



## St. Junipero Serra Catholic School Back-to-School Night Packet 7th Grade

### Included in the Back-to-School-Night Packet

- Online Contact Information
- Grading Policy
- Curriculum Outline
- Back-to-School-Night Acknowledgement Form due Friday, September 9th

### Administration:

Mr. Tim Tolzda, Senior Principal – [ttolzda@serraschool.org](mailto:ttolzda@serraschool.org)  
Mrs. Carol Reiss, Principal Preschool-Grade 4 – [creiss@serraschool.org](mailto:creiss@serraschool.org)  
Mrs. Julie Radzai, Principal Grades 5-8 - [jradzai@serraschool.org](mailto:jradzai@serraschool.org)  
Mrs. Ellen Burrola, Assistant Principal - [eburrola@serraschool.org](mailto:eburrola@serraschool.org)  
Mrs. Elaina Stokes, Assistant Principal - [estokes@serraschool.org](mailto:estokes@serraschool.org)  
Mrs. Patricia Dominguez, Assistant Grades 5-8 - [pdominguez@serraschool.org](mailto:pdominguez@serraschool.org)

### Homeroom Teachers:

7A Ms. Lisa Bell, English Language Arts (ELA) – [lbell@serraschool.org](mailto:lbell@serraschool.org)  
7B Ms. Kirsten Swanson, English Language Arts (ELA) – [kswanson@serraschool.org](mailto:kswanson@serraschool.org)  
7C Mrs. Maria Vasquez Science/History - [mvasquez@serraschool.org](mailto:mvasquez@serraschool.org)  
7D Mrs. Allison Guilas, Math/Science - [aguilas@serraschool.org](mailto:aguilas@serraschool.org)  
7E Mr. William Catey, Religion/ Social Studies - [wcatey@serraschool.org](mailto:wcatey@serraschool.org)

### Specialty Teachers:

Mr. Mark May, Advanced Plus Math – [mmay@serraschool.org](mailto:mmay@serraschool.org)  
Mr. Shaun Supernaw, Small Group Math - [ssupernaw@serraschool.org](mailto:ssupernaw@serraschool.org)  
Mr. David Woolgar, Advanced Plus Language Arts – [dwoolgar@serraschool.org](mailto:dwoolgar@serraschool.org)  
Ms. Carrie Fiore, Math - [cfiore@serraschool.org](mailto:cfiore@serraschool.org)  
Mrs. Monica Pradere, Spanish - [mpradere@serraschool.org](mailto:mpradere@serraschool.org)  
Mrs. Jessica Kim-Saad, Art – [jkim-saad@serraschool.org](mailto:jkim-saad@serraschool.org)  
Mr. John Rodriguez, Physical Education – [jrodriguez@serraschool.org](mailto:jrodriguez@serraschool.org)  
Mrs. Hillary Olson, Creativity Lab - [holson@serraschool.org](mailto:holson@serraschool.org)  
Mrs. Kim Taylor, Music – [ktaylor@serraschool.org](mailto:ktaylor@serraschool.org)

### Instructional Assistant:

Mrs. Jean Leet, Middle School Grades 6-8 Instructional Support -- [jleet@serraschool.org](mailto:jleet@serraschool.org)

The seventh grade teachers use email as their main source of communication. Please allow a 24-hour response time.

### **Grading Policy**

Grades will be entered into the grade books in the following weighted categories:

80% Authentic Assessment

20% Approaches to Learning

The students will be continually assessed using a variety of instruments, such as rubrics, classroom activities, research papers, individual and group presentations, projects, quizzes, and tests. Activities that support learning, such as group work, class work, and homework, will make up a smaller portion of the student's total grade.

### **Formative assessment**

The goal of formative assessment is to monitor student learning and to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.

More specifically, formative assessments

- help students identify their strengths and weaknesses as well as target areas that need work
- help faculty recognize where students are struggling so they can address problems immediately.

### **Summative assessment**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against standards and/or benchmarks.

Examples of summative assessments include:

- a chapter or midterm exam
- a final project
- a research paper/essay

Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent units or courses.

### **Homework and Late Work**

Completion of homework is an organizational skill that is critical to student success in middle school and beyond. A strict homework policy will be enforced. Homework is expected to be completed and submitted on the due date. **Students will have two days to submit late work.** After that, the assignment will be accepted as a 50% grade.

Any work missed due to student absence is the responsibility of the student. If absent, students should first check Canvas and then obtain any additional work when they return to school. Students are allowed as many days as they were absent to make up the missed work without it being considered late. After the allotted time, the late work policy will be enforced.

### **Long-Term Projects**

Long-term projects are due on the due date regardless of student absence.

## **Seventh-Grade Curriculum**

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### **Religion**

Text: *We Live Our Faith As Disciples of Jesus*

Sadlier Publishing eBook

*The Catholic Youth Bible*: NRSV Saint Mary's Press

Family Life: Benziger

- Chapel for Mass, prayer services, rosary prayer, and adoration of the Blessed Sacrament
- Diocesan Standards of Religion
- New Testament: Continued teachings of the New Covenant of Jesus
- The Four Pillars of the Catechism of the Catholic Church: Creed, Liturgy/Sacraments, Moral Life, and Prayer
- Living Stations of the Cross study and performance
- Family Life: The Five Components of God's Gifts
- The Spiritual and Corporal Works of Mercy
- Spiritual Retreats
- Ongoing Service in Action: Outreach projects and service opportunities
- Integration of Religion into all areas of instruction

The students will participate in formal note taking, class discussion, and research projects. Additionally, students will read, reflect, and write in a journal on scripture. As tests/major projects will account for 80% of the grade, it is imperative that students spend time every night preparing for upcoming tests by reviewing the textbook and notes. If a student is absent on the original test date, he or she will have an opportunity to make up the test during school time.

### **Catholic Faith Formation Program**

In an effort to help our students become stronger members of our Catholic faith, the SJSC faculty will present additional Religion curriculum revolving around basic catechism, including the Creed, liturgy and sacraments, Christian morality/justice, and prayer.

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## **Social Studies**

**Text** *Medieval to Modern Times* – California Standards Based: Holt  
Junior Scholastic- Current Events

The Social Studies curriculum will cover World History. Students will examine European history from the decline of the Roman Empire through the Age of Enlightenment. They will study other cultures and history as well, including but not limited to China, Japan, the Middle East, India, Africa, and civilizations of the Americas. Students will also interpret maps to see where important events occurred and analyze how geography has influenced history. The students will participate in formal note taking, class discussion, current events, and research projects. Students will regularly receive homework assignments. As tests/major projects will account for 80% of the Social Studies grade, it is imperative that students spend time every night preparing for upcoming tests by reviewing the textbook and notes. If a student is absent on the original test date, he or she will have an opportunity to make up the test during the school day.

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## **English Language Arts (ELA)--(all levels)**

### **Part I: Literature**

**Text** *myPerspectives*

#### **Novels:**

- *The Sword in the Stone*, by TH White; *The Hobbit*, by JRR Tolkien; *A Wrinkle in Time*, by Madeline L'Engle; *The Tale of Despereaux*, by Kate DiCamillo
- *Hoot*, by Carl Hiaasen
- *Crispin: Cross of Lead*, by Avi
- Additional novels may be added to the syllabus based on the teacher's discretion and the pace at which the class is able to progress.

Our literature program is designed to prepare students for high school literature classes; it includes instruction in comprehension, vocabulary, written and verbal skills. Students will become familiar with the literary devices used to analyze a work of fiction and will be able to apply that terminology both in writing and orally. Some literary devices that will be explored include theme, conflict, characterization, symbolism, imagery, metaphor, and simile. Students will read class novels (which will be provided to them) during the course of the year.

In addition, students will have independent or group reading requirements. Students in the Leveled and Advanced classes will be required to complete one book project each trimester based on one of their chosen novels, and students in the Advanced Plus class will be required to complete three independent reading books per trimester and write a book card for each. Directions for the book cards will be distributed and explained to students during the first or second week of class.

## **Part II: English Composition (Writing and Grammar)**

Text: *myPerspectives* (ISBN 0-03-056492-1)

*Easy Grammar* (ISBN 978-0-936981-46-8)

Membean (online vocabulary program)

- The Jane Schaffer format for writing essays will be taught this year beginning with the single paragraph and working towards the multi-paragraph analytical essay. Students will keep a folder of Jane Schaffer materials, samples, and exercises. Students will be given a rubric addressing all the requirements for their final paragraphs/essays before they write them. Analytical content will be important, but students must also conform to the conventions of standard written English: grammar, spelling, format, punctuation, etc.
- Other forms of writing are explored in the 7th-grade language arts curriculum, including persuasive essays, narratives, creative writing and poetry, research projects, essay questions on tests, memoirs, and letter writing.
- Vocabulary will be taught through the online Membean program. Students will be required to complete 60 practice minutes each week and will be tested every other week (or as the teacher sees fit). This is a self-paced, adaptive program that allows students to acquire new vocabulary at speeds that are most appropriate for them.
- English grammar will be taught from the *myPerspectives* curriculum, *Easy Grammar* book, and additional supplemental materials.
- Additional help for anyone struggling with grammar will be given during class, after school, or at lunchtime, at the teacher's discretion.

If your child is struggling in grammar, please email his or her teacher.

### **NOTE:**

- The Advanced Plus Language Arts course is designed to follow and expand on the curriculum of its grade-level counterpart.
  - Students in Advanced Plus Language Arts will analyze both literary and informational texts.
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## **Academic Skills**

Academic Skills class supports literacy skills that are beneficial across all content areas. Each trimester we will focus on targeted standards related to reading comprehension, writing, and vocabulary development. Students will complete assignments and assessments related to:

- Sustained Silent Reading
  - Vocabulary development
    - Vocabulary activities and projects
  - Informative and narrative writing
  - Comprehension of informative and literary texts
  - Other content standard related course work
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## **Science**

Texts: Nitty Gritty Science Google Slide Shows available weekly on Canvas.

*Discovery Education Tech Book* [www.discoveryeducation.com](http://www.discoveryeducation.com)

Students will develop a deeper understanding of concepts covered in life science and biology through the use of making models, developing and testing hypotheses and hands-on labs. Students will create inquiry based units through the use of Nitty Gritty Science, which aligns with the Next Generation Science Standards . Thorough, accurate note-taking skills will be developed. Class participation is required. Weekly concept quizzes will be given when we do not have labs. Chapter tests will be announced approximately one week before the exam date. It is recommended that students spend approximately 10 to 15 minutes nightly reviewing their notes in order to familiarize themselves with the material.

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## **Creativity Lab**

We are excited to share with your child the St. Junipero Serra 5<sup>th</sup>-8<sup>th</sup>-Grade Creativity Lab. 7th grade students will have class in the Creativity Lab first trimester and will be meeting Monday-Friday every week during Trimester 1. The Creativity Lab is a 21st-century learning lab for students of all interests, ages, and abilities. Creativity Labs put technology and learning resources in the hands of students, engaging learners in science, technology, engineering, the arts, and mathematics (STEAM) while building critical 21st-century skills.

Creativity Lab features project-based, student-centered curriculum supporting STEAM and other core academic content. The Creativity Lab is a powerfully integrated and comprehensive learning solution that combines technology with academics to prepare students for college and career success.

St. Junipero Serra's Creativity Lab features unique opportunities for students to explore, learn, and work in areas such as alternative energy, circuitry, computer graphics, digital communications, mechanical structure, robotics, scientific data and analysis, and software engineering. In our Creativity Labs, students keep a daily record of their work, create final presentations, and self-assess their efforts. Together these records create a portfolio demonstrating the depth and breadth of each student's learning. We store the portfolio electronically, so students may use the term "ePortfolio" to describe the collection of work they maintain to demonstrate the skills, knowledge, and experience they gain while working in the Creativity Lab.

Work completed in the Creativity Lab will be graded and entered into the student's Science grade.

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### **Math (Small Group, Leveled, Advanced)**

Text: *enVision Math 2.0 Grade 7 Edition*, 2017 Edition  
*Simple Solutions:Pre-Algebra*

The California Common Core State Standards will be the focus of every lesson. Students also will incorporate the Standards for Mathematical Practice. Both sets of standards can be viewed at <http://www.corestandards.org/Math/>. **The website for the math text is: [www.savvasrealize.com](http://www.savvasrealize.com)**

**Homework:** While most math work is completed in class as independent practice during the second half of the double period, occasionally homework will be assigned to reinforce and practice the lesson taught in the classroom and not completed that day. Daily homework will be graded primarily on completion and effort.

**Tests/Quizzes:** There will be announced quizzes, pop quizzes, and chapter tests

**Required Materials:** Students should bring the following to class each day: Textbook, Simple Solutions workbook, notebook, charged Laptop, pencil pouch (with pre-sharpened pencils & eraser, red pen, yellow highlighter)

### **Math 7 Advanced Plus**

Text: *enVision Math 2.0 Grade 7 Edition*, 2017 Edition  
*Simple Solutions:Algebra 1A*  
*Algebra Structure and Method*

The California Common Core State Standards will be the focus of every lesson. Students also will incorporate the Standards for Mathematical Practice. Both sets of standards can be viewed at <http://www.corestandards.org/Math/>. **The website for the math text is: [www.savvasrealize.com](http://www.savvasrealize.com)**

This course focuses on mastery of Math 7 and 8 standards while introducing Pre-Algebra and Algebra 1 standards. Students are expected to be active participants in discussions and seek assistance as needed from peers or Mr. May.

**Homework:** Homework will be given every night to reinforce and practice the lesson taught in the classroom. Daily homework will be graded primarily on completion and effort. Homework and Class Participation accounts for 20% of a student's grade.

**Tests/Quizzes:** There will be announced quizzes, pop quizzes, and chapter tests. Authentic assessment accounts for 80% of a student's grade.

**Required Materials:** Students should bring the following to class each day: Textbook, Simple Solutions workbook, notebook, charged Laptop, pencil pouch (with pre-sharpened pencils & eraser, pencil sharpener, yellow highlighter)

**Extra Help:** Mr. May will be available every afternoon  
**2:40pm-3:30pm Monday- Friday**

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## **Spanish**

Textbook: "Asi se dice"

### Course description:

Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking, and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit.

The class will be taught mostly in Spanish with gradual instruction to facilitate the transition of learning and to promote being more in contact with the target language. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations, and respond appropriately to basic conversational prompts, analyze, and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored.

### Goals:

- Learn new vocabulary
- Build familiarity with grammar
- Gain confidence speaking Spanish
- Communicate in Spanish in real life situations
- Interpret written Spanish
- Participate in simple conversations and respond appropriately to basic conversational prompts, incorporating basic vocabulary and grammar patterns.

### Assessments:

- Listening and reading comprehension quizzes to verify that students comprehend the main ideas and/or significant details of target language passages or conversations.
- Culture comprehension quizzes to verify that students have understood important concepts presented in the culture presentations



- Unit tests to assess students' mastery of the vocabulary words and grammar concepts presented in that unit. Each unit test also includes reading and listening comprehension questions and an oral or written assessment. Assorted projects.
- Final Exam not only to assess students' knowledge of the language, but also to assess students' ability to produce the language in a communicative way. Includes both oral and written assessments.
- Assorted projects.
- Participation is very important.
- Positive attitude is required.

Materials:

- Notebook
- Heavy duty plastic folder with pockets and fasteners
- different colored pens.

Policies:

- All electronics are welcome ONLY when used for in class activities. The teacher will let students know when they can be out and in use. Otherwise, out of sight and silenced.
- Respect the teacher, the classroom, and other students.
- Come prepared to learn: On time, with a positive attitude and materials.
- Complete work on time and take ownership. Any late work will be graded at 70%.
- If students are absent, they are encouraged to ask a classmate for homework or any other given information for the class. It is their responsibility!

**ESPERO DISFRUTEN DE MI CLASE ;**

(I hope they enjoy my class!)

**Specialty Elective Classes**

All Specialty Elective classes will use 4-1 Grading Rubrics

4 Highly Proficient (93-100%)

3 Proficient (75%-92%)

2 Emerging (65%-74%)

1 Deficient (50%-64%)

**Art**

**Text/ Required Materials:** Students will be crafting their own sketchbooks this year through methods of traditional bookbinding techniques. Students will be provided graphic organizers which will be posted to Canvas . All materials will be provided for classroom use only.

This class is designed to expose students to a variety of drawing and painting techniques, develop knowledge of the elements of art and principles of design, and introduce students to artists, styles, and movements from the past to the present. This course will teach, develop and inspire knowledge of the following:

- The Elements of Art and Principles of Design
- Art vocabulary and history
- The Art process
- Technical skills through the use of various media
- How to work creatively and become emotionally aware of one's self.

***Through Art, any person can access the beauty of God's Creation and their part in His Divine Plan for their lives.***

Participation in Art Class is actively engaging in every lesson and activity—even if you are not particularly fond of the material or the subject.

Be PRESENT. Be OPEN. Be CONSIDERATE. Be KIND.

Students will work on one or two to three projects per trimester. Projects are any artwork made in class that includes a Rubric when the student submits it to Canvas for grading. The majority of work done for art is in-class work completed in your student's sketchbook. For ease of grading, students will be responsible for submitting all work on Canvas or on occasion, SeeSaw.

All projects are graded on the following FOUR categories:

1. Composition (how the artwork is organized/use of space given)
2. Craftsmanship (Neat and careful presentation of project; care/concern/effort put forth in your project/assignment)
3. Skill & Techniques (drawing ability/effort placed into drawing subject accurately--using each media effectively and properly)
4. Reflection (the student responds to various questions reflecting on the creative process and content of their artwork).

#### Late Work:

Deadlines for assignments will be set in advance. It is the students' responsibility to meet these deadlines. Any and all late assignments must be worked on and completed outside of regular class meetings.

Assignments more than 2 weeks late will not be accepted.

**Students are expected to engage in every project, therefore no extra credit opportunities are offered.**

**However**, assignments completed and turned in on time may be redone or reworked and resubmitted if the student is unsatisfied with his/her original grade. Work on said project must be done outside of normal class hours and submitted with original grading rubric. Any project a student wishes to redo/rework must be





2. Shorts must be worn at waist level (especially the boys) and may not be rolled up at the waist or worn too high (especially the girls). All uniform policies and decisions are made at the discretion and judgment of the Physical Education Department and Principal.
3. Students may wear the designated school sweats any day they have PE class.
4. Closed-toe athletic shoes, laced up and tied, are required for all PE classes.
5. On Formal Dress Days, students will stay in their formal uniforms. Students will not change clothes for PE class.

### **Injuries/Sickness/Medical Concerns**

Any condition that requires a student to sit out of PE activities must be communicated to the school in a note or email signed by a parent. If a student misses multiple PE classes, a change in grading criteria and/or a conference with the student's parent may be required. A note from a parent will excuse a student from only three PE classes. A doctor's note is needed to excuse a student from any additional PE classes. If a student does not have a note and is not feeling well, he or she may communicate with the school health room coordinator or a teacher. Students sitting out of PE class will be assigned tasks (scorekeeper, timer, written assessment, etc.). Students must notify the teacher immediately of any injury that occurs during class, even if the individual affected is still able to participate. During a medical absence, the student is responsible for all assignments or information given in class.

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### **Potential Curricular Enrichment Activities**

#### **Pig Heart Dissection (TBD)**

This classroom on-the-go program, paired with the Science unit on the Human Body System, helps students compare a pig heart to the human heart by mapping the chambers of the heart and tracing the blood's pathway through the circulatory system.

**Best Wishes to you and your child for a successful year; together we are partners in their success.**

**The 7th Grade Teaching Team**



**St. Junipero Serra Catholic School**  
**Seventh Grade**  
**Family Life Permission Slip**

Dear Seventh Grade Parents,

Our seventh grade students will complete a family life program as a part of their religion class. We believe that parents are the primary educators of their children and that the church and school communities are partners with the family. To fulfill our part in this relationship, our bishop has mandated that schools educate the students in Catholic morality and in the teachings of the church.

*Benziger Family Life* reflects and reinforces a major priority in the church today: the preservation and sacredness of the family. Through this program, your child will have an opportunity to develop and practice the healthy attitudes, moral values, and virtues of a Christian family life.

The seventh grade students will also be participating in the Kids and Company: Safety Education Program mandated by Bishop Kevin Vann for all children in Catholic schools or religious education programs.

Sincerely,  
William Catey  
Seventh Grade Religion Teacher

Please sign and return to Mr. Catey by **Friday, September 9, 2022**

**Student Name:** \_\_\_\_\_ **Homeroom:** \_\_\_\_\_

\_\_\_\_\_ I **do** grant permission for my child to be included in the family life program in their religion class.

\_\_\_\_\_ I **do not** grant permission that my child be included in the family life program in religion class.

Parent Name: (Please print) \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_



**St. Junipero Serra Catholic School  
Back-to-School Night ~ Seventh Grade  
Parent/Student Acknowledgement Form**

Please sign and date once you have read the Back-to-School Packet and return to your homeroom teacher by **Friday, September 9th.**

We have read the Seventh Grade Back-to-School-Night packet in its entirety and are affixing our signatures to verify that we (parent(s) and student) understand its content and will comply with the aforementioned guidelines to the best of our ability.

Teacher Name: \_\_\_\_\_ Grade/Homeroom: \_\_\_\_\_

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Name (please print)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date