

Robert E. Cashion Elementary School

Kindergarten Syllabus

2026- 2027



Mrs. Ferrell and Mrs. Lynch

Mrs. Frascino and Mrs. Lewis

Mrs. Graves and Ms. Bell

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Vision and Mission Statements

Robert E Cashion Elementary School supports Greenville County School's vision and mission statement for learning.

Greenville County Schools (GCS) vision statement: "Students inspired, supported, and prepared for their next opportunities in life, education, and employment."

GCS mission statement is, "We build college - and career-ready graduates by connecting students to engaging classes and meaningful experiences that cultivate world-class knowledge and skills, while developing character, leadership, and citizenship."

Goal for Kindergarten

The overall goal for kindergarten is to improve children's understanding of the world and to strengthen their desire to continue learning. Appropriate, intellectual, and challenging learning opportunities are planned to help students meet South Carolina State Standards for Kindergarten.

State Standards for Kindergarten

South Carolina State Standards for Kindergarten in all required curriculum areas can be found at <https://www.ed.sc.gov/instruction/standards-learning/>. Standards include all academic areas including Language Arts, Mathematics, Social Studies, Science, Physical Development/Health, the Arts, Personal/Social Development, and STEAM.

Grading

The Report Card is completed, 1st, 2nd, 3rd, and 4th quarters following the GCS District Calendar. There are no numerical grades assigned in kindergarten. Student progress in kindergarten is reported for South Carolina Academic Standards as follows:

Academic Skills Indicators:

Progress Areas	Progress Measure
Reading Writing and Language Communication Science Mathematics Social Studies	M = The student consistently meets or exceeds end-of year expectations for this standard P = The student shows expected growth/progress in meeting this end-of-year standard B = The student is beginning to progress toward meeting this end-of-year standard N = The student needs intensive support at school and home to develop this end-of-year standard <i>If left blank, this standard was not addressed or assessed during this reporting period</i>

Related Arts Indicators

Progress Areas	Progress Measure
• Art • Music • Physical Education	M = Meets related arts standards P = Making progress towards related arts standards

Successful Learner Characteristics:

Progress Areas	Progress Measure
• Interacts positively with adults and peers • Shows initiative and eagerness to learn • Participates and works well in a variety of settings (whole class, small group, independently) • Demonstrates organizational skills • Sustains attention in a variety of settings • Demonstrates perseverance in various tasks/situations • Follows multiple-step directions	4 = The student consistently demonstrates the characteristic 3 = The student demonstrates the characteristic most of the time 2 = The student demonstrates the characteristic some of the time 1 = The characteristic is not yet evident

Kindergarten Curriculum

<i>Subject</i>	<i>Curriculum</i>	<i>Textbook</i>
Math	McGraw Hill	South Carolina Reveal Math - Kindergarten Edition
Phonics	Reading Horizons	Reading Horizons Discovery Volume 1 and 2
Reading	HMH	Into Reading Grade K
Writing	HMH	Into Reading myBook - Grade K
Science	Carolina Science	Carolina Science Online
Social Studies	Savvas	myWorld Interactive K

Academic Progression of Concepts

Math:

	Quarter 1	
Unit 1	Aug 11-Aug 21	Math is... This unit focuses on helping students develop strong math skills by encouraging them to solve problems carefully and keep trying. They will learn to explain their math thinking clearly using the right language and tools. The lessons build a solid understanding of math operations and relationships, which helps students apply math to real-life situations. Students will also practice critical thinking by recognizing patterns and making generalizations.
Unit 2	Aug 22-Sept 12	Numbers to 5 This unit helps students build early number skills by counting and comparing numbers up to 5. They practice counting in order and learn that numbers later in the sequence represent larger quantities. Students use one-to-one correspondence to match objects and decide if one group has more, fewer, or the same number of items as another.

Unit 3	Sept 15-Oct 8	Numbers to 10 In this unit, students count and compare groups of up to 10 objects, arranged in different ways. They learn that changing the arrangement doesn't change the number and that the last number counted shows the total. Using words like more, fewer, and equal, they compare groups by matching and counting. Students also practice writing numbers up to 10 and connect each number to a group of objects.
	Quarter 2	
Unit 4	Oct 14-Oct 28	Sort, Classify and Count Objects In this unit, Kindergarten students learn that objects have different attributes like shape, size, and color that help describe and sort them. They discover that the same objects can be grouped in many ways and practice counting each group carefully. Students connect number labels to the groups and compare amounts using words like more, fewer, most, and equal. This helps prepare them for comparing numbers in Grade 1.
Unit 5	Oct 29-Nov 13	2-Dimensional Shapes In this unit, Kindergarten students learn about 2-dimensional shapes like triangles, squares, rectangles, and circles by counting their sides and vertices. They discover that shapes have defining attributes, such as squares having four equal sides and circles having none. Students also use position words like beside, above, and below to describe where shapes are found. Finally, they begin exploring repeating patterns using shapes, building skills for future math learning.
Unit 6	Nov 14-Dec 2	Understand Addition In this unit, students learn basic addition up to 10 using drawings and objects to show how parts combine. They are introduced to the plus (+) and equal (=) signs and learn to use them in addition problems. Students solve word problems about adding and putting parts together. They understand that the equal sign means both sides have the same amount.
Unit 7	Dec 3-Dec 16	Understand Subtraction In this unit, students learn basic subtraction within 10 using objects, drawings, and equations. They practice solving problems by taking apart groups or removing parts from larger groups. Students explore different strategies like counting and acting out problems to understand subtraction. They also create their own subtraction stories to build problem-solving skills.
	Quarter 3	
Unit 8	Jan 6-Feb 2	Addition and Subtraction Strategies This unit helps students understand that numbers can be made up of smaller parts (composing) and broken into parts (decomposing). They practice composing and decomposing

		numbers like 6, 7, 8, 9, and 10 in different ways. These skills build a strong foundation for addition and subtraction and prepare students for multiplication and division later on.
Unit 9	Feb 3-Feb 18	Numbers 11-15 In this unit, students learn to count and represent groups of 11 to 15 objects arranged in different ways. They practice composing and decomposing these numbers into ten ones and some extra ones using tools like counters and ten-frames. This helps build critical thinking and lays a foundation for addition, subtraction, and understanding place value in Grade 1.
Unit 10	Feb 19-Mar 10	Numbers 11-20 In this unit, Kindergarten students practice composing and decomposing numbers 16 to 19 by breaking them into one group of ten and some more ones. They write these numerals and use various activities to visualize and represent the numbers. This work builds critical thinking and prepares students for addition, subtraction, and understanding place value in Grade 1.
	Quarter 4	
Unit 11	Mar 23-Apr 9	3-Dimensional Shapes This unit introduces 3-dimensional shapes, helping students distinguish them from 2-dimensional shapes. Students learn about solids like cubes, with six square faces and eight vertices, and spheres, which are round. They explore if shapes can roll or stack and use position words like above, behind, and next to to describe where shapes are. Students also practice creating and copying repeating patterns.
Unit 12	Apr 10-Apr 23	Count to 100 In this unit, students learn to count to 100 by 1s and begin counting by 10s, exploring patterns on the hundred chart. They see that counting by 10s helps understand place value, as 1 ten equals 10 ones. Students also practice counting forward from any number, not just 1, which reflects real-life situations. Finally, they learn that the total number stays the same even if objects are arranged differently or counted in a new order.
Unit 13	Apr 24-May 7	Compare Measurable Attributes In this unit, students expand on sorting objects by attributes like size and color to focus on measurable attributes such as length, weight, and height. They learn to compare these attributes by figuring out which object has more, less, or the same amount. Students use descriptive words like "longer" or "shorter" to explain their comparisons. In Grade 1, they measure and compare length using tools and non-standard units like connecting cubes.
Unit 14	May 8-May 22	Proficiency with Power Standards This unit focuses on working with students to ensure proficiency in the Power Standards for the 25-26 school year. Make sure to

be aware of which students have not mastered the Power Standards at this point and work with those students to ensure mastery.

Aug 11-Sept 26

READING HORIZONS **DISCOVERY**™ KINDERGARTEN SCOPE AND SEQUENCEALPHABET AND SOUND WALL INTRODUCTION

Unit 1- Letter Groups

CHAPTER 1

REVIEW AND TRANSFER DAY

CHAPTER	LESSON #	PHONEMIC AWARENESS		SOUND WALL	LESSON FOCUS	MCW
		TASK 1	TASK 2			
CHAPTER 1	37	Isolate Final Phonemes	Blend Three Phonemes	/f/	Letter Group 2: Vowel /	you
	38	Isolate Final Phonemes	Blend Three Phonemes	/f/	Letter Group 2: Consonant F	that
	39	Isolate Final Phonemes	Blend Three Phonemes	/n/	Letter Group 2: Consonant N	it
	40	Isolate Final Phonemes	Blend Three Phonemes	/g/	Letter Group 2: Consonant G	he
	41	Isolate Final Phonemes	Segment Three Phonemes	/b/	Letter Group 2: Consonant B	was
	42	Isolate Final Phonemes	Segment Three Phonemes	n/a	Letter Group 2: Building Words	for
	43	Isolate Final Phonemes	Segment Three Phonemes		Nonsense Words	on
	REVIEW AND TRANSFER DAY					
	44	Isolate Final Phonemes	Segment Three Phonemes	/d/	Letter Group 3: Vowel O	are
	45	Isolate Final Phonemes	Blend Three Phonemes	/r/	Letter Group 3: Consonant R	as
	46	Isolate Final Phonemes	Segment Three Phonemes	/h/	Letter Group 3: Consonant H	with
	47	Isolate Final Phonemes	Blend Three Phonemes	/v/	Letter Group 3: Consonant V	his
	48	Isolate Final Phonemes	Segment Three Phonemes	/j/	Letter Group 3: Consonant J	they
	49	Isolate Final Phonemes	Blend Three Phonemes	n/a	Letter Group 3: Building Words	I
	REVIEW AND TRANSFER DAY					
	50	Isolate Final Phonemes	Segment Three Phonemes	/e/	Letter Group 4: Vowel E	at
	51	Isolate Final Phonemes	Blend Three Phonemes	/w/	Letter Group 4: Consonant W	be
	52	Isolate Final Phonemes	Segment Three Phonemes	/d/	Letter Group 4: Consonant D	this
	53	Isolate Initial Phonemes	Add Initial Phonemes	/l/	Letter Group 4: Consonant L	have
	54	Isolate Initial Phonemes	Add Initial Phonemes	/y/	Letter Group 4: Consonant Y	from
	55	Isolate Initial Phonemes	Add Initial Phonemes	n/a	Letter Group 4: Building Words	or
	REVIEW AND TRANSFER DAY					
	56	Isolate Initial Phonemes	Add Initial Phonemes	/u/	Letter Group 5: Vowel U	one
	57	Isolate Initial Phonemes	Delete Initial Phonemes	/kw/	Letter Group 5: Consonant Q	had
	58	Isolate Final Phonemes	Delete Initial Phonemes	/z/	Letter Group 5: Consonant Z	by
	59	Isolate Initial Phonemes	Delete Initial Phonemes	/ks/	Letter Group 5: Consonant X	word
	60	Isolate Final Phonemes	Delete Initial Phonemes	/k/	Letter Group 5: Consonant C	but
	61	Blend Three Phonemes	Delete Initial Phonemes	/k/	Letter Group 5: Consonant K	not
	62	Segment Three Phonemes	Delete and Add Initial Phonemes	n/a	Spelling with c and k	what
	63	Blend Three Phonemes	Delete and Add Initial Phonemes		Letter Group 5: Building Words	all
	REVIEW AND TRANSFER DAY					

Jan 6-Apr 17

Unit 2- Digraphs, Blends, Double s, f, z, Glued Sounds, 3 sounds of -ed

CHAPTER	LESSON #	PHONEMIC AWARENESS		SOUND WALL	LESSON FOCUS	MCW
		TASK 1	TASK 2			
CHAPTER 2	64	Segment Three Phonemes	Delete and Add Initial Phonemes	/th/ voiced	Digraphs: Voiced th	were
	65	Blend Three Phonemes	Substitute Initial Phonemes	/th/ voiceless	Digraphs: Voiceless th	we
	66	Segment Three Phonemes	Substitute Initial Phonemes	n/a	Digraphs: th Review	when
	67	Blend Three Phonemes	Substitute Initial Phonemes	/ch/	Digraphs: ch	your
	68	Segment Three Phonemes	Substitute Initial Phonemes	n/a	Digraphs: ch Review	can
	REVIEW AND TRANSFER DAY					
	69	Isolate Vowel Phonemes	Substitute Initial Phonemes	/sh/	Digraphs: sh	said
	70	Isolate Vowel Phonemes	Substitute Initial Phonemes	n/a	Digraphs: sh Review	there
	71	Isolate Vowel Phonemes	Substitute Initial Phonemes	/wh/	Digraphs: wh	use
	72	Isolate Vowel Phonemes	Substitute Initial Phonemes	n/a	Digraphs: Review	in
	REVIEW AND TRANSFER DAY					
	73	Isolate Vowel Phonemes	Substitute Initial Phonemes	n/a	L-Blends: bl and cl	each
	74	Isolate Vowel Phonemes	Substitute Initial Phonemes		L-Blends: fl and gl	which
	75	Isolate Vowel Phonemes	Substitute Initial Phonemes		L-Blends: pl and sl	she
	76	Isolate Vowel Phonemes	Substitute Initial Phonemes		L-Blends: Review	do
	REVIEW AND TRANSFER DAY					
	77	Isolate Vowel Phonemes	Add Final Phonemes	n/a	R-Blends: br and cr	how
	78	Isolate Vowel Phonemes	Add Final Phonemes		R-Blends: dr and fr	their
	79	Isolate Vowel Phonemes	Add Final Phonemes		R-Blends: gr and pr	if
	80	Isolate Vowel Phonemes	Add Final Phonemes		R-Blends: tr	we
	81	Isolate Vowel Phonemes	Delete Final Phonemes		R-Blends: Review	up
	REVIEW AND TRANSFER DAY					
	82	Isolate Vowel Phonemes	Delete Final Phonemes	n/a	S-Blends: sc and sk	other
	83	Isolate Vowel Phonemes	Delete Final Phonemes		S-Blends: sl and sm	about
	84	Isolate Vowel Phonemes	Delete Final Phonemes		S-Blends: sn and sp	out
	85	Blend Three Phonemes	Delete and Add Final Phonemes		S-Blends: st and sw	many
	86	Segment Three Phonemes	Delete and Add Final Phonemes		S-Blends: Final sk, sp, and st	then
	87	Blend Three Phonemes	Delete and Add Final Phonemes		S-Blends: Review	them
	REVIEW AND TRANSFER DAY					
	88	Segment Three Phonemes	Delete and Add Final Phonemes	/z/	Plurals: -s	these
	89	Blend Three Phonemes	Substitute Final Phonemes	/s/, /f/, /z/	Double s, f, and z	so
	90	Segment Three Phonemes	Substitute Final Phonemes	n/a	Plurals: -es	some
	REVIEW AND TRANSFER DAY					
	91	Blend Three Phonemes	Substitute Final Phonemes	/l/	Double L: -all	her
	92	Segment Three Phonemes	Substitute Final Phonemes		Double L: -oll	would
	93	Isolate Vowel Phonemes	Substitute Final Phonemes	n/a	Double L: -all and -oll	make
	94	Isolate Vowel Phonemes	Substitute Final Phonemes		Double L: -ell, -ill, and -ull	like
	95	Isolate Vowel Phonemes	Substitute Final Phonemes		Double L: Review	him
	REVIEW AND TRANSFER DAY					

CHAPTER	LESSON #	PHONEMIC AWARENESS		SOUND WALL	LESSON FOCUS	MCW
		TASK 1	TASK 2			
CHAPTER 2	96	Isolate Vowel Phonemes	Substitute Final Phonemes	/ng/	-NG Glued Sounds: -ang	into
	97	Isolate Vowel Phonemes	Substitute Final Phonemes	n/a	-NG Glued Sounds: -ing	time
	98	Isolate Vowel Phonemes	Substitute Final Phonemes		-NG Glued Sounds: -ang and -ing	has
	99	Isolate Vowel Phonemes	Substitute Final Phonemes		-NG Glued Sounds: -ong and -ung	look
	100	Isolate Vowel Phonemes	Substitute Final Phonemes		-NG Glued Sounds: Review	two
	REVIEW AND TRANSFER DAY					
	101	Substitute Vowel Phonemes	Blend Three to Four Phonemes	/ng/	-NK Glued Sounds: -ank	more
	102	Substitute Vowel Phonemes	Blend Three to Four Phonemes	n/a	-NK Glued Sounds: -ink	write
	103	Substitute Vowel Phonemes	Blend Three to Four Phonemes		-NK Glued Sounds: -ank and -ink	go
	104	Substitute Vowel Phonemes	Blend Three to Four Phonemes		-NK Glued Sounds: -onk and -unk	see
	105	Substitute Vowel Phonemes	Segment Three to Four Phonemes		-NK Glued Sounds: Review	number
	REVIEW AND TRANSFER DAY					

April 20-May 15

Unit 3- Phonetic Skills, Sounds of c and g, Vowel Teams

CHAPTER 3	106	Substitute Vowel Phonemes	Segment Three to Four Phonemes	vowel valley	Short and Long Vowels	no
	107	Substitute Vowel Phonemes	Segment Three to Four Phonemes	n/a	Phonetic Skill 1: Single Consonant Ending	way
	108	Substitute Vowel Phonemes	Segment Three to Four Phonemes		Phonetic Skill 1: Digraph Ending	could
	109	Substitute Vowel Phonemes	Blend Three to Four Phonemes	/k/	Spelling with -ck	people
	110	Substitute Vowel Phonemes	Blend Three to Four Phonemes	n/a	Phonetic Skill 2: Blends and Two-Consonant Endings	my
	111	Substitute Vowel Phonemes	Blend Three to Four Phonemes	n/a	Phonetic Skill 2: Consonant Digraph Endings	than
	REVIEW AND TRANSFER DAY					
	112	Substitute Vowel Phonemes	Blend Three to Four Phonemes	n/a	Phonetic Skill 3	first
	113	Substitute Vowel Phonemes	Segment Three to Four Phonemes		Phonetic Skills 1-3	water
	REVIEW AND TRANSFER DAY					
	114	Substitute Vowel Phonemes	Segment Three to Four Phonemes	/a/	Phonetic Skill 4: Vowel a	been
	115	Substitute Vowel Phonemes	Segment Three to Four Phonemes	/o/	Phonetic Skill 4: Vowel o	called
	116	Substitute Vowel Phonemes	Segment Three to Four Phonemes	/i/	Phonetic Skill 4: Vowel i	who
	117	Substitute Vowel Phonemes	Blend Three to Four Phonemes	n/a	Phonetic Skill 4: Vowels a, o, and i	am
	118	Substitute Vowel Phonemes	Segment Three to Four Phonemes	/u/, /y/	Phonetic Skill 4: Vowel u	its
	119	Substitute Vowel Phonemes	Blend Three to Four Phonemes	/e/	Phonetic Skill 4: Vowel e	now
	120	Substitute Vowel Phonemes	Segment Three to Four Phonemes	n/a	Phonetic Skill 4: Vowels u and e	find
	REVIEW AND TRANSFER DAY					

ELA:

Module 1

Curious About Kindergarten

Essential Question: What will I discover in kindergarten?

It's the start of Kindergarten, and children are brimming with curiosity. Who is my teacher? Will I make friends? What will I learn?

In this module, children will find out that the year ahead promises to be full of new experiences. They will meet new people, explore new places, learn new skills, and think of new ideas. There's so much to discover—so let's get started!

Module 2	There's Only One Me!	Essential Question: What makes each of us special? The things we love to do. The languages we speak. Our names, bodies, families, and dreams. We're different in so many ways, and different is awesome! In this module, children will explore what makes each of us one of a kind. Children learn from characters who are experts at self-reflection. They see that when we take time to appreciate who we are — inside and out, our successes and shortcomings — the happier we are to just be ourselves. And the better equipped to celebrate our differences.
Module 3	My Community Heroes	Essential Question: What makes a community? Kindergartners enjoy dressing up as doctors, police officers, and firefighters. They want to be community heroes like these figures. But as this module shows, there are many everyday heroes in our communities, from teachers and mail carriers to mechanics and artists. Children will see that we accomplish more together, and that they don't need to wait to contribute. Communities are about pooling our unique backgrounds and skills—the more diverse, the better—and that's something they can get started on right away!
Module 4	Happy Healthy Me	Essential Question: How can I be my healthiest me? When we teach kindergartners to take good care of their bodies, we're not just helping them feel great today. We're helping them form healthy habits to carry throughout their lives. In this module, children learn the essentials of healthy living, like eating well, exercising, and practicing good hygiene. They also see that

		being “my healthiest me” is a blast: It’s playing basketball, it’s swinging on the monkey bars, it’s eating a rainbow of foods. And after fun, active days, it’s a good night’s sleep.
Module 5	I Can Do It!	Essential Question: What does it mean to try hard? Kindergartners often hear, “You can do it!” In this module, children will meet kids who are doing it—from daring to jump off a diving board to learning to ride a bike. Despite their young age and varied abilities, children see that with a little hard work, some practice, and perseverance, they too can achieve their goals. So let’s do it
Module 6	Home of the Free and the Brave	Essential Question: What makes the USA special? Waving the flag is a fun, simple way for kindergartners to show patriotism. The display becomes more meaningful when children appreciate the reasons why we celebrate our country. In this module, children meet some of our greatest leaders, from Washington to King. They discover our unique symbols, like the bald eagle and apple pie, and our enduring freedoms. They explore our different landscapes and diverse people, learning that we all contribute to making the USA special.
Module 7	Zoom In!	Essential Question: What can I learn when I look closely? Kindergartners are natural explorers. When we guide them to stop and look closely at new things—or at familiar things in new ways—they make rich discoveries. The texts in this module inspire children to zoom in, whether it’s exploring a fascinating corner of

		nature, like the world of ants, or appreciating beauty in everyday experiences, like a man strumming his guitar on the bus. Children will look closely, think differently, ask questions, and make connections.
Module 8	From Plant to Plate	Essential Question: How do plants become food? From down in the dirt to the top of the ground, there are many things happening that help plants grow in the garden. Children will find out how bugs, worms, snakes, and even skunks help us grow the seeds, roots, stems, leaves, and flowers that we eat. This module serves up some fun foods like peanut butter and jelly sandwiches and rainbow stew. Are you hungry yet? Well, start reading!
Module 9	Animal Habitats	Essential Question: What makes a habitat a home? Animals live everywhere, from the lush rainforests, to the arid deserts, to the freezing polar regions. Their habitats may seem like different worlds, but all animals need water, food, and shelter to survive. These things are what make a habitat a home. In this module, children get up-close with black bears and bumblebees, with penguins and peccaries. They discover how each animal is uniquely suited to its environment-and see that animals' needs aren't so different from their own.

Science:

Unit 1	Introduction to Science & Engineering Practices and	Students will begin exploring how scientists and engineers use the Science and Engineering Practices (skills scientists and engineers use) including asking questions, defining problems, developing and using models, planning and carrying out scientific investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing
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	Crosscutting Concepts	explanations, designing solutions, engaging in argument from evidence, and obtaining/evaluating/communicating information. Students will also be introduced to the Crosscutting Concepts (ways scientists and engineers think about phenomena) including patterns, cause and effect relationships, scale/proportion/quantity, systems and system models, energy and matter, structure and function, and stability/change. Finally, students will be introduced to the engineering design process where students will define problems before developing and optimizing solutions to local, national, and global issues.
Unit 2	Weather and Shelter	Students will observe and identify local weather conditions to describe weather patterns over time. Examples include sunny, rainy, cloudy, warm, mornings are cooler than afternoons, and the numbers of cloudy days versus sunny days. While observing and describing weather patterns, students will ask questions to understand the importance of weather forecasting and how it allows people in a community to prepare for severe weather. They will describe this cause and effect relationship between forecasting and making plans. Students will make observations and describe the effect that the sun has on the Earth's surface. Examples of the Earth's surface include dirt, sand, soil, rocks, grass, and water. The sun makes the Earth's surface warmer. The absence of the sun makes the Earth's surface cooler. Students will use information they learn about the effect the sun has on the Earth to design and build a structure that will reduce the warming effect of sunlight on Earth's surface. They will describe the cause and effect relationship for their design.
Unit 3	Moving Along	Students will explore how pushes and pulls can have different strengths and directions. Pushing and pulling on an object can change the speed or direction of the motion and can start or stop it. When objects touch or collide, they push on one another and change motion. A bigger push or pull makes things speed up or slow down more quickly. Students will be planning and conducting investigations with guidance to explore these disciplinary core ideas. They will need to be able to collect and analyze their data to explain the cause and effect relationship around force and motion.
Unit 4	Living Things & Their Needs	Students will use models to show the needs of different plants or animals (including humans) and the places they live. These places have things the plants and animals need to survive including air, water and other resources from the land for food and shelter. Students will describe how these places are systems that have things that work together to help plants and animals survive. Students will also use observations to describe the patterns of what these plants and animals need to survive. Some examples would be that animals need to take food and plants make food, different animals need different food, all living things need water and plants require light. Humans use natural resources (water, dirt, wood, etc) for everything they do. Students will construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. Some examples of plants and animals changing their environment would be beavers building

		dams, squirrels hiding food in the ground and tree roots breaking concrete while humans have developed ways to heat or cool homes and vehicles to protect themselves. Students will describe how the environment including plants, animals, and humans are a system that impacts each other. Students will also obtain and communicate information to define problems related to human impact on the local environment such as cutting trees to produce paper and ways humans can make choices like reusing and recycling materials to lessen the impact. Students will describe the cause and effect relationship of human choices on the local environment.
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Social Studies:

Unit 1	We Are Citizens of Our Classroom, School, and Community	As students explore similarities and differences with other classmates they should determine that each member of their class is unique. With those diversities present in their classroom students should begin to practice civic dispositions that show respect to all members of the community and identify examples of this behavior already occurring in the classroom and community. Diverse populations do need rules and laws to keep citizens safe and classroom situations can serve as examples as to what happens when rules and laws are broken. Inquiries can lead to investigations into who in the community is responsible for creating community rules and procedures and who is responsible for following them and working with those who are not abiding by them. Students can explore how civic dispositions should be present during conversations, especially when learning how to present an opposing point of view. The skills and concepts explored in this standard should lead students in identifying a classroom, school, or local civic issues and work collaboratively to develop a solution.
Unit 2	We Are Similar, We Are Unique	Historical inquiry begins in kindergarten by prompting students to inquire about the differences and similarities between themselves and others. These differences and similarities can then be explored over various periods of time allowing for continuities and changes to be examined. Historians depend on a variety of sources representing different points of view from different authors. Kindergarten students will begin to use various sources as evidence about themselves and their community to support various claims.
Unit 3	Where We Live Is Special	Geographic literacy begins with inquiring about the purpose of maps and beginning to recognize how the parts of maps are used to gain information about the topic being explored. By using positional words to describe locations and features on maps, explorations regarding different types of maps being used for different purposes can begin. Using a variety of maps can allow students to inquire about different cultural and natural resources people use or have access to in their communities and why certain communities may have features unique to them as well as exploring how their personal residences are similar and different from each other as well as other types of buildings in

		the community. It is essential for students to observe their cultural and natural surroundings to gain an understanding of these physical environments and create a visual representation of information they gained. Representations may include graphs, maps, models, or other illustrations of geographic information that would then allow students to make comparisons with other locations.
Unit 4	Our Choices Matter	All of us have wants and needs that may vary from person to person and change for different reasons at different points in time. By exploring personal wants and needs, the differences between them, and the means for acquiring them, students can begin to explore how these decisions affect the community and their everyday choices. Needs are essential for survival, such as water and oxygen, and wants can be considered non-essential items for survival, such as games or candy. Students should also inquire about why wants and needs change over time. Time periods that students can explore include their own lifespan, the school year, different seasons, or a school day. Students can further their learning by identifying specific needs of the whole class or school and how they can help fulfill those needs. Inquiries about the purpose of jobs and their connection to wants and needs can be explored. Discussion and research includes identifying jobs in the community or surrounding areas and how jobs benefit the student's family and community as a whole. It also stretches students to think about how jobs give them choices as a consumer, such as the establishment of a new business allowing wants and/or needs to be procured. Real life problem solving is practiced when students work with the teacher to identify a relevant want or need in the school or community and create a reasonable solution to acquire it.

Evaluation of Student Progress

Kindergarten Readiness Assessment (KRA) - The goal is to identify foundational skills in areas such as literacy, math, and social-emotional learning. A readiness assessment must be administered to every student entering a publicly funded kindergarten within the first 45 days of school in the state of South Carolina.

AMIRA Benchmark Testing (Reading) - The goal is to document growth in reading across the kindergarten year. Reading benchmarks assess fluency, accuracy, and comprehension. This test is given in the fall, winter and spring of the current school year.

5K Math Benchmark(s)—The goal is to document general progress in mathematical reasoning and problem-solving over the course of the 5K year. This test is given in August, December and May of the current school year.

Student Portfolio—The goal is to provide a tool that informs instructional planning, documents progress toward meeting standards, and guides parent conferences.

District Report Cards - The goal is to provide the parent with the progress of the student during the school year.

Homework

Homework Policy – Homework may be assigned by the classroom teacher. Most homework assignments are optional and are assigned to reinforce previously taught material or engagement in a family activity.

Missed Work/Make-Up Policy

Most of the skills taught in kindergarten are done in the context of units and hands-on activities. This makes doing missed work at home sometimes difficult. However, if there are activities that can be completed at home, they will be sent home when the student returns to school.

Attendance and Tardy Policy

A child's regular and prompt attendance is crucial to his/her success. Good attendance at an early age establishes a pattern for the rest of the child's school career. If a child is absent, a note from home must be provided within **two** days of the absence. Notes may also be submitted online through the Robert E Cashion website. For students in grades K-12, principals shall promptly approve or disapprove any student's absence in excess of ten (10) days, whether those absences are lawful, unlawful, or a combination of the two. A student does not exceed the 10 day absence limit until the student has reached his or her 11th unlawful absence.

Students who are tardy must stop by the office to receive a late slip to bring to class. Parents will be contacted by an automated voice message system when your child is absent from school.

Behavior Management

Each Kindergarten classroom will establish their own set of rules for students. The rules will include how to act in the classroom, bathroom, hallways, cafeteria, related arts classes and the playground. If the rules are not followed, the classroom teacher will implement consequences for the student. If you have a question regarding your child's classroom behavior plan, please contact your child's classroom teacher.

Procedures for Non-Instructional Activities

School Arrival and Dismissal: School begins at 7:45. Students may not enter the building before 7:00. Early dismissals and tardiness must be taken care of in the school office. When transportation changes occur with your child, please notify your child's teacher with written notice through a note in your child's folder or an email. If no written form of communication is received, your child will be sent home in the usual manner.

Medicine: School policy does not allow for teachers to administer medicine to your child at school. If your child needs medicine throughout the day, please make arrangements through our school nurse.

Clothes: Please make sure that your child wears comfortable, easily manageable clothes to school. Many of our activities include cutting, gluing, painting, and active outdoor play. Students must wear athletic shoes to P.E.