

FAMILY & CAREGIVER CURRICULAR HIGHLIGHTS 2025-26 KINDERGARTEN



SOCIAL EMOTIONAL LEARNING

District 67 is embarking on a journey of wholeheartedly embracing, embedding and explicitly teaching Social Emotional Learning (SEL) standards. For more information on these SEL competencies, see the Illinois Social/Emotional Learning Standards: <https://www.isbe.net/sel>

Literacy

ELA instruction in District 67 is designed to make learning visible by having students work through reading, writing, speaking, and listening activities daily. Our commitment as educators is to support our students with a mastery of the [standards](#), allow for multiple and varying assessment opportunities to drive student learning, and provide high quality and research-based instruction for each and every student.

Amplify Core Knowledge Language Arts (CKLA) is the Board approved curricular resource. "CKLA is a program for Grades K–5 that combines a multi-sensory approach to phonics with rich texts carefully sequenced to build content knowledge so that students learn to read *and* read to learn at the same time."

KINDERGARTEN ELA

"Every day in kindergarten, students complete one full lesson that builds foundational reading skills, as well as one full lesson that builds background knowledge."

"The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics, and word recognition; language skills, including conventions of English, spelling, and grammar; reading comprehension; and writing instruction." The Skills Strand is aligned to kindergarten [standards](#) and follows an explicit scope and sequence with opportunities for students to become automatic with word recognition skills, and strategic with language skills.

"The Knowledge Strand is centered around complex narrative and informational read-aloud texts. The Knowledge Strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening." Knowledge domains include Nursery Rhymes and Fables, Stories, Plants, Farms, Native Americans, Kings and Queens, Seasons and Weather, Columbus and Pilgrims, Colonial Towns and Towns-People, Taking Care of the Earth, and Presidents and American People.

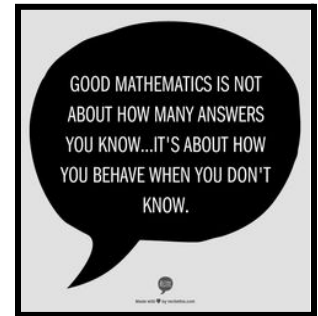
[Amplify CKLA](#)
[CKLA Family Site](#)



Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.

MATHEMATICS

Mathematics instruction in District 67 provides the opportunity for all students to have a rigorous, engaging, and accessible curriculum which focuses on developing students' deep understanding of mathematical concepts. In order to achieve this, students engage in a high level of discourse and are exposed to multiple strategies in order to solve complex problems. The backbone of this instruction comes from *Bridges 3rd Edition* and *Number Corner 3rd Edition* which has been developed by the Math Learning Center after years of research in the field of elementary mathematics instruction.

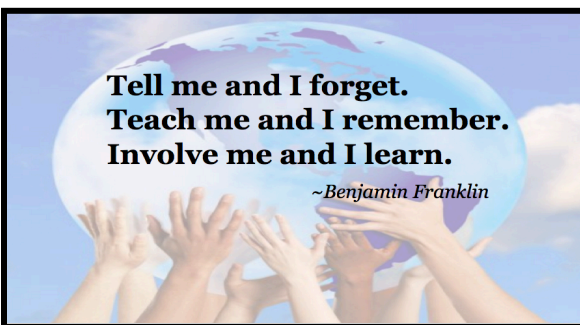


KINDERGARTEN MATH

In Kindergarten, students focus on whole numbers and shapes. Throughout the year they:

- count and compare numbers to 100, with a special focus on numbers up to 20
- think about joining and separating situations as addition and subtraction
- compose and decompose numbers up to 10 using tools
- sort, compare, and draw shapes
- Identify and describe shapes
- Analyze, compare, create and compose shapes to make other shapes and complete puzzles

INQUIRY



In District 67, we believe inquiry is the process in which students acquire key knowledge and skills through questioning and ownership of their learning with an emphasis on process rather than product.

All students will have inquiry experiences infused into their learning during the school year. Throughout the course of the year, students will be participating in inquiry-based, student-driven units that align to *Illinois State Social*

Science Standards and *Next Generation Science Standards* (NGSS). In Kindergarten, students learn to ask questions and seek information in order to learn more about specific topics.

STEM/SCIENCE	SOCIAL STUDIES
Kindergartners explore key elements of Physical, Earth and Life sciences throughout the year. Students will learn about pushes and pulls, winter weather and weather patterns, and how we impact the environment around us. Essential questions guiding students: How do living things change their environment	Kindergartners focus on key elements of their own social communities through their <i>My Community</i> unit by exploring important roles in their immediate world around them. Additionally, they work to gain an understanding of goods and services as they try to ensure the delivery of apples to their classroom party in their <i>Apples</i>

to meet their needs?

- How do pushes and pulls change movement?
- What is weather and how can we prepare for it?

SAM Labs coding opportunities are integrated into each of the units of instruction throughout the school year. For more information about the specific standards driving our units of study, please see the Next Generation Science Standards at <https://www.nextgenscience.org/>

unit. Essential questions guiding students:

- How do goods get from one place to another?
- How do community helpers serve the community of Lake Forest?
- How do people prepare for weather?

For more information about the specific standards driving our units of study, please see the Illinois Social Science Standards at <https://www.isbe.net/socialsciences>

CREATIVE ARTS

The arts curriculum encourages the development of creative skills, the ability to see and think through relationships of color, perspective, and aesthetics, and the capacity for individual expression through various artistic media and music. We offer experiences in art, drama, and music for students in kindergarten.

ART

The main goal for our Kindergarten artists is to explore and experience the many different art media available for enhancing their creative self-expression. Students focus on the Elements of Art: Line, Shape, Color, and are introduced to 2D and 3D works of art. At the same time, some basic fine-motor skills such as cutting, gluing, gripping, and brush manipulation are reinforced. Students practice routines and how to work as an artist in the art room setting.

MUSIC

In Kindergarten music class, students practice being able to use a singing voice versus a speaking voice. They demonstrate steady beat through movement. Students participate in group activities and are expected to listen and follow directions. Rhythm, melody and harmony are the content areas for music instruction in kindergarten.

WORLD LANGUAGE

District 67 begins their formal world language instruction in second grade. For more information, please click [HERE](#) and scroll to the World Language section of the website for more information.



WELLNESS

Students develop their well-being through healthy exercise focused on fitness games and activities. Fundamental skills are introduced and developed for team sports and challenge/cooperative games. State learning standards are used to meet the needs of our students. Our program also provides a high level of activity, which encourages problem solving and creativity. The goal is to provide diverse opportunities for individual success, while encouraging all students to work to their maximum potential through encouragement and positive reinforcement. The program promotes the enjoyment of being active while incorporating cooperation, respect, and the acceptance of differing levels of ability and leadership.

LIBRARY/INFORMATION LITERACY

The library program for Kindergarten students introduces the basics of library use. The love of reading is fostered and students are encouraged to choose reading materials from both fiction and non-fiction. Students learn how to select, check out, and care for library materials. Kindergarten students learn digital citizenship skills through curricular-based lessons and activities. The librarians are instructional partners who collaborate with teachers to design and teach engaging learning experiences.

DIFFERENTIATED LEARNING OPPORTUNITIES

All students experience differentiated instruction throughout their days in a variety of ways. Differentiation can look like personalizing a student's experience in goal-setting, small group work, or reading and writing conferences. It can also include altering the product a student works toward, providing a different process to use to get to an end goal, or allowing students to pursue passions and interests. All of these possibilities are supported by both classroom teachers and specialists alike, as well as inside the classroom and beyond. There is a designated time during the school day, called extended learning time, which provides an additional, targeted time for differentiated instruction to occur. This time is utilized for additional reading, writing, math, or word study time, as well as a time for students to pursue various passions or interests.



Educating Without Boundaries...Learning Without Limits