



All District 67 children will demonstrate critical and creative thinking through projects, activities, and assessments that include real-life applications as part of the study of each curriculum area.

All District 67 children planning to attend college will be well prepared to succeed in high school AP or honors coursework.

LEARNING STANDARDS

By the end of eighth grade the following will be achieved:

Language Arts: All students will demonstrate their ability to read critically above grade level and effectively write and speak for a variety of purposes and audiences.

Math: All students will master Algebra I and related concepts, acquire a foundation in geometry and apply those concepts to real-life problems.

Science: All students will master the scientific method and synthesize the themes and related concepts that unite life, physical, and earth sciences.

Social Studies: All students will be able to locate information, analyze resources, and apply concepts of government, culture, economics, geography, current and historic events, in order to practice civic competency.

World Languages: All students will master high school level one world language classes and apply those concepts to real life situations.

Visual Arts: All students will demonstrate the artistic skills needed to analyze works of art and express themselves creatively.

Performing Arts: All students will demonstrate the musical and dramatic skills to express themselves individually and cooperatively through singing, acting, playing instruments, oration, or movement activities.

Information Literacy: All students will be able to access, evaluate, and synthesize information in order to develop, publish, and present products using various technological resources to communicate to an audience.

Wellness: All students will show an increased level of fitness and be able to develop and implement an individual health and fitness plan that includes proper nutrition, cardiovascular endurance, appropriate training techniques and the ability to make healthy choices providing a foundation for life long fitness.

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LANGUAGE ARTS OVERVIEW

Language arts includes reading, writing, speaking, listening, and the study of literature. In addition, students must be able to study, retain and use information from many sources. Through the study of the language arts, students should be able to read fluently, and understand a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. As students progress, a structured study of literature will allow them to recognize universal themes and to compare styles and ideas across authors and eras.

GOALS AND WHY THEY ARE IMPORTANT:

- ◆ **Read with understanding and fluency.**

Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they have previously learned. Students who read diverse materials will build a strong foundation.

- ◆ **Read and understand literature representative of various societies.**

Literature transmits ideas, reflects societies and eras, and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enables students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

- ◆ **Write to communicate for a variety of purposes.**

The ability to write clearly is essential to any person's effective communication. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals, and technical and professional communications. Students should be able to use computers to enhance their writing proficiency and improve their career opportunities.

- ◆ **Listen and speak effectively in a variety of situations.**

Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work, and in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone, or through video, good listening and speaking are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of a student's repertoire.

- ◆ **Use the language arts to acquire, assess and communicate information.**

To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are keys to successful careers and lifelong learning experiences.

Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

SOLVING PROBLEMS

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

Solving problems demands that students be able to read and listen, comprehend ideas, ask and answer questions, clearly convey their own ideas through written and oral means, and explain their reasoning. Comprehending reading materials and editing and revising writing are in themselves forms of complex problem solving. The ability to locate, acquire and organize information from various sources, print and electronic, is essential to solving problems involving research. In all fields, language arts, mathematics, science, social studies, and other, the command of language is essential in stating and reasoning through problems and conveying results.

COMMUNICATING

Express and interpret information and ideas.

Communication is the essence of language arts, and communication surrounds us today in many forms. Individuals and groups of people exchange ideas and information - oral and written - at lunch tables, through newspapers and magazines, and through radio, television and on-line computer services. From the simplest, shortest conversations to the most complex technical manuals, language is the basis of all human communication. A strong command of reading, writing, speaking and listening is vital for communicating in the home, school, workplace and beyond.

USING TECHNOLOGY

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Computers and telecommunications have become basic means for creating messages and relaying information. In offices and homes, people write using computers. Audio and visual media are used for both creative and practical forms of communication. The use of on-line services is now commonplace among researchers, authors, farmers and auto mechanics. Skilled use of these technologies provides students with necessary opportunities to search and process information, be in touch with experts, prepare documents, and learn and communicate in more effective ways.

WORKING ON TEAMS

Learn and contribute productively as individuals and as members of groups.

In sports, the workplace, family and elsewhere, teamwork requires skill in the use of language. People must speak clearly and listen well as they share ideas, plans, instructions and evaluations. In researching and bringing outside information to a team, individuals must be able to search, select and understand a variety of sources. Documenting progress and reporting results demand the ability to organize information and convey it clearly. Those who can read, write, speak and listen well are valuable contributors in any setting where people are working together to achieve shared goals.

MAKING CONNECTIONS

Recognize and apply connections of important information and ideas within and among learning areas.

The parts of language arts are closely interconnected. Reading and writing provides the means to receive and send written messages. Likewise, listening and speaking enable people to receive and send oral information. Speaking and writing are the creative components, while listening and reading are the receptive components of language through which people access knowledge and demonstrate its applications. Proficiency in these skills clearly supports learning in all academic areas.

MATHEMATICS OVERVIEW

Mathematics is a language we use to identify, describe and investigate the patterns and challenges of everyday living. It helps us to understand the events that have occurred and to predict and prepare for events to come so that we can more fully understand our world and more successfully live in it.

GOALS AND WHY THEY ARE IMPORTANT:

- ◆ **Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns and proportions.**

Numbers and operations on numbers play fundamental roles in helping us make sense of the world around us. Discussing and solving problems related to budgets, comparing prices on merchandise, understanding the nature of interest charges, measuring fuel consumption and calculating the trajectory for space travel would all be impossible without a sense of numbers and operations. Students must develop this sense of numbers and operations and be able to use it to solve problems using mental computation, paper-and-pencil algorithms, calculators, and computers.

- ◆ **Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.**

Measurement provides a way to answer questions about “how many”, “how much”, and “how far.” We describe the sizes, capacities and values of many things - from the large distances involved in space travel, to the very small quantities in computer design and microbiology, as well as the varying values of currencies in international monetary exchange. Students must be able to choose an appropriate level of accuracy for a measurement; to select what measuring instruments to use and to correctly determine the measures of objects, space, and time.

- ◆ **Use algebraic and analytical methods to identify and describe patterns and relationships, as well as determine acceptable levels of accuracy.**

Algebra unites patterns and quantities in patterns with the means of describing change through the use of variables and functions. Its concepts and analytical methods allow people to consider general solutions to problems with common characteristics and develop related formulas. Students must be able to use algebraic methods to construct and examine tables of values; to interpret the relationships expressed by patterns in these tables; to relate change and variation in graphs and formulas; to reason about changes in quantities and the relationships involved in changes; and to find solutions to everyday problems using algebra’s symbolic manipulation and formulas.

- ◆ **Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.**

Geometry provides important methods for reasoning and solving problems with points, lines, planes, and space. The applications of geometry are widespread in construction, engineering, architecture, mapmaking, and art.

- ◆ **Collect, organize, and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.**

The ability to understand and interpret data (e.g., opinion polls, stock prices, tax rates, crime statistics, scientific studies, weather reports) grows more important each day. Students must be able to organize data, make sense of variables and patterns, and judge the logical reasonableness of any claims and interpretations made.

Through Applications of Learning, students demonstrate and deepen their understand of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

SOLVING PROBLEMS

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

The solving of problems is at the heart of “doing mathematics.” When people are called on to apply their knowledge of numbers, symbols, operations, measurements, algebraic approaches, geometric concepts and relationships, and data analysis, the power of mathematics emerges. Students must have experience with a wide variety of problem-solving methods and opportunities for solving a broad range of problems. The ability to link the problem-solving methods learned in mathematics with knowledge of objects and concepts from the other academic areas is a fundamental survival skill for life.

COMMUNICATING

Express and interpret information and ideas.

Everyone must be able to read and write technical material to be competitive in the modern workplace. Mathematics provides students with opportunities to grow in the ability to read, write, and talk about situations involving numbers, variables, equations, figures, and graphs. The ability to shift between verbal, graphical, numerical, and symbolic modes of representing a problem helps people formulate, understand, solve and communicate technical information. Students must have opportunities in mathematics classes to confront problems requiring them to translate between representations, both with mathematics and between mathematics and other areas; to communicate findings both orally and in writing; and to develop displays illustrating the relationships they have observed or constructed.

USING TECHNOLOGY

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Technology provides a means to carry out operations with speed and accuracy; to display, store and retrieve information and results; and to explore and extend knowledge. Students must be able to use the technology of calculators and computers including spreadsheets, dynamical geometry systems, computer algebra systems, and data analysis and graphing software to represent information, form conjectures, and solve problems and communicate.

WORKING ON TEAMS

Learn and contribute productively as individuals and as members of groups.

The use of mathematics outside the classroom requires sharing expertise as well as applying individual knowledge and skills. Students must have opportunities to develop the skills and processes provided by team problem-solving experiences to be prepared to function as members of society and productive participants in the workforce.

MAKING CONNECTIONS

Recognize and apply connections of important information and ideas within and among learning areas.

Mathematics is used extensively in business; the life, natural and physical sciences; and in the fine arts. Medicine, architecture, engineering, the industrial arts and a multitude of occupations are also dependent on mathematics. Mathematics offers necessary tools and ways of thinking to unite the concepts, relationships and procedures common to these areas. Mathematics provides a language for expressing ideas across disciplines, while, at the same time, providing connections, linking number and operations, measurement, geometry, data and algebra within mathematics itself.

Science is a creative endeavor of the human mind. It offers a special perspective of the natural world in terms of understanding and interaction. The aim of science education is to develop in learners a rich and full understanding of the inquiry process; the key concepts and principles of life sciences, physical science, and earth and space sciences; and understand issues of science, technology, and society in historical and contemporary contexts.

GOALS AND WHY THEY ARE IMPORTANT:

- ◆ **Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.**

The inquiry process prepares learners to engage in science and apply methods of technological design. This understanding will enable students to pose questions, use models to enhance understanding, make predictions, gather and work with data, use appropriate measurement methods, analyze results, draw conclusions based on evidence, communicate their methods and results, and think about the implications of scientific research and technological problem solving.

- ◆ **Understand the fundamental concepts, and principles and interconnections of the life, physical and earth/space sciences.**

This goal is comprised of key concepts and principles in the life, physical and earth/space sciences that have considerable explanatory and predictive power for scientists and non-scientists alike. These ideas have been thoroughly studied and have stood the test of time. Knowing and being able to apply these concepts, principles, and processes help students understand what they observe in nature and through scientific experimentation. A working knowledge of these concepts and principles allows students to relate new subject matter to material previously learned and to create deeper and more meaningful levels of understanding.

- ◆ **Understand the relationships among science, technology and society in historical and contemporary contexts.**

Understanding the nature and practices of science such as ensuring the validity and reliability of results, building upon the work of others and recognizing risks involved in experimentation gives learners a useful sense of the scientific enterprise. In addition, the relationships among science technology and society give humans the ability to change and improve their surroundings. Learners who understand this relationship will be able to appreciate the efforts and effects of scientific discovery and applications of technology on their own lives and on the society in which we live.

Through Applications of Learning, students demonstrate and deepen their understand of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

SOLVING PROBLEMS

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

Asking questions and seeking answers are at the heart of scientific inquiry. Following the steps of scientific inquiry, students learn how to gather evidence, review and understand their findings, and compare their solutions with those of others. They learn that there can be differing solutions to the same problem, some more useful than others. In the process, they learn and apply scientific principles. They also learn to be objective in deciding whether their solutions meet specifications and perform as desired.

COMMUNICATING

Express and interpret information and ideas.

Scientists must carefully describe their methods and results to a variety of audiences, including other scientists. This requires precise and complete descriptions and the presentation of conclusions supported by evidence. Young science students develop the powers of observation and description. Older students gain the ability to organize and study data, to determine its meaning, to translate their findings into clear understandable language and to compare their results with those of other investigators.

USING TECHNOLOGY

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Technology is invented and improved by the use of scientific principles. In turn, scientists depend on technology in performing experiments, analyzing data and communicating the results. Science students learn to use a range of technologies: instruments, computer hardware and software, on-line services and equipment, primary source data and images, and communication networks. They learn how technology, in turn, is the result of a scientific design process that includes continual refinements and improvements.

WORKING ON TEAMS

Learn and contribute productively as individuals and as members of groups.

The practical application of science requires both individual and group efforts. Individuals bring unique insight and focus to the work of inquiry and problem solving. Working in groups, scientists pose questions, share hypotheses, and divide their experimental efforts, and share data and results. Science students have the opportunity to work both ways - as individuals and as members of teams organized to conduct complex investigations and solve problems.

MAKING CONNECTIONS

Recognize and apply connections of important information and ideas within and among learning areas.

Science has many disciplines, all interrelated. Understanding the functioning of living things depends on knowing chemistry; understanding chemistry depends on knowing physics. In the same way, science itself is highly dependent on mathematics - and it also relates strongly to medicine, geography, physical development and health, social trends and issues, and many other topics. Science, at its best, provides knowledge and skills that improve the understanding of virtually all subjects.

The integrated study of the social sciences and humanities promotes civic competence. Within the school program social studies provides coordinated, systematic study of such disciplines as anthropology, economics, geography, history, law, political science, and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The study of social studies helps people develop the ability to make informed and reasoned decisions for the public good as citizen of a culturally diverse, democratic society in an interdependent world.

GOALS AND WHY THEY ARE IMPORTANT:

- ◆ **Understand political systems, with an emphasis on the United States.**

The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of government and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.

- ◆ **Understand economic system, with an emphasis on the United States.**

People's lives are directly affected by the economies of cities, states, nations, and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems, and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources, and function as effective participants in the economies around them.

- ◆ **Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

Students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions, and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.

- ◆ **Understand world geography and the effects of geography on society, with an emphasis on the United States.**

The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interactions. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems (land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies.

- ◆ **Understand social systems, with an emphasis on the United States.**

A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how culture contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.

Through Applications of Learning, students demonstrate and deepen their understand of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

SOLVING PROBLEMS

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

In social studies, solving problems helps students to recognize that individual decisions and actions have consequences - and these consequences affect the way people, groups and nations associate with each other. Students of social studies are asked to analyze information from a variety of sources and to solve problems through a rational process based on goals and criteria.

COMMUNICATING

Express and interpret information and ideas.

To gather a range of options and determine the best course of action, students must interpret information. To study and draw conclusions about social studies issues, students need to read and interpret textual and visual information, be able to listen carefully to others, and be able to organize and explain their own ideas using various media.

USING TECHNOLOGY

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Technology provides a channel through which students can gather knowledge of the past, search information about today and make hypotheses regarding the future. The technology includes databases, computer programs, on-line services and interactive telecommunications. It allows students to gather and process data from a variety of sources, from archives in the Library of Congress to historical art works from around the world. Students can share ideas and information not only with their classmates, but also with a "virtual classroom" of students from across the world - social studies in action.

WORKING ON TEAMS

Learn and contribute productively as individuals and as members of groups.

Social Studies is about people's interactions. Study in this field encourages students to listen carefully to the views of all members of a group and to represent their own points of view appropriately and effectively. The group benefits from the individual knowledge and skills of its members. Each individual - like each part of social studies itself - holds an important relationship to the whole.

MAKING CONNECTIONS

Recognize and apply connections of important information and ideas within and among learning areas.

Social Studies is a highly integrated set of disciplines. Understanding economics requires knowing mathematics; understanding geography requires knowledge of earth science. Students must grasp that the connections between the parts of social studies - and their relations to other academic areas - are the key to analysis, library and field research, debate, discussion and decision-making, all of which are key elements to successful careers.

ANALYTICAL WRITING

Recognize and apply connections of important information and ideas within and among learning areas.

Analytical writing in social studies requires the student to integrate the array of skills described above to produce a reasoned response, supported by evidence, to those fundamental questions that recur within the human experience. In mastering this skill set, the student must develop a succinct thesis that asserts a clear position on the question presented; analyze relevant data from a variety of sources, e.g., both textual and graphic documents; incorporate information gathered from both primary and secondary sources encountered in his/her study; and then organize the material in a coherent, cogent argument adhering to the standard writing conventions of the English language.

Throughout time, the arts have been essential to human existence. When people create in sounds, images, gestures, and words, they discover ways to shape their thoughts and feelings with others. The arts enrich the quality of life.

Young children “respond to gestures and movement before they react to the spoken word. They understand and explore sound before they learn to speak. They draw pictures before they form letters. They dance and act out stories before they learn to read,”. (Fowler, 1984). The fine arts - drama, music, and visual arts - are fundamental ways of knowing and thinking. In addition to their intrinsic value, the arts contribute to children’s development. Research shows that study in music improves test scores in spatial temporal reasoning in young children (Rauscher, 1987).

Works of art are some of the highest achievements of civilization. Students learn the language of the arts and how to interpret visual images, sounds, movement, and stories. Because the arts are both universal and culturally specific, they are a powerful means of increasing international and intercultural awareness. Through the arts, students gain a greater understanding of their own culture heritage, as well as a sense of the larger world community.

The curriculum addresses the language of the fine arts, sensory elements, organizational principles and expressive qualities and how the arts are similar, different or related to each other. Students also learn about production and performance in the arts and the role of the arts in civilization. When students study the arts they become informed audience members and informed consumers of the popular culture including electronic media.

GOALS AND WHY THEY ARE IMPORTANT:

- ◆ **Know the language of the arts.**

Through observations, discussion, interpretation and analysis, students learn the “language” of arts. They learn to understand how others express ideas in dance, drama, music and visual art forms. In addition to acquiring knowledge essential to performance and production, students become arts consumers (e.g., attending live performances or movies, purchasing paintings or jewelry, or visiting museums) who understand the basic elements and principles underlying artworks and are able to critique them.

- ◆ **Through creating and performing, understand how works of art are produced.**

Students acquire skills to produce and perform dance, drama, music and visual art. They learn to use media, tools and technologies. They learn to shape ideas and emotions into sounds, images and actions. As students create and perform their own artworks and review the works of others, they become more imaginative, strengthen their problem-solving skills and learn to respond to the creativity of others. Creating and performing are at the core of the fine arts. Students also learn about the role of the artist (e.g., dancer, painter, actor, director, scriptwriter, musician).

- ◆ **Understand the role of the arts in civilizations, past and present.**

The arts are a record of civilizations, past and present. Artists are influenced by - and influence - the civilizations, they learn about others and themselves. Also, students learn about careers related to this goal (e.g., animator, curator, art historian, sound technician).

Through Applications of Learning, students demonstrate and deepen their understand of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

SOLVING PROBLEMS

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

Problem solving is integral to the arts - providing students the opportunity to innovate and seek original solutions to open-ended problems. Multiple solutions are constructed using various sensory modes, traditional and electronic media and tools, and individual and group experiences. Students learn the relationships between processes and end products; they learn to communicate ideas, theme and meaning through solving problems in their artwork.

COMMUNICATING

Express and interpret information and ideas.

The arts are forms of communication extending beyond reading, writing, listening and speaking. Communicating in the fine arts means learning to translate ideas through dance, music, and visual arts. Students also participate in the communication process as receivers - observing, analyzing, evaluating, critiquing and interacting.

USING TECHNOLOGY

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Computers, synthesizers, film, and video provide opportunities to create and record sound composition, animated images, montages and other works. These experiences can lead to careers in areas such as music, graphic arts, video and film production, scene design and choreography. Technology (CD-ROM, slides, film, video, on-line services) also link the classroom with the work of renowned artists and performers.

WORKING ON TEAMS

Learn and contribute productively as individuals and as members of groups.

Individual creativity and inspiration are at the heart of the arts, but so are collaboration and group dynamics. Teamwork activities include planning dramatic scenes, developing choreography, creating group murals and performing in music ensembles. These activities give students experience in communicating ideas, considering the ideas of others and reaching consensus.

MAKING CONNECTIONS

Recognize and apply connections of important information and ideas within and among learning areas.

Through the arts, students observe how dance, drama, music and visual art reflect history, society and everyday life. They see links between the individual and society in the creation and understanding of works of art. The arts relate to and reinforce other learning areas - for example, dance and the language arts (action relating to words and poetry), drama and social science (theatre conveying history and culture), music and mathematics (note duration expressed in fractions), and visual arts and science (color influencing the thermodynamics).

WELLNESS OVERVIEW

As comprehensive physical education and health program, wellness offers great potential for enhancing the capacity of students' minds and bodies. Extensive research connects the ability to learn to good health. Healthy minds and bodies are basic to academic success and, in later life, enhance the ability to contribute to a productive work environment. The benefits of a comprehensive wellness program include promoting a healthy generation of students who are able to achieve their highest potential, reversing the trend of deteriorating health and physical fitness among youth, and helping to lower the cost of health care in the United States.

Through the comprehensive K-8 wellness program, students will achieve active and healthy lives that will enable them to achieve personal goals and contribute to society.

GOALS AND WHY THEY ARE IMPORTANT:

- ◆ **Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

- ◆ **Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

Regular physical activity is necessary to sustain fitness and health. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardio-respiratory fitness and body composition.

- ◆ **Develop team-building skills by working with others through physical activity.**

As a member of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.

- ◆ **Understand principles of health promotion and the prevention and treatment of illness and injury.**

Nutrition, exercise, rest, hygiene and safety are the basis for personal, family and occupational health. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

- ◆ **Understand human body systems and factors that influence growth and development.**

To achieve healthy individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits.

- ◆ **Promote and enhance health and well-being through the use of effective communication and decisions-making skills.**

Students need to know how to communicate their health needs and learn to take responsibility for their own health. Students can make healthy personal decisions and understand the benefits as they grow and mature into responsible workers and citizens.

Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

SOLVING PROBLEMS

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

Physical activity is a catalyst to problem solving. Students learn how to move quickly and decisively in games, how to deal with their opponents in sports, and how to gain advantage and respond to changing situations. In physical development and health, students learn how to acquire and understand basic health information, assess such information and address health problems.

COMMUNICATING

Express and interpret information and ideas.

Physical activity and movement can be a medium of communication. Students learn to observe others, listen, act and react - understanding the intentions of others and making their own intentions clear. Students also need to understand written and oral communications ranging from warning labels to medical advertisements and health-related news reports. They should be able to question and analyze information to help them make individual decisions about good health.

USING TECHNOLOGY

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Students monitor fitness and analyze movement skills with monitoring instruments. This allows students to keep records, graph progress, create simulations and compare performance to national statistics. On-line services provide added information about health issues and fitness. Technology provides students with tools comparable to those used in the professional fitness and health fields.

WORKING ON TEAMS

Learn and contribute productively as individuals and as members of groups.

Students learn to recognize individual strengths, resolve differences and use teamwork as a necessary tool for working with others. Teamwork is also integral to many sports. Sports teach the elements of teamwork in other fields. One overall goal of physical development is to give students the knowledge and skills necessary for working on teams to achieve specific objectives or a common goal.

MAKING CONNECTIONS

Recognize and apply connections of important information and ideas within and among learning areas.

The quality of students' physical conditions impact learning. Therefore, the subject areas of physical and health are important factors in their readiness to learn. In addition to creating the physical conditions for learning, the subject areas of physical development and health directly relate to other academic content. For example, mathematics is used for measurement, scoring and statistical record keeping in physical activities and sports. Health principles and knowledge provide a basis for academic studies in medicine and environmental science. A knowledge of health issues is necessary to understand important historical events and social organizations studied in social science.

Technology Literacy is the process of teaching about the computer and other technologies to develop within students the technology skills needed to effectively make use of technology in other curricular areas.

Primary students in kindergarten through fourth grade receive instruction in the effective use of information tools. This instruction occurs as a part of an overall integrated process. Information Literacy is taught collaboratively between the Information Literacy Instructor and the classroom teacher. The information technology skills taught directly relate to content area curriculum and to classroom assignments.

At the fifth grade level students have a minimum of three full weeks of technology instruction focused on skills they will need in an upcoming unit. Sixth graders have technology instruction every other day for half the year. The topics covered in this instruction include but are not limited to: word processing, to facilitate written communications; multimedia presentation, to facilitate written, graphic and oral presentation; spreadsheet and database use, to develop the ability to access and manipulate information; and various Internet based activities. Keyboarding is an ongoing activity.

Seventh and eighth grade students taking elective computer courses receive daily instruction for a six week period. The basic technology literacy course at this level provides students the opportunity to review and enhance their typing skills while developing word processing skills and capabilities; for increased use of databases, spreadsheet and application; and for the use of telecommunications.

In addition to the basic technology literacy courses, students at the seventh and eighth grade level may also have the opportunity to study topics such as: multimedia presentation, web publishing, MIDI music, and video production.

Technology

- ◆ With appropriate adult supervision launch an application
- ◆ Develop an awareness for the structure of the keyboard
- ◆ Use content specific software to support learning
- ◆ Work cooperatively and collaboratively with peers when using technology in the classroom

Information Literacy

- ◆ Derive meaning from information presented creatively in a variety of formats
- ◆ Interpret information gathered from various sources and experiences
- ◆ Connect experiences and/or information to their own lives.

HOMWORK POLICY

Policy 6.290 - Homework

Homework is to be done independently outside regular class time. The type, frequency, and quantity of independent work will be based on the learning to be accomplished and the needs of the individual student as determined by the professional judgment of the teacher. Homework will reinforce, or be an application of, the classroom instruction and shall not be used for disciplinary purposes.

The purpose of homework will be to extend learning through:

- ◆ Practice or reinforcement of skills presented in class
- ◆ Preparation for future class work
- ◆ Extension of ideas or concepts
- ◆ Creative or personal expression related to learning
- ◆ Application of knowledge or skills
- ◆ Completion of class work

Benefit to students:

- ◆ Communicate to the students that learning takes place all the time, not just in school
- ◆ Develop responsibility and study skills
- ◆ Reinforce academic skills
- ◆ Increase retention

Professional staff responsibilities:

- ◆ Provide timely feedback on the product and the demonstration of responsibility
- ◆ Provide direction and instruction to enable the student to complete work sent home

Student responsibilities:

- ◆ Bring directions and appropriate materials home
- ◆ If there are questions, ask the teacher before going home
- ◆ Complete work on time
- ◆ Put forth effort required for quality work

Principal/Administration responsibilities:

- ◆ Facilitate articulation regarding homework between and within grade levels reviewing areas such as type and Frequency
- ◆ Provide in-service support to staff and parents

Parent responsibilities:

- ◆ Provide support through organization of time, space, and materials for homework
- ◆ Foster independence by allowing the child to own his/her work

Adopted: April 8, 1997