

PLUM GROVE JUNIOR HIGH SCHOOL

7th Grade Curriculum Guide

2010-2011

THE MISSION OF SCHOOL DISTRICT 15
*is to produce world-class learners by
building a connected learning community*

THE MISSION OF PLUM GROVE JUNIOR HIGH
*is to empower our students
to become world-class, lifelong learners*

Our Core values are:

- Student and Constituent-Driven Quality
- Public Responsibility and Citizenship
- Management by Fact
- Continuous Improvement and Learning
- Results Focus

Key Goals are:

- Students and the Community Acquire 21st Century Skills
- World-Class Achievement
- Connected Learning Community
- Caring, Safe, and Orderly Learning Environment
- High-Performing Staff
- Aligned and Integrated Management System

Plum Grove Junior High School will:

- Foster a Respectful, Safe, and Positive Environment
- Encourage Students to be Life-Long Learners
- Incorporate Technology to Provide 21st Century Experiences and Ideas
- Develop Responsible Citizens of a Multi-Faceted Community



Serving all or part of:
Palatine-Rolling Meadows-Inverness
Arlington Heights-Hoffman Estates
Schaumburg-South Barrington

Community Consolidated School District 15



PlumGrove Junior High School
2600 Plum Grove Road
Rolling Meadows, IL 60008-2042

Kerry Swalwell, Ed.D.
Principal

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Community Consolidated School District 15

Dear Students and Parents,

It is our pleasure to welcome you to Plum Grove Junior High School. Our goal is for each student to experience success and to develop self-confidence. Success may be achieved in a variety of areas including: academics, extra-curriculum activities, communication skills, social development, and responsibility. It is also important for students to develop decision-making strategies and to practice problem-solving techniques.

We encourage students to get involved and to be active members of our student body. Within this booklet we have included our district mission statement, academic classes and enrichment course descriptions, and extra-curricular activities.

We are looking forward to working closely with parents to develop a positive junior high school experience for children. Thank you in advance for your participation.

Sincerely

A handwritten signature in cursive script that reads 'Kerry Swalwell'.

Kerry Swalwell, Ed. D.
Principal

Jane Addams • Central Road • Conyers Learning Academy • Kimball Hill • Thomas Jefferson • Marion Jordan • Lake Louise • Lincoln
Stuart R. Paddock • Pleasant Hill • Gray M. Sanborn • Virginia Lake • Frank C. Whiteley • Willow Bend • Winston Campus Elementary
Plum Grove Junior High • Carl Sandburg Junior High • Walter R. Sundling Junior High • Winston Campus Junior High

PLUM GROVE JUNIOR HIGH SCHOOL
Writing Course Outline

The writing course involves the development of communication skills, reading, writing, speaking, listening, and thinking skills.

A. Objectives

1. Develop fluency, clarity and continuity of thought in oral and written communication.
2. Spell words correctly at the appropriate level of development.
3. Use appropriate grammar in oral and written communication.
4. Understand and use the writing process: prewriting, drafting, revising or editing, and publishing and presenting.
5. Listen in an active manner, organize ideas, and make logical judgments.

B. Methods

1. Writing assignments which concentrate on complete, clear sentences and paragraphs in the areas of description, narration, exposition and persuasion.
2. Identification and use of parts of speech and parts of the sentence.

C. Materials

1. Textbook which integrates the writing process and grammar skills.

PLUM GROVE JUNIOR HIGH
Reading Course Outline

Reading should extend basic skills and promote effective as well as pleasurable reading habits.

A. Objective

1. Familiarize students with the characteristics of a short story: plot, setting, theme, characters and conflict.
2. Continue vocabulary development
 - a. Use of content
 - b. Multiple meanings
3. Encourage reading for enjoyment
4. Develop strategies for handling various types of reading materials.
 - a. Inference
 - b. Main ideas/details
 - c. Cause/effect
 - d. Compare/contrast
 - e. Sequence

B. Methods

1. Improve comprehension by reading and discussing a variety of materials.
2. Increase vocabulary skills by using and recognizing new words in context and by practice.
3. Select and discuss, orally or in written form, main ideas in materials.

C. Materials

1. Basic reading anthology containing a variety of genre and reading skills.
2. Supplementary materials including novels which stress various components of literature and reading skills.
3. Book report on novels of student's choice.

PLUM GROVE JUNIOR HIGH SCHOOL
Read 180 Program

READ 180 builds reading skills thorough a balance of instructional practices. These practices provide students with a variety of supported reading experiences that build essential skills. These skills enable students to use reading as a fundamental tool for learning, enjoying literature, and becoming confident readers. Students must meet the criteria to be enrolled in this program.

READ 180 Instructional Practices

Instructional Reading: Systematic and customized Software instruction that:

- Delivers content-area information.
- Builds fluency, word recognition, comprehension, vocabulary, and spelling skills.
- Provides constant feedback and adjusts instruction according to individual needs.

Modeled Reading: A supported reading experience in which students:

- Gain access to age-appropriate, grade level literature.
- Hear models of fluent reading.
- Benefit from modeling or strategies and habits used by good readers.

Independent Reading: Independent practice and application of reading skills and strategies through:

- Age-appropriate, high-interest books that motivate students.
- Leveled text that promotes student success.

Teacher-Directed Whole and Small-Group Instruction: Large groups, small groups, and one-on-one reading and writing skill instruction builds skills and develops the classroom community in the following ways:

- Students engage in reading with the teacher through shared and guided reading. In *shared reading*, the teacher reads aloud while students follow along in their books. In *guided reading*, the teachers work with small reading groups who read silently with teacher support.
- Teacher directs personalized skill instruction in small groups.
- Student-teacher interaction develops strong classroom sense of co-operation, support and community.

PLUM GROVE JUNIOR HIGH SCHOOL
History Course Outline

The course will focus upon concepts within the following categories: general geographic skills, regions of the Americas, early American history, and reading in specific content areas.

A. Objectives

1. Develop knowledge of early American history from post-Revolutionary War through the Civil War.
2. Develop further reading skills; previewing, note taking, outlining, skimming/scanning, sequencing, vocabulary, summarizing, and comprehension.
3. Develop map, chart, graph, and timeline reading skills as well as critical thinking skills.
4. Demonstrate competency of the United States Constitution and Illinois Constitution.
5. Meet state standard on teaching Genocide using historical events from the 19th & 20th centuries.

B. Methods

1. Use context as basis for developing reading skills.
2. Complete assignments, activities, and interdisciplinary projects.
3. Reinforce the concepts of cooperative learning, linking past and present, and critical thinking.
4. Discuss material to encourage transfer and application of learning.

C. Materials

1. Basic American history textbook used for content.
2. Resource Center materials used for research and application.
3. Media technology used as additional resources.
4. Atlases, globes, and maps used to study geography concepts.

PLUM GROVE JUNIOR HIGH SCHOOL
Science and Health Course Outline

The major reason for science and health education is to develop scientifically literate and personally concerned individuals with high competence for rational thought and action. The purpose is based on the belief that achieving scientific literacy involves the development of attitude, skills, and concepts necessary to meet the more general goals of all education.

Therefore, the science and health curricula should contain a balance of science content, concepts and processes, stressing the rational thought processes and social impact of science, health and technology.

The seventh grade science and health program focuses on life science and health. A broad exposure to many areas of biology is provided. Basic background in use of scientific method and the metric system is included.

- A. INTRODUCTION OF SCIENTIFIC METHOD – controlled experiments; learn a logical approach to solving problems, introduce science fair projects. Classroom experiments with fast plants to show the steps of the scientific method.
- B. METRIC SYSTEM – introduce metric measurements; use metric equipment for measuring.
- C. MICROSCOPE STUDY – introduce the microscope and its parts; study and view different microorganisms.
- D. CLASSIFICATION OF LIVING THINGS - using a structured function approach. Study of insects as an example.
- E. ENVIRONMENT – study current issues in ecology, endangered species, ecosystems, energy pathways.
- F. HUMAN BODY SYSTEM – learn levels of organization; investigate several body systems including reproductive system; study health concepts compare pig systems to human systems with a dissection unit.
- G. BIOTECHNOLOGY – introduce technology; compare/contrast plant, animal, bacteria cells. Mitosis.
- H. GENETICS – explore inherited characteristics; probability and chance.
- I. COMMUNICABLE DISEASES – investigating types, causes, symptoms, etc. (covering STD's and AIDS).

PLUM GROVE JUNIOR HIGH SCHOOL
Mathematics Course Outline

Overview

The junior high school curriculum focuses on four goals:

1. Comprehension and mastery of techniques for computing with integers, fractions and decimals.
2. Conceptual understanding of the principles of mathematics. Some examples of this sort of conceptual work are: understanding why the algorithms of numerical arithmetic work, understanding the commutative, associative, and distributive properties, understanding the logical based and derivation of geometric formulae.
3. Appropriate use of mathematical symbolism to represent verbal problems and to document and justify the results of problem solving, and precise use of ordinary English to explain and justify mathematical work.
4. Applications of mathematics and mathematical reasoning to real-life situations.

Required Level Courses

Algebraic Reasoning 7

This course extends student thinking from arithmetic to algebra. It builds upon arithmetical understanding and introduces critical foundations for thinking algebraically by exploring topics such as factorization, signed numbers, variable, exponents, ratios and proportions, solving multi-step algebraic expressions, functional notation and graphing functions, mathematical sentences and linear equations. This course is typically for students in 7th grade. Algebraic Reasoning B is the next course offered in this sequence.

Advanced Level Courses

Pre-Algebra 7

This course is designed for students who are beginning the study of algebra. It parallels the first half of the first year algebra course in high school by exploring topics such as variable and expressions, multi-step equations, factors and exponents, regional numbers and ratios, classifying polygons and determining various values for selected features of polygons and permutations. Additional topics has also been added to the typical algebra material. This is an advanced math course typically for accelerated 7th grade students. Algebra B is the next course offered in this sequence.

Exceptionally Advanced Level Courses

Algebra 7 – full year course

Algebra 7 is a year-long class which covers topics typically treated in a first-year High School algebra course. Specific topics include arithmetical and evaluation of expressions involving signed numbers, factors, roots and exponents, properties of real numbers, absolute value, scientific notation, unit conversions, solutions of equations, the algebra of polynomials and rational expressions, word problems requiring algebra for the solution, graphical solution of simultaneous equations. Pythagorean theorem, functional notation and functions, solution of quadratic equations by factoring, direct and inverse variation, computation of the perimeter and area of two-dimensional regions, computation of the surface area and volume of a wide variety of geometric solids. This is a highly advanced math course for exceptionally accelerated 7th grade students. Advanced Topics is the next course offered in this sequence.

PLUM GROVE JUNIOR HIGH SCHOOL

AVID (Advancement Via Individual Determination)

The mission of AVID is to ensure that ALL students, and most especially the least-served students who are in the middle:

- Will succeed in rigorous curriculum
- Will complete a college-preparatory path
- Will enter mainstream activities of the school
- Will increase their enrollment in four-year colleges, and
- Will become educated, responsible participants and leaders in a democratic society.

AVID's systemic approach is designed to support students and educators as they increase school wide/district wide learning and performance.

PLUM GROVE JUNIOR HIGH SCHOOL
Physical Education Course Outline

The objectives of the Physical Education Department are to provide a well-rounded program of physical activity, which includes concepts from both individual and team sports.

We believe that it is essential for the student to be able to perform and understand the fundamentals of the activities which are presented throughout the school year. Within these activities, students will learn the importance of fair play, sportsmanship, self-discipline, and responsibility. It is not our intention, or our goal, to make all students superb athletes. Our purpose is to help the student see the value of physical activity by experiencing many forms and aspects connected with a large variety of sports. Most of all, we would like the student to experience the enjoyment of sports. Each student will have an opportunity to spend time in the fitness center. The fitness center program is divided into upper body, and lower body machines, as well as a cardiovascular area consisting of treadmills, cardio and stationary bikes. Students are taught and encouraged to find their pulse and track their resting and exercise heart rates to work towards achieving proper target heart rates. To accommodate the athlete who has a desire to progress to a higher level of expertise, we offer programs in intramurals and interscholastics.

Curriculum

Our curriculum is set up to provide opportunities in both team and individualized sports. Each unit is approximately 3 weeks long. The first week of a unit is spent on basic skills, strategies, and rules. The second week consists of game practice and the third week is devoted to class competition or a tournament. Skills are given periodically throughout the unit to evaluate the progress of each student. A written test at the end of each unit is given to evaluate the knowledge and strategy of the sport. For some individualized sports such as dance and tumbling, students are tested based on a routine, or by using an evaluation list.

Fall

Football
Soccer
Badminton/Ping Pong
Team Handball

Winter

Volleyball
Dance/Ironman
Wrestling

Winter

Basketball
Tumbling
Floor Hockey
Step Aerobics/jump ropes

Spring

Softball
Track & Field

Physical Fitness Testing is measured throughout the school year. Team-building activities will be emphasized throughout the year.

PLUM GROVE JUNIOR HIGH SCHOOL
Transitional Program of Instruction (TPI)/
ELL (English Language Learners)

TPI is a mandated program designed to teach language minority students who are not yet proficient in English. In this approach, the teacher employs a resource instructional delivery system concentrating on English-as-a-second-language (ESL) instruction to increase English language proficiency in conversation as well as in content area. ESL teachers and program assistants staff this program. Native language support is given, where possible, through the use of the ESL teacher and assistants. Instructional delivery systems include both resources, push-in, and sheltered English and History instruction.

Resource:

- Most commonly used throughout the district.
- Students scheduled into the ESL teacher's instructional day based on individual linguistic and academic needs.
- Instruction, provided by the ESL teacher, includes pre-teaching of content and vocabulary in mainstream classrooms and a focus on reading, writing, speaking, and listening.

Push-in:

- ESL teacher works in the mainstream classroom during instruction, serving small groups that contain English language learners and other students.

Sheltered English Instruction:

- An approach used to teach content area instruction in English to English language learners.
- ESL teacher increases the comprehensibility of lessons by modifying speech rate and tone, accessing prior knowledge and experiences, providing models, use of graphic organizers, and pre-teaching of necessary vocabulary.
- Along with content objectives, language objectives are incorporated in the planning of lessons.

Sheltered History Instruction:

- An approach used to teach content area History instruction in English to English language learners.
- Native language support is given, where possible, through the use of the ESL teacher and assistants.
- Using the History Alive curriculum, the ESL teacher utilizes a variety of interactive cooperative grouping activities.
- ESL teacher increases the comprehensibility of lessons by modifying speech rate and tone, accessing prior knowledge and experiences, providing models, use of graphic organizers, and pre-teaching of necessary vocabulary.
- Along with content objectives, language objectives are incorporated in the planning of lessons.

PLUM GROVE JUNIOR HIGH SCHOOL
Foreign Language Course Outline

Three languages are offered by the foreign language department – Spanish, German, and French. The courses are continuous from seventh to eighth grade. The two year course is equivalent to one year of high school foreign language. In fact, we use the same textbook as the first year high school classes (completing one half of the textbook at the seventh grade level, and the second half of the textbook in the eighth grade). Successful completion of the two year program at Plum Grove may give the students advanced placement at the high school in a second year course for freshmen.

The languages are taught by a balanced skill approach which includes: (1) listening – tapes and oral exchanges in class; (2) speaking – within structured conversations and answering questions; (3) reading – dialogues and paragraphs in the text; (4) writing – sentences from textbook and workbook exercises; and (5) grammar. The culture and geography of the countries where the languages are spoken are also important parts of the curriculum.

FRENCH

The French textbook is Discovering French published by D. C Heath. The seventh grade curriculum covers the first half of the book.

Basic Vocabulary

1. To introduce yourself
2. To greet people
3. To count from 1 to 100
4. To tell time
5. To say the day, the month, the date
6. To talk about the weather and seasons
7. To talk about your family and your pets
8. To express what you like and do not like to do
9. To talk about objects in the classroom
10. To describe your friends and yourself

Structure

1. Present tense of *-er* verbs
2. Verbes *être* and *avoir*
3. Forms of adjectives
4. Definite and indefinite articles

SPANISH

Spanish 7 offers the junior high school student the opportunity to attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing. This is accomplished through the use of textbook, workbook, correlating tapes and teacher – pupil interaction.

The Spanish textbook is ¡En Español! Published by McDougal Littell, Inc. The seventh grade curriculum covers the introductory chapter, Units 1, 2 and 3.

Basic Vocabulary

- | | |
|--|-------------------------------------|
| 1. Introductions, greetings, and farewells | 6. Colors and clothing |
| 2. Counting 0 – 100, telling time | 7. Expressing likes & dislikes |
| 3. Days, months, dates | 8. Describe oneself or a friend |
| 4. Places in the school | 9. Classroom objects and classes |
| 5. Family | 10. Feelings & family relationships |

Structure

1. Present tense of *-ar, -er, ir* verbs
2. Informal future *ir a + infinitive*
3. Definite and indefinite articles
4. Irregular verbs – *ser, estar, tener, and ir*
5. Adjectives (descriptive and possessive)

PLUM GROVE JUNIOR HIGH SCHOOL
Music Course Descriptions

MUSIC 7

The primary focus of 7th grade comprehensive music is two fold: music history & music literacy/technology. Historically, students will study two of the all-time greatest composers – Wolfgang Amadeus Mozart and Ludwig Van Beethoven. They will even try their hand at writing a minuet using the computer software program Music Time. In addition, students will explore the 1950's to discover rock's roots. In the second part of the course, we will review the fundamentals of music notation by practicing these concepts in tone chime, unpitched percussion, and guitar ensembles.

ORCHESTRA PROGRAM

7th Grade Orchestra

Students can choose to have Orchestra as part of their enrichment schedule. Orchestra includes those students who play violin, viola, cello and bass. Most if not all students have at least 2 years of experience playing their instruments. If a student with less experience is interested in participating in Orchestra class, they will need to contact Mrs. Julie Quitschau to discuss the possibility. The students in Orchestra study many different genres of music and theory as it relates to string instrument playing. There are also several opportunities for students to play in concerts and contests during the school year.

Lessons

Each student will have one group Orchestra lesson (with like instruments) during the school day each week. Lessons are on a rotating basis throughout the school year.

Attendance/Grades

Orchestra students are required to participate in each rehearsal, attend each weekly lesson and attend each performance unless excused in advance by the director. Grades are given each quarter based on achievement and effort.

Performances

Each quarter a Special Concert featuring the Orchestra is performed for parents and students at Plum Grove. Orchestra "tours" and field trips are planned several times throughout the year with students performing at such places as the elementary buildings.

BAND PROGRAM

Concert Band

Students can choose to have Band as part of their enrichment schedule. Students are tracked according to grade level either being placed in the 7th Grade Concert Band or the 8th Grade Concert Band. All woodwind, brass, and percussion students can participate in Concert Band most students having 2 years of experience playing their instrument. If a student with less experience is interested in participating in Band class, please contact Mrs. Wistrom at 963-7679 to discuss the possibility.

Jazz Band

There are 2 Jazz Bands at Plum Grove. Jazz Band A which is the main performing group and Jazz Band B which is the training group for those with less experience. Students are selected through auditions and needed instrumentation in the fall of each school year. Rehearsals are before school one or two days per week.

Lessons

Each student will have one group band lesson (with like instruments) during the school day each week. Lessons are on a rotating basis throughout the school year.

Attendance/Grades

Band students are required to participate in each rehearsal, attend each weekly lesson and attend each performance unless excused in advance by the director. Grades are given each quarter based on achievement and effort.

Performances

Each quarter a Special Concert featuring the Concert and/or Jazz Band is performed for parents and students at Plum Grove. Band "tours" are planned several times throughout the year with students performing at such places at Woodfield Mall and the elementary buildings.

PLUM GROVE JUNIOR HIGH SCHOOL
Art 7 Description

Art is taught at the junior high level with curriculum designed to align with state and national standards. As part of the enrichment program, students develop new avenues of communication, creativity, and appreciation of art and its role in culture and the world around us. Problem solving, production, directing self, and working with others, all District 15 strategic planning goals, are integral parts of our program.

Topics to study cover a wide scope ranging from the familiar subjects of everyday life to the challenging images of creative expression. Using a variety of usual and unusual materials, students explore the elements of art, line, value, form, shape, color, texture and space.

To encourage artistic expression, art students are guided into stretching their imagination, seeing the ordinary in new ways and developing responsibility and respect in the care and use of materials.

Art 7

Seventh grade students focus on the study of art through the use of elements (line, shape, form, space, value, color, and texture) and the principles of design (rhythm, movement, balance, proportion, variety, emphasis and unity). These elements and principles will be put into practice through a variety of art projects and materials. Students will also begin to investigate and discuss the major movements in the history of art and how art reflects and/or influences society.

Math and Science Tech Lab

Plum Grove Junior High welcomes visitors to the Math & Science Tech Lab. This course is offered to 7th and 8th grade students as a semester-length elective. In this lab student's work in teams of two, cooperatively exploring a variety of Module topics. Students spend seven class periods working on one of the 28 different modules in the lab. This program is designed to provide new learning experiences and challenges to students. The modules include applications in math, science, and technology, as well as multisensory experiences for students through audio, video, software, text, and hands-on activities. Teamwork and cooperative learning are emphasized in this student-directed curriculum. The lab encourages personal development in students and makes them responsible for their own learning. The curriculum in this program is educationally and age-level appropriate for 7th and 8th grade students.

PLUM GROVE JUNIOR HIGH SCHOOL
Study Strategies

Study Strategies class is designed to help students study better and support homework. Areas of support available:

- Organizational strategies
- Memory strategies
- Decision making
- Taking effective notes
- Basic reading strategies
- Graphic organizer and graph reading
- Test taking skills

Math Study Strategies

Math Study Strategies is an enrichment class designed to fill in learning gaps within the current math curriculum. This class is aligned with state standards and gives a more intensive approach to basic skills. Students will be in a small group setting which allows for more direct contact time in order to improve math skills and knowledge.

Reading Workshop

Reading Workshop is a research based reading intervention program designed for adolescents who are one to two years behind their peers in reading achievement. Reading Workshop provides students with strategies to increase their independent reading comprehension, fluency, and vocabulary development. Among these strategies are summarizing, questioning, previewing, visualizing, and inferencing. Reading Workshop utilizes high-interest materials in small classes taught by a reading specialist.

“CAD” Computer Aided Drafting

This course of drafting is an introduction to Computer Aided Drafting which will cover a wide variety of drawing styles. These drawings include single view, missing view, orthographic, oblique, one point perspective, isometric, and three-dimensional. This class also offers animation with the “CAD” program. This course enhances the student’s math and special design skills, which carries over into the students other courses.

PLUM GROVE JUNIOR HIGH SCHOOL

Extracurricular Activities

Intramurals

Intramurals are an outgrowth of the daily physical education program, providing the opportunity for students to participate and compete voluntarily in supervised and individual activities. The program provides for individual needs, differences, and interest to help the participant achieve development, satisfaction, and enjoyment.

We offer intramurals before school and after school. Sign up sheets for each sport are posted in the lower activity room, explaining the times and the days the sport will meet. After school intramurals are held between Monday and Thursday. An activity bus is provided to take students home at 4:10 p.m.

The intramural teams compete against other teams from Plum Grove. The state does not require a physical for intramural participation. The district requires students to obtain parent permission. There is a form which should be signed by the parent and returned to the school before a student can participate. One permission slip is sufficient for the entire year.

Interscholastic Program

Interscholastic athletics is an outgrowth of the physical education program affording those students who show exceptional skill and interest an opportunity to participate in specific sports. All interscholastic athletics are on a tryout basis with the exception of cross-country and wrestling. Cross-country and wrestling teams are open to all students who wish to participate within school policy guidelines.

Those students who are selected for interscholastic teams are required to attend every practice and game scheduled unless there is an emergency or illness.

Written parent consent, an \$85.00 fee and a physical examination by a licensed physician are required annually for any student to participate in an interscholastic activity.

Girls' Interscholastic Sport includes: Cross-Country, Basketball, Volleyball, and Track
Boys' Interscholastic Sport includes: Cross-Country, Basketball, Wrestling, and Track

Goals of the Interscholastic Program

1. To provide physical and emotional growth of the student through team and individual sports.
2. To promote sportsmanship and fair play through competitive experiences.
3. To develop more advanced skills and strategies within the interscholastic program.
4. To promote a sense of responsibility within oneself and in relation to other team members.
5. To provide experience outside of a student's own school environment.

PLUM GROVE JUNIOR HIGH SCHOOL

Clubs

The many clubs we offer at Plum Grove provide students with the opportunity to explore their interest that extend beyond the regular school curriculum. We have found that many students are even more successful when they are involved in activities beyond the classroom and the regular school day. Clubs are open to all interested students and they generally meet from 2:30 – 4:10 one day after school (Monday – Thursday) each week. Late busses are available.

The following is a partial listing of the many clubs we offer. Students will be notified of specific club starting dates and meeting times during the regular morning announcements. The variety of clubs offered changes from year to year based upon student interest.

Art Club

This club is open to all students who are interested in art. Students work on their own projects with a variety of materials. At least once during the year a major group project is planned.

Chamber Strings

This is a group of advanced string players selected by audition at the beginning of the school year. They represent our school at many competitions throughout the year.

Charger Choir (2 to 3 Part Ensemble)

Open to all 7th and 8th grade students. Times to be determined. Concert dresses are provided for girls and vests and bow ties for boys.

PG-13 Chorus (Advanced 3 to 4 part auditioned chorus)

Auditioned ensemble for all 7th and 8th grade students. Times to be determined. Concert dresses are provided.

Community Service Club

Students will be involved in community based activities. Some services that students participate in are making Halloween and Valentine center pieces for local nursing homes, making greeting cards for local retirement homes and hospitals, being part of the Thanksgiving Food collection, and participating in the Leukemia and Lymphoma Society's Pennies for Patients fund raiser. This club is open to all students.

Homework Center

This special club is generally available twice weekly from 2:30 p.m. – 4:10 p.m. Selected students from Fremd High School, under the supervision of Plum Grove Staff, will be available in almost all subject areas. Students may also work with a partner, in a small group or alone.

Jazz Band

Jazz Band A is the main performing group and Jazz Band B in the training group for those with less experience. Students are selected through auditions and needed instrumentation in the fall of each school year.

Math Club

Preparing for math contests, learning problem solving strategies, playing strategy games and just having fun are the main objectives of this club. The Math Team competes against other schools in group and in individual contests.

Plum Grove Spirit Squad

This Spirit Squad is divided into a Dance and Cheer Squad. Tryouts are in late September and the season runs through the end of February (possibly beginning of March). The squads perform at all boys' home basketball games and the girls' last game and tournament. The dance squad competes in IDTA (Illinois Drill Team Association), and the cheer squad competes in ICCA (Illinois Cheer Coaches Association).

Rocket Car Club

Students design, build, and race their own CO₂ gas powered model rocket car. Races take place in the lower level hallway after school. The annual tournament at P.G. allows for categories such as best design, and fastest car.

Student Council

Provides students with an opportunity to make school-wide decisions. Students also plan extra-curricular dances and activities. Members are elected in class with equal representation from 7th and 8th grade. The club meets bi-monthly.

Student Service Club

Students participate in a variety of public service activities during the year. Activities may include Adopt-A-Family Program, various walk-a-thon's, food drives, etc. Students are encouraged to become involved with year-round community service opportunities.

Environmental

Plum Grove's Ecology Club has just finished collecting used gym shoes for the "reuse-a-shoe" program on connection with S.W.A.N.C.C. and Nike Shoes.

Yearbook

Yearbook Club meets in the fall. Members are responsible for advertising and selling yearbooks, taking pictures for the yearbook and determining themes for special pages at each grade level.