

Curriculum Guide For Seventh Grade

NORTHBROOK
DISTRICT

Teaching Learning Caring



Northbrook School District 28

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Dear Parents,

The purpose of this Curriculum Guide is to communicate a broad overview of areas to be explored in 7th grade. In addition to curriculum, responsibility and independence will be encouraged as students transition from 6th to 7th grade and prepare for 8th grade.

The 7th grade team appreciates your interest and concern in your child's education. We invite you to contact your child's teacher throughout the year when questions or concerns arise.

The 7th 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 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.
- vary reading rate appropriately according to the demands of the text.
- 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

- 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.
- show knowledge of word families (spelling patterns) consistently in their 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.

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 Seventh Grade:

- In the seventh grade, students will explore all seven reading strategies but will have focused instruction on sensory imaging, determining importance and synthesizing.
- In the seventh grade, students will have literate experiences within a wide variety of genres but will investigate more intimately the following: short story, historical fiction, informational text, and memoir.

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 Seventh 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.
- give credit to sources by citing them using the MLA or APA formats.



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 Seventh Grade, we expect students to be able to...

CORE CURRICULUM

Ratios and Proportional Relationships

- analyze proportional relationships.

The Number System

- perform rational number operations.

Expressions and Equations

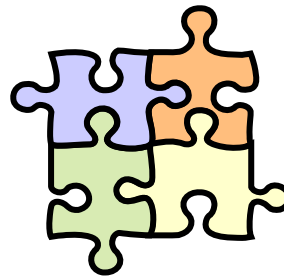
- generate equivalent expressions.
- solve problems using linear equations and inequalities.

Geometry

- understand geometric relationships.
- solve problems involving angles, surface area, and volume.

Statistics and Probability

- analyze and compare populations.
- find probabilities of events.



ACCELERATED MATH CURRICULUM

Number and Quantity

- analyze proportional relationships.
- perform real number operations.
- use radicals and integer exponents.

Algebra

- generate equivalent expressions.
- connect proportional relationships and lines.
- solve problems using linear equations and inequalities.

Geometry

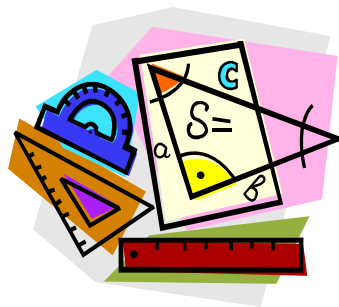
- understand geometric relationships and similarity.
- solve problems involving angles, surface area, and volume.

Statistics and Probability

- analyze and compare populations.
- find probabilities of events.

(In Core 8 Math only)

- graphing and writing equations of lines
- systems of Linear Equations
- functions



ALGEBRA

This course is the equivalent of freshmen algebra at GBN, with a heavy emphasis on functions.

Solving Linear Equations

Graphing and Writing Linear Functions in 3 Forms

Solving Systems of Linear Equations

- substitution
- elimination
- graphing

Exponential Functions

Polynomial Equations

Quadratic Functions

- graphing
- solving
- factoring

Radical Functions and Equations

Statistics, Data Analysis & Displays



SCIENCE

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

By the end of Seventh Grade, we expect students to be able to...

SCIENTIFIC METHOD AND SCIENCE/ENGINEERING PRACTICES

- ask questions and define problems.
- develop and use models.
- plan and carry out investigations.
- analyze and interpret data.
- use mathematics and computation thinking.
- construct explanations and design solutions.
- engage in argument from evidence.
- obtain, evaluate and communicate information.
- relate current and developing technology to course content.
- recognize and practice established safety procedures.
- understand and use the metric system and scientific tools.

ECOLOGY AND BIODIVERSITY How do populations change in size?

- analyze and interpret data to give evidence on how resources affect population sizes.
- demonstrate where energy enters, and how it moves throughout the populations in an ecosystem.
- explain the different interactions between populations within an ecosystem.
- analyze and interpret data in order to explain how changes in an ecosystem affect the size of a population.
- create and evaluate competing design solutions for maintaining biodiversity.

EVOLUTION AND NATURAL SELECTION How can we explain the diversity of life today and in the fossil record?

- analyze and interpret data from a variety of sources to provide evidence for changes in the history of life on earth.
- construct an explanation for how natural selection causes the changes of traits in a species.
- use mathematics to explain how natural selection leads to changes in the frequency of traits in a population.

CELLS AND CELL PROCESSES How do living things function at the microscopic level?

- provide evidence that living things are made of cells.
- develop a model to describe how the parts of a cell contribute to the function as a whole.
- compare and contrast the methods of transportation in and out of a cell.
- use a model to illustrate the role of cellular division in producing and maintaining organisms.

HEREDITY AND GENETICS Why do offspring have different traits than their parents?

- use a model of the DNA molecule to explain how changes to the molecule affect the organism.
- develop and use a model of the different strategies for reproduction and the outcomes of each.
- construct an explanation of how traits are genetically determined.
- create a model and use mathematical thinking to predict the possible genetic combinations in offspring.
- gather and synthesize information about a technology that has changed the way humans influence the inheritance of desired traits in organisms.

HUMAN BODY SYSTEMS How do organ systems work together to keep the human body alive?

- develop and use a model to demonstrate how organ systems bring in needed materials and remove wastes from the body.
- construct an explanation from evidence of how the circulatory system transports all substances around the body.
- use a model to illustrate how the nervous system maintains homeostasis by responding to stimuli.
- explain the divisions of the nervous system, their parts, and how they function.
- use argument supported by evidence to explain how the body systems, made of groups of cells, interact to keep the organism alive.

SOCIAL STUDIES

Social studies for seventh grade focuses on American History from the American Revolution through the current year. Students learn map skills, place geography and cultural awareness.

By the end of Seventh Grade, we expect students to be able to...

U.S. CONSTITUTION

- examine and describe the problems with Articles of Confederation.
- explain the main events leading to the Constitutional Convention.
- demonstrate an understanding of the workings of the Constitution.

TURN OF THE CENTURY

- explain the impact industry growth in the U.S. had on business, competition, government regulation, and demographics.
- identify industry leaders at the turn of the century, summarizing their impact on U.S. business and society.
- define the role of the worker as American industry expanded and their impact on the formation of labor unions.
- determine push and pull factors that created the large influx of immigration at the turn of the century.
- examine causes and effects of the Spanish-American war.

WORLD WAR I

- examine the chain of events that triggered the start of World War I including conditions prior to the events that made it possible for these events to become a World War.
- describe the role the US played in the war.
- explain how the conditions of the Versailles Treaty led to WWII.

WOMEN'S RIGHTS

- describe the impact of women who fought for rights for women from the mid-1800's through 1920.
- compare the rights of women pre 1920 to the rights of women post 1920.
- examine the lasting impacts of the 19th Amendment and how it shapes women's rights today.

TWENTIES AND THIRTIES

- demonstrate understanding of the social and economic changes of the twenties and thirties.
- explain the causes and effects of Prohibition (18th amendment) on the United States.
- identify new technology of the twenties and thirties.

TWENTIES AND THIRTIES continued

- discover and evaluate the causes and effects of the Great Depression.
- determine causes of the Dust Bowl and its impacts on American Agriculture.

WORLD WAR II

- examine how dictators gained and used power throughout Europe and Asia.
- explain the causes and major turning points of World War II.
- determine reasons the U.S. entered World War II.
- understand the impact World War II had on American culture and the economy.
- demonstrate understanding of the war's impact on American foreign policy.
- compare and contrast European geography prior to and following World War II.

COLD WAR

- explain the development of the Cold War.
- determine which major historical events in U.S. History were directly linked to the Cold War from 1945 - 1991 and understand their impacts on the United States.
- analyze how events during the Cold War impacted U.S. relationships with other countries both positively and negatively.
- summarize how the Cold War came to an end.

CIVIL RIGHTS

- determine causes, significance, and effects of the Civil Rights Movement.
- identify key people, places, and events in the Civil Rights Movement.
- analyze racism and its influence on American society as well as the lasting impacts of the Civil Rights Movement.

CURRENT EVENTS

- summarize significant current events that impact their community, state, country, and/or world.
- examine the relationship between the United States and world affairs.
- analyze news presented by a variety of sources.
- understand how current events are formed by historical ones.

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 Seventh 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 Seventh Grade, we expect students to be able to demonstrate the internet safety skills they have previously learned and to.....

- understand that posting images of others can be damaging.
- understand that hacking is illegal.
- understand the concepts of “Fair Use” and acceptable quantity for private use.



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 Seventh Grade, we expect students to be able to use Spanish to communicate in the following modes:

- Interpersonal (in an unrehearsed conversation): communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.
- Presentational Writing (with the option to use resources and edit): write short messages and notes on familiar topics related to everyday life.
- Presentational Speaking (rehearsed oral presentation): present basic information on familiar topics using language I have practiced using phrases and simple sentence.
- Interpretive Listening and Viewing (understanding spoken language from an authentic resource with or without visual support): often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.
- Interpretive Reading (understanding print language from an authentic resource): understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.
- General thematic topics will include identities, activities, plans, city, and food.



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 Seventh Grade, we expect students to be able to use French to communicate in the following modes:

- Interpersonal (in an unrehearsed conversation): communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.
- Presentational Writing (with the option to use resources and edit): write short messages and notes on familiar topics related to everyday life.
- Presentational Speaking (rehearsed oral presentation): present basic information on familiar topics using language I have practiced using phrases and simple sentence.
- Interpretive Listening and Viewing (understanding spoken language from an authentic resource with or without visual support): often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.
- Interpretive Reading (understanding print language from an authentic resource): understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.
- General thematic topics will include identities, activities, plans, city, and food.



ART

By the end of Seventh Grade we expect students to be able to...

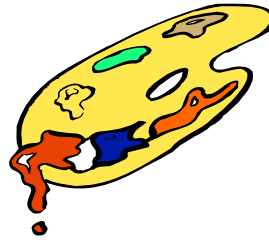
- develop concepts and apply them to their art.
- draw with one-point perspective.
- learn different clay techniques by using specific tools.
- demonstrate an understanding of good craftsmanship.
- develop compositional skills.

3-D

- create projects using a variety of approaches.
- use various materials for 3-D projects.
- be aware of space and form.

ART APPRECIATION

- gain confidence in one's ideas about art by freely discussing reactions to it.
- understand how art is created within a context of the world, society and culture.
- understand how art or artists of the past relate to various projects.



Robotics and Programming

STEM – Science Technology Engineering and Mathematics

- build and program robots of various sizes and shapes to solve problems in the following areas: moving with purpose, sensing the environment and making decisions.
- learn about scientific principles that govern robot performance.
- develop an understanding of and participate in the engineering process.

DRAMA

By the end of Seventh Grade we expect students to be able to....

- review basic skills of body and voice.
- perform a serious acting scene.
- perform a comedic acting scene.
- speak clearly for a radio audience.
- understand the components of a radio production.
- write and participate in a performance.
- use their bodies to create a silent movie.
- effectively work in groups to create a project.

MUSIC

By the end of Seventh Grade, we expect students to be able to...

- play basic melodies and chord accompaniments on the piano keyboard.
- perform, record, edit, and arrange various songs using the MIDI keyboards with GarageBand.
- create/arrange a soundtrack to a movie trailer.



FAMILY AND CONSUMER SCIENCES

By the end of Seventh Grade we expect students to be able to...

TASTE OF FAMILY AND CONSUMER SCIENCES

- practice safety and sanitation considerations when cooking.
- understand how to read a recipe and interpret recipe terminology.
- learn preparation and cooking principles by producing various food dishes.
- alter recipes to create more nutritionally-sound foods.
- use a sewing machine safely and properly in order to complete a patchwork pillow.
- learn how to measure and cut fabric.
- read and interpret sewing directions to complete successful sewing projects.



INDUSTRIAL ARTS

By the end of Seventh Grade we expect students will...

MECHANICAL DRAWING

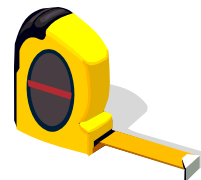
- learn the basics of mechanical drawing by reading project drawings to enhance their ability to build a project.

MACHINES AND TOOLS

- become adept at safely working with basic hand tools.
- learn how to safely operate several commonly used power tools (hand and machine) in a safe and correct manner.

PROJECTS

- learn how to assemble projects by either gluing and clamping and/or fasteners.
- apply a variety of finishes that will enhance the final look of the project such as paint, stain, and polyurethane.
- practice independent problem solving.



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 Gouvert/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 Two and 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 gr.)

- 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/Level Five & Six (primarily 7th & 8th grade)

- 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



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



- **Healthy Lifestyles:**

Medical Expertise / Careers in Health, Getting Enough Sleep, Healthy Eating
Exercising

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

Time Management, Stress Reduction, Dealing with Anger, Avoiding Conflict and Violence, Effective Communication

- **Safety and First Aid:**

Weather Emergencies, Head and Neck Safety and Injury Care, Using 911, Assessing Victims and Dealing with More Serious Injuries

- **Substance Abuse:**

Alcohol, Myths and Realities, Peer Pressure, The Media's Influence on Young Adults

- **Body Image:**

Nutrition and Healthy Weight Management, Eating Disorders, Steroid Use / Body Dysmorphia, Obesity Health Risks, Self Esteem, Diet Scams and Truth in Advertising

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

Thinking About Your Future, Sexual Harassment, Identifying Risks of Sexual Activity, Learning How to Say No, Pregnancy and Birth, Challenges of Teen Pregnancy

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.

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