

Curriculum Guide For Eighth Grade

NORTHBROOK
DISTRICT

Teaching Learning Caring



Northbrook School District

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NORTHBROOK
DISTRICT 28

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Dear Parents,

It is our hope that this Curriculum Guide will be used to clearly communicate our academic expectations for your eighth grade students. The curriculum topics may be covered in different sequences than are listed.

We look forward to a successful partnership to enhance each student's academic experiences. Please feel free to contact your child's teacher regarding the curriculum throughout the year.

The 8th 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 (e.g., 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.

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 Eighth Grade:

- In the eighth grade, students will review all seven reading strategies and apply them in the various genres studied.
- In the eighth grade, students will have literate experiences within a wide variety of genres but will investigate more intimately the following: short story, non-fiction, science fiction, and historical fiction.

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 Eighth 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.



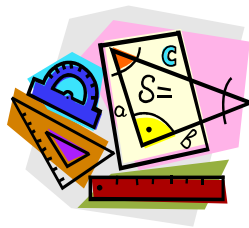
MATHEMATICS

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 Eighth Grade, we expect students to be able to apply their learning in...

CORE CURRICULUM

- Solving Equations
- Transformations
- Angles & Triangles
- Graphing and Writing Lines in Slope-Intercept Form
- Basic Systems of Linear Equations
- Functions
- Real Numbers
- Volume & Surface Area
- Data Analysis & Displays
- Basic Exponents & Scientific Notation



ALGEBRA

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

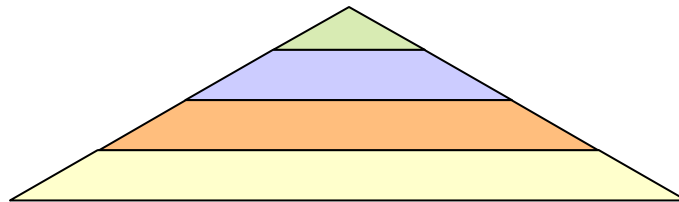
- **Solving Linear Equations**
- **Graphing and Writing Linear Functions in 3 Forms**
- **Solving Systems of Linear Equations**
 - substitution
 - elimination
 - graphing
- **Exponential Functions**
- **Polynomial Equations**
- **Quadratic Functions**
 - graphing
 - solving
 - factoring
- **Radical Functions and Equations**
- **Statistics, Data Analysis & Displays**



GEOMETRY

This course is the equivalent of sophomore geometry at GBN, with a heavy emphasis on transformations and proof writing.

- **Congruence**
explorations & conjectures of Euclidian Geometry
- **Constructions**
- **Similarity**
- **Right Triangles & Trigonometry**
- **Polygons**
- **Circles**
- **Geometric Measurement & Dimension**
- **Geometric Probability**



SCIENCE

Science provides an environment where students have opportunities to be collaborative innovative problem solvers.

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

SCIENCE AND ENGINEERING PRACTICES

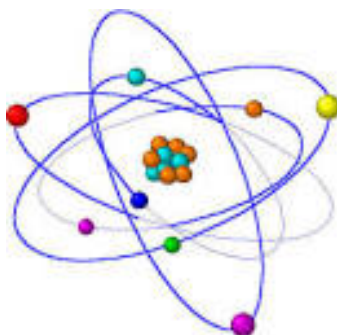
- ask questions and define problems.
- develop and use models.
- plan and carry out investigations.
- analyze and interpret data.
- use mathematics and computational thinking.
- construct explanations and design solutions.
- engage in argument from evidence.
- obtain, evaluate and communicate information.

CHEMISTRY & PHYSICS

- develop a model that shows how particles in a substance change based on temperature and energy.
- design and construct prototypes that keep temperature constant.
- plan and perform an investigation to determine how different substances react to changes in energy and temperature.
- develop a model to show the structure of atoms.
- analyze and interpret data to determine if a substance has undergone a chemical change.
- collect evidence about synthetic materials and how they impact society.
- develop a model that represents the Conservation of Mass law.
- design and construct prototypes that transfer energy during a chemical reaction.

CHEMISTRY & PHYSICS continued

- create a simple model based on calculations that explains the relationship between wave amplitude and energy.
- design a model to demonstrate that waves are absorbed, are reflected and travel through different materials.
- collect evidence to support the claim that digital signals are a more reliable way to encode and transmit information than analog signals.
- use Newton's Third Law to develop a solution for an instance when two objects collide.
- plan an investigation that provides evidence that an object's change in motion depends on the force and mass of the object (Newton's Second Law).
- ask questions about data to determine what factors affect the strength of electric and magnetic forces.
- prepare an argument based on evidence to support that gravitational interactions occur due to attraction and are affected by mass.
- perform an investigation to collect evidence to support that forces act on objects even when objects are not touching.
- create and interpret graphs to explain the relationship between energy, mass, and speed of objects.
- develop a model to demonstrate how distance impacts potential energy.



SOCIAL STUDIES

Social studies focuses on the global environment, with particular emphasis on the regions of South, Southwest, and East Asia, Africa, Australia, Europe, and Latin America.

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

THE GLOBAL ENVIRONMENT

- understand the growing interdependency of the global community.
- identify the major elements of culture and how culture changes.

THE WORLD OF TODAY

- identify the early patterns of civilizations and how they have evolved into the nations of today.
- recognize effects of differences and technology on cultures around the world.
- interpret U.S. actions and their influence on the world today.

GEOGRAPHY

- identify nations' relative location in the world.
- discuss the causes and effects of environmental diversity among the cultures of the world.
- relate how climate, geography, and economics are all interrelated.

HISTORY

- explain why Europeans explored and colonized nations of the world, as well as the effects of the colonization.
- understand how each nation's history has impacted the development of its economic, political and cultural systems.

CURRENT ISSUES & PROBLEMS

- understand the current issues and problems facing the nations of the world.
- understand the need for tolerance and a respect for global differences.

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.

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

- evaluate how others may perceive their digital footprint.
- be a positive contributor of knowledge to the global community.
- create a positive digital footprint.
- copyright their own material.



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

- Interpersonal (in an unrehearsed conversation): participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.
- Presentational Writing (with the option to use resources and edit): write briefly about most familiar topics and present information using a series of simple sentences.
- Presentational Speaking (rehearsed oral presentation): present information on most familiar topics using a series of simple sentences.
- Interpretive Listening and Viewing (understanding spoken language from an authentic resource with or without visual support): understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
- Interpretive Reading (understanding print language from an authentic resource): understand the main idea of short and simple texts when the topic is familiar.
- General thematic topics will include lifestyles, stories and literature, travel and shopping.



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

- Interpersonal (in an unrehearsed conversation): participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.
- Presentational Writing (with the option to use resources and edit): write briefly about most familiar topics and present information using a series of simple sentences.
- Presentational Speaking (rehearsed oral presentation): present information on most familiar topics using a series of simple sentences.
- Interpretive Listening and Viewing (understanding spoken language from an authentic resource with or without visual support): understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
- Interpretive Reading (understanding print language from an authentic resource): understand the main idea of short and simple texts when the topic is familiar.
- General thematic topics will include lifestyles, stories and literature, travel and shopping.



DRAMA

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

- identify the three basic tools of the performer on stage (body, voice, and mind).
- present a story utilizing only body movement, both alone and in groups.
- perform a story utilizing only vocal elements.
- utilize the six steps of playwriting.
- perform a serious acting scene, applying elements of body, voice and mind.
- perform a humorous acting scene, applying elements of body, voice and mind.
- maintain focus and concentration during a performance.
- participate in a variety of theatre games.
- participate successfully in Improvisational Theatre.

MUSIC

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

PERFORMANCE-BASED CLASSES (Guitar, Performance Studies, 8th Grade Music)

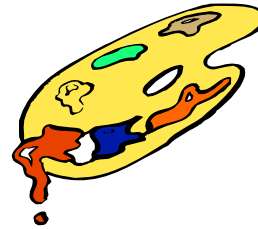
- read and perform basic and complex rhythms and melodies in traditional notation.
- follow a musical score with accuracy, properly identifying important musical symbols.
- perform alone and with others in a variety of musical styles.
- demonstrate proper playing technique on classroom instruments.
- demonstrate appropriate rehearsal, performance and audience etiquette.

ART

By the end of Each Course, we expect students to be able to...

DRAWING FOUNDATIONS

- draw realistically incorporating the elements of design.
- use drawing as a means of self-expression.
- use references as a starting point for drawings.
- demonstrate the ability to make decisions in the choice of subject, mood and composition.
- be able to apply the principles of design as they apply to composition.



ART STUDIO PAINTING

- use a variety of subject matter.
- understand and use various color schemes.
- demonstrate the ability to make decisions in the choice of subject, mood and composition.
- be able to apply the principles of design as they apply to composition.
- use basic applications of painting.

SCULPTURE

- increase knowledge of glaze techniques.
- combine various hand-building techniques to create clay sculpture.
- refine sculpture/craftsmanship skills.
- demonstrate the ability to make decisions in the choice of subject, mood and composition.
- be able to apply the principles of design as they apply to composition.

COMPUTER ART

- demonstrate proficient "Photoshop" skills.
- understand the intentions and ethics inherent in image editing.
- demonstrate the ability to make decisions in the choice of subject, mood and composition.
- be able to apply the principles of design as they apply to composition.

FAMILY AND CONSUMER SCIENCES

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

SUPER CHEF

- be aware of safety concerns while cooking and how to react in an emergency.
- read, understand and follow recipe directions; while understanding nutritional elements of the recipe.
- learn preparation and cooking principles by producing various food dishes.
- apply skills learned beyond the course and into their personal lives.
- understand advanced cooking techniques.
- apply sanitation knowledge while cooking.



SEWING

Machine sewing

- use a sewing machine to complete a project.
- safely read and follow directions to complete a sewing project.
- use a pattern to construct a garment.
- apply hand sewing techniques to finish a garment.



INDUSTRIAL ARTS

By the end of Eighth Grade, we expect students will...

MECHANICAL DRAWING AND ARCHITECTURE

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

MACHINES AND TOOLS

- continue mastery of basic hand tool usage.
- learn more advanced techniques with several commonly used power tools and/or machines in a safe and correct manner.

PROJECTS

- learn how to assemble more advanced projects by using gluing and clamping and/or fastener techniques.
- apply a variety of finishes that will enhance the final look of the project such as stain, paint and polyurethane.
- learn more advanced problem solving skills.

STEM – Science Technology Engineering and Mathematics

DESIGN AND CONSTRUCTION

- design, construct and test prototypes to solve problems in the following areas: dragsters, 3D interior and exterior design, structures and rockets.
- develop an understanding of the engineering process.
- utilize problem-solving skills, pre-planning, research, teamwork and communication skills.

FORENSIC & CRIME SCENE INVESTIGATION

- gain knowledge of forensic techniques and terminology.
- collect, examine and categorize evidence and data.
- use observations and evidence to analyze crime scenarios.

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 and 5th 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 and 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/ Levels Five & Six (primarily 7th & 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



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 3:45-5:00 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 3:45-5:00 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 3:45-5:00 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**

Stress Management, Coping Skills, Depression, Loss / Grief, Suicide Prevention, Standing Up For What You Believe In, Coping with Diseases and Disabilities

- **Substance Abuse:**

Depressants, Hallucinogenics, Stimulants, Marijuana, "Designer" / Rave Drugs, Refusal Skills, Myths / Realities

- **Body Image:**

Tattoos and Piercings, Tanning, Clothing Choices and Self Respect

- **Safety:**

Parties / Dances / Dating / Acquaintance Rape

- **First Aid:**

CPR, Assessing Victims, Foreign Body Airway Obstruction Relief (Heimlich), Using 911, Serious Emergencies

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

Sexual Harassment, Dealing with Sexual Pressures, Refusal Skills, The Risks of STI's and HIV/AIDS, Reputation and Self Respect

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 Eighth 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.

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