Curriculum Guide

Empower Every Learner
...to be an engaged, confident, caring, and inspired citizen.
Dear Parents,

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

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

The 7th Grade Team Northbrook Junior High School

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

District 28 Curriculum Guides are available on the district website: www.northbrook28.net
Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 uses a Literacy Studio model where students are immersed in experiences in reading, writing, speaking, listening and viewing that build agency and independence. The model includes whole group instruction; small, needs-based groups; individual conferences, 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 and are able to make choices to navigate their learning. Teachers and students use the anchor resource Amplify to guide the integrated units.

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.

**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.
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.

Digital Citizenship lessons are designed to cultivate skills and dispositions to help children thrive in an interconnected world. Students will interact with these six topics:
• relationships and communication
• privacy and security
• digital footprint and identity
• news and media literacy
• media balance and well-being
• cyberbullying, digital drama, and hate speech.
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.

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

<table>
<thead>
<tr>
<th>CORE CURRICULUM</th>
<th>Statistics and Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ratios &amp; Proportional Relationships</strong></td>
<td>• analyze and compare populations.</td>
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<tr>
<td>• analyze proportional relationships.</td>
<td>• find probabilities of events.</td>
</tr>
<tr>
<td>• solve problems using percentages.</td>
<td></td>
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<tr>
<td><strong>The Number System</strong></td>
<td><strong>(In Core 8 Math only)</strong></td>
</tr>
<tr>
<td>• perform rational number operations.</td>
<td>• write and graph equations of lines.</td>
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<tr>
<td><strong>Expressions &amp; Equations</strong></td>
<td>• solve systems of linear equations.</td>
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<tr>
<td>• generate equivalent expressions.</td>
<td>• apply properties of exponents.</td>
</tr>
<tr>
<td>• solve problems using linear equations and inequalities.</td>
<td>• identify and apply the slope of a line.</td>
</tr>
<tr>
<td><strong>Geometry</strong></td>
<td></td>
</tr>
<tr>
<td>• understand geometric relationships.</td>
<td><strong>ALGEBRA</strong></td>
</tr>
<tr>
<td>• solve problems involving angles, surface area, and volume.</td>
<td><em>This course is the equivalent of freshman algebra at GBN, with a heavy emphasis on functions.</em></td>
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<tr>
<td><strong>Probability</strong></td>
<td><strong>Linear Functions</strong></td>
</tr>
<tr>
<td>• find probabilities of events.</td>
<td>• graph linear equations and inequalities.</td>
</tr>
<tr>
<td><strong>ACCELERATED MATH</strong></td>
<td>• write equations of lines.</td>
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<tr>
<td><strong>Number &amp; Quantity</strong></td>
<td>• identify and apply characteristics of functions.</td>
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<tr>
<td>• analyze proportional relationships.</td>
<td>• write and solve equations.</td>
</tr>
<tr>
<td>• perform real number operations.</td>
<td>• write, solve, and graph linear inequalities</td>
</tr>
<tr>
<td>• use radicals and integer exponents.</td>
<td><strong>Systems</strong></td>
</tr>
<tr>
<td>• solve problems using percentages.</td>
<td>• solve systems of equations and inequalities.</td>
</tr>
<tr>
<td><strong>Algebra</strong></td>
<td></td>
</tr>
<tr>
<td>• generate equivalent expressions.</td>
<td><strong>Non-Linear Expressions</strong></td>
</tr>
<tr>
<td>• connect proportional relationships and lines.</td>
<td>• identify, construct, interpret exponential functions.</td>
</tr>
<tr>
<td>• solve problems using linear equations and inequalities.</td>
<td>• solve absolute value equations and inequalities.</td>
</tr>
<tr>
<td><strong>Geometry</strong></td>
<td>• graph absolute value functions.</td>
</tr>
<tr>
<td>• understand geometric relationships and similarity.</td>
<td>• perform operations with polynomials.</td>
</tr>
<tr>
<td>• solve problems involving angles, surface area, and volume.</td>
<td><strong>Quadratics</strong></td>
</tr>
<tr>
<td></td>
<td>• graph quadratic functions.</td>
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<td></td>
<td>• solve quadratic equations.</td>
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<tr>
<td></td>
<td>• factor quadratic expressions.</td>
</tr>
<tr>
<td></td>
<td>• simplify and perform radical operations.</td>
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</tbody>
</table>
The purpose of science in District 28 is to support students in the development of content knowledge and the skills to ask and define questions, investigate, analyze data, construct explanations, design solutions, and to support their findings with evidence. Earth Science, Biological Science, and Physical Science are studied in grades six through eight.

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.

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

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)
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. Seventh grade Social Studies focuses on the United States.

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

**SOCIAL STUDIES AND 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.

**UNITED STATES HISTORY**
(Geography, History, Economics, Civics)
- understand the structure and function of government as written in the Constitution.
- investigate changing interpretations of the Constitution over time.
- analyze how rapid growth at the turn of the 20th century caused social, political, and economic problems.
- recognize how United States involvement in the world changed at the turn of the century.
- investigate how warfare and the world changed because of World War I.
- 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.
- assess the effects of decisions made late in World War II impacted the post-war world.
- analyze pivotal events Cold War events that led to change and interpret United States response.
- investigate the history and continuing impact of the Civil Rights Movement.
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 (short paragraphs with the option to use resources and edit):**
- 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 Viewing (understanding spoken language):**
- understand the main idea and supporting details from an authentic video/recording with or without visual support.

**Interpretive Reading (understanding print language):**
- understand the main idea and supporting details from an authentic text with or without visual support.

General thematic topics will include identities, activities, plans, city, and food.
HEALTH, WELLNESS AND FITNESS

This nine-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 nine-week course, students will study:

**HEALTH GOAL SETTING**
Students will choose one of each:
- cardiovascular goal
- strength or flexibility goal
- nutrition goal
- social emotional goal

**HEALTHY LIFESTYLES**
- medical expertise / careers in health
- getting enough sleep
- healthy eating
- exercising

**MENTAL/EMOTIONAL AND SOCIAL HEALTH**
- time management
- stress reduction
- dealing with anger
- avoiding conflict and violence
- effective communication

**SAFETY AND FIRST AIDE**
- weather emergencies
- head and neck safety and injury care
- using 911
- assessing victims
- dealing with more serious injuries

**SUBSTANCE ABUSE**
- alcohol: myths and realities
- peer pressure,
- the media’s influence on young adults

**BODY IMAGE**
- nutrition and healthy weight management
- eating disorders
- steroid use / body dysmorphia
- obesity health risks
- self-esteem
- diet scams and truth in advertising

**SEX EDUCATION**
using “Choosing the Best” abstinence-based program (www.choosingthebest.org)
- thinking about your future
- sexual harassment
- identifying risks of sexual activity
- learning how to say no
- pregnancy and birth
- challenges of teen pregnancy

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

**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.

**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.

**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.
**Electives**

**Art**

In seventh grade exploratory art, we expect students will...

- develop a personal connection or purpose in their artwork with an emphasis on their point of view and the world around them.
- use linear perspective drawing techniques and clay media 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.

**Family & Consumer Sciences**

In Taste of FACS, seventh-graders have the opportunity to...

- learn how to operate a sewing machine safely and appropriately.
- apply basic sewing techniques to their patchwork pillow projects.
- use a hand-sewing technique called the ladder stitch in order to close the opening of their project.
- demonstrate safe and sanitary behaviors in the kitchen, including proper use of cooking equipment.
- participate in hands-on cooking labs.
- apply basic culinary techniques to recipes.
- collaborate & communicate effectively with cooking group members.
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.

Music

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.

STEM

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.
**Concert Band**

Primarily sixth and seventh 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 mornings per week at Northbrook Junior High.

**Wind Ensemble**

Primarily seventh and eighth 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 mornings 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**

Grades six through eight

**PERCUSSION ENSEMBLE**

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

**JAZZ BANDS**

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

**WOODWIND CHOIR**

Offered to all Junior High students enrolled in the band program who play flute, oboe, clarinet, bass clarinet, bassoon and French horn. The Woodwind Choir performs at least two times per year, and rehearse once per week after school from 3:45 p.m. to 5 p.m.
Philharmonic Orchestra
Primarily sixth and seventh 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. 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. Jenny Lee-Stewert, jleestewart@northbrook28

Chamber Orchestra
Level five and six / primarily seventh and eighth grade

Students placed in Chamber Orchestra exhibit a solid ability on their instrument, and are working on lesson materials in levels five or six. Chamber Orchestra rehearses three times per week on Monday, Wednesday and Friday mornings at Northbrook Junior High.

The orchestra performs in three concerts throughout the year in December, March and May, in school assemblies at Northbrook Junior High, and in the spring recruitment concert. In addition, the Chamber Orchestra performs outside the district at various competitions and performing venues around Chicago and the suburbs.

The orchestra also performs at the 8th grade graduation ceremony on alternating years with Wind Ensemble and Concert Choir. All students at this level are required to participate in the fall solo and ensemble event.

Director: Mrs. Deb Peterson - dpeterson@northbrook28.net

Concert Choir
Grades seven and eight

Concert Choir is a singing ensemble for 7th and 8th grade which meets twice a week in the morning (7:45-8:30am), Tuesdays for boys and Thursdays for girls. The ensemble performs a few concerts throughout the year at GBN, NBJH and a tour to the elementary schools.
Larry A. Hewitt, Ed.D. Superintendent of Schools
Kris Raitzer, Ed.D. Assistant Superintendent
Kelly Sculles, Ed.D. Director of Student Services
Michelle Jackson, Director of Learning

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Principal: Pat Thome

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