

Welcome to Seventh Grade!

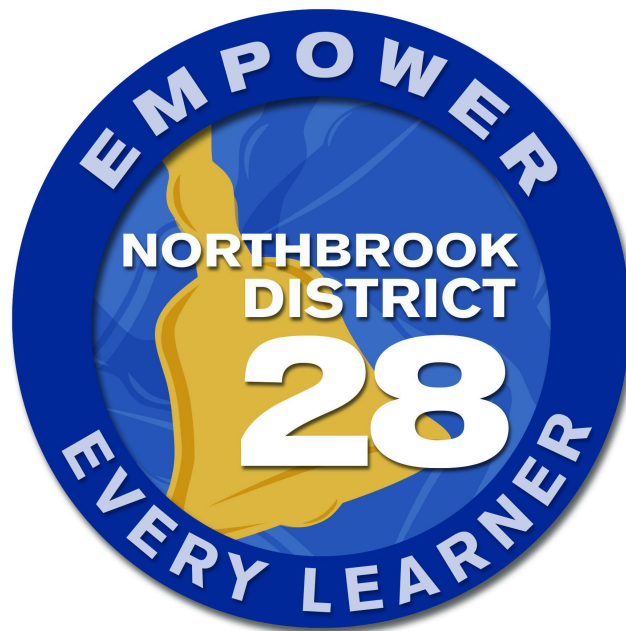
This family curriculum guide provides an overview of what your child will be learning during the school year. Each grade's curriculum reflects the Illinois Learning Standards and provides focused learning experiences for students. Our district holds a commitment to continually improving our curriculum to foster growth in every classroom throughout our district.

We look forward to partnering with you throughout the school year. It is through our partnership that we empower every learner to be an engaged, confident, caring, and inspired citizen.

Please reach out to your child's teacher or principal to discuss specific grade level units and resources. More information about programs and assessments is available on the district website.

Best wishes for a successful school year!

Northbrook School District 28 Faculty, Staff, and Administration



Language Arts

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 uses a variety of instructional models where students are immersed in experiences in reading, writing, speaking, listening and viewing that build agency and independence.

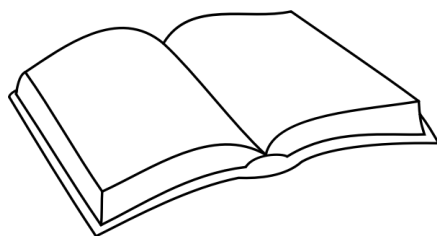
These models include whole group instruction; small, needs-based groups; individual conferences, collaborative learning experiences, inquiry-based activities, and ample time to read, write, speak, listen, and reflect independently and in groups.

Teachers create a caring, innovative environment where students experience a growth mindset.

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

READING

- cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- determine a theme or central idea in a text and analyze its development over the course of the text.
- analyze how particular elements in fiction or informational texts interact.
- determine the meaning of words and phrases as they are used in a text.
- analyze the structure an author uses to develop ideas in a text.
- determine author's point of view or purpose and analyze how the author distinguishes his or her position from that of others; analyze how an author develops and contrasts the points of view of different characters/narrators
- compare and contrast a text to a multimedia version and analyze each medium's portrayal.



Language Arts (cont.)

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

WRITING

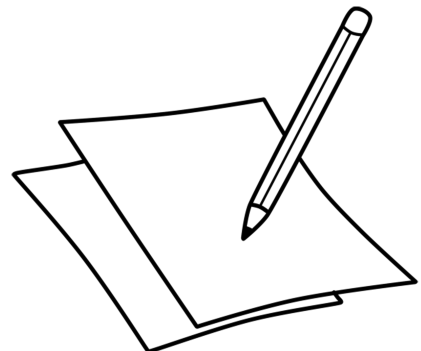
- write arguments to support claims with clear reasons and relevant evidence.
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING & LISTENING

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, clear pronunciation, and use multimedia/visual aids when appropriate.

LANGUAGE

- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.



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 junior high, we expect students to be able to...

- be able to understand and interpret strategies for source evaluation as outlined by the TRAAP framework (Timeliness, Relevance, Authority, Accuracy, Purpose).
- effectively use the library catalog system, Destiny, to locate library resources.
- access online resources available through the library website, including World Book Online Encyclopedia, Gale Resources in Context, EBSCO Databases, and CultureGrams.
- create essential questions to guide their research.
- generate keywords for internet and database searching.
- effectively record information and determine importance while note-taking.
- give credit to sources by citing them using the MLA or APA formats.
- understand the ethical and legal implications of Fair Use and the Public Domain.



Digital Citizenship

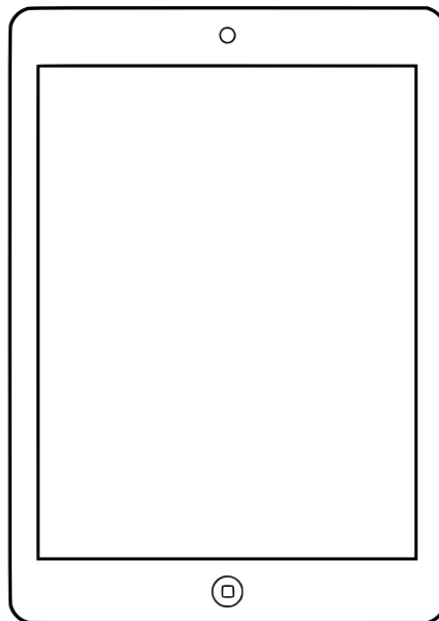
Digital Citizenship is the ability to think critically, behave safely, and participate responsibly through communication, collaboration, and creation in the digital world.

Children interact with technology at a very early age. Just as children learn about the world around them, they need to learn about the digital world: its benefits, how to behave safely, and the consequences of use. Providing instruction and experiences for children to learn about and practice digital citizenship is a proactive way to help them connect their offline and online behaviors.

We believe “it takes a village” to raise a digital citizen. The digital citizenship curriculum includes activities to teach students, resources to engage parents, and information to educate teachers and administrators. Lessons are presented in a timely manner to prepare students for new experiences, reinforce safe behaviors, and integrate with content material.

The topics covered in grades 2-8 are:

- media balance & well-being
- privacy & security
- digital footprint & identity
- relationships & communication
- cyberbullying, digital drama, & hate speech
- news & media literacy



Mathematics: Core 7

District 28's middle school math curriculum addresses ratio and proportional relationships, number system theory, expressions and equations, geometry, and statistics and probability.

Students learn to logically, rationally, and analytically solve complex math problems. Conceptual and procedural knowledge are developed as students learn to make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, and attend to precision.

RATIOS AND PROPORTIONAL RELATIONSHIPS

- Write and interpret ratios.
- Describe and represent ratio relationships and proportional relationships.
- Model proportional relationships using equations, tables and graphs to solve real-life problems.
- Compare and order fractions, decimals, and percents.
- Use the percent proportion or percent equation to find a percent, a part, or a whole.
- Apply percents to solve real-life problems.

THE NUMBER SYSTEM

- Represent rational numbers on a number line.
- Explain the rules for adding, subtracting, multiplying, and dividing integers.
- Apply integer rules with rational numbers to model and solve real-life problems.
- Evaluate expressions involving rational numbers.

EXPRESSIONS AND EQUATIONS

- Identify parts of an algebraic expression and solve problems using algebraic expressions.
- Interpret algebraic expressions in real life problems.
- Identify key words and phrases to write word sentences as equations and inequalities.
- Use equations and inequalities to model and solve real-life problems.

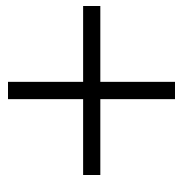
GEOMETRY

- Explain how to find the circumference and area of a circle.
- Find the perimeters and areas of composite figures.
- Construct a polygon with given parameters using mathematical tools such as rulers and protractors.
- Use facts about angle relationships to find unknown angle measures.
- Calculate the surface areas and volumes of 3-Dimensional solids.
- Solve real-life problems involving surface area and volume.

Mathematics: Core 7 (cont.)

STATISTICS AND PROBABILITY

- Identify the possible outcomes of an event.
- Understand how the probability of an event indicates its likelihood.
- Develop probability models using experimental and theoretical probability.
- Make predictions using probabilities and solve real-life problems using probability.
- Determine the validity of a conclusion.
- Explain variability in samples of a population and compare populations using measures of center and variation.



Mathematics: 7th Grade Pre-Algebra

District 28's middle school math curriculum addresses ratio and proportional relationships, number system theory, expressions and equations, geometry, and statistics and probability.

Students learn to logically, rationally, and analytically solve complex math problems. Conceptual and procedural knowledge are developed as students learn to make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, and attend to precision.

WRITING AND GRAPHING LINEAR EQUATIONS

- Graph linear and proportional relationships.
- Find and interpret the slope of a line.
- Write equations of lines in slope-intercept form.
- Solve and interpret systems of linear equations by graphing.
- Use and apply slope-intercept form and standard form.

EQUATIONS AND INEQUALITIES

- Write and graph inequalities using a number line
- Use substitution to test the solution of an equation or inequality
- Identify key words and phrases to write word sentences as equations and inequalities including multi-step and literal equations.
- Use equations and inequalities to model and solve real-life problems including multi-step and literal equations.
- Identify special solutions of an equation with variables on both sides.

GEOMETRY

- Explain how to find the circumference and area of a circle.
- Construct a polygon with given parameters using mathematical tools such as rulers and protractors.
- Understand properties of interior and exterior angles of polygons to find missing angle measures.
- Use facts about angle relationships to find unknown angle measures.

Mathematics: 7th Grade Pre-Algebra (cont.)

GEOMETRY (continued)

- Find missing angle measures created by the intersections of parallel lines.
- Calculate the surface areas and volumes of 3-Dimensional solids.
- Translate, reflect, rotate and dilate figures in the coordinate plane.
- Describe a sequence of rigid motions between figures on a coordinate plane.
- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems.
- Apply the Pythagorean Theorem and the converse of the Pythagorean Theorem.

STATISTICS AND PROBABILITY

- Identify the possible outcomes of an event.
- Understand how the probability of an event indicates its likelihood.
- Develop probability models using experimental and theoretical probability.
- Make predictions using probabilities and solve real-life problems using probability.
- Determine the validity of a conclusion.
- Explain variability in samples of a population and compare populations using measures of center and variation.
- Use scatter plots to describe patterns and relationships between two quantities.
- Use lines of fit to model data and two-way tables to represent data.

Mathematics: Algebra

District 28's middle school math curriculum addresses ratio and proportional relationships, number system theory, expressions and equations, geometry, and statistics and probability.

Students learn to logically, rationally, and analytically solve complex math problems. Conceptual and procedural knowledge are developed as students learn to make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, and attend to precision.

FUNCTIONS

- graph linear equations and inequalities.
- write equations of lines.
- identify and apply characteristics of functions.
- write and solve equations.
- write, solve, and graph linear inequalities

SYSTEMS

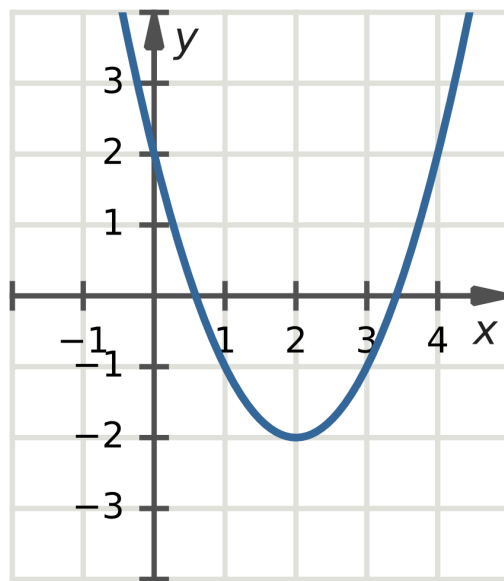
- solve systems of equations and inequalities.

NON-LINEAR EXPRESSIONS

- identify, construct, interpret exponential functions.
- solve absolute value equations and inequalities.
- graph absolute value functions.
- perform operations with polynomials.

QUADRATICS

- graph quadratic functions.
- solve quadratic equations.
- factor quadratic expressions.
- simplify and perform radical operations.



Science

The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding. Science learning inspires and empowers students to be curious global citizens and see themselves as lifelong learners.

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

- 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

- 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.

Science (cont.)

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

CELLS AND CELL PROCESSES

- 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

- 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

- 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 arguments supported by evidence to explain how the body systems, made of groups of cells, interact to keep the organism alive.

Social-Emotional

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.

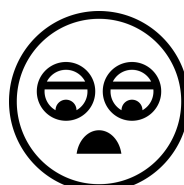
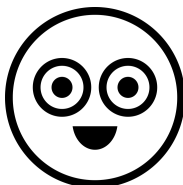
SELF-MANAGEMENT: Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.

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 have an understanding of the following skills:

- community building
- good citizenship
- services to others
- cooperation
- responsibility
- good judgment
- respect
- self-discipline
- perseverance
- honesty
- integrity
- empathy
- courage



Social Studies

The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action.

Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels.

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

SOCIAL STUDIES AND INQUIRY SKILLS

- Create essential questions to help guide inquiry about a topic,
- Ask essential and focusing questions that will lead to independent research.
- Determine sources representing multiple points of view that will assist in organizing a research plan.
- Investigate a problem,
- Analyze and interpret sources,
- Synthesize and apply information,
- Prioritize evidence that supports a claim.
- Communicate conclusions through civil discourse.
- Find opportunities to take informed action.



Social Studies (cont.)

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

UNITED STATES HISTORY

(Geography, History, Economics, Civics)

- Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.
- Analyze and explain how humans impact and interact with the environment and vice versa.
- Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.
- Investigate changing interpretations of the Constitution over time.
- Analyze how rapid technological growth at the turn of the 20th century caused social, political, and economic opportunities and problems.
- Investigate how U.S. involvement in war changed the world during the 20th century.
- Analyze how disagreement over basic values led to a changed society during the 1920s.
- Interpret the causes and effects of the onset of the Great Depression.
- Evaluate the immediate and lasting effects of the New Deal on the United States.
- Investigate how concern over authoritarian leaders and the progression of events led the United States to enter into World War II.
- Investigate the history and continuing impact of the Civil Rights Movement.
- Analyze how human rights/civil rights have evolved throughout the 19th-21st centuries in the U.S.

Spanish & French

In both Spanish and French classes, 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 communicate in Spanish or French in the following modes:



INTERPERSONAL

(unrehearsed conversations):

- communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.

PRESENTATIONAL WRITING

- write short paragraphs about familiar topics using a series of sentences.

PRESENTATIONAL SPEAKING

(rehearsed oral presentations):

- present basic information orally on familiar topics using learned and practiced language.

INTERPRETIVE LISTENING AND READING

(understanding spoken and written language):

- understand the main idea and supporting details from an authentic video/recording or texts.

Health, Wellness and Fitness

This course is designed to help all of our students thrive on their journey towards optimal health. Health-literate people are able to address their own physical, social and mental/emotional health needs along with the needs of others. They are able to obtain and apply knowledge and skills to enhance their own lives, and the lives of others — both now and in the future.

This 9-week course is a part of the 3-year comprehensive skills-based health curriculum at Northbrook Junior High. Our health curriculum is focused on an approach that prioritizes teaching relevant and practical health skills over memorizing and reciting content. A variety of learning experiences will help students develop a level of understanding and confidence in their ability to proactively take care of themselves.

Each year in health class, students will practice and gain a better understanding of these important health SKILLS:

- 1- Knowledge:** Students will comprehend concepts related to health promotion and disease/injury prevention to enhance health.
- 2- Analyzing Influences:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 3- Accessing/Assessing:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- 4- Communication:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5- Decision Making:** Students will demonstrate the ability to use decision-making skills to enhance health.
- 6- Goal Setting:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7- Self Management:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8- Advocacy:** Students will demonstrate the ability to advocate for personal, family, and community health.

Health, Wellness and Fitness

At NBJH, we have created a health class that seeks to address the current needs and relevant interests of the students. Students are often given choices, and are encouraged to take their learning in their own direction. In an effort to achieve a balanced and logical scope and sequence, we practice health skills within some broad topic categories over the years.

In Health class, students will learn current, medically accurate, and age-appropriate health information and practice health literacy skills that relate to these general topics:

6TH GRADE

- Germs and health
- The health triangle and SMART goal setting
- Nicotine and peer pressure
- Stress management
- First aid and safety
- Analyzing influences
- Sexuality education*



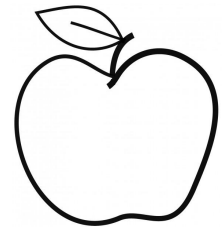
7TH GRADE

- Accessing health information products and services
- Social health and personal growth
- Balance: Body & Mind
- Concussion safety and first aid
- Alcohol and Marijuana use and abuse
- Sexuality education*



8TH GRADE

- Mental Wellness
- CPR and other life saving techniques
- Substance abuse
- Advocacy for better health
- Student Choice Journey for a healthier future
- Sexuality education*



For more detailed information, visit <https://sites.google.com/northbrook28.net/nbjhhealth/home>

**Sexuality education is always reserved for the last (approximately) five days of the quarter.*

Physical Education

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 junior high, 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 & MAINTAIN FITNESS

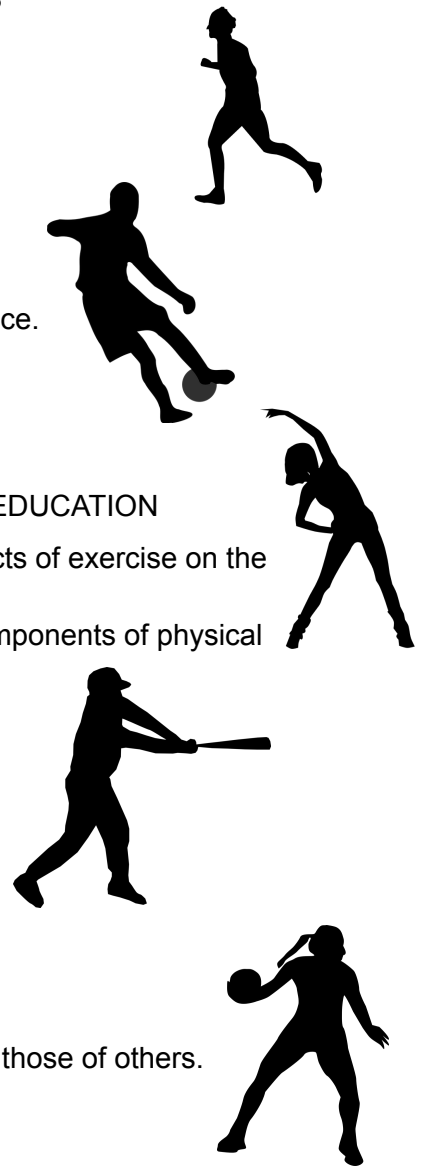
- become knowledgeable about cardiovascular strength and endurance.
- develop muscular strength and endurance.
- develop flexibility.

DEVELOP KNOWLEDGE & 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 & 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.

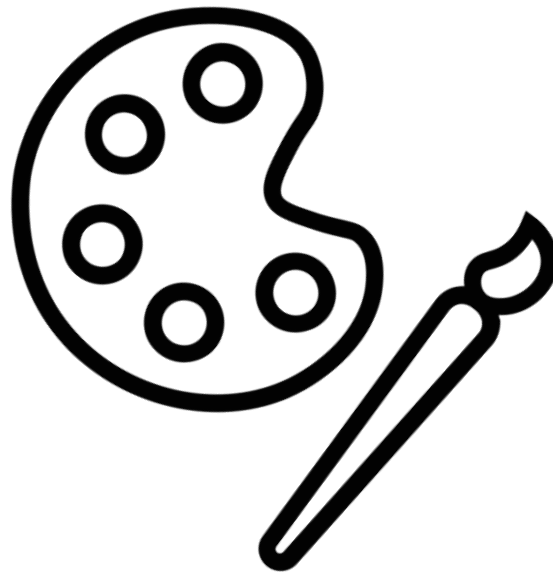


Art

District 28's art classes focus on developing students as artists who communicate ideas visually, express a point of view, and use inspiration from the world around them when creating their artwork.

In seventh grade exploratory art, we expect students to be able to...

- develop a personal connection or purpose in their artwork with an emphasis on their point of view and the world around them.
- Explore “point of view” through digital photography and linear perspective drawing techniques.
- activate their creativity, make independent choices about their art, problem-solve, and have quality artistic expression.



Drama

In seventh grade we expect students to be able to...

- 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.
- perform with confidence in front of an audience.
- understand the basic tools of the performer (body, voice, mind)
- create and perform a serious acting scene, applying the basic tools of the performer.
- create and perform a humorous acting scene, applying the basic tools of the performer.
- create and perform a silent acting scene in a group, and with a partner.
- create and perform a three minute radio show.
- work collaboratively and effectively with peers to create the projects.
- participate in a variety of theater games.



Industrial Arts

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

READ AND NAVIGATE TECHNICAL TEXTS

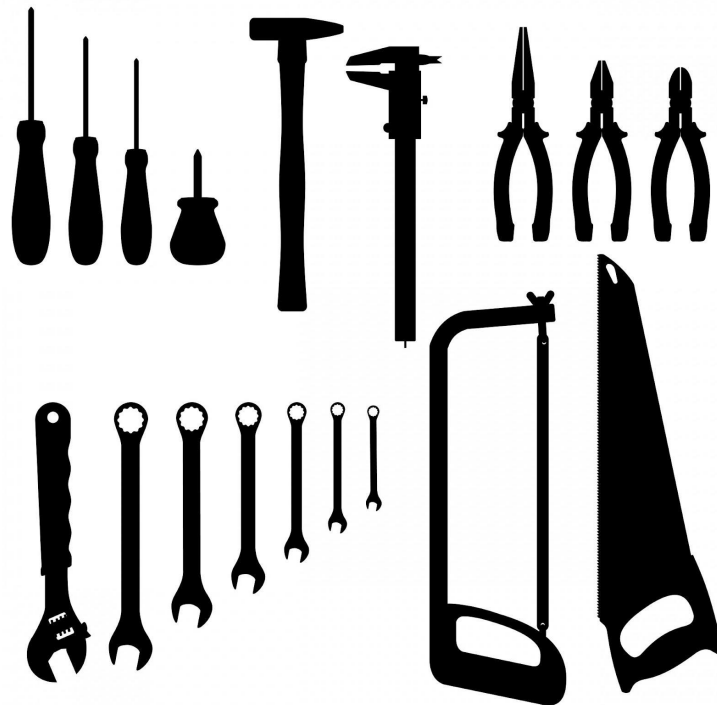
- accurately comprehend a basic project design to enhance their ability to build a project.

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.



Instrumental Music

PHILHARMONIC ORCHESTRA (Primarily 6th and 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 Director: Ms. Alex Hibbard-Brown, ahibbard-brown@northbrook28.net

CHAMBER ORCHESTRA (Primarily 7th and 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.

The Philharmonic and Chamber Orchestras rehearse three times per week on Monday, Wednesday, and Friday mornings at Northbrook Junior High. For the 2023-2024 school year, the orchestras will have five to seven performances, as well as one field trip.

Chamber Orchestra Director: Mrs. Jenny Lee-Stewart, jleestewart@northbrook28.net

WIND ENSEMBLE

Wind Ensemble has numerous performance opportunities each year, including school concerts, festival performances and the Northbrook Memorial Day Parade. Wind Ensemble also performs for graduation on a rotation-basis, alternating years with Chamber Orchestra and Concert Choir. Students in Wind Ensemble rehearse three mornings per week at Northbrook Junior High.

EXTRA-CURRICULAR BAND GROUPS (Grades 6 through 8)

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 rehearses once per week after school from 3:45 pm to 5:00 pm.

JAZZ BANDS

Northbrook Junior High has two 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). All jazz bands perform two to three times per year and rehearse once per week after school from 3:45 pm to 5:00 pm.

WOODWIND CHOIR

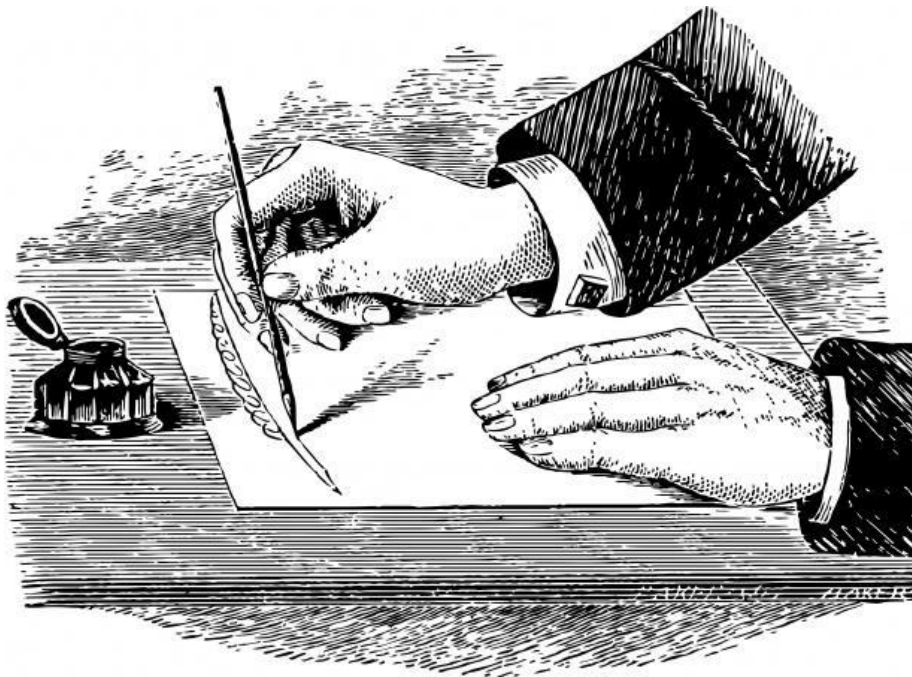
This ensemble is open to all students who play flute, oboe, bassoon, clarinet, saxophone and French horn. Woodwind Choir performs two to three times per year and rehearses once per week after school from 3:45 pm to 5:00 pm.

Literacy Exploratory

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

CREATIVE WRITING

- bookend the piece with a captivating lead and a sense of closure that leaves the reader thinking.
- apply effective descriptive writing techniques to develop character(s) and mood: pacing, precise word choice, sensory language, and figurative language.
- utilize strategies such as point-of-view, transitions, sentence variety, and purposeful paragraphing to highlight the author's intended message.
- make critical and thoughtful choices in the writing process.
- craft original writing in a variety of narrative formats that engage the reader and develop a clear, concise, and coherent message.
- explain the importance of narrative writing.

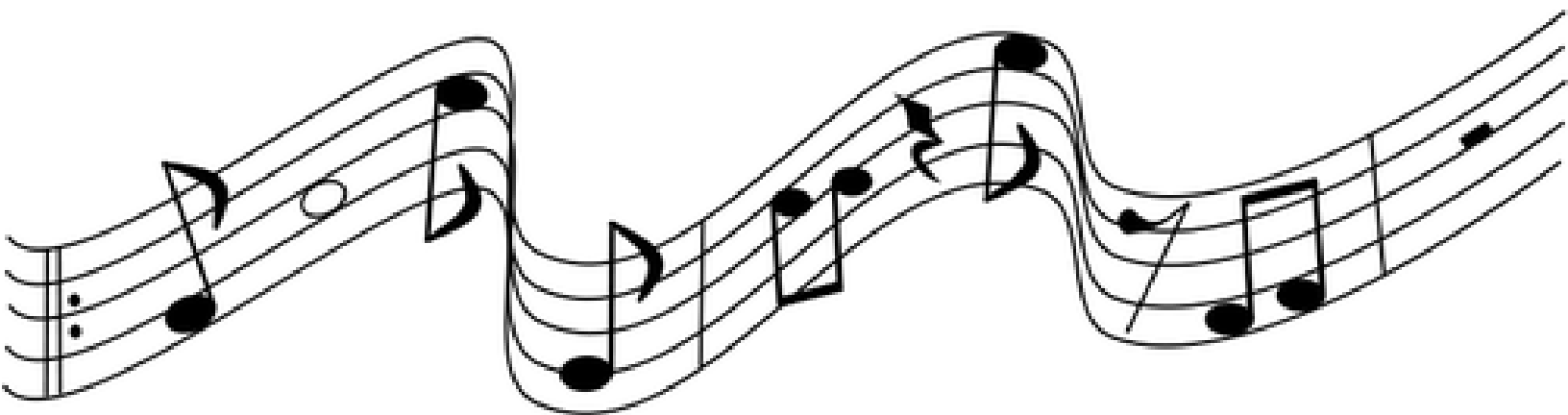


Music

The purpose of music education in District 28 is to cultivate thoughtful members of society that are tuneful, beautiful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.

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

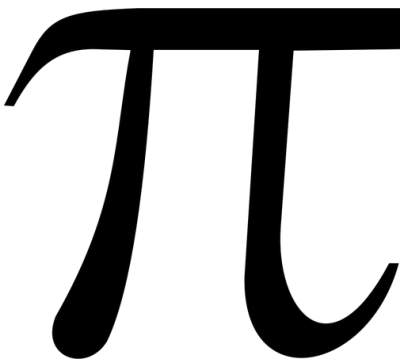
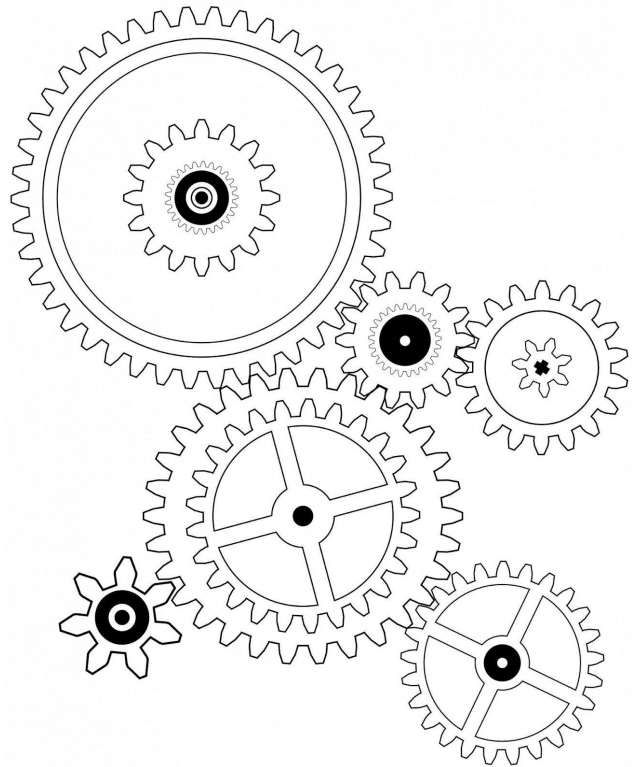
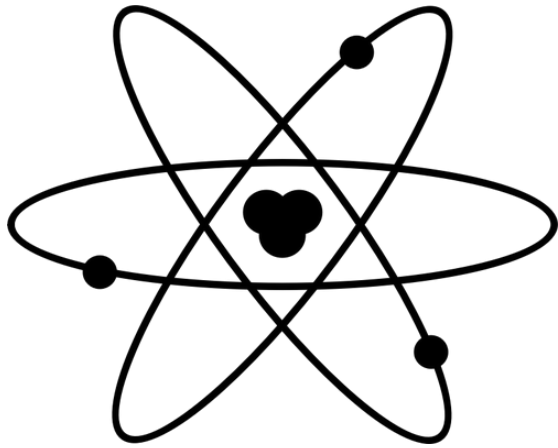
- Compose an original rhythm/percussion song using layered ostinato patterns.
- Arrange/compose songs using GarageBand software.
- Play intermediate melodies and chords on the keyboard.
- Play a variety of songs on ukulele, learning melodies.
- Play simple chord progressions on guitar.



S.T.E.M.

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

- 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.



Administration



Dr. Jason Pearson, Superintendent of Schools
Dr. Kris Raitzer, Assistant Superintendent
Dr. Kelly Sculles, Director of Student Services
Michelle Jackson, Director of Learning

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Principal: Ericka Garza
Asst. Dir. of Student Services: Betsy Buckley

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Principal: Maria Eck
Asst. Dir. of Student Services: Dr. Jenna Eberhardt

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Principal: Dr. Scott Meek
Assistant Principal: Christine Lake
Asst. Dir. of Student Services: Dr. Heather Schultz