Curriculum Summary

Grade 7

2025 - 2026

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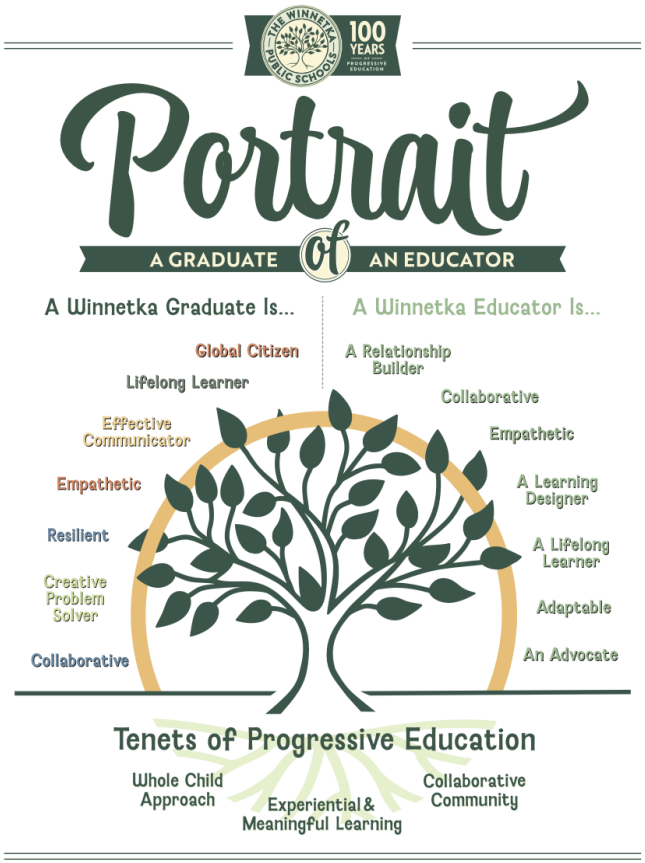
INTRODUCTION

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



ENGLISH LANGUAGE ARTS

THE WINNETKA PUBLIC SCHOOLS: LITERACY FRAMEWORK

(Updated Fall 2024)

COMMON UNDERSTANDINGS:

- Teachers use the District's literacy framework to provide students with lifelong skills and motivation to become fluent, effective, strategic, and purposeful readers, writers, and communicators.
- Instruction includes thoughtful integration of foundational skills including phonics, reading, writing, speaking, listening, and content knowledge with a clear scope and sequence.
- Teachers use a variety of data including universal screeners, summative assessments, and ongoing common formative assessments to inform instruction and measure student growth. Teachers collaborate regularly to discuss data and design responsive instruction.
- Feedback and reflection play 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, writers, and communicators.
- At each grade level, developmentally appropriate systematic, evidence-based, standards-aligned, and explicit instruction is scaffolded to ensure students become independent readers, writers, and communicators.
- Teachers understand the broad context of skill and knowledge development, with a particular focus on the grades preceding and following their own.
- Teachers understand the development of literacy skills and use a curriculum that builds on the learning standards/outcomes from year to year.

LITERACY COMPONENTS

ORACY

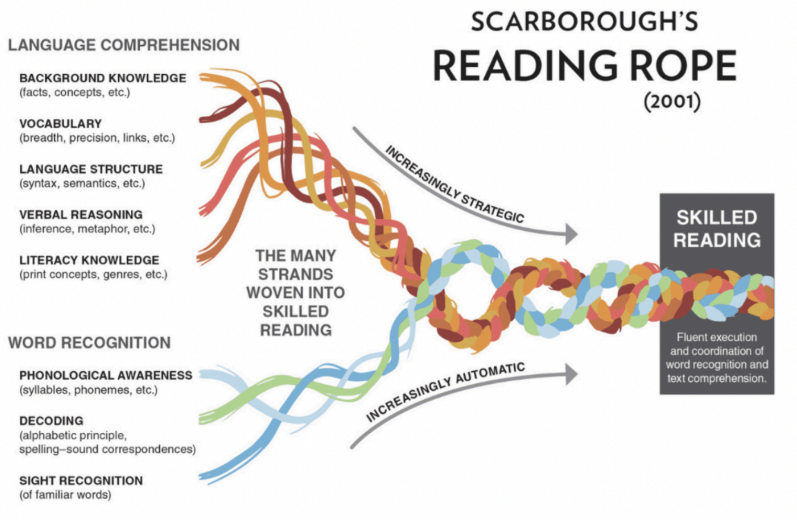
Students develop speaking and listening skills to help them participate in conversations with others. They evaluate a speaker's perspective and reasoning.

As they progress, 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.

FOUNDATIONAL SKILLS AND LANGUAGE KNOWLEDGE

Students learn foundational reading skills 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 the following key areas:

- **Phonological Awareness**
    - Phonemic Awareness
- **Word Knowledge/Recognition**
    - Phonics
        - Decoding
        - Encoding
    - Morphology
    - Spelling



From Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy. New York: Guilford Press.

FLUENCY

"Fluency, the ability to read text accurately, swiftly, and with proper expression, is a critical bridge between word recognition and comprehension. It involves not just ease of reading but also reading with correct intonation and expression. Fluency development starts with repeated language exposure and shared reading, and advances as students practice reading aloud with proper prosody. Fluency varies with text familiarity, requiring varied reader-text interactions for development. Effective instruction and opportunities to read various text types are crucial, underscoring the role of content area teachers in fluency within their disciplines." - *Illinois Comprehensive Literacy Plan 2024, p 46*

Young Learners

- **Repetitive Reading:**
  Use repetitive patterns and props in read-alouds for text familiarity.
- **Playful Extension:**
  Integrate read-aloud language into play for fluency development.
- **Creative Expression:**
  Employ storytelling fluency with dictation and dramatization.

Elementary

- **Initial Fluency:**
  Foster fluency through repeated language exposure and shared reading of various text types, which is crucial for recognizing language patterns.
- **Reading Aloud Practice:**
  Incorporate teacher-modeled oral reading and student practice reading aloud with proper prosody to improve accuracy, automaticity, and expression.
- **Explicit Instructional Components:**
  Emphasize teaching sentence types, simple and complex structures, and explicit vocabulary instruction.

Middle Grades

- **Fluency Skill Development:**
  Enhance reading pace, accuracy, and expression with complex texts, including approaches like partner reading and fluency games.
- **Targeted Interventions:**
  Implement strategies for students needing additional fluency support.
- **Diverse Material Exposure:**
  Broaden reading material exposure for engagement and challenge.

VOCABULARY

“Effective vocabulary development involves learning new words, and understanding their meanings, uses, and connections to other words. A robust vocabulary is essential for reading comprehension, effective idea expression, and higher-level thinking. It lays the groundwork for building background knowledge and understanding complex texts.” *-Illinois Comprehensive Literacy Plan 2024, p 50*

Vocabulary instruction varies depending on the age of the child. In elementary school, students learn basic vocabulary, word meanings, and word structures. In middle school, students learn about word origins and morphology to enhance complex vocabulary understanding. They are taught to infer the meaning of new words based on context. Students also read diverse types of texts to expand their vocabulary across subjects.

READING

READING COMPREHENSION

Figure 5: Simple View of Reading

“Reading comprehension involves understanding and interpreting text. This skill requires active engagement with the text, relating it to personal experiences, and employing various strategies to extract and construct meaning. Starting with listening to stories and conversations in childhood, comprehension skills evolve to enable students to grasp both literal and deeper meanings in texts. Comprehension depends on background knowledge, vocabulary, and a set of skills for meaning extraction. These skills transfer across languages, but with vocabulary and language structures varying, explicit instruction in the structure of English text is crucial for English Learners.” *-Illinois Comprehensive Literacy Plan 2024, p 54*

READ ALOUD

To improve vocabulary and provide access to text beyond what a student can read independently, the teacher reads aloud engaging fiction and informational texts. Texts are selected to model a love of reading and/or reading strategies, thinking as readers, fluency, or genre features. Additionally, books are read aloud to build students' knowledge of content areas within themes of study. Teachers balance the flow of the read-aloud by embedding reading strategies, skills, and vocabulary as well as student discussion.

SHARED READING

Using an enlarged text or individual student copies (literary or informational text), the teacher involves children in reading the grade-level text together. Teacher modeling and support are scaffolded to ensure a gradual release of responsibility to students. Students are engaged in a common text with a specific instructional focus to build fluency.

RESEARCH IN READING

Using comprehension strategies as well as integrating curriculum and prior 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.

SMALL GROUP INSTRUCTION

The teacher utilizes flexible groups or partnerships to teach using research-based reading strategies and skills for processing a variety of literary and informational texts. Small group instruction provides opportunities for reteaching, as well as supporting and challenging students.

BOOK CLUBS/LITERATURE CIRCLES/ PARTNER READING

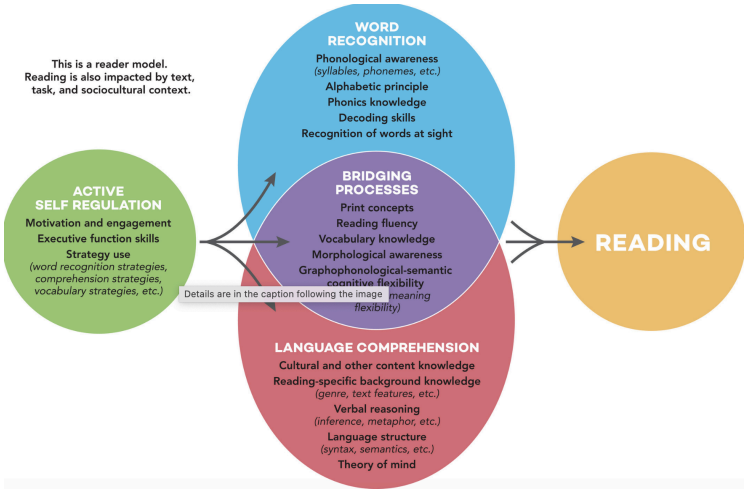
Flexible groups are either adult or student-directed. Students engage in discussions as critical readers/thinkers about a text they have read or heard. A developmentally appropriate focus is placed on inquiry and questioning.

INDEPENDENT ACCOUNTABLE READING

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

CULTURALLY RESPONSIVE

Students are provided texts that act as “windows and mirrors” in order to learn from experiences similar and different than their own and connect with shared experiences. By integrating strategies that recognize and value diversity we can create a learning environment where all students feel seen, understood, and supported.

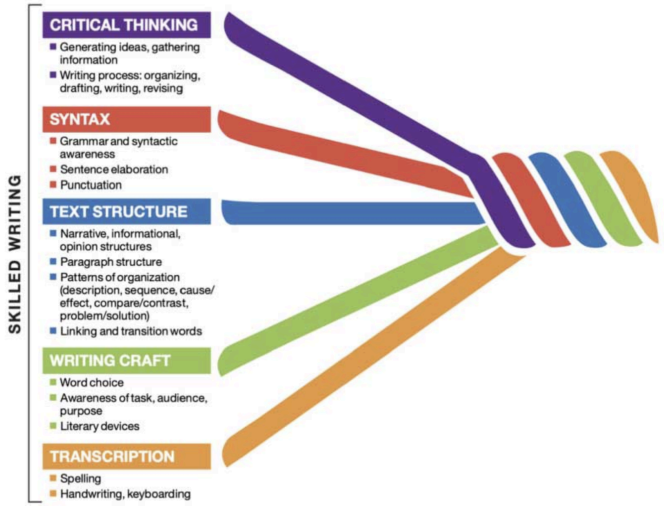


Adapted from Duke, Nell K., and Kelly B. Cartwright. “The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading.” Reading Research Quarterly 56, no. S1 (May 2021).

WRITING

PROCESS WRITING

Students engage in all types of writing, including a balance of narrative, informational, and opinion writing, for various purposes and audiences. Teachers guide the process and provide explicit, systematic instruction in text structure, writing craft, critical thinking, syntax, and transcription. Through a guided release of responsibility, students develop the ability to utilize these skills and strategies independently.



From The Writing RopeTM: The strands that are woven into skilled writing [online article].

Students generate ideas, plan, draft, revise, edit, publish their work, and reflect upon it. Instruction begins with fundamental writing skills and builds from letter formation (handwriting) to sentence formation to paragraph to essay. Keyboarding skills are included to support the efficient use of technology for producing written work.

RESEARCH IN WRITING

Students use background reading and note-taking along with organizational structures that fit the writer and the topic to synthesize their findings. As students write they learn to support their thinking with evidence from the text. 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.

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, note-taking, stories, information pieces, retellings, labels, responses to literature, research, lists, and journal entries. The aim is to build writing fluency, volume, and stamina. Instruction will incorporate explicit instruction in handwriting, including cursive.

GRAMMAR AND CONVENTIONS

Through writing practice and direct instruction, students work to demonstrate command of the conventions of standard English grammar and usage when writing or speaking and exhibit command of the conventions of standard English capitalization, punctuation, and spelling.

REFERENCES

In our commitment to meeting the standards along with the current understanding of researched based practices in teaching and learning in the area of literacy, Winnetka's Literacy Framework is supported by the following sources:

- Scarborough's Rope
- Active View of Reading
- The Writing Rope
- ISBE Comprehensive Literacy Plan 2024
- D36 Portrait of a Graduate/Portrait of an Educator/Progressive Education Tenets

HOME CONNECTION

The resources below offer ideas for how parents can support literacy learning at home

- Supporting Your Child's Literacy Development at Home
- Parent Reading Tips for All Ages
- Parent's Guide to Reading and Writing at Home

ELA 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.

INTEGRATED READING AND WRITING UNITS

CommonLit: Descriptor

- Unit 1-
- Unit 2-
- Unit 3-

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.

Vocabulary acquisition includes the following:

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

GRAMMAR AND MECHANICS

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

Skills Introduced in Seventh Grade:

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

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.

MULTI LANGUAGE LEARNERS

Support services for English Language Learners are available.

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

AN ENGAGING MATH ENVIRONMENT:

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

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

HIGH QUALITY INSTRUCTION:

- Values students as individual learners
- Provides meaningful tasks
- Emphasizes process and understanding of mathematics to a level of depth appropriate for each learner
- Encourages students to learn from one another
- Provides time to develop perseverance, a level of expertise, and an appreciation of the connectedness of math concepts to the real world
- Endorses multiple methods for students to demonstrate understanding through the use of different modalities (manipulatives, pictures and models, oral and written language, real world situations, written symbols)

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

HIGH QUALITY CURRICULUM:

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

HIGH QUALITY ASSESSMENT:

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

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

LEARNING OUTCOMES/MATHEMATICAL PRACTICES

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

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

GRADE 7 MATH CRITICAL AREAS

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

GRADE 7 MATH OVERVIEW

Ratios and Proportional Relationships

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

The Number System

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

Expressions and Equations

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

Geometry

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

Statistics and Probability

- Use random sampling to draw inferences about a population.

- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

GRADE 7/8 MATH CRITICAL AREAS

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

GRADE 7/8 MATH OVERVIEW

Ratios and Proportional Relationships

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

The Number System

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

Expressions and Equations

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

Geometry

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

Statistics and Probability

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

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 K8.

LIFE SCIENCE

Body Systems

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

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

Understandings - *Students will Understand that…*
- Each sense receptor responds to different inputs, transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behavior or memories.
- Structure and Function-The way in which an object or living thing is shaped and its substructure determines many of its properties and functions.
- Systems and System Models- Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.

Key Knowledge- *Students will Know…*
- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.
- Students should have a conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions.
- Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.
- Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.
- Cellular respiration in plants and animals involves chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.

Essential Skills- *Students will be Skilled at…*
- Developing and Using Models
    - Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. In this unit, students will develop a model to describe unobservable mechanisms.
- Engaging in Argument from Evidence
    - Engaging in argument from evidence in 6-8 builds on K-5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about

the natural world. In this unit, students will be using oral and written arguments supported by evidence to support or refute an explanation or a model for a phenomenon.

- Obtaining, Evaluating, and Communicating Information
    - Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods. In this unit, students will gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.

Sexual Education

Two-week unit. More information will be shared with parents prior to the start of the unit.

Program Objectives:

- Provide an accurate, factual base of knowledge to serve as a sound foundation for future learning whether in collective learning situations or privately, as individuals.
- Build upon the cumulative factual base with which students enter the school; clarify, expand, and refine information, and correct misinformation and myths.

Student Goals- *Students will…*

- Have accurate information about human sexuality.
- Understand that they are responsible for their actions.
- Understand the seriousness of the health risks as well as the other consequences of sexual activity.
- Become knowledgeable about human development and reproduction.
- Respect themselves. Recognize that the mental, emotional, physical, and social health aspects of sexuality are interrelated.

Topics

- Introduction
- Structures and functions
- Sexual identity, gender expression, and sexual orientation
- Puberty and Reproductive Systems
- Fetal development
- Contraception and sexually responsible behavior
- Sexual Health and Sexually transmitted infections
- Healthy Relationships
- Consent
- Social Media

Classification and Characteristics of Life

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

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

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

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

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

Ecology

Transfer Goals

Scientific Knowledge Assumes an Order and Consistency in Natural Systems
Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.

Science Addresses Questions about the Natural and Material World
Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.

Scientific Knowledge is Based on Empirical Evidence
Science disciplines share common rules of obtaining and evaluating empirical evidence.

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

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

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

Key Knowledge- ***Students will Know…***

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
- In an ecosystem, organisms, and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
- Growth of organisms and population increases are limited to resources.
- Food webs are models that demonstrate how matter and energy are transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.
- Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.
- Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.
- Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on -- for example, water purification and recycling.
- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.

Essential Skills- ***Students will be Skilled at…***

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

data and error analysis. In lab, students will analyze and interpret data to provide evidence for phenomena.

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

Cells

Transfer Goal

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

Essential Questions

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

Understandings - *Students will Understand that…*

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

ecosystem.
- Structure and Function
    - Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among their parts, therefore complex natural structures/systems can be analyzed to determine how they function.
- Scale, Proportion, and Quantity
    - Phenomena that can be observed at one scale may not be observable at another scale
- Energy and Matter: Flows, Cycles, and Conservation
    - Matter is conserved because atoms are conserved in physical and chemical processes.

Key Knowledge- ***Students will Know…***

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

Essential Skills- ***Students will be Skilled at…***

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

Genetics

Transfer Goal

Scientific Knowledge is Based on Empirical Evidence
Science knowledge is based upon logical connections between evidence and explanations.

Essential Questions

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

Understandings - *Students will Understand that…*

- All living things are made up of cells. In organisms, cells work together to form tissues and organs that are specialized for particular functions.
- Plants use the energy from light to make sugars through photosynthesis. Within individual organisms, food is broken down through a series of chemical reactions that rearrange molecules and release energy.
- The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among producers, consumers, and decomposers as the three groups interact within an ecosystem**.**
- In sexual reproduction, each parent contributes half of the genes acquired by the offspring resulting in variation between parent and offspring. Genetic information can be altered because of mutations, which may result in beneficial, negative, or no change to proteins in or traits of an organism.
- Cause and Effect
    - Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. Cause and effect relationships may be used to predict phenomena in natural systems.
- Energy and Matter
    - Within a natural system, the transfer of energy drives the motion and/or cycling of matter.
- Structure and Function
    - Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on shapes, composition, and relationships among their parts, therefore complex natural structures/systems can be analyzed to determine how they function.
- Scale, Proportion, and Quantity
    - Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.

Key Knowledge- *Students will Know…*

- Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.
- Genetic factors as well as local conditions affect the growth

of the adult plant.
- Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.
- The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen.
- Cellular respiration in plants and animals involves chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.
- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.
- Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.
- Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited.
- In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.
- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure of proteins. Some changes are beneficial, others harmful, and some neutral to the organism.
- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.

Essential Skills- ***Students will be Skilled at…***

- Developing and Using Models
    - Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems. Students will develop and use a model to predict and/or describe phenomena.
- Constructing Explanations and Designing Solutions
    - Constructing explanations and designing 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 knowledge, principles, and theories. In this unit, students will construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' experiments) and the assumption that theories and laws that describe

the natural world operate today as they did in the past and will continue to do so in the future.

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

Evolution

Transfer Goals

Scientific Knowledge Assumes an Order and Consistency in Natural Systems
Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.

Science Addresses Questions about the Natural and Material World
Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.

Scientific Knowledge is Based on Empirical Evidence
Science knowledge is based upon logical and conceptual connections between evidence and explanations.

Essential Questions

- Where do humans come from?
- What do all animals have in common?
- How do organisms change over time in response to changes in the environment?

Understandings - *Students will Understand that…*

- Animals engage in behaviors that increase the odds of reproduction. An organism's growth is affected by both genetic and environmental factors.
- All living things are made up of cells. In organisms, cells work together to form tissues and organs that are specialized for particular functions.
- Animals engage in behaviors that increase the odds of reproduction. An organism's growth is affected by both genetic and environmental factors.
- Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.
- In sexual reproduction, each parent contributes half of the genes acquired by the offspring resulting in variation between parent and offspring. Genetic information can be altered because of mutations, which may result in beneficial, negative, or no change to proteins in or traits of an organism.
- The fossil record documents the existence, diversity, extinction, and change of many life forms and their environments throughout Earth's history. The fossil record

and comparisons of anatomical similarities between organisms enable the inference of lines of evolutionary descent. Both natural and artificial selection result from certain traits giving some individuals an advantage in surviving and reproducing, leading to the predominance of certain traits in a population.

- Species can change over time in response to changes in environmental conditions through adaptation by natural selection acting over generations. Traits that support successful survival and reproduction in the new environment become more particular.
- Patterns
    - Patterns can be used to identify cause and effect relationships. Graphs, charts, and images can be used to identify patterns in data.
- Cause and Effect
    - Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.
- Structure and Function
    - Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.

Key Knowledge- ***Students will Know…***

- Animals engage in characteristic behaviors that increase the odds of reproduction.
- The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
- Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent.
- Comparison of the embryological development of different species also reveals similarities that show relationships not evidence in the fully formed anatomy.
- Natural selection leads to the predominance of certain traits in a population, and the suppression of others.
- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed onto offspring.
- Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes.

Essential Skills- ***Students will be Skilled at…***

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

model for a phenomenon or a solution to a problem.

- Analyzing and Interpreting Data
    - Analyzing data in 6-8 builds on K-5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. In this unit, students will 1) analyze displays of data to identify linear and nonlinear relationships and 2) Analyze and interpret data to determine similarities and differences in findings.
- Using Mathematics and Computational Thinking
    - Mathematical and computational thinking in 6-8 builds on K-5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments. In this unit, students will use mathematical representations to support scientific conclusions and design solutions.
- Constructing Explanations and Designing Solutions
    - Students will apply scientific ideas to construct an explanation for real-world phenomena, examples, or events.
    - Students will construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena.
- Obtaining, Evaluating, and Communicating Information
    - Students will gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.

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

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

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

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

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

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

Essential Skills- *Students will be Skilled at…*
- Evaluating the powers and responsibilities of religious institutions and leadership.

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

UNIT TWO

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

Essential Question
- How do governments protect or deny individuals' rights?

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

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

Key Knowledge- *Students will Know…*
- Revolutionary War
    - Taxation
    - Protesting
    - Debt
    - Key figures
    - Patriots and Loyalists
    - Declaration of Independence
    - Key Battles
    - Alliances
- Slavery
    - Middle Passage
    - Triangle Trade
    - Plantations
    - Slave Life
    - Dehumanization
    - Rebellions and escapes- Underground Railroad
- Constitution
    - Powers
    - Checks and Balances
    - Federalism
    - Legislative Branch
        - House
        - Senate
        - Bills
    - Executive Branch
        - President
        - VP

        - Cabinet Departments
        - Electoral College
    - Judicial Branch
        - Supreme Court
        - Judicial Review
        - Court System
        - Civil vs Criminal
        - Trial vs Appellate
        - Judges, Juries, Lawyers, etc.
    - Amendments
        - Bill of Rights
        - Process of
        - Expansion of rights
        - Reconstruction Amendments
- Westward Expansion
    - Manifest Destiny
    - Impact on Natives
    - Sectionalism
    - Lewis and Clark
    - Railroad
- Native Americans
    - Trail of Tears
    - Frontier Conflicts
    - Sovereign vs part of US
    - Reservations
- Reconstruction
    - Jim Crow
    - Plessy vs Ferguson
    - Poll taxes and Literacy Tests
    - KKK
    - Sharecropping
    - Reconstruction Amendments
- Imperialism
    - Expansion
    - Spanish American War
    - Hawaii and Alaska
    - Manifest Destiny
    - Philippines
    - Isolationists
- Progressive Era
    - Key figures
    - Suffrage movement
    - Labor vs capital
    - Schooling
    - Environment
    - Sherman Antitrust Act
    - Muckrakers

Essential Skills- ***Students will be Skilled at…***

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

UNIT THREE

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

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

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

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

Key Knowledge- *Students will Know…*
- *A*merican Revolution
    - Taxation
    - Protesting
    - Debt
    - Key figures
    - Patriots and Loyalists
    - Declaration of Independence
    - Key Battles
    - Alliances
- U.S. Constitution
    - Powers
    - Checks and Balances
    - Federalism
    - Legislative Branch
        - House
        - Senate
        - Bills
    - Executive Branch
        - President
        - VP
        - Cabinet Departments
        - Electoral College
    - Judicial Branch
        - Supreme Court
        - Judicial Review
        - Court System
        - Civil vs Criminal
        - Trial vs Appellate
        - Judges, Juries, Lawyers, etc.
    - Amendments
        - Bill of Rights
        - Process of
        - Expansion of rights
        - Reconstruction Amendments
- Civil War
    - Union vs Confederacy
    - Abolitionists
    - Emancipation Proclamation

    - Abraham Lincoln
    - Key figures
    - Key battles
    - North vs South economy
- Reconstruction
    - Jim Crow
    - Plessy vs Ferguson
    - Poll taxes and Literacy Tests
    - KKK
    - Sharecropping
    - Reconstruction Amendments
- Imperialism
    - Expansion
    - Spanish American War
    - Hawaii and Alaska
    - Manifest Destiny
    - Philippines
    - Isolationists
- Progressive Era
    - Key figures
    - Suffrage movement
    - Labor vs capital
    - Schooling
    - Environment
    - Sherman Antitrust Act
    - Muckrakers
- Great Depression
    - Stock Market
    - New Deal
    - Government vs individual responsibility
        - Social Security
        - WPA
        - CCC
    - Insurance
    - Speculation/Margins/Returns
    - Credit
- Civil Rights
    - Segregation
    - Jim Crow
    - Nonviolent protest
    - Brown vs Board of Education
    - Little Rock Nine
    - Integration - Military/Schools/Transportation/Sports
    - Key figures
    - 24th amendment
    - Civil Rights Act/Voting Rights Act

Essential Skills- ***Students will be Skilled at…***

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

KINETIC WELLNESS

The Winnetka Kinetic Wellness program fosters the growth of the whole child by developing a lifelong passion for living a healthy and balanced lifestyle.

Kinetic Wellness Department Beliefs

In alignment with the District 36 *Portrait of a Graduate*, the goal of the KW program is that all students will develop the skills to:

- Cultivate and maintain a healthy lifestyle.
  (*resilient, lifelong learner, collaborative)*
- Work collaboratively and cooperatively in diverse settings.
  (effective communicator, creative problem solver, collaborative, global citizen, empathetic)
- Meet physical challenges to the best of one's capability.
  (*lifelong learner, creative problem solver, resilient)*
- Recognize and value the contributions of all individuals.
  (*empathetic, global citizen, collaborative)*
- Foster confidence to explore new opportunities.
  (lifelong learner, creative problem solver, resilient)
- Advocate for oneself and others.
  (empathetic, resilient, global citizen, effective communicator, lifelong learner, creative problem solver, collaborative)

Students will experience units in the following strands of KW in Grades 1-8:

- Fitness
- Health and Wellness
- Movement Patterns and Motor Skills
- Team Building

KW FITNESS UNIT

Transfer Goal
Students will be able to independently use their learning to plan and participate in lifelong group and individual fitness activities centered around a specific goal.

Essential Questions
- What is physical fitness and how do people achieve it?
- How can people assess the effectiveness of a fitness activity?
- Why set fitness goals?
- What plan can be created to match personal fitness goals?
- Why is it important to utilize proper technique and safety when participating in fitness activities and using equipment?
- What components of physical fitness impact each body system?
- How does communication and decision-making affect individual and group fitness?

Understandings-*Students will understand that…*
- Physical Fitness is the ability of your whole body to work together efficiently.
- Moderate to vigorous daily activity will aid in maintaining and increasing overall fitness.
- Proper goal setting based on self-assessment is an important aspect of lifelong personal fitness.
- The FITT principle will aid in achieving personal fitness goals.
- Proper techniques will decrease the chances of injury and promote skill progression.
- Different types of activities impact specific body systems.
- Using positive communication and decision-making skills can impact individual and group fitness.

KW HEALTH AND WELLNESS UNIT

Transfer Goal
Students will be able to independently use their learning to make decisions that enhance their health and wellness including physical fitness, nutrition, mental health and stress management.

Essential Questions
- Why is it important to understand the body systems?
- How can choices about food and physical activity contribute to overall health?
- Why is it important to make positive health choices?
- How do positive and negative risk factors affect development?
- How can injury and illness be prevented?
- How can mental health affect daily life?
- What does it mean to be healthy and why is it important?
- How does one recognize changes in the body and mind?

Understandings-*Students will understand that…*
- With greater knowledge of the five major body systems, students will develop an understanding of how systems work in conjunction with one another.
- The importance of having healthy nutrition and physical activity in everyday life will have a positive effect on body function.
- Making positive health choices has a direct effect on body function.
- Regularly engaging in healthy behaviors promotes overall health and well-being and reduces the risk of health-related problems.
- Practicing positive coping mechanisms will reduce negative risk factors.
- Current and future health is dependent upon practicing health-related concepts and skills in everyday lifestyle behaviors.
- An individual's emotional and physical needs, feelings, and outlook influence overall health and well-being. (physical, social and mental health to be addressed below)

KW MOVEMENT PATTERNS AND MOTOR SKILLS UNIT

Transfer Goal
Students will be able to independently use their learning to acquire new physical skills and enhance previously learned skills while being effective members of a group.

Essential Questions
- Why is it important to know, develop, and practice specific skills?
- Why is it important to have an understanding of the rules of activity and sport?
- Why is body control important and how does spatial awareness impact activities?
- How do I effectively communicate with others?
- How do I work collaboratively and respect others when in a group?
- How does one enhance the level of play and game development?

Understandings-*Students will understand that…*
- Knowing and understanding concepts of movement will improve performance in a specific skill and will increase the likelihood of lifelong physical activity.
- All participants must demonstrate a knowledge of rules and safety guidelines to have a fair and effective experience.
- Body control impacts the success of sequences and movement patterns in all activities.
- Moving one's own body in relation to others in a playing space can impact safety and strategy.
- Spatial awareness is an organized positioning of the objects in the space around us, and an awareness of our body's position in that space.
- Effective communication requires attentive listening, ability to follow directions, and being open to understanding different points of view.
- Teamwork and communication are essential in having successful outcomes.
- Applying basic offensive and defensive strategies will enhance game play.

KW TEAM BUILDING UNIT

Transfer Goal
Students will be able to independently use their learning to effectively communicate, collaborate, and cooperate to solve problems and achieve common goals.

Essential Questions
- How does communication and decision-making affect team building?
- How do I work cooperatively and respect others when in a group?
- What roles do people play to lead a team to success?
- What characteristics define an effective leader?
- How do we create an environment where we are supported and able to take appropriate risks?
- How do we resolve differences and conflicts in an effective manner among a team?

Understandings-*Students will understand that…*
- Using effective communication and decision-making skills can positively impact the success of the team or group.
- Effective cooperation requires active listening, turn-taking, and being open to different points of view.
- All members of the group may contribute in different ways depending on their role and by respecting the ideas of others.
- An effective leader includes the development of a person who is inclusive, inspiring, communicative and leads with integrity.
- A collaborative effort is essential to building a supportive, risk-taking environment.
- Creating a safe environment enables team members to be open to differences and promotes acceptance.

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.

SEVENTH GRADE ELECTIVE PROGRAM

The Washburne Related Studies Program offers a range of unique courses that provide Winnetka students the creative and practical skills to enhance their academic studies and thrive as 21st Century learners. Within the department, students can explore woodworking, visual art, technology, drama, music, and media arts. They learn technical skills required to articulate content area-specific tasks while engaging in design-based thinking, creating solutions to problems in the ever-changing world around them. Over the course of their two years at Washburne, students are encouraged to take a variety of classes in both the fine and performing arts as well as the applied technology and media arts realms so that their experiences reflect the robust program offerings.

The following is an overview of the seventh-grade program at Washburne.

3-D SCULPTURE
This class will explore the 3-dimensional form through a variety of building techniques and materials specific to papier mache, ceramics, and found object sculpture. Students will work on projects independently as well as collaboratively. Students will keep a sketchbook for their ideas.

ART + DESIGN: SPECIAL PROJECTS
Students will develop visual language and process development in this special projects class. Students will be exposed to a variety of topics such as typography, graphic design, design for theater, and installation work. 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 will learn basic chord shapes, picking and strumming techniques, and music theory. They will also learn about chord structures and other music composition building blocks in order to play more songs. This class is intended for students with little or no guitar background.

BEGINNING PIANO
In this class, students will learn basic piano technique as well as tips and tricks to access necessary music theory fundamentals. Through daily practice and performance of pop, classical, and jazz music, students will be able to play chosen songs independently. This class is intended for students with little to no piano background.

CENTER STAGE
Students will 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 while developing individual performance skills. At the end of the trimester, students will showcase their work for parents and peers.

COMPUTER SCIENCE
In this interactive course, students will learn the principles of computer science through game-based coding challenges. At the

end of each unit, students will use their acquired knowledge and creativity to develop a game that will be tested and shaped by their classmates' feedback. Students will help build a collaborative coding environment, assisting each other and taking turns playing the role of the expert and of the learner. They will have the opportunity to reflect on their challenges and successes and share to deepen their learning.

CREATIVE WRITING WORKSHOP
Students will learn strategies for developing complex characters, engaging plots, 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.

CREATIVE READING
In this class, students will take their independent reading to the next level. Students will pursue the joy of reading many types of texts, including novels, while developing their own reading habits and preferences . Students will think and share about their reading through fun and meaningful projects. This class offers students the opportunity for choice and exploration in a variety of reading experiences including book clubs, artistic expressions, and student-driven inquiry.

DRAMA AND IMPROV
Students will explore a variety of theatrical elements including storytelling, acting, and improvisation. As they tap into their inner creativity learning to improvise through games and scene work, students connect with other student writers, actors, and directors. This course offers students the opportunity to expand their knowledge of theatre and enhance individual performance techniques in a non-threatening and collaborative environment.

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 to develop or advance their woodworking skills and enjoy working as a team.

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

INDUSTRIAL DESIGN, ENGINEERING, AND ARCHITECTURE (IDEA)
Students will be posed with a variety of problems to solve in the areas of industrial design, engineering and architecture. This is not your typical "shop class." Time will be spent constructing projects from a set of plans, building mechanical devices, creating multi-view drawings, using drawing software, designing

floor plans for a house, and learning about electronics.

INNOVATION TECHNOLOGY
In Innovation Technology, students have the opportunity to explore a wide variety of STE(A)M-based challenges from areas of 3D Design, Architecture, Robotics, Circuitry, Computer Science, and more. Students choose challenges that interest them, set a goal, and work to achieve that goal while documenting the process (notes, pictures, video, audio) along the way. Once complete, students share the story of their challenges to the Google Sites portfolio.

MEDIA LITERACY
Media literacy is the ability to analyze, create, and access information in all its forms, and that is what students will be practicing in this class! Students will explore a variety of digital media while also creating their own. They will learn how to critically evaluate videos, social media, news in all its forms, and more. Students will also investigate how artificial intelligence connects with media and will practice using it responsibly.

MELODY MAKERS
Students will collaborate to dissect current tunes and to emulate the individual elements of a student-selected pop song. They will become familiar with some music writing rules in order to compose short- and fullform songs, single- and multiple-layered. At the end of the trimester, students will host their own "top-40 party" to hear the fruits of their labor.

MOVIE MAKERS
Students will try their hand at each part of this collaborative process from story development and screenwriting to the basics of cinematography and camera angles to acting, directing, scoring, and editing a variety of student-made films. The trimester culminates with a mini-film festival for the class to view their best works on the big screen.

MUSIC EXPLORATION AND TECHNOLOGY
This course allows students to try out all kinds of music-making. Students will explore how people relate to music, and learn the basics on drums, ukulele, handchimes, and boomwhackers. Along with creating musical sounds, students will experiment with the production side of music, including Garage Band, Loops, composing, SoundTrap, and more. Through different media, students will discover their creative side while playing, arranging, and composing music.

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. Some extracurricular commitments may be involved as the trimesters culminate with an opportunity for students to showcase their work for parents and peers.

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

STUDIO ART 7
This is a project oriented class that will explore a variety of media and subjects. Projects are based on an artists' work or cultural craft. Creativity and the problem solving process will be developed through a variety of media such as collage, mask making, bookmaking, and sculpture.

CWB BROADCASTING & VIDEO PRODUCTION
Students will experience broadcasting and video production in a creative, collaborative, real-world environment. In this course, students learn by doing as they choose and develop their own short videos from story development to planning, filming, and editing. Before sharing with the intended audience, students are given an opportunity to gather peer feedback to help shape their ideas. The updated Washburne Video Production Studio provides students with real-world technology to develop skills, while they work to build a collaborative production environment. Students assist each other by sharing their knowledge and skills by playing the role of the expert and of the learner.

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, and to also provide yearbook staff members with 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 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.

SEVENTH GRADE PERFORMANCE ENSEMBLES ELECTIVES

BAND
Band is a full-year elective course. In addition to in-school class period rehearsals, students will meet one morning a week in a smaller rehearsal grouped by woodwinds, brass, and percussion. Performances include ILMEA district band auditions, Winter and Spring evening concerts, IGSMA solo/ensemble contest, and a March combined musical experience with other school district music programs. Students are required to attend all rehearsals and concert performances and are expected to practice assigned music and developmental material at home. No prior experience on an instrument is needed, but the directors need to hear and approve instrument selection.

ORCHESTRA
This class requires a **full year commitment** and meets every day during the school day. This class is a continuation of the 6th grade orchestra at Skokie. 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; IGSMA solo ensemble contest in late winter; and tour of the grade schools in the spring. Performance at Graduation ends the year. Students are required to attend all rehearsals and concert performances and are expected to practice assigned music and developmental material at home.

CHORUS
Chorus is a full year club that meets Monday afternoon during the early release and one morning before school. This ensemble performs music from all genres - contemporary, traditional, musical theatre, and pop - and is open to all 7th and 8th graders. Performances throughout the year include winter and spring concerts, the New Trier Middle School Choral Festival, the New Trier Township Fine Arts Festival, and a tour of the grade schools.

SEVENTH GRADE EXTRA-CURRICULAR ENSEMBLES

JAZZ ENSEMBLE
All students playing appropriate jazz instruments are eligible based on audition placement. Jazz Ensemble rehearses on Monday after school from 2:35 pm to 3:45pm. Lion Jazz Ensemble meets on Friday at 7:30am. Additional sectionals are occasionally called before major concerts. Performances include the District elementary school tour, New Trier Jazz Festival, Jazz night, IGSMA jazz contest, school assemblies, and various other community events. Since we rehearse once a week, attendance at all practices is important.

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.

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
We believe language has the capacity to connect all humans. We empower students to understand and communicate in the target language - another essential tool for human connection.

KEY BELIEFS
Our pedagogical approach is grounded in Second Language Acquisition (SLA) research. Simply put, understanding messages drives language acquisition.

Instructional underpinnings include:
- Language acquisition is a subconscious process
- All students can acquire language
- We acquire language at individual and non-linear rates
- Understanding oral and written messages (input) precedes and outpaces writing & speaking (output)
- Meaning precedes grammatical accuracy
- Teachers prioritize high-frequency, practical language
- Comprehensible reading input expands the linguistic foundation
- “Language is culture in motion” (Sauvignon, 1972)

CI COMMUNICATION STATEMENT
Comprehensible Input (CI) - the delivery of oral and written messages that are understood in real time - is the driver of language acquisition. We strive to optimize CI in our World Language classes by employing a variety of pedagogical strategies. In this way we ensure that our students can access meaning. We engage them in high-interest and often personalized collaborative scenes, stories and images. By ensuring that incoming messages are compelling, we maximize student attention.

Student language growth is evidenced by:
- increased automaticity and rate of understanding
- a widening linguistic foundation and vocabulary
- comprehension of increasingly sophisticated (oral & written) discourse

Compelling interest and comprehension democratize our classes, offering invitations to engage *all* learners.

SPANISH

Transfer Goal
Students will be able to independently use their learning to interpret and negotiate meaning using increasingly complex structures. Students use their language to connect to other cultures.

Essential Question
- Can I understand the message and demonstrate my comprehension?

Supporting Questions
- What behaviors support acquiring another language?
- How can I communicate my ideas with limited language?
- How do I keep a conversation going?

Understandings- *Students will Understand that…*
- In order to acquire language, I need to actively engage in class, listen for understanding, maintain focus, and participate.
- Reading comprehensible texts supports language acquisition and broadens vocabulary.
- 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.
- Good readers look for roots and words they know and exploit pictures and context clues.
- Gestures help me understand Spanish.
- Language acquisition is a subconscious process.
- In class I need to advocate for my own understanding and ask for clarification.
- There are different proficiency levels in my journey of acquiring Spanish.
- When I don't know a word, I can describe it using other words (circumlocution).
- Just like English, Spanish varies from place to place.
- When learning any language, one's ability to understand what they read and hear outpaces one's ability to speak and write.
- Music reflects culture.
- People in Latin America have different lifestyles and opportunities than people living in the US.

Knowledge- ***Students will Know…***
- High frequency forms of verbs in the present, preterit and imperfect tenses, including but not limited to: querer, tener, estar, ir, hacer, poder, ser.
- Regular y irregular verbs in the present, preterit and imperfect tenses (ganar, aprender, contestar, importar).
- Modals + infinitive structure (quiere + ver, necesita + ir, tiene que).
- Simple future tense (ir + infinitive, vamos a completar).
- Present progressive tense (robando, hablando, escribiendo).
- How to form a question.
- All question words (Qué, Dónde, Quién etc.).
- A variety of expressions and rejoinders.
- Some weather phrases (hace calor, hace frío, nieva).
- Vocabulary to express likes and dislikes (me gusta, me encanta, no me importa, prefiero).

- Adjectives to describe people, places, objects, and animals (bonito, guapo, talentoso).
- Classroom commands used daily (escribe, saca, abre, dibuja).
- Story sequencing words (Primero, ahora, entonces, finalmente).
- Common connecting words (pero, y, también, pues, con, o).
- Prepositional phrases (en, a, de, entre, para, por, izquierda, derecha).

Skills- ***Students will become Skilled at…***

- Showing comprehension of questions by: gesturing, responding, writing, drawing, translation, and dramatizing.
- Responding orally and in writing to questions about themselves.
- Showing comprehension of short novels by: gesturing, answering questions, writing, drawing, translation, and dramatizing.
- Responding to commands.
- Retelling a story told in class from memory or from pictures.
- Participating in a class conversation.
- Using idiomatic expressions in speech and writing.
- Expressing personal opinions on different topics.
- Writing continuously for 5 minutes on a familiar topic, producing approximately 60-70 words by the end of the year.

FRENCH

Transfer Goal
Students will be able to independently use their learning to interpret and negotiate meaning and reflect on the relationship between their language and perspectives of other countries using some complex structures.

Essential Question
- Can I understand the message and demonstrate comprehension?

Supporting Questions
- What behaviors support acquiring another language?
- How can I communicate my ideas with fairly limited language?
- How do I keep a conversation going with limited language?

Understandings- ***Students will Understand that…***
- In order to acquire language, I need to actively engage in class, listen for understanding, maintain focus and participate.
- Language acquisition is a subconscious process.
- Reading comprehensible texts support language acquisition.
- Cognates are words that are spelled alike or sound alike in English and French and have a similar meaning.
- False cognates are words that are spelled or sound alike in English and French but have a different meaning.
- Good readers look for words and roots they know and exploit pictures and context clues.
- In class I need to advocate for my own understanding and ask for clarification.
- Consistent use of high frequency structures by teachers and students in class will allow an ease of sentence formation without translation.
- Recognizing cognates, some syntactical patterns, and intonations similarities is a strategy for deciphering French and expanding one's comprehension.
- Native French speakers use understatements to express appreciation more than Americans.
- Active listening helps to understand French.
- When learning any language, one's ability to understand what they read and hear, far exceeds one's ability to speak and write.

Knowledge- ***Students will Know…***
- Several high frequency verbs avoir, faire, aller, venir, être, jouer, acheter in both present, near future and recent past.
- Vocabulary to describe daily life.
- Verbs to give opinions *penser, trouver, aimer, plaîre.*
- Vocabulary to inquire about daily life topics *Il est comment...? Qu'est-ce que tu fais pour t'amuser? Comment tu trouves...?*
- Vocabulary to extend, accept and refuse an invitation. *On fait du patin? Tu as envie d'aller au café? Désolé(e), je suis occupé(e), Bonne idée!*
- Vocabulary to answer questions in a story and give details.
- Story sequencing vocabulary to put events in order. *D'abord, Ensuite, Après, Puis, Enfin.*
- How to read a book in French using learned vocabulary.

- Vocabulary to describe characters actions and attributes in a story.
- Cardinal numbers 30-200.
- Useful adverbs such as s*ouvent, toujours, de temps en temps, jamais.*
- Vocabulary to form information questions *Qu'est-ce que, Quand, À quelle heure, Avec qui.*

Skills- ***Students will become Skilled at…***

- Offering, accepting and refusing food and invitations. (*Qu'est-ce que tu veux prendre?-Non, merci.*)
- Asking for and giving opinions about food, school, and pastimes. (*Il est bon, le croissant? Oui, délicieux. Qu'est-ce que tu aimes faire? J'aime faire du ski. Comment c'est ton cours de français? Je trouve ça fascinant.)*
- Responding to questions about what people do in different seasons for pastimes.
- Extending, accepting and refusing invitations (*Tu as envie de faire du jogging ce weekend? Oui, bonne idée.).*
- Writing and role playing a scene using vocabulary to inquire about and order in a restaurant or café.
- Asking and giving opinions about classes and school.
- Showing comprehension of stories in French by answering questions and giving details.
- In class, hosting students from Strasbourg, France.
- Responding to TPRS questions using unit vocabulary.
- Retelling French stories.
- Recognizing my growing proficiency level when looking at the ACTFL proficiency chart.