Ms. Stegen's First Grade Syllabus

Hollis Academy 2025-2026

Caring for Children today……Creating Leaders for Tomorrow

Class Schedule
2025-2026

Click HERE to see daily schedule!

2025-2026 First Grade Long Range Plan

Subject	August	September	October	November	December	January	February	March	April	May
Math	Unit 1: Getting Started Unit 2: Tens Ones make Ten Unit 3: Developing Addition and Subtraction Strategies	Unit 3: Developing Addition and Subtraction Strategies	Unit 3: Developing Addition and Subtraction Strategies Unit 4: Exploring Numbers to 120 Unit 5: Measuring, Ordering, Comparing Lengths	Unit 6: Representing and Interpreting Data Unit 7: Two Dimensional Shapes and Patterns	Unit 7: Two Dimensional Shapes and Patterns Unit 8: Equal Shares and Time	Unit 9: Extending Addition and subtraction strategies to 20 and Story Problems	Unit 9: Extending Addition and subtraction strategies to 20 and Story Problems Unit 10: Using Place Value	Unit 11: Shapes and Patterns Unit 12: Understanding Place value to add and subtract	Unit 13: Money	Unit 14: Proficiency with Power Standards
Reading	HMH: Module 1	HMH: Module 2 HMH: Module 3	HMH: Module 3 HMH: Module 4	HMH: Module 4 HMH: Module 5	HMH: Module 6	HMH: Module 7 HMH: Module 8	HMH: Module 9	HMH: Module 9 HMH: Module 10	HMH: Module 10 HMH: Module 11 HMH: Module 12	HMH: Module 12
Writing	Unit 1: Small Moment	Unit 1: Small Moments Unit 2: How To	Unit 2: How To	Unit 2: How to	Unit 3: Topic Books	Unit 3: Topic Books Unit 4: Writing Reviews	Unit 4: Writing Review Unit 5: From Scenes to Series: Writing Fiction	Unit 5: From Scenes to Series: Writing Fiction	Unit 5: From Scenes to Series: Writing Fiction	Unit 6: Exploring Poetry and Songs
Science	Unit 1: Introduction to SEPs and CCCs	Unit 2: Shadows, Light, and Motion	Unit 2: Shadows, Light, and Motion	Unit 2: Shadows, Light, and Motion	Unit 3: Animals Communicate	Unit 3: Animals Communicate	Unit 3: Animals Communicate	Unit 3: Animals Communicate	Unit 4: Plant Shapes	Unit 4: Plant Shapes
Social Studies	Unit 1: We Are Citizens of our School and Community	Unit 1: We Are Citizens of our School and Community Unit 2: We Are Citizens of	Unit 2: We Are Citizens of Our State	Unit 3: Inquiring About History: SC Then and Now	Unit 3: Inquiring About History: SC Then and Now	Unit 4: South Carolina: Our Unique State	Unit 4: South Carolina: Our Unique State	Unit 4: South Carolina: Our Unique State Unit 5: Economic Impacts	Unit 5: Economic Impacts	Unit 5: Economic Impacts

		Our State									
Year	Technology will be integrated into the curriculum all year through Google Classroom, SeeSaw, Flipgrid, Epic and various apps for creating books and stories. Students will use Chromebooks and websites to do research with teacher assistance. ***Long range plans are subject to change based on needs of students.										

First Grade Standards

The SCCCR standards listed below serve as underpinnings of what must be in place in classrooms for students to become proficient readers, writers, and communicators. They include standards for Inquiry- Based Literacy, Range and Complexity of literary and informational texts, and Communication. These essential practices and processes are embedded routinely and systematically throughout each component of the literacy framework.

English Language Arts Standards (2024)

Overarching Expectations (OE)

ELA.1.OE.1 Read and write for a variety of purposes, including academic and personal, for extended periods of time

ELA.1.OE.2 Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

ELA.1.OE.3 Make inferences to support comprehension.

ELA.1.OE.4 Collaborate with others and use active listening skills.

ELA.1.OE.5 Cite evidence to explain and justify reasoning.

ELA.1.OE.6. Create quality work by adhering to an accepted format.

Foundations of Literacy (F)

ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

ELA.1.F.1.1 There is not an indicator for first grade.

ELA.1.F.1.2 Produce alliterative spoken words.

ELA.1.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.

ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.

ELA.1.F.1.5 Blend and segment onsets and rimes of multisyllabic words.

ELA.1.F.1.6 There is not an indicator for first grade.

ELA.1.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes, and say the resulting word.

ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print. ELA.1.F.2.1 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).
ELA.1.F.2.2 There is not an indicator for first grade.
ELA.1.F.2.3 There is not an indicator for first grade.
ELA.1.F.2.4 There is not an indicator for first grade.
ELA.1.F.2.5 There is not an indicator for first grade.

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.
ELA.1.F.3.1 There is not an indicator for first grade.
ELA.1.F.3.2 There is not an indicator for first grade.
ELA.1.F.3.3 There is not an indicator for first grade.
ELA.1.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word to: a. decode regularly spelled one-syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position; b. decode regularly spelled one-syllable words with vowel-r syllables (i.e., ar, er, ir, or, and ur); and c. decode two-syllable words using knowledge of syllables (i.e., closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant-le), including compound words that fit multiple syllable types. *
ELA.1.F.3.5 There is not an indicator for first grade.
ELA.1.F.3.6 Delete, add, and substitute the initial, medial, and final letters in words to build or make new words.
ELA.1.F.3.7 Read a two-syllable word by breaking the word into syllables. ELA.1.F.3.8 Decode and encode words using:

- a. onset/rime;
- b. consonant blends (i.e., initial and final);
- c. consonant digraphs (i.e., ch, sh, th, wh, ph, ck, ng);
- d. trigraphs (e.g., -tch, -dge);*
- e. combination (i.e., qu);
- f. VCe;
- g. vowel-r (e.g., ar, er, ir, or, ur);
- h. common inflectional endings that do not change the base word (e.g., s, -ed);
- i. contractions with am, is, has, and not;
- j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y) *;
- k. vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym) *;
- l. words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind);
- m. silent letter combinations (e.g., kn, wr, mb, gh, gn) *;
- n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass); and
- o. words with final /v/ sound, using knowledge that no English word ends with a v. (e.g., have,

give, save).
ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension. ELA.1.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity ELA.1.F.4.2 Read texts orally with accuracy, appropriate rate, and expression. ELA.1.F.4.3. Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; and c. using context and visuals from the text to support monitoring and self correcting.

Applications of Reading (AOR)
ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. ELA.1.AOR.1.1 Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward. ELA.1.AOR.1.2 Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery.
ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts. ELA.1.AOR.2.1 Retell a story using main story elements and identify a lesson in a literary text. ELA.1.AOR.2.2 Identify a central idea and supporting details in an informational text.
ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. ELA.1.AOR.3.1 Identify and explain who is telling the story at various points in the story.
ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. ELA.1.AOR.4.1 Distinguish between information provided by illustrations or pictures and information provided by the words in a text.
ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text. ELA.1.AOR.5.1 Identify and explain the differences between texts that tell stories and texts that provide information ELA.1.AOR.5.2 Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text. ELA.1.AOR.5.3 Identify and explain the differences between facts and opinions about a topic in an informational text.
ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding. ELA.1.AOR.6.1 Retell a text orally and in writing to enhance comprehension: a. include main story elements at the beginning, middle, and end for a literary text; and b. include a central idea and supporting details for an informational text.

ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases. ELA.1.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use sentence-level context clues (e.g., examples) to determine the meaning of a word or phrase; b. use provided reference materials to build and integrate background knowledge; c. use provided reference materials to determine the meaning of words and phrases; and d. use words and phrases acquired through conversations, being read to, and responding to texts.
ELA.AOR.8: Analyze word relationships and nuances in word meanings within literary and informational texts. ELA.1.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: a. ask and answer questions about words and phrases to determine their meaning; b. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; and c. define words by their category and simple attributes (e.g., an owl is a bird that flies)
ELA.AOR.9: Build and apply a range of academic vocabulary, as well as gradelevel appropriate morphology to apply to reading, writing, and speaking. ELA.1.AOR.9.1 Identify and use phonic patterns and inflectional morphemes that do not change the spelling of the base word.
ELA.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. ELA.1.AOR.10.1 Use visuals (e.g., illustrations, photographs) to describe the key or supporting details in a text.

Research (R)
ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. ELA.1.R.1.1 Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge. ELA.1.R.1.2 Instruction of this indicator begins in second grade ELA.1.R.1.3 Instruction of this indicator begins in fourth grade ELA.1.R.1.4 Instruction of this indicator begins in fourth grade ELA.1.R.1.5 Instruction of this indicator begins in fourth grade.
Written and Oral Communication (C)
ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence. ELA.1.C.1.1 Write opinion pieces about a topic. When writing: a. introduce an opinion and include reasons to support the opinion; b. include grade-appropriate transitions; and c. provide a concluding statement or idea.
ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information. ELA.1.C.2.1 Write informative/explanatory pieces to name a topic and provide information about the topic. When writing: a. introduce a topic; b. provide information with details to develop the topic; and c.

provide a concluding statement or idea.
ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques. ELA.1.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. detail events in a logical order using temporal words to signal event order (e.g., before, after); b. include details that describe actions, thoughts, and feelings; and c. provide a sense of ending.
ELA.C.4: Demonstrate command of standard English grammar and conventions when writing. ELA.1.C.4.1 Write grammatically correct sentences (e.g., simple, declarative, imperative, interrogative, and exclamatory). When writing: a. capitalize the names of people and dates (to include months and days of the week); b. use exclamation points, question marks, or periods to punctuate; c. use commas to separate single words in a series; d. use a comma after the day and before the year in a date; e. use a colon between the hour and minutes in time
ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. ELA.1.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.C.6: Write independently and legibly for a variety of tasks and purposes. ELA.1.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences
ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences. ELA.1.C.7.1 Present information orally in a logical order of events using complete sentences, appropriate volume, clear pronunciation, conjunctions, and temporal words (e.g., before, after)
ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives. ELA.1.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations.
ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking. ELA.1.C.9.1 Listen to others to ask and answer questions on a topic.

Math Standards (2024)
Number Sense and Base Ten
The students will:

1.NSBT.1 Extend the number sequence to: a. count forward by ones to 120 starting at any number; b. count by fives and tens to 100, starting at any number; c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form; d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.
1.NSBT.2 Understand place value through 99 by demonstrating that: a. ten ones can be thought of as a bundle (group) called a “ten”; b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones; c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.
1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.
1.NSBT.4 Add through 99 using concrete models, drawings, and strategies based on place value to: a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup); b. add a two-digit number and a multiple of 10.
1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.
1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.
Algebraic Thinking and Operations
The students will:

1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a partpart-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.
1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.
1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.
1.ATO.4 Understand subtraction as an unknown addend problem.
1.ATO.5 Recognize how counting relates to addition and subtraction.
1.ATO.6 Demonstrate: a. addition and subtraction through 20; b. fluency with addition and related subtraction facts through 10.

1.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.
1.ATO.8 Determine the missing number in addition and subtraction equations within 20.
1.ATO.9 Create, extend and explain using pictures and words for: a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns); b. growing patterns (between 2 and 4 terms/figures).
Geometry
The students will:
1.G.1: Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color).
1.G.2: Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.
1.G.3: Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts
1.G.4: Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).
Measurement and Data Analysis
The students will:
1.MDA.1: Order three objects by length using indirect-comparison.
1.MDA.2: Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.
1.MDA.3: Use analog and digital clocks to tell and record time to the hour and half hour.
1.MDA.4: Collect, organize and represent data with up to 3 categories using object graphs, picture graphs, t- charts and tallies.
1.MDA.5: Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.
1.MDA.6: Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.

Science Standards (2021)
Science and Engineering Practices

Standard 1.S.1: The student will use the science .and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.	
1.S.1.A Conceptual Understanding: The practices of science and engineering support the development of science concepts, develop the habits of mind that are necessary for scientific thinking, and allow students to engage in science in ways that are similar to those used by scientist and engineers.	
Performance Indicators: Students who demonstrate this understanding can:	
1.S.1A .1	Ask and answer questions about the natural world using explorations, observations, or structured investigations.
1.S.1A .2	Develop and use models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.
1.S.1A .3	With teacher guidance conduct structured investigations to answer scientific questions, test predictions and develop explanations; (1) predict possible outcomes, (2) identify materials and follow procedures, (3) use appropriate tools or instruments to collect qualitative and quantitative data, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.
1.S.1A .4	Analyze and interpret data from observations, measurements, or investigations to understand patterns and meanings.
1.S.1A .5	Use mathematical and computational thinking to (1) recognize and express quantitative observations, (2) collect and analyze data, or (3) understand patterns and relationships.
1.S.1A .6	Construct explanations of phenomena using (1) student-generated observations and measurements, (2) results of scientific investigations, or (3) data communicated in graphs, tables, or diagrams.
1.S.1A .7	Construct scientific arguments to support claims or explanations using evidence from observations or data collected.
1.S.1A .8	Obtain and evaluate informational texts, observations, data, collected, or discussions to (1) generate and answer questions about the natural world, (2) understand phenomena, (3) develop models, or (4) support explanations. Communicate observations and explanations clearly through oral and written language.
1.S.1B Conceptual Understanding: Technology is any modification to the natural world created to fulfill the wants and needs of humans. The engineering design process involves a series of iterative steps used to solve a problem and often leads to the development of a new or improved technology.	
1.S.1B .1	Construct devices or design solutions to solve specific problems or needs; (1) ask questions to identify problems or needs, (2) ask questions about the criteria and constraints of the devices or solutions, (2) generate and communicate ideas for possible devices or solutions, (4) build and test devices or solutions, (5) determine if the devices

	or solutions solved the problem, and (6) communicate the results.
Physical Science: Waves and Their Applications in Technologies for Information Transfer	
Performance Indicators: Students who demonstrate this understanding can:	
1-PS4-1	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1-PS4-2	Make observations to support an evidence-based claim that objects in darkness can be seen only when illuminated by light sources.
1-PS4-3	Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
1-PS4-4	Use tools and materials to design and build a device that uses light or sound to communicate over a distance.
Life Science: From Molecules to Organisms and Processes	
Performance Indicators: Students who demonstrate this understanding can:	
1-LS1-1	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.
1-LS1-2	Obtain information from multiple sources to determine patterns in parent and offspring behavior that help offspring survive.
1-LS3-1	Make observations to support an evidence-based claim that most young are like, but not exactly like, their parents.
Earth Science: Earth's Place in the Universe	
Performance Indicators: Students who demonstrate this understanding can:	
1-ESS 1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted
1-ESS 1-2	Make observations at different times of year to relate the amount of daylight to the time of the year

Social Studies Standards (2019)

Life in South Carolina

History

Standard 1: Utilize the college and career skills of a historian to study continuity and change over time in South Carolina.

a. 1.H.1: Identify similarities and differences between one's community and other South Carolina communities over time.
b. 1.H.2: Analyze a current event in South Carolina and make predictions about possible outcomes.
c. 1.H.3: Evaluate different sources of evidence used in historical inquiry, such as art, artifacts, digital sources, graphs, maps, oral histories, photographs/images, and texts

Geography

Standard 2: Utilize the college and career skills of a geographer to apply map skills and draw conclusions about places in South Carolina and South Carolina's place in the surrounding region.

a. 1.G.1: Identify various types of maps, map features, and the purpose of maps.
b. 1.G.2: Identify and describe the geographic location of South Carolina in relation to the rest of the United States through the use of various maps and geographic tools.
c. 1.G.3: Identify and differentiate between rural, suburban, and urban area within South Carolina.
d. 1.G.4: Describe and compare various landforms within South Carolina through the use of primary and secondary sources.

Economics

Standard 3: Utilize the college and career skills of an economist to understand how economic decisions affect South Carolinians.

a. 1.E.1: Compare goods and services in the school, community, and state.
b. 1.E.2: Explain how goods and services change over time.
c. 1.E.3: Research and describe how goods and services differ in rural, suburban, and urban areas in South Carolina.
d. 1.E.4: Identify an economic want or need at the local or state level and create a solution in the form of a good or a service.

Civics and Government

Standard 4: Utilize the college and career skills of a political scientist to understand and display civic dispositions about contemporary South Carolina.

a. 1.CG.1: Demonstrate how civic dispositions encourage citizens with diverse beliefs and backgrounds to work together for a common goal.
b. 1.CG.2: Describe the basic purpose, structure, and functions of South Carolina's government at both the local and state level.
c. 1.CG.3: Demonstrate ways to display active and responsible citizenship in local and state government.
d. 1.CG.4: Collaborate with others to identify, resolve, and communicate resolutions on a local or state issue.

Instructional Materials and Resources/Required Texts

Math

- Math Centers
- Math Manipulatives Kit
- McGraw Hill

Reading

- HMH Curriculum
- Pioneer Valley Guided Reading
- Lexia
- Amira

Science

- Interactive Science Book
- Literature Big Books
- Vocabulary Cards
- Reading Resources Kit
- Key Resources Kit
- Supporting Resources Kit

Social Studies

- Pearson My World Social Studies: Making Our Way
- Social Studies Independent Books

Writing

- HMH Curriculum

Major Assessments/Calculation of Grades

First Grade students are assessed according to the Greenville County assessment guidelines:

- Reading Benchmark
- Measures of Academic Progress (MAP)
- Reading Horizons daily skills check
- Mastery connect
- Math Benchmark Assessment
- Student Portfolios will be used to document progress towards standards Evidence for assessment may include

- Anecdotal Notes
- Checklists
- Photographs
- Work Samples
- Running Records

No letter or numerical grades are assigned in first grade. A Standards Based report card will be sent home at the end of each quarter.

Report Card Student Skills Key

M	The student **consistently meets or exceeds end of year** expectations for this standard
P	The student **shows expected growth/progress** in meeting the end of year standard
B	The student is **beginning to progress** toward the end of year standard
N	The student **needs intensive support** at school and home to develop this standard
blank	Skill has not been assessed or introduced

Student Records

Student work that is not sent home in their folders are stored in the classroom and are shared with parents at conferences.

Homework Policy

Homework is an extension of the classroom. Homework gives students practice and reinforces lessons that are taught in the classroom. Students should practice responsibility and turn in homework assignments by Friday. Each Monday (or the first of the week) homework assignments for the week will be sent home in the parent and teacher communication folder. The students will be given all week to complete the assignments. The assignments and the homework sheet are due on Friday (end of the week). On this homework sheet, students and parents will find homework assignments for each school day as well as upcoming tests, and spelling words. There is also a place for a parent/guardian signature each night.

Missed Work/Make-up Policy

Students are responsible to make up missed work, which will be sent home with students the day they return to the classroom. Students will be expected to come prepared to take any missed tests the day he/she returns to school.

Attendance and Tardy Policy

Attendance is of the utmost importance. In accordance with the SC Compulsory School Attendance Law, The School District of Greenville County has adopted uniform rules to assure that students attend school regularly. Each day that students are not in school, they miss hours of valuable instruction and opportunities for learning that they will not have again.

All children are required to attend a public or private school kindergarten beginning at age five and continuing until their 17th birthday. If parents choose not to send their children to kindergarten, they must sign a waiver which may be obtained at the local school.

Students are counted present only when they are actually in school, on homebound instruction, or are present at an activity authorized by the school principal.

The school year consists of 180 days. To receive credit, attend at least 85 days of each 90 day semester course and at least 170 days of each 180 day year course. Accrued absences may not

exceed two days during the school year. Any absence in excess of ten may cause the student to lose credit for the year.
(Refer to Student Handbook)

Rules for Student Behavior

Hollis Code of Conduct

- I am responsible for myself, my actions, and my choices.
- I always come prepared to learn.
- I will respect everyone in our school with my speech and actions.
- I will follow directions politely the first time they are given.
- I will keep my hands, feet, and all objects to myself.

Hollis Growls Safety Plan

- Classes can earn "Husky Growls" by following school wide safety expectations.
- Classes can earn 3 to 5 growls a day in the following common areas: hallways, recess, cafeteria, lunch, RA. Please note this is for common areas and not for classroom behavior.
- Any staff member can reward a class with a husky growl.
- Students will need to earn 3 Husky Paws over the course of the quarter in order to participate in the quarterly award (dance party, inflatables, etc.)

Consequences for Violating Rules

If one of our rules is broken, students will receive one verbal warning. If the student continues to break the rules, he/she will be asked to clip up or clip down. In my class, we use a clip chart. Students start each day in the middle of the chart (ready to learn), and they can clip up for great behavior or down for breaking rules. Below are the consequences:

- 3- Ok: Silent Lunch
- 2- Better Day Tomorrow: Silent Lunch/3 Minutes Isolated Recess
- Parent Contact: Silent Lunch/8 Minutes Isolated Recess/Parent Contact

Procedures for Non-Instructional Routines

Morning Procedures: All students will report to the cafeteria until 7:15. At 7:15 a teacher will walk the grade level to the first grade hall where they will sit quietly and read a book outside of their classroom until 7:30. At 7:30 students will enter the classroom and complete their morning work before tuning in to HNN News.

Restroom Rules: Students are free to use the restroom throughout workshop time. If there is explicit instruction happening (read aloud, mini lesson, etc.) students will show 2 fingers to indicate they need to use the restroom.

Lunchroom Procedures: Students will receive hand sanitizer while lining up for lunch. Students will line up in numerical order and walk in the hall quietly with their lunch tag to order their lunch in the lunch

line. Students are expected to sit at their assigned tables. Students may not use the restroom during lunch. Classes will take a bathroom break depending on need prior to going to recess. Students are not to get up from their seats once they have sat down.

Helpers: Students were given jobs and instructions on how to do their jobs at the beginning of the school year. They earn a weekly salary to be used in the school store, rent, and classroom taxes (supplies) each week. Students will be assigned jobs the first nine weeks, then apply for jobs and "interviewed" after the first semester.

Walking in the hall: Students will follow Hollis Academy's rules for walking in the hallway. Students will walk quietly on the right side of the hall with their hands by their side and marshmallow toes. Students will be reminded not to touch or lean on the walls.

Housekeeping: Students are responsible for keeping their supplies neat and organized. They are to keep their belongings in their cubbies, drawers, and community supplies organized and readily available.

Getting materials/supplies: Students will be provided with sharpened pencils, crayons, scissors, erasers, and glue.

Water Fountain: Students will get water after coming inside from recess and after P.E. In the classroom, students can ask for permission to get water.

Playground: Students will stay in assigned area of the playground. All students have been instructed of the rules and signed a recess rules pact for the playground according to the Hollis matrix. When it rains or for any other reason we cannot go on the playground, we will play games inside.

Emergency Procedures: Students will follow procedures for fire, tornado, and earthquake drills implemented by Greenville County School District. There is an emergency bag that is carried throughout the day with the students. During any emergency drill, students are instructed to remain calm and quiet so that announcements by administration can be heard.

Dismissal: Students will be called by groups to gather their belongings out of their cubbies and put their papers in the correct pocket of the parent-teacher communication folders. At this time, they will get their behavior sheet and fill out their number for the day. They will then get their book bags and pack up to go home. Students will wait quietly while they are called to be dismissed.

Presentation of Rules and Procedures

Rules and procedures were communicated to parents at the beginning of the year in a letter sent home. Rules and procedures were communicated to students the first day of school and reinforced everyday thereafter. Behavior sheets are sent home daily informing parents of their student's behavior. Parents are asked to initial the behavior chart for verification that they did receive it.

Behavior Contract

If needed, a student will be given an individual behavior contract. He/she will have been a daily disruption. The behavior contract will be between the students, teacher, and parent to help better the child's behavior in class. The contract will follow along with PBIS, and it will promote daily positive learning

Reward System

Classrooms will work towards earning classroom "GROWLS" based on behavior throughout the school day. At the end of the quarter, classrooms with the number of required GROWLS will be able to attend the quarterly celebration.

Communication with Parents

Students will bring home a "Behavior Sheet" home every day and return it to school every day. Parents will also be communicated with through the Remind App. This sheet provides space for the teacher and parents to write notes back and forth. This sheet also allows parents to know the students' behavior every day. There is a weekly newsletter that goes home every Monday. This newsletter includes topics for the week, reminders, and the class schedule. Throughout the year, other letters and notes may be sent home as well. Parents can email, write a note, send a text, or call any time. Phone calls and conferences will be used throughout the year as means of communication as well.