

Welcome to First Grade!

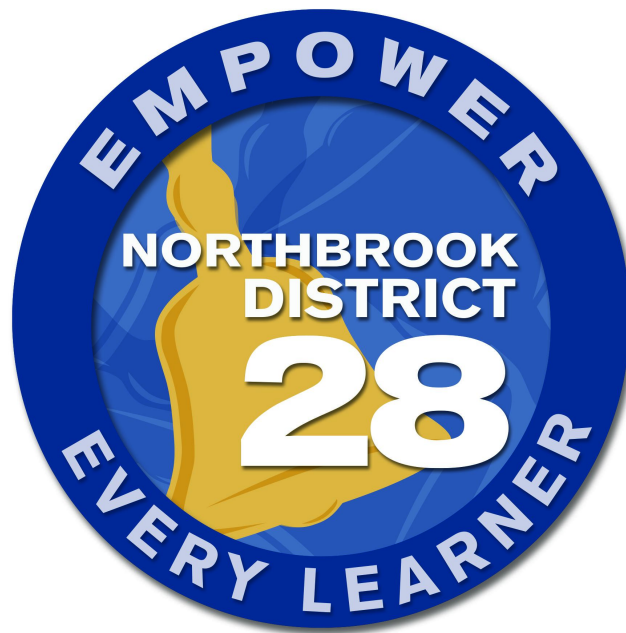
This family curriculum guide provides an overview of what your child will be learning during the school year. Each grade's curriculum reflects the Illinois Learning Standards and provides focused learning experiences for students. Our district holds a commitment to continually improving our curriculum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

We look forward to partnering with you throughout the school year. It is through our partnership that we empower every learner to be an engaged, confident, caring, and inspired citizen.

Please reach out to your child's teacher or principal to discuss specific grade level units and resources. More information about programs and assessments is available on the district website.

Best wishes for a successful school year!

Northbrook School District 28 Faculty, Staff, and Administration



Literacy

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 uses a Literacy Studio model where students are immersed in experiences in reading, writing, speaking, listening and viewing that build agency and independence.

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

Teachers create a caring, innovative environment where students experience a growth mindset and are able to make choices to navigate their learning.

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

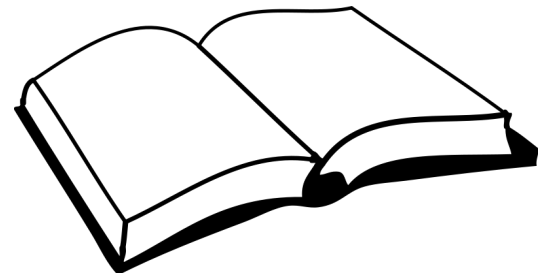
READING

Reading: Comprehension Strategies

- ask and answer questions about details in a reading selection.
- retell stories, including details.
- explain the differences between books that tell stories and books that give information.
- read first grade informational texts.

Reading: Foundational Skills

- understand the organization and basic features of print.
- recognize
- features of a sentence including capitalization and ending punctuation.
- understand spoken words, syllables, and sounds.
- understand phonics and word analysis.
- know that every syllable must have a vowel sound.
- read regularly spelled one- and two-syllable words.
- read aloud with accuracy and expression.



Literacy (cont.)

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

WRITING

- write opinion pieces that include an opinion and the reason for the opinion.
- write informative pieces that name a topic, supply facts, and provide closure.
- write narratives about two or more events in the correct order; include details.

SPEAKING AND LISTENING

- follow rules for discussions by building on what others are saying and by asking questions.
- follow simple two-step directions.
- speak in complete sentences.

LANGUAGE

- use correct grammar.
- use correct capitalization, punctuation, and spelling.
- determine the meaning of unknown words by looking at parts of the word and other words in the sentence.
- sort words into categories and define words by key attributes.



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 first grade we expect students to be able to...

- take responsibility for library materials.
- choose “just right” materials independently from a 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 the text.
- begin to evaluate the information for accuracy and quality.
- begin to synthesize information into their own thinking.
- share new learning with peers.



Digital Citizenship

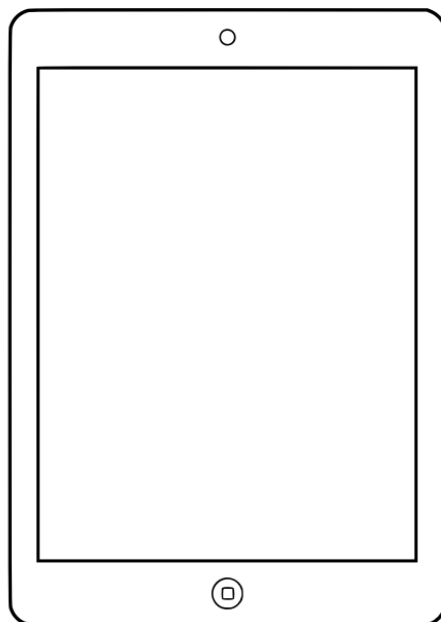
Digital Citizenship is the ability to think critically, behave safely, and participate responsibly through communication, collaboration, and creation in the digital world.

Children interact with technology at a very early age. Just as children learn about the world around them, they need to learn about the digital world: its benefits, how to behave safely, and the consequences of use. Providing instruction and experiences for children to learn about and practice digital citizenship is a proactive way to help them connect their offline and online behaviors.

We believe “it takes a village” to raise a digital citizen. The digital citizenship curriculum includes activities to teach students, resources to engage parents, and information to educate teachers and administrators. Lessons are presented in a timely manner to prepare students for new experiences, reinforce safe behaviors, and integrate with content material.

The topics covered in grades K-1 are:

- Media Balance & Well-being
- Privacy & Security



Mathematics

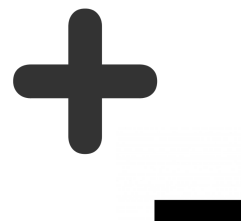
District 28's Math curriculum is aligned to the Illinois Learning Standards which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals.

These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real-world issues and challenges, preparing students to think and reason mathematically.

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

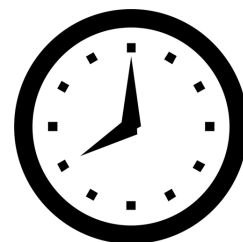
OPERATIONS AND ALGEBRAIC THINKING

- represent and solve problems involving addition and subtraction.
- understand and apply the relationship between addition and subtraction.
- add and subtract within 20, including word problems.
- work with addition and subtraction equations.
- fluently add and subtract within 10.



NUMBERS AND OPERATIONS IN BASE TEN

- count to 120, starting at any number.
- read and write numerals to 120.
- understand that 10 ones are the same as 1 ten.
- add within 100 using concrete models or drawings
- subtract multiples of 10 from a given number.

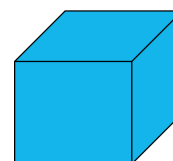


MEASUREMENT AND DATA

- measure and compare objects.
- tell and write time to the hour and half-hour.
- represent and interpret data.

GEOMETRY

- build and draw two-dimensional and three-dimensional shapes.
- distinguish between defining attributes of shapes.
- partition shapes into two and four equal parts.



Science

The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding. Science learning inspires and empowers students to be curious global citizens and see themselves as lifelong learners.

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

PHYSICAL SCIENCE

- make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
- plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
- use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

LIFE SCIENCE

- use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Science (cont.)

EARTH AND SPACE SCIENCE

- use observations of the Sun, Moon, and stars to describe patterns that can be predicted.
- make observations at different times of year to relate the amount of daylight to the time of year.
- make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.

ENGINEERING DESIGN

- ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
- plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

Social-Emotional

Effective SEL programs begin at an early age and continue through high school. They work to develop students' key SEL skills. These include five core social and emotional competencies:

SELF-AWARENESS: Knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.

SOCIAL AWARENESS: Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.

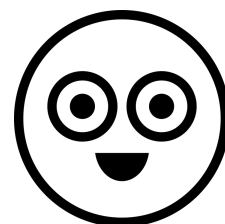
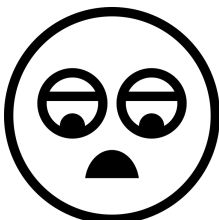
SELF-MANAGEMENT: Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.

RELATIONSHIP SKILLS: Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.

RESPONSIBLE DECISION MAKING: Accurately assessing risks, making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of actions, respecting others, and taking personal responsibility for one's decisions. (Excerpt from Safe & Sound, CASEL)

By the end of first grade, we expect students to have an understanding of the following skills:

- listening (give me five)
- stop and think (consequences, good choice, bad choice)
- accepting and enjoying differences
- telling vs. tattling
- dealing with feelings
- apologizing
- dealing with a bad choice
- dealing with teasing
- giving and receiving compliments
- following directions
- asking for help
- offering help
- how and when to interrupt



Social Studies

The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action.

Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels.

Social Studies for kindergarten through fifth grade focuses on the home, school, community, City of Chicago, State of Illinois, regions of our nation, and the United States.

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

INQUIRY SKILLS

- create questions to guide inquiry work, with support.
- explore information from different resources to help answer questions.
- find information from more than one place, with support.
- develop an understanding of the differences between facts and opinions.
- ask and answer questions about different ideas.
- use different methods to come to conclusions and take action in their classrooms.



CIVICS

- explain how all people, not just official leaders, are important in a community.
- identify and explain how rules work in different settings, including inside and outside of school.

GEOGRAPHY

- create and interpret maps and other visual representations to navigate a familiar place.

ECONOMICS & FINANCIAL LITERACY

- explain and give examples of choices that need to be made, when people have to give something up.
- describe the skills and knowledge needed to create certain goods or services.
- explain how people earn income for the work that they do.

HISTORY

- create a chronological sequence of events.
- describe people and groups that have made an impact on history and caused change.
- compare the perspectives of people from the past to people now.

Spanish

All students in grades one through five will study Spanish for 30 minutes daily. Students focus on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the Spanish language.

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

LISTENING COMPREHENSION

- understand simple descriptions, stories, and conversations directly related to the curriculum.
- follow simple directions given in the target language.



SPEAKING

- mimic correct Spanish pronunciations.
- speak about known topics in familiar conversations, as appropriate to grade level.
- use the target language in spontaneous and meaningful ways.

READING

- recognize the alphabet, sound/letter correspondence and target vocabulary words in Spanish.
- read simple descriptions, stories and conversations directly related to the curriculum, as appropriate to grade level.

WRITING

- write simple guided sentences and phrases directly related to the curriculum, as appropriate to grade level.

CULTURE

- recognize common Hispanic holiday traditions and celebrations.
- recognize where Spanish is spoken in the U.S. and worldwide.
- participate in children's songs and games from Spanish-speaking cultures.

Art

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

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

DRAWING

- identify and reproduce different lines.
- identify and reproduce organic and geometric shapes.
- use a variety of drawing media.

PAINTING

- use basic color theory in a painting.
- experiment with methods of paint application and brush manipulation.
- demonstrate proper care of brushes.

ART APPRECIATION

- introduce aesthetic awareness to artwork as well as the environment.
- respond verbally to artwork.

DESIGN

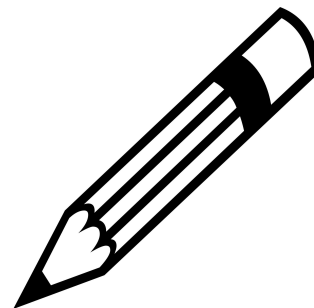
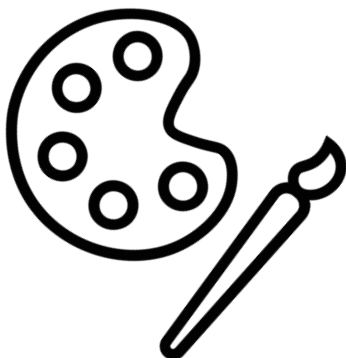
- recognize and use basic shapes and other art elements in a composition.
- gain experience in cutting with scissors and proper use of art room tools and materials.
- discuss works of art using basic art vocabulary.

GRAPHICS

- understand printmaking as a method to transfer an image.
- create a repeat design using student-made stamps or found objects.

SCULPTURE

- create a 3-D piece by manipulating paper or other materials.



Music

The purpose of music education in District 28 is to cultivate thoughtful members of society that are tuneful, beautiful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.

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

MELODY

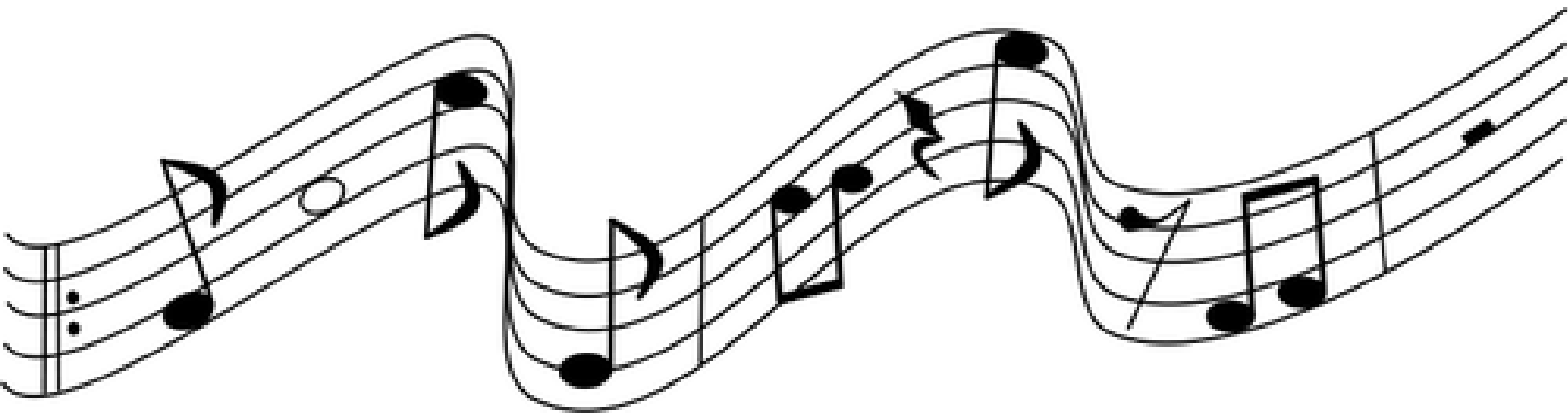
matching pitch on two or more notes.

RHYTHM

steady beat, rhythmic notation for quarter and eighth notes, quarter rest.

EXPRESSION

movement improvisation, basic dance formations.



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 help provide a safe environment, both physically and emotionally.

Healthful, active lifestyles 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 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)

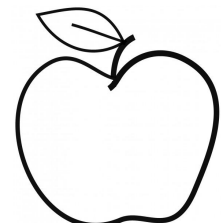


TEAM BUILDING

- 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.)

HEALTH EDUCATION

- nutrition
- human body
- safety



Administration



Dr. Jason Pearson, Superintendent of Schools
Dr. Kris Raitzer, Assistant Superintendent
Dr. Kelly Sculles, Director of Student Services
Michelle Jackson, Director of Learning

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Asst. Dir. of Student Services: Betsy Buckley

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Principal: Ericka Garza
Asst. Dir. of Student Services: Betsy Buckley

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(847) 498-7960
Principal: Maria Eck
Asst. Dir. of Student Services: Dr. Jenna Eberhardt

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Principal: Dr. Scott Meek
Assistant Principal: Christine Lake
Asst. Dir. of Student Services: Dr. Heather Schultz