

Welcome to Sixth Grade!

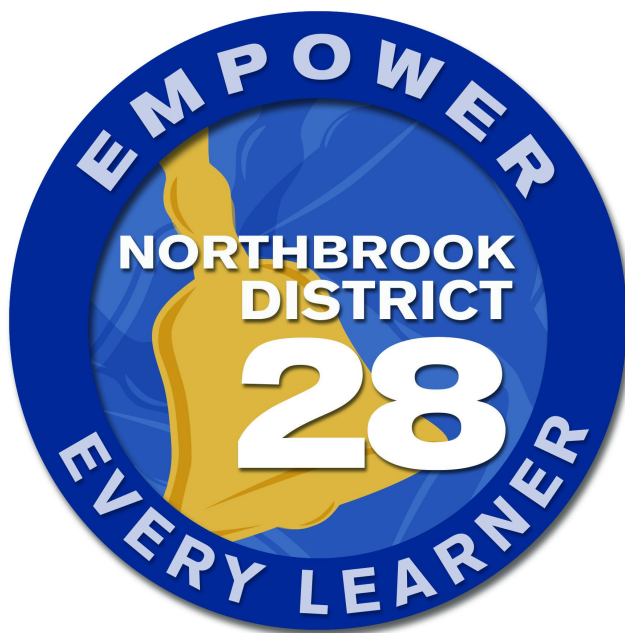
This family curriculum guide provides an overview of what your child will be learning during the school year. Each grade's curriculum reflects the Illinois Learning Standards and provides focused learning experiences for students. Our district holds a commitment to continually improving our curriculum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

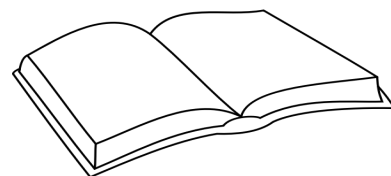
By the end of sixth grade, we expect students to be able to...

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 of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- explain how an author develops the point of view of the narrator or speaker in a text.
- cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

SPEAKING & LISTENING

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.



Language Arts (cont.)

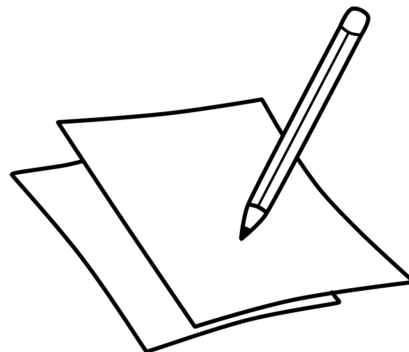
By the end of sixth grade, we expect students to be able to...

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 techniques, relevant descriptive details, and well-structured event sequences.
- 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. (Editing for conventions should demonstrate command of the language for 6th-grade standards.)
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- draw evidence from literary or informational texts to support analysis, reflection, and research.

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 6 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 sixth grade, 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

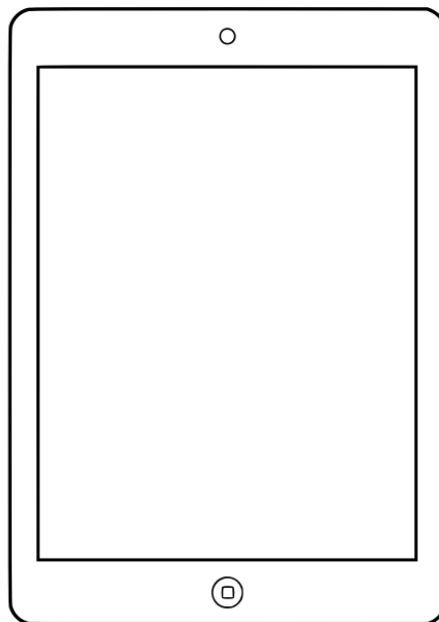
Digital Citizenship is the ability to think critically, behave safely, and participate responsibly through communication, collaboration, and creation in the digital world.

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 6

District 28's middle school math curriculum addresses ratio and proportional relationships, the number system, 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 & PROPORTIONAL RELATIONSHIPS

- Write and interpret ratios.
- Understand the concepts of ratios and equivalent ratios.
- Model and solve ratio problems using ratio tables, tape diagrams and coordinate planes.
- Understand the concept of a unit rate and solve rate problems.
- Compare and order fractions, decimals, and percents.
- Find a percent of a quantity and solve real-world percent problems.

THE NUMBER SYSTEM

- Write and evaluate numerical expressions using the order of operations.
- Find the greatest common factor and least common multiple of two numbers.
- Add, subtract, multiply, and divide problems that include fractions and decimals including multi-step expressions.
- Write and model integers to represent real-world quantities.
- Compare and order both integers and rational numbers, including the use of absolute value.
- Plot and reflect ordered pairs in all four quadrants of a coordinate plane.
- Represent integers and rational numbers on a number line.

EXPRESSIONS AND EQUATIONS

- Identify parts of an algebraic expression.
- Identify equivalent expressions and apply the distributive property to generate equivalent expressions.
- Factor numerical and algebraic expressions.
- Simplify algebraic expressions by combining like terms.
- Write and solve one step equations in one variable (using adding, subtraction, multiplication or division) that represent real-life problems.
- Write inequalities to represent real world quantities and represent solutions of inequalities on number lines.

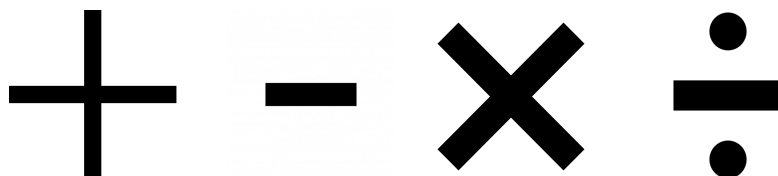
Mathematics: Core 6 (cont.)

GEOMETRY

- Find areas and missing dimensions of parallelograms, triangles, trapezoids, kites and other composite figures.
- Describe and draw three-dimensional figures.
- Represent pyramids and prisms using nets.
- Find volumes and missing dimensions of rectangular prisms.
- Draw polygons in the coordinate plane and find distances between points in the coordinate plane.

STATISTICS AND PROBABILITY

- Identify statistical questions and use data to answer statistical questions.
- Construct a data set and explain how a data set can be interpreted.
- Find and interpret the measures of center and the measures of variation for a data set.
- Compare the measures of center and the measures of variation for data sets to draw conclusions.
- Display and interpret data in a stem-and-leaf plot, histogram, and box-and-whiskers plot.
- Choose the appropriate measures of center and variation to describe a data set.
- Describe and compare shapes of distributions.



Mathematics: Accelerated

District 28's middle school math curriculum addresses ratio and proportional relationships, the number system, 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 & PROPORTIONAL RELATIONSHIPS

- Write and interpret ratios.
- Understand the concepts of ratios and equivalent ratios.
- Describe and represent ratio relationships and proportional relationships.
- Model and solve ratio problems using ratio tables, tape diagrams and coordinate planes.
- Model proportional relationships using equations, tables and graphs to solve real-life problems.
- Understand the concept of a unit rate and solve rate problems.
- Compare and order fractions, decimals, and percents.
- Find a percent of a quantity and solve real-world percent 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-world problems.

THE NUMBER SYSTEM

- Explain the rules for adding, subtracting, multiplying, and dividing integers and rational numbers.
- Apply integer rules with rational numbers to model and solve real-life problems.
- Evaluate expressions involving integers and rational numbers.
- Write and evaluate numerical expressions using the order of operations.
- Add, subtract, multiply, and divide problems that include fractions and decimals.
- Write and model integers to represent real-world quantities.
- Compare and order both integers and rational numbers, including the use of absolute value.
- Plot and reflect ordered pairs in all four quadrants of a coordinate plane.

EXPRESSIONS AND EQUATIONS

- Identify parts of an algebraic expression and solve problems using algebraic expressions.
- Identify equivalent expressions and apply the distributive property to generate equivalent expressions.
- Factor numerical and algebraic expressions.
- Simplify algebraic expressions by combining like terms.
- Interpret algebraic expressions in real life problems.

Mathematics: Accelerated (cont.)

EXPRESSIONS AND EQUATIONS (cont.)

- Write and solve one step equations in one variable (using adding, subtraction, multiplication or division of integers and rational numbers) that represent real-life problems.
- Write inequalities to represent real world quantities and represent solutions of inequalities on number lines.

GEOMETRY

- Find areas and missing dimensions of parallelograms, triangles, trapezoids, kites and other composite figures.
- Describe and draw three-dimensional figures.
- Represent pyramids and prisms using nets and use nets to find surface areas of 3-Dimensional figures.
- Find volumes and missing dimensions of rectangular prisms.
- Draw polygons in the coordinate plane and find distances between points in the coordinate plane.

STATISTICS AND PROBABILITY

- Identify statistical questions and use data to answer statistical questions.
- Construct a data set and explain how a data set can be interpreted.
- Find and interpret the measures of center and the measures of variation for a data set.
- Compare the measures of center and the measures of variation for data sets to draw conclusions.
- Display and interpret data in a stem-and-leaf plot, histogram, and box-and-whiskers plot.
- Choose the appropriate measures of center and variation to describe a data set.
- Describe and compare shapes of distributions.

Mathematics: Pre-Algebra

District 28's middle school math curriculum addresses ratio and proportional relationships, the number system, 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.

THE NUMBER SYSTEM

- Represent rational numbers on a number line.
- Explain the rules for adding, subtracting, multiplying, and dividing integers and rational numbers.
- Solve real-life problems involving integers and rational numbers.
- Evaluate multi-step expressions involving integers and rational numbers.

RATIOS & 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.
- Write and solve proportions.
- Compare and order fractions, decimals, and percents.
- Use the percent proportion or percent equation to find a percent, a part, or a whole.
- Apply percentages to solve real-life problems.

LINEAR RELATIONSHIPS

- Graph linear and proportional relationships.
- Find and interpret the slope of a line.
- Write and graph equations of lines in slope-intercept and standard form.

EXPRESSIONS AND EQUATIONS

- Identify parts of an algebraic expression and solve problems using algebraic expressions
- Interpret algebraic expressions in real-life problems.
- Identify and create equivalent algebraic expressions.
- Write multi-step equations and inequalities to represent word sentences and real world relationships.
- Solve multi-step equations and inequalities.
- Understand and apply the exponent properties to write and evaluate expressions.

Mathematics: Pre-Algebra (cont.)

GEOMETRY

- Calculate the circumference and area of a circle.
- Find the perimeters and areas of composite figures.
- Understand the properties of interior and exterior angles of polygons to find missing angle measures.
- Use facts about angle relationships to find unknown angle measures.
- Find missing angle measures created by the intersections of parallel lines.
- Calculate the surface areas and volumes of 3-Dimensional solids.
- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems.

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.
- Identify statistical questions and use data to answer statistical questions.
- Find and compare the measures of center and the measures of variation for data sets to draw conclusions.
- Display and interpret data in a box-and-whiskers plot.

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 sixth 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.

EARTH'S SYSTEMS

- develop a model to describe the flow of matter and energy in Earth's System through the water cycle and the rock cycle.
- analyze and interpret data to support Earth's changing surface from large and small-scale geoscience processes, including plate tectonics, earth's history, and natural hazards.

EARTH'S SYSTEMS AND HUMAN IMPACT

- analyze and interpret data to describe the distribution of natural resources and effects on the Earth system, including mineral resources, renewable vs. nonrenewable, and human impact.
- analyze relationships and patterns as evidence for weather, climate and human impact.

EARTH'S PLACE IN THE SOLAR SYSTEM

- develop and use a model to describe the role of gravity and patterns of motion in the Earth-Sun-Moon system including the following concepts: gravity, orbital motion (gravity & inertia), moon phases, eclipses, seasons, and tides.
- analyze and interpret data to compare and contrast scale properties of objects in the solar system.
- scale properties: surface features, distance, diameter, structure and composition.

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.

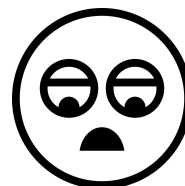
SELF-MANAGEMENT: Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.

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 sixth 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 sixth grade, we expect students to be able to...

INQUIRY SKILLS

- ask questions to guide an inquiry.
- 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.



ANCIENT CIVILIZATIONS

(Geography, History, Economics, Civics)

- identify & explain relationships between people, places, locations, regions and the environment.
- understand the different types of maps (political, thematic & physical)
- compare & contrast how cultural and physical characteristics vary among regions of the world.
- analyze the historical impact/influence ancient civilizations have had on the world.
- describe how population distribution changes and impacts land usage.
- identify the roles played by ancient civilizations and analyze what led to their long-lasting empires
- investigate how the development of various governments like aristocracy, oligarchy, monarchy & democracy were developed.
- examine the foundations of other republican governments and identify the similarities to our government system today.
- understand the structure and function of government as written in the U.S. Constitution.

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 sixth grade we expect students to be able to communicate in Spanish or French in the following modes:



INTERPERSONAL

(unrehearsed conversations):

- communicate on familiar topics using a variety of practiced and memorized words and phrases.

PRESENTATIONAL WRITING

- write strings of simple sentences using learned material.

PRESENTATIONAL SPEAKING

(rehearsed oral presentations):

- present information orally about themselves and other familiar topics using a variety of words, phrases, and memorized expressions.

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 toward 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 take care of themselves proactively.

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 that 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

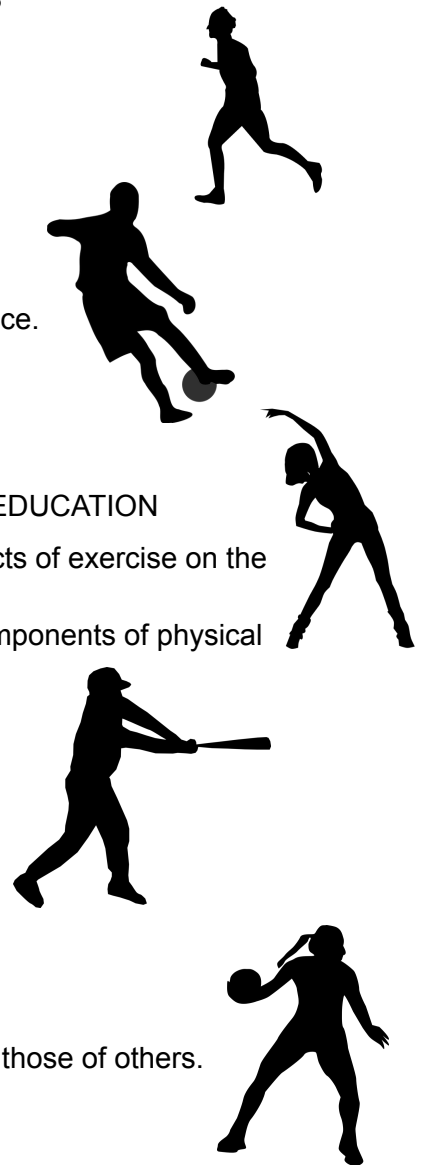
- become knowledgeable about cardiovascular strength and endurance.
- develop muscular strength and endurance.
- develop flexibility.

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.

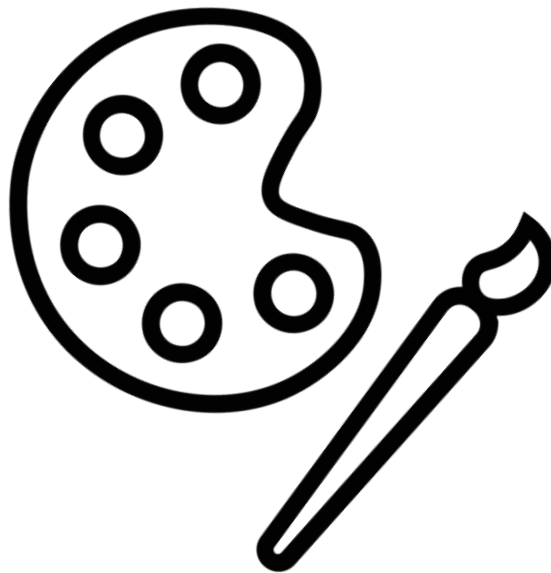


Art

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 sixth grade Exploratory Art, we expect students to be able to...

- develop a personal connection or purpose in their artwork with an emphasis on “identity.”
- gain exposure to 2-dimensional and 3-dimensional media and techniques.
- activate creativity, make independent choices about their art, problem solve, and engage in quality artistic expression.



Drama

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

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



Industrial Arts

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

READ AND NAVIGATE TECHNICAL TEXTS

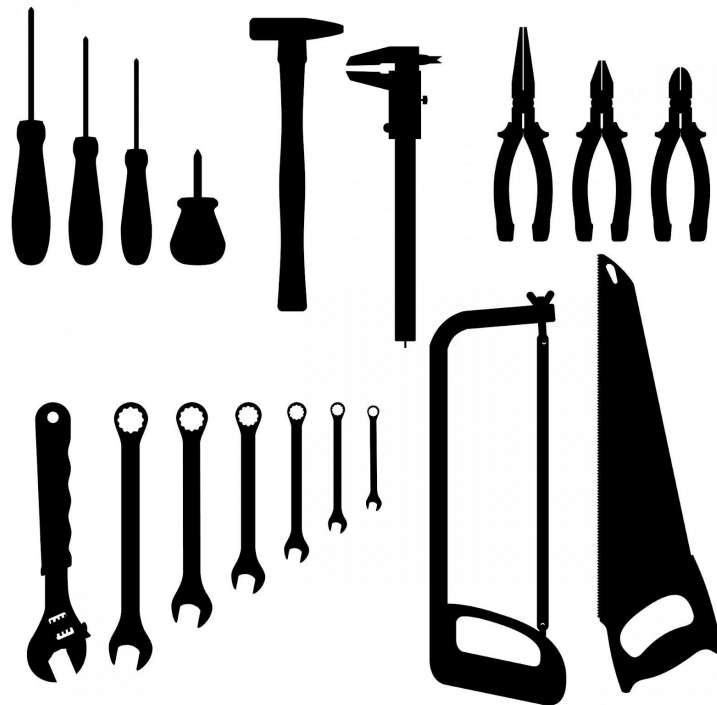
- accurately comprehend a basic project design to enhance their ability to build a project.

MACHINES AND TOOLS

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

PROJECT

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



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 rehearses three times per week on Monday, Wednesday, and Friday mornings at Northbrook Junior High. For the 2023-2024 school year, the orchestra will have five performances, as well as one field trip.

CONCERT BAND

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 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.

Director: Ms. Alex Hibbard-Brown, ahibbard-brown@northbrook28.net

Literacy Exploratory

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

JOURNALISM

- craft a clear and coherent email that is appropriate to the purpose and audience.
- use technology & collaboration to present information & ideas efficiently & effectively (by working to create a written/audio/video submission to our school's digital publication/newspaper).
- accept support and guidance from peers and adults to develop and strengthen writing and audio/video submissions to our school's digital publication/newspaper.

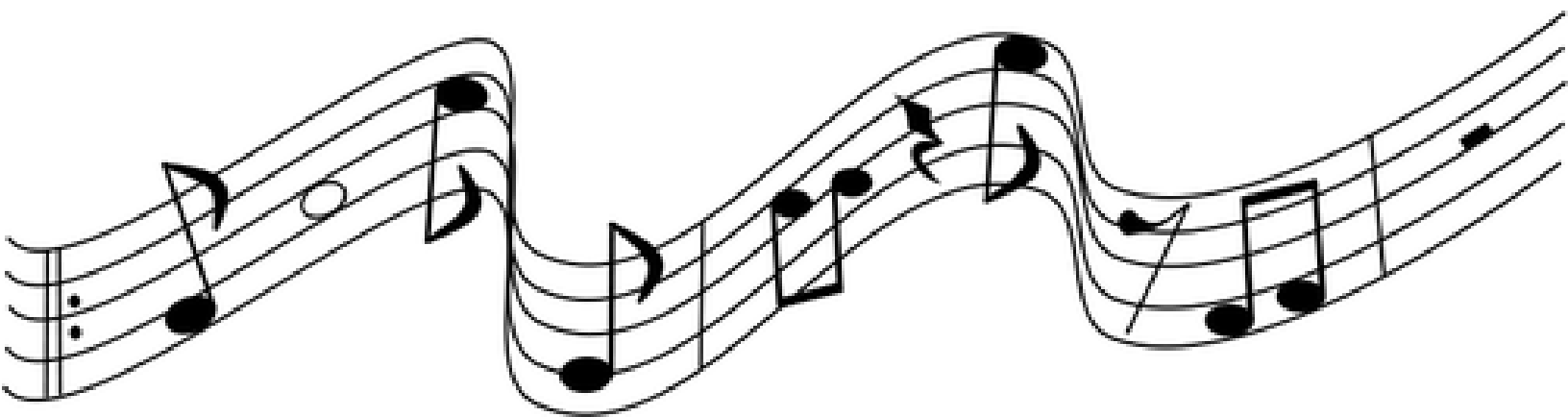


Music

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 sixth 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 simple melodies on the keyboard.
- Play a variety of songs on ukulele using a 4-chord progression.

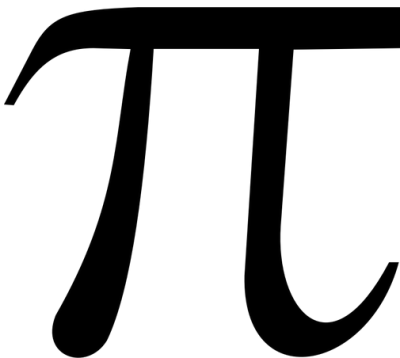
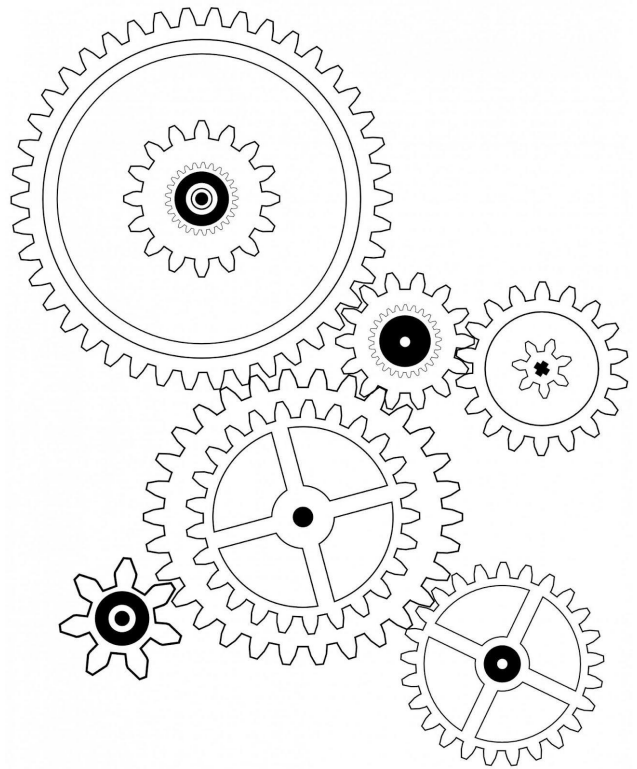
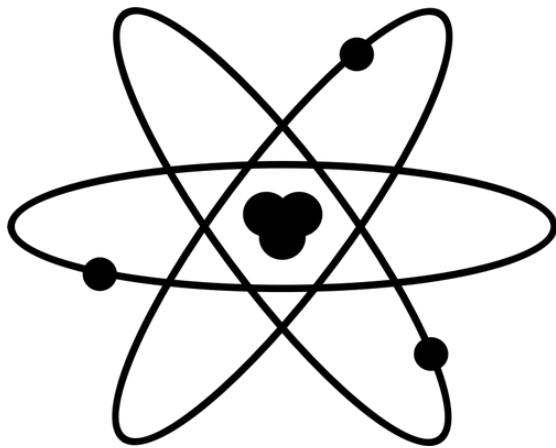


S.T.E.M.

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

DESIGN AND CONSTRUCTION

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



Administration



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

1475 Maple Avenue
Northbrook IL 60062
(847) 498-7900
(847) 498-7970 fax

Greenbriar School
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Principal: Dr. Ginny Hiltz
Asst. Dir. of Student Services: Betsy Buckley

Meadowbrook School
1600 Walters Avenue
Northbrook IL 60062
(847) 498-7940
Principal: Ericka Garza
Asst. Dir. of Student Services: Betsy Buckley

Westmoor School
2500 Cherry Lane
Northbrook IL 60062
(847) 498-7960
Principal: Maria Eck
Asst. Dir. of Student Services: Dr. Jenna Eberhardt

Northbrook Junior High School
1475 Maple Avenue
Northbrook, IL 60062
(847) 498-7920
Principal: Dr. Scott Meek
Assistant Principal: Christine Lake
Asst. Dir. of Student Services: Dr. Heather Schultz