Cherokee County School District

Teaching & Learning Standards



KINDERGARTEN

ELA | Math | Science | Social Studies

Kindergarten
English Language Arts

Scope & Sequence Structure by Quarter

Domain Four domains structure the overall framework for English Language Arts Standards: Foundations, Language, Texts, and Practices.

Big Idea The Georgia Department of Education has provided Big Ideas that serve as over-arching goals for student learning across grade levels in each domain. Cherokee County School District has adapted these Big Ideas to match the rigor and responsibility that define our literacy instruction.

Standard: Standards represent specific knowledge and skills that students should learn or master across grade bands.

Expectation: Standards are broken down by grade level through expectations.

Foundations Domain *(K-2, 3-5)* Students develop foundational literacy skills that support the interpretation and construction of texts.

Phonics Cherokee County students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

Fluency Cherokee County students read texts aloud or silently with speed, accuracy, and expression.

Handwriting Cherokee County students develop handwriting skills in print and cursive.

Language Domain *(K-2, 3-5, 6-8, 9-12)* Students learn and apply the structures and conventions of standard English. Students analyze how grammar works in reading and writing. Students expand vocabularies and determine word meanings as they relate to reading and writing.

Grammar Conventions Cherokee County students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

Vocabulary Cherokee County students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

Texts Domain *(K-2, 3-5, 6-8, 9-12)* Students think critically and creatively as they develop the knowledge and skills to actively engage with a variety of texts.

Context Cherokee County students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.

Structures & Style Cherokee County students analyze and use organizational structures and styles to shape ideas and information.

Techniques: Cherokee County students evaluate and apply various techniques to comprehend and shape meaning.

Research & Analysis Cherokee County students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Practices Domain *(K-12)* Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Engagement & Intention for Comprehension & Composition (EICC) Cherokee County students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Situating Texts (ST) Cherokee County students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

Author's Craft (AC) Cherokee County students apply knowledge of author's craft to enhance the interpretation and construction of texts.

Collaboration & Presentation (CP) Cherokee County students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

Year Long English Language Arts Practices:

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.

Author's Craft (AC)

K-12.P.AC.1.a: Identify the literary, expository, and opinion elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.

K-12.P.AC.1.b: Identify important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.

K-12.P.AC.1.d: Describe the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.

Quarter 1

Foundations Domain

Phonological Awareness

K.F.PA.2.b: Segment phrases and sentences into words.
- *Identify & count words in sentences (M)*

K.F.PA.1.a: Identify and pair words that rhyme in spoken language and text, distinguishing them from those that do not.
- *Recognize rhyming pairs (M)*

K.F.PA.1.b: Orally produce words that rhyme.
- *Produce rhyming words (M)*

K.F.PA.3.a: Blend and segment separate words in spoken compound words.
- *Segment & blend compound words (M)*

K.F.PA.4.b: Count and pronounce syllables in single and multisyllabic spoken words.
- *Count 1-3 syllables (M)*

K.F.PA.4.a: Know that syllables are word parts with one vowel sound.

K.F.PA.4.c: Blend and segment syllables in spoken words.
- *Segment & blend 2–3 syllables (M)*

K.F.PA.3.b: Add, delete, and substitute single words in spoken compound words.
- *Manipulate words in compound words (M)*

K.F.PA.4.d: Delete syllables in spoken words.
- *Delete syllables in spoken words (M)*

K.F.PA.5.a: Blend onsets and rimes of spoken one-syllable words.

K.F.PA.5.b: Segment onsets and rimes of spoken one-syllable words.
- *Blend & segment onset & rime (M)*

Concepts of Print

K.F.CP.1.a: Recognize that texts and images represent objects and ideas, have meaning, and convey messages.

K.F.CP.2.a: Hold books upright and begin reading at the front.

K.F.CP.2.b: Follow text from top to bottom, left to right, and turn pages from right to left.

K.F.CP.2.c: Identify the front and back covers of books and their basic elements: titles, author names, illustrator names, and graphics.

K.F.CP.3.a: Recognize that written words are made up of individual letters.

K.F.CP.3.b: Recognize that words are separated by spaces.

K.F.CP.4.a: Recite the letters of the alphabet in order

K.F.CP.4.b: Name and identify each uppercase and lowercase letter in random order.

Phonics

K.F.P.1.a: Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant.

- *Consonant Sounds: m, s, t, l, p, f, c (/k/), n, b, r (M)*
- *Consonant Sounds: j, k, v, g (/g/), w, d, h, y, z, x, q (M)*

K.F.P.1.b: Identify and produce both long and short vowel sounds for A, E, I, O, U.

- *Short Vowel Sounds: /a/, /o/, /e/ (M)*
- *Long Vowel Sounds: /a/, /o/, /e/ (M)*
- *Short Vowel Sounds: /i/ & /u/ (M)*
- *Long Vowel Sounds: /i/ & /u/ (M)*

K.F.P.3.b: Identify and encode irregularly spelled high-frequency words.

Fluency

K.F.F.1.b: Read familiar texts chorally with appropriate volume and rate.

Handwriting

K.F.H.1.a: Form all uppercase and lowercase letters.

Language Domain

Grammar, Usage, and Mechanics

K.L.GC.1:

- 1.1 Use nouns and verbs to share complete thoughts when speaking.
- 1.2 Form and use singular and plural nouns when speaking.
- 1.3 Use interrogatives to ask questions when speaking.

Vocabulary

K.L.V.1.a: Acquire and apply general, academic, and specialized vocabulary words and phrases from grade-level texts and content.

K.L.V.3.b: Identify and sort common words into basic categories based on similarities and differences.

Texts Domain

Context

K.T.C.1.b: With adult support, identify different modes of communication: print, digital, auditory, and visual.

K.T.C.1.c: With adult support, create texts in various modes (e.g., print, digital, auditory, and/or visual).

Techniques Students should be able to flexibly employ all techniques across writing exercises.

K.T.T.1.a: Identify techniques used to craft stories, including characters, setting, and major events.

K.T.T.2.a: Identify techniques used to craft expository texts, including main topic.

Research & Analysis

K.T.RA.1.a: With adult support, ask questions about topics of interest for research.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.

Collaboration & Presentation (CP)

K.P.CP.1.c: Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.

K.P.CP.2.d: Engage in dialogue with audiences by asking and answering questions.

Quarter 2: *Cumulative review of skills from quarter 1 will continue as new skills are introduced.*

Foundations Domain

Phonological Awareness

K.F.PA.2.c: Know that sounds are put together to make words and that words have distinct meanings.

K.F.PA.6.a: Isolate and pronounce initial, final, and then medial sounds in spoken words with three phonemes.

- *Identify alliteration (M)*
- *Isolate initial phonemes in single-syllable words (M)*
- *Isolate final phonemes in single-syllable words (M)*
- *Isolate medial phonemes in single-syllable words (long & short vowels) (M)*

K.F.PA.6.b: Identify short and long vowel sounds in spoken one-syllable words.

K.F.PA.6.c: Blend, count, and segment up to three phonemes in spoken one-syllable words.

- *Segment 2–3 phonemes (M)*
- *Blend 2–3 phonemes (M)*

Concepts of Print

K.F.CP.1.b: Recognize and interpret print messages in the environment, including labels and signs.

K.F.CP.1.c: Distinguish between letters, words, digits, and graphics.

K.F.CP.3.c: Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence.

Phonics

K.F.P.2.a: Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words.

- *Closed Syllable CVC Words (M)*
- *Nasal a Glued Sounds: /am/, /an/ (M)*
- *CVC Words with Digraphs: ch, sh, th, wh (I, C)*
- *Closed Syllable Words with Digraph: -ck (I, C)*

K.F.P.2.e: Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ.

K.F.P.3.a: Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words.

- *Closed Syllable CVC Words (M)*
- *Nasal a Glued Sounds: /am/, /an/ (M)*

- *CVC Words with Digraphs: ch, sh, th, wh (I)*
- *Closed Syllable Words with Digraph: -ck (I)*

Fluency

K.F.F.1.a: Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words in isolation and context with increasing automaticity, including first and last names of students and others.

Handwriting

K.F.H.1.b: Form words, including first and last names.

K.F.H.2.b: Begin building handwriting fluency by forming accurate letters, including those in first and last names.

Language Domain

Grammar, Usage, and Mechanics

K-2.L.GC.1:
- 1.7 Use action verbs.
- 1.6 Form and use verbs by adding –ing, -ed, or –s.
- 1.8 Use adjectives and adverbs.
- 1.10 Form and use the simple verb tenses.

Syntax

K.L.GC.2.a: Recognize that conventional sentences always include a subject and a predicate.

Vocabulary

K.L.V.1.b: Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.

Texts Domain

Context

K.T.C.2.a: Identify authors and illustrators of picture books and explain their roles.

Structures & Style

K.T.SS.1.a: Identify and use text features, including titles, headings, photos, and illustrations, to determine if a text is fiction or nonfiction.

K.T.SS.1.b: With adult support, use text features, including titles, illustrations, and/or labels to add clarity/coherence to texts.

Techniques Students should be able to flexibly employ all techniques across writing exercises.

K.T.T.1.c: With adult support, demonstrate an understanding of the central message, or moral of the story based on the words and actions of the main characters.

K.T.T.2.b: With adult support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

K.T.T.2.d: Use a combination of drawing, labeling, writing and dictation* to create a text with expository techniques that includes a topic and information about the topic.

K.T.T.3.a: Explain the difference between opinions and facts about a topic.

K.T.T.3.c: Use a combination of drawing, labeling, writing, and dictation* to express an opinion about a topic.

K.T.T.4.a: Identify poetic techniques used to craft poetic texts, including rhyme.

Research & Analysis

K.T.RA.1.b: With adult support, collaborate to conduct research on shared topics of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.

K.T.RA.2.b: With adult support, explore various sources of information, including print, digital, and personal communication.

Practices Domain

Author's Craft (AC)

K.P.AC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.

Collaboration & Presentation (CP)

K.P.CP.1.d: Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

Quarter 3: *Cumulative review of skills from quarters 1 and 2 will continue as new skills are introduced.*

Foundations Domain

Phonological Awareness

K.F.PA.2.a: Know words are put together to make sentences, and sentences communicate complete thoughts.

K.F.PA.6.d: Add, delete, and substitute phonemes in spoken one-syllable words with up to three phonemes.

- *Add initial phonemes in single-syllable words (M)*
- *Remove initial phonemes in single-syllable words (M)*
- *Add final phonemes in single-syllable words (M)*
- *Substitute phonemes (initial, final, medial) (M)*

Concepts of Print

Review and continue skills from quarters 1 and 2.

Phonics

K.F.P.2.b: Identify and decode parts of irregularly spelled high-frequency words.

- *CCVC Initial Blends: cr-, cl-, fl-, fr-, gr-, gl-, pl-, pr-, sl-, st- (I, C)*
- *CCVC Initial Blends: sm-, sn-, sp-, tr-, dr- (I)*
- *CVCC Final Blends: -ft, -lp, -sk, -st, -nd, -mp (I, C)*
- *Double Final Consonants (f, l, s, z) (I, C)*

K.F.P.3.a: Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words.

- *CCVC Initial Blends: cr-, cl-, fl-, fr-, gr-, gl-, pl-, pr-, sl-, st- (I)*
- *CCVC Initial Blends: sm-, sn-, sp-, tr-, dr- (I)*
- *CVCC Final Blends: -ft, -lp, -sk, -st, -nd, -mp (I)*
- *Double Final Consonants (f, l, s, z) (I)*

Fluency

K.F.F.1.c: Read grade-level texts with purpose and understanding.

Handwriting

K.F.H.1.c: Use appropriate spacing between letters, words, and sentences.

K.F.H.2.a: Practice basic transcription skills.

Language Domain

Grammar, Usage, and Mechanics

K-2.L.GC.1:
- 1.4 Capitalize the first word of a sentence and the pronoun "I".
- 1.5 Form regular plural nouns by adding –s or –es.
- 1.13 Use periods, exclamation marks, and question marks at the end of sentences.

Syntax

K.L.GC.2.b: With adult support, use simple sentences to express complete thoughts in written texts.

Vocabulary

K.L.V.3.e: Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.

Texts Domain

Context

K.T.C.1.a: Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts.

Structures & Style

K.T.SS.1.c: With adult support, retell events and actions in a sequence.

K.T.SS.2.a: Identify interesting and/or descriptive words that express feelings or appeal to the senses in texts.

K.T.SS.2.b: With adult support, use interesting and/or engaging descriptive words to craft engaging texts.

Techniques Students should be able to flexibly employ all techniques across writing exercises.

K.T.T.1.d: With adult support, compare and contrast characters and their experiences in stories across diverse cultures.

K.T.T.1.e: Use a combination of drawing, labeling, writing and dictation* to create a text with narrative techniques (e.g., characters, setting, events) told in the order in which they occurred.

*Dictating should only be used when necessary to check for understanding.

Research & Analysis

K.T.RA.1.c: With adult support, share relevant and accurate information through a variety of texts.

K.T.RA.2.a: With adult support, refer to parts of texts when supporting an idea, answer, or opinion.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

K.P.EICC.1.b: Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.

K.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.

Collaboration & Presentation (CP)

K.P.CP.2.a: Communicate clearly to present ideas, information, and texts.

Quarter 4: *Cumulative review of skills from quarters 1, 2, and 3 will continue as new skills are introduced.*

Foundations Domain

Phonological Awareness

Review and continue skills from quarters 1, 2, and 3.

Concepts of Print

Review and continue skills from quarters 1, 2, and 3.

Phonics

K.F.P.2.a: Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words.

- *VCe /A/ (I, C)*
- *VCe /I/ (I, C)*
- *VCe /O/ (I, C)*
- *VCe /U/, Long u and u as /oo/ (I, C)*
- *VCe /E/ (I, C)*
- *Open Syllables (I)*

K.F.P.3.a: Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words.

- *VCe /A/ (I)*
- *VCe /I/ (I)*
- *VCe /O/ (I)*
- *VCe /U/, Long u and u as /oo/ (I)*
- *VCe /E/ (I)*
- *Open Syllables (I)*

Fluency

Review and continue skills from quarters 1, 2, and 3.

Handwriting

Review and continue skills from quarters 1, 2, and 3.

Language Domain

Grammar, Usage, and Mechanics

K-2.L.GC.1:

- 1.9 Use common and proper nouns.
- 1.12 Capitalize proper nouns.

- 1.11 Use determiners (articles, possessive determiners, demonstrative adjectives).

Syntax

K.L.GC.2.c: With adult support, use singular and plural subjects with matching verbs.

Vocabulary

K.L.V.3.a: With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Texts Domain

Context

Review and continue skills from quarters 1, 2, and 3.

Structures & Style

Review and continue skills from quarters 1, 2, and 3.

Techniques Students should be able to flexibly employ all techniques across writing exercises.

K.T.T.4.b: With adult support, use poetic techniques to create poems that may or may not rhyme.

Research & Analysis

Review and continue skills from quarters 1, 2, and 3.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

K.P.EICC.1.f: Develop independence and autonomy as a reader and writer.

K.P.EICC.3.b: Scan and skim the text, making note of structures and sections that might be most useful.

K.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

Situating Texts (ST)

K.P.ST.1.b: Consider how context impacts the purposes of the author and the audience.

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 –Wondering About My World and Investigating to Find Answers (8 – 9 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.

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 and analyze graphical displays of data to answer relevant questions.

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.

NR.2.1: Rote count forward to 100 starting at 0. Rote count backward from 10 stopping at 0.

NR.4.1: Identify written numerals 0 - 10 (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".

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.

Unit 2 –Understanding and Using Addition and Subtraction in My Life (6 – 7 weeks)

In Unit 2, 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.

Overarching Standards for Unit 2

NR.5: Explain the concepts of addition, subtraction, and equality and use these concepts to solve real-life problems within 10.

MDR.7: Observe, describe, and compare the physical and measurable attributes of objects.

Standards for Student Mastery for Unit 2

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.

Unit 3 – Understanding My World Through Numbers (2 – 3 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 experiences creating, extending, and describing patterns with numbers. 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 Unit 3

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 3

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.

PAR.6.1: Create, extend, and describe repeating patterns with numbers, 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.

Semester 2 (January – May)

Unit 4 –How Many? Numbers up to 20 (5 - 6 weeks)

In Unit 4, 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. 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.

Overarching Standards for Unit 4

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.
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.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: 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).
MDR.7.3 Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

NR.2.1: Count forward to 100 by ones. Count forward to 50 by 10s. Count backward from 20 by ones.

NR.2.2: Count forward beginning from any number within 100. Count backward from any number within 20.

Unit 5 – Numerical Reasoning: Using Numbers within 20 (3 – 4 weeks)

In Unit 5, students will continue to explore numbers and develop number sense. They will use place value as they compose (put together) and decompose (break apart) numbers into ten and some more ones. 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.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.
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.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.

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).
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”.
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 – 2-D and 3-D Shapes in My World (7 – 8 weeks)

In this unit, 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 and three-dimensional shapes (squares, circles, triangles, rectangles, hexagons, octagons, cubes, cones, cylinders, and spheres) and form larger shapes by putting two or more basic shapes together. 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. Students 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. Students will generate statistical questions about shapes in their world and collect, represent, analyze, and explain their findings.

Overarching Standards for Unit 6

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.

PAR.6: Explain, extend, and create repeating patterns with a repetition, not exceeding 4, and describe patterns involving the passage of time.

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).

Standards for Student Mastery for Unit 6

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 (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.

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 (i.e. smallest to largest, largest to smallest).

MDR.7.3: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

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.

NR.1.4: Identify pennies, nickels, and dimes and know their name and value.

Unit 7 – Culminating Task (1 – 2 weeks)

The culminating task allows students to apply content learned in previous units throughout the school year while engaging in open-ended, inquiry-based learning. This task should invite students to investigate a real-world mathematical problem using the Mathematical Modeling Framework and/or the Framework for Statistical Reasoning. Students will demonstrate deep understanding of the standards by creating a presentation, report, or demonstration that answers an overarching driving question.

Overarching Standards for Unit 7

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 Unit 7

ALL associated learning objectives.

Kindergarten
Science

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.

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. Use pictographs to discuss basic concepts like more, less, and equal.

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

KP1: **Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.**

KP1.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)

KP1.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

KP1.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

KE2: Obtain, evaluate, and communicate information to identify and describe the physical attributes of earth materials (soil, rocks, water and air).

KE2.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

KE2.a: Ask questions to identify and describe earth materials—soil, rocks, water, and air.

KE2.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 non-living 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

KL1: Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.

KL1.a: Construct an explanation based on observations to recognize the differences between organisms and non-living objects.

Supporting Standards for Student Mastery in Unit 3

KL1.b: Develop a model to represent how a set of organisms and non-living 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

KL2: Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

KL2.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

KL2.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

KL2: Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

KL2.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

KL2.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

KL2: Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

KL2.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

KL2.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

KP2: Obtain, evaluate, and communicate information to compare and describe different types of motion.

KP2.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

KP2.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

KE1: **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.**

KE1.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

KE1.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.

Kindergarten
Social Studies

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 (ISPs)**, **Map and Globe Skills (MGSs)**, 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.

<table>
<tr><th>Information Processing Skills</th><th>Map and Globe Skills</th><th>Disciplinary Domains</th></tr>
<tr><td>IPS. 1: Compare similarities and differences (I)</td><td rowspan="4">MGS.1: Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). (I)</td><td>Historical Understandings (H)</td></tr>
<tr><td>IPS. 2: Organize items chronologically (I)</td><td>Geographic Understandings (G)</td></tr>
<tr><td rowspan="2">IPS.3: Identify issues and/or problems and alternative solutions (I)</td><td>Government/Civic Understandings (CG)</td></tr>
<tr><td>Economic Understandings (E)</td></tr>
</table>

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.

Kindergarten
Social Studies

Semester 1 (August – December)

Unit 1 – Government & Civic Understanding (3 weeks)

CG1: Demonstrate an understanding of good citizenship.

CG1.a: Explain how rules are made and why.

CG1.b: Explain why rules should be followed.

CG2: Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control

H1: Identify the national holidays and describe the people and/or events celebrated in Semester 1 and July.

H1.e: Labor Day

H3: Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)

H3.e: Day, week, month, year

Unit 2 – Economic Understandings (4 weeks)

E1: Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.

E2: Explain that people earn income by working.

CG1: Demonstrate an understanding of good citizenship.

CG1.a: Explain how rules are made and why.

CG1.b: Explain why rules should be followed.

G2: Explain that a map is a drawing of a place and a globe is a model of Earth.

G2.a: Differentiate land and water features on simple maps and globes

G2.b: Explain that maps and globes show a view from above

G2.c: Explain that maps and globes show features in a smaller size.

H1: **Identify the national holidays and describe the people and/or events celebrated in Semester 1 and July.**

H1.b: Columbus Day

H2: **Identify the following American symbols:**

H2.a: The national and state flags (United States and Georgia flags)

H2.b: Pledge of Allegiance

H3: **Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)**

H3.e: Day, week, month, year

Unit 3 – Historical Understandings (6 weeks)

H1: **Identify the national holidays and describe the people and/or events celebrated in Semester 1 and July.**

H1.k: Veterans Day

H2: **Identify the following American symbols:**

H2.a: The national and state flags (United States and Georgia flags)

H2.b: Pledge of Allegiance

H2.c: Star Spangled Banner (identify as the national anthem)

H2.d: The bald eagle

H3: **Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)**

H3.a: Now, long ago

H3.b: Before, after
H3.c: Today, tomorrow, yesterday
H3.d: First, last, next
H3.e: Day, week, month, year
H3.f: Past, present, future

CG1: 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.

G1: Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.

E4: Explain that people must make choices because they cannot have everything they want.

Unit 4 – Geographic Understandings (5 weeks)

G1: Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.

G2: Explain that a map is a drawing of a place, and a globe is a model of Earth.

G2.a: Differentiate land and water features on simple maps and globes.
G2.b: Explain that maps and globes show a view from above.
G2.c: Explain that maps and globes show features in a smaller size.

G3 State the street address, city, state, and country in which the student lives.

CG1: Demonstrate an understanding of good citizenship.

CG1.a: Explain how rules are made and why.

CG1.b: Explain why rules should be followed.

H1: Identify the national holidays and describe the people and/or events celebrated in Semester 1 and July.

H1.a: Christmas

H1.j: Thanksgiving Day

H2: **Identify the following American symbols:**

H2.c: Star Spangled Banner (identify as the national anthem)

H3: **Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)**

H3.e: Day, week, month, year

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

Semester 2 (January – May)

Unit 5 – Government & Civic Understanding (4 weeks)

CG1: Demonstrate an understanding of good citizenship.

CG1.a: Explain how rules are made and why.

CG1.b: Explain why rules should be followed.

CG2: Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.

H1: Identify the national holidays and describe the people and/or events celebrated in Semester 2 and June.

H1.f: Martin Luther King, Jr. Day

H1.h: New Year's Day

H3: Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)

H3.e: Day, week, month, year

Unit 6 – Economic Understandings (4 weeks)

E3: Explain how money is used to purchase goods and services.

E3.a: Distinguish goods from services.

E3.b: Identify that U.S. coins and dollar bills (paper money) are used as currency.

E4: Explain that people must make choices because they cannot have everything they want.

CG1: Demonstrate an understanding of good citizenship.

CG1.a: Explain how rules are made and why.

CG1.b: Explain why rules should be followed.

H1: **Identify the national holidays and describe the people and/or events celebrated in Semester 2 and June.**

H1.i: President's Day (George Washington, Abraham Lincoln, and the current

H2: **Identify the following American symbols**

H2.f: Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)
H2.g: Washington Monument (identify image and associate with George Washington and Presidents Day)
H2.h: White House (identify image and associate with Presidents Day and the current president)

H3: **Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)**
H3.e: Day, week, month, year

Unit 7 – Geographic Understandings (5 weeks)

G1: **Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.**

G2: **Explain that a map is a drawing of a place, and a globe is a model of Earth.**

G2.a: Differentiate land and water features on simple maps and globes.
G2.b: Explain that maps and globes show a view from above.
G2.c: Explain that maps and globes show features in a smaller size.

CG1: **Demonstrate an understanding of good citizenship**

CG1.a: Explain how rules are made and why.
CG1.b: Explain why rules should be followed.

H3: **Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)**

H3.e: Day, week, month, year

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)

H1: Identify the national holidays and describe the people and/or events celebrated in Semester 2 and June.

- **H1.c:** Independence Day
- **H1.d:** Juneteenth National Independence Day
- **H1.g:** Memorial Day

H2: Identify the following American symbols:

- **H2.d:** The bald eagle
- **H2.e:** The Statue of Liberty

H3: Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)

- **H3.e:** Day, week, month, year

CG1: Demonstrate an understanding of good citizenship

- **CG1.a:** Explain how rules are made and why.
- **CG1.b:** Explain why rules should be followed.