

Welcome to Kindergarten!

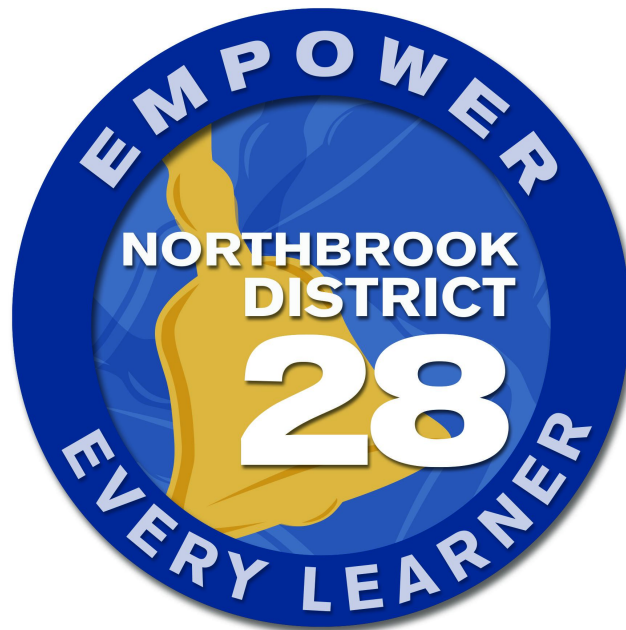
This family curriculum guide provides an overview of what your child will be learning during the school year. Each grade's curriculum reflects the Illinois Learning Standards and provides focused learning experiences for students. Our district holds a commitment to continually improving our curriculum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

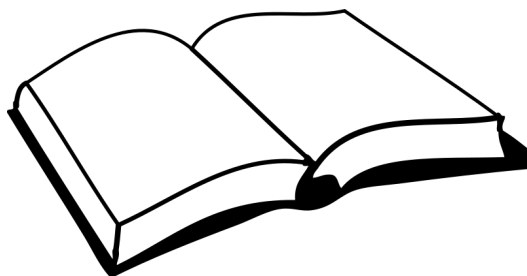
READING

Reading: Comprehension Strategies

- With prompting and support:
- ask and answer questions about a reading selection.
- identify characters, setting, and main events in a story.
- retell stories, including details.

Reading: Foundational Skills

- understand basic print features.
- left to right to read words.
- top to bottom to read pages.
- recognize and name all uppercase and lowercase letters.
- recognize that spoken words are made up of syllables and sounds.
- recognize and produce rhyming words.
- blend two or three sounds together to make a recognizable word.
- use phonics when reading words.
- say the most frequent sounds for each consonant and vowel.
- read common high-frequency words by sight.



Literacy (cont.)

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

WRITING

- draw, tell, and write about a book.
- draw, tell, and write about events in the order they happened.

SPEAKING AND LISTENING

- participate in discussions:
- listen to others
- take turns speaking.
- follow oral directions.
- ask and answer questions.
- describe people, places, things, and events, providing detail.

LANGUAGE

- print uppercase and lowercase letters.
- use capitalization, punctuation, and spelling.
- identify new meanings for familiar words.



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 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

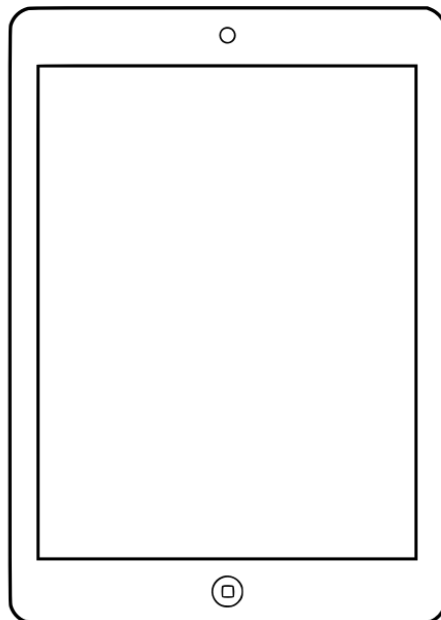
Digital Citizenship is the ability to think critically, behave safely, and participate responsibly through communication, collaboration, and creation in the digital world.

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 kindergarten, we expect students to be able to...

COUNTING

- know number names.
- write numbers 0 to 20.
- count to 100 by 1s and 10s.
- count to tell the number of objects.
- compare numbers.

OPERATIONS AND ALGEBRAIC THINKING

- understand addition as putting together and adding to.
- understand subtraction as taking apart or taking from.

NUMBERS AND OPERATIONS

- compose and decompose the numbers 11 to 19 (into one ten and some ones).

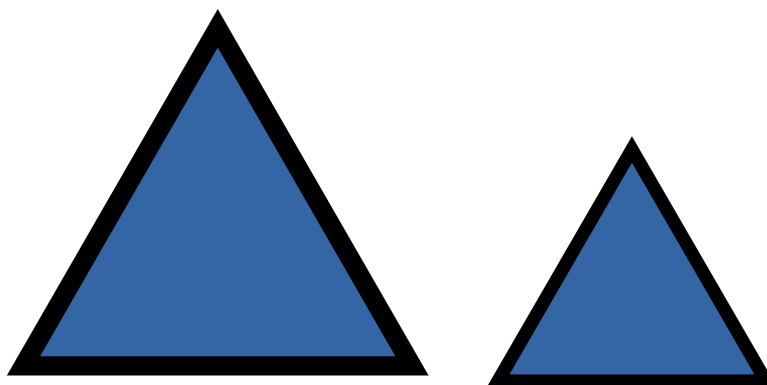


Mathematics (cont.)

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

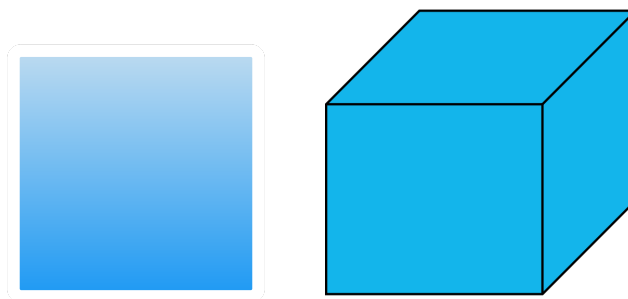
MEASUREMENT AND DATA

- describe measurable attributes of different objects.
- compare measurable attributes of two objects.
- sort objects into given categories.



GEOMETRY

- identify two-dimensional and three-dimensional shapes.
- describe two-dimensional and three-dimensional shapes.
- Compare two-dimensional and three-dimensional shapes.
- model shapes in the world.
- create simple, larger shapes from other shapes.



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 kindergarten, we expect students to be able to...

PHYSICAL SCIENCE

- plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
- analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

LIFE SCIENCE

- use observations to describe patterns of what plants and animals (including humans) need to survive.
- construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

EARTH AND SPACE SCIENCE

- use and share observations of local weather conditions to describe patterns over time.
- ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- make observations to determine the effect of sunlight on Earth's surface.

Science (cont.)



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.
- make observations to determine the effect of sunlight on Earth's surface.
- use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.

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.

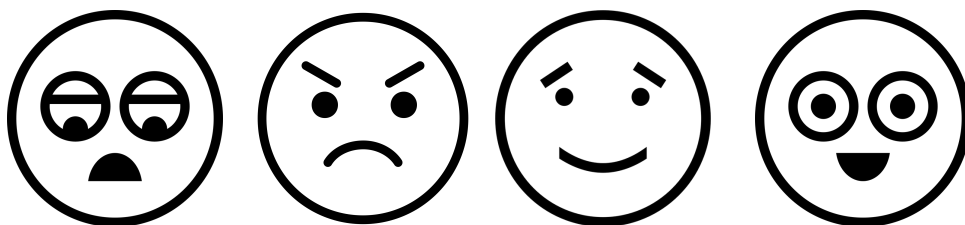
SELF-MANAGEMENT: Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.

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 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



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 kindergarten, 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.
- ask and answer questions about different ideas.
- use different methods to come to conclusions and take action in their classroom.



CIVICS

- describe the roles and responsibilities of people of authority.
- explain why we need rules and the purpose of rules (in different settings, including inside and outside of school).

GEOGRAPHY

- explain how weather, climate, and the environment impact our lives.
- identify and explain why people and things (goods) move from place to place.

ECONOMICS & FINANCIAL LITERACY

- explain that people make choices based on how available things are to them and people cannot have everything they want.

HISTORY

- compare how life was in the past to how life is today.
- explain the importance of holidays, understanding the actions of important people connected to holidays.

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 kindergarten, we expect students to be able to...

DRAWING

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

PAINTING

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

ART APPRECIATION

- identify that art is all around us.
- respond verbally to art work.

DESIGN

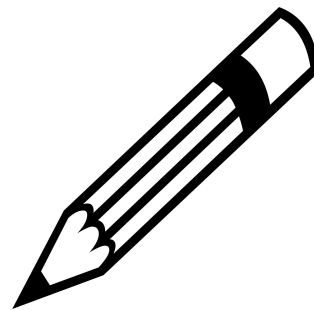
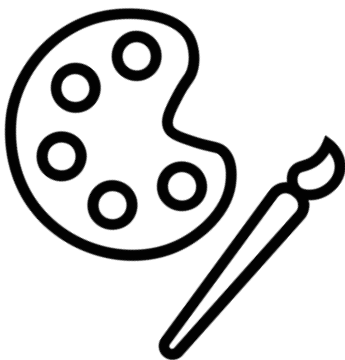
- organize and use basic shapes in a composition.
- demonstrate proper use and care of design tools.
- understand basic design concepts.

SCULPTURE

- create and decorate a pinch pot.
- create 3D objects.

GRAPHICS

- understand basic printmaking techniques.
- replicate to create a pattern.



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 kindergarten, we expect students to be able to...

MELODY

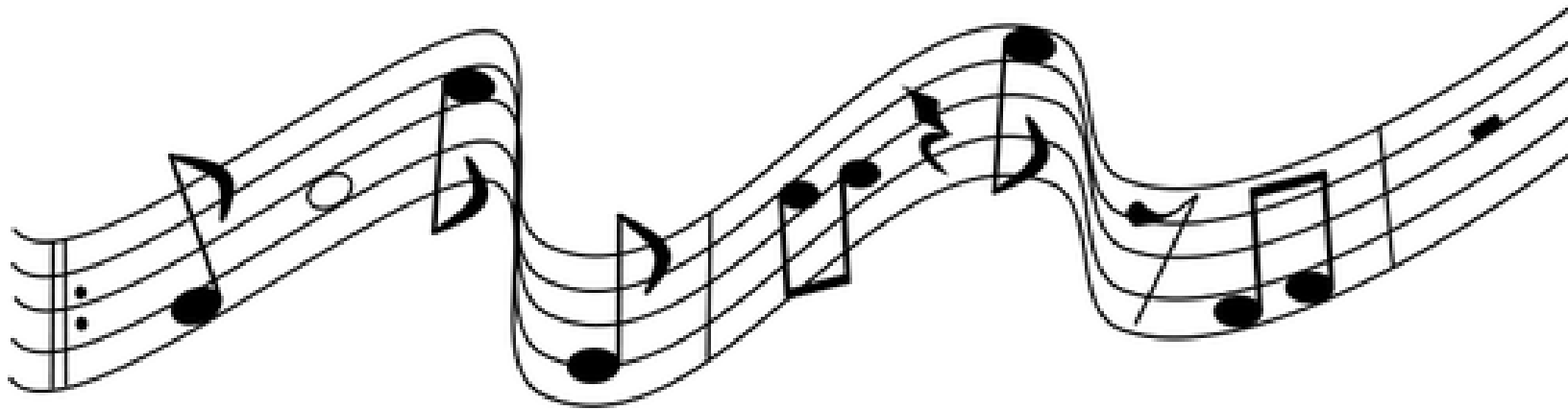
explore vocal skills, including singing voice.

RHYTHM

identify when there is a beat versus no beat.

EXPRESSION

demonstrate loud & quiet, fast & slow, self space vs. shared space.



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)

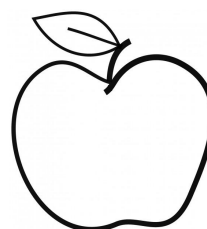


TEAM BUILDING

- 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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