



Cherokee
County
School
District

Teaching & Learning Standards

KINDERGARTEN

ELA | Math | Science | Social Studies

Year Long English Language Arts Standards:

Reading Foundational

- RF1:** Demonstrate understanding of the organization and basic features of print.
- RF1a:** Follow words from left to right, top to bottom, and page-by-page
- RF1b:** Recognize that spoken words are represented in written language by specific sequences of letters.
- RF1c:** Understand that words are separated by spaces in print.
- RF1d:** Recognize and name all upper- and lowercase letters of the alphabet.
- RF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- RF3a:** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.
- RF3b:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Reading Literary

- RL5:** Recognize common types of texts (e.g., storybooks, poems).

Reading Informational

- RI5:** Identify the front cover, back cover, and title page of a book.

Language

- L1a:** Print many upper- and lowercase letters.
 - L4a:** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).
 - L4b:** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
 - L6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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Speaking and Listening

- SL1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL1b:** Continue a conversation through multiple exchanges.
- SL2:** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Semester 1 (August – December)

Unit A – I am a Learner (5-6 Weeks)

Overarching Standards for Unit A

Reading Literary

RL1: With prompting and support, ask and answer questions about key details in a text.

Writing

W3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Supporting Standards for Unit A

Reading Literary

RL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL7: With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

Speaking and Listening

SL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL6: Speak audibly and express thoughts, feelings, and ideas clearly.

Unit B – I am a Detective (5-6 Weeks)

Overarching Standards for Unit B

Reading Foundational

RF2b: Count, pronounce, blend, and segment syllables in spoken words.

- RF2d:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or/x/.)
- RF3d:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF4** Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.

Reading Literary

- RL2:** With prompting and support, retell familiar stories, including key details.
- RL3:** With prompting and support, identify characters, settings, and major events in a story.
- RL4:** With prompting and support, ask and answer questions about unknown words in a text.
- RL10:** Actively engage in group reading activities with purpose and understanding.

Writing

- W3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Language

- L5b:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Speaking and Listening

- SL4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Supporting Standards for Unit B

Reading Literary

- RL1:** With prompting and support, ask and answer questions about key details in a text.
- RL6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL7:** With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

Language

- L5a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - L5c:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - L5d:** Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
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Unit C – I am an Investigator (5-6 Weeks)

Overarching Standards for Unit C

Reading Foundational

- RF2c:** Blend and segment onsets and rimes of single-syllable spoken words.
- RF2e:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Reading Informational

- RI1:** With prompting and support, ask and answer questions about key details in a text.
- RI2:** With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).
- RI3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI4:** With prompting and support, ask and answer questions about unknown words in a text.

Writing

- W2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Language

- L2a:** Capitalize the first word in a sentence and the pronoun I.
- L2b:** Recognize and name end punctuation.

- L2c:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L2d:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L5a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Speaking and Listening

- SL4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Supporting Standards for Unit C

Reading Informational

- RI6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI7:** With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

Language

- L1b:** Use frequently occurring nouns and verbs.
- L1c:** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.
- L1e:** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L5b:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L5c:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L5d:** Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Semester 2 (January – May)

Unit D– I am an Evaluator (5-6 Weeks)

Overarching Standards for Unit D

Reading Literary

- RL9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL10:** Actively engage in group reading activities with purpose and understanding.

Writing

- W1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Language

- L1d:** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L1f:** Produce and expand complete sentences in shared language activities.
- L2a:** Capitalize the first word in a sentence and the pronoun I.
- L5a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Supporting Standards for Unit D

Reading Foundational

- RF2b:** Count, pronounce, blend, and segment syllables in spoken words.
- RF2c:** Blend and segment onsets and rimes of single-syllable spoken words.
- RF2d:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or/x/.)
- RF2e:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF3d:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF4: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.

Reading Literary

RL5: Recognize common types of texts (e.g., storybooks, poems).

RL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL7: With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

Writing

W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

L1b: Use frequently occurring nouns and verbs.

L1c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.

L1e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L2b: Recognize and name end punctuation.

L2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L5c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L5d: Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Speaking and Listening

SL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Unit E – I am a Researcher (5-6 Weeks)

Overarching Standards for Unit E

Reading Informational

- RI8:** With prompting and support, identify the reasons an author gives to support points in a text.
- RI9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI10:** Actively engage in group reading of informational text with purpose and understanding.

Speaking and Listening

- SL4:** Speak audibly and express thoughts, feelings, and ideas clearly.

Supporting Standards for Unit E

Reading Foundational

- RF2a:** Recognize and produce rhyming words.
- RF2b:** Count, pronounce, blend, and segment syllables in spoken words.
- RF2c:** Blend and segment onsets and rimes of single-syllable spoken words.
- RF2d:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or/x/.)
- RF2e:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF3c:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF4:** Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.

Reading Literary

- RI6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

R17: With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

Writing

- W2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W6:** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.
- W7:** With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Language

- L1d:** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L1e:** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L1f:** Produce and expand complete sentences in shared language activities
- L2a:** Capitalize the first word in a sentence and the pronoun I.
- L2b:** Recognize and name end punctuation.
- L2c:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L2d:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L5a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L5b:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L5c:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L5d:** Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Speaking and Listening

- SL3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Unit F – I am an Expert (5-6 Weeks)

Overarching Standards for Unit F

Reading Literary

- RL2:** With prompting and support, retell familiar stories, including key details.
- RL10:** Actively engage in group reading activities with purpose and understanding.

Reading Informational

- RI1:** With prompting and support, ask and answer questions about key details in a text.
- RI2:** With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).
- RI3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
- RI4:** With prompting and support, ask and answer questions about unknown words in a text.

Writing

- W2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking and Listening

- SL4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Supporting Standards for Unit F

Reading Foundational

- RF2b:** Count, pronounce, blend, and segment syllables in spoken words.
- RF2c:** Blend and segment onsets and rimes of single-syllable spoken words.

- RF2d:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or/x/.)
- RF2e:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Reading Literary

- RL1:** With prompting and support, ask and answer questions about key details in a text.
- RL3:** With prompting and support, identify characters, settings, and major events in a story.
- RL6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL7:** With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

Reading Informational

- RI6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI7:** With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).
- RI10:** Actively engage in group reading of informational text with purpose and understanding.

Writing

- W1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Language

- L1b:** Use frequently occurring nouns and verbs.
- L1c:** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.
- L1d:** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L1e:** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L1f:** Produce and expand complete sentences in shared language activities.
- L2a:** Capitalize the first word in a sentence and the pronoun I.
- L2b:** Recognize and name end punctuation.

Kindergarten

English Language Arts

- L2c:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L2d:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L5a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L5b:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L5c:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L5d:** Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Speaking and Listening

- SL3a:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Year Long Mathematical Practices (MP):

Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration, and expression. Seek help and apply feedback. Set and monitor goals.

MP.1 – Make sense of problems and persevere in solving them.

MP.2 – Reason abstractly and quantitatively

MP.3 – Construct viable arguments and critique reasoning of others.

MP.4 – Model with mathematics.

MP.5 – Use appropriate tools strategically.

MP.6 – Attend to precision.

MP.7 – Look for and make use of structure.

MP.8 – Look for and express regularity in repeated reasoning.

Semester 1 (August – December)

Unit 1 – Numerical Reasoning: Wondering About My World and Investigating to Find Answers (4-5 weeks)

In this unit, students will explore how numbers up to 10 are used to explain the quantity of objects in their world. Through multiple opportunities to count various objects, they will identify written numerals to represent a given set of objects up to 10. Students will begin learning to rote count to 100 forward and backward from 10. Based on their curiosity and interests, students will generate questions to investigate situations. They will collect data to answer the questions they generated and represent and explain their data.

Overarching Standards for Unit 1

- NR.1:** Demonstrate and explain the relationship between numbers and quantities up to 10; connect counting to cardinality (the last number counted represents the total quantity in a set).
- NR.2:** Use count sequences within 100 to count forward and backward in sequence.
- NR.4:** Identify, write, represent, and compare numbers up to 10.
- MDR.7:** Observe, describe, and compare the physical and measurable attributes of objects.

Standards for Student Mastery for Unit 1

- NR.1.1:** Count up to 10 objects in a variety of structured and scattered arrangements.
 - NR.1.2:** When counting up to 10 objects, explain that the last number counted represents the total quantity in a set (cardinality), regardless of the arrangement and order.
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- NR.2.1:** Rote count forward to 100 starting at 0. Rote count backward from 100 starting at 10.
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- NR.4.1:** Identify written numerals 0 - 10 (with 0 representing a count of no objects).
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- MDR.7.3:** Ask questions to describe the world around me and answer them based on gathered information and observations, and the respective graphical displays.

Unit 2 – Geometric & Spatial Reasoning: 2-D Shapes in My World (3-4 weeks)

Students will observe shapes in their environment and describe the shapes based on the number of sides, vertices, and other attributes. They will identify basic two-dimensional shapes (squares, circles, triangles, rectangles, hexagons, and octagons) and form larger shapes by putting two or more basic shapes together. They will explain the location of shapes by saying where a shape is in relation to another shape. Students will identify a pattern created by shapes and extend the pattern. They will observe, describe, and compare the measurable attributes of objects and sort objects into categories by an attribute.

Overarching Standards for Unit 2

- GSR.8:** Identify, describe, and compare basic shapes encountered in the environment, and form two-dimensional shapes.
- MDR.7:** Observe, describe, and compare the physical and measurable attributes of objects.
- PAR.6:** Explain, extend, and create repeating patterns with a repetition, not exceeding 4, and describe patterns involving the passage of time.

Standards for Student Mastery for Unit 2

- GSR.8.1:** Identify, sort, classify, analyze, and compare two-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, number of sides and vertices, and other attributes.
 - GSR.8.2:** Describe the relative location of an object using positional words(i.e. above, below, next to, on top of, behind).
 - GSR.8.3:** Use basic shapes to represent specific shapes found in the environment by creating models and drawings.
 - GSR.8.4:** Use two or more shapes to form larger shapes.
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- MDR.7.2:** Classify and sort up to ten objects into categories by an attribute; count the number of objects in each category and sort the categories by count (i.e. smallest to largest, largest to smallest).
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- PAR.6.1:** Create, extend, and describe repeating patterns with numbers and shapes.

Unit 3 – Numerical Reasoning: How Many? Numbers up to 20 (5-6 weeks)

In Unit 3 students extend the work with numbers and quantities as they explore and count sets of objects up to 20. They begin exploring sets up to 20 to see the numbers as 10 and some more. They will use numerals 0 - 20 to represent the number of objects and be able to count out a given number of objects. Students will compare two sets of objects using the phrases “greater than,” “less than,” or “the same as.” When given a number 1-20, they will be able to say the number that is one more than or one less than the number. They will count forward to 100 by 1s, and backward from 20. In order to see the sequence in counting by 10s, students will count to 50 by 10s. Students will identify pennies, nickels, and dimes and know their value and ask/answer questions as they explore coins.

Overarching Standards for Unit 3

- NR.1:** Demonstrate and explain the relationship between numbers and quantities up to 20; connect counting to cardinality (the last number counted represents the total quantity in a set).
- NR.2:** Use count sequences within 100 to count forward and backward in sequence.
- NR.3:** Use place value understanding to compose and decompose numbers from 11–19.
- NR.4:** Identify, write, represent, and compare numbers up to 20.

Standards for Student Mastery for Unit 3

- NR.1.1:** Count up to 20 objects in a variety of structured arrangements and up to 10 in a scattered arrangement.
 - NR.1.2:** Explain that the last number counted represents the total quantity in a set (cardinality), regardless of the arrangement and order.
 - NR.1.3:** Given a number from 1-20, identify the number that is one more or one less.
 - NR.3.1:** Describe numbers from 11 to 19 by composing (putting together) and decomposing (breaking apart) the numbers into ten ones and some more ones.
 - NR.4.1:** Identify written numerals 0 – 20. Represent a number of objects with a written numeral 0 – 20 (with 0 representing a count of no objects).
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- NR.4.2:** Compare two sets of up to 10 objects and identify whether the number of objects in one group is more or less than the other group, using the words “greater than,” “less than,” or “the same as”.
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- NR.1.4:** Identify pennies, nickels, and dimes and know their name and value.
 - NR.2.1:** Count forward to 100 by ones. Count forward to 50 by 10s. Count backward from 20 by ones.

Unit 4 – Numerical Reasoning: Understanding and Using Addition & Subtraction in My Life (4-5 weeks)

Students will explore the operations of addition and subtraction and use addition and subtraction to solve problems within 10 from real-life where the result or total is unknown. They will represent the situations in various ways using objects, fingers, drawings, expressions, or equations. Students will solve problems they create by generating questions and gathering information. Students will use a variety of strategies to solve addition and subtraction problems within 10. Students will identify and describe patterns with addition of numbers. Students will identify and extend patterns with numbers and shapes. As they have conversations about their days, they will describe patterns related to time from real-life (yesterday, today, tomorrow).

Overarching Standards for the Unit

- NR.5:** Explain the concepts of addition, subtraction, and equality and use these concepts to solve real-life problems within 10.
- PAR.6:** Explain, extend, and create repeating patterns with a repetition, not exceeding 4 and describe patterns involving the passage of time.
- MDR.7:** Observe, describe, and compare the physical and measurable attributes of objects.

Standards for Student Mastery for the Unit

- NR.5.1:** Compose (put together) and decompose (break apart) numbers up to 10 using objects and drawings.
 - NR.5.2:** Represent addition and subtraction within 10 from a given context using a variety of representations and strategies.
 - NR.5.3:** Use a variety of strategies to solve addition and subtraction problems within 10.
 - NR.5.4:** Add and subtract fluently within 5 using a variety of strategies to solve practical, mathematical problems.
 - MDR.7.3:** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve addition and subtraction problems within 10 relevant to my everyday life.
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- PAR.6.1:** Create, extend, and describe repeating patterns with numbers and shapes, and explain the rationale for the pattern.
 - PAR.6.2:** Describe patterns involving the passage of time using words (yesterday, today and tomorrow) and phrases related to actual events.

Semester 2 (January – May)

Unit 4 (continued) – Numerical Reasoning: Understanding and Using Addition & Subtraction in My Life (3-4 weeks)

Students will explore the operations of addition and subtraction and use addition and subtraction to solve problems within 10 from real-life where the result or total is unknown. They will represent the situations in various ways using objects, fingers, drawings, expressions, or equations. Students will solve problems they create by generating questions and gathering information. Students will use a variety of strategies to solve addition and subtraction problems within 10. Students will identify and describe patterns with addition of numbers. Students will identify and extend patterns with numbers and shapes. As they have conversations about their days, they will describe patterns related to time from real-life (yesterday, today, tomorrow).

Overarching Standards for Unit 4

- NR.5:** Explain the concepts of addition, subtraction, and equality and use these concepts to solve real-life problems within 10.
- PAR.6:** Explain, extend, and create repeating patterns with a repetition, not exceeding 4 and describe patterns involving the passage of time.
- MDR.7:** Observe, describe, and compare the physical and measurable attributes of objects and analyze graphical displays of data.

Standards for Student Mastery for Unit 4

- NR.5.1:** Compose (put together) and decompose (break apart) numbers up to 10 using objects and drawings.
 - NR.5.2:** Represent addition and subtraction within 10 from a given context using a variety of representations and strategies.
 - NR.5.3:** Use a variety of strategies to solve addition and subtraction problems within 10.
 - MDR.7.3:** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.
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- PAR.6.1:** Create, extend, and describe repeating patterns with numbers and shapes, and explain the rationale for the pattern.
 - PAR.6.2:** Describe patterns involving the passage of time using words and phrases related to actual events.

Unit 5 – Numerical Reasoning: Using Numbers within 20 (5-6 weeks)

In Unit 5, students will continue to explore numbers and develop understanding of numbers (number sense). They will use place value as they compose (put together) and decompose (break apart) numbers into ten and some more. Students will represent the numbers as ten and some more using objects and drawings. They will count to 100 by tens and ones and count backward from 20 by ones.

Overarching Standards for the Unit

- NR.1:** Demonstrate and explain the relationship between numbers and quantities up to 20; connect counting to cardinality (the last number counted represents the total quantity in a set).
- NR.3:** Use place value understanding to compose and decompose numbers from 11–19.
- NR.4:** Identify, write, represent, and compare numbers up to 20.
- NR.2:** Use count sequences within 100 to count forward and backward in sequence.
- MDR.7:** Observe, describe, and compare the physical and measurable attributes of objects and analyze graphical displays of data.

Standards for Student Mastery for the Unit

- NR.1.1:** Count up to 20 objects in a variety of structured arrangements and up to 10 objects in a scattered arrangement.
 - NR.1.2:** When counting objects, explain that the last number (up to 20) counted represents the total quantity in a set (cardinality), regardless of the arrangement and order.
 - NR.3.1:** Describe numbers from 11 to 19 by composing (putting together) and decomposing (breaking apart) the numbers into ten ones and some more ones.
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- NR.4.1:** Identify written numerals 0 – 20. Represent a number of objects with a written numeral 0- 20 (with 0 representing a count of no objects).
 - NR.4.2:** Compare two sets of up to 10 objects and identify whether the number of objects in one group is more or less than the other group, using the words “greater than,” “less than,” or “the same as”.
 - NR.2.1:** Count forward to 100 by tens and ones. Count backward from 20 by ones.
 - NR.2.2:** Count forward beginning from any number within 100. Count backward from any number within 20.
 - MDR.7.3:** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

Unit 6 – Geometric & Spatial Reasoning: 3-D Shapes in My World (3-4 weeks)

In this unit, students will revisit shapes in their environment and identify three-dimensional shapes (cubes, cones, cylinders, and spheres) in their environment. Students will explore and compare two-dimensional shapes and three-dimensional shapes in various sizes and orientations. They will describe how shapes are similar and different. They will order common objects based on measurable attributes and sort objects by an attribute. Students will generate statistical questions about shapes in their world and collect, represent, analyze, and explain their findings.

Overarching Standards for the Unit

- GSR.8:** Identify, describe, and compare basic shapes encountered in the environment, and form two-dimensional shapes and three-dimensional figures.
- MDR.7:** Observe, describe, and compare the physical and measurable attributes of objects and analyze graphical displays of data.

Standards for Student Mastery for the Unit

- GSR.8.1:** Identify, sort, classify, analyze, and compare two-dimensional shapes and three-dimensional figures, in different sizes and orientations, using informal language to describe their similarities, differences, number of sides and vertices, and other attributes.
 - GSR.8.2:** Describe the relative location of an object using positional words
 - GSR.8.3:** Use basic shapes to represent specific shapes found in the environment by creating models and drawings.
 - GSR.8.4:** Use two or more basic shapes to form larger shapes.
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- MDR.7.1:** Directly compare, describe, and order common objects, using measurable attributes (length, height, width, or weight) and describe the difference.
 - MDR.7.2:** Classify and sort up to ten objects into categories by an attribute; count the number of objects in each category and sort the categories by count.
 - MDR.7.3:** Ask questions about the length, width, height or weight of real-world objects and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

Unit 7 – Measurement & Data Reasoning: Using Numbers and Data to Make Sense of My World (4-5 weeks)

In this unit, students will further investigate place value and solve addition and subtraction problems in the real-world. They will explain patterns they see and have additional experiences in creating, extending, and describing patterns with numbers and shapes. Students will describe patterns related to the passage of time in their lives (yesterday, today, and tomorrow). Based on their interests and curiosity, they will create investigative statistical questions, collect data, analyze the data, and explain the data to answer their questions.

Overarching Standards for the Unit

- NR.3:** Use place value understanding to compose and decompose numbers from 11–19.
- NR.5:** Explain the concepts of addition, subtraction, and equality and use these concepts to solve real-life problems within 10.
- PAR.6:** Explain, extend, and create repeating patterns with a repetition, not exceeding 4 and describe patterns involving the passage of time.
- MDR.7:** Observe, describe, and compare the physical and measurable attributes of objects and analyze graphical displays of data.

Standards for Student Mastery for the Unit

- NR.3.1:** Describe numbers from 11 to 19 by composing (putting together) and decomposing (breaking apart) the numbers into ten ones and some more ones.
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- NR.5.1:** Compose (put together) and decompose (break apart) numbers up to 10 using objects and drawings.
 - NR.5.2:** Represent addition and subtraction within 10 from a given context using a variety of representations and strategies.
 - NR.5.3:** Use a variety of strategies to solve addition and subtraction problems within 10.
 - NR.5.4:** Add and subtract fluently within 5 using a variety of strategies to solve practical, mathematical problems.
 - MDR.7.3:** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to my everyday life.
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- PAR.6.1:** Create, extend, and describe repeating patterns with numbers and shapes, and explain the rationale for the pattern.
 - PAR.6.2:** Describe patterns involving the passage of time using words and phrases related to actual events.

Unit 8 – Culminating Capstone Unit - (2-3 weeks)

The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer to the driving question to a larger audience during the culminating capstone unit.)

Overarching Standards for the Unit

- NR.1:** Demonstrate and explain the relationship between numbers and quantities up to 20; connect counting to cardinality (the last number counted represents the total quantity in a set).
- NR.2:** Use count sequences within 100 to count forward and backward in sequence.
- NR.3:** Use place value understanding to compose and decompose numbers from 11–19.
- NR.5:** Explain the concepts of addition, subtraction, and equality and use these concepts to solve real-life problems within 10.
- PAR.6:** Explain, extend, and create repeating patterns with a repetition, not exceeding 4 and describe patterns involving the passage of time.
- GSR.8:** Identify, describe, and compare basic shapes encountered in the environment, and form two-dimensional shapes and three-dimensional figures.
- MDR.7:** Observe, describe, and compare the physical and measurable attributes of objects.

Standards for Student Mastery for the Unit

ALL associated learning objectives.

Course Description

The Kindergarten Cherokee Teaching & Learning Standards for Science engage students in raising questions about the world around them. Though not developmentally ready for in-depth explanations, kindergarten students wonder why things move and note the various patterns in their movement (e.g., the sun and the moon appear and disappear in the sky). Students learn to use whole numbers to describe scientific data and how to identify parts of things (i.e., tools and toys). Kindergarteners use their senses (sight, smell, taste, touch, and sound) to group objects and to make observations about the physical world by describing, comparing, and sorting items according to physical attributes (i.e., number, shape, texture, size, weight, color, and motion). They learn to follow rules to stay safe.

Science standards integrate the three dimensions of **Science and Engineering Practices (SEPs)**, **Crosscutting Concepts (CCCs)**, and **Disciplinary Core Ideas (DCIs)** to provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and core scientific principles. Together, they show how science standards engage *students* in obtaining, evaluating, and communicating information.

Science and Engineering Practices	Crosscutting Concepts	Disciplinary Core Ideas
Asking Questions (Science) and Defining Problems (Engineering)	Patterns	Engineering, Technology, and the Application of Science (TLS)
Developing and Using Models	Cause and Effect: Mechanism and Explanation	
Planning and Carrying Out Investigations	Scale, Proportion, and Quantity	Physical Science (P)
Analyzing and Interpreting Data	Systems and System Models	
Mathematics and Computational Thinking	Energy and Matter: Flows, Cycles, and Conservation	Life Science (L)
Constructing Explanations (Science) and Designing Solutions (Engineering)		
Engaging in Argument from Evidence	Structure and Function	Earth and Space Science (E)
Obtaining, Evaluating, and Communicating Information	Stability and Change	

Science and Engineering Practices are fundamental approaches that scientists and engineers use to investigate the natural world and solve practical problems. **Crosscutting Concepts** in science are overarching themes that bridge various disciplines, helping students and researchers see connections and deepen their understanding of the natural world. **Disciplinary Core Ideas** are fundamental concepts that students need to understand to develop a deep knowledge of science across various disciplines.

Thinking Like a Scientist

Thinking Like a Scientist standards represent scientific thinking skills that should be incorporated throughout the entire course.

Overarching Standard

TLSK: Begin to explore the natural world by observing and describing objects and phenomena using senses and basic terms.

- Identify what a scientist is and does.
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Supporting Standards for Student Mastery

TLSK.a: Recognize and use simple scientific terms like look, touch, and describe.

TLSK.b: Use senses to observe and describe the natural world with guidance.

TLSK.c: Begin to use simple tools (e.g., hand lens) to explore objects.

TLSK.d: Share observations and descriptions with classmates.

Semester 1 (August – December)

Unit 1: Physical Attributes (8 weeks)

In this unit, students will describe objects based on their materials and physical attributes. Students will plan investigations, compare, and classify objects using observations and tools. Patterns in sorting and classifying objects will be emphasized, as well as cause and effect relationships in predicting and observing sinking or floating behaviors.

Overarching Standard for Unit 1

- P1: Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.**
- P1.b:** Use senses and science tools to investigate and classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, and texture)
- P1.c:** Plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float.
- Communicate predictions and observations on whether objects will sink or float.
 - Identify patterns between physical attributes and an object's ability to sink or float

Supporting Standards for Student Mastery in Unit 1

- P1.a:** Ask questions to identify, compare, and sort objects made of different materials. (Common materials include clay, cloth, plastic, wood, paper, and metal.)

Unit 2: Earth Materials (6 weeks)

In this unit, students will describe physical attributes of earth materials and identify patterns while grouping rocks. Students will practice questioning for identification and description, argumentation supported by evidence, and observational use of tools to understand structure and function.

Overarching Standard for Unit 2

- E2:** Obtain, evaluate, and communicate information to identify and describe the physical attributes of earth materials (soil, rocks, water and air).
- E2.b:** Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color).
- Sort and explain groups of rocks by size, weight, color, and texture.

Supporting Standards for Student Mastery in Unit 2

- E2.a:** Ask questions to identify and describe earth materials—soil, rocks, water, and air.
- E2.c:** Use tools to observe and record physical attributes of soil such as texture and color.
- Represent physical attributes of rocks and soil in a diagram, chart, or table to answer questions about earth materials.

Unit 3: Organisms & Non-Living Objects: Living vs. Non-Living (3 weeks)

In this unit, students will learn how to recognize differences between organisms and nonliving objects. Students will identify patterns when sorting and grouping, then develop a classification model based on attributes, structure, and function to explain the differences.

Overarching Standard for Unit 3

- L1:** Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.
 - L1.a:** Construct an explanation based on observations to recognize the differences between organisms and nonliving objects.
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Supporting Standards for Student Mastery in Unit 3

- L1.b:** Develop a model to represent how a set of organisms and nonliving objects are sorted into groups based on their attributes.

Unit 4: Organisms & Non-Living Objects: Plants (1 week)

In this unit, students will group plants according to their features and make observations to identify common patterns between offspring, their parents, and other members of the same group. Students will construct arguments supported by evidence to demonstrate their understanding of how characteristics are used for classification and comparison.

Overarching Standard for Unit 4

L2: Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

- L2.b:** Construct an argument supported by evidence for how plants can be grouped according to their features.
- Describe the attributes of plants.

Supporting Standards for Student Mastery in Unit 4

- L2.c:** Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.
- Describe how the common attributes of a group of organisms help them meet their needs for survival.

Semester 2 (January – May)

Unit 4: Organisms & Non-Living Objects: Plants (3 weeks)

In this unit, students will group plants according to their features and make observations to identify common patterns between offspring, their parents, and other members of the same group. Students will construct arguments supported by evidence to demonstrate their understanding of how characteristics are used for classification and comparison.

Overarching Standard for Unit 4

L2: Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

- L2.b:** Construct an argument supported by evidence for how plants can be grouped according to their features.
- Describe the attributes of plants.

Supporting Standards for Student Mastery in Unit 4

- L2.c:** Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.
- Describe how the common attributes of a group of organisms help them meet their needs for survival.

Unit 5: Organisms & Non-Living Objects: Animals (5 weeks)

In this unit, students will group animals according to their features and make observations to identify common patterns between offspring, their parents, and other members of the same group. Students will construct arguments supported by evidence to demonstrate their understanding of how characteristics are used for classification and comparison.

Overarching Standard for Unit 5

L2: Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

- L2.a:** Construct an argument supported by evidence for how animals can be grouped according to their features.
- Describe the attributes of animals.

Supporting Standards for Student Mastery in Unit 5

- L2.c:** Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.
- Describe how the common attributes of a group of organisms help them meet their needs for survival.

Unit 6: Motion (5 weeks)

In this unit, students will investigate the relationship between an object's physical attributes and its resulting motion when a force is applied. Students will construct evidence-based arguments to demonstrate their understanding of cause and effect, in how physical attributes influence motion, and structure and function, in determining how the attributes of an object affect the best way to move it.

Overarching Standard for Unit 6

P2: Obtain, evaluate, and communicate information to compare and describe different types of motion.

P2.b: Construct an argument as to the best way to move an object based on its physical attributes.

- Describe motion using directional words (forward, backward, straight, circular, fast, slow, up, down, motionless).

Supporting Standards for Student Mastery in Unit 6

P2.a: Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied. (Examples could include toss, drop, push, and pull.)

Unit 7: Space Science: Day & Night Sky (5 weeks)

In this unit, students will observe and ask questions to classify objects seen in the day and night skies. Students will also learn to recognize the regular changes in the sky and develop representations of the sky's changes over time as a system model.

Overarching Standard for Unit 7

E1: Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky.

E1.b: Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words.

(Clarification statement: Students are not expected to understand tilt of the Earth, rotation, or revolution.)

- Observe and evaluate time patterns (day and night).
-

Supporting Standards for Student Mastery in Unit 7

E1.a: Ask questions to classify objects according to those seen in the day sky, the night sky, and both.

- Identify and describe the sun, moon, and stars.
- Classify the sun, moon, and stars by those seen in the day sky, the night sky, or both.

Foundations of America

In kindergarten, students begin to understand the foundations of the social studies strands: history, geography, government, and economics. Students begin their introduction to United States history through the study of important American holidays and symbols. Basic concepts of geography are presented. Civics provides students with an introduction to rules and character traits of good citizens. Basic economic concepts are also introduced.

Social Studies standards integrate the three dimensions of **Information Processing Skills (IPS)**, **Map and Globe Skills (MGS)**, and **Disciplinary Domains (DDs)** to provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and K-12 Connecting Themes and Enduring Understandings. Together, they show how social studies standards engage *students* in obtaining, evaluating, and communicating information.

Information Processing Skills	Map and Globe Skills	Disciplinary Domains
IPS. 1: Compare similarities and differences (I)	MGS.1: Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). (I)	Historical Understandings (H)
IPS. 2: Organize items chronologically (I)		Geographic Understandings (G)
IPS.3: Identify issues and/or problems and alternative solutions (I)		Government/Civic Understandings (CG)
		Economic Understandings (E)

The goal of the **Information Processing Skills (IPS)** is for a student to be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and/or make decisions. Students are working to master these skills over multiple grade levels. **Map and Globe Skills (MGS)** are the expected skills that a student should successfully use to retrieve social studies information from maps. The expected level of mastery for IPS and MGS are indicated by one of the following letters in parentheses: Introduced (I), Developing (D), Mastery (M), and Application (A). **Disciplinary Domains** are the four areas of fundamental concepts that students need to understand to develop a deep knowledge of social studies.

Semester 1 (August – December)

Unit 1 – Government & Civic Understanding (3 weeks)

CG.1: Demonstrate an understanding of good citizenship.

CG.1.a: Explain how rules are made and why.

CG.1.b: Explain why rules should be followed.

CG.2: Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control

Unit 2 – Economic Understandings (4 weeks)

E.1: Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.

E.2: Explain that people earn income by working.

Unit 3 – Historical Understandings (6 weeks)

H.1: Identify the national holidays and describe the people and/or events celebrated in Semester 1 and July.

H.1.a: Christmas

H.1.b: Columbus Day

H.1.c: Independence Day

H.1.e: Labor Day

H.1.j: Thanksgiving Day

H.1.k: Veterans Day

H.2: Identify the following American symbols:

H.2.a: The national and state flags (United States and Georgia flags)

- H.2.b:** Pledge of Allegiance
- H.2.c:** Star Spangled Banner (identify as the national anthem)
- H.2.d:** The bald eagle
- H.2.e:** The Statue of Liberty
- H.2.f:** Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)
- H.2.g:** Washington Monument (identify image and associate with George Washington and Presidents Day)
- H.2.h:** White House (identify image and associate with Presidents Day and the current president)

- H.3:** Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)
 - H.3.a:** Now, long ago
 - H.3.b:** Before, after
 - H.3.c:** Today, tomorrow, yesterday
 - H.3.d:** First, last, next
 - H.3.e:** Day, week, month, year
 - H.3.f:** Past, present, future

Semester 2 (January – May)

Unit 5 – Government & Civic Understanding (4 weeks)

CG.1: Demonstrate an understanding of good citizenship.

CG.1.a: Explain how rules are made and why.

CG.1.b: Explain why rules should be followed.

CG.2: Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.

Unit 6 – Economic Understandings (4 weeks)

E.3: Explain how money is used to purchase goods and services.

E.3.a: Distinguish goods from services.

E.3.b: Identify that U.S. coins and dollar bills (paper money) are used as currency.

E.4: Explain that people must make choices because they cannot have everything they want.

Unit 7 – Geographic Understandings (5 weeks)

G.1: Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.

G.2: Explain that a map is a drawing of a place, and a globe is a model of Earth.

G.2.a: Differentiate land and water features on simple maps and globes.

G.2.b: Explain that maps and globes show a view from above.

G.2.c: Explain that maps and globes show features in a smaller size.

G.3: State the street address, city, state, and country in which the student lives.

MGS.1: Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). **(I)**

Unit 8 – Historical Understandings (4 weeks)

H.1: Identify the national holidays and describe the people and/or events celebrated in Semester 2 and June.

H.1.d: Juneteenth National Independence Day

H.1.f: Martin Luther King, Jr. Day

H.1.g: Memorial Day

H.1.h: New Year’s Day

H.1.i: Presidents Day (George Washington, Abraham Lincoln, and the current president)

H.2: Identify the following American symbols:

H.2.a: The national and state flags (United States and Georgia flags)

H.2.b: Pledge of Allegiance

H.2.c: Star Spangled Banner (identify as the national anthem)

H.2.d: The bald eagle

H.2.e: The Statue of Liberty

H.2.f: Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)

H.2.g: Washington Monument (identify image and associate with George Washington and Presidents Day)

H.2.h: White House (identify image and associate with Presidents Day and the current president)

H.3: Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)

H.3.a: Now, long ago

H.3.b: Before, after

H.3.c: Today, tomorrow, yesterday

H.3.d: First, last, next

H.3.e: Day, week, month, year

H.3.f: Past, present, future