

Chippewa Middle School
PTO Report
February/March/April 2016

6th Grade Math:

Essential Questions

- How do you know when to use positive numbers and when to use negative numbers?
- Comparisons are helpful for making plans, predictions, and decisions. What math models can you use for making comparisons?

Learning Targets

- I can write, interpret, and explain real world statements for comparing integers and rational numbers.
- I can use what I learned about ratios and proportions to make plans and decisions.

Learning Tasks

- Students will apply their learning of integers and rational numbers to real life situations.
- Students will use ratio and rate reasoning to solve real-world mathematical problems.

Learning Products

- Students will analyze rational numbers in the real-world.
- Students will use ratio language and apply reasoning about ratios in a real-world context.

6th Grade LA/Lit:

Essential Questions

- How does an author's word choice shape meaning and tone of a text?
- How does the author's purpose affect and shape points of view and style of a text?

Learning Targets

- I can identify and use different types of figurative language in my writing.

- I can write a narrative short story to develop real or imagined experiences.

Learning Tasks

- Students will apply their understanding of figurative language by completing differentiated choice activities in a layered unit.
- Students will apply narrative techniques by continuing a story.

Learning Products

- Students will select a project from a choice board to create a variety of activities, such as a Quizlet, presentation, tall-tale story, or poem.
- Students will write the ending of a fictional story.

6th Grade SS:

Essential Questions

- Why does spatial inequality exist in urban areas?
- How do population trends affect a country's future?

Learning Targets

- I can explain how spatial inequality affects people living in Mexico City.
- I can investigate the relationship between population growth rates and development levels throughout the world.

Learning Tasks

- Students will explore texts and listen to interviews from representative members of the communities.
- Students will analyze population pyramids to examine population trends.

Learning Products

- Students will write an informative article about living conditions in Mexico City.
- Students will create a flip book to analyze population dilemmas in the United States.

6th Grade SCI:

Essential Questions

- How does the surface of the Earth change over time?

- How do meteorologists make forecasts?

Learning Targets

- I can explain how plate tectonics shape the surface of the Earth.
- I can gather weather data and make a forecast for a specific location.

Learning Tasks

- Students will complete a series of hands-on activities to learn about how the plates shift on the surface.
- Students will look at weather data for a city and create a forecast.

Learning Products

- Students will write a narrative about the rock cycle and plate tectonics.
- Students will create a video with the forecast of their city, including a severe weather report.

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Seventh Grade/ELA:

Essential Questions

- How does word choice impact the overall mood, tone, and message of my narrative writing?
- How does the theme develop throughout a piece of literature?

Learning Targets

- I can apply the author's technique (point of view, tone, mood, dialogue, plot, and characters) to my narrative writing.
- I can analyze and discuss how story elements work together to develop a theme within a novel.

Learning Tasks

- Students will compose a well-developed, cohesive piece of narrative writing that uses story elements and literary devices.
- Students will participate in a book club by reading a variety of leveled narrative stories in order to identify, analyze, and reflect on story elements and literary devices.

Learning Products

- Students will compose a narrative essay that incorporates: reading and research, development, organization, and language conventions.
- Students will evaluate story elements from a novel through the use of layered activities.

Seventh Grade/Science:

Essential Questions

- How do parents pass genetic traits to offspring?
- What impact do genetically modified organisms have on today's society?

Learning Targets

- I can determine the probability of offspring exhibiting a specific genotype.
- I can gather evidence of the impact of genetically modified organisms on today's society.

Learning Tasks

- Students will analyze Punnett squares to look for trends and patterns of inheritance.
- Students will conduct research to make an informed decision on the impact of genetically modified organisms.

Learning Products

- Students will create Punnett squares to follow the passing down of traits in a family and predict the traits of future generations.
- Students will develop and support a claim based upon their genetic engineering research. They will use this claim to develop an argumentative piece of writing.

Seventh Grade/Math 1:

Essential Questions

- How does rewriting an expression help you think about a situation in a new way?
- When is it useful to model a relationship with an equation? How does rewriting an equation help you think about the relationship in a new way?

Learning Targets

- I can explain how to add algebraic expressions and some of the properties of operations that are helpful.
- I can explain how to subtract algebraic expressions and some of the properties of operations that are helpful.

Learning Tasks

- Students will be able to add and subtract like terms when given in a polynomial.
- Students will be able to utilize their knowledge of adding and subtracting integers and apply them to be able to solve multi-step equations.

Learning Products

- Students will solve multi-step equations, while using their prior knowledge of adding and subtracting positive and negative numbers.
- Students will utilize their problem solving skills while computing the answers to one-step and two-step inequalities.

Seventh Grade/Math 2:

Essential Questions

- How can we use percents as a way to make comparisons?
- When is it most convenient to use percents?

Learning Targets:

- I can compare absolute increases and percent increases.
- I can use proportional relationships to solve multi-step ratio and percent problems involving markups and markdowns.

Learning Tasks

- Students will be utilizing their problem solving skills while solving problems involving discounts and mark-ups.
- Students will determine whether an answer is a percent increase or decrease while using the percent of change formula.

Learning Products

- Students will compare percent of increase and decrease to determine which is needed to solve a problem.
- Students will use real-life problems, such as coupons, sales and discounts as well as sales tax to demonstrate their ability to calculate percents.

Seventh Grade/Social Studies:

Essential Questions

- Was Alexander the Great a hero, or a villain?
- How did the Golden age of Greece contribute to the modern world?

Learning Targets

- I can evaluate different pieces of writing about Alexander the Great, and use evidence to determine if he was a hero or a villain.
- I can explain how Greek myths, epics, and fables have contributed to our society.

Learning Tasks

- Students will analyze articles and a song about Alexander the Great.
- Students will read different myths and create a myth based on something that cannot be explained.

Learning Products

- Students will use multiple sources to create an argumentative essay with a claim that identifies Alexander the Great as a hero or a villain.
- Students will read different myths and explain why myths were important to the Greeks. Then they will create their own myths that will explain how something came into the world.

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8th Language Arts/Literacy

Essential Questions

- How does the author's purpose affect and shape point/s of view and style of a text?
- How can technology help us transform our communication with others?

Learning Targets

- I can analyze how different points of views of the characters, audience, and reader create different effects such as suspense or humor.
- I can analyze how visuals impact and add meaning to the speaker's message.

Learning Tasks

- Students will determine how dialogue and characters' actions/decisions help propel the action in a story.
- Students will write a clear and organized script that is appropriate to a task, purpose, and audience.

Learning Products

- Students will design multi-layered projects related to their realistic fiction novel.
- Students will create a video with an underlying message that inspires or empowers the audience.

8th Math

Essential Questions

- What is a function?
- What does it mean for figures to be identical?

Learning Targets

- I can identify linear and non-linear functions.

- I can recognize a translation, reflection, rotation, and dilation.

Learning Tasks

- Students will represent functions in multiple views.
- Students will distinguish the difference between the various transformations.

Learning Products

- Students will sketch increasing, decreasing, and constant intervals based on a situation.
- Students will perform transformations on a given figure.

8th Grade/ELL

Essential Questions

- How can I turn a present tense verb into past tense using the -ed ending?
- How can I turn an irregular present tense verb into the past tense?

Learning Targets

- I can use the -ed suffix to turn present tense verbs into the past tense.
- I can identify and change irregular verbs into the past tense.

Learning Tasks

- Students will create a list of common past tense -ed verbs and irregular past tense verbs.
- Students will complete sentences in the past tense.

Learning Products

- Students will complete a diary entry demonstrating their mastery of past tense with a set of words.
- Students will complete a vacation postcard to a friend demonstrating their mastery of past tense verbs.

8th Science

Essential Questions

- How does gravity treat all objects?
- How do forces affect the way objects move?

Learning Targets

- I can calculate acceleration of a falling object
- I can determine the net force between two opposing forces

Learning Tasks and

- Students will observe the way objects of similar shape fall to the ground.
- Students will connect ideas of the force of gravity to the rate at which an object accelerates due to gravity.

Learning Products

- Students will design a parachute that will resist the force of gravity.
- Students will measure forces needed to move objects of varying mass and shape.

8th Grade Social Studies

Essential Questions

- How did World War II change the United States?
- How did rivalry between the United States and the Soviet Union shape the world in the years after World War II?

Learning Targets

- I can determine the effects WWII had on the United States and their impacts on the population.
- I can explain the changes in the world caused by the Cold War using primary sources to support my claims.

Learning Tasks

- Students will design a matrix showing the impacts of WWII on the population of the United States.
- Students will find primary sources to support their views on the Cold War's effects on the world.

Learning Products

- Students will use a matrix to show the changes made in the United States during and after the war.
- Students will use primary sources to determine and support their beliefs in writing on the effects of the Cold War.

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6th Grade/Family and Consumer Science (FACS):

Essential Questions

- What are the different stitches involved in a sewing project?
- What techniques are used to attach a button?

Learning Targets

- I can complete stitches correctly.
- I can attach a button appropriately.

Learning Tasks

- Students will practice running and overcast stitches.
- Students will practice sewing a button on a piece of fabric.

Learning Products

- Students will use the running and overcast stitches to construct a sewing project.
- Students will sew a button on their sewing project.

8th Grade/Family and Consumer Sciences (FACS):

Essential Questions

- How are foodborne illnesses prevented?
- Why are there different cooking methods for different types of food?

Learning Targets

- I know the four basics of food safety.
- I can follow a recipe and complete a product successfully.

Learning Tasks

- Students will follow a recipe and prepare a food product that is safe to consume.
- Students will read a recipe and create a lab plan, with their lab groups, to successfully create a food product.

Learning Products

- Students will consume a food product that is safe to eat.
- Students will follow a recipe and successfully create and consume a food product.

7th Grade/ Spanish department:

Essential Questions

- Spanish: How are descriptive adjectives used in Spanish?
- Spanish: What vocabulary is used to describe family make ups?

Learning Targets

- I can conjugate and communicate using -er/-ir verbs.
- I can apply descriptive and nationality adjectives with family vocabulary.

Learning Tasks

- Students will study -er/-ir infinitives and their conjugation in the present tense.
- Students will research family structures and characteristics in Spanish speaking countries.

Learning Products

- Students will create a story highlighting descriptive adjectives and -er/-ir infinitives.
- Students will create a family tree/family book and apply family vocabulary.

8th Grade/Spanish department:

Essential Questions

- Spanish: What vocabulary is used to describe clothing and shopping/market settings?
- Spanish: What verb structure is used to talk about completed actions in the past?

Learning Targets

- I can apply descriptive adjectives with clothing vocabulary.
- I can apply conjugate verbs in the preterite tense.

Learning Tasks

- Students will research clothing trends in Spanish speaking countries.
- Students will study the preterite tense and its verb conjugations.

Learning Products

- Students will create a fashion show/fashion police presentation and apply clothing vocabulary.
- Students will create a story detailing past events highlighting the preterite tense.

6th Grade/Music:

Essential Questions

- How do musicians make creative decisions?
- How do musicians improve the quality of their work?

Learning Targets

- I can compose an interesting rhythmic composition by using a variety of notes: half, quarter, beamed eighth, beamed sixteenth notes, and rests.
- I can perform my rhythmic composition and the compositions of others while using body percussion.

Learning Tasks and

- Students will create rhythmic phrases that use half, quarter, beamed eighth, beamed sixteenth notes, and rests.
- Students will correctly perform rhythmic compositions while using body percussion (stomping/clapping/patting/snapping) to enhance the sound of their compositions.

Learning Products

- Students will compose rhythmic composition that includes a variety of notes and uses the correct number of beats allowed per measure.
- Students will perform their rhythmic compositions while demonstrating the correct note durations with body percussion.

7th Grade/Music:

Essential Questions

- How is music created?
- How do you interpret music?

Learning Targets

- I can sight-read simple melodies and rhythms
- I can identify and accurately describe major differences between the Classical, Romantic, and Baroque eras.

Learning Tasks

- Students will apply their knowledge of rhythm, pitch, and articulation to short phrases.
- Students will analyze three articles and auditory samples in order to compare and contrast different musical styles.

Learning Products

- Students will create, analyze, and peer review short melodic compositions that will be performed in class.
- Students will display which era they would most likely compose in through writing a persuasive essay.

8th Grade/Music:

Essential Questions

- How is music created?
- How can I make a living in music?

Learning Targets

- I can apply my knowledge of rhythm and notes and perform short melodies on a piano.
- I can compare and contrast different careers in the world of music.

Learning Tasks

- Students will apply their knowledge of rhythm, pitch, and articulation to short melodic phrases on the piano.
- Students will understand the differences between a stage manager, band manager, concert producer, and a marketing agent.

Learning Products

- Students will perform short melodic phrases on the piano.
- Students will display their knowledge of careers by “hosting” their own concert in a Chicago music venue.

6th Grade/Art

Essential Questions

- What are ways artist’s can create and produce simple and complex images?
- What are reasons why artists create visuals through printmaking?

Learning Targets

- I can produce clear prints.
- I understand that a print is a reflection of an original image.

Learning Tasks

- Students will carve away parts of an image with a linoleum tool.
- Students will use printmaking tools and supplies correctly and safely.

Learning Products

- Students will produce clear prints.
- Students will show evidence as to how printmaking differs from other works of art.

7th Grade/Art

Essential Questions:

- How do artists accurately change the size of an image on paper?
- What are reasons why someone would change the size of an image?

Learning Targets:

- I can draw a grid with equal measurements.
- I can enlarge or reduce an image onto another surface using the method of gridding.

Learning Tasks:

- Students will use a ruler to measure equal squares.
- Students will transfer one shape and or design from one paper onto a larger paper.

Learning Products:

- Students will reproduce a larger image from a smaller image.
- Students will duplicate color from original image to larger image.

8th Grade Art

Essential Questions

- What inspires artists to use various techniques in works of art?
- Why do different mediums lend themselves better than others when creating value in art?

Learning Targets

- I can use different tools and techniques to show value in my art.
- I can point out the darkest and lightest values in artwork.

Learning Tasks

- Students will complete a value scale using an ebony pencil and blending stick.
- Students will be able to show value using the technique of pointillism.

Learning Products:

- Students will create artwork showing a range of value.
- Students will successfully show value through their choice of media.

6th, 7th and 8th Grade/LMC:

Essential Questions

- (LMC 6th grade) How do you judge the intentions and impact of people's words and actions online?
- (LMC 7th grade) Does the way we think about digital drama have anything to do with gender?

- (LMC 8th grade) How do poets use different forms and structures of poetry in order to convey meaning?

Learning Targets

- (6th grade LMC) I can reflect on what it means to be brave and stand up for others offline and online.
- (7th grade LMC) I can think critically about the gender stereotypes associated with drama.
- (8th grade LMC) I can create a blackout poem using the provided text.

Learning Tasks and

- (6th grade LMC) Students will generate multiple solutions for helping others when cyber-bullying occurs.
- (7th grade LMC) Students will compare underlying messages about drama on reality TV with “real world” digital drama among young teens.
- (8th grade LMC) Students will understand the concepts of blackout poetry and apply them to create their own.

Learning Products

- (6th grade LMC) Students will create a concept map using the key players in a bullying situation: bully, victim and bystanders.
- (7th grade LMC) Students will compare two videos about online and reality TV drama and recognize that while these generalizations may apply to some teens, they don't apply to all — that's what makes them generalizations.
- (8th grade LMC) Students will create a blackout poem.

7th Grade/Drama:

Essential Questions

- How do theater artists make creative choices?
- How long must a performer rehearse before sharing a creative work with an audience?

Learning Targets

- I can create movements for a Japanese folk song that expresses a clear theme while using symmetrical motion.

- I can incorporate multiple directions of motion into my performance.

Learning Tasks

- Students will create different movements for each phrase of the Japanese folk song while focusing on keeping their body movements symmetrical.
- Students will create symmetrical movements with their bodies and use a variety of directions of motion: left/right, up/down, forwards/backwards.

Learning Products

- Students will create movements to a Japanese folk song that tells a story/has a clear theme with their bodies and direction of motion.
- Students will perform movements to a song that expresses a clear theme/story through multiple directions of motion.

8th Grade/Drama:

Essential Questions

- How many times must an artist revise a creative work?
- How long must a performer rehearse before sharing a creative work with an audience?

Learning Targets

- I can develop traits and create a basic character.
- I can work with my group to write a play script that includes each member's unique character.

Learning Tasks and

- Students will develop a unique character by creating a name, age, and occupation.
- Students will collaborate with their group members to create a plot for an original play that uses each member's unique character while outlining a clear storyline.

Learning Products

- Students will create, develop, and perform a character that is someone different than themselves.

- Students will make creative decisions for their play while discussing and revising the script to develop a story that makes sense and is clear to the audience.

6th Grade/IT

Essential Questions

- What makes a website good?
- How do search engines work?

Learning Targets

- I can design and create a website that has good content, usability, and appearance.
- I can use a search engine efficiently and effectively.

Learning Tasks

- Students will complete search challenges to practice using keywords and synonyms.
- Students will analyze whether or not a website is a reliable source of information.

Learning Products

- Students will create informational websites about a subject of their own choosing.
- Students will produce writing about their topics using reliable sources of information.

7th Grade/IT:

Essential Questions

- What is computer programming?
- How are computer games made?

Learning Targets

- I can use variables to create animations in JavaScript
- I can create a game where characters respond to keypresses.

Learning Tasks and

- Students will use Khan Academy to learn JavaScript (or)

- Students will use CS-First to learn Scratch, a block-based coding language

Learning Products

- Students will create a variety of simple games with Scratch
- Students will use JavaScript to create animations and interactive tools.

6th, 7th, and 8th Grade/Band:

Essential Questions

- How do performers interpret musical works?
- How do performers improve the quality of their performance?

Learning Targets

- I can understand and apply the needed performance techniques on my instrument.
- I can understand and perform with expression and style appropriate to my selected piece.

Learning Tasks and

- Students will prepare for performance a solo work for their instrument.
- Students will analyze their music and explore ways to express its musical elements.

Learning Products

- Students will compile the completed written documentation of their work.
- Students will present their solo piece, either for public performance (solo/ensemble festival), or in class.

6th, 7th, 8th Grade Orchestra

Essential Questions

- How do performers interpret musical works?
- How do performers improve the quality of their performance?

Learning Targets

- I can read and perform my music as the composer intended.
- I can perform in a chamber ensemble.

Learning Tasks and

- Students will prepare a piece with their assigned ensemble group.
- Students will analyze their performance and music to find ways to create clear musical expression.

Learning Products

- Students will present their ensemble piece for critique at the solo/ensemble festival
- Students will present their ensemble piece to their peers.

Chippewa Middle School

PTO Report

6th – 8th Grade PE and Health

Mr. Dudek, Ms. Karlos, Mrs. Mazur, Mr. Moser, and Mr. Pearson

6th PE

Essential Questions

- What are the five cues for basketball dribbling?
- How does participation in basketball improve physical fitness?

Learning Targets

- I can demonstrate the proper form for dribbling a basketball.
- I can demonstrate the proper form with jump stopping and pivoting.

Learning Tasks and Products

- Students will dribble in space working on jump stopping and pivoting when teacher blows the whistle.
- Students will dribble in space working on cross-over dribbles and protecting the dribble from defenders.

7th PE

Essential Questions

- What are the five cues used to perform a lay-up?
- How does participation in basketball improve physical fitness?

Learning Targets

- I can combine dribbling into the proper lay-up form in basketball.
- I can explain rules and strategies used in basketball games.

Learning Tasks and Products

- Students will explain and demonstrate the proper form while shooting a lay-up.
- Students will explain and perform the three different types of passes (chest, bounce, overhead).

8th PE

Essential Questions

- What is the proper form for shooting a basketball?
- How does participation in basketball improve physical fitness?

Learning Targets

- I can describe how to correctly shoot a basketball.
- I can describe different offensive and defensive strategies to use while playing basketball.

Learning Tasks and Products

- Students will practice shooting form from a poly spot of 3-5 feet away from the basketball hoop; while practicing proper shooting form with peer coaching review.
- Students will play small modified 3 vs 3 games with offense focusing on ball movement, and defense focused on playing man to man defense.

6th Health

Essential Questions

- What are the different components of fitness?
- What is the difference between health-related and skill-related fitness?

Learning Targets

- I can identify the different components of fitness.
- I can identify the components of health-related skills compared to the skill related skills.

Learning Tasks and Products

- Students will compare and contrast health related fitness to skill related fitness.
- Students will perform exercises and graph your heart rate to determine the differences between resting heart rate, target heart rate, and maximum heart rate.

7th Health

Essential Questions

- What are the necessary life skills needed to learn for injury prevention and safety?
- How would you stay safe in different types of severe weather/natural disasters?

Learning Targets

- I can be skilled in first aid procedures.
- I can be safe in severe weather/natural disasters.

Learning Tasks and Products

- Students will demonstrate first aid techniques.
- Students will create presentations about unintentional injuries and severe weather/natural disasters.

8th Health

Essential Questions

- What are ways you can promote mental and emotional health?
- How can you apply life skills for positive mental and emotional health?

Learning Targets

- I can develop good character.
- I can choose behaviors that promote a healthy mind.

Learning Tasks and Products

- Students will practice making responsible decisions with different scenarios.
- Students will practice skills used for stress management.