

Welcome to Sixth Grade!

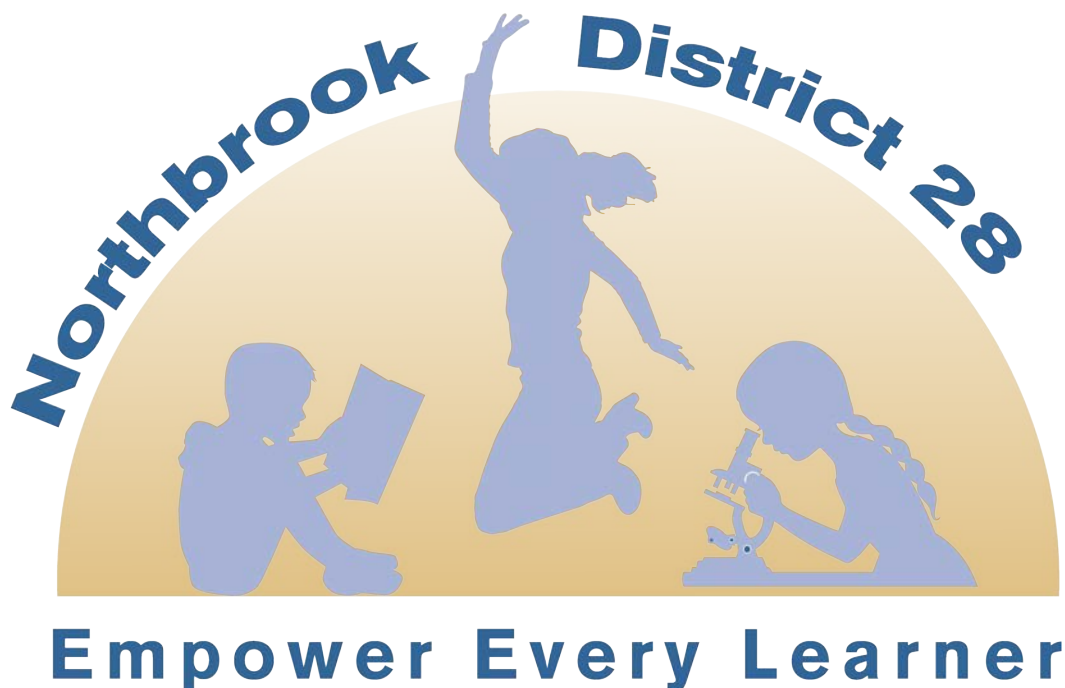
This parent curriculum guide provides an overview of what your child will be learning during the school year. Each grade's curriculum reflects the Illinois Learning Standards and provides focused learning experiences for students. Our district holds a commitment to continually improving our curriculum 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: www.northbrook28.net/programs

Best wishes for a successful school year!

Northbrook School District 28 Faculty, Staff, and Administration



Literacy

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.

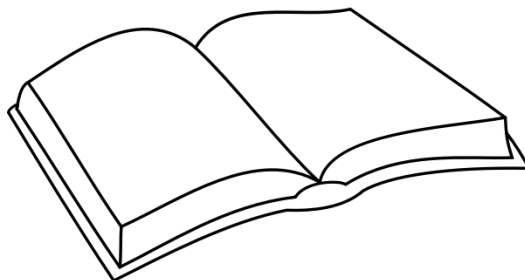
The model includes whole group instruction; small, needs-based groups; individual conferences, and ample time to read, write, speak, listen, and reflect independently and in groups.

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 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.

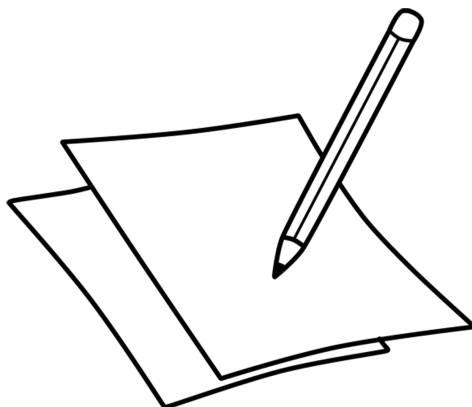


Literacy (cont.)

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 technique, 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 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.



Literacy (cont.)

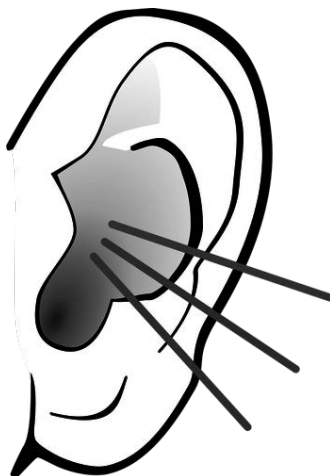
By the end of sixth grade, we expect students to be able to...

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

- 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 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 6

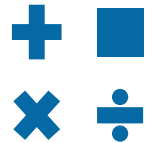
District 28's middle school math curriculum addresses ratio and proportional relationships, number system theory, expressions and equations, geometry, and statistics and probability.

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 & PROPORTIONAL RELATIONSHIPS

- Calculate and problem solve with equivalent ratios and rates
- Create a variety of visual models when problem solving with ratios & rates

THE NUMBER SYSTEM



- Model different types of multiples of numbers.
- Evaluate and solve expressions involving fractions and decimals using the order of operations
- Apply integers to model real-life problems.

EXPRESSIONS AND EQUATIONS

- Write, interpret, and use expressions, equations and inequalities.
- Solve and graph one-step equations and inequalities.
- Model different types of equations to solve real-life problems.

GEOMETRY



- Solve problems involving area, surface area, and volume.
- Apply units of measurement to solve real-life problems.

STATISTICS AND PROBABILITY

- Summarize and describe distributions.
- Understand and calculate variability.
- Organize data using multiple data displays.

Mathematics: Accelerated

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 & PROPORTIONAL RELATIONSHIPS

- Calculate and problem solve with equivalent ratios and rates
- Create a variety of visual models when problem solving with ratios & rates
- Use proportional relationships to solve multi-step problems
- Graph proportional relationships

THE NUMBER SYSTEM

- Model different types of multiples of numbers.
- Evaluate and solve expressions involving positive and negative fractions and decimals using the order of operations
- Apply integers, rational numbers, and absolute value to model real-life problems.

EXPRESSIONS AND EQUATIONS

- Write, interpret, and use expressions, equations and inequalities.
- Solve and graph one-step equations and inequalities.
- Model different types of algebraic expressions to solve real-life problems.

GEOMETRY

- Solve problems involving area, surface area, and volume.
- Apply units of measurement to solve real-life problems.

STATISTICS AND PROBABILITY

- Summarize and describe distributions.
- Understand and calculate variability.
- Organize data using multiple data displays.

Mathematics: 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.

THE NUMBER SYSTEM

- Have an understanding of integers and rational numbers and use appropriate operations and processes to problem solve in practical situations with and without technology.
- Identify and apply properties of operations with rational numbers.



RATIOS & PROPORTIONAL RELATIONSHIPS

- Recognize, represent, compare, and graph proportional relationships between quantities, using tables, graphs, equations, and verbal descriptions.
- Recognize, represent, compare, and graph linear relationships between quantities, using tables, graphs, equations, and verbal descriptions.
- Apply understanding of proportional relationships to percents in real-world contexts.

EXPRESSIONS AND EQUATIONS

- Use algebraic reasoning to solve a variety of problems.
- Simplify or expand linear expressions; generate equivalent expressions.
- Learn and use the properties of algebra to write and solve one, two, and multi-step linear equations and inequalities.

GEOMETRY



- Fluently apply the formulas of area and circumference of a circle.
- Solve real-world and mathematical problems involving surface area and volume of two and three-dimensional figures.

Science

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.

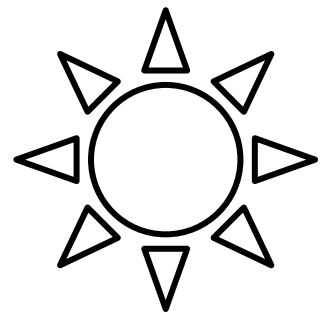
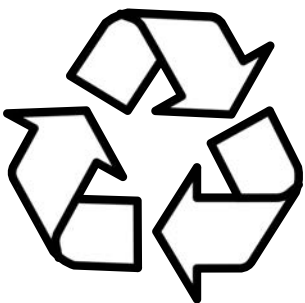
By the end of sixth grade, we expect students to be able to...

EARTH'S SYSTEMS

- develop a model to describe the flow of matter and energy in Earth's System through water cycle and flow of energy as well as rocks and minerals and the flow of energy.
- 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 and climate, including weather, climate and human impact.



Science (cont.)

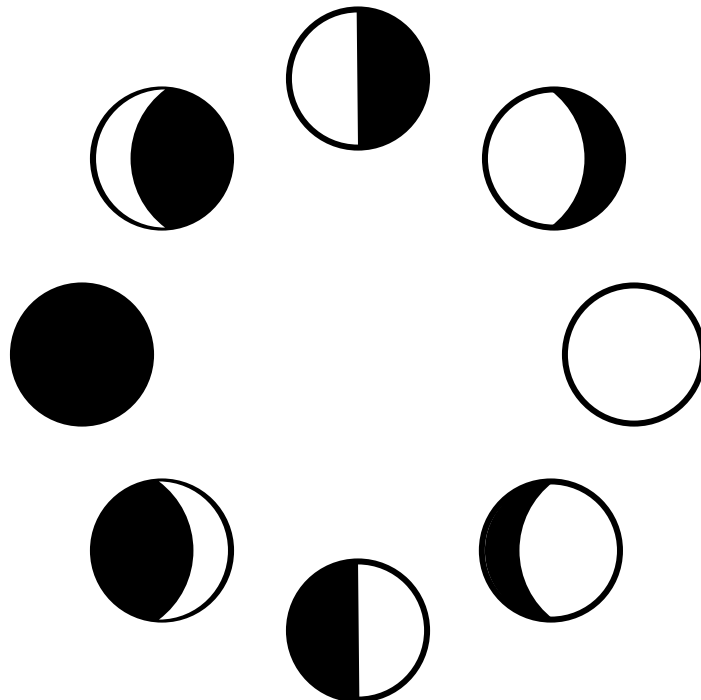
By the end of sixth grade, we expect students to be able to...

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.

DEMONSTRATE 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.



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.

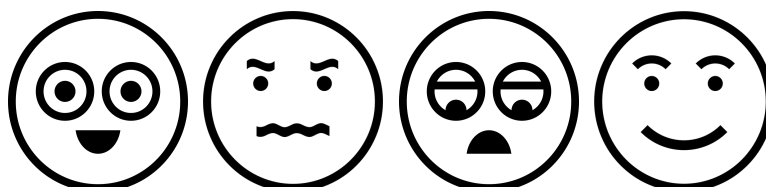
SELF-MANAGEMENT: Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.

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.

Social studies for sixth grade focuses on ancient civilizations.

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 within our government system today.

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

(short paragraphs with the option to use resources and edit):

- write lists and memorized phrases on familiar topics.

A blue speech bubble with a tail pointing to the right, containing the Spanish word "¡Hola!" in bold blue text.

PRESENTATIONAL SPEAKING

(rehearsed oral presentations):

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

A blue speech bubble with a tail pointing to the left, containing the French word "Bonjour" in bold blue text.

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 WRITING

(understanding print language):

- understand the main idea and supporting details from an authentic text with or without visual support.
- General thematic topics will include: introductions, clothing, family, weather, calendar, activities, hobbies, school, and nutrition.

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. Students will build 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



MENTAL/EMOTIONAL AND SOCIAL HEALTH

- bullies (in person and online)
- dealing with feelings and emotions
- effective communication and fostering supportive relationships
- stress management
- making smart decisions
- making and keeping good friends that are good for you

PERSONAL HEALTH AND HYGIENE

- skin, hair, eyes, ears, nails, teeth and gums, and exercise.



SAFETY

- Stranger Danger and personal safety, bicycle safety, online identity, train safety, fire safety, and using 911.

Health, Wellness and Fitness

FIRST AID INTRODUCTION

- breaking the accident chain
- minor injuries
- bleeding
- burns
- stings
- poisonings
- food allergies



PEER PRESSURE AND SUBSTANCE ABUSE

- refusal skills
- decision-making
- tobacco
- myths and realities



SEX EDUCATION

Using “Choosing the Best” Abstinence-Based Program (www.choosingthebest.org)

- sexual stereotypes
- sexual personal safety
- deciding on your future
- figuring out friendships and relationships
- avoiding unhealthy relationships
- physical changes of puberty

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

Physical Education

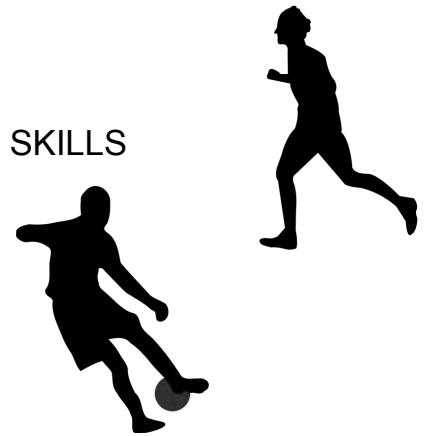
District 28 endorses the fact that physical education is an integral part of education which contributes to the development of the individual through physical movement.

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.

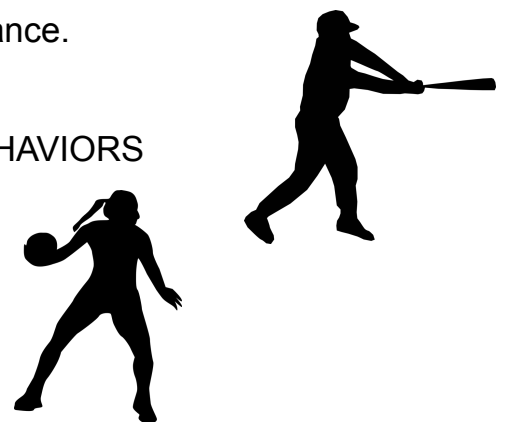


DEVELOP KNOWLEDGE & UNDERSTANDING OF PHYSICAL EDUCATION

- 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.

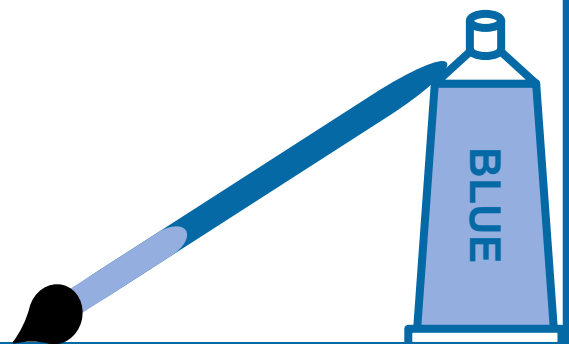


Art

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 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

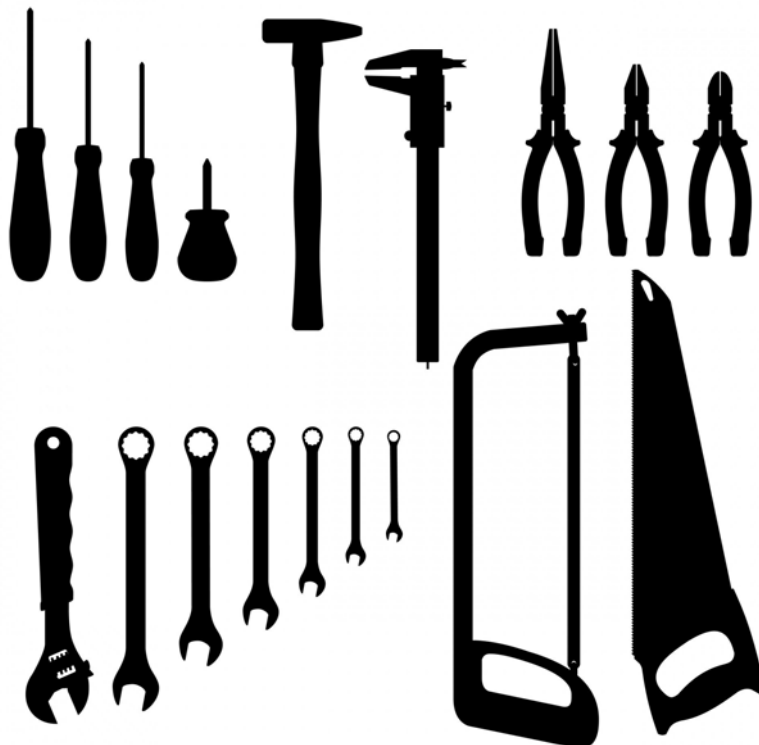
- accurately comprehend a basic project design to enhance their ability to build a project.

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.

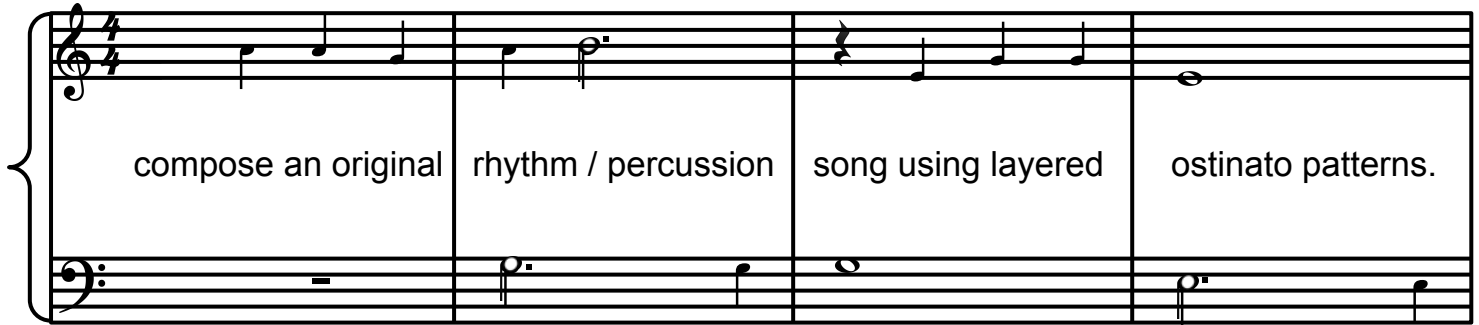
PROJECT

- 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.

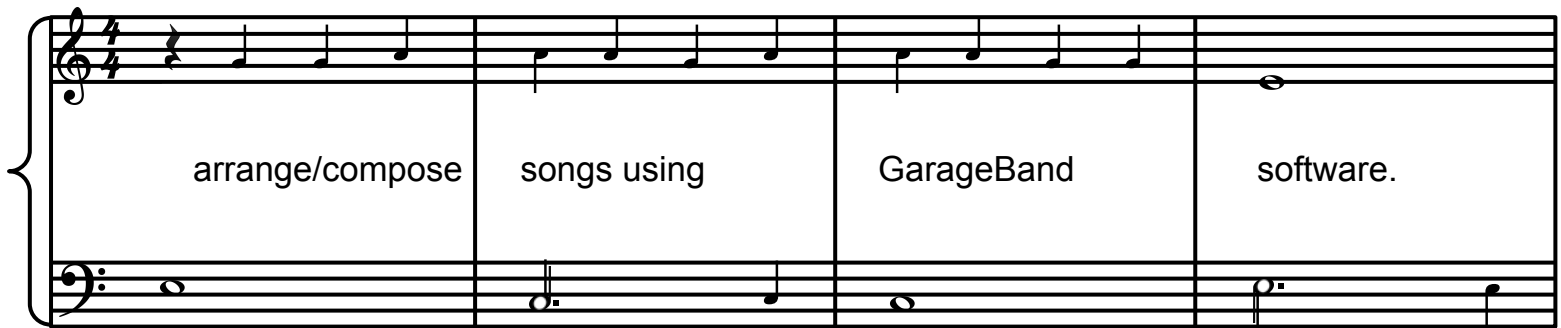


Music

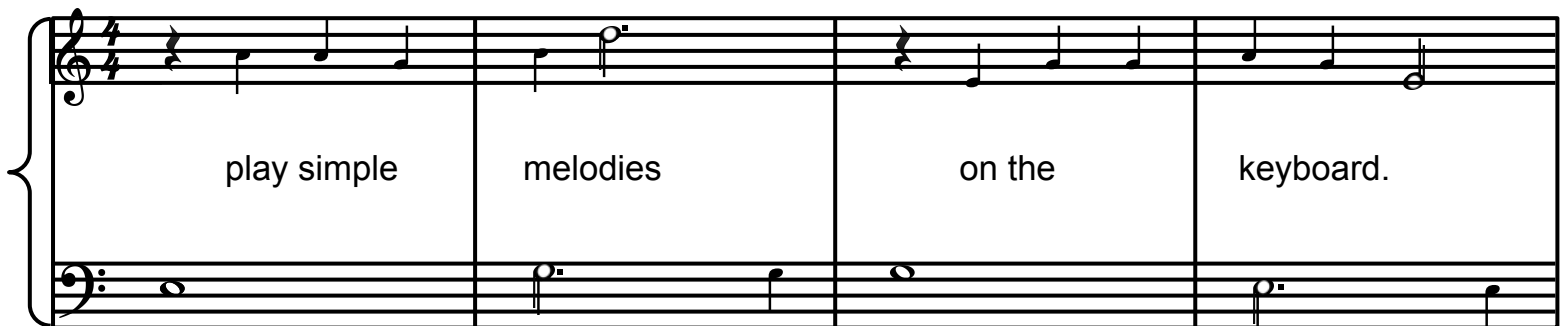
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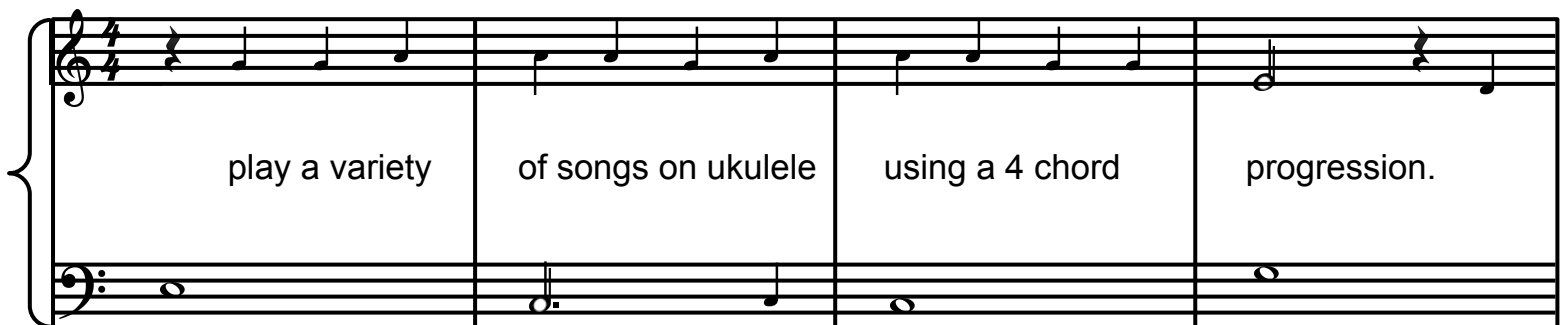
compose an original rhythm / percussion song using layered ostinato patterns.



arrange/compose songs using GarageBand software.



play simple melodies on the keyboard.



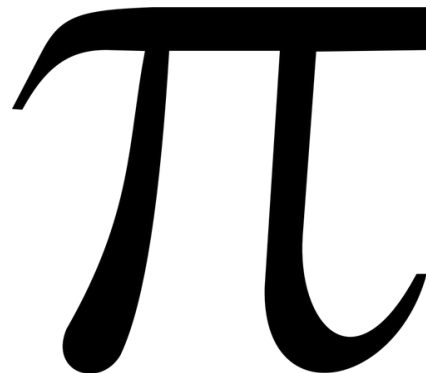
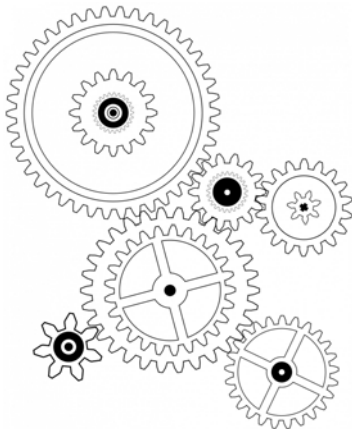
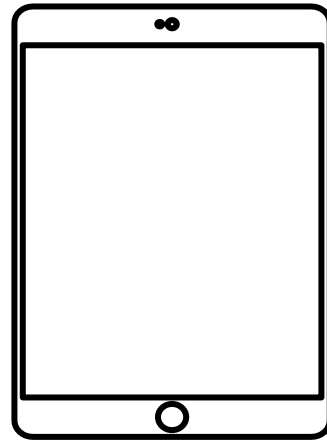
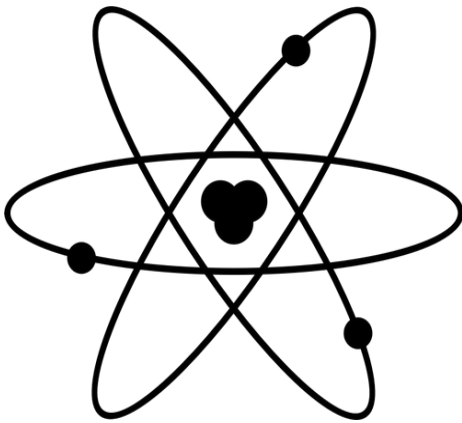
play a variety of songs on ukulele using a 4 chord progression.

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.



Band

CONCERT BAND (Primarily 6th & 7th grade)

Concert Band has numerous performance opportunities each year, including three school concerts, a tour of District 28 elementary schools and the Northbrook Memorial Day Parade. All 6th grade students are automatically placed in Concert Band after successful completion of Junior Band or Beginning Band. Concert Band rehearses three mornings per week at Northbrook Junior High.

EXTRA-CURRICULAR ENSEMBLES (Grades 6 through 8)

PERCUSSION ENSEMBLE

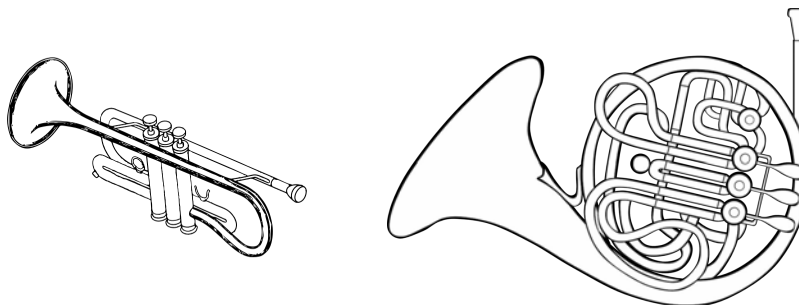
This ensemble is designed to expand the musical opportunities for percussion students. The students perform a wide variety of literature, drawing from many genres and influences. The Percussion Ensemble performs at least twice per year, and rehearses once per week after school from 3:45 p.m. to 5 p.m.

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 rehearses once per week after school from 3:45 p.m. to 5 p.m.



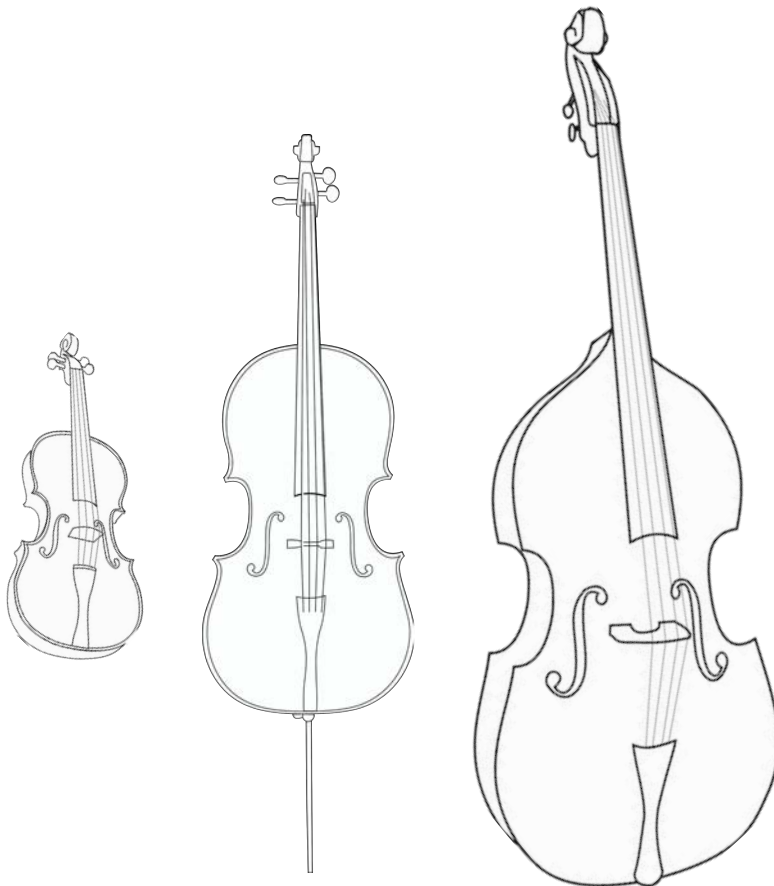
Orchestra

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. 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-Stewart, jleestewart@northbrook28



Administration



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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(847) 498-7900 (847) 498-7970 fax

Greenbriar School
2195 Cherry Lane
Northbrook IL 60062
(847) 498-7950
Principal: Ginny Hiltz, Ed.D.

Meadowbrook School
1600 Walters Avenue
Northbrook IL 60062
(847) 498-7940
Principal: Pat Thome

Westmoor School
2500 Cherry Lane
Northbrook IL 60062
(847) 498-7960
Principal: Mary Sturgill

Northbrook Junior High School
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Northbrook, IL 60062
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Principal: Scott Meek, Ed.D.