

Curriculum Guide for Kindergarten

NORTHBROOK
DISTRICT

Teaching Learning Caring



Northbrook School District 28

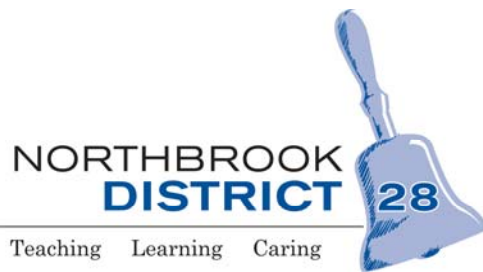
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Dear Parents,

We hope you find this Curriculum Guide helpful! Over the past few years, members of the Northbrook District 28 Curriculum Council have designed these guides for you. The guides will give you an overview of what your child will be learning at a grade level. Hopefully, this overview will assist you when you have conversations about classroom work with your child's teacher and as you reinforce learning concepts at home with your child(ren).

We welcome your feedback as you use these Parent Curriculum Guides throughout this year. Your feedback helps us improve our design. The Northbrook District 28 faculty, assistants, and administrators appreciate your working with us as we work on behalf of all children in this district. We thank you.

Best wishes for a successful school year.

Yours truly,

Northbrook School District 28 Faculty, Staff and Administrators

District 28 Curriculum Guides are available on the district website:

www.northbrook28.net

LITERACY

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 has adopted a comprehensive literacy philosophy, which is designed to meet the needs and readiness of individual students. Reading, writing, speaking and listening are integrated within the literacy program.

By the end of Kindergarten we expect students to be able to.....

READING

- understand and utilize vocabulary.
- follow left to right and top to bottom.
- recognize similarities and differences among pictures, letters and words.
- identify and create rhyming words.
- understand alliteration.
- break sentences into words and syllables.
- break words into syllables.
- recognize word families and name each letter.
- distinguish between capital and lower case letters.
- develop awareness of middle and ending sounds.

Story Elements

- sequence events of a simple story.
- identify characters and settings of a story.



LITERACY cont'd

WRITING

- form upper and lower case letters from top to bottom.
- progress through the developmental stages of writing, including pictures, dictation, labels, letter approximations, initial and final consonants, vowels and sentences.
- write words using sounds.
- write from left to right and from the top of the page to the bottom.
- write using proper spacing between words.



SPEAKING AND LISTENING

Communication Skills

- maintain eye contact when speaking and listening.
- participate effectively in discussions.
- demonstrate “stop and think” behavior.

Speaking Behaviors

- speak with appropriate volume and clarity.
- follow verbal directions.
- use grammatically appropriate language when speaking to groups and individuals.

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 Kindergarten we expect students to be able to.....

- take responsibility of library materials.
- choose “just right” materials independently from wide variety of texts, including award winning titles.
- differentiate between fiction and nonfiction texts.
- differentiate various types of materials.
- recognize different parts of a book and their function.
- understand how libraries are organized.
- locate materials in the library independently.
- begin to identify an informational need.
- begin to organize information from a variety of sources including digital formats.
- begin to determine importance in text.
- begin to evaluate information for accuracy and quality.
- begin to synthesize information into their own thinking.
- share new learning with peers.



MATHEMATICS

The purpose of mathematics is to provide essential problem-solving tools applicable to a range of scientific disciplines, business practices, and everyday situations. The District 28 mathematics curriculum promotes opportunities for students to develop and apply basic mathematical skills and solve problems confidently using a wide variety of strategies. The program encourages students to become independent thinkers, share responsibility for their own learning, and appreciate the value of working together to solve difficult problems. Instruction fosters skillful reasoning in diverse situations and effective communication of both solutions and methods.

By the end of Kindergarten we expect students to be able to...

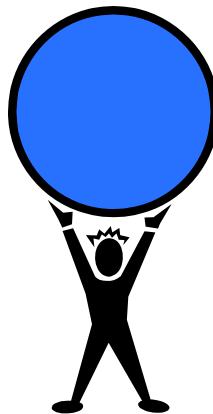
NUMERICAL CONCEPTS AND OPERATIONS

- recognize numerals 0 - 100.
- write numbers 0 - 20.
- know number sequence to 100.
- use one-to-one correspondence when counting.
- count backwards from 20.
- explore the concepts of addition and subtraction.
- use the language of estimation.
- explore concepts of halves.



ALGEBRA

- identify an existing pattern.
- extend an existing pattern.
- copy a pattern.
- create own pattern.
- count by 10's



GEOMETRY

- recognize a circle, square, triangle, and rectangle.
- sort objects by attribute.
- develop and explain the criteria for classifying objects and shapes.
- draw a circle, square, triangle, and rectangle.
- identify shapes as 2-dimensional and 3-dimensional.

MEASUREMENT

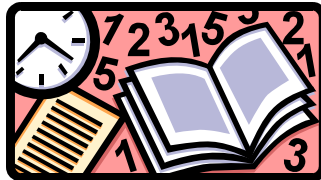
- compare the size of objects.
- measure and compare the length, and width using non-standard units.
- build an awareness of time intervals and elapsed time (hours, days, months, seasons, years).

DATA ANALYSIS AND PROBABILITY

- classify objects by characteristics.

8 MATHEMATICAL PRACTICES

- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- construct viable arguments and critique the reasoning of others.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.
- look for and make use of structure.
- look for and express regularity in repeated reasoning.



SCIENCE

The biological, physical and earth sciences are studied in kindergarten through fifth grade. The opportunity to use the scientific method of questioning, experimentation and drawing conclusions is provided throughout the grade levels.

By the end of Kindergarten we expect students to be able to.....

WHAT IS A SCIENTIST?

- explain what a scientist is.
- observe something and describe it verbally and through a drawing.
- use measuring instruments to collect data.
- use tools to collect data.

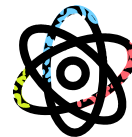


WEATHER AND CLIMATE

- record weather data based on observations.
- name the four seasons and describe common characteristics of each season.
- determine the impact of sunlight on the Earth's surface.
- evaluate the impact of weather forecasts on our daily lives.

FORCE AND INTERACTIONS

- identify a force as a push or pull.
- demonstrate the difference between a push or a pull.
- demonstrate how force can change the speed and direction of an object.
- measure the distance an object moves.
- understand why energy is important to their daily life.
- describe different forms of energy.
- describe how energy is transferred.



ECOSYSTEMS

- identify and describe patterns that plants and animals use to survive.
- Investigate living and non-living things.
- evaluate how plants and animals change their environments to survive.
- evaluate the impact of humans on their environment and other living things.

SOCIAL STUDIES

Social Studies for kindergarten through fifth grade focuses on the home, school, community, city of Chicago, state of Illinois, regions of our nation, and the United States. Students learn map skills, geography, and cultural awareness.

By the end of Kindergarten we expect students to be able to.....

CITIZENSHIP: Family, School, Community

- identify members of families, schools, and communities.
- follow rules and directions.
- make good choices.
- accept responsibility and consequences for their choices.
- actively listen to others.
- ask for help when appropriate.
- cooperate in groups.
- recite the Pledge of Allegiance.

CULTURES PAST AND PRESENT

- name important holidays celebrated.
- identify the reason why holidays are celebrated.

ECONOMICS

- compare and contrast needs and wants.
- identify different types of jobs and their purpose.
- recognize that jobs provide money to purchase needs and wants.

GEOGRAPHY

- identify important features on a map and globe.
- name different types of weather during each of the four seasons.
- explain how features in the natural environment are important to oneself.
- tell ways to keep our world clean and keep it green.



SOCIAL EMOTIONAL LEARNING

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 Kindergarten we expect students to have an understanding of the following skills:

Listening

Stop and Think (Make a Good Choice)

Accepting and enjoying differences

Joining in

Knowing your feelings

How and when to interrupt

MUSIC

The purpose of music education in District 28 is to cultivate thoughtful members of society that are tuneful, beatful, 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 Kindergarten, we expect students to be able to demonstrate...

MELODY

- vocal exploration, singing voice

RHYTHM

- beat versus no beat

EXPRESSION

- loud and soft, fast and slow, self space vs. shared space



ART

By the end of Kindergarten students will have experiences in.....

DRAWING

- proper use and care of art materials.
- using various lines and shapes in their art.
- use of different drawing media.

PAINTING

- learn primary and secondary colors and use these in a painting.
- methods of paint application
- proper care of brushes.

DESIGN

- organizing and using basic shapes in a composition.
- proper use and care of design tools.
- Basic design concepts.

SCULPTURE

- creating and decorating a pinch pot.
- 3D manipulation.

GRAPHICS

- basic printmaking techniques.
- replication to create a pattern.

ART APPRECIATION

- identifying that art is all around us.
- responding verbally to artwork.

PHYSICAL EDUCATION

Northbrook School District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthful living. Cooperation and respect for each other helps provide a safe environment, both physically and emotionally.

Healthful, active life-styles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.

In grades K-2 we expect students to gain knowledge and skills in the three following areas...

MOVEMENT SKILLS

- locomotor (running, skipping, hopping, galloping, etc.)
- non-locomotor (bending, stretching, twisting, swaying, etc.)
- manipulative (bouncing, catching, tossing, kicking, etc.)

PHYSICAL FITNESS

- components of physical fitness (cardiovascular endurance, flexibility, muscular endurance, agility and muscular strength)
- heart rate (identifying and recording)
- physical changes to the body during exercise (sweating, increased heart rate, increase breathing rate, etc.)
- body system awareness (muscular and skeletal)

TEAM BUILDING

- individual responsibility during group activities (name calling, taking turns, making good choices, include everyone, etc.)
- responsibilities as a team member (respect for self and others, leadership opportunities, accepting roles, etc.)



Notes:

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