



Curriculum Summary

Grade 4

2025 - 2026

Crow Island School

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(847) 446-0353

Greeley School

275 Fairview Avenue
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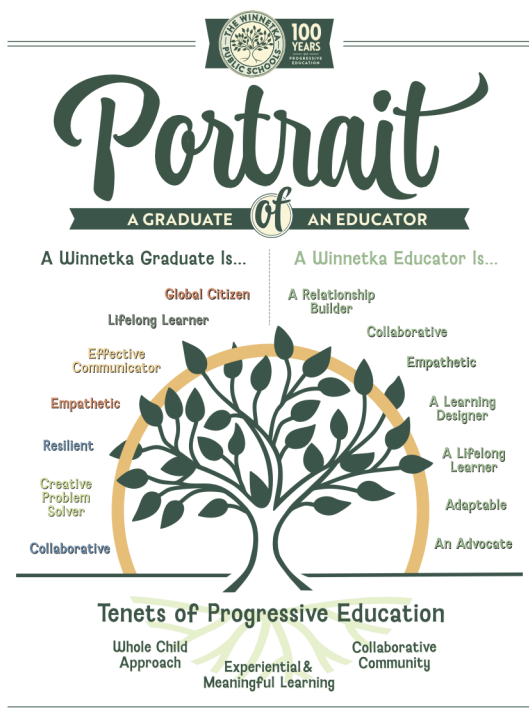
Hubbard Woods School

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INTRODUCTION

This document outlines the goals of our fourth 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.

Please note that due to our Curriculum Review cycle, some of the curriculum will be included in the Understanding by Design format (including Essential Questions, Understandings, Knows, and Dos for each curricular unit). Subject areas that have not yet gone through a recent curriculum review will be summarized in the same way they have been in past curriculum summaries.



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

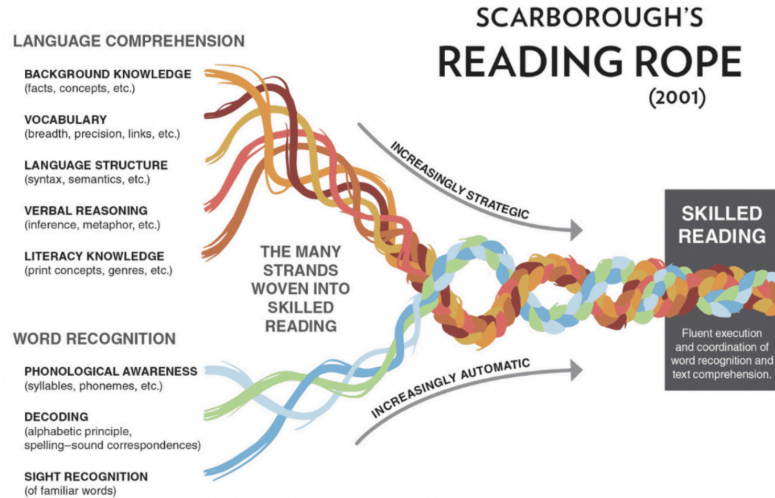
Students develop speaking and listening skills to help them participate in conversations with others. They evaluate a speaker's perspective and reasoning.

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

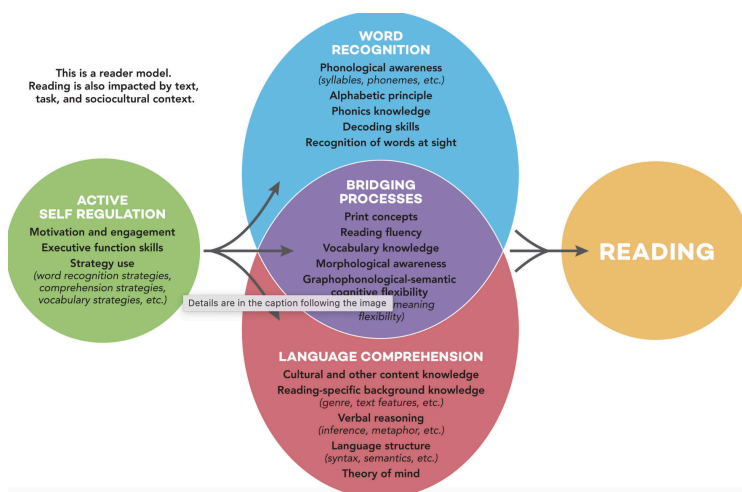
Flexible groups are either adult or student-directed. Students engage in discussions as critical readers/thinkers about a text they have read or heard. A developmentally appropriate focus is placed on inquiry and questioning.

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.



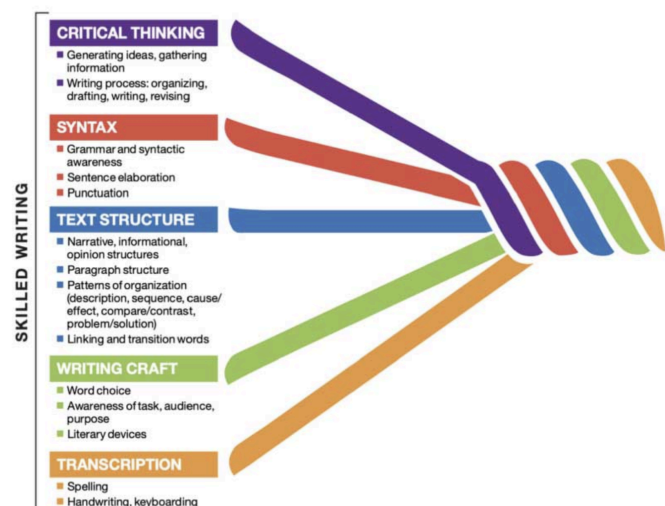
Adapted from Duke, Nell K., and Kelly B. Cartwright. “The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading.” Reading Research Quarterly 56, no. S1 (May 2021).

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 Rope™: 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

ARC CORE: Grounded in the science of reading, ARC Core meets the literacy needs of all students in any learning environment. Through extensive reading, writing, research, and analysis, students develop agency and expertise in a wide variety of disciplines, preparing them to lead in a changing world.

- Unit 1- Literacy Lab
- Unit 2- Animal Adaptations
- Unit 3- American Historical Fiction and American History
- Unit 4- Sports and Society

LISTENING

- Listen and respond to others respectfully in social settings as well as formal learning situations
- Receive, remember, and evaluate information for different purposes
- Follow multi-step directions
- Demonstrate active listening by: formulating questions, making comments, generating opinions, and making connections

SPEAKING

- Use oral presentation skills
- Incorporate non-verbal expressions for delivery of the message
- Present oral reports
- Participate in group discussions
- Express opinions, formulate questions, and respond to differing opinions in constructive ways

VIEWING

- Identify the purpose of a variety of visuals
- Express personal responses to visuals
- Obtain, interpret, and begin to analyze information from a variety of visual forms
- Begin to develop skills to analyze visuals for effective components

VISUALLY REPRESENTING

- Use a variety of techniques to convey meaning
- Select and use appropriate graphic organizers to record information and promote comprehension
- Use a variety of media to visually represent information, ideas, and feelings
- Develop skills to create visuals with effective components

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
- Common affixes and bases
- 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 Fourth Grade:

- Explain the function of adverbs.
- Use adjectives and adverbs and choose between them depending on what is to be modified.
- Form and use prepositional phrases.
- Use a comma before a coordinating conjunction in a compound sentence (e.g. for, and, nor, but, or, yet, so) (e.g. We went to the store, and we bought some milk).
- Use commas and quotations marks to mark direct speech and quotations from text.
- Distinguish between subject and predicate.
- Build from simple and compound sentences to complex sentences. (Simple: I went to the store. Compound: I went to the store, and I bought cheese. Complex: Before I returned home, I stopped for gas).
- Use abstract nouns (e.g. childhood).
- Correctly use frequently confused words (e.g. to, two, too; there, their, they're).
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

- Choose words and phrases for effect.
- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Ensure subject-verb agreement.
- Use modal auxiliaries to convey various conditions (modal verb: can indicate the likelihood that something happen) (e.g. can, may, will, shall, must).

READING SUPPORT SERVICES

Additional reading support services from the Reading Specialist are available to teachers on a consultation basis and for fourth grade students as appropriate.

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

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 4 CRITICAL AREAS

- Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends.
- Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.
- Understand that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

GRADE 4 OVERVIEW

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.

- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understandings and properties of operations to perform multi-digit arithmetic.

Number and Operations- Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles and classify shapes by properties of their lines and angles.

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.

EARTH AND SPACE SCIENCE

Unit: Earth Systems and Processes That Shape the Earth

Big Ideas

Students develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth's features, students analyze and interpret data from maps.

Essential Questions

- How do forces change Earth's features over time?
- How do Earth's major systems (water, wind, organisms, gravity) interact?
- How do natural hazards affect individuals and society?
- How do engineers solve problems?
- How do scientists answer questions?

Understandings- *Students will Understand that...*

- Water, ice, wind, or vegetation has effects on weathering or the rate of erosion. Cause and effect relationships are routinely identified, tested, and used to explain change.
- Knowledge of natural Earth processes can be used to generate and compare multiple solutions to reduce the impacts of such processes on humans. Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.
- Patterns of Earth's features can be described by analyzing

and interpreting data from maps. Patterns can be used as evidence to support an explanation.

- Humans depend on Earth's resources including air, water, soil, minerals, metals, energy, plants, and animals. Some of these resources are renewable over human lifetimes, and some are nonrenewable (mineral resources and fossil fuels) or irreplaceable if lost (extinct species). Over time, people's needs and wants change, as do their demands for new and improved technologies.

Key Knowledge- *Students will Know...*

- Certain features on Earth can be used to order events that have occurred in a landscape.
- Four major Earth systems interact (water, wind, organisms, gravity).
- Earth's physical features occur in patterns, as do earthquakes and volcanoes. Maps can be used to locate features and determine patterns in those events.
- Living things can affect the physical characteristics of their environment.
- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.
- A variety of natural hazards result from natural processes; humans cannot eliminate hazards from volcanoes, earthquakes, and tsunamis, but can reduce their impacts.
- Key Terms
 - Earth Systems (water, wind, organisms, gravity)
 - forces (constructive/destructive)
 - Earth Processes (earthquake, volcano, weathering, erosion, sedimentation)

- mineral, rock, rock cycle, 3 types of rocks (igneous, sedimentary, metamorphic)
- claim/evidence
- natural resources, renewable energy resources, non-renewable energy resources

Essential Skills- *Students will be able to...*

- Plan and carry out investigations.
- Analyze and interpret data.
- Construct explanations and design solutions.

LIFE SCIENCE

Unit: Structure, Function, and Information Processing

Big Ideas

Students develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye.

Essential Questions

- How do internal and external structures of organisms enable life's functions?
- How do organisms use their senses to survive?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings - *Students will Understand that...*

- Plants and animals have both internal and external macroscopic structures that serve various functions in growth, survival, behavior, and reproduction. *A system can be described in terms of its components and their interactions.*
- An object can be seen when light reflected from its surface enters the eye. *Cause and effect relationships are routinely identified.*

Key Knowledge- *Students will Know...*

- Organisms have both internal and external macroscopic structures that allow for growth survival, behavior, and reproduction.
- Different sense receptors are specialized for particular kinds of information.
- Objects can be seen only when light reflected from their surface enters the eyes.
- Key Terms
 - plant and animal organisms
 - structures (internal/external)
 - traits, adaptations
 - survival, growth, behavior, reproduction
 - senses and information processing
 - eye, light, ear, sound

Essential Skills- *Students will be able to...*

- Engage in argument from evidence
- Develop and use models

PHYSICAL SCIENCE

Unit: Energy, Waves and Information Processing

Big Ideas

Students use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye. Students use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions. They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.

Essential Questions

- In what ways can objects move?
- How is energy transferred?
- How are forces related to energy?
- How do waves behave?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings- *Students will Understand that...*

- An object can be seen when light reflected from its surface enters the eye.
- There is a relationship between the speed of an object and the energy of that object.
- Energy can be transferred from place to place by sound, light, heat, and electrical currents or from object to object

through collisions. *Energy can be transferred in various ways and between objects.*

- Designed solutions can convert energy from one form to another and can use patterns to transfer information. *Similarities and differences in patterns can be used to sort and classify designed products. Engineers improve existing technologies or develop new ones.*
- Waves are regular patterns of motion. Waves can make objects move.

Key Knowledge- *Students will Know...*

- The faster a given object is moving, the more energy it possesses. Energy is present whenever there are moving objects, sound, light, or heat.
- Energy can be moved/transferred from place to place by moving objects or through sound, light, or electric currents.
- When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. Emphasis is on the change in the energy due to the change of speed.
- An object can be seen when light reflected from its surface enters the eye.
- Waves of the same type can differ in amplitude (height) and wavelength (distance between peaks).
- Key Terms
 - energy, energy transfer, motion, forces, collide/collisions
 - waves, amplitude, wavelength
 - light, light waves

- sound, sound waves
- electrical currents, electric circuits

Essential Skills- *Students will be able to...*

- Ask questions and define problems.
- Plan and carry out investigations.
- Develop and use models.
- Construct explanations and design solutions.
- Obtain, evaluate, and communicate information.

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 be able to independently use their learning to understand how technological advances work in conjunction with geography to shape the growth of communities.

Essential Question

- How did the environment shape the way people lived in Illinois over time?

Supporting Questions

- How did technological advances in transportation lead to the movement of people and goods?
- How did technological advances lead to the development of different kinds of communities?
- What makes a good location to build a community?

Understanding- *Students will Understand...*

- In the past, people relied heavily on the local environmental resources for meeting their daily needs.
- Waterways were highly influential in the ability to open up the Western United States.
- Railroads also contributed to people & goods moving west.
- There is a difference between rural and urban life.
- People evaluated the human, natural, and capital resource factors of a location when deciding to establish a community.

Key Knowledge- *Students will Know...*

- Characteristics of rural living.
- Characteristics of urban living.

- Fundamental necessities for developing a city.
- Waterways were a main form of transportation and trade.
- Names of major waterways that were used to transport goods to Illinois.
- Names of canals that enhanced Illinois transportation.
- The function and purpose of canals.
- The various components of a map (compass rose, key, key topographical features, key cities, and capitals).

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

- Locating and labeling geographic features on a map.
- Comparing and contrasting maps of the same region that show different features of the region.
- Making an argument utilizing geographical knowledge.
- Identifying unique geographical features.
- Generating ideas around how communities are influenced by technological advances.
- Generating ideas around how a factor (e.g. a canal) can influence the history of an entire country.
- Comparing and contrasting the daily living experiences of early Illinoisans (rural versus urban).

UNIT TWO

Transfer Goal

Students will be able to independently use their learning to understand the variety of components that contribute to the development of a city and how recurring patterns in history can inform current social and political events and other issues.

Essential Question

- How does a city grow?

Supporting Questions

- How does technology influence the growth of a city?
- What kinds of events affect the growth of a city?
- How does government impact the growth of a city?

Understandings- *Students will Understand...*

- Particular circumstances lead to technological advances.
- After a catastrophic event, cities need to respond and rebuild.
- Certain events can elevate the status of a particular place.
- Government decisions are shaped by the voices and needs of different constituencies.

Key Knowledge- *Students will Know...*

- Springfield was established as the state capital.
- Roles of state and local government officials (mayor, governor, representatives, etc.).
- Details of the rebuilding of Chicago after the Great Fire
 - Building and safety regulations that changed
 - Names of city planners
 - Redistribution of the population
 - Creation of Grant Park and the Lakefront
 - Chicago became home to the first skyscraper
- Details of The Columbian Exposition of 1893 that introduced Chicago as a world city
 - Purpose of a World's Fair
 - People visited from all over the world
 - Chicago's introduction as a modern city
 - Technological advances of electricity, transportation, and underground sewage system highlighted how Chicago had become a modern city

- Chicago City Planners, such as Burnham, were highly involved in the planning of the “White City”
- Population increase due to workers and visitors

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

- Identifying differences between state and local government officials
- Locating on a map:
 - City of Springfield
 - The boundaries of the Chicago Fire
 - The build out of the lakefront
 - The location of the World’s Fair
- Analyzing the cause and effect of building regulations post-Chicago Fire
- Researching the new technologies introduced at the World’s Fair
- Reading and interpreting graphs/charts that document the population growth of Early Chicago

UNIT THREE

Transfer Goal

Students will be able to independently use their learning to recognize communities are shaped by the contributions of various cultures.

Essential Question

- How do immigrants influence the growth of a city?

Supporting Questions

- How did immigrants shape the culture and neighborhoods of Chicago?
- What did the American Dream look like for immigrants who came to Illinois? What were the realities of the experience?
- Where did people settle and why?

Understandings- *Students will Understand...*

- Immigrants created neighborhoods of like people.
- Immigrants relied on each other for survival and success.
- Immigrants helped to create the culture of specific neighborhoods and the city of Chicago.
- Requirements and processes for immigration have changed/are changing over time.
- Immigrants both struggled and succeeded when they got to Chicago.
- The immigrant experience was a multi-generational progression.

Key Knowledge- *Students will Know...*

- There were many ports of entry in the US.
- Names of entry points.
- Immigrant experiences are similar
- Immigrant experiences could differ according to who you were and when you arrived
- Push and pull factors of migration.
- How immigrants assimilated vs kept their cultural traditions.

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

- Empathizing with the immigrant experience.
- Identifying the stages of the immigrant journey (requirements, screening, challenges, connections).
- Comparing and contrasting similarities and differences of immigrant experiences.
- Analyzing primary sources.
- Using historical fiction to grow ideas and make connections.
- Using fiction and non-fiction resources to understand the tension between assimilation and retaining your cultural identities.

FINE ARTS

CORE BELIEFS

In the Winnetka Public Schools, the Fine and Performing Arts are an essential component of our progressive, child-centered approach. The artistic process honors the whole child, encourages creativity, and is a pathway to social-emotional well-being, academic achievement, and civic engagement.

VISUAL ARTS

Mission

In the Winnetka Public Schools, the Visual Arts are an essential component of our progressive, child-centered approach. The artistic process honors the whole child, encourages creativity, and is a pathway to social-emotional well-being, academic achievement, and civic engagement.

Vision

Creativity and innovative thinking are essential life skills that can be developed. D36 Visual Art students will become **creative problem solvers** through taking risks, embracing experimentation, learning from mistakes, and demonstrating perseverance. They will develop an appreciation for **inclusivity, cultural awareness, self-awareness and an understanding and appreciation of a variety of perspectives, feelings, experiences, and cultures**. They will become **effective collaborators** through the practice and refinement of their visual, verbal, symbolic, and interpersonal communications skills. D36 Visual Arts students will become **innovators** who will develop a lifelong passion for learning through the exploration and development of their unique creative expression, learning styles, preferences, and interests.

VISUAL ARTS UNIT - CREATING

Transfer Goal

Students will engage in the creative process to visually express and communicate meaning, via investigation, observation, and imagination to explore both their inner world and the world around them.

Essential Questions

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists and designers...
 - work?
 - determine whether a particular direction in their work is effective?
 - learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures?
- What responsibilities come with freedom to create?
- How do objects, places and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?

- How do artists and designers create work that effectively communicates?
- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Understandings-*Students will understand that...*

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media and art making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Key Knowledge -*Students will know...*

- Artists create through exploration and imaginative play with materials.
- Artists observe and investigate in preparation for making a work of art.
- Artists engage collaboratively in exploration and imaginative play with materials.

- Artists create work with intention by carefully choosing the appropriate tools, techniques, and materials.
- Artists demonstrate perseverance in the production of personally meaningful artwork.
- The use of correct art vocabulary to discuss, reflect, and revise artwork in progress.
- Artists will be able to explain choices made in the artmaking process.

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

- Recognizing the elements of art and the principles of design.
- Planning and making art in response to learning the differences in line quality, shapes, texture, and color.
- Sharing ideas, materials, and tasks by working collaboratively in order to produce a work of art.
- Building on a variety of artistic skills necessary for the artmaking process.
- Crafting artworks from both observation and imagination.
- Using tools, techniques, and materials with intention to create personally meaningful works of art.
- Experimenting, taking risks, making mistakes and learning from them.
- Looking at, responding to and caring for their own artwork.
- Articulating artistic choices.

VISUAL ARTS UNIT - PRESENTING

Transfer Goal

Students will demonstrate a thoughtful process by refining their presentation skills in order to share their artwork with an audience.

Essential Questions

- How are artworks cared for and by whom?
- How do we select works for presentation?
- Why do people value and present objects for presentation?
- What methods and processes are considered when preparing artwork for presentation or preservation?
- How does refining work affect its meaning to the viewer?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Understandings-*Students will understand that...*

- Artists and other presenters consider various techniques, methods, venues, and criteria when preparing work for preservation and presentation.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.

- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Key Knowledge -*Students will know...*

- How to select personal art pieces for display.
- How space impacts choices in the art making process and presentation.
- How to ask and answer questions about how artwork should be prepared for presentation.
- Considerations necessary for presenting and protecting artwork.
- The process of making art while creating.
- Art vocabulary to describe choices while creating art.
- How to reflect with peers about choices made in creating art.
- The way artwork is presented can affect its reception, meaning and impact.

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

- Explaining why some artwork is chosen over others.
- Looking at and using spaces to influence their art making choices.
- Participating in discussions regarding considerations for presentation.
- Preparing artwork for effective and responsible display in a variety of environments.
- Explaining the purpose of an art museum and/or art gallery.
- Preparing artwork for display and portfolio presentation.

- Discussing how art when exhibited contributes to communities.

VISUAL ARTS UNIT - RESPONDING

Transfer Goal

Students will respectfully interpret, evaluate, and critique the artistic expressions of self and others through a global understanding of diversity, culture, and artistic interpretation.

Essential Questions

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is an image?
- Where and how do we see encounter images in our world?
- How do images influence our views of the world?
- What is the value of engaging in the process of art criticism?
- How does a viewer “read” a work of art?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?

Understandings-*Students will understand that...*

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environment.
- Visual imagery influences understanding of and responses to the world.

- People gain insights into meanings of artworks by engaging in the process of art criticism.
- There are a variety of criteria by which a work of art is evaluated.

Key Knowledge -*Students will know...*

- Art illustrates daily life experiences of one’s self and others.
- Analyzing art involves investigating the media properties, subject matter, mood, and cultural context.
- Analysis of form, structure, context, subject matter, and media can help to uncover meaning in artwork.
- Art vocabulary to express preferences about artwork.

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

- Understanding messages communicated by an image.
- Interpreting art by analyzing use of media to create subject matter, characteristics of form, and mood.
- Explaining reasons for selecting a preferred artwork.
- Applying one set of criteria to evaluate more than one work of art.

VISUAL ARTS UNIT - CONNECTING

Transfer Goal

Students will relate artistic ideas and works with personal experiences, societal, cultural, and historical context to deepen understanding.

Essential Questions

- How does creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How do people contribute to their communities through art-making?
- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the view of society?
- How does art preserve aspects of nature and culture?

Understandings-*Students will understand that...*

- People create art to synthesize their experiences, perceptions, and knowledge.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Key Knowledge -*Students will know...*

- Art is a language used to visually express, communicate and relate ideas, feelings, and information.
- A response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
- People from different places and times have made art for a variety of reasons.

- Art can inform, reflect and influence beliefs, values and behaviors of an individual or society.

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

- Creating art that tells a story, art that is based on observation of surroundings, and art that reflects their community.
- Comparing and contrasting cultural uses of artwork from different places and times.

Music

Mission

Students in the Winnetka Public Schools will build a long-lasting personal connection to music in order to actively explore, enjoy, and engage with music throughout their lives.

Music Department Key Beliefs

In alignment with the District 36 Portrait of a Graduate, the goal of the music program in the Winnetka Public Schools is that all students will develop the skills to:

- Be informed consumers of music (Global citizen, empathetic)
- Engage in the musical processes of reflection, revision, and performance (Resilient, collaborative, creative problem solver)
- Convey emotions, ideas, and meaning through music (Effective communicator)
- Develop an identity as a musician by discovering personal connections to music through creating, performing, and responding. (Lifelong learner)

GENERAL MUSIC UNIT - CREATE

Transfer Goal

Students will engage in the creative process to express or communicate meaning.

Essential Questions

- How do musicians generate musical ideas?
- How do musicians select and develop musical ideas?
- How do musicians work within parameters when creating original work?
- How do musicians share creative musical work that conveys meaning, demonstrates craftsmanship, and exhibits originality?

Understandings-*Students will understand that...*

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through being open to new ideas, persistence, and the application of appropriate parameters.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.

Key Knowledge -*Students will know...*

- Music can be created to convey meaning and send a message.
- The choices musicians make and the tools used (timbre, tonality, rhythm, texture, etc.) affect the message they send.

- Musical compositions are improved through the continuous process of creating, receiving feedback (personal or from others), and revising.
- Musical compositions can be improved when the creator defines specific goals and detailed musical qualities.
- Musicians share their work as part of the creative process and use performance feedback to further refine their compositions and inspire new ideas.

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

- Creating musical works that convey meaning and send a message.
- Planning and making vocal and instrumental music intended to send a message both relevant to and chosen by students.
- Informally evaluating the quality of a performance using grade level academic language.
- Formally evaluating their own performance based on a collaboratively-generated rubric.
- Presenting the final version of personally created music to others and describing connections to expressive intent.

GENERAL MUSIC UNIT - PERFORM

Transfer Goal

Students will develop and refine techniques and skills through purposeful practice and application.

Essential Questions

- How do performers select, analyze, and interpret musical works?
- How do musicians improve the quality of their performance?
- How do context and the manner in which musical work is presented influence audience response?

Understandings-*Students will understand that...*

- Performers' interest in and knowledge of musical works, context for performance, and understanding of their own musicianship, influence the selection of repertoire.
- Musicians improve their performances through the rehearsal process.
- Musical performance involves understanding the tools and developing skills necessary to present on specific instruments.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Key Knowledge -*Students will know...*

- Musical preferences are unique and personal and can be used to curate performances that convey meaning.
- Musical performance includes the use of elements of expression: form, timbre, rhythm, melody, tonality, meter and texture.

- Applying the various elements of music affects the expressiveness and intent of performance.
- Quality performances are the result of practice and the rehearsal process.
- Performers need specific skills and understandings in order to practice and perform.
- Performers not only acquire understandings, but also apply them through skills practiced.
- Musical performance incorporates technique, expression, and behaviors unique to each context.
- Audience behaviors vary based on culture, context, and genre.

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

- Demonstrating and explaining how the selection of repertoire is influenced by personal interest, knowledge, context, and musicianship.
- Demonstrating an understanding of the structure and the elements of music in music selected for performance.
- When analyzing selected music, reading and performing using iconic and/or standard notation.
- Demonstrating and explaining how intent is conveyed through interpretive decisions and expressive qualities (e.g, dynamics, tempo, timbre).
- Applying collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of performances.
- Performing appropriately for the audience and purpose.
- Performing music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- Demonstrating performance decorum and audience etiquette appropriate for the context, venue, and genre.

GENERAL MUSIC UNIT - RESPOND

Transfer Goal

Students will critically interpret, evaluate, empathize, and respectfully respond to the musical expression of self and others through global understanding of cultures, artistic interpretation, and historical periods.

Essential Questions

- How do individuals choose music to experience?
- How do we discern the performers' emotions, thoughts, and ideas?
- How do we judge the quality of musical works and performances?

Understandings-*Students will understand that...*

- Individuals choose music based on their interests, experiences, musical understanding, and each musical work's purpose.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and teacher- or student-established criteria.

Key Knowledge -*Students will know...*

- Our musical preferences reflect our own personal experiences and interests, which can change over time.
- Expressive choices and context affect our interpretation of musical meaning.
- Musical choices in a composition affect the expressive intent.

- Musicians develop criteria for musical evaluation based on personal preference and established musical conventions.

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

- Demonstrating and explaining how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- Demonstrating and describing how responses to music are informed by the structure, the use of the elements of music, and context (e.g, social, cultural).
- Demonstrating and describing how the expressive qualities (e.g, dynamics, tempo) are used in performers' interpretations to reflect expressive intent.
- Evaluating musical works and performances, applying established criteria, and explaining appropriateness to the context.

GENERAL MUSIC UNIT - CONNECT

Transfer Goal

Students will engage with music by making connections to personal experiences, diverse perspectives, and other disciplines.

Essential Questions

- How do musicians make meaningful connections to create, perform, and respond?
- How do other arts, other disciplines, context, and daily life inform creating, performing, and responding to music?

Understandings-*Students will understand that...*

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Connections to varied contexts and daily life enhance musicians' creating, performing, and responding.

Key Knowledge -*Students will know...*

- Personal interests, knowledge and skills are valuable and should inform music making.
- Music connects to facets of everyday life, including grade level focused units (e.g, Pioneers, Commerce, etc.) and applicable school-wide themes.

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

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Demonstrating understanding of relationships between music and the other arts, other disciplines, varied contexts, school-wide themes and daily life.

STRINGS PROGRAM

The Elementary Strings program is based on the Suzuki Method (Suzuki in the Schools) while incorporating some traditional methods, through a step-by-step repertoire sequence, enhanced by recordings. Students learn in a positive, supportive environment to achieve musical success. Students may select to play violin, viola, or cello at any point during grades 2, 3, or 4. The curriculum is differentiated according to a student's readiness, age, and instrument.

Students participate in one 30-minute small group lesson a week. Parent attendance is strongly recommended for lessons. Students also participate in a one-hour, large group lesson during lunch on a bi-monthly schedule.

INSTRUMENTAL MUSIC UNIT - CREATE

Transfer Goal

Students will engage in the creative process to express or communicate meaning.

Essential Questions

- How do musicians generate musical ideas?
- How do musicians select and develop musical ideas?
- How do musicians work within parameters when creating original work?
- How do musicians share creative musical work that conveys meaning, demonstrates craftsmanship, and exhibits originality?

Understandings-Students will understand that...

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through being open to new ideas, persistence, and the application of the appropriate criteria.
- Performing creative musical works entails developing a way of informing other musicians, refining ideas, and presenting the final product to an audience.

Key Knowledge -Students will know...

Imagine

- Novice- Musicians compose and improvise melodic and rhythmic ideas to create compositions.

- Intermediate- Musicians compose and improvise melodic and rhythmic ideas to create compositions based on characteristics of music studied in rehearsal.
- Proficient- Musicians can take melodic and rhythmic ideas from other pieces to create their own composition.
- Advanced- Musicians use melodic and rhythmic characteristics that embody historical and cultural connections to create their own compositions.

Plan and Make

- Novice- Compositions can be created by writing melodies or rhythms.
- Intermediate-Compositions have rhythmic and melodic contexts applicable to various styles of music.
- Proficient- Compositions have rhythmic and melodic contexts that are informed by specific styles/genres of music.
- Advanced- Stylistic, historic, and culturally specific characteristics inform how a musician composes.

Reflect and Refine

- Novice- Musicians analyze compositions using basic rhythmic and melodic elements.
- Intermediate- Musicians create and analyze pieces using basic rhythmic and melodic elements.
- Proficient- Musicians bring musical skills and knowledge into the compositional process based on established criteria.
- Advanced- Musicians bring their own skills, knowledge, and preference into the compositional process.

Present

- Novice - Intermediate - Sharing compositions requires individual instrumental performance skills and an understanding of basic music notation.
- Proficient - Advanced - Sharing compositions requires specific individual skills on an instrument, an understanding of basic musical elements, giving attention to detail, and adjustment through awareness of individual performance aspects to perform with members of the ensemble.

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

Imagine

- Novice- Composing and improvising melodic and rhythmic ideas or motives that reflect characteristics of music studied in rehearsal.
- Intermediate- Composing and improvising ideas for melodies and rhythmic passages based on characteristics of music studied in rehearsal.
- Proficient- Composing and improvising ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of historical periods studied in rehearsal.
- Advanced- Composing and improvising ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristics of music from a variety of cultures studied in rehearsal.

Plan and Make

- Novice- Using workbook excerpts, draft basic rhythmic ideas or motives.

- Intermediate- Selecting and developing draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music studied in rehearsal.
- Proficient- Selecting and developing draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods studied in rehearsal.
- Advanced- Selecting and developing draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of music characteristics from a variety of historical periods studied in rehearsal.

Reflect and Refine

- Novice- Evaluating draft compositions and improvisations based on collaboratively generated criteria.
- Intermediate- Evaluating and refining draft compositions and improvisations based on teacher provided criteria.
- Proficient- Evaluating and refining draft compositions and improvisations based on knowledge, skill, and teacher provided criteria.
- Advanced- Evaluating and refining draft compositions and improvisations based on knowledge, skill, and self-determined criteria.

Present

- Novice - Intermediate - Developing instrumental performance skills with attention to posture, body

motion, introductory musical literacy, and musical elements.

- Proficient - Advanced- Developing instrumental performance skills with attention to posture, body motion, intermediate rhythm and pitch literacy, and musical elements while placing individual parts in the context of the full ensemble.

INSTRUMENTAL MUSIC UNIT - PERFORM

Transfer Goal

Students will develop and refine techniques and skills through purposeful practice and application.

Essential Questions

- How do performers select repertoire?
- Analyze - How does understanding the structure and context of musical works inform performance?
- How do performers use background knowledge to interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance deemed ready to present?

Understandings-*Students will understand that...*

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

- Musicians judge performances based on audience response and criteria that vary across time, place, and cultures.

Key Knowledge -*Students will know...*

Instrumental Technique

- Novice - Technical accuracy on the instrument includes understanding body posture, usage and manipulation of the instrument.
- Intermediate - Technical accuracy on the instrument includes understanding and demonstrating proper body posture, usage, and purposeful manipulation of the instrument.
- Proficient - Advanced - Technical accuracy on the instrument includes consistently understanding and demonstrating proper body posture and usage, and purposeful manipulation of the instrument.

Standard Music Notation

- Novice- Transfer of music between people involves using a standardized notation system that includes clef, simple note values indicating pitch and rhythm.
- Intermediate - Transfer of music between people involves using a standardized notation system that includes clef, note values indicating pitch and rhythm, and symbols indicating relative dynamic.
- Proficient - Transfer of music between people involves using a standardized notation system that includes clef, note values indicating pitch, note values indicating rhythm, and symbols indicating relative dynamic, expression, and articulation.

- Advanced - Transfer of music between people involves using a standardized notation system that includes clef, pitch, rhythm, syncopation, dynamics, and expression.

Expressive Qualities and Style

- Novice - Intermediate - There are different qualities of sound and different forms and styles of performed music that have identifiable characteristics that can be replicated.
- Proficient - There are different qualities of sound and different forms and styles of performed music that have identifiable cultural and historical characteristics.

Advanced

- A musician's role is to control implementation of different qualities of sound and different forms and styles of performed music that have identifiable cultural and historical characteristics.

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

Instrumental Technique

- Novice- Demonstrating body posture consistent with appropriate performance practice on the instrument, including the capability of manipulating the instrument to make unrefined but purposeful sound.
- Intermediate- Developing body posture consistent with accepted performance practice on the instrument, including the capability of manipulating the instrument to make controlled but purposeful sound.
- Proficient- Developing body posture consistent with appropriate performance practice on the instrument,

including the capability of manipulating the instrument to make sound authentic to the instrument.

- Advanced- Developing body posture consistent with appropriate performance practice on the instrument, including the capability of manipulating the instrument to make exemplary characteristic sound.

Standard Music Notation

- Novice- Identifying basic notational elements indicating clef, pitch, rhythm.
- Intermediate- Using intermediate notational elements indicating clef, pitch, rhythm, and dynamic.
- Proficient- Using standard notational elements indicating clef, pitch, rhythm, expression, articulation, and dynamic.
- Advanced- Using advanced notational elements indicating clef, pitch, rhythm, articulation, syncopation, dynamics, and expression.

Expressive Qualities and Style

- Novice- Identifying basic characteristic sounds and acknowledging different forms and styles of performed music.
- Intermediate- Identifying basic characteristic solo and ensemble sounds and identifying different forms and styles of performed music.
- Proficient- Identifying and producing basic characteristic solo and ensemble sounds, and identifying and performing different forms and styles of music.
- Advanced- Producing characteristic solo and ensemble sounds consistent with various forms and styles of music.

INSTRUMENTAL MUSIC UNIT - RESPOND

Transfer Goal

Students will critically interpret, evaluate, empathize, and respectfully respond to the musical expression of self and others through global understanding of cultures, artistic interpretation, and historical periods.

Essential Questions

- How do individuals select music to experience?
- How does understanding the structure and context of music inform the response?
- How do we discern the musical creators' and performer's expressive intent?
- How do we judge the quality of musical works and performances?

Understandings-Students will understand that...

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Key Knowledge -Students will know...

- Novice- The rationale for selecting music can be based on musical characteristics, connection to purpose, or context.
- Intermediate - Proficient- Musicians apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
- Advanced- Musicians apply criteria to select music for a variety of purposes, justifying choices while citing knowledge of the music and the specified purpose and context.
- Novice- Knowledge of context and simple use of melody and rhythm can inform the listener or performer's response to the music.
- Intermediate- Context and manipulation of musical elements inform the response to music.
- Proficient- Analysis of structures and contexts inform the response to music.
- Advanced- Analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
- Novice - Intermediate- Expressive intent and meaning of musical work is understood by analyzing elements of music and contexts.
- Proficient - Advanced - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and personal research.

- Novice - Intermediate- There are social conventions surrounding musical performances as a solo performer, a member of an ensemble, and as an audience member.
- Proficient - Advanced- There are unique social conventions surrounding different musical performances given the context of the venue and the style of music being performed.

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

- Novice- Identifying basic musical motifs and rhythms, historical or cultural setting, purpose or context of music presented, and simple aesthetic response.
 - Intermediate- Identifying and articulating preference between basic musical motifs and rhythms, historical or cultural setting, purpose or context of music presented, and vocalization of aesthetic response.
 - Proficient- Identify and articulate preference between musical motifs and rhythms, historical or cultural setting, purpose or context of music presented, and aesthetic response giving outside examples.
 - Advanced- Presenting potential solo, small group, or full ensemble pieces for performance, identifying basic musical motifs and rhythms, historical or cultural setting, purpose or context of music presented, and aesthetic response.
-
- Novice- Identifying specific styles of music based on melodic and rhythmic content.
 - Intermediate- Describing how a composer's use of simple melodies and rhythms can inform the performer of the context/style of the pieces being performed.
 - Proficient- Describing how a composer's use of melodic fragments, rhythms, and other compositional elements informs the listener's and performer's response to the pieces being performed.
 - Advanced- Given a piece of music, identifying, comparing, and contrasting interpretations, and discussing how the chosen interpretation informs the listener's response.
-
- Novice- Identifying basic musical elements and directions to the performer that indicate stylistic interpretation.
 - Intermediate- Given structured support, identifying and describing basic musical elements and directions to the performer that indicate stylistic interpretation within a piece of music.
 - Proficient- Identifying and describing musical elements and directions to the performer that indicate stylistic interpretation within a piece of music. Identifying resources that can be used to inform interpretation.
 - Advanced- Given a performance piece, identifying and describing musical elements and directions to the performer that indicate stylistic interpretation. Using multiple resources and modalities, perform more than one interpretation of a piece of music.
-
- Novice - Intermediate- Demonstrating correct adherence to posture, concert dress, punctuality, and preparation for solo, small group, and ensemble performances as a member of an ensemble and as an audience member for other ensembles.

- Proficient - Advanced- Describing the different contexts that music performance could be found in and how that informs both performer and listener behavior and expectations.

INSTRUMENTAL MUSIC UNIT - CONNECT

Transfer Goal

Engage with music by making connections to personal experiences, diverse perspectives, and other disciplines.

Essential Questions

- How do musicians make meaningful personal connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform one's creation, performance, and response to music?

Understandings-*Students will understand that...*

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Key Knowledge -*Students will know...*

- Novice - Intermediate- How interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Proficient - Advanced- How interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Novice - Advanced- Understand relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

- Novice - Intermediate- Sharing personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music studied in rehearsal.
- Proficient- Sharing and demonstrating personally-developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
- Advanced- Demonstrating how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
- Novice- Composing and improvising melodic and rhythmic ideas or motives that reflect characteristics of music studied in rehearsal.
- Intermediate- Composing and improvising ideas for melodies and rhythmic passages based on characteristics of music studied in rehearsal.
- Proficient- Composing and improvising ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of historical periods studied in rehearsal.
- Advanced- Demonstrating an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

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.

RESOURCE CENTER

The Resource Center strives to provide information online and through print resources to staff and students. Classes visit the Resource Center beginning in kindergarten through fourth grade once a week for an hour. Students are taught throughout the year how to navigate the library and select fiction and nonfiction books using our App *Researcher*. All students enjoy being read to, and the library staff is always sharing the latest books and series each month. The Resource Center also participates in the Illinois State Monarch and Bluestem book awards each year.

In addition to offering a rich library environment, students are introduced and taught a variety of technology skills using various devices. Students learn new Apps, software programs and educational online references to supplement all curricular areas. Keyboarding is introduced in first and second grades, and more intensive keyboarding lessons are taught to third and fourth graders three times a year.

The MakerSpace provides S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) hands-on activities throughout the year. The MakerSpace fosters creativity, imagination, tinkering, exploration and problem solving.

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” (Savignion, 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 engage in acquisition-conducive behaviors (i.e., attending to the speaker & message, active listening, using extra-linguistic supports) at home and beyond.

Essential Question

- Can I understand the message and demonstrate my comprehension?

Supporting Question

- What behaviors support acquiring another language?

Understandings- *Students will Understand that...*

- In order to acquire language, I need to engage in class.
- Gestures and word associations help me remember Spanish.
- Learning another language is fun and beneficial.
- Cognates are words that are spelled/sound alike in English and Spanish and have the same meaning.
- Active listening supports comprehension.
- Good readers look for words they know and exploit pictures and context clues.
- Syntax and word order may differ between languages.
- Reading comprehensible texts supports language acquisition and broadens vocabulary.
- Oral and written messages outpace writing and speaking.

Key Knowledge -*Students will Know...*

- Basic Vocabulary: *alguien, mayor/menor, todo.*
- Common verbs: *soy, quiere ser, habla, prefiere, lee, empieza, viene, estaba, hace.*
- Connector words: *entonces, finalmente, cuando, depende, casi, como, con, pero, porque.*
- New questions: *¿Cuánto/s? ¿Cuándo?*

Essential Skills- *Students will become Skilled at...*

- Attuning to oral messages with eye contact and appropriate gestures/body language.
- Demonstrating comprehension of personalized questions by: gesturing, responding, drawing, translation & dramatizing (such as things that they have/want/need/like).
- Showing comprehension of oral CI stories by: gesturing, responding, drawing, translation, & dramatizing.
- Answering oral questions.
- Offering additional details during oral story-asking.
- Performing commands using TPR (Total Physical Response).
- Demonstrating comprehension of written CI stories by: gesturing, responding, drawing, translation & dramatizing.

ADDITIONAL PROGRAMS

CHORUS

Chorus is offered as an optional activity to fourth graders as a new musical experience for our students. Children meet throughout the year before school from 8:00 - 8:30. As a member of the chorus students sing music of greater complexity and further develop their voices as choral singers. They may also sing at events such as singing the National Anthem at local sporting events. The experience culminates with the five school choruses singing together at the District Choral Festival.