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***Providing an exemplary 21st century education with a global perspective to students of the Temecula Valley.***

#### **SCHOOL MISSION STATEMENT**

Our mission at Oakhill Academy is to provide an exemplary 21st century education with a global perspective. We provide a personalized rigorous curriculum taught by passionate, highly qualified educators. Principles of Ownership, Wisdom, Leadership, and Service (O.W.L.S.) drive all aspects of our program. Through these principles students are encouraged to think critically and creatively, and to live meaningful lives as responsible world citizens.



## CORE PRINCIPLES

### Ownership

### Wisdom

### Leadership

### Service



## LEARNER OUTCOMES

**OWNERSHIP-** *I own my own actions, both good and bad. I am proud of my good decisions and I take responsibility for my unwise decisions.*

*I will:*

- Think independently and reflect upon behavior and learning to promote intellectual, physical, and emotional growth.
- Demonstrate responsibility and accountability for my actions.
- Plan for achieving future goals.
- Use decision making processes that are logical and effective.
- Show, understand, and appreciate the value of hard work.

**WISDOM-** *I am here to learn. I use what I know to make my home, my classroom, my city, my country, and my world a better place.*

*I will:*

- Apply critical thinking skills to resolve challenges in creative ways.
- Synthesize, evaluate and apply information.
- Use technology tools effectively, creatively, and responsibly.
- Recognize global issues and their impact on individuals and communities.
- Apply active listening, speaking, reading and writing strategies to real-world situations

**LEADERSHIP-** *I am a person of action. I don't wait for others to tell me what to do. I lead others to do the right thing.*

*I will:*

- Contribute my time and talents to improve the quality of life for others, value diversity and remain culturally sensitive.
- Be proactive and seek to be positive agents of change.
- Foster positive relationships in diverse settings.
- Demonstrate ambition and take initiative to set challenging goals.
- Appreciate the contributions of others.

**SERVICE-** *I take care of those around me. I always look for ways to help someone in need.*

*I will:*

- Model compassion for fellow human beings.
- Connect to my community to help resolve real-world problems and make a positive impact.
- Share responsibilities and am mindful of the opinions and contributions of others.
- Acknowledge my unique talents and gifts and share them with others in a positive way.
- Use my time, energy, and talents to improve the quality of life for myself, my school, community, state, nation, and world.



## General Information about our Middle School Program

Oakhill Academy has a unique approach to middle school. The key difference is connectivity, with all the normally disparate components of middle school working together in harmony.

The teachers meet daily to develop subject links and supporting lessons. These are based on the application of *Best Practice and Research* which suggests that, for this particular age group, certain academic areas are best served by ability grouping, particularly in mathematics, science, and second language acquisition.

The students in middle school rotate through classes of math, English, humanities, and science. These classes are small, thus instruction and student interaction is optimized. Students are grouped by beginning or intermediate second language skills for French, Spanish and Mandarin while PE, music, art, drama and advisory are a mix of middle school students. Our goal is to weave character development and leadership into our relevant, rigorous, academic program. Integral field studies enrich and expand the class-based activities; which along with our sports teams and annual drama production ensure that the students have a rich, comprehensive, and cohesive middle school experience.

Through the use of the Responsive Classroom approach, teachers endeavor to foster the social skills of cooperation, assertion, responsibility, empathy, and self-control in all students.

## SPECIAL AREA CLASSES

In addition to the regular classroom subjects above, students in the middle school attend classes with trained specialist in the following areas.



### FINE ARTS

Students are taught the basic foundations in art production to develop the knowledge, techniques, and processes for creative expression. Emphasis is on the role of art in cultures throughout history. Instruction concentrates on technique, compositions and processes of visual problem solving. Exploration of traditional and non-traditional art media including; watercolor, tempera and acrylic painting, printmaking, paper construction, collage and clay. Discovery through multidisciplinary lessons in conjunction with classroom curriculum is also a focus.

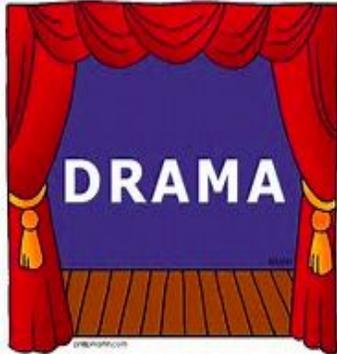
### PERFORMING ARTS (MUSIC AND DRAMA)

The teaching of music develops pupils' ability to listen and to appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfillment. Students learn technical skills and the core elements of performing, composing, appraising and listening. Private music lessons will be available during the school day and students are encouraged to take part in the afterschool choir or orchestra clubs.



## Middle School Program of Studies

Oakhill Academy  
Seventh Grade



Our drama program is a process-oriented class in which students rehearse and perform a scripted play. Students are introduced to acting, stage essentials, drama theory, auditioning, monologues, scene studies, objective work and improvisational skills. In addition, students learn about self-discipline and the importance of hard work, creativity and imaginative play, listening and observation skills, and self confidence. Our aim is for students to enjoy the rewards that come with working together to achieve a common goal through the study of the dramatic arts. Each year, our students will be involved in a winter production and a spring production. In addition to these shows, students will share their learning about drama in three showcases throughout the year at the end of each trimester.

### LIBRARY

The mission of Oakhill Academy's school library is to provide an accessible, enjoyable, welcoming place for students and teachers to find books, resources, and materials that will promote a love of reading and lifelong learning.



### PHYSICAL EDUCATION

Through the Physical Education Program, the students perform activities that develop fine and gross muscle coordination. They learn the fundamentals of soccer, basketball, and other organized sports. Sportsmanship and teamwork are stressed at all grade levels.



Oakhill Academy is a member of the Inland Valley Interscholastic Athletic Association (IVIAA). The association consists of several local middle schools which compete in season-long competitions in Girls' Volleyball, Basketball and Soccer; and Boys' Flag Football, Basketball, and Soccer. Oakhill students in 5th-8th grade are eligible to participate in the Junior Varsity and Varsity IVIAA Competitions.

### WORLD LANGUAGES



Teaching languages at an early age helps children improve their higher thinking skills, and learning about other cultures helps children learn responsible citizenship. They develop insight into the nature of language and culture so that they can participate in multilingual communities at home and around the world. Oakhill Academy provides rigorous courses in French, Chinese, and Spanish. All courses ensure development in the core modalities of language learning: aural, oral, reading, and writing. Students are exposed to a variety of instructional strategies and authentic context in which to practice these core skills for learning

a new language. From Pre-K to 8th Grade, our spiraled curriculum ensures progression and development of the essential skills needed to become proficient in another language.

OWNERSHIP



WISDOM



LEADERSHIP



SERVICE



**SEVENTH GRADE  
PROGRAM DESCRIPTION**

**ENGLISH LANGUAGE AND LITERATURE 7**

The aims of Oakhill’s Language and Literature courses are to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- Engage with text from different historical periods and a variety of cultures
- Explore and analyze aspects of personal, host and other cultures through literary and non-literary texts
- Explore language through a variety of media and modes
- Develop a lifelong interest in reading
- Apply linguistic and literary concept and skills in a variety of authentic contexts

This is a one year course which aims to develop a stronger understanding of literary elements and a deeper appreciation of the use of language, not only in a literary environment, but also with their own writing and oratory skills. The course investigates themes that aim to enhance inquiry driven lessons using texts, short stories, poetry, and other forms of literary prose to develop and nurture language comprehension. Units such as *Writing about Reading* create the stage for group discussions, text analysis, grammar workshops, and language use to engage in a variety of activities that range from literature circles to essay writing. Texts for the course may include short stories by Maya Angelou, Roald Dahl, Cynthia Rylant, and Amy Tan, a variety of books and in the book cafe’ (Shakespeare’s *Julius Caesar*, *Animal Farm*, *Beowulf*, and *The Outsiders*) along with an array of poetry and prose that focus on grade 7 concepts.

LANGUAGE ARTS UNITS OF STUDY		
READING	WRITING	WORD STUDY/GRAMMAR
Short Stories	Launching the Writer’s Workshop	Parts of a Sentence
Classic and Contemporary Fiction	Writing Realistic Fiction: Symbolism, Syntax, and Truth	Parts of Speech
		The Phrase
Nonfiction	Writing About Reading: From Reader’s Notebooks to Companion Books	The Clause
		Usage: Agreement
Poetry	Poetry	Sentence Structure
The Oral Tradition: Myths, Legends, Folk Tales, and Fables	The Art of Argument: Research-Based Essays	Mechanics



**MATHEMATICS AND NUMERACY**

The aims of Oakhill’s mathematics courses are to encourage and enable students to:

- Enjoy mathematics, develop curiosity, and begin to appreciate its elegance and power
- Develop an understanding of the principles and nature of mathematics
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical, and creative thinking
- Develop confidence, perseverance, and independence in mathematical thinking and problem solving
- Develop powers of generalization and abstraction
- Apply and transfer skills to a wide range of real life situations, other areas of knowledge and future developments
- Appreciate how developments in technology and mathematics have influenced each other
- Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- Appreciate the international dimensions in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working 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.

In addition to the content standards, the Common Core integrates 8 Standards for Mathematical Practice. These describe a variety of proficiencies that teachers should focus on developing in their students. These practices draw from both The National Council for Teachers of Mathematics (NCTM) and the National Research Council’s report *Adding it Up*.

**Standards for Student Mathematical Practice**

- 1 Make sense of problems and persevere in solving them.**  
Keep on going!
- 2 Reason abstractly and quantitatively.**  
Write a story for the mathematical equation  $\frac{1}{2} \times 4$ .  
Discuss exercises: 1/2 hour a day for 4 days. How many total hours does he exercise?  
Think what makes sense.
- 3 Construct viable arguments and critique the reasoning of others.**  
 $\frac{2}{4} = \frac{1}{2}$ . I agree.  
Talk and explain.
- 4 Model with mathematics.**  
Show your thinking.
- 5 Use appropriate tools strategically.**  
Use the right tools.
- 6 Attend to precision.**  
Check your work.
- 7 Look for and make use of structure.**  
See the pattern or connection.
- 8 Look for and express regularity in repeated reasoning.**  
See the pattern or connection.

RESA | COMMON CORE STATE STANDARDS



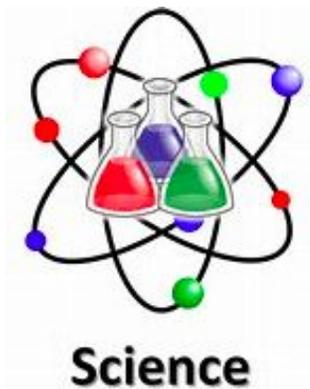
The specific mathematical topics for seventh grade are as follows:

- Module 1: Ratios and Proportional Relationships
- Module 2: Rational Numbers
- Module 3: Expressions and Equations
- Module 4: Percent and Proportional Relationships
- Module 5: Statistics
- Module 6: Geometry

## SCIENCE

The science program at Oakhill uses the inquiry method based on and is correlated to appropriate standards and benchmarks. Through our year long study of Earth, Life, and Physical science, we aim to encourage and enable students to:

- Understand and appreciate science and its implications
- Consider science as a human endeavor with benefits and limitations
- Cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions.
- Build an awareness of the need to effectively collaborate and communicate
- Apply language skills and knowledge in a variety of real-life contexts
- Develop sensitivity towards the living and non-living environments
- Reflect on learning experiences and make informed choices



Overview of Instructional Segments for Grade Seven

### 1 Interdependent Ecosystems

Students view ecosystems as systems. They analyze the exchanges of energy and matter in the system and recognize patterns in the way different organisms interact.

### 2 Photosynthesis & Respiration

Students zoom into the most important processes that allows the exchange of energy and matter in ecosystems, photosynthesis and respiration. They develop models of how organisms rearrange molecules during these chemical reactions to survive and grow. They explain how reactions at the molecular scale explain the interactions at the ecosystem scale.

### 3 Cells and Body Systems

Students collect investigations to gather evidence that living things are made of cells. They develop a model of how cells work as self-contained systems and as part of broader body systems.



#### 4 Evidence of Evolution

Students analyze structures of different organisms to notice evolutionary patterns. Their data comes from the fossil record, anatomical similarities, and embryological development.

#### 5 Inheritance and Genetics

Students develop a model that explains how cells store and use their genetic code. They extend the model so that it can explain variation in traits caused by reproduction and mutation.

#### 6 Natural Selection

Students analyze data that shows evidence of natural selection. They develop conceptual and mathematical models that explain how the traits of organisms and the availability of resources affect the survival of specific individuals, and how that translates into broader shifts in populations.

#### 7 Ecosystem Interactions, Revisited

Students revisit ecosystem interactions as a capstone to develop solutions that maintain biodiversity and ecosystem services in the face of human impacts on ecosystems.

### SOCIAL STUDIES

The aim of Oakhill's Social Studies program of studies is to encourage and enable students to:

- Appreciate human and environmental commonalities and diversity
- Understand the interactions and interdependence of individuals, societies and the environment
- Understand how both environmental and human systems operate and evolve
- Identify and develop concern for the well-being of human communities and the natural environment.
- Act as responsible citizens of local and global communities
- Develop inquiry skills that lead toward conceptual understandings of the relationships between individuals, societies, and the environments in which they live.

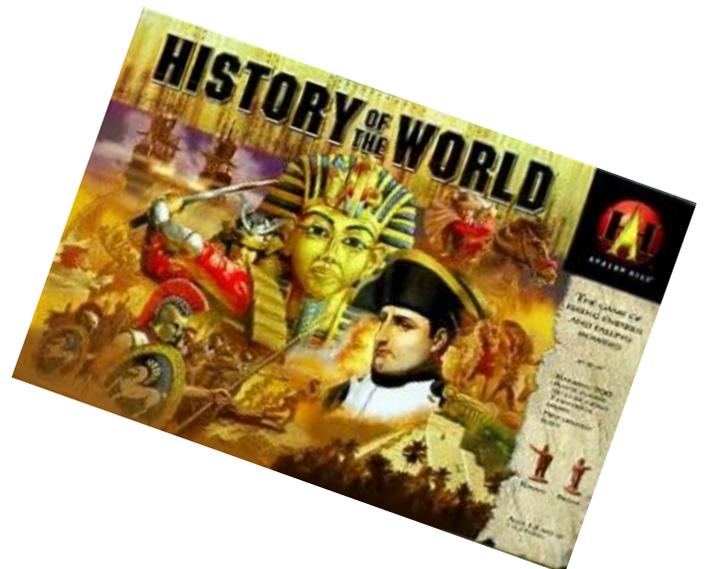
The specific topics included in the seventh grade study of World History are:

#### Unit 1: Rome

- Geography
- From Republic to Empire
- The Roman Empire and Religion
- The End of the Empire

#### Unit 2: The Islamic World

- Geography
- The Roots of Islam
- Islamic Beliefs and Practices
- Islamic Empires
- Islamic Cultural Achievements





**Unit 3: Early African Civilizations**

- Geography
- Early Africa
- The Empire of Ghana
- Later Empires
- Historical and Artistic Traditions

**Unit 4: China**

- Geography
- China Reunifies
- Tang and Song Achievements
- Confucianism and Government
- The Yuan and Ming Dynasties

**Unit 5: Japan**

- Geography
- Early Japan
- Art and Culture in Heian
- Growth of a Military Society

**Unit 6: The Early Americas**

- Geography
- The Maya
- The Aztecs
- The Incas

**Unit 7: The Early Middle Ages**

- Geography
- Europe after the Fall of the Rome
- Feudalism and Manor Life
- Feudal Societies

**Unit 8: The Later Middle Ages**

- Popes and Kings
- The Crusades
- Christianity and Medieval Society
- Political and Social Change
- Challenges to Church Authority

**Unit 9: The Renaissance and Reformation**

- The Italian Renaissance
- The Renaissance beyond Italy
- The Reformation of Christianity

**Unit 10: Science and Exploration**

- The Scientific Revolution
- Great Voyages of Discovery
- New Systems of Trade

**Unit 11: Enlightenment and Revolution**

- Ideas of the Enlightenment
- New Views on Government and the Age of Revolution

