



**Curriculum Summary**  
**Grade 7**  
**2020 - 2021**

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## **INTRODUCTION**

This document outlines the goals of our seventh grade curriculum. Teachers actively partake in the ongoing evaluation and revision of curriculum and utilize various materials, programs, activities, and strategies to implement the following goals.

# LANGUAGE ARTS

## LITERACY INSTRUCTIONAL FRAMEWORK

### COMMON UNDERSTANDINGS:

- Teachers use the District’s literacy framework to provide students with lifelong skills and motivation to become fluent, effective and purposeful readers, writers, and communicators.
- Instruction includes thoughtful integration of reading, writing, and oral language.
- Teachers use a variety of ongoing formative assessments to inform instruction and measure student growth. Formative assessments include, but are not limited to, teacher-student conferences, observations, anecdotal records, various writing samples (including on demand), and reading inventories.
- Reflection plays an instrumental role in learning, allowing students to develop ownership of their progress, process, and performance as learners. In cultivating self-reflection and critique, we develop purposeful, insightful, and intrinsically motivated readers and writers.
- At each grade level, developmentally appropriate instruction is thoughtfully scaffolded to allow students to become independent readers and writers.
- Teachers understand the broad context of skill and knowledge development, with a particular focus on the grades preceding and following their own.

**BEST PRACTICES IN A BALANCED LITERACY PROGRAM:**

<b>READING</b>	<b>WRITING</b>
<p style="text-align: center;"><b>READ ALOUD</b></p> <p>The teacher (or a student) reads aloud engaging fiction and information texts. Texts are selected to model a love of reading and/or reading strategies, fluency, or genre features. Additionally, books are read aloud to build students’ knowledge for content area themes of study. Teachers balance the flow of the read aloud with embedding reading strategies, skills, and vocabulary as well as student discussion.</p>	<p style="text-align: center;"><b>WRITING WORKSHOP/ PROCESS WRITING</b></p> <p>Children engage in a balance of narrative, informational and argument/opinion/persuasive types of writing for various purposes and audiences. The teacher guides the process and provides instruction through modeling, mentor texts, shared writing, guided practice, and conferencing. Students independently utilize the skills and strategies that have been modeled. Students generate ideas, plan, draft, revise, edit, publish their work and reflect upon it.</p>
<p style="text-align: center;"><b>SHARED READING</b></p> <p>Using an enlarged text or individual student copies (literary or informational text), the teacher involves children in reading together. The teacher models and explains reading strategies and encourages the students to participate.</p>	

**BEST PRACTICES IN A BALANCED LITERACY PROGRAM (CONTINUED):**

<b>READING</b>	<b>WRITING</b>
<p style="text-align: center;"><b>RESEARCH</b></p> <p>Using comprehension strategies and existing knowledge, students read informational texts at an accessible level to further understanding, answer questions, and stimulate curiosity. They learn to take notes in developmentally appropriate ways.</p>	<p style="text-align: center;"><b>RESEARCH</b></p> <p>Using organizational structures that fit the writer and the topic, students synthesize their findings in writing. Students present their research in an engaging and organized manner. Students write to communicate in an authentic manner that suits the writer, topic, and audience.</p>
<p style="text-align: center;"><b>GUIDED READING / FOCUSED INSTRUCTION</b></p> <p>The teacher pulls together flexible groups or partnerships to teach effective reading strategies and skills for processing a variety of literary and informational texts.</p>	
<p style="text-align: center;"><b>BOOK CLUBS/LITERATURE CIRCLES/READERS THEATER</b></p> <p>Flexible groups are either adult or student directed. Students engage in discussions as critical readers/thinkers about a text they have read or heard. A developmentally appropriate focus is placed on inquiry and questioning.</p>	

### **INDEPENDENT READING**

Students choose a variety of independent reading books based on interest. They learn how to select texts at their independent reading level and engage in reading daily. Students and teachers assess and track independent reading growth through individualized goal setting conversations and/or conferences.

### **DAILY WRITING OPPORTUNITIES**

Daily writing opportunities encourage and build confident writers. Students write every day across the curriculum. These pieces may include, but are not limited to, drawings, sentences, stories, information pieces, retellings, labels, responses to literature, research, lists, and journal entries. The aim is to build writing fluency, volume, and stamina.

### **FOUNDATIONAL SKILLS and LANGUAGE KNOWLEDGE**

Students learn foundational reading skills, grammar and conventions, and word knowledge through both direct and embedded instruction in ELA and across the curriculum. Depending on the grade level, the teacher provides direct instruction in: phonological awareness, phonics, word attack skills, and spelling.

Additional instruction in language craft and vocabulary development focuses on the use of these skills in reading, writing and speaking, and is embedded through literacy and content learning across the curriculum.

### **ORAL LANGUAGE: LISTENING AND SPEAKING**

Students develop speaking and listening skills to help them participate in conversations with others. They evaluate a speaker's perspective and reasoning.

Students use a variety of media to develop effective oral presentation skills that suit the purpose, context, and audience. In addition, students evaluate and integrate information presented in diverse media.

## **LEARNING OUTCOMES**

In grades K–8, the language arts curriculum includes the continuing development of receptive language as students access and evaluate information through reading, listening, and viewing:

- Students develop and apply skills to decode, comprehend, interpret, evaluate, and appreciate print materials.
- Students understand and appreciate literary forms.
- Students listen effectively for a variety of purposes with emphasis on comprehension and evaluation of spoken language.
- Students view for a variety of purposes with emphasis on appreciation and information collection.

In grades K–8, the language arts curriculum includes the continuing development of expressive language as students communicate effectively through writing, speaking, and visually representing:

- Students develop writing skills to communicate their ideas, opinions, and feelings for a variety of purposes.
- Students have a variety of formal and informal speaking opportunities to present information, explore ideas and experiences, persuade, and reflect.
- Students express themselves using nonverbal means including illustration, diagram, computer graphics, photography, and physical movement.

## **WRITING**

### **Informational Writing**

#### **Transfer**

Students will be able to independently use their learning to write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### **Essential Questions**

- How do writers organize information to inform readers?
- How can text features enhance comprehension for the reader?
- How does bias affect a writer’s message?
- How do writers purposefully choose transitions to make writing more cohesive?

#### **Understandings- Students will Understand that...**

- Writers strategically organize information based on what they want to communicate.
- Writers use a variety of text features and may use multiple organizational strategies (compare/contrast, cause/effect, etc.) within one piece to enhance comprehension.
- Information writers are aware of their own bias and its effect on their ideas.
- Information writers are deliberate in choosing words, phrases, and clauses to create cohesion and formal style.

### **Key Knowledge- Students will Know...**

- Writers structure their writing in different ways (definition, classification, comparison/contrast, cause/effect and pro/con).
- The following terms: heading/subheading, glossary, text boxes, sidebars, diagrams, charts, graphs, multimedia, and captions.
- The qualities to evaluate sources' credibility, accuracy, and relevance.
- The difference between summarizing, paraphrasing, and quoting.

### **Essential Skills- Students will be skilled at...**

- Taking organized notes from multiple types of sources.
- Examining multiple organizational strategies to determine which one is most effective.
- Introducing topics clearly, previewing what is to follow next.
- Using appropriate transitions to create cohesion and clarify the relationship among ideas and concepts.
- Purposefully selecting text features in order to enhance comprehension.
- Maintaining a formal style.
- Determining the credibility, accuracy, and relevance of sources.
- Developing the topic with relevant information and examples.
- Effectively summarizing, paraphrasing, or directly quoting from texts.

- Providing a natural, concluding statement or section.
- Choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Using precise, domain-specific vocabulary to develop the topic.
- Consulting reference materials to find the precise meaning of words.

## **Opinion Writing**

### **Transfer**

Students will be able to independently use their learning to write arguments to support claims using logical reasoning and relevant and sufficient evidence.

### **Essential Questions**

- What makes an argument convincing?
- How are writers purposeful in choosing and organizing evidence to support an idea?
- How do writers best support and defend arguments?

### **Understandings- Students will Understand that...**

- An argument's effectiveness depends upon the validity, relevance, and credibility of the supporting evidence.

- Writers of effective arguments logically organize their evidence.
- Writers of effective arguments consider the opposing viewpoint.
- Writers of effective arguments maintain a formal style.

### **Key Knowledge- Students will Know...**

- The following terms: claim and opposing/alternate claim.
- How to evaluate sources' credibility, accuracy, and relevance.
- The difference between formal and informal style.

### **Essential Skills- Students will be Skilled at...**

- Introducing claims and acknowledging opposing or alternate claims.
- Selecting relevant evidence using accurate and credible sources.
- Organizing evidence logically.
- Using words, phrases, and clauses to create cohesion.
- Introducing context or credentials to transition into evidence.
- Formatting and citing direct quotations.
- Analyzing the evidence completely to show how it supports reasons and claim.
- Providing a conclusion that follows from and supports the argument presented.

- Choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Using precise, domain-specific vocabulary to develop the topic.
- Consulting reference materials to find the precise meaning of words.
- Establishing and maintaining a formal style.
- Varying sentence structure to create cohesion and clarify relationships among claim(s), reasons, and evidence.
- Spelling words correctly.
- Writing in complete sentences.
- Using appropriate capitalization and punctuation.

## **Narrative Writing**

### **Transfer**

Students will be able to independently use their learning to produce narratives based on real or imagined experiences or events (memoir).

### **Essential Questions**

- How do writers find meaning in the events of their lives?

- How do memoir writers weave together stories and reflection?
- How do writers use narrative techniques and precise language to bring their story to life and engage the reader?
- How do writers smoothly transition to signal shifts in setting and time?

- Definitions of the following terms: memoir, point of view, dialogue, action, pacing, description, inner thinking, reflection, and anecdote.
- The difference between precise and figurative language.
- How sequence of events affects writing.

#### **Understandings- Students will Understand that...**

- Memoirs allow writers to draw thematic meaning from events in their lives.
- Writers use narrative techniques to bring the story to life.
- Writers use precise language to develop experiences, events, and characters; capture action; and reflect on the story.
- Writers logically and purposefully sequence their stories, so the events unfold naturally.
- Writers use transitions to indicate shifts in time, setting, and events.

#### **Essential Skills- Students will be skilled at...**

- Engaging readers using an effective opening and establishing a point of view.
- Organizing a sequence of events that unfolds naturally and logically.
- Balancing narrative techniques (dialogue, action, pacing, description, and inner thinking).
- Providing a natural ending with a reflection.
- Signaling shifts in time, speaker, and setting.
- Using precise language to bring moments to life.
- Using figurative language.
- Demonstrating a command of standard English conventions.
- Punctuating and paragraphing dialogue.

#### **Key Knowledge- Students will Know....**

## READING

### Building an Independent Reading Life

#### Transfer

Students will develop an independent reading life that will create lifelong reading habits.

#### Essential Questions

- How would I describe myself as a reader?
- What are the benefits of reading?
- What habits can help me develop into a lifelong reader?
- How do I make meaning of increasingly difficult texts?
- How does engaging in a reading community enhance my reading growth?

#### Understandings- Students will Understand that...

- Readers continually reflect about their current reading skills and habits.
- Readers gain insight into different perspectives and develop an awareness of self and others.
- Readers make decisions about how they can grow as a reader.
- Readers grow when they engage in conversations centered around texts.
- Reading volume increases ability.
- Readers select texts at a variety of levels for different purposes.

#### Key Knowledge- Students will Know....

- Reading regularly is essential.
- Conversations about books broaden readers' perspectives.
- The importance of reading books at an independent reading level.
- Reflecting and goal setting are important practices.
- Key terms:
  - independent, instructional, and frustrational
  - stamina
  - volume

#### Essential Skills- Students will be skilled at...

- Selecting an independent reading book.
- Knowing when to abandon a book.
- Engaging in a conversation with a partner or group.
- Reflecting on how reading habits impact reading success.
- Responding to reading.
- Self-monitoring reading.
- Setting goals around reading.

## Literature

### Transfer

Students will comprehend, analyze, and discuss a variety of genres in order to better understand the human condition.

### Essential Questions

- How do readers use several pieces of textual evidence from a story to understand and explain what the text is really about?
- How do specific parts of a story, play, or poem interact to shape the development of a theme, setting, or plot?
- How do the author's choices of words, structure, and points of view contribute meaning and shape the tone of the story?
- How do authors of fiction use or alter history?

### Understandings- Students will Understand that...

- Readers cite several pieces of textual evidence to support their thinking about a text.
- Authors make specific choices (word choice, structure, setting, etc.) to influence meaning, tone, and theme.
- Plot and characters develop over the course of a novel.

### Key Knowledge- Students will Know....

- Key terms:
  - elements of a story

- plot: exposition, story arc, internal and external conflict, rising and falling action, climax, resolution
- characterization: static and dynamic characters, dialogue, internal monologue
- other: setting, mood, tone, voice, theme, symbolism, foreshadowing, irony, narrator, point of view, allusion
- multimedia techniques
  - lighting, sound, color, or camera focus and angles
- poetic terms
  - form(s), repetition, rhyme, alliteration, stanza, free verse, verse
- objective
- subjective
- Strategy terms:
  - connotation
  - denotation
  - inference

### Essential Skills- Students will be Skilled at...

- Summarizing objectively.
- Citing textual evidence.
- Selecting multiple pieces of textual evidence to communicate understandings.
- Analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem.
- Analyzing how the form or structure of a poem contributes to its meaning.

- Analyzing how an author develops and contrasts the points of view of different characters or narrators in a text.
- Analyzing the use of multimedia techniques and how they affect the meaning of a story.
- Comparing and contrasting a fictional portrayal of history (time, place, or character) and a historical account of the same period.
- Determining the meaning of a word or phrase based on the context.
- Reading and comprehending grade-level appropriate texts.

- How do different forms of media affect the portrayal of the subject?
- How does word choice affect meaning and tone?

### **Understandings- Students will Understand that...**

- Convincing arguments are supported by a variety of reasons and evidence that are sound, relevant, and sufficient to support the claims.
- Authors develop ideas through intentional structure (section headings, etc.) and through elaboration about the interaction of different individuals, events, and ideas.
- Authors of text and other forms of media bring different perspectives to the same topic and communicate those perspectives by emphasizing different evidence.
- Word choice affects the meaning and tone of a piece of writing.

### **Key Knowledge- Students will Know...**

- Key terms:
  - bias
  - connotative meaning
  - figurative meaning
  - relevance
  - text features
  - tone
- Authors are inherently biased due to their perspective and/or experience.

### **Essential Skills- Students will be skilled at...**

- Identifying the central idea and the author's point of view and purpose.

## **Informational**

### **Transfer**

Students will read informational texts to learn more about the world, inform decision making, and become active citizens.

### **Essential Questions**

- How do readers use a variety of evidence to support their analysis of the text and evaluate the effectiveness of an argument?
- How do specific parts of an informational text fit into the overall piece and contribute to the development of the author's ideas?
- How do authors distinguish their positions from the positions of other writers who address similar topics?

- Analyzing the development of multiple ideas in a text.
- Objectively summarizing the text.
- Determining the meaning of a word or phrase based on the context.
- Identifying multiple pieces of textual evidence that support an understanding or analysis of a piece.
- Analyzing interactions between individuals, events, and ideas in a text.
- Navigating the structure of informational texts.
- Comparing how a message is delivered by different media.
- Assessing the soundness and relevance of an argument's reasoning and support.
- Evaluating the credibility and bias of a text.

## **READING SUPPORT SERVICES**

Additional reading support services from the Reading Specialist are available for seventh grade students as appropriate. The classroom teacher will recommend this service as needed.

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

Support services for English Language Learners are available.

## **WORD STUDY**

There is an explicit and systematic approach to teaching spelling and word study. Explicit instruction is balanced with differentiated studies and word consciousness. Word consciousness refers to providing a print/word rich environment, fostering word play, integrating vocabulary in writing, and reading aloud.

As skills are introduced, students engage in activities for repeated practice. There is high exposure to words in context and within content. Vocabulary acquisition is connected to content areas such as math, social studies, and science as well as to the arts, kinetic wellness, and technology. Through explicit teaching and an integrated approach, students are exposed to a high volume of words each year.

Spelling includes the following:

- Spelling patterns
- Word families
- High frequency words

Vocabulary acquisition includes the following:

- Phonics and word recognition
- Unknown and multiple-meaning words and phrases
- Greek or Latin affixes and roots
- Figurative language, word relationships, and nuances in word meanings
- General academic words and phrases

- Domain-specific words and phrases

## **GRAMMAR AND MECHANICS**

As educators, we know that students' development as writers is a complex process that is not necessarily linear. Therefore, we believe that grammatical concepts should be explored in-depth and reinforced through multiple strategies over time. As teachers, we've organized our grammar scope and sequence according to three categories: exposure (concepts and ideas students are exposed to without explicit instruction), introduction (skills and concepts that are introduced), and independence (skills that are expected to be used independently as an integral part of a student's writing process).

### **Skills Introduced in Seventh Grade:**

- Explain the function of phrases and clauses in general and their function in specific sentences.
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - Place phrases and clauses within a sentence recognizing and correcting misplaced and dangling modifiers.
  - Use a comma to separate coordinate adjectives (e.g., It was fascinating, enjoyable movie.)
  - Correctly use ellipses for omission of text.
  - Spell correctly.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

# MATHEMATICS

The **mission** of The Winnetka Public Schools mathematics program is to engage all students in a challenging curriculum of high-quality mathematics.

We believe that **classroom community** engages students and supports the development of positive mathematical dispositions.

## **AN ENGAGING MATH ENVIRONMENT:**

- Promotes a mindset of inquiry, risk taking, flexible thinking, and problem solving
- Fosters collaboration, communication, and critique as critical components of understanding
- Encourages multiple approaches, using tools and technology strategically
- Encourages analysis of a variety of solutions as well as misconceptions

We believe that **high quality instruction** is the foundation for the development of proficient mathematical learners.

## **HIGH QUALITY INSTRUCTION:**

- Values students as individual learners
- Provides meaningful tasks
- Emphasizes process and understanding of mathematics to a level of depth appropriate for each

learner

- Encourages students to learn from one another
- Provides time to develop perseverance, a level of expertise, and an appreciation of the connectedness of math concepts to the real world
- Endorses multiple methods for students to demonstrate understanding through the use of different modalities (manipulatives, pictures and models, oral and written language, real world situations, written symbols)

We believe that **high quality curriculum and assessment** allow for acquisition of knowledge, development of meaningful understanding, application and transfer of knowledge.

## **HIGH QUALITY CURRICULUM:**

- Develops skills and concepts in tandem
- Applies concepts to real life contexts and new situations
- Values reflection as part of the learning process
- Is informed by research, state and national standards, and guided by national mathematics organizations

## **HIGH QUALITY ASSESSMENT:**

- Encompasses a wide range of assessment techniques
- Is an ongoing process
- Provides feedback to inform student and teacher, resulting in the growth of all learners
- Addresses procedural skill and fluency, conceptual understanding, and application

**Please note: There are two courses offered to Winnetka 36 seventh graders: Grade 7 Math and Grade 7/8 Math.**

## **LEARNING OUTCOMES/MATHEMATICAL PRACTICES**

In grades K-8, the mathematics curriculum provides learning experiences that develop mathematically proficient students who can:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## **GRADE 7 MATH CRITICAL AREAS**

- Developing understanding of and applying proportional relationships.
- Developing understanding of operations with rational numbers and working with expressions and linear equations.
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems.
- Drawing inferences about populations based on samples.

## **GRADE 7 MATH OVERVIEW**

### **Ratios and Proportional Relationships**

- Analyzing proportional relationships and use them to solve real-world and mathematical problems.

### **The Number System**

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

### **Expressions and Equations**

- Use properties of operations to generate equivalent expressions.

- Solve real-life and mathematical problems using numerical and algebraic expressions and equations

### **Geometry**

- Draw, construct and describe geometrical figures and describe the relationship between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

### **Statistics and Probability**

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

### **GRADE 7/8 MATH CRITICAL AREAS**

- Developing understanding of and applying proportional relationships.
- Developing understanding of operations with rational numbers; formulating and reasoning about expressions and equations.
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems.
- Analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.
- Drawing inferences about populations based on samples.

### **GRADE 7/8 MATH OVERVIEW**

#### **Ratios and Proportional Relationships**

- Analyzing proportional relationships and use them to solve real-world and mathematical problems.

#### **The Number System**

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Know that there are numbers that are not rational, and approximate them by rational numbers.

#### **Expressions and Equations**

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations
- Work with radicals and integer exponents.

#### **Geometry**

- Draw, construct and describe geometrical figures and describe the relationship between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.

### **Statistics and Probability**

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.

## **SCIENCE**

### **Mission**

The mission of the Winnetka Public Schools science program is to foster children's curiosity in the world around them and empower them with the knowledge needed to interact with the world as scientists and engineers. Our students are encouraged to pose questions, investigate solutions, and justify their thinking. Children will collaborate with each other, engage in scientific and engineering practices, persevere, and creatively investigate phenomena and solve problems.

### **Beliefs**

We believe in deep exploration of important concepts and the opportunity for students to develop meaningful understanding over time.

- Students will have sustained opportunities to identify their misconceptions, learn from mistakes and flexibly problem solve. As a result, students' ideas will evolve over time.
- Students will learn in a rigorous environment that requires perseverance.

- Investigate chance processes and develop, use, and evaluate probability models.

- Students will work collaboratively to develop their understanding of science. They will communicate their thoughts, observations, inferences, and opinions using precise, scientific language.

We believe science and engineering require both knowledge and practice because the NGSS practices, crosscutting concepts, and content are equally important.

- Students will be actively engaged in the scientific and engineering practices, which will be visible in the classroom.
- Students will use crosscutting concepts to connect knowledge from various disciplines (STEAM) into a coherent and scientifically based view of the world.
- Students will learn scientific content through hands on experiences and reflect to build understanding.

We believe children are born investigators and it is important to connect to students' passions and experiences to further spark their curiosity.

- Students will be creative designers and thinkers, further developing their sense of wonder and passion for the world around them.

- Students will have equitable access to science learning, materials, and experiences.
- Students will be challenged with scientific and engineering tasks that apply to the world they live in; these tasks will inspire lifelong learning and draw on children’s motivation to engage with their surroundings.

We believe that, as educators, it is important to stay committed to our science curricular progressions to ensure a meaningful, coherent journey for each child K-8.

## **LIFE SCIENCE**

### **UNIT: BODY SYSTEMS AND HUMAN SEXUALITY**

#### **Transfer**

Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas.

#### **Essential Questions**

- How does my body work?
- How can one explain the ways cells contribute to the function of living organisms?

#### **Understandings - Students will Understand that...**

- Each sense receptor responds to different inputs, transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behavior or

memories.

- Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.
- Structure and Function-The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
- Systems and System Models- Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.

#### **Key Knowledge- Students will Know...**

- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
- Students should have a conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions.
- Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.
- Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.

- Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.

**Essential Skills- Students will be skilled at...**

- Developing and Using Models
  - Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. In this unit, students will develop a model to describe unobservable mechanisms.
- Engaging in Argument from Evidence
  - Engaging in argument from evidence in 6-8 builds on K-5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural world. In this unit, students will be using oral and written arguments supported by evidence to support or refute an explanation or a model for a phenomenon.
- Obtaining, Evaluating, and Communicating Information
  - Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods. In this unit, students will gather, read, and synthesize information from multiple appropriate

sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.

**UNIT: CLASSIFICATION AND CHARACTERISTICS OF LIFE**

**Transfer**

Interdependence of Science, Engineering, and Technology- Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.

**Essential Questions**

- What does all life have in common?
- Why classify?
- Where does human life fit?

**Understandings - Students will Understand that...**

- All life shares a common ancestor.
- Scale, Proportion, and Quantity- Phenomena that can be observed at one scale may not be observable at another scale.

**Key Knowledge- Students will Know...**

- All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).

evaluating empirical evidence.

### **Essential Questions**

- Is there such thing as a pristine ecosystem?
- What is my place in an ecosystem?
- How does a system of living and non-living things operate to meet the needs of the organisms in an ecosystem?

### **Understandings - Students will Understand that...**

- Animals engage in behaviors that increase the odds of reproduction. An organism's growth is affected by both genetic and environmental factors.
- Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.
- The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among producers, consumers, and decomposers as the three groups interact within an ecosystem.
- Ecosystem characteristics vary over time. Disruptions to any part of an ecosystem can lead to shifts in all of its populations. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.
- Changes in biodiversity can influence humans' resources and ecosystem services they rely on.
- Cause and Effect

### **Essential Skills- Students will be skilled at...**

- Planning and Carrying Out Investigations
  - Planning and carrying out investigation in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions. In lab, students will conduct an investigation to produce data to serve as the basis for evidence that meets the goals of an investigation.

## **UNIT: ECOLOGY**

### **Transfer**

#### **Scientific Knowledge Assumes an Order and Consistency in Natural Systems**

Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.

#### **Science Addresses Questions about the Natural and Material World**

Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.

#### **Scientific Knowledge is Based on Empirical Evidence**

Science disciplines share common rules of obtaining and

- Cause and effect relationships may be used to predict phenomena in natural or designed systems.
- Energy and Matter
  - The transfer of energy can be tracked as energy flows through a natural system.
- Stability and Change
  - Small changes in one part of a system might cause to large changes in another part.

### **Key Knowledge- Students will Know...**

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
- In an ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
- Growth of organisms and population increases are limited to resources.
- Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.
- Ecosystems are dynamic in nature; their

characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.

- Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.
- Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on -- for example, water purification and recycling.
- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.

### **Essential Skills- Students will be skilled at...**

- Developing and Using Models
  - Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. In lab, students will develop a model to describe phenomena.
- Analyzing and Interpreting Data
  - Analyzing data in 6-8 builds on K-5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. In lab students will analyze and interpret data to provide

evidence for phenomena.

- Constructing Explanations and Designing Solutions
  - Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. In lab students will construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena.
- Engaging in Argument from Evidence
  - Engaging in argument from evidence in 6-8 builds on K-5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s). In lab students will construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
  - In addition students will evaluate competing design solutions based on jointly developed and agreed-upon design criteria.

## **UNIT: VIRUSES, PROKARYOTES, PROTISTS, FUNGI**

### **Transfer**

#### **Interdependence of Science, Engineering, and Technology**

Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.

#### **Essential Questions**

- What do we have in common with viruses, prokaryotes, protists, and fungi?
- How can one explain the ways cells contribute to the function of living organisms?

#### **Understandings - Students will Understand that...**

- All living things are made up of cells.
- Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.
- The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among producers, consumers, and decomposers as the three groups interact within an ecosystem.
- Structure and Function
  - Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends

on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.

- Scale, Proportion and Quantity
  - Phenomena that can be observed at one scale may not be observable at another scale
- Energy and Matter: Flows, Cycles and Conservation
  - Matter is conserved because atoms are conserved in physical and chemical processes.

#### **Key Knowledge- Students will Know...**

- All living things are made up of cells. A cell is the smallest unit that can be said to be alive. An organism may consist on one single cell (unicellular) or many different types of cells (multicellular).
- Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. Emphasis will be on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.
- Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.
- Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored

energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.

#### **Essential Skills- Students will be skilled at...**

- Developing and Using Models
  - Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. In this unit, students will 1) develop and using a model to describe phenomena and 2) develop and use a model to describe unobservable mechanisms.
- Planning and Carrying Out Investigations
  - Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions. In this unit, students will conduct an investigation to produce data to serve as the basis for evidence that meet the goals of the investigation.

### **UNIT: PLANTS AND GENETICS**

#### **Transfer**

#### **Scientific Knowledge is Based on Empirical Evidence**

Science knowledge is based upon logical connections between evidence and explanations.

### **Essential Questions**

- Why do organisms resemble their parents?
- How are plants important to humans?
- How can one explain the ways cells contribute to the function of living organisms?
- How do living organisms pass traits from one generation to the next?

### **Understandings - Students will Understand that...**

- All living things are made up of cells. In organisms, cells work together to form tissues and organs that are specialized for particular functions.
- Plants use the energy from light to make sugars through photosynthesis. Within individual organisms, food is broken down through a series of chemical reactions that rearrange molecules and release energy.
- The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among producers, consumers, and decomposers as the three groups interact within an ecosystem.
- In sexual reproduction, each parent contributes half of the genes acquired by the offspring resulting in variation between parent and offspring. Genetic information can be altered because of mutations, which may result in beneficial, negative, or no change to proteins in or traits of an organism.
- Cause and Effect

- Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. Cause and effect relationships may be used to predict phenomena in natural systems.

- Energy and Matter
  - Within a natural system, the transfer of energy drives the motion and/or cycling of matter.
- Structure and Function
  - Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.
  -
- Scale, Proportion, and Quantity
  - Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.

### **Key Knowledge- Students will Know...**

- Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.
- Genetic factors as well as local conditions affect the growth of the adult plant.
- Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make

sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.

- The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen.
- Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.
- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.
- Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
- Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
- In sexually reproducing organisms, each parent

contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.

- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.
- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.

#### **Essential Skills- Students will be skilled at...**

- Developing and Using Models
  - Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. Students will develop and use a model to predict and/or describe phenomena.
- Constructing Explanations and Designing Solutions
  - Constructing explanations and designing solution in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories. In this unit,

students will construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

- Engaging in Argument from Evidence
  - Students will use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

## **UNIT: ANIMALS AND EVOLUTION**

### **Transfer**

#### **Scientific Knowledge Assumes an Order and Consistency in Natural Systems**

Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.

#### **Science Addresses Questions about the Natural and Material World**

Scientific knowledge can describe the consequences of

actions but does not necessarily prescribe the decisions that society takes.

#### **Scientific Knowledge is Based on Empirical Evidence**

Science knowledge is based upon logical and conceptual connections between evidence and explanations.

### **Essential Questions**

- Where do humans come from?
- What do all animals have in common?
- How can one explain the ways cells contribute to the function of living organisms?
- How do organisms change over time in response to changes in the environment?

### **Understandings - Students will Understand that...**

- All living things are made up of cells. In organisms, cells work together to form tissues and organs that are specialized for particular functions.
- Animals engage in behaviors that increase the odds of reproduction. An organism's growth is affected by both genetic and environmental factors.
- Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.
- The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among

producers, consumers, and decomposers as the three groups interact within an ecosystem.

- Ecosystem characteristics vary over time. Disruptions to any part of an ecosystem can lead to shifts in all of its populations. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.
- In sexual reproduction, each parent contributes half of the genes acquired by the offspring resulting in variation between parent and offspring. Genetic information can be altered because of mutations, which may result in beneficial, negative, or no change to proteins in or traits of an organism.
- The fossil record documents the existence, diversity, extinction, and change of many life forms and their environments through Earth's history. The fossil record and comparisons of anatomical similarities between organisms enables the inference of lines of evolutionary descent. Both natural and artificial selection result from certain traits giving some individuals an advantage in surviving and reproducing, leading to predominance of certain traits in a population.
- Species can change over time in response to changes in environmental conditions through adaptation by natural selection acting over generations. Traits that support successful survival and reproduction in the new environment become more particular.
- Patterns
  - Patterns can be used to identify cause and effect relationships. Graphs, charts, and images can be used to identify patterns in data.

- Cause and Effect
  - Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.
- Structure and Function
  - Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.

#### **Key Knowledge- Students will Know...**

- Animals engage in characteristic behaviors that increase the odds of reproduction.
- The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
- Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent.
- Comparison of the embryological development of different species also reveals similarities that show relationships not evidence in the fully formed

anatomy.

- Natural selection leads to the predominance of certain traits in a population, and the suppression of others.
- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed onto offspring.
- Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes.

#### **Essential Skills- Students will be skilled at...**

- Engaging in Argument from Evidence
  - Students will use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
- Analyzing and Interpreting Data
  - Analyzing data in 6-8 builds on K-5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. In this unit, students will 1) analyze displays of data to

identify linear and nonlinear relationships and 2) Analyze and interpret data to determine similarities and differences in findings.

- Using Mathematics and Computational Thinking
  - Mathematical and computational thinking in 6-8 builds on K-5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments. In this unit, students will use mathematical representations to support scientific conclusions and design solutions.
- Constructing Explanations and Designing Solutions
  - Students will apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
  - Students will construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
- Obtaining, Evaluating, and Communicating Information
  - Students will gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.

perspectives, and values. In modern times, it has become vital for individuals to learn to navigate and interpret the vast array of information they are exposed to on a daily basis. It is our mission to educate the youth of Winnetka to responsibly, respectfully, and actively evaluate that information; to understand the root causes of what they encounter in modern life and the circumstances that drive others to differ and to take action towards positive change as responsible citizens of a democracy.

## **SOCIAL STUDIES**

### **Mission Statement**

In the social sciences, we recognize that we live in an increasingly interconnected world with varying beliefs,

### **Key Beliefs**

The Committee established key beliefs that serve as drivers for the curriculum development process. The key

beliefs were used in concert with the new state standards in developing the curriculum framework documents.

- **Inquiry:** Children question the world around them, recognize societal issues, and develop meaningful investigations through inquiry.
- **Social Responsibility:** The classroom is a microcosm for social problem solving and change, where children develop skills and attitudes needed for fair play, cooperation, and self-expression. Students learn that together, human beings can make a difference.
- **Action-Democracy:** Social Studies provides opportunities towards developing reflective and active democratic citizens with the ability to understand and evaluate other viewpoints, who support a just and humane society, now and in the future.
- **Civics:** Develop responsible citizens in a global community through engagement in decision-making and consensus-building opportunities.
- **Cultural Awareness:** We believe in addressing past, current, and future challenges; to shine light into the darkness in the pursuit of understanding. Children will encounter and explore multiple viewpoints and perspectives to develop critical thinking, empathy, and compassion.

### Illinois Social Studies Standards

The vision put forth by the new standards is to *produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate.*

The Illinois Social Studies Standards adopted in 2017 promote the acquisition of knowledge, but also promotes student participation as active members of our democracy. To this end, the standards document has been organized into two complementary categories, Inquiry and Disciplinary Concepts, to provide a framework for student success in the modern world:

### Inquiry Skills

- Developing Questions and Planning Inquiries
  - Constructing Essential Questions
  - Constructing Supporting Questions
  - Determining Helpful Sources
- Evaluating Sources and Using Evidence
  - Gathering and Evaluating Sources
  - Developing Claims and Using Evidence
- Communicating Conclusions and Taking Informed Action
  - Communicating Conclusions
  - Critiquing Conclusions
  - Taking Informed Action

### Disciplinary Concepts

- Civics
  - Civic and Political Institutions

- Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws
- Geography
  - Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture
  - Human Population: Spatial Patterns and Movements
  - Global Interconnections: Changing Spatial Patterns
- Economics and Financial Literacy
  - Economic Decision Making
  - Exchange and Markets
  - The National and Global Economy
- History
  - Change, Continuity, and Context
  - Perspectives
  - Historical Sources and Evidence
  - Causation and Argumentation

- How do ethical and religious beliefs influence the structure and fabric of society?

### **SUPPORTING QUESTIONS**

- What are the structures and functions of institutions (Government/Religion)?
- How has our society (past and present) been influenced by these institutions?

### **TRANSFER GOAL**

Students will use their learning to have increased cultural awareness, tolerance and appreciation.

### **UNDERSTANDINGS- Students will understand...**

- Religions provide a framework for societal laws and how a society is organized.
- Religions have common threads that unite people in a shared community.
- Religions have significant differences that result in distinct norms and values worldwide.
- Religious and secular structures coexist in a society.

### **KEY KNOWLEDGE- Students will know...**

- Religious Rituals
- Hinduism (core)
  - Polytheism
  - Reincarnation
  - Caste System
  - Karma and Dharma
  - India Geography
  - Gandhi
- Buddhism (core)

## **UNIT ONE**

### **ESSENTIAL QUESTION**

- Southeast Asia Geography
- Siddhartha Gautama
- Tibet - Dalai Lama
- Four Noble Truths
- Eightfold Path
- Meditation
- Philosophy vs Religion
- Judaism (core)
  - Abraham and Moses
  - Exodus
  - Ten Commandments
  - Jerusalem and Israel
  - Major Branches
  - Monotheism
  - Semitic
  - Kosher
  - Torah
- Christianity (core)
  - Jesus Christ
  - Bible
  - Disciples
  - Reformation
  - Catholics and Protestants
  - Branches
- Islam (core)
  - Middle East Geography
  - Muhammad
  - Five Pillars
  - Mecca
  - Qu'ran
  - Shia and Sunni
  - Stereotyping
  - Cultural Traditions

- Evaluating the powers and responsibilities of religious institutions and leadership.
- Tracing connections between religious traditions and contemporary life.
- Analyze how the environmental characteristics of places and production of goods influence patterns of trade in Southeast Asia, the Middle East, India and Europe.
- Distinguishing between radical and mainstream beliefs and values.
- Identify commonalities in the beliefs of major world religions.

## UNIT TWO

### ESSENTIAL QUESTION

- How do governments protect or deny individuals' rights?

### SUPPORTING QUESTIONS

- Where do institutions get their authority to govern?
- What is the appropriate balance between order and freedom? Equality and individuality?
- What rights do the minority have in a society?
- What are the foundational values of the United States?

**ESSENTIAL SKILLS- Students will be skilled at...**

**TRANSFER GOAL**

Students will be able to independently use their learning to understand their rights as U.S. citizens.

**UNDERSTANDINGS- Students will understand...**

- Constitutions establish limits and boundaries for governmental power.
- Governments determine the qualifications for citizenship and who may become a full member of society.
- Government has the power to uphold or suppress (refuse) equal rights.
- “When a government becomes destructive of [peoples’ rights], it is the right of the people to alter or abolish it and institute a new government.” (DOI)

**KEY KNOWLEDGE- Students will know...**

- Revolutionary War
  - Taxation
  - Protesting
  - Debt
  - Key figures
  - Patriots and Loyalists
  - Declaration of Independence
  - Key Battles
  - Alliances
- Slavery
  - Middle Passage
  - Triangle Trade
  - Plantations
  - Slave Life
  - Dehumanization

- Rebellions and escapes- Underground Railroad
- Constitution
  - Powers
  - Checks and Balances
  - Federalism
  - Legislative Branch
    - House
    - Senate
    - Bills
  - Executive Branch
    - President
    - VP
    - Cabinet Departments
    - Electoral College
  - Judicial Branch
    - Supreme Court
    - Judicial Review
    - Court System
    - Civil vs Criminal
    - Trial vs Appellate
    - Judges, Juries, Lawyers, etc.
  - Amendments
    - Bill of Rights
    - Process of
    - Expansion of rights
    - Reconstruction Amendments
- Westward Expansion
  - Manifest Destiny
  - Impact on Natives
  - Sectionalism
  - Lewis and Clark
  - Railroad
- Native Americans
  - Trail of Tears
  - Frontier Conflicts
  - Sovereign vs part of US
  - Reservations

- Reconstruction
  - Jim Crow
  - Plessy vs Ferguson
  - Poll taxes and Literacy Tests
  - KKK
  - Sharecropping
  - Reconstruction Amendments
- Imperialism
  - Expansion
  - Spanish American War
  - Hawaii and Alaska
  - Manifest Destiny
  - Philippines
  - Isolationists
- Progressive Era
  - Key figures
  - Suffrage movement
  - Labor vs capital
  - Schooling
  - Environment
  - Sherman Anti-Trust Act
  - Muckrakers

**ESSENTIAL SKILLS- Students will be skilled at...**

- Identifying circumstances where individual rights are infringed upon.
- Practicing and modeling appropriate citizenship habits.
- Analyzing the powers and limits of the United States Constitution.
- Applying the civic virtues and democratic principles in a simulation of government procedures.
- Evaluating the justifications for expansion and oppression.

**UNIT THREE**

**ESSENTIAL QUESTION**

- What are the consequences if government fails in its responsibilities?

**SUPPORTING QUESTIONS**

- What are the rights, rules, and responsibilities of citizenship/membership?
- What is the role of authorities in protecting people from violence and injustice?
- What recourse do citizens have when government is not responsive to their needs?

**TRANSFER GOAL**

Students will be able to independently use their learning to know they have a voice, and are empowered to hold government accountable.

**UNDERSTANDINGS- Students will understand...**

- Protest, unrest, civil disobedience, voting, revolution will be likely outcomes.
- Fracturing of society between pro- and anti-government factions.
- Increased conflict resulting in individuals having to make choices about who they are and whether they should act.

- Reconstruction Amendments

## KEY KNOWLEDGE- Students will know...

- American Revolution
  - Taxation
  - Protesting
  - Debt
  - Key figures
  - Patriots and Loyalists
  - Declaration of Independence
  - Key Battles
  - Alliances
- U.S. Constitution
  - Powers
  - Checks and Balances
  - Federalism
  - Legislative Branch
    - House
    - Senate
    - Bills
  - Executive Branch
    - President
    - VP
    - Cabinet Departments
    - Electoral College
  - Judicial Branch
    - Supreme Court
    - Judicial Review
    - Court System
    - Civil vs Criminal
    - Trial vs Appellate
    - Judges, Juries, Lawyers, etc.
  - Amendments
    - Bill of Rights
    - Process of
    - Expansion of rights

- Civil War
  - Union vs Confederacy
  - Abolitionists
  - Emancipation Proclamation
  - Abraham Lincoln
  - Key figures
  - Key battles
  - North vs South economy
- Reconstruction
  - Jim Crow
  - Plessy vs Ferguson
  - Poll taxes and Literacy Tests
  - KKK
  - Sharecropping
  - Reconstruction Amendments
- Imperialism
  - Expansion
  - Spanish American War
  - Hawaii and Alaska
  - Manifest Destiny
  - Philippines
  - Isolationists
- Progressive Era
  - Key figures
  - Suffrage movement
  - Labor vs capital
  - Schooling
  - Environment
  - Sherman Anti-Trust Act
  - Muckrakers
- Great Depression
  - Stock Market
  - New Deal
  - Government vs individual responsibility

- Social Security
  - WPA
  - CCC
- Insurance
- Speculation/Margins/Returns
- Credit
- Civil Rights
  - Segregation
  - Jim Crow
  - Nonviolent protest
  - Brown vs Board of Education
  - Little Rock Nine
  - Integration - Military/Schools/Transportation/Sports
  - Key figures
  - 24th amendment
  - Civil Rights Act/Voting Rights Act

**ESSENTIAL SKILLS- Students will be skilled at...**

- Comparing different economic and political structures.
- Critiquing the continued justification for slavery.
- Evaluating the appropriate level of government involvement in daily life.
- Synthesizing arguments for and against American expansion by using visual or creative forms.
- Exploring how changes in supply and demand cause changes in prices and quantities of goods and services during the Great Depression.
- Analyzing how the environmental characteristics of places and production of goods influence patterns of world trade.

## KINETIC WELLNESS

The mission of the Winnetka Kinetic Wellness department is to maintain a program that fosters growth of the whole child in the physical, cognitive, and social and emotional domains by exposing our students to a wide variety of health, sport, fitness and team-building concepts to instill a love for life-long activity, fitness, and recreation.

### Kinetic Wellness Department Beliefs

#### **Health and Wellness**

It is important for students to...

- Understand the components of physical fitness: cardiovascular, muscular strength, muscular endurance, and flexibility
- Reflect on their own personal fitness levels
- Develop an understanding of lifetime fitness concepts

#### **Physical Development**

It is important for students to...

- Explore a variety of Kinetic Wellness strands through teamwork, communication, and cooperation
- Engage in age-appropriate skill development that challenges students to progress from grades K-8
- Allow students the opportunity for play

# LEADERSHIP DEVELOPMENT & SOCIAL EMOTIONAL LEARNING

## Community and Civic Responsibility

It is important for students to...

- Present themselves as responsible members of the community by demonstrating good character and sportsmanship
- Persevere through difficult decisions and reflect effectively on those decisions
- Learn in a safe space through the development of a respectful learning community

## Social-Emotional

It is important for students to...

- Build on-going positive relationships through communication, acceptance, and compromise
- Identify positive choices and understand how those choices will strengthen the classroom and themselves
- Recognize taking risks is an opportunity for growth
- Accept challenges with a positive attitude

## Students will experience units in the following strands of KW in Grade 7:

- Physical Fitness
- Health and Wellness
- Team Sports
- Individual/Dual Sports
- Dance and Movement

Social-emotional learning nurtures children's capacity to become empathetic, accepting, and responsible citizens. Children learn to embrace struggles as opportunities for growth, develop self-awareness, and solve problems. Ultimately, social-emotional learning is the foundation of *all* learning — as emotional well-being is essential to healthy, productive engagement in society.

## Belief Statements

### Communication

- We believe socially competent children effectively communicate their thoughts and feelings and actively listen to others.

### Community

- We believe children deserve an emotionally safe environment for learning.
- We believe socially competent children honor individuals, accept differences, and work collaboratively.
- We believe children have a responsibility to be contributing members of society.

### **Empathy**

- We believe through the cultivation of empathy, we teach acceptance.
- We believe taking the perspective of others encourages respectful interactions.

### **Self-Management and Awareness**

- We believe children can learn to identify, manage, and regulate their emotions.
- We believe that children who are aware of their choices understand how those choices can affect others.
- We believe reflection helps children develop an awareness of their personal strengths and weaknesses.

### **Relationships**

- We believe that relationship building is an ongoing developmental process.
- We believe children develop relationships through the capacity to compromise, be flexible, and resolve conflicts.

### **Resiliency**

- We believe resilient children are willing to take risks.
- We believe resilient children embrace challenges, persevere, and view mistakes as powerful opportunities for growth.

## **SEVENTH GRADE RELATED STUDIES PROGRAM**

The Related Studies Department at Carleton Washburne School is proud to offer a strong program that focuses on exploration, discovery of talents and interests, problem solving, independence, and creativity. The related studies curriculum addresses different learning styles of middle school students by offering new experiences emphasizing teamwork, developing aesthetic values, quality craftsmanship, enhancing creative resources, and promoting physical well being of the student. The following courses are the Related Studies options for Carleton Washburne School seventh graders.

### **ART + DESIGN: SPECIAL PROJECTS**

Students use visual and creative problem-solving skills in this special projects class. Students will be exposed to a variety of topics such as design for theater, visual storytelling, and bookmaking. This class is designed for students with previous art experience and interest.

### **BEGINNING GUITAR**

In this class, students will learn the fundamentals of guitar technique in both modern and classical styles. Students learn basic chord shapes, picking and strumming techniques, and music theory. They will also learn to improvise solos and compose their own songs.

### **BEGINNING PIANO**

In this class, students will learn the basics of piano

technique and discover the fundamentals of music theory through daily practice and performance of both traditional and popular music. They will also explore the art of composing and arranging.

### **CENTER STAGE**

Students learn the necessary skills to create a believable character and play a role in a dramatic production. Explore the process of bringing a script to life (for an audience) while developing individual performance skills. At the end of the trimester, students will showcase their work for parents and peers.

### **CERAMICS**

Students are introduced to clay and the hand built form, with a focus on hand building with slabs. Projects may include: serving ware, birdhouse, mask and other sculptural forms. Students will keep a sketchbook for their ideas.

### **CODING**

Students will learn to code at their skill level through challenges of their choice. Students will have the opportunity to learn the basics of coding and various relevant programming languages. Students develop their skills through self-paced, real-world projects of their choice, including App design, Web Design, and Computer Science.

### **CREATIVE DRAMA**

Students develop their acting skills and explore their creativity through drama. They learn how to pantomime, explore improvisational comedy, create believable

characters and act out scripted scenes in a non-threatening environment.

### **CREATIVE WRITING WORKSHOP**

Students will learn strategies for developing complex characters, engaging plots, riveting scenes and authentic dialogue. Students learn to write meaningful poems about topics of your choice. Students will be encouraged to work through the entire writing process, eventually attempting publication via contests or class books. Instruction will be differentiated to meet each writer's needs, interests and strengths.

### **FURNITURE MAKING**

In this class, students will design and build a variety of furniture pieces for themselves or the school community. Students will complete individual take-home projects and participate in a mass production simulation where the entire class works together to mass-produce furniture. Students will learn about furniture construction, finishing techniques and how to plan for mass production. This is a class for students who want to develop or advance their woodworking skills and enjoy working as a team.

### **INDUSTRIAL ARTS**

In this hands-on course students are introduced to a wide range of woodworking tools and materials. Emphasis is placed on proper tool use, finishing techniques, craftsmanship and the design process. Students will complete various individual take-home projects throughout the trimester. This class is for students who want to develop their woodworking skills, master the design process and enjoy working independently.

## **INDUSTRIAL DESIGN, ENGINEERING, AND ARCHITECTURE (IDEA)**

Students will be posed with a variety of problems to solve in the areas of industrial design, engineering, and architecture. This is not your typical “shop” class. Time will be spent constructing projects from a set of plans, building mechanical devices, creating multi-view drawings, using drawing software, designing floor plans for a house, and learning about electronics.

## **INNOVATION TECHNOLOGY**

In this class, STEAM meets technology exploration and digital media arts through interest-based learning. Students choose from a variety of challenges or create their own. InnoTech is rooted in design thinking and developed to engage and empower students of all abilities while developing critical thinking, creativity, communication, and collaboration skills.

## **MOVIE MAKERS**

Students will write, act, direct, edit, and score a variety of student-made films. Students will learn everything from the basics of using a video camera, to the different camera angles and video effects viewers love to see on the big screen.

## **MUSIC TECHNOLOGY**

This course allows students to dive into a world of music using iPads, composition software, looping machines, music editing, mixing boards and more. This class is

designed for students of all ability levels! Improve your musicianship and enjoy experiencing new music on a daily basis.

## **MUSICAL THEATER**

In this performance class, students learn the necessary skills needed to create a well-rounded musical theatre production, weaving music, drama and movement together. It offers dramatic acting opportunities for those who are interested, as well as a chance for both solo and ensemble musical work. Extracurricular commitments are involved as the trimester culminates with an opportunity for students to showcase their work for parents and peers.

## **STAGECRAFT**

Learn what goes on behind the scenes for a theatrical production. Students create the scenery, costumes, and props for a stage production. Activities include set design and construction, costume design, painting, lighting, and prop construction. Extracurricular work is involved as students serve as the running crew for the performance at the end of the trimester.

## **STUDIO ART 7**

This is a project-oriented class that will explore a variety of media and subjects. Projects are based on an artist's work or cultural craft. Creativity and problem-solving skills are developed through a variety of media such as collage, mask making, bookmaking, and sculpture.

collaborate and to meet the demands of a production schedule and a publication deadline through first-hand experience.

## **RESOURCE CENTER**

The role of the Resource Center is to act as an extension of the classroom, enhancing the learning of students in curricular areas as well as individual areas of interest. The Resource Center supports the school curriculum, encourages students to pursue an enjoyment of reading, and inspires responsible and innovative learners.

## **TV STUDIO/CARLETON WASHBURNE BROADCASTING (CWB)**

Students learn all aspects of TV production in Washburne’s fully equipped television studio. They use cameras, audio equipment, green screen technology, computers, and special effects mixers to create a variety of TV shows including the school TV Show “Washburne Live”. Students will become a video/broadcast journalist and contribute to our school TV show, “Washburne Live.” During the trimester, every student has an opportunity to take each of the production roles including planning, writing, producing, editing, acting and being a member of the crew. Students work together to keep the school informed of all breaking news - locally, nationally, and internationally. They learn how to edit graphics using Adobe Photoshop, how to edit video using iMovie, and how to conduct a variety of professional interviews.

## **YEARBOOK: AN INTRODUCTION TO PHOTOJOURNALISM**

The purpose of the Washburne Yearbook is to foster civic responsibility as students create a comprehensive record of the people, organizations, and events at Washburne Middle School. Also students will gain experience building their publishing skills. Students will learn the basics of digital photography, interviewing, writing articles, proofreading, and layout design principles. Because the yearbook is produced through a web-based program, students will also learn to use the latest design software. Throughout the process, students will learn to

### **LIBRARY**

- The library as a storehouse of knowledge and access point to local and global information
- Access and guidance to literature—fiction, poetry, nonfiction, biography
- Appropriate use of a library, materials, and

equipment arrangement of material in order-  
alphabetical, numerical, Dewey decimal

- Procedures for borrowing materials from a library
  - Technology integration
  - Use of electronic catalog
  - Access and use of periodicals
  - Use of print, electronic, and online reference materials
- Suggested reading lists, book talks, and reading incentive programs
  - After-hours access to the online catalog
  - Before- and after-school hours access to materials and supervision
  - Information literacy instruction

# WORLD LANGUAGE

## VISION AND BELIEFS

The vision of the World Language program is to empower students to acquire language to communicate, understand, learn, create, and cooperate with others. In order to understand people and cultures and foster democratic participation both locally and globally, students must have the opportunity to develop language and cultural skills in other languages.

By enhancing critical thinking skills, language acquisition also fosters greater awareness and sensitivity, preparing and encouraging citizens to participate in a globally interconnected 21st Century.

## GOALS

Winnetka World Language students will...

- Acquire language by participating in a well-articulated 1<sup>st</sup>-8<sup>th</sup> grade World Language Program.
- Cultivate the language skills, vocabulary and grammar needed for functional language proficiency.
- Gain confidence in the target language by interacting in oral and written contexts beginning in first grade
- Use the target language in classroom communication.
- Develop and nurture a lifelong interest in language learning and cultural exploration.
- Understand the diversity and commonality among cultures of the world and appreciate the values and beliefs of all people.

## Grade 7 Big Ideas

- Cultures
- Connections
- Comparisons
- Communication

## Essential Questions

- How do I keep a conversation going?
- Can you understand what I am saying and can you show me?
- What behaviors support acquiring another language?

## Understandings

- In order to acquire language I need to actively engage in class.
- Native speakers use idiomatic expressions and phrases.
- Reading comprehensible texts support language acquisition.
- Languages do not translate literally.
- Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning.
- False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.
- Careful listening helps me replicate sounds.
- Good readers look for words they know, and exploit pictures and context clues.

- Gestures and word associations help me remember the L2.
- Being relaxed in class helps me acquire Spanish.
- I acquire language best when it is used in personalized, compelling and novel ways.
- In class, it helps me advocate for myself and my learning when I use the “stop” signal, the “slow down” signal and the “write it down” signal.
- If I don’t understand something I hear or read it’s because I haven’t had enough exposure or it was unclear.
- It can take hundreds and hundreds of repetitions of a structure or vocabulary item for acquisition to occur.

#### **Students will know...**

- High frequency verbs in the present, preterit and imperfect tenses (querer, necesitar, estar, ir, hacer, poder, gustar, ser).
- Regular verbs in the present, preterit and imperfect tenses (hablar, mirar, comer).
- Story vocabulary (Había, él dijo, ella fue).
- Modals + infinitive structure (quiere + comer, puede + ir).
- Simple future tense (ir + infinitive).
- Reflexive verbs (levantarse, despertarse, ponerse).
- Present progressive tense (caminando, comiendo, escribiendo).
- How to make a sentence negative.
- How to form a question.
- Expressions and rejoinders (es obvio, que raro, yo pienso que).
- Some weather phrases (Está caliente, está frío).
- Vocabulary to express likes and dislikes.

- Adjectives to describe people, places, objects, and animals.
- All question words (Qué, Dónde, Quién etc.).
- Classroom commands used daily (escribe, saca, abre, dibuja).
- Story sequencing words (Primero, entonces, finalmente).
- Common conjunctions (pero, y, también, pues, con, o).
- Prepositional phrases (en, a, de, entre, para, por).

#### **Students will be skilled at...**

- Show comprehension of personalized questions by: gesturing, responding, writing, drawing, translation, and dramatizing.
- Respond orally and in writing to personalized questions (such as things that they have/want/need/like).
- Show comprehension of oral stories by: gesturing, answering questions, writing, drawing, translation, and dramatizing.
- Respond orally and in writing to oral story questions.
- Show comprehension of short novels by: gesturing, answering questions, writing, drawing, translation, and dramatizing. (Books with 140 unique words and 250 cognates).
- Respond to commands.
- Offer details to a story orally.
- Retell a story told in class from memory or from pictures.
- Participate in a class conversation.
- Use idiomatic expressions in speech and writing.
- Write creative paragraphs, simple stories and descriptions using structures, vocabulary and expressions used in class.



# SEVENTH GRADE EXTRACURRICULAR OFFERINGS

## **BAND**

This is a FULL-YEAR COMMITMENT that will meet two days a week during the last period of the day. In addition to these 2 rehearsals students will be required to meet one morning a week in a smaller rehearsal grouped by woodwinds, brass, and percussion. Additional small group sectionals take place weekly during the school day on a rotating basis. Performances include IMEA District band auditions; winter and spring evening concerts; IGSMAs solo/ensemble contest; and a March combined concert with bands from Glencoe Central School. Students are required to attend all rehearsal and concert performances and are expected to practice assigned music and developmental material at home.

## **JAZZ ENSEMBLE**

All students playing appropriate jazz band instruments are eligible based on audition placement. Jazz Ensemble and Lion Jazz Band rehearse one day per week after school. An additional sectional schedule is distributed upon qualifying for either band. Performances include: District elementary school tour, New Trier Jazz Festival, Jazz Night, IGSMAs jazz contest, all school assemblies, and various other community events. Since the band rehearses once a week, **attendance at all practices are mandatory.**

## **ORCHESTRA**

This class requires a FULL-YEAR COMMITMENT and meets before school once a week and during the day as a class on Tuesday and Thursday. The main objective of this course is to further the exploration of a wide variety of repertoire while continuing to refine ensemble playing both as a string group and as part of a full orchestra. Performances include IMEA District honors orchestra tryouts; winter and spring evening concerts; IGSMAs or Northwestern solo ensemble contest in late winter; and tour of the grade schools in the spring. Rehearsals will take place three times per week. Sectionals will meet on a rotating schedule once a week during the school day. **Attendance at both rehearsals and sectionals is required.** Performances, festivals, and contests will occur throughout the year.

## **CHORUS**

This group is a FULL-YEAR COMMITMENT and meets one morning before school. Students will also meet on a rotating schedule once a week during the school day for sectional rehearsals. Performances throughout the year include winter and spring concerts, the Middle School Choral Festival hosted by New Trier, and a tour of the elementary schools in the spring. **Attendance at rehearsals, sectionals, and concert performances is required.**

## **MORE CHOICES FOR EXTRACURRICULAR ACTIVITIES**

Students will have the opportunity to sign up for additional activities after school. Announcements regarding sign-up for these activities will be made throughout the school year.



