



LOCAL CITIZENSHIP

THE SEVENTH GRADE PROGRAM
AT PACIFIC RIDGE SCHOOL

*Active, ethical citizens make communities stronger.
They make a difference in the world.*

ETHICAL RESPONSIBILITY: DEVELOPING ACTIVE LOCAL CITIZENS THROUGH ACADEMICS AND SERVICE LEARNING AT PACIFIC RIDGE SCHOOL

The integrated 7th grade curriculum will challenge each student to understand the nature of community spaces, services, and leadership. Students will be asked to investigate and innovate ways to make some aspect of community better than they found it in their own journey to becoming active local citizens who lead and contribute. Throughout the year ethical questions will lead our way.

The Overarching Question for 7th Grade:
Is Community Important?

Trimester 1

How do individuals fit in?

Trimester 2

How can a young person make a difference?

Trimester 3

Who is responsible for a community in peril?

PROGRAM HIGHLIGHTS

Fall Orientation

The seventh grade program will begin with a two-day retreat to the nearby mountain community of Julian. Interviews with local officials, visits to public spaces and discovery of local services will provide the clues to understanding the community of Julian.

Minimesters

For one week at the end of each trimester, the 7th graders will alter their typical routine to work with faculty, with 9th graders, and with leaders from the business, scientific, environmental, and artist communities on the three phases of their year-long service learning program: Investigate! Innovate! and Invite!

Spring Retreat

In early June, after completing the service learning events, the seventh grade will journey to the Mammoth Lakes region to witness how that community operates, to prepare for challenges of the eighth grade and to play.



PACIFIC RIDGE SCHOOL

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TOUCHPOINTS OF INTEGRATION: THE BIG IDEAS

Across disciplines in the 7th grade, three thematic patterns recur, integrating the program.

These Big Ideas are compelling to Middle School students, whose minds will be challenged to transition from the concrete to the abstract.

I. The Impact of Tools, Technology and Innovation

II. The Complexity of Natural and Human Ecosystems

III. The Importance of Distinguishing Fact from Opinion

Curriculum topics are color coded to match the Big Ideas

	SOCIAL AND COMMUNITY STUDIES	INTEGRATED SCIENCE (Biology, Chemistry, Physics)	MATHEMATICS (Algebra)	ENGLISH	FRENCH/SPANISH	THE ARTS
<p>KEY CONCEPTS What will students learn?</p>	<p>Local connections to American and World Cultures</p> <p>Social, cultural, political, economic, and environmental systems</p> <p>Cultural understanding through the arts</p> <p>Analysis of primary sources</p>	<p>Scientific literacy</p> <p>Human impact on environment</p> <p>Agricultural production</p> <p>Landfill waste disposal</p> <p>Residential and Commercial developments</p> <p>Transportation</p> <p>Food chains</p>	<p>Rational Expressions</p> <p>Linear & Non-linear Expressions</p> <p>Probability and Statistics</p> <p>2-D and 3-D Geometry measurements and conversions</p>	<p>Genre study (nonfiction, fiction, poetry, and drama)</p> <p>Interpretation from multiple perspectives</p> <p>Self and society</p> <p>Socratic discussion</p>	<p>Emphasis on speaking and listening</p> <p>Communities, family, school, business, art, media, government</p> <p>First language appreciation</p>	<p>Literacy in the Arts</p> <p>Observe, Analyze, respond to the world through the artist's lens</p> <p>Question the world through lives of accomplished artists</p> <p>Building vocabulary in the arts</p> <p>Impact of Art on Community</p>
<p>SELECT CONTENT Where will students explore the key concepts?</p>	<p>Spaces, Services, Leaders, Issues and Events that transform communities</p> <p>Geography</p> <p>Timelines and maps</p> <p>Art Technology, story telling, mass media, governance, biographies</p>	<p>Observation, Analysis, Prediction</p> <p>Cellular Organisms</p> <p>Taxonomy of organisms</p> <p>Ecosystems of land, ocean, and air</p> <p>Dissections of worms, clams, starfish, frogs</p>	<p>Civil Engineering</p> <p>Digital Photography</p> <p>Orienteering</p> <p>Modeling election poll results</p> <p>Planting a garden</p> <p>Fibonacci Sequence</p> <p>Stock Market</p>	<p>To Kill a Mockingbird</p> <p>Romeo and Juliet</p> <p>Persepolis</p> <p>Mock trials and Debate</p> <p>Journalism and media study</p> <p>Portfolios of writing</p> <p>Grammar and vocabulary</p>	<p>French: Paris, Island Culture, African nation</p> <p>Spanish: Madrid, Island Culture, South American nation</p> <p>Interdisciplinary vocabulary of 7th grade</p> <p>Grammar: Verb tenses, nouns, pronouns, articles</p> <p>Teleconferences/Net pals/ Podcasts</p> <p>Media clips</p> <p>Virtual field trips</p>	<p>Student-generated work in:</p> <p>Theater</p> <p>Dance</p> <p>Music</p> <p>Painting</p> <p>Drawing</p> <p>Sculpture</p>
<p>KEY SKILLS What skills will be emphasized?</p>	<p>Outlining</p> <p>Critical Thinking</p> <p>Research</p>	<p>Measurement</p> <p>Lab-based inquiry/ Writing a lab report</p>	<p>Memorization</p> <p>Calculation</p>	<p>Analytical and Creative Writing</p> <p>Discussion Skills</p>	<p>Public speaking</p> <p>Listening</p>	<p>Perceiving patterns</p> <p>Self-expression</p>

Across-Discipline Skills: Personal Organization, Note-Taking, Time Management, Active Listening, and Keyboarding.