

Curriculum Guide For Sixth Grade

NORTHBROOK
DISTRICT

Teaching Learning Caring



Northbrook School District 28

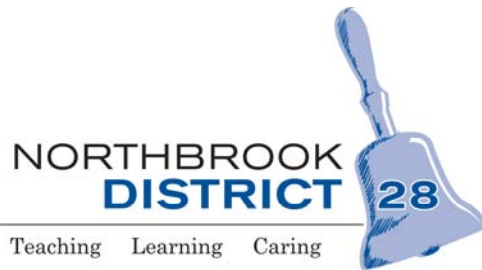
Larry A. Hewitt, Ed.D. Superintendent of Schools
Kris Raitzer, Ed.D. Assistant Superintendent
Stephanie L. Smith, M.A.L.S. Director of Learning
Rosanne Dwyer, Ed.D. Director of Student Services
1475 Maple Avenue
Northbrook IL 60062
(847) 498-7900 Fax: (847) 498-7970

Greenbriar School
1225 Greenbriar Lane
Northbrook IL 60062
(847) 498-7950
Principal: Ginny Hiltz

Meadowbrook School
1600 Walters Avenue
Northbrook IL 60062
(847) 498-7940
Principal: Pat Thome

Westmoor School
2500 Cherry Lane
Northbrook IL 60062
(847) 498-7960
Principal: Mary Sturgill

Northbrook Junior High School
1475 Maple Avenue
Northbrook, IL 60062
(847) 498-7920
Principal: Scott Meek, Ed.D.
Assistant Principal: Heather Schultz, Ed.D.
Assistant Principal: Christine Lake



Dear Parents,

Welcome to Northbrook Junior High School. As members of the sixth grade team, our goals for our students include:

- forming new relationships while blending other elementary school communities.
- preparing students for the challenges that lie ahead through a stimulating and challenging curriculum.
- developing and strengthening organizational skills.
- establishing a bridge between the elementary and the junior high experiences.

We believe that responsibility for your children's education is a partnership between home and school. Together we can foster success by encouraging:

- a positive study environment.
- good study skills.
- responsibility and independence.
- the opportunity to learn each day.

This curriculum guide will serve to give you an overview of the coming school year. We look forward to a positive and productive experience with your children. We invite you to contact your child's teacher throughout the year when questions or concerns arise.

The 6th Grade Team
Northbrook Junior High School

The Northbrook District 28 curriculum is aligned with the State and National Learning Standards. For more information please visit www.isbe.net/ils

District 28 Curriculum Guides kindergarten through eighth grade are available on the district website: www.northbrook28.net

LANGUAGE ARTS

District 28 supports a comprehensive literacy philosophy that integrates reading, writing, speaking and listening. Proficiency in the language arts is essential for student success in virtually every other content area.

By the end of junior high, we expect students to be able to....

READING COMPREHENSION AND LITERATURE

- apply & hone these reading strategies in order to construct meaning at the whole text level. **Connecting, Determining Importance, Sensory Imaging, Synthesizing, Questioning, Monitoring for Meaning, Inferring**
- utilize their knowledge about the text structure of narrative and expository in order to deepen their understanding and analysis of a variety of genres.
- interpret & evaluate texts using oral, artistic, dramatic and written responses.
- recognize literary devices in reading *and use them to enrich their own writing.*
- identify & utilize expository text features in order to interpret information from graphic aids and to locate information within a text.
- develop & apply effective strategies to overcome expository text hurdles.
- understand word meanings from literal to subtle.
- understand & extend knowledge of word-level language structures (i.e. prefixes, suffixes)

WRITING

- write in a variety of genres for diverse purposes and audiences.
- apply & hone the writing process (prewriting, planning, revision, proofreading, editing and publishing) in order to construct pieces of writing that maintain focus as well as use organization and elaboration/support to demonstrate interest, coherence and cohesion.
- extend & develop a thought in written language.

- use increasingly sophisticated vocabulary and determine word choice appropriately, given audience and purpose.
- identify varied sentence types, sentence structures and the eight parts of speech *in reading* and use them to enrich their own writing.
- recognize effective uses of punctuation *in reading* and determine punctuation appropriately in their own writing.

SPEAKING AND LISTENING

- identify and use discussion techniques to express and extend ideas and opinions.
- conduct research and effectively communicate valid & reliable findings.
- use available technology to design, produce and present original pieces of writing and multimedia works.

The instructional approach of the language arts curriculum is the reading and writing workshop model (literacy studio).

Students will be expected to apply these skills and strategies in text appropriate to their learning needs using progressively more sophisticated texts in a wide variety of genres.

A Closer Look at Sixth Grade:

- In the sixth grade, students will explore all seven reading strategies but will have focused instruction on schema, questioning and inferring.
- In the sixth grade, students will have literate experiences within a wide variety of genres but will investigate more intimately the following: realistic fiction, historical fiction, mythology and photo essay.

LIBRARY

The library curriculum focuses heavily on literature appreciation and cultivating a lifelong love of reading through exposure to a wide variety of reading materials and constant access to a school library with trained library personnel. In addition, students learn information literacy skills as outlined below.

By the end of sixth grade we expect students to be able to.....

- understand and utilize the 5 As of Research:
 - Asking
 - Accessing
 - Analyzing
 - Applying
 - Assessing
- effectively use the library catalog system, DestinyQuest, to locate library resources.
- access online resources available through the library website, including World Book Online Encyclopedia, Student Research Center Jr., CultureGrams and others.
- create essential questions to guide their research.
- generate keywords for internet and database searching.
- effectively record information and determine importance while note-taking.
- evaluate websites for authority, bias and credibility.



MATHEMATICS

Mathematics provides essential problem-solving tools applicable to a range of scientific disciplines, business and everyday situations. District 28 focuses on key mathematical concepts and skills: computation of whole numbers, integers, fractions and decimals, ratios and percentages, measurements, problem-solving, geometric concepts, data collection and analysis, and the estimation, approximation, prediction and reasonableness of outcomes. Some topics are studied at multi-grade levels in order to introduce, develop, reinforce and integrate concepts.

By the end of sixth grade, we expect students to be able to.....

CORE CURRICULUM

Ratios & Proportional Relationships

- understand ratio concepts.
- use ratio reasoning.

The Number System

- perform fraction & decimal operations.
- understand rational numbers.
- apply knowledge to successfully solve real world problems.

Expressions & Equations

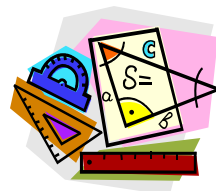
- write, interpret, and use expressions, equations and inequalities.
- solve one-step equations and inequalities.
- graph the solutions of one-step inequalities.

Geometry

- solve problems involving area, surface area, and volume.
- apply area to real world problems.

Statistics & Probability

- summarize and describe distributions.
- understand and calculate variability.
- organize data using multiple data displays.



ADVANCED MATH

The Number System

- have an understanding of integers and rational numbers and use appropriate operations and processes to problem solve in practical situations with and without technology.
- identify and apply properties of operations with rational numbers.

Ratios and Proportional Relationships

- recognize, represent, compare, and graph proportional relationships between quantities, using tables, graphs, equations, and verbal descriptions.
- apply understanding of proportional relationships to percents in real-world contexts.

Expressions and Equations

- use algebraic reasoning to solve a variety of problems.
- simplify or expand linear expressions; generate equivalent expressions.
- learn and use the properties of algebra to write and solve one, two, and multi-step linear equations and inequalities.

Geometry

- fluently apply the formulas of area and circumference of a circle.
- solve real-world and mathematical problems involving surface area and volume of two and three-dimensional figures.

Statistics and Probability

- identify and explain the probability of an event.
- use a variety of methods to analyze data and represent sample spaces.
- compare the distribution of multiple data sets.

SCIENCE

The opportunity to use the scientific method of questioning, experimentation and drawing conclusions is provided throughout the grade levels.

By the end of sixth grade, we expect students to be able to....

EARTH'S SYSTEMS

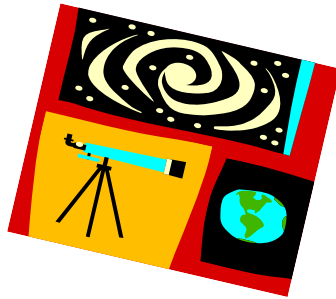
- develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.



SCIENCE cont'd

EARTH'S PLACE IN THE UNIVERSE

- develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- analyze and interpret data to determine scale properties of objects in the solar system.



EARTH AND HUMAN ACTIVITY

- construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

SOCIAL STUDIES

Social studies for sixth grade focuses on ancient civilizations.

By the end of sixth grade, we expect students to be able to.....

PEOPLE'S INTERACTION AND NAVIGATION WITHIN THE WORLD

- understand different types of maps and be able to use them to gather information about regions of study.
- use latitude and longitude to locate places on a map.
- name and apply the 13 cultural universals.
- analyze the 5 themes of geography.

ARCHAEOLOGY: THE STUDY OF THE PAST AND PREHISTORY

- understand the necessity of studying history.
- discuss how decisions made today will impact the future.
- explain what archaeology is and its importance in the study of ancient history.
- examine the origins of man.

RISE OF CIVILIZATIONS: CATAL HUYUK AND MESOPOTAMIA

- explain the development of farming and the rise of Neolithic communities.
- list and describe the importance of the Tigris and Euphrates Rivers to the rise of cities and civilization.
- explain the effects of climate and adaptation for a civilization to survive.
- understand the development and impact of inventions, transportation, and communication upon the rise of cities and civilization.

ANCIENT EGYPT

- identify the importance of the Nile River to the rise of the Egyptian civilization.
- list and identify the contributions of the ancient Egyptians.
- identify examples of Egyptian culture in terms of religion, architecture, and art.

ANCIENT GREECE

- understand the changes that transformed Greece from a republic to an empire.
- list and explain the influence of the Greek ideas of democracy, literature, science, art, drama, philosophy, and architecture on the United States.

ANCIENT ROME

- understand the changes that transformed Rome from a republic to an empire.
- demonstrate an understanding of a republic form of government and its influence on our present form of government.
- understand the causes (social, political, etc.) that precipitated the fall of the Roman Empire.

THE MEDIEVAL WORLD

- understand and describe feudalism.
- understand and explain the growth of towns and economy in Europe.
- understand the role of politics and religion on European development.

THE RENAISSANCE

- list and discuss key elements of the Renaissance including art, literature, education, architecture, and science.
- explain how the renewed interest in learning led to new discoveries and launched the “Age of Exploration”.

SOCIAL EMOTIONAL LEARNING

Effective SEL programs begin at an early age and continue through high school. They work to develop students' key SEL skills. These include five core social and emotional competencies:

- **SELF-AWARENESS:** Knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
- **SOCIAL AWARENESS:** Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.
- **SELF-MANAGEMENT:** Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.
- **RELATIONSHIP SKILLS:** Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.
- **RESPONSIBLE DECISION MAKING:** Accurately assessing risks, making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of actions, respecting others, and taking personal responsibility for one's decisions.
(Excerpt from Safe & Sound, CASEL)

By the end of sixth grade, we expect students to learn and apply the following skills:

Community Building
Good Citizenship
Services to others
Cooperation
Responsibility
Good Judgment
Respect
Self Discipline
Perseverance
Honesty/ Integrity
Empathy
Courage

INTERNET SAFETY

The District 28 Internet safety curriculum teaches students not only how to navigate the Internet safely but also how to be good citizens while online. This curriculum meets the Illinois General Assembly requirement that schools provide Internet safety instruction for students in grades three through eight.

By the end of sixth grade, we expect students to be able to demonstrate the internet safety skills they have previously learned and to

- review the school Acceptable Use Policy and adhere to its rules.
- define a digital footprint.
- understand that it is inappropriate for adults to flirt or exchange sexual messages with students online or offline.
- understand that online sexual messages could be from anyone, including an adult they may not know.
- understand that predators may pose as someone they are not in order to trick students.
- report all communication of a sexual nature to a trusted adult.
- define and recognize spam and phishing
- differentiate between deceptive and illegal activities
- understand that student online activities need to be legal
- report illegal activities posted on YouTube or other video sites
- write bibliographic citations for line sources following APA or MLA format.



The entire Internet Safety Curriculum is available online at the District 28 website:

www.northbrook28.net

SPANISH

Students focus on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the target language.

By the end of sixth grade, we expect students to be able to use Spanish to communicate in the following modes:

- Interpersonal (in an unrehearsed conversation): communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized
- Presentational Writing (with the option to use resources and edit): write lists and memorized phrases on familiar topics
- Presentational Speaking (rehearsed oral presentation): present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions
- Interpretive Listening and Viewing (understanding spoken language from an authentic resource with or without visual support): recognize some familiar words and phrases when I hear them spoken
- Interpretive Reading (understanding print language from an authentic resource): recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.
- General thematic topics will include introductions, clothing, family, weather, calendar, activities, hobbies, school and nutrition.



FRENCH

Students focus on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the target language.

By the end of sixth grade, we expect students to be able to use French to communicate in the following modes:

- Interpersonal (in an unrehearsed conversation): communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized
- Presentational Writing (with the option to use resources and edit): write lists and memorized phrases on familiar topics
- Presentational Speaking (rehearsed oral presentation): present Information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions
- Interpretive Listening and Viewing (understanding spoken language from an authentic resource with or without visual support): recognize some familiar words and phrases when I hear them spoken
- Interpretive Reading (understanding print language from an authentic resource): recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.
- General thematic topics will include introductions, clothing, weather, calendar, activities, hobbies, school and nutrition.



ART

By the end of sixth grade we expect students to be able to....

- use drawing media to continue developing skills.
- understand and employ line, value and texture in drawings.
- show an awareness of shape, size and space within a drawing.
- use color expressively.
- demonstrate strong compositional skills.
- understand formal and informal balance as well as spatial relationships.



3-D

- employ slab building techniques.
- use a wide variety of materials to create an imaginative 3-D Art.

DRAMA

DRAMA

- perform with confidence in front of an audience.
- work cooperatively with others in various situations.
- express their imagination in a creative way.
- accept others and their talents.
- utilize critical thinking skills in critiquing others and themselves.
- concentrate as both a performer and an audience member.
- orally present information gathered in a peer interview.
- write a *Speech to Entertain* using an attention-getter and topic sentence.
- work effectively in a group to present their own fairy tale.
- present a pantomime scene showing character and emotion .
- present a voice scene showing character and emotion.
- apply what they have learned to a final presentation.



**FAMILY AND CONSUMER SCIENCES:
NUTRITION AND HEALTHY EATING**

By the end of sixth grade we expect students will be able to....

KNOW WHAT THEY SHOULD EAT

- know how to recognize a good eating plan.
- keep a food journal of their present eating habits and be able to find where there are weaknesses and strengths.
- know the functions of food in the body and what the nutrients are that serve each function.
- understand the importance of a diet filled with a variety of healthy foods.

KNOW HOW TO READ A FOOD LABEL

- read and understand the information on a food label.
- have an understanding of what a food serving size should be.
- recognize harmful ingredients found in packaged foods.

KNOW HOW TO COOK HEALTHY

- substitute ingredients in a recipe to make it more healthy.
- identify and use cooking methods to promote fewer added fats and little nutrient loss.
- use cooking equipment safely to produce food products.
- demonstrate sanitation and cleaning procedures to eliminate the risk of food-borne illness.

STEM – Science Technology Engineering and Mathematics

DESIGN AND CONSTRUCTION

- design, construct and test prototypes to solve problems in the following areas: structures, roller coasters, sailboats and rockets.
- develop research, teamwork and communication skills.
- develop an understanding of and participate in the engineering process.

INDUSTRIAL ARTS

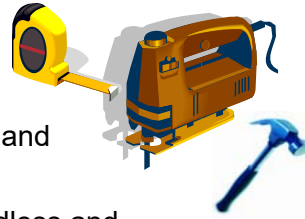
By the end of sixth grade we expect students will be able to.....

MECHANICAL DRAWING

- understand the basics of reading a simple project design to enhance their ability to build a project.

MACHINES AND TOOLS

- learn the safe and correct use of basic hand tools.
- learn the safe and proper use of the cordless and machine drill.



PROJECTS

- prepare and assemble a basic 4-piece decorative shelf project through the use of fastener techniques.
- apply either stain, polyurethane, or paint to their shelf project.
- practice solving problems on a daily basis.

MUSIC

By the end of sixth grade, we expect students to be able to....

- compose an original rhythm / percussion song using layered ostinato patterns.
- arrange a song in GarageBand using ABCA form.
- play or sing with accuracy and expression a variety of music from various genres/styles.

ORCHESTRA

There are six levels of learning in the orchestra program. These levels are used to track the students' progress and to aid the teachers in placing students in orchestras and ensembles. Students receive a weekly grade for each lesson and are graded per trimester at the elementary schools and at the junior high.

Beginning Orchestra/Level One (primarily 3rd grade)

- Students in the Beginning Orchestra are first year string players. They start with no experience and play in a level one lesson book. Students concentrate on beginning note-reading and mastering the basics of the playing positions. The Beginning Orchestra rehearses twice per week in the mornings before school at Greenbriar. The Beginning Orchestra performs in three concerts throughout the year in December, March and May, and in the spring recruitment concert at Northbrook Junior High. Students also participate in a Beginning Orchestra recital. The Beginning Orchestra is team taught by the entire orchestra staff; however, the contact persons for the ensemble are Mike Govert/504-3526/mgovert@northbrook28.net and Sarah Stanley/504-3528/sstanley@northbrook28.net

Cadet Orchestra/Level Two (primarily 4th grade)

- Students placed in the Cadet Orchestra are completing level one and working on level two materials in their lessons. In orchestra the students start the year working to refine skills learned in Beginning Orchestra, and then concentrate on the skills found in the level two section of the lesson book. The Cadet orchestra rehearses twice per week on Tuesday and Thursday mornings at Northbrook Junior High. The orchestra performs in three concerts throughout the year in December, March and May and students also participate in a Cadet Orchestra recital.
Director: Mrs. Sarah Stanley/504-3528/sstanley@northbrook28.net

String Orchestra/Level Three (primarily 5th grade)

- Students placed in String Orchestra have completed level two and are working on level three materials in their lessons. This orchestra starts the year reviewing and refining the skills found in level two, and then concentrates on the material found in level three for the remainder of the year. String Orchestra rehearses three times per week on Monday, Tuesday, and Thursday mornings at Northbrook Junior High. Monday mornings are alternating sectional rehearsals- violin/viola one week, and cello/bass the next. The orchestra performs in three concerts throughout the year in December, March and May, and also in a tour of the elementary schools. Students also participate in a String Orchestra recital.
Director: Mr. Mike Govert/504-3526/mgovert@northbrook28.net

Philharmonic Orchestra/Level Four (primarily 6th & 7th grade)

- Students placed in Philharmonic Orchestra have completed level three and are working on level four materials in their lessons. This orchestra starts the year reviewing and refining the skills found in level three, and then concentrates on the material found in level four for the remainder of the year. Philharmonic Orchestra rehearses three times per week on Monday, Wednesday, and Friday mornings at Northbrook Junior High. Monday mornings are alternating sectional rehearsals - violin/viola one week, and cello/bass the next. The orchestra performs in three concerts throughout the year in December, March and May. It also performs with the Chamber Orchestra at the 8th grade graduation ceremony on alternating years with Wind Ensemble and Concert Choir. All students at this level are required to participate in the fall solo and ensemble event.
Director: Mrs. Jeri Muehleise/504-3527
jmuehleise@northbrook28.net

Chamber Orchestra/ Levels Five & Six (primarily 7th and 8th gr.)

- Students placed in Chamber Orchestra exhibit a solid ability on their instrument, and are working on lesson materials in levels five or six. Chamber Orchestra rehearses three times per week on Monday, Wednesday and Friday mornings at Northbrook Junior High. The orchestra performs in three concerts throughout the year in December, March and May, in school assemblies at Northbrook Junior High, and in the spring recruitment concert. In addition, the Chamber Orchestra performs outside the district at various competitions and performing venues around Chicago and the suburbs. The orchestra also performs at the 8th grade graduation ceremony on alternating years with Wind Ensemble and Concert Choir. All students at this level are required to participate in the fall solo and ensemble event.

Director: Mrs. Deb Peterson/504-3529/
dpeterson@northbrook28.net per week.



BAND

The band program begins in 4th grade, and is open to first-time musicians and those switching from an orchestral instrument. The band consists of brass, woodwinds and percussion instruments. In addition to progressing through band ensembles based on curriculum and experience, three additional opportunities are offered to junior high band members: Woodwind Choir (for piccolo, flute, clarinet, oboe, and bassoon students); Jazz Bands (for saxophone, trumpet, trombone/baritone, percussion, and piano); Percussion Ensemble (for percussion students). Throughout a student's progress in the band program, daily home practice is the expectation.

Beginning Band (primarily 4th grade)

Beginning Band performs four concerts each year. The full group rehearsals are held twice a week on Tuesday and Thursday mornings. Each instrumentalist also participates in an instrument specific sectional one additional morning a week. All rehearsals for Beginning Band are held at the Junior High. Recruiting for this group begins in April of 3rd grade.

Junior Band (primarily 5th grade)

Junior Band performs three concerts per year. Students are automatically placed in Junior Band after successful completion of Beginning Band. The large group rehearsals are held on Tuesday and Thursday mornings. Each instrumentalist also participates in an instrument specific sectional one additional morning every three weeks. All rehearsals for Junior Band are held at the Junior High.

Concert Band (primarily 6th and 7th grade)

Concert Band has numerous performance opportunities each year, including three school concerts, a tour of District 28 elementary schools and the Northbrook Memorial Day Parade. All 6th grade students are automatically placed in Concert Band after successful completion of Junior Band or Beginning Band. Concert Band rehearses three morning per week at Northbrook Junior High.

Wind Ensemble (primarily 7th and 8th grade)

Wind Ensemble has numerous performance opportunities each year, including five school concerts, a tour of District 28 elementary schools and the Northbrook Memorial Day Parade. Wind Ensemble also performs for graduation on a rotation-basis, alternating years with Chamber Orchestra and Honor Choir. Students in Wind Ensemble rehearses three morning per week at Northbrook Junior High. Wind Ensemble is an ability-based group, with student membership determined through an audition process. Students are eligible to audition after (a) successful completion of pre-determined curricula, and (b) anticipated completion of Concert Band.

Extra-Curricular Ensembles

Percussion Ensemble

This ensemble is designed to expand the musical opportunities for percussion students. The students perform a wide variety of literature, drawing from many genres and influences. The Percussion Ensemble performs at least twice per year, and rehearse once per week after school from 3:45 p.m.-5:00 p.m.

Jazz Bands

Northbrook Junior High has three jazz ensembles, offered to junior high students enrolled in the band program who play traditional jazz instruments (saxophone, trumpet, trombone, drum set, bass, or piano). Placement in a jazz band is based on an annual audition in May. All jazz bands perform 2-3 times per year and rehearse once per week after school from 3:45 p.m.-5:00 p.m.

Woodwind Choir

Offered to all Junior High students enrolled in the band program who play flute, oboe, clarinet, bass clarinet, bassoon and French horn. The Woodwind Choir performs at least two times per year, and rehearse once per week after school from 3:45 p.m.-5:00 p.m.



HEALTH, WELLNESS AND FITNESS

This 9-week course is designed to help all of our students achieve health literacy. Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health enhancing.

During the 9-week Unit, students will study:

Health Goal Setting - Students will choose one of each

Cardiovascular Goal

Strength or flexibility Goal

Nutrition Goal

Social Emotional Goal



- **Mental / Emotional and Social Health:**

Bullies (in Person and Online), Dealing with Feelings and Emotions, Effective Communication and Fostering Supportive Relationships, Stress Management, Making Smart Decisions, Making and Keeping Good Friends that are Good for You

- **Personal Health and Hygiene:**

Skin, Hair, Eyes, Ears, Nails, Teeth and Gums, Exercise

- **Safety:**

Stranger Danger and Personal Safety, Bicycle, Online Identity, Train, Fire, Using 911

- **First Aid Intro:**

Breaking the Accident Chain, Minor Injuries, Bleeding, Burns, Stings/ Poisonings / Food Allergies

- **Peer Pressure and Substance Abuse:**

Refusal Skills, Decision Making, Tobacco, Myths and Realities

- **Sex Education: Using “Choosing the Best” Abstinence-Based Program (www.choosingthebest.org)**

Sexual Stereotypes, Sexual Personal Safety, Deciding on Your Future, Figuring Out Friendships and Relationships, Avoiding Unhealthy Relationships, Physical Changes of Puberty

Noted on the District calendar will be a meeting at the school to discuss the sex education curriculum. All parents who are interested in learning more about this portion of the Quest for Health, Wellness and Fitness curriculum are invited to attend.

PHYSICAL EDUCATION

Grades 6-8

School District 28 endorses the fact that Physical Education is an integral part of education which contributes to the development of the individual through physical movement. Our program enhances growth and development, teaches students the effects on their bodies, and provides physical skills for present and lifelong activity.

By the end of sixth grade we expect students will.....

DEVELOP A VARIETY OF PSYCHOMOTOR SKILLS

- develop gross motor skills.
- develop fine motor skills.
- demonstrate appropriate developmental motor patterns.
- learn sports skills and activities for lifetime use.

DEVELOP AND MAINTAIN FITNESS

- become knowledgeable about cardiovascular strength and endurance.
- develop muscular strength and endurance.
- develop flexibility.

DEVELOP A KNOWLEDGE AND UNDERSTANDING OF PHYSICAL EDUCATION

- demonstrate basic principles of physiology of exercise and the effects of exercise on the body.
- demonstrate an understanding and application of health related components of physical education.
- develop cognitive components of sports, games and dance.

DEVELOP POSITIVE ATTITUDES AND BEHAVIORS

- demonstrate good sportsmanship.
- demonstrate cooperation and teamwork.
- develop an appreciation for regular physical activity.
- demonstrate emotional control.
- demonstrate leadership and fellowship skills.
- recognize and accept their own strengths and limitations as well as those of others.
- develop positive self-concept.

NOTES:

NORTHBROOK
DISTRICT 28



Teaching Learning Caring