities 9 students should be able to ...*

- Writing:
  - Have a clear, coherent, complex argument that is fully proven through evidence and analysis
  - Development of complex thematic statements
  - Select potent evidence & analyze significance of a variety of literary devices
- Reading:
  - Interpret underlying meaning in increasingly difficult text; communicate the effect of style in text
  - Use context clues to determine the meaning of unknown vocabulary
  - Derive speaker, tone, purpose, and track developments in character and theme
- Speaking & Listening
  - Shares ideas regularly, know when to step back and let others speak
  - Be insightful, helpful, and respectful in discussions
  - Lead discussion in addition to teacher

## **Essential Questions**

- How do our identities form? How do we become who we are?
  - How are people influenced by their gender, race, ethnic, class, and cultural identity?
  - How do people's ethics affect their actions?
- How do historical forces and institutions shape us?
  - How did and how does colonialism affect us?
  - How do you decide what is true?
  - How can people gain power/liberation?
  - Why do cultures clash? When they do, what happens and why?

## **Units of Study**

1. Latin America
  - Use of evidence to support claims
  - Use close reading to analyze complex character change over time
  - Historical sourcing and cross-checking
2. Africa
  - Actively apply reading strategies to comprehend complex texts
  - Analyze the development of a central idea over the course of a text
  - Read and interpret maps
3. Revolutions
  - Research and synthesis skills
  - Social movements in the 20th and 21st century
4. Afghanistan
  - Close reading of literary text for symbolism and other devices

## **Resources, Texts, and Approaches**

- Laura Esquivel's *Like Water for Chocolate*
- Chinua Achebe's *Things Fall Apart*
- Chimamanda Ngozi Adichie's *Purple Hibiscus*
- Khaled Hosseini's *The Kite Runner* and *Thousand Splendid Suns*
- Independent reading selections

*The majority of 9th graders take Algebra 1. Students have the option to take a placement test the spring before 9th grade in order to determine whether Geometry would be a more appropriate course.*

## **Algebra 1**

### **Key Learning Goals**

*By the end of the school year, all Algebra 1 students should be able to ...*

- Write algebraic expressions based on key features of patterns
- Read, create, and analyze graphs to understand mathematical relationships
- Make and justify connections between different representations of functions
- Distinguish between different types of mathematical relationships (linear, quadratic, exponential)
- Increase their computational fluency - use this to find solutions and key features of functions
- Manipulate exponential and quadratic expressions
- Talk to the text to analyze mathematical situations
- Attack novel situations using a variety of problem-solving strategies

### **Essential Question**

How do you use Algebra to express patterns that you see in the world? What are strategies to make sense of situations you see?

### **Units of Study**

- Unit 1: Describing Mathematical Patterns
- Unit 2: Describing Stories Using Graphs
- Unit 3: Linear Functions
- Unit 4: Finding Solutions
- Unit 5: Exponential Functions
- Unit 6: Quadratic Functions
- Unit 7: Statistics

### **Resources, Texts, Approaches**

Students will engage in math that focuses on being doable, sensible and meaningful. Through collaborative learning, students will develop and extend their knowledge, skills and identity as mathematicians. Teachers create innovative and personalized curriculum using a variety of Common Core Aligned resources based on the work of Marilyn Burns, Jo Boaler, the SFUSD and the National Council of Teachers of Mathematics (NCTM). Students use technology such as Desmos and Geogebra to support their understanding. Students will develop conceptual understanding and procedural fluency through number talks, hands-on activities, small and whole group math tasks, and individual practice.

# **Environmental Science**

## **Key Learning Goals**

*By the end of the school year, all Environmental Science students should be able to...*

**A) Explain and give examples of the following California's Environmental Principles and Concepts (<http://www.californiaeei.org/curriculum/whatistaught/epc/>).**

- Principle I: The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services.
- Principle II: The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.
- Principle III: Natural systems proceed through cycles that humans depend upon, benefit from, and can alter.
- Principle IV: The exchange of matter between natural systems and human societies affects the long-term functioning of both.
- Principle V: Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes.

**B) Demonstrate the following scientific skills...**

- |                                      |  |
|--------------------------------------|--|
| ➤ Plan and carry out investigations. | ➤ Obtain, evaluate, and communicate information. |
| ➤ Analyze and interpret data.        | ➤ Construct explanations.                        |
| ➤ Engage in argument from evidence.  |  |

## **Essential Questions**

- Environmental Science Foundations: What's our relationship to the environment?
- Water: How do water's natural properties affect weather, climate, and human development?
- Energy: What is energy, and how can we use it safely to power our civilization?
- Biodiversity: Why do some places have more biodiversity than others and how do humans impact that biodiversity?

## **Units of Study**

- |                                     |                |
|-------------------------------------|----------------|
| ● Environmental Science Foundations | ● Energy       |
| ● Water                             | ● Biodiversity |

## **Resources, Texts, Approaches**

Rather than relying on textbooks, students read, watch and explore a variety of sources of information about each unit topic. Students become acquainted with scientific principles and how they can be applied to our environment through a series of labs, activities and group tasks, focusing on the following:

- Connecting science content to real world events in order to better understand the world around us
- Inquiry
- Presenting information to a group
- Team problem-solving

Incoming 9th graders take a Spanish placement test to determine the appropriate Spanish course. Students who have exposure to Spanish through their family or prior school immersion experiences may place into the Heritage Spanish track. Students who don't have prior experience with Spanish begin with Spanish 1.

## Spanish 1

### **Key Learning Goals**

*By the end of the school year, all Spanish 1 students should be able to ...*

- Pronounce Spanish words using the sounds of the Spanish alphabet.
- Follow along with songs and read alouds in Spanish.
- Ask routine classroom questions in Spanish.
- Use formulaic language (learned words and phrases).
- Make short sentences in Spanish

### **Units of study**

#### ***Cultural Context:***

Holidays  
Spanish speaking countries

#### ***Language Focus:***

Classroom Objects  
Months & Days  
Cognates  
Alphabet / Greetings / Numbers (1-30)  
Geographic characteristics  
Nouns, articles, and adjectives  
Weather/ Days/ Months  
Food (Likes/ Dislikes)

### **Resources, Texts, and Approaches**

- Teaching Proficiency Through Reading and Storytelling, TPRS
- Excerpts from other language materials
- *Quia* and other online practice and play sites
- Constructivist and experiential learning using realia and creating artificial realities
- Language games
- Creative projects

9th Grade students take one elective course. On the following pages are some of the options available to 9th graders.

## Visual Art 1

### **Key Learning Goals**

*By the end of the school year, all Visual Art 1 students should be able to ...*

- Manipulate the unique qualities of a variety of media to create a range of visual effects.
- Select and combine a variety of forms to communicate and/or explore an idea.
- Engage in a variety of aesthetic methods and processes including representation and abstraction.
- Respond to works of art using personal experience; analyze works of art using cultural knowledge.

### **Essential Questions**

- How can materials, methods, processes and form be manipulated to express experiences, feelings and ideas?
- How can art be a way to explore ourselves and the world around us?

### **Units of Study**

Week 1	Intro, Syllabus, Sketchbooks and Portfolios
Week 2	Line & gesture: graphite, ink & charcoal
Week 3	Color, shape & composition: oil pastel
Week 4	Sketchbook Review #1
Week 5	Texture: graphite, transfer & ink
Week 6	Space & structure: paper, cardboard & string
Week 7	Portfolio Review #1
Week 8	Critique (in partners): paper sculpture
Week 9	Edges: collage & charcoal
Week 10	Pattern: tempera paint
Week 11	Light & tonal value: graphite & charcoal
Week 12	Sketchbook Review #2; Online Exhibition
Week 13	Form & surface: clay
Week 14	Transparency & opacity: watercolor & ceramic glaze
Week 15	Portfolio Review #2
Week 16	Critique (in small groups): ceramic sculpture

### **Resources, Texts, Approaches**

*Students will draw from the following to develop their own artistic repertoire:*

- Teacher demonstration
- Materials exploration
- Viewing works of art by diverse artists across time and space
- Video documentation of diverse artistic processes
- Reflective writing, and various forms of critique
- Development of an artist portfolio
- Drawing from memory and imagination
- Observing the world around us
- Field Trips
- Collaborations with local arts organizations and working artists

## **Video**

### **Key Learning Goals**

*By the end of the school year, all Video students should be able to ...*

- Examine contemporary approaches to time-based work while connecting process and conceptual concerns to major art movements in modern art.
- Expose students to the evolution of film language in an attempt to break with traditional modes of filmmaking.
- Build a formal and critical vocabulary for discussing and engaging works of time-based media.
- Develop the aesthetic, conceptual, and technical skills needed for the creation of time-based works of art.
- Create original time-based works that exist outside traditional forms of film/movie making.

### **Essential Questions**

- How has the language of film evolved over time?
- What are the basic shot types and camera-subject relationships in film?
- How is time used as an expressive medium in moving image arts?
- How is editing used as an expressive medium in the moving image arts?
- What is the recipe for creating suspense in commercial cinema?
- How are we manipulated by commercial cinema making?
- What is experimental film/video?

### **Units of study**

Project one - "Moments" - studies in time / shot length

Project two - "Appropriation" - experimental approaches to re-editing

Project three - "Suspense" - the ingredients that keep us coming back

Project four - "Animation" - claymation & collage

Project five - "Independent Proposals"

### **Resources, Texts, Approaches**

Intro to Video Arts presents students a variety of approaches to time-based arts while identifying historical links to traditional practices of modern art and the evolution of film language. Historical and contemporary time-based works will be screened as we examine how artists engage dimensions of time and address the particular challenges presented to artists using time-based mediums.

Historical filmmakers and vocabulary discussed in the evolution of film language: Lumiere Brothers, the invention of film; Edwin Porter, parallel action; DW Griffith, perspective & continuity; George Melies, jump cut edit, cross dissolve, double exposure; Vertov & Kuleshov, montage and abstraction.

## **Drama 1**

### **Key Learning Goals**

- To develop a free and creative mind.
- To deepen curiosity and empathy for characters (and therefore people) who are different from themselves.
- To stretch and increase student's range of vocal and physical expression.
- To write and speak intelligently using the language of Theatre and Film.
- To learn basic acting technique. To write, direct and perform original plays.

### **Essential Questions**

- What is the role of art in general and theater in particular in society?
- How does my individual experience connect me to the collective human experience?
- How can we leverage our diversity in a way that serves the greater good?
- How can we inspire curiosity rather than fear when faced with differences?

### **Units of study**

- Vocal production/ Physical presentation
- Improv
- Scene Study/ Drama & Comedy
- Style and Genre: Commercials, Fairy Tales, Horror, Science Fiction, Period Pieces

### **Resources, Texts, Approaches**

Through “hands on” and “minds on” work, students will be immersed in a variety of independent, small group, and whole class activities that develop students’ understanding of performing arts practices. The Drama curriculum seeks to promote self-awareness, curiosity about and empathy for others, appreciation for variety and differences of experiences and perspectives. Students will gain experience and skills in creating characters that are both similar to and different from themselves drawing from observation and imagination as well self-exploration. We will use a variety of books, plays, video clips, the evening news, collective experience, etc. to inform and develop the work.

# Gardening

## Key Learning Goals

*By the end of the school year, all Gardening students should be able to ...*

- Understand the anatomy and the life cycle of different types of plants, and their many uses to humans and other animals.
- Experiment with different horticultural growing methods.
- Learn the principles of permaculture gardening and the benefits of urban gardening.
- Design, construct, and maintain sustainable systems including rainwater harvesting, drip irrigation, composting, and solar and wind power.
- Learn how to successfully maintain a thriving school garden throughout the year.
- Develop skills in wood construction, irrigation installation, and other technical areas.
- Prepare harvested plants for a number of different uses, including cooking, tincturing, and selling.

## Essential Questions

- How do gardeners and farmers grow plants?
- How are different plants used by humans and other animals, and what is required to make them useful?
- How are sustainable systems designed and constructed?
- What is needed to maintain a healthy garden ecosystem all year long?
- What are the benefits of urban gardening?

## Lessons include:

- |                               |                        |                            |
|-------------------------------|------------------------|----------------------------|
| • Plant anatomy               | • Pests in the garden  | • Solar energy systems     |
| • Seed harvesting             | • Soil food web        | • Wind energy systems      |
| • Growing plants from seed    | • Mycelium & mushrooms | • Water irrigation systems |
| • Plant propagation           | • Composting           | • Wood construction        |
| • Harvesting fruits & veggies | • Rainwater harvesting | • Cooking vegetables       |
| • Fertilizers                 | • Aquatic ecosystems   | • Permaculture principle   |

## Resources, Texts, Approaches

Through “hands on” work in our school garden under a “master gardener,” our gardening class focuses on teaching the skills of organic gardening and educating youth about the importance of eating healthy food, using resources sustainably, and creating regenerative natural systems that help keep our community and the planet healthy.

# Creative Writing

## **Key Learning Goals**

*By the end of the school year, all Creative Writing students should be able to ...*

- Create a writing portfolio that displays their best, edited work.
- Construct a completed short story, a series of poems, a spoken word poem, and a creative non-fiction piece (that includes memoir and personal essay).
- Critique other students' work, published authors' work, and their own work.
- Learn the art form of spoken word, and perform a poem or story in front of an audience.
- Participate in class discussions, offering perspectives and insight on the work we are reading and analyzing.
- Contribute thoughtful feedback to their peers in quarterly writers' workshops.
- Publish their own work through a variety of venues, including our own student-produced arts magazine ('zine), designed and published by our Visual Arts students.

## **Essential Questions**

- Why do people write?
- How can we use writing to better understand our world?
- How do we include our personal experiences in our writing?
- How does our identity shape our writing?
- How can we use our knowledge of genre, character, structure, setting, plot, conflict, etc. to reach our readers?
- How do we express ourselves in a creative and original way?

## **Units of Study**

Unit 1: The Craft of Fiction: exploring plot, character, story arc, dialogue and experimental fiction

Unit 2: Poetry & Spoken Word (and oral storytelling), begin work on the Gateway literary 'zine

Unit 3: Creative Nonfiction: Memoir and personal essays

Unit 4: Independent Projects: including screenplay, play-writing, blogging, and video.

## **Resources, Texts, Approaches**

Through analyzing both contemporary and classical literature, students will utilize skills in form and structure from published authors. We will read, reflect and revise our work in workshops, using peer feedback and conferences to hone our writing skills.

## **A Sample of Texts:**

*Making Shapely Fiction* by Jerome Stern

*On Writing Well* by William Zinsser

*Writing Down the Bones* by Natalie Goldberg

*Flash Fiction Forward: 80 Very Short Stories* by James Thomas and Robert Shapard

*On Writing: A Memoir of Craft* by Stephen King

*The Story and Its Writer: An Introduction to Short Fiction*, edited by Ann Charters

*The Glass Castle* by Jeannette Walls

*This Boy's Life: A Memoir* by Tobias Wolff

## **Reading Comprehension Class**

Students who may need more support in understanding what they read will take Reading Comprehension, a class with a 4-1 student/teacher ratio. This class is based on the belief that reading is a skill, and that with practice and an awareness of specific skills and strategies, students can increase their reading comprehension and fluency.

*By the end of the school year, students should be able to ...*

- Develop increased confidence in their reading abilities.
- Develop a growth mindset that leads them to believe that their comprehension skills can continue to develop and improve.
- Develop specific skills and strategies that readers with good comprehension skills utilize.
- Transfer skills and strategies to other classes and contexts, both in and out of school.
- Build reading stamina.
- Build a positive relationship to reading that leads to increased enjoyment and satisfaction from reading, both in and out of school.

### **Areas of Study**

- Reflection to identify strengths, challenges, and interests as a reader.
- Oral and guided reading activities around high interest shared texts (group reading).
- Independent reading at their level to build interest in and love of reading, with assistance in finding the right texts.
- Vocabulary activities that expand vocabulary and provide strategies (roots, context clues) to use when encountering unknown words in a text.
- Direct instruction, practice, and feedback in oral reading to improve fluency and comfort in reading aloud.
- Use of short, high interest informational text to develop the ability to identify important ideas and supporting evidence in a nonfiction text.

### **Learning Strategies**

Reading is a social activity, and confidence and pleasure in discussing books is key to increasing comprehension. Both group and independent reading is preceded by explicit mini-lessons in skills, and followed by an opportunity to annotate, discuss, clarify, and explore the reading with support from the teacher and others in the class. Specific strategies that are taught include:

- Previewing a book to set a purpose for reading
- Monitoring reading for comprehension
- Activating prior knowledge
- Questioning to clarify as well as to explore ideas of interest
- Making personal, textual, and beyond the book connections
- Making inferences
- Identifying themes
- Tracking character and setting development
- Identifying main idea and supporting details
- Retelling, paraphrasing, and summarizing
- Visualizing
- Awareness of literary devices and figurative language