



**K**

**Grade**

**CURRICULUM  
OVERVIEW  
2011 ~ 2012**

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# Introduction

Welcome to Lake Forest School District 67. Kindergarten is a very exciting time for your child. It is important for you as parents to know what your child does at school. This document was created to provide you with general information about the curriculum and with information that is specific to kindergarten. This document is an overview containing goals, applications of learning and a list of skills for language arts, mathematics, science, social studies, fine arts, and wellness. The homework policy for kindergarten is also included.

This year your child will learn 36 word wall words and get ready to/or actually read leveled books that match his instructional level. Your child will make friends with book characters like Mrs. Wishy-Washy, the mouse who painted, and a certain caterpillar! Our kindergartners will go to the Lake Forest Open Lands and visit “Kindertown.” The children will learn to count to 100 by ones, twos, fives, and tens, as well as recognize shapes, and make charts and graphs. They will also learn about leaves, seasons, holidays, and magnets. You will want to support your child by attending parent-teacher conferences, volunteering at your home school, and joining the Association of Parents and Teachers (A.P.T.).

You will want to pay special attention to the Learning Standards for all District 67 students. These standards are what your child should know and be able to do as he exits from the eighth grade. The standards in District 67 are high. The course of study is rigorous, based in best practice, interesting and engaging for your child. It is delivered by a highly qualified staff, who believe that all children can learn and who value the partnership with you to create an environment for your student’s success.

If you have questions that extend beyond the information provided, contact your school office, or the office the Executive Director of Student Learning. We would be happy to speak with you.

# Kindergarten Overview



*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.

11.30.97  
Revised 1.20.05



## Language Arts

- ◆ Name alphabet letters
- ◆ Apply sound-symbol relationships
- ◆ Apply auditory/visual skills to decode words
- ◆ Demonstrate strategies for reading
- ◆ Recognize rhyming elements
- ◆ Write name correctly
- ◆ Write for a variety of purposes; journal responses, recording information, narration and letters
- ◆ Express thoughts in complete sentences
- ◆ Relate ideas and experiences
- ◆ Retell stories in sequence
- ◆ Comprehend what is read
- ◆ Demonstrate creative/critical thinking
- ◆ Use correct letter size
- ◆ Show awareness of spaces between letters
- ◆ Show awareness of spaces between words
- ◆ Use knowledge of letter sounds to create words and/or phrases
- ◆ Demonstrate use of capitalization: “I” and names
- ◆ Demonstrate recognition of periods, question marks, exclamation marks
- ◆ Write sentences using invented spelling
- ◆ Write/tell stories with beginning, middle, and ending
- ◆ Employ revision skills: adding descriptive words; line outs; carets; dictate or write a title to go with writing; deciding if writing makes sense
- ◆ Stay on baseline when writing
- ◆ Brainstorm to get ideas for writing
- ◆ Identify 36 word wall words
- ◆ Identify all initial consonants and sound/symbol relationships
- ◆ Apply rhyme to decode unfamiliar words
- ◆ Use context clues for comprehension: pictures; what makes sense; initial consonants
- ◆ Distinguish between real and make believe, fact or fantasy
- ◆ Read ability appropriate material aloud with fluency and accuracy
- ◆ Identify important themes and topics
- ◆ Summarize content of reading material using text organization (e.g., story, sequence, pictures, props)
- ◆ Identify how authors and illustrators express their ideas in texts and graphics

**Language Arts (cont'd)**

- ◆ Use information presented in simple tables, maps, and charts to form an interpretation
- ◆ Identify story elements: themes; topic; setting, and plot to real-life situations
- ◆ Use pre-writing strategies of dictation, drawing, labeling, and initial sounds
- ◆ Demonstrate elaboration by adding details to drawing and writing
- ◆ Dictate stories, illustrate, and publish
- ◆ Listen attentively by: facing the speaker, keeping body still, making eye contact
- ◆ Respond to questions from the teacher to improve comprehension
- ◆ Follow oral instructions accurately
- ◆ Use visually orientated and auditory based media: tape recorder; computer
- ◆ Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell)
- ◆ Participate in discussions around a common topic
- ◆ Gather information from observation
- ◆ Write in journal, based on teacher-presented information
- ◆ Present short oral presentations, i.e. show and tell, all about me.
- ◆ Look at the audience while speaking,
- ◆ Stand still while orally presenting.



### Mathematics

- ◆ Use 1 to 1 correspondence
- ◆ Understand the term “digit” - 0-9
- ◆ Count by ones from any number (to 100)
- ◆ Count by twos to 30
- ◆ Count by tens to 100
- ◆ Count backwards from 30 to 0
- ◆ Demonstrate one more, one less before/after (0-10)
- ◆ Demonstrate one more, one less before/after (11-20)
- ◆ Demonstrate one more, one less before/after (21-100)
- ◆ Estimate quantity to 100
- ◆ Understand concept of zero
- ◆ Read and write numbers to 100
- ◆ Compare quantities to 100 using vocabulary of more/less, same, equal, greater/less
- ◆ Identify and describe a 3-part pattern
- ◆ Sort objects using various attributes and share strategies
- ◆ Build number families to 10
- ◆ Solve oral addition number stories to 10
- ◆ Solve oral subtraction number stories to 10
- ◆ Compare objects by size using non-standard measurements (weight, length, height)
- ◆ Name the coins: penny, nickel, dime, quarter
- ◆ Know value of penny, nickel, dime, quarter
- ◆ Make more than one money combination to \$1.50
- ◆ Recognize and write cent sign
- ◆ Tell time to hour - analog and digital
- ◆ Recognize calendar events
- ◆ Identify attributes of a square, rectangle, circle, triangle, oval and a diamond (rhombus)
- ◆ Draw a square, rectangle, circle, triangle, oval and a diamond (rhombus)
- ◆ Make a sample bar graph on a provided grid and share observations
- ◆ Formulate questions of interest and design surveys or experiments to gather data
- ◆ Collect, organize, and describe data using pictures, tallies, charts, or bar graphs
- ◆ Analyze data, draw conclusions, and communicate the results.

### Science

- ◆ Describe attributes and positions of events, objects, and patterns
- ◆ Compare and contrast attributes of objects in terms of number, shape, texture, size, weight, color and motion.
- ◆ Classify objects by size, color, or other significant characteristics
- ◆ Identify and describe patterns of weather and seasonal change
- ◆ Predict outcomes based on previous observations
- ◆ Collect and record data using classroom and individual charts
- ◆ Arrange data into a logical pattern and describe the pattern
- ◆ Compare and contrast observations of leaves and insects with and without a magnifying lens
- ◆ Know the process of scientific inquiry
- ◆ Formulate possible solutions to a simple problem
- ◆ Identify and describe component parts and major function of a living thing (tree and insect)
- ◆ Describe and compare characteristics of living things in relationship to their environment
- ◆ Visit Lake Forest Open Lands preserve during two different seasons recording similarities and differences of those seasons
- ◆ Describe attributes and positions of events, objects, patterns
- ◆ Describe relationship between north and south poles
- ◆ Develop questions on the differences between broadleaf and conifers and different types of seeds
- ◆ Develop questions on behavior of magnets
- ◆ Categorize questions into type as “what” and “why” questions
- ◆ Collect data on the circumference of different trees using standard and non-standard measurements
- ◆ Compare leaf size using standard and non-standard measurements
- ◆ Use a balance and ruler to collect data on physical attributes
- ◆ Compare physical properties using measurement tools
- ◆ Record and store data using classroom charts
- ◆ Arrange leaves and seeds in a serial order
- ◆ Create a secondary classification and explain the rule
- ◆ Describe the rule used when sorting by attributes
- ◆ Construct a real object graph
- ◆ Compare attributes individually determined as length, height, and mass of objects with other students’ data noting similarities and differences.
- ◆ Identify the structure and basic functions of the following tree parts: leaves, branches, trunk, and roots
- ◆ Name the five senses and identify the body part that is related to each sense

### Science (cont'd)

- ◆ Categorize leaves according to edges: serrated, smooth, and lobed
- ◆ Categorize trees by shape
- ◆ Categorize seeds by attributes
- ◆ Compare and contrast basic insect structure
- ◆ Describe and compare different seasonal transitions of trees, insects, birds, and several mammals for survival
- ◆ Describe how birds and small mammals depend on plants for survival
- ◆ Compare and contrast the necessities for survival and the means of obtaining them for different animal groups
- ◆ Identify and compare the effects of sources of energy on plants and animals
- ◆ Group objects by attributes
- ◆ Communicate rule for grouping
- ◆ Identify and compare gravity and magnetism as forces of energy by causing movement
- ◆ Compare the force of magnetism as forces of energy by causing movement
- ◆ Identify and describe patterns of daily weather and chart to see seasonal change
- ◆ Compare month to month patterns, group by seasons, and identify larger patterns
- ◆ Use safety procedures such as: following directions; walking; do not taste; don't touch cold metal with something wet
- ◆ Explain the uses of hand lenses and standard and non-standard measurements
- ◆ Explain how measuring with a ruler is more accurate than estimating
- ◆ Generate an accurate system of measuring and use standard measurement to the nearest inch
- ◆ Describe through stories some of the present and past contributions of men and women to science and technology
- ◆ Demonstrate ways to: recycle paper; reuse broken crayons; cut only what you need; use a sponge sometimes instead of paper towel

### Social Studies

- ◆ Know the importance of rules in and around school
- ◆ Identify individual contributions to a community and participate in a service project
- ◆ Identify key figures in the school and the community and describe their roles
- ◆ Recognize similarities and differences among families
- ◆ Use basic geography skills and know how to use a map and a globe
- ◆ Understand the effect of the seasons on the environment and the people
- ◆ Use a variety of writing styles and products to express learned concepts
- ◆ Give examples of basic principles of our community
- ◆ Study the importance of the American flag
- ◆ Compare different holidays and explain how and why they are celebrated
- ◆ Distinguish different land and water features on a map or globe
- ◆ Recognize that the earth is made up of continents and oceans
- ◆ Identify the shape and name of their state and country
- ◆ Demonstrate how an individual can care for the environment

## SKILLS OVERVIEW

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### Wellness

- ◆ Demonstrate control when performing fundamental locomotor and manipulative skills
- ◆ Travel in different ways without bumping into others or falling
- ◆ Demonstrates clear contrasts between slow and fast movement when traveling
- ◆ Demonstrate non-locomotor (axial) movements
- ◆ Maintain balance while bearing weight on a variety of body parts
- ◆ Demonstrate movement forms of a various body part such as head flexion extension and rotation
- ◆ Roll sideways (right or left) without hesitating; walk forward and sideways the length of a beam without falling; toss a ball and catch it before it bounces
- ◆ Demonstrates a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of
- ◆ Participate in appropriate experiences for flexibility in shoulders, legs and trunk
- ◆ Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration
- ◆ Respond appropriately to starting and stopping signals
- ◆ Demonstrate the ability to play within boundaries during games and activities
- ◆ Work in a group setting while cooperating with others
- ◆ Describe the benefits from involvement in daily physical activity
- ◆ State that rest and sleep are important in caring for the body
- ◆ Explain appropriate water safety rules
- ◆ Explain appropriate reactions during emergencies in physical education
- ◆ Identify basic parts of body systems and their functions of the body (e.g., cleanliness, proper diet, exercise)
- ◆ Identify individual differences in growth and development among people
- ◆ Know and apply safety practices associated with physical activity
- ◆ Identify positive verbal and nonverbal communication skills
- ◆ Recognize how choices can affect health

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.

### Technology

- ◆ Launch an application with appropriate adult supervision
- ◆ 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

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### 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

### HOMEWORK EXPECTATIONS

We encourage parents to begin learning connections with their child and develop strong foundational homework skills. Homework will be assigned occasionally throughout the school year. Ongoing family homework activities include:

- ◆ Practicing word recognition skills-through reading newly learned words, having stories read to them and having them read stories to you when they are able to do so;
- ◆ Practicing mathematical skills through activities begun in the classroom with home and family connections; including hands-on money experiences;
- ◆ Completing small projects with parents based upon a theme or unit of study from the classroom;
- ◆ Collecting and sharing materials at home for use in classroom sharing time.

WE SINCERELY APPRECIATE YOUR COOPERATION AND SUPPORT OF THIS EDUCATIONAL EXPERIENCE.

## NOTES