



Kindergarten 2025-2026 Syllabus

[Alexander Elementary School](#)

Teacher	Email	Classroom Phone
Carter	wcarter@greenville.k12.sc.us	864-355-1035
Pendergraft	lpendergraft@greenville.k12.sc.us	864-355-1041
Reed	kclarkreed@greenville.k12.sc.us	864-355-2794

Communication with Parents:

Parents will receive a weekly newsletter through the communication folder, via email, or through SeeSaw. Weekly newsletters will be posted virtually on SeeSaw. Progress Reports and Report Cards will be sent home according to the district schedule. Parent-Teacher conferences will be held in October. Conferences, notes, Seesaw messages, and phone calls will be used as a means of communication throughout the year when necessary. A communication folder and agenda will be sent home weekly.

Grading:

Below is the Greenville County School District scoring guide that you will see this year on report cards.

Here are links to parents friendly report card resources to better understand the grading system:

[Spanish](#)

[English](#)

Consistently meets or exceeds end or year expectations for this standard	M
Shows expected growth/progress in meeting this end or year standard	P
Beginning to make progress toward end of year standard	B
Needs intensive support at school and home to develop end of year standard	N

Homework Policy:

Homework will be given Monday – Thursday. Students will receive no more than 30 minutes of homework each night. The majority of homework will be in Reading, Math, and Spelling. Students are expected to be reading nightly to help build reading skills and stamina.

Missed Work/Make-up Policy:

Students have 5 days for the day that they return to make up work.

Daily Schedule

7:45-8:30	Breakfast/News Show/Morning Meeting
8:30-9:45	Small Groups/ELA Instruction
9:45-10:15	Writing
10:25-10:55	Lunch
10:55-11:20	Recess
11:30-12:30	Phonics Instruction
12:35-1:05	Related Arts
1:15-2:05	Math
2:05-2:15	End of Day/Dismissal

Please note that each individual teacher's schedule may vary from these times

Instructional Materials and Resources:**Classroom Supply Lists**

Reading – HMH Into Reading

Math – Big Ideas by Pearson

Teachers will be using South Carolina College-and Career Ready Standards. Family Friendly Standards: <http://www.scfriendlystandards.org/>

Units of Instruction**First Quarter**

Math – 2D & 3D Shapes, Rote Counting/Understanding Amount Counted, Writing and Representing Numbers 0-10

Reading – Modules 1, 2, 3 (Modules are based on fiction and nonfiction texts using the new state standards, GCS pacing guide, and the HMH reading text. The units are being developed throughout the year)

Writing – Modules 1, 2, 3 (Modules are based on writing informational, argumentative, and narrative pieces using the new state standards, GCS pacing guide, and the HMH reading text. The units are being developed throughout the year)

Science – Integrated into ELA curriculum

Social Studies – Integrated into ELA curriculum

Second Quarter

Math – Classifying and Counting Objects, Rote Counting to 50 & Representing to 20 Objects, Describing & Comparing Measurable Attributes, Power Standards Review

Reading – Modules 3, 4 (Modules are based on fiction and nonfiction texts using the new state standards, GCS pacing guide, and the HMH reading text. The units are being developed throughout the year)

Writing – Modules 3, 4 (Modules are based on writing informational, argumentative, and narrative pieces using the new state standards, GCS pacing guide, and the HMH reading text. The units are being developed throughout the year)

Science – Integrated into ELA curriculum

Social Studies – Integrated into ELA curriculum

Third Quarter

Math – Power Standards Review, Compose & Decompose Numbers to 10, Understanding Addition & Subtraction Within 10, Counting to 100

Reading – Modules 5, 6, 7 (Modules are based on fiction and nonfiction texts using the new state standards, GCS pacing guide, and the HMH reading text. The units are being developed throughout the year)

Writing – Modules 5, 6, 7 (Modules are based on writing informational, argumentative, and narrative pieces using the new state standards, GCS pacing guide, and the HMH reading text. The units are being developed throughout the year)

Science – Integrated into ELA curriculum

Social Studies – Integrated into ELA curriculum

Fourth Quarter

Math – Power Standards Review, , Developing Foundations of Place Value, Shapes & Patterns, Proficiency with Power Standards

Reading – Modules 7, 8, 9 (Modules are based on fiction and nonfiction texts using the new state standards, GCS pacing guide, and the HMH reading text. The units are being developed throughout the year)

Writing – Modules 7, 8, 9 (Modules are based on writing informational, argumentative, and narrative pieces using the new state standards, GCS pacing guide, and the HMH reading text. The units are being developed throughout the year)

Science – Integrated into ELA curriculum

Social Studies – Integrated into ELA curriculum

Attendance and Tardy Policies:

When a student is absent, a note is required from the parent or a doctor for it to be an **excused absence**. Documentation must be turned in within 3 days of returning to school. When students

report late to school, a parent must sign them in, and the student must receive a note from the office to give to their teacher.

Inclement Weather:

Make sure to check local radio and news stations in the event of inclement weather.

Please refer to link for district guidelines on eLearning for inclement weather:

<https://drive.google.com/file/d/1rNTQ-lvw7HfS5yZE-7Vwm2MfTDg5FPyu/view>

Behavior Expectations:

AES leadership and staff developed the AES Essentials as well as a Behavior Matrix which outlines our behavior expectations. The AES Essentials and the Behavior Matrix have been posted in each classroom and in all common areas throughout the school as well as gone over with each class so students know the expectations for behavior in each area of the school. [Student Handbook Spanish](#)

[Student Handbook English](#)

Consequences for Violating Class and School Rules/Policies:

Teachers use a series of consequences in the classroom. When a student chooses not to follow a rule, the consequences are as follows:

1. Verbal Warning
2. Disciplinary Action: the student's seat may be changed, assignment changed, or the student may be asked to go to another teacher's room for a few minutes.
3. Written Documentation: Either a call is placed or a note is written to the parent/guardian
4. Loss of Privilege: A student may eat lunch alone, in silence.
5. Call Out: an administrator will speak with the child and call home again if necessary.
6. Referral: student will receive suspension after a second referral is issued.

Procedures for Non-Instructional Routines

Attendance will be taken daily at 7:45 am.

Lunch choices are made when students enter the classroom.

All communication for transportation changes should come first thing in the morning or communicated to the teacher or front office as soon as possible. Please make sure to include the child's name, teacher name, and how long change is for on transportation changes.

Presentation of Rules and Procedures

During the first few weeks of school, all rules, consequences, rewards, and procedures will be reviewed with students. Rules, consequences, and rewards are posted in each classroom.

Procedures and routines are modeled, explained, and practiced continuously. School-wide rule review days are also scheduled for students, teachers, and administrators to review rules.