

Welcome to Eighth Grade!

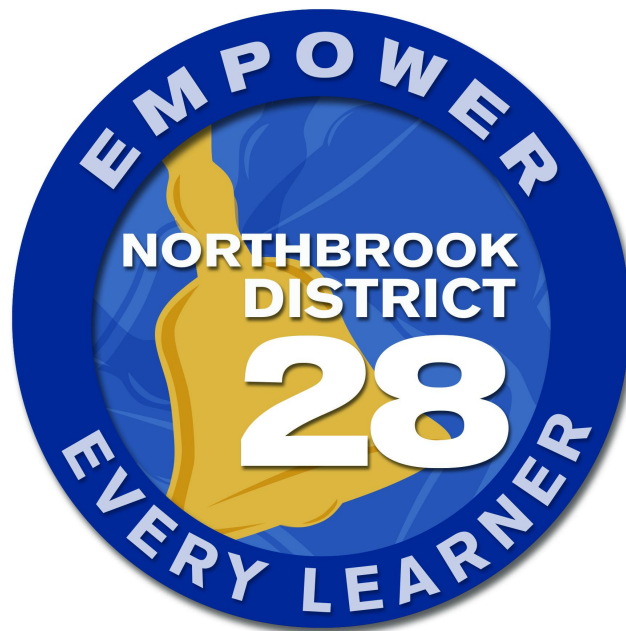
This family curriculum guide provides an overview of what your child will be learning during the school year. Each grade's curriculum reflects the Illinois Learning Standards and provides focused learning experiences for students. Our district holds a commitment to continually improving our curriculum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

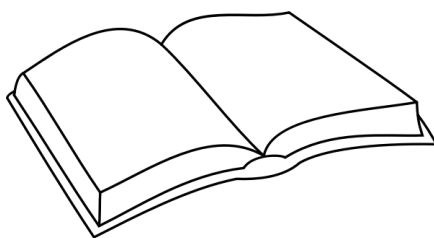
These models include whole group instruction; small, needs-based groups; individual conferences, collaborative learning experiences, inquiry-based activities, and ample time to read, write, speak, listen, and reflect independently and in groups.

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

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

READING

- analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- cite the textual evidence that most strongly supports an analysis of what the text says explicitly and inferentially.
- determine a theme or central idea of a text and analyze its development over the course of the text.
- analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.



Language Arts (cont.)

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

WRITING

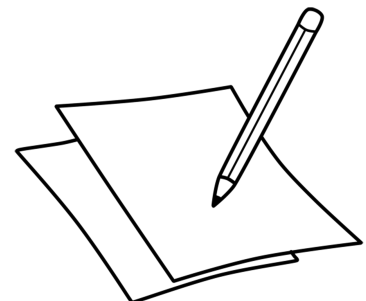
- write arguments to support claims with clear reasons and relevant evidence.
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- 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 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or 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 8 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

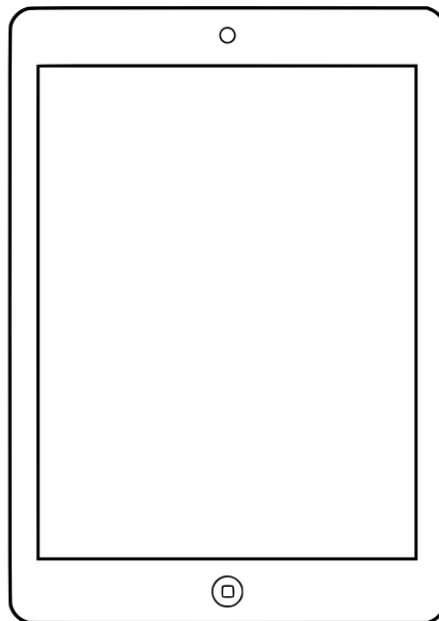
Digital Citizenship is the ability to think critically, behave safely, and participate responsibly through communication, collaboration, and creation in the digital world.

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: 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.

EXPRESSIONS AND EQUATIONS

- Identify key words and phrases to solve equations.
- Write word sentences as equations.
- Write and solve one-step and multi-step equations.
- Write and solve equations with variables on both sides.
- Write and solve literal equations.
- Understand and apply the exponent properties to write and evaluate expressions.
- Compare quantities using scientific notation.
- Perform operations with numbers written in scientific notation.

THE NUMBER SYSTEM

- Find the square and cube root(s) of a number.
- Approximate the value of the square root of a number.
- Classify and solve problems involving irrational numbers.

GEOMETRY

- Translate, reflect, rotate and dilate figures in the coordinate plane.
- Describe a sequence of rigid motions between figures on a coordinate plane.
- Calculate the perimeters and areas of similar figures.
- Construct a polygon with given parameters using mathematical tools such as rulers and protractors.
- Calculate missing angle measures created by the intersections of lines with parallel lines and transversals.
- Use facts about angle relationships to find unknown angle measures.
- Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems.
- Calculate the volumes of cylinders, cones, and spheres.
- Calculate the missing dimensions of 3-Dimensional solids.
- Calculate the surface areas and volumes of similar solids.

Mathematics: Pre-Algebra (cont.)

FUNCTIONS

- Graph linear and proportional relationships.
- Find and interpret the slope of a line.
- Write and solve equations of lines in slope-intercept, standard, and point-slope form.
- Solve and interpret systems of linear equations including those with special solutions.
- Identify and evaluate functions.
- Compare linear and nonlinear functions.

STATISTICS AND PROBABILITY

- Use scatter plots to describe patterns and relationships between two quantities.
- Use lines of fit to model data and two-way tables to represent data.
- Compare data sets and analyze a variety of data displays.

Mathematics: Algebra

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

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

EQUATIONS AND INEQUALITIES

- Solve multi-step equations and inequalities with variables on both sides.
- Write and solve literal equations.
- Solve and graph compound inequalities.

FUNCTIONS

- Compare linear and nonlinear functions.
- Identify and apply characteristics of functions.
- Write and graph equations of lines.
- Write and solve equations of lines in slope-intercept, standard, and point-slope form.

SYSTEMS

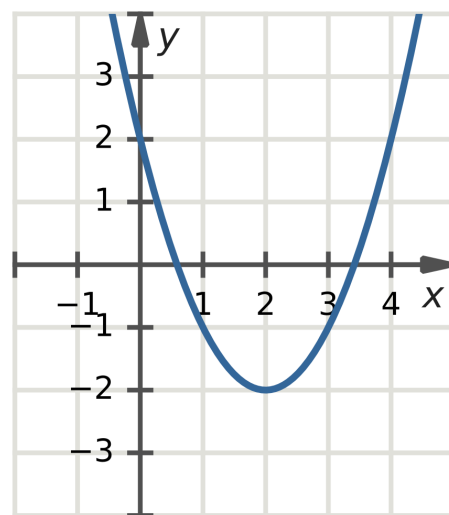
- Solve and graph systems of equations and inequalities.

NON-LINEAR FUNCTIONS

- Simplify expressions using properties of exponents.
- Identify, construct, interpret exponential functions.
- Solve absolute value equations and inequalities.
- Graph absolute value functions.

QUADRATICS

- Perform operations with polynomials.
- Factor quadratic expressions.
- Simplify and perform radical operations.
- Graph quadratic functions.
- Solve quadratic equations.



Mathematics: Geometry

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.

GEOMETRIC THEOREMS

- Apply basic definitions of Euclidean Geometry.
- Construct and analyze parts of a logical argument or geometric proof.
- Prove and apply relationships with geometric figures.
- Calculate missing angle measures created by the intersection of parallel lines and transversals.

CONGRUENCE

- Prove theorems about lines and angles.
- Describe transformations in terms of similarity and congruence.
- Prove theorems about triangles.
- Prove and apply properties of quadrilaterals.

GEOMETRIC CONSTRUCTIONS

- Construct congruent segments, bisectors, parallel and perpendicular lines.
- Construct geometric figures using a compass and straightedge.
- Construct tangent lines for circles.

SIMILARITY, RIGHT TRIANGLES AND TRIGONOMETRY

- Prove and apply theorems involving similarity.
- Solve right triangles using pythagorean theorem.
- Apply properties of right triangle and oblique triangle trigonometry to solve problems.
- Use similarity criteria to solve problems about lengths, perimeters, and areas.

CIRCLES AND 3 DIMENSIONAL FIGURES

- Prove and apply theorems and properties of circles.
- Identify arc and angle measures of circles.
- Prove and apply formulas for area and circumference of circles.
- Write and graph equations of circles.
- Calculate the area, surface areas, and volume of figures.

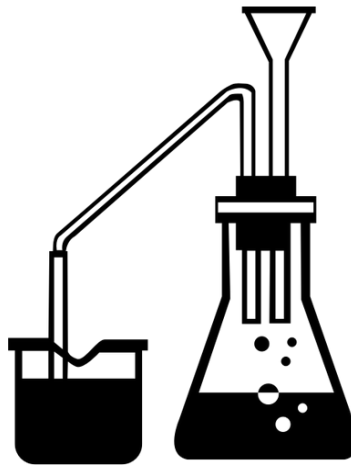
Science

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

SCIENCE AND ENGINEERING PRACTICES

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



Science (cont.)

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

CHEMISTRY & PHYSICS

- develop a model that shows how particles in a substance change based on temperature and energy.
- design and construct prototypes that keep temperature constant.
- plan and perform an investigation to determine how different substances react to changes in energy and temperature.
- develop a model to show the structure of atoms.
- analyze and interpret data to determine if a substance has undergone a chemical change.
- collect evidence about synthetic materials and how they impact society.
- develop a model that represents the Conservation of Mass law.
- design and construct prototypes that transfer energy during a chemical reaction.
- create a simple model based on calculations that explains the relationship between wave amplitude and energy.
- design a model to demonstrate that waves are absorbed, are reflected and travel through different materials.
- collect evidence to support the claim that digital signals are a more reliable way to encode and transmit information than analog signals.
- use Newton's Third Law to develop a solution for an instance when two objects collide.
- plan an investigation that provides evidence that an object's change in motion depends on the force and mass of the object (Newton's Second Law).
- ask questions about data to determine what factors affect the strength of electric and magnetic forces.
- prepare an argument based on evidence to support that gravitational interactions occur due to attraction and are affected by mass.
- perform an investigation to collect evidence to support that forces act on objects even when objects are not touching.
- create and interpret graphs to explain the relationship between energy, mass, and speed of objects.
- develop a model to demonstrate how distance impacts potential energy.

Social-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.

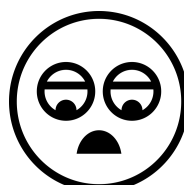
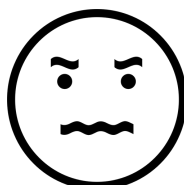
SELF-MANAGEMENT: Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.

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 eighth 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 eighth 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.



Social Studies (cont.)

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

GLOBAL STUDIES

(Geography, History, Economics, Civics)

- understand the growing interdependency of the world.
- interpret what it means to be a global citizen.
- understand the current issues and problems facing the world.
- recognize the need for tolerance and respect for global differences.
- investigate the major elements of culture and how culture changes.
- identify nations' relative location in the world.
- examine the cultural and environmental diversity in the world.
- analyze the relationships between humans and their environment.
- draw conclusions about the impact of continuity and change on historical developments in the world.
- explain the impact of imperialism on various regions of the world.
- understand how different perspectives have influenced history.
- describe the roles of individuals and groups in shaping people's lives.
- assess how economic decisions affect the well-being of individuals and the global community.



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



INTERPERSONAL

(unrehearsed conversations):

- participate in conversations on a number of familiar topics.

PRESENTATIONAL WRITING

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

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

PRESENTATIONAL SPEAKING

(rehearsed oral presentations):

- present basic information orally on familiar topics using a series of sentences.

INTERPRETIVE LISTENING AND READING

(understanding spoken and written language):

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

Health, Wellness and Fitness

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

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

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

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

Health, Wellness and Fitness

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

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

6TH GRADE

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



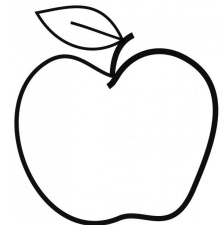
7TH GRADE

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



8TH GRADE

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



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

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

Physical Education

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

Our program enhances growth and development, teaches students the effects on their bodies, and provides physical skills for present and lifelong activity.

By the end of junior high, we expect students will...

DEVELOP A VARIETY OF PSYCHOMOTOR SKILLS

- develop gross motor skills.
- develop fine motor skills.
- demonstrate appropriate developmental motor patterns.
- learn sports skills and activities for lifetime use.

DEVELOP & MAINTAIN FITNESS

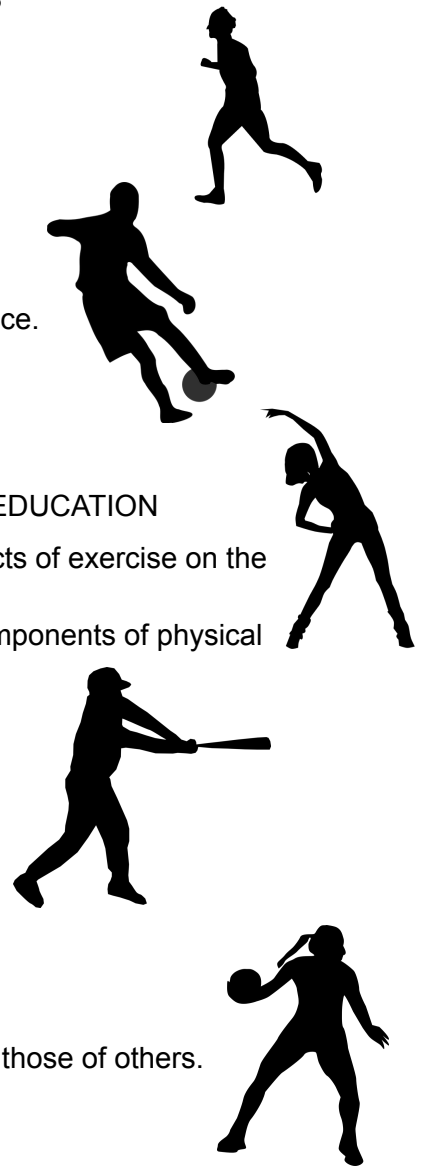
- become knowledgeable about cardiovascular strength and endurance.
- develop muscular strength and endurance.
- develop flexibility.

DEVELOP KNOWLEDGE & UNDERSTANDING OF PHYSICAL EDUCATION

- demonstrate basic principles of physiology of exercise and the effects of exercise on the body.
- demonstrate an understanding and application of health related components of physical education.
- develop cognitive components of sports, games and dance.

DEVELOP POSITIVE ATTITUDES & BEHAVIORS

- demonstrate good sportsmanship.
- demonstrate cooperation and teamwork.
- develop an appreciation for regular physical activity.
- demonstrate emotional control.
- demonstrate leadership and fellowship skills.
- recognize and accept their own strengths and limitations as well as those of others.
- develop positive self-concept.



Art

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

In each eighth-grade art course, we expect students to...

DRAWING FOUNDATIONS

- draw representationally from observation
- use drawing as a means of self-expression.
- demonstrate the ability to make decisions in the choice of subject, mood and composition.
- be able to apply the principles of design as they apply to composition.

ACRYLIC PAINTING

- use and apply various applications of acrylic painting.
- understand and use various color theory principles.
- demonstrate the ability to make unique and clever decisions in the choice of subject, mood and composition.
- be able to apply the principles of design as they apply to composition.



WATERCOLOR PAINTING

- use and apply various applications of watercolor painting.
- understand and use various color theory principles.
- demonstrate the ability to make unique and clever decisions in the choice of subject, mood and composition.
- be able to apply the principles of design as they apply to composition.

SCULPTURE

- combine various hand-building techniques and glazing to create clay sculpture.
- Explore plaster casting, wire sculpture and book-making techniques
- refine sculpture/craftsmanship skills.
- be able to apply the principles of design as they apply to composition, form and function.

Art (cont.)



COMPUTER ART

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

Concert Choir

Concert Choir is a singing ensemble for 7th and 8th grade which meets twice a week in the morning (7:45-8:30 AM), 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.



Drama

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

- 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.
- identify the three basic tools of the performer on stage (body, voice, and mind).
- create and perform acting scenes applying the basic tools of the performer.
- maintain focus and concentration during performances.
- perform improvisational acting scenes.
- work collaboratively and effectively in groups with peers.
- participate in a variety of theater games.



Industrial Arts

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

READ AND NAVIGATE TECHNICAL TEXTS

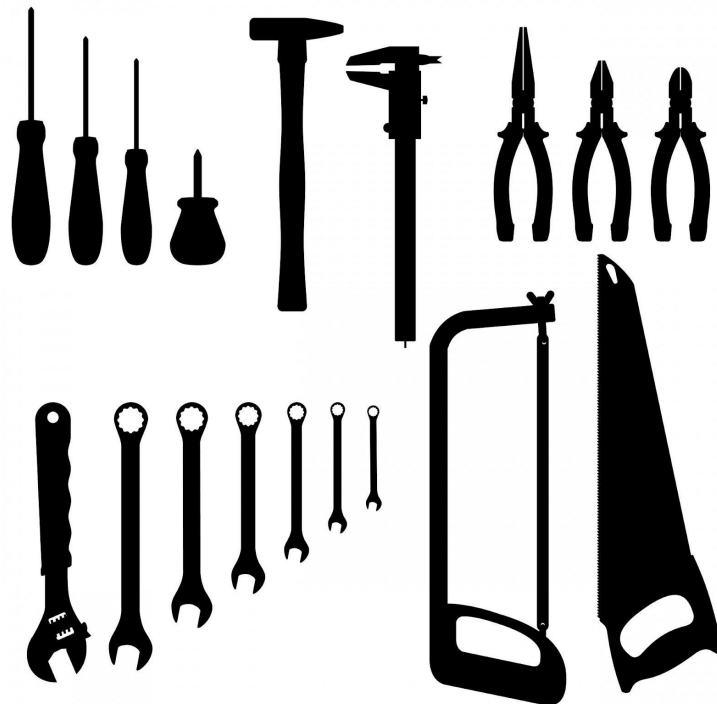
- accurately comprehend a basic project design to enhance their ability to build a project.

MACHINES AND TOOLS

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

PROJECTS

- learn how to assemble 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.
- learn more advanced problem solving skills.



Instrumental Music

CHAMBER ORCHESTRA - (Level 5 and 6 - Primarily 7th & 8th Grade)

Students placed in Chamber Orchestra exhibit a solid ability on their instrument, and are working on lesson materials in levels five or six. Chamber 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 seven performances, as well as one field trip.

The orchestra also performs at the 8th grade graduation ceremony on alternating years with Wind Ensemble and Concert Choir.

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

WIND ENSEMBLE

Wind Ensemble has numerous performance opportunities each year, including school concerts, festival performances and the Northbrook Memorial Day Parade. Wind Ensemble also performs for graduation on a rotating basis, alternating years with Chamber Orchestra and Concert Choir. Students in Wind Ensemble rehearse 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 one day a week after school, 3:45 pm - 5:00 pm.

JAZZ BANDS

Northbrook Junior High has two jazz ensembles, offered to junior high students enrolled in the band or orchestra program. The jazz bands perform two to three times per year and rehearse one day a week after school, 3:45 pm - 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 - 5:00 pm.

Literacy Electives

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

MOVIE STUDIES

- analyze how the differing structure of a text/story contributes to its meaning and style.
- evaluate the choices made by filmmakers and other creative artists.
- engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.
- identify which craft moves filmmakers make (camera angles, music, lighting, etc.).
- actively listen and convey their own ideas with their peers in a civil manner.

GRAPHIC NOVELS

- structure an effective plot and maintain a logical sequence of events from beginning to end, using a variety of techniques unique to the graphic novel format.
- establish a setting, conflict, characters, and point of view.
- develop a narrative using description, details, and dialogue.
- write and illustrate routinely over an extended time frame.
- reflect on their writing process and their graphic novel to see what is working and where there is room for improvement.
- be a sounding board for other graphic novelists, giving feedback and offering suggestions.

BROADCASTING

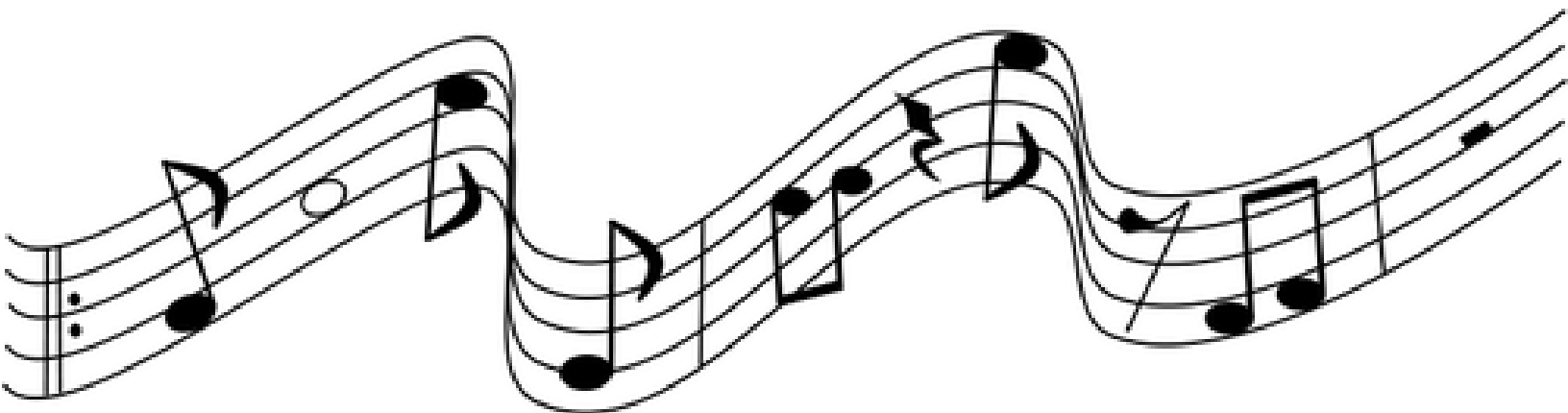
- closely examine the ways in which the media presents information to its consumers.
- determine the meaning of words and phrases as they are used in a text and analyze the impact of specific word choices on meaning and tone.
- produce quality journalism ranging from podcasts to video news clips to play-by-play sports broadcasting.
- reflect on their creative process and their pieces of journalism to see what is working and where there is room for improvement.
- be a sounding board for other journalists, giving feedback and offering suggestions.

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

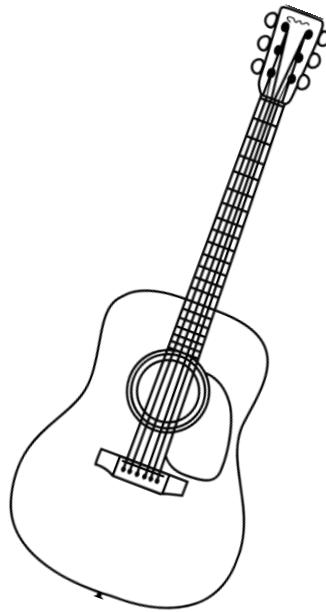
- compose an original rhythm/percussion song using layered ostinato patterns.
- arrange/compose songs using GarageBand software.
- play complex melodies and chords on the keyboard.
- play a variety of songs on ukulele, learning melodies.
- play intermediate chord progressions on guitar.



Guitar and Ukulele

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

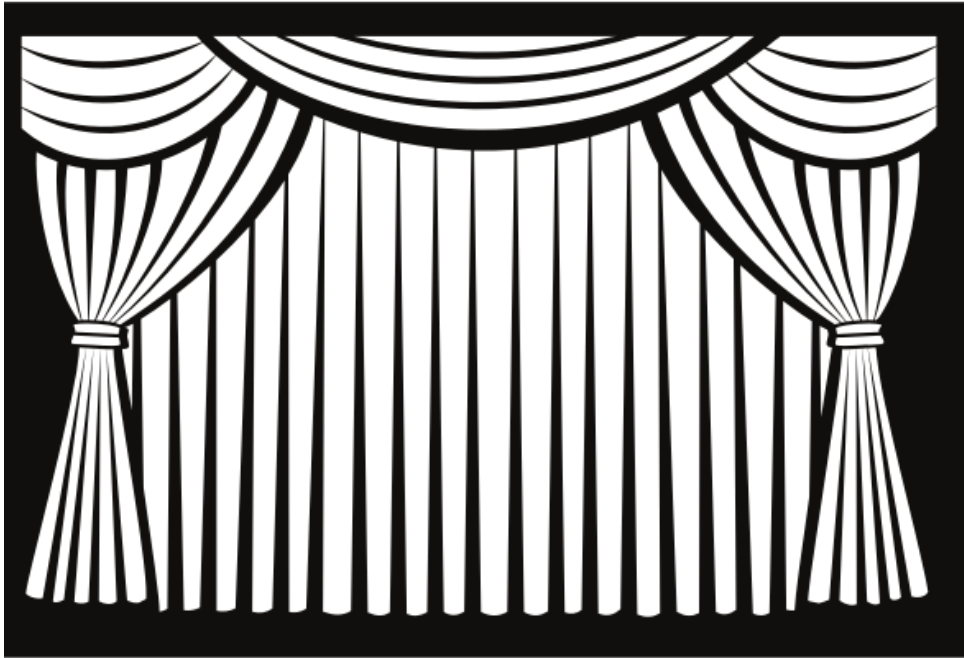
- identify basic music notation on guitar
- identify notes and play simple/intermediate
- melodies on guitar/ukulele.
- play the main chords on guitar/ukulele.
- understand tab notation and apply to a song on guitar/ukulele.
- learn songs from a variety of musical genres on guitar/ukulele.



Performance Studies

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

- synthesize the principles of acting and music to create a variety of performances.
- work collaboratively with their peers in order to create their own performances.
- create/edit music videos with the use of technology.



S.T.E.M.

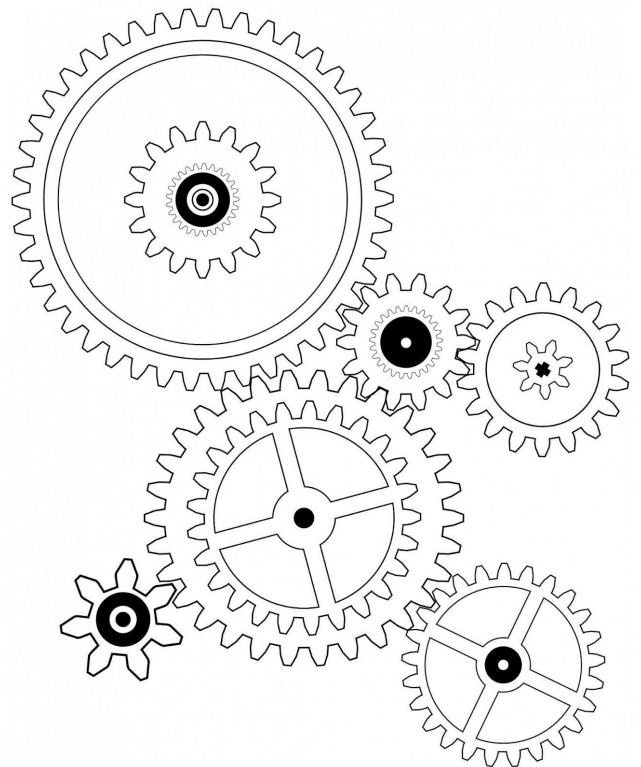
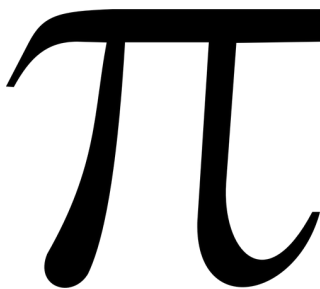
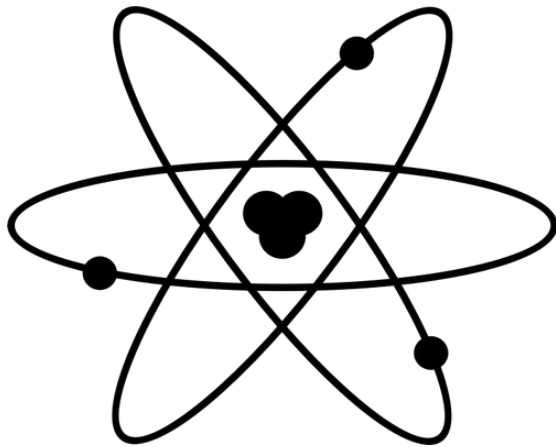
By the end of eighth grade, we expect students to be able to...

DESIGN AND CONSTRUCTION

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

FORENSIC & CRIME SCENE INVESTIGATION

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



Administration



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Dr. Kelly Sculles, Director of Student Services
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