



**Curriculum Summary
Grade 8
2020 – 2021**

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INTRODUCTION

This document outlines the goals of our eighth 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:

READING	WRITING
<p data-bbox="478 326 688 354" style="text-align: center;">READ ALOUD</p> <p data-bbox="157 391 993 691">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 data-bbox="1136 326 1808 354" style="text-align: center;">WRITING WORKSHOP/ PROCESS WRITING</p> <p data-bbox="1041 391 1885 732">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 data-bbox="436 755 730 782" style="text-align: center;">SHARED READING</p> <p data-bbox="157 820 993 1003">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):

READING	WRITING
<p style="text-align: center;">RESEARCH</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;">RESEARCH</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;">GUIDED READING / FOCUSED INSTRUCTION</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;">BOOK CLUBS/LITERATURE CIRCLES/READERS THEATER</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 convey meaning?
- How do writers decide what information is relevant to the audience?
- How can text features enhance comprehension for the reader?
- How does bias affect a writer’s message?
- How can word choice make writing cohesive?

Understandings- Students will Understand that...

- Writers gather extensive research about their topics.
- Writers use a variety of text features and may use multiple organizational strategies (compare/contrast, cause/effect, etc.) within one piece to enhance the reader’s comprehension.
- Writers use sophisticated organizational strategies (such as the thematic grouping of information) within one piece to enhance comprehension.

- Information writers are aware of their own bias and its influence on 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)
- 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.
- The difference between formal and informal style.

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.
- Organizing information by concept or theme (broad categories) to fit the purpose and audience.
- Developing the topic with relevant, well-chosen information and examples.
- Introducing topics clearly, previewing what is to follow next.

- Using appropriate and varied transitions to create cohesion and clarify the relationship among ideas and concepts.
- Maintaining a formal style.
- Determining the credibility, accuracy, and relevance of sources.
- 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 and by refuting counterclaims.

Essential Questions

- How do writers formulate a claim based on an issue?
- How do I consider and address counterclaims to strengthen an argument?
- How do structure, word choice, tone, and voice affect the quality of an argument?

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 logically consider the opposing viewpoint and tailor the argument accordingly.
- Writers of effective arguments maintain a formal style.

Key Knowledge- Students will Know...

- The terms: claim and opposing/alternate claim.
- The qualities to evaluate sources for credibility, accuracy, and relevance.
- The difference between formal and informal style.
- The difference between active and passive voice.

Essential Skills- Students will be Skilled at...

- Introducing claims and acknowledging counterclaims.
- Using evidence to refute a counterclaim as a way of distinguishing the claim from an opposing claim.
- 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.
- Demonstrating a command of standard English conventions.
- Establishing and maintaining a formal style
- Varying sentence structure appropriately to create cohesion and clarify relationships among claim(s), counter-claims, 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 (fiction) based on real or imagined experiences or events.

Essential Questions

- How do writers engage readers?
- How do writers use narrative techniques and precise language to bring stories to life?
- How do writers use a variety of transitions to improve clarity and pacing?
- How do writers plan an effective sequence of events?
- How do writers provide purposeful resolution?

Understandings- Students will Understand that...

- Writers engage readers using an effective opening and by establishing a point of view.
- Writers use narrative techniques to bring the story to life.
- Writers use a variety of transitions to sequence events; signal shifts in time or setting; and show the relationships between experiences and events.
- Writers select precise language to capture the action and convey experiences and events.
- Writers purposefully sequence their stories.
- Writers provide a conclusion that naturally follows from the events of the story.

Key Knowledge- Students will Know....

- Definition 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.
- Various ways to transition within a piece.

Essential Skills- Students will be skilled at...

- Immediately engaging readers using an effective opening and by establishing a point of view.
- Organizing a sequence of events that unfolds naturally and logically (not necessarily chronologically).
- Balancing narrative techniques (dialogue, action, pacing, description, and inner thinking).
- Using a variety of transitions to signal shifts in time or setting and to show the relationships between events.
- Providing an ending with a purposeful resolution.
- Using precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
- Punctuating and paragraphing dialogue.
- Demonstrating a command of standard English conventions.

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 text.
- Read a variety of print and digital texts.
- Knowing when to abandon a text.
- 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 from multiple perspectives.

Essential Questions

- How do readers choose the most effective piece of textual evidence to support their thinking about a text and analyze how it affects other parts of the text?
- How does the author use character, plot, and setting to develop a theme over the course of the text?
- How do the author's choices of words, structure, and points of view contribute meaning and shape the tone of the story?
- How do different adaptations of a text (film, audio, drama) represent different interpretations of a text's meaning?
- How does classic literature influence modern writing?

Understandings- Students will Understand that...

- Some pieces of support are more effective than others when it comes to communicating meaning.
- Authors develop theme and tone over the course of a text through the use of character, plot, word choice, structure, point of view, and setting.
- Different adaptations and representations of a text provide different interpretations.

- Classic techniques, themes, and formats are still evident in modern literature.

Key Knowledge- Students will Know....

- Key terms:
 - allusion
 - analogy
 - elements of a story
 - plot: exposition, story arc, internal & external conflict, rising & falling action, climax, resolution
 - characterization: static and dynamic characters, dialogue, internal monologue, soliloquy
 - other: setting, mood, tone, voice, theme, symbolism, foreshadowing, irony, narrator, point of view
 - poetic terms
 - form(s), repetition, rhyme, alliteration, stanza, free verse, verse, sonnet
 - multimedia techniques (e.g., lighting, sound, color, or camera focus and angles)
 - Inference
 - Connotative
 - Denotative
 - Figurative language
 - Explicit
 - Implicit

Essential Skills- Students will be Skilled at...

- Selecting the most effective evidence to support an interpretation of the text.
- Writing an objective summary that demonstrates an understanding of theme and purpose.
- Comparing and contrasting different forms/structures and analyzing the impact of those differences across multiple texts.
- Determining the meaning of a word or phrase based on the context.
- Analyzing how particular lines of dialogue or plot points affect character and plot structure.
- Determining the meaning of analogies and allusions to understand a text.
- Identifying how point of view affects the telling of the story, including how point of view impacts suspense, comedy, etc.
- Analyzing multimedia productions and their faithfulness to the original text.
- Recognizing classical themes and patterns in modern works and analyzing how they have been altered and re-imagined.
- Reading and comprehending grade-level appropriate texts.

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 the most effective evidence to support their analysis of the text and evaluate an argument?
- How do specific parts of an informational text develop over the course of the text and contribute to the central idea?
- Why do authors make connections among and distinctions between individuals, ideas or events?
- Why do authors acknowledge and respond to conflicting evidence or viewpoints?
- Why do creators choose to present their ideas through different forms of media?

Understandings- Students will Understand that...

- Information can be interpreted differently depending on an author's purpose and perspective.
- The strength of an argument depends upon the validity of its support.
- Authors choose structures that support their purpose and deliver their message.
- Authors make connections and distinctions between individuals, events, and ideas through analogies, comparisons, or categories.
- Authors acknowledge and address conflicting viewpoints in order to validate and defend their arguments.
- Different forms of media emphasize different elements of an idea and have different benefits and drawbacks.

Key Knowledge- Students will Know...

- Key terms:
 - analogies
 - allusion
 - bias
 - categories
 - comparisons
 - connotative meaning
 - figurative meaning
 - relevance
 - tone
- Authors are inherently biased due to their perspective and/or experience.

Essential Skills- Students will be skilled at...

- Determining the central idea of a text and how it develops.
- Analyzing the development of multiple ideas in a text.
- Determining the author's point of view or purpose.
- Analyzing how the author acknowledges and responds to conflicting evidence or viewpoints.
- Delineating between the strongest evidence for an argument and irrelevant evidence.
- Objectively summarizing the text.
- Determining the meaning of a word or phrase based on the context.
- Evaluating the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- Evaluating the impact and purpose of a paragraph or sentence to advance the central idea.
- Identifying where texts disagree on matters of fact or interpretation.
- 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 Eighth Grade:

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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

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.

Please note: There are two courses offered to Winnetka 36 eighth graders: Grade 8 Math and Algebra.

GRADE 8 CRITICAL AREAS

- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations.
- Grasping the concept of a function and using functions to describe quantitative relationships.
- Analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

GRADE 8 OVERVIEW

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-life and mathematical problems involving volume of cylinders, cones, and spheres.

Statistics and Probability

- Investigate patterns of association in bivariate data.

ALGEBRA CRITICAL AREAS

- Expressions.
- Equations and inequalities.
- Connections to functions and modeling.

ALGEBRA OVERVIEW

Seeing Structure in Expressions

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.

Arithmetic with Polynomials and Rational Functions

- Perform arithmetic operations on polynomials.
- Understand the relationship between zeros and factors of polynomials.
- Use polynomial identities to solve problems.
- Rewrite rational functions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

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.
- 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.

PHYSICAL SCIENCE

Unit: Measuring matter -- Volume and Mass

Transfer

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

Essential Questions

- How can we observe matter?
- How can we measure matter?

Understandings - Students will Understand that...

- Patterns
 - Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
- 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...

- 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.
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different

properties from those of the reactants.

Essential Skills- Students will be skilled at...

- Asking questions and Defining Problems
 - Asking questions and defining problems in grades 6-8 builds from grades K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. Students will ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
- Developing and Using Models
 - Modeling in 6-8 builds on K-5 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 predict and/or describe phenomena. The first six chapters of Introductory Physical Science provide the experimental basis for developing the atomic model of matter.
- Analyzing and Interpreting Data
 - Analyzing data in 6-8 builds on K-5 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 analyze and interpret data to determine similarities and differences in findings.

Unit: Conservation of Mass

Transfer

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

Laws are regularities or mathematical descriptions of natural phenomena.

Essential Questions

- How can the mass change in an open or closed system?
- How do you know if your data is significant?
- How does the particle theory of matter help to explain the Conservation of Mass Law?

Understandings - Students will Understand that...

- Patterns
 - Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
- Cause and Effect
 - Cause and effect relationships may be used to predict phenomena in natural or designed systems.
- 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.
- Energy and Matter
 - Matter is conserved because atoms are conserved in physical and chemical processes.

Key Knowledge- Students will Know...

- 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 thousand of atoms.
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.
- Solids may be formed from molecules, or they may be extended structures with repeating subunits.
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.
- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
- The total number of each type of atom is conserved, and thus mass does not change.

Essential Skills- Students will be skilled at...

- Asking questions and Defining Problems
 - Asking questions and defining problems in grades 6-8 builds from grades K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. Students will ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
- Planning and Carrying Out Investigations
 - Planning and carrying out investigations to answer questions or test solutions to problems in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.
 - Students will plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. Students will also conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.
- Developing and Using Models
 - Modeling in 6-8 builds on K-5 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 predict and/or observe phenomena. Students will develop a model to describe unobservable mechanisms.

- Analyzing and Interpreting Data
 - Analyzing data in 6-8 builds on K-5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.
 - Students will analyze and interpret data to determine similarities and differences in findings.
- Engaging in Argument from Evidence
 - Engaging in argument from evidence in 6-8 builds from 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. Students will construct and present oral and written arguments 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: Characteristic Properties

Transfer

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

Essential Questions

- How can we tell if two substances are possibly the same or definitely different?

Understandings - Students will Understand that...

- Patterns
 - Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
- Cause and Effect
 - Cause and effect relationships may be used to predict phenomena in natural or designed systems.
- Scale, Proportion, 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...

- 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 thousand of atoms.
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
- In a liquid, the molecules are constantly in contact

with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.

- Solids may be formed from molecules, or they may extend structures with repeating subunits.
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.
- The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.
- The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule. The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system’s total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends mainly on the temperature, the total number of atoms in the system, and the state of the material.
- Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and total energy of a system depends on the types, states, and amounts of matter present.

- The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of matter, the size of sample, and the environment.
- Energy is spontaneously transferred out of hotter regions or objects and into colder ones.

Essential Skills- Students will be skilled at...

- Asking questions and Defining Problems
 - Asking questions and defining problems in grades 6-8 builds from grades K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. Students will ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
- Planning and Carrying Out Investigations
 - Planning and carrying out investigations to answer questions or test solutions to problems in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.
 - Students will plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. Students will also conduct an

investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.

- Developing and Using Models
 - Modeling in 6-8 builds on K-5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.
 - Students will develop a model to predict and/or describe phenomena.
- Analyzing and Interpreting Data
 - Analyzing data in 6-8 builds on K-5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of a data and error analysis. Students will analyze and interpret data to determine similarities and differences in findings. Students will construct and interpret graphical displays of data to identify linear and nonlinear relationships.
- Engaging in Argument from Evidence
 - Engaging in argument from evidence in 6-8 builds from 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. Students will construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation to a model for a phenomenon or a solution to a problem.

Unit: Solubility

Transfer

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

Essential Questions

- Can you continue to dissolve something forever into a solution?
- How can you describe or measure a solution?
- How does temperature change a solution?
- How can you predict what will happen when making or studying a solution?
- How can you tell the difference between two similar solutes?

Understandings - Students will Understand that...

- Patterns
 - Macroscopic patterns are related to the nature of microscopic and atomic-level structure.
- Cause and Effect
 - Cause and effect relationships may be used to predict phenomena in natural or designed systems.
- 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...

- 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 thousand of atoms.
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.
- Solids may be formed from molecules, or they may extend structures with repeating subunits.
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.
- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
- The total number of each type of atom is conserved, and thus mass does not change.
- The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.

Essential Skills- Students will be skilled at...

- Asking questions and Defining Problems
 - Asking questions and defining problems in grades 6-8 builds from grades K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. Students will ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.
- Planning and Carrying Out Investigations
 - Planning and carrying out investigations to answer questions or test solutions to problems in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.
 - Students will plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. Students will also conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.
- Developing and Using Models
 - Modeling in 6-8 builds on K-5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.
- Analyzing and Interpreting Data
 - Students will develop a model to predict and/or describe phenomena.
 - Analyzing data in 6-8 builds on K-5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of a data and error analysis. Students will analyze and interpret data to determine similarities and differences in findings. Students will construct and interpret graphical displays of data to identify linear and nonlinear relationships.

Unit: Separation of Mixtures

Transfer

Laws are regularities or mathematical descriptions of natural phenomena.

Essential Questions

- How do you separate mixtures into pure substances?
- How do you identify pure substances?

Understandings - Students will Understand that...

- Cause and Effect
 - Cause and effect relationships may be used to predict phenomena in natural or designed systems.
- Structure and Function
 - Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
- Influence of Science, Engineering, and Technology on Society and the Natural World
 - All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.
 - 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.
 - The uses of technologies and any limitation on

their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region over time.

Key Knowledge- Students will Know...

- 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.
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.
- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

- The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.
- The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system’s material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system’s total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material.
- The more precisely a design task’s criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.

Essential Skills- Students will be skilled at...

- Asking questions and Defining Problems
 - Asking questions and defining problems in grades 6-8 builds from grades K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. Students will ask questions that can be

investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.

- Planning and Carrying Out Investigations
 - Planning and carrying out investigations to answer questions or test solutions to problems in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.
 - Students will plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. Students will also conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.
- Developing and Using Models
 - Modeling in 6-8 builds on K-5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems. Students will develop a model to predict and/or describe phenomena. Students will define a problem that can be solved through the development of a process or system and includes multiple criteria and constraints, including scientific knowledge

that may limit possible solutions.

- Analyzing and Interpreting Data
 - Analyzing data in 6-8 builds on K-5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. Students will analyze and interpret data to determine similarities and differences in findings. Students will construct and interpret graphical displays of data to identify linear and nonlinear relationships.
- Engaging in Argument from Evidence
 - Engaging in argument from evidence in 6-8 builds from 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. Students will construct and present oral and written arguments 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.
- Obtaining, Evaluating, and Communicating Information
 - Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods. 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: Physics

Transfer

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

Understandings - Students will Understand that...

- Scale, Proportion, and Quantity
 - Proportional relations (e.g. speed as a ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes.
- Cause and Effect
 - Cause and effect relationships may be used to predict phenomena in natural or designed systems.
- Systems and System Models
 - Models can be used to represent systems and their interactions -- such as inputs, processes and outputs -- and energy and matter flows within systems.
- Stability and Change
 - Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.
- Energy and Matter
 - Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). Also, the transfer of energy can be tracked as energy flows through a designed or natural system.

- Influence of Science, Engineering, and Technology on Society and the Natural World
 - All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.
 - The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

Key Knowledge- Students will Know...

- For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction.
- The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion.
- All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared.
- Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
- Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass -- e.g., Earth and the sun.
- Forces can act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).
- Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.
- A system of objects may also contain stored (potential) energy, depending on their relative positions.
- When the motion energy of an object changes, there is inevitably some other change in energy at the same time.
- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.
- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solutions will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions.
- A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem.
- There are systematic processes for evaluating

solutions with respect to how well they meet the criteria and constraints of a problem.

- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.
- Models of all kinds are important for testing solutions.
- Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process -- that is, some of those characteristics may be incorporated into the new design.
- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

Essential Skills- Students will be skilled at...

- Asking questions and Defining Problems
 - Asking questions and defining problems in grades 6-8 builds from grades K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. Students will ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles. Students will define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge

that may limit possible solutions.

- Developing and Using Models
 - Modeling in 6-8 builds on K-5 progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems. Students will develop a model to describe unobservable mechanisms. Also, students will develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.
- Planning and Carrying Out Investigations
 - Planning and carrying out investigations to answer questions or test solutions to problems in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.
 - Students will plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. Students will also conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.
- Analyzing and Interpreting Data
 - Analyzing data in 6-8 builds on K-5 and progresses to extending quantitative analysis to investigations, distinguishing between

correlation and causation, and basic statistical techniques of data and error analysis. Students will construct and interpret graphical displays of data to identify linear and nonlinear relationships.

- 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. Students will apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system.
- Engaging in Argument from Evidence
 - Engaging in argument from evidence in 6-8 builds from 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. Students will construct and present oral and written arguments 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. Also, students will evaluate competing design solutions based on jointly developed and agreed upon design criteria.

SOCIAL STUDIES

Mission Statement

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

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

UNIT ONE

ESSENTIAL QUESTION

- What do we owe to each other as humans and fellow citizens?

SUPPORTING QUESTIONS

- How have the responsibilities Americans owe to each other changed over time?
- What have we come to understand about what we owe to each other as human beings?

TRANSFER GOAL

Students will be able to independently use their learning to treat others with dignity and compassion, and further the cause of justice in the world.

UNDERSTANDINGS- Students will understand...

- The rights outlined in the Declaration of Independence and the Constitution have expanded to cover additional populations over time, and continue today.
- All people deserve the same human rights.
- Both governments and individuals are responsible for ensuring human rights.
- Striking the right balance between government involvement and individual responsibility continues to be a source of debate.

KEY KNOWLEDGE- Students will know...

- Bill of Rights
 - Limitations of freedoms
 - Five Freedoms
 - Balance of freedom vs security
- Immigration
 - Ellis Island/Angel Island
 - Stereotypes
 - Factors behind migration
 - Naturalization process
 - Asylum
 - Quota systems
 - Refugees
- 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

- Genocide
 - Holocaust
 - Current issues
 - Armenia/Cambodia/Rwanda/etc.
 - Systematic Killing
- 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
 - Disability Awareness

ESSENTIAL SKILLS- Students will be skilled at...

- Developing claims and counterclaims regarding the balance between freedom and security.
- Examining America’s immigration policy, historically and in present day.
- Exploring the power of the individual, political parties, interest groups, and the media in advancing rights.
- Questioning the factors that lead to state-driven oppression.
- Developing claim and counterclaims for governmental intervention.

UNIT TWO

ESSENTIAL QUESTION

- How has globalization impacted people’s lives

SUPPORTING QUESTIONS

- What are the consequences and trends related to global trade?
- Why should I care about the global economy?
- What is the role of global powers in an interdependent world?

TRANSFER GOAL

Students will be able to independently use their learning to develop an awareness of the interconnectedness of all people and nations.

UNDERSTANDINGS- Students will understand...

- Global trade has large political and financial impacts.
- Events such as outsourcing, prices of goods, and availability of materials, impact individual Americans.
- Global powers have responsibilities to negotiate, effectively distribute resources, and moderate conflicts.

KEY KNOWLEDGE- Students will know...

- Refugees - SEE Immigration
- Imperialism
 - Expansion
 - Spanish American War
 - Hawaii and Alaska
 - Manifest Destiny
 - Philippines
 - Isolationists
 - Colonization
- World War 2
 - Key powers and figures
 - Fascism, totalitarianism, dictatorship, and communism
 - Total warfare
 - Theaters of war
 - Technology and war
 - Internment and oppression
 - Weapons of mass destruction
- Cold War
 - Proxy wars
 - Communism vs capitalism
 - Domino Theory and Truman Doctrine
 - Red Scare and McCarthyism
 - Korea/Vietnam
 - Cuban Missile Crisis
 - Berlin Wall/Iron Curtain
 - Mutually Assured Destruction
- Terrorism
 - 9/11/2001
 - Key figures
 - Key groups
 - Domestic vs international
 - Radicalization
 - Homeland Security
 - Privacy vs Security

- Global Trade
 - Scarcity
 - Tariffs
 - Free Trade vs Isolationism
 - Outsourcing
 - Natural Resources and Geography
- Environmentalism
 - Climate Change
 - Nonrenewable resources
 - Waste disposal
 - Collective vs individual habits
 - Relation between food chain and climate
 - Energy Production
 - Mass Extinction

ESSENTIAL SKILLS- Students will be skilled at...

- Developing claim and counterclaim about the effects of globalization in today's world.
- Asking essential and focusing questions that will lead to independent research into aspects of World War 2.
- Presenting arguments and explanations that would appeal to wider audiences about justifications for major decisions and alternatives in the Cold War.
- Evaluating alternative approaches or solutions to current economic issues such as free trade and outsourcing in terms of benefits and costs for different groups and society as a whole.
- Evaluating the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation in regards to increasing scarcity of natural resources.

UNIT THREE

ESSENTIAL QUESTION

How can I help make the world better?

SUPPORTING QUESTIONS

- What are the major challenges facing people today?
- How have difference makers historically achieved their goals?
- What are the traits of difference makers?
- What is the current status of historical issues?

TRANSFER GOAL

Students will be able to independently use their learning to recognize their current and future potential to be change-makers.

UNDERSTANDINGS- Students will understand...

- Addressing major challenges can be achieved through individual actions, collective will, popular movements, etc.
- Difference makers achieve their goals through a variety of strategies and tactics to affect change.
- Difference makers are upstanders.

KEY KNOWLEDGE- Students will know...

- Refugees - See Immigration
- Upstanders
 - Key historical figures
 - Key modern figures
- Current Events
- American Dream
- Progressive Era
 - Key figures

- Suffrage movement
- Labor vs capital
- Schooling
- Environment
- Sherman Anti-Trust Act
- Muckrakers
- Civil Rights Movement
 - 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...

- Creating essential questions to help guide inquiry about a problem that the student can help address.
- Presenting arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media to inform and persuade others to take action.
- Determining sources representing multiple points of view that will assist in organizing a research plan about a current issue.
- Identifying and appealing to stakeholders to address problems past and present.
- Gathering relevant information from credible sources for current issues and determine whether they support each other.

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

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 8:

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

LEADERSHIP DEVELOPMENT & SOCIAL EMOTIONAL LEARNING

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.

EIGHTH 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 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 enjoys 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 8

Studio Art focuses on improving observation, intention, and visual communication skills via the study of art history and theories of design. This is a general course that focuses on understanding themes within Modernist and Contemporary art movements as well as the elements and principals of visual design. Creativity and problem solving skills are developed through a variety of individual and group projects. Students will create their portraits in this class as well as work in a variety of drawing materials as well as collage, photography, and printmaking.

THEATRE ARTS 8

Students express themselves in this drama-based class where the creative exploration of the theatrical arts goes beyond acting to include script writing, storytelling, and improvisation. This class offers students interested in drama the opportunity to expand their knowledge of theatre and enhance performance techniques in a non-threatening environment.

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 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. The Resource Center offers:

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 1st-8th 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 8 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 contestó, ella comprendió que).
- Modals + infinitive structure (quiere + comer, puede + ir).
- Simple future tense (ir + infinitive).
- Reflexive verbs (prepararse, convertirse, ponerse).
- Present progressive tense (contemplando, entrenando, celebrando).
- How to make a sentence negative.
- How to form a question.
- Expressions and rejoinders (es obvio, que raro, yo pienso que).
- Some weather phrases (Hace viento, está nevando).
- Vocabulary to express likes and dislikes.
- Adjectives to describe people, places, objects, and animals.
- All question words (Cómo, Cuánto, Por qué etc.)

- Classroom commands used daily (cierra, lea, escriba, hable).
- Story sequencing words (Al principio, después, al final).
- 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 290 unique words and 300 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.

EIGHTH 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.

