

# SOCIAL STUDIES

## SSK.1 The student will justify the need for rules in the school and family.

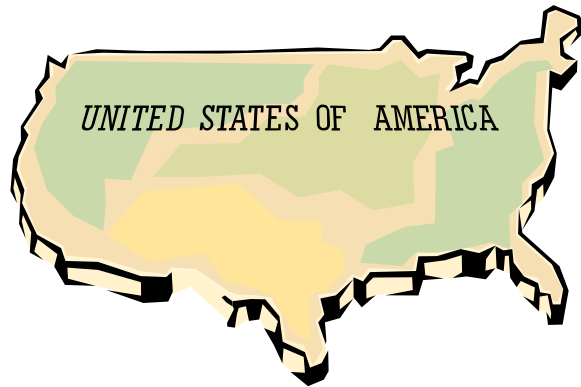
- SSK.1.1 State why it is important to have classroom rules.
- SSK.1.2 Give an example of why it is important to have classroom rules.
- SSK.1.3 Define a "want" and a "need".
- SSK.1.4 Identify two wants and two needs.
- SSK.1.5 Compare rules, wants, and needs of families.

## SSK.2 The student will show characteristics and purposes of maps.

- SSK.2.1 Distinguish between land and water on a map.
- SSK.2.2 Locate the title of the map.
- SSK.2.3 Locate the state Kansas using a political map of the United States.

## SSK.3 The student will give examples of different ways that Americans honor their country.

- SSK.3.1 Give examples of a historical U.S. political leader and state one of his accomplishments (George Washington and Abraham Lincoln). ♦
- SSK.3.2 Identify a picture of the U.S. Flag as a national symbol. ♦



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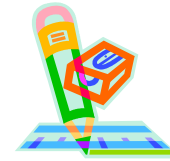
# K

# 1



# 2

# 3



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## HAYS PUBLIC SCHOOLS

### CURRICULUM STANDARDS AND INDICATORS FOR

# GRADE K

2009

2010

**S.K.5.1 The student will use technology to learn about the world around them.**

S.K.5.1.1 The student explores the way things work

**S.K.6.1 The student will demonstrate responsibility for their own health.**

- S.K.6.1.1 The student engages in personal care.
- S.K.6.1.2 The student discusses healthy foods.
- S.K.6.1.3 The student discusses that humans need to practice being safe.

**S.K.7.1 The student will know they practice science.**

- S.K.7.1.1 The student is involved in explorations that make his/her mind wonder and know that he/she is practicing science.
- S.K.7.1.2 The student uses technology to learn about people in science.



# LANGUAGE ARTS

## READING

The student reads and comprehends text across the curriculum.

**COMK.1.1 The student uses skills in alphabets to construct meaning from text.**

- COMK.1.1.1 The student identifies sounds of both upper and lower case letters of the alphabet.
- COMK.1.1.2 The student identifies names of both upper and lower case letters of the alphabet.
- COMK.1.1.3 The student distinguishes letters from words by recognizing that words are separated by spaces.
- COMK.1.1.4 The student demonstrates phonemic awareness skills by hearing and orally manipulating sounds.
- COMK.1.1.5 The student identifies and makes oral rhymes and begins to hear onsets and rimes.
- COMK.1.1.6 The student demonstrates an understanding of graphemes and phonemes in written and spoken language.

**COMK.1.2 The student reads fluently.**

- COMK.1.2.1 The student demonstrates an understanding of concepts of print and begins to track print.
- COMK.1.2.2 The student locates periods, question marks, and exclamation points.
- COMK.1.2.3 The student imitates the rhythm of speech in emergent oral reading.

**COMK.1.3 The student expands vocabulary.**

- COMK.1.3.1 The student reads one-syllable and often-heard words by sight.
- COMK.1.3.2 The student uses picture clues to identify unknown words and meanings.



# MATH

(♦ = Assessed Indicator N = Non-Calculator Item)

**MAK1.1 The student will demonstrate number sense for whole numbers through 20 in a variety of situations.**

- MAK1.1.K1 The student establishes a one-to-one correspondence with whole numbers through 20 and writes the appropriate cardinal number.
- MAK1.1.K2 The student compares and orders whole numbers through 20 using concrete objects.
- MAK1.1.K3 The student recognizes a whole, a half, and parts of a whole using concrete objects.
- MAK1.1.K4 The student identifies positions as first and last.
- MAK1.1.K5 The student identifies pennies and dimes and states the value of the coins.

**MAK1.2 The student demonstrates an understanding of whole numbers with a special emphasis on place value in a variety of situations.**

- MAK1.2.K1 The student reads and writes whole numbers 0 through 20 in numerical form.
- MAK1.2.K2 The student represents whole numbers from 0 to 20 using place value models.
- MAK1.2.K3a The student counts whole numbers from 0 to 20.
- MAK1.2.K3b The student counts whole numbers from 10 to 0 backwards.
- MAK1.2.K3c The student counts subsets of whole numbers from 0 through 20.
- MAK1.2.K4 The student groups objects by 5s and by 10's.
- MAK1.2.K5 The student uses the concept of the zero property of addition with whole numbers 0 through 20.

**MAK1.3 The student uses computational estimation with whole numbers in a variety of situations.**

- MAK1.3.K1 The student determines if a group of 20 concrete objects or less has more, less, or about the same number of concrete objects as a second set of the same kind of objects.

**MAK1.4 The student models, performs, and explains computation with whole numbers using concrete objects in a variety of situations.**

- MAK1.4.K1 The student adds and subtracts using whole numbers from 0 through 10 and various mathematical models.
- MAK1.4.K2 The student uses repeated addition (multiplication) with whole numbers to find the sum when given the number of groups (3 or less) and given the same number of concrete objects in each group (5 or less).

**MAK2.1 The student recognizes, describes, extends, develops, and explains relationships in patterns using concrete objects in a variety of situations.**

- MAK2.1.K1a The student uses concrete objects, drawings, and other representations to work with repeating patterns.
- MAK2.1.K1b The student uses concrete objects, drawings, and other representations to work with growing (extending) patterns.
- MAK2.1.K2a The student uses whole numbers to generate patterns.
- MAK2.1.K2b The student uses geometric shapes with one attribute change to generate patterns.
- MAK2.1.K2c The student uses things related to daily life to generate patterns.
- MAK2.1.K3 The student identifies and continues a pattern presented in various formats including numeric, visual, verbal, and kinesthetic (action).
- MAK2.1.K4a The student generates repeating patterns for the AB patterns, the ABC pattern, and the AAB pattern.
- MAK2.1.K4b The student generates growing (extending) patterns that add 1 to continue the pattern.
- MAK2.1.K5 The student classifies and sorts concrete objects by similar attributes.

**MAK2.2**      **the student solves addition equations using concrete objects in a variety of situations.**

MAK2.2.K1      The student finds the unknown sum using the basic facts with sums through 10 using concrete objects and pictures.

**MAK2.3**      **The student recognizes and describes whole number relationships using concrete objects in a variety of situations.**

MAK2.3.K1      The student locates whole numbers from 0 through 20 on a number line.

**MAK2.4**      **The student uses mathematical models including concrete objects to represent, show, and communicate mathematical relationships in a variety of situations.**

MAK2.4.K1a      The student knows, explains, and uses concrete objects, pictures, number lines, unifix cubes, measurement tools, or calendars to model computational procedures and mathematical relationships to compare and order numerical quantities, and to represent fractional parts.

MAK2.4.K1b      The student knows, explains, and uses ten frames, unifix cubes, bundles of straws, or base ten blocks to represent numerical quantities.

MAK2.4.K1c      The student knows, explains, and uses concrete objects to represent numerical quantities.

MAK2.4.K1d      The student knows, explains, and uses base ten blocks and coins to represent numerical quantities.

MAK2.4.K1e      The student knows, explains, and uses geoboards, dot paper, attribute blocks, solids, and real-world objects to compare size and to model attributes of geometric shapes.

MAK2.4.K1f      The student knows, explains, and uses spinners, number cubes, and other concrete objects to model probability.

MAK2.4.K1g      The student graphs using concrete objects and pictographs to organize and display data.

MAK2.4.K2      The student uses concrete objects, drawings, diagrams, or dramatizations to show the relationship between two or more things.

**MAK3.1**      **The student uses geometric concepts and procedures in a variety of situations.**

MAK3.1.K1      The student recognizes circles, squares, rectangles, triangles, and ellipses (ovals).

MAK3.1.K2      The student recognizes and investigates attributes of circles, squares, rectangles, triangles, and ellipses using concrete objects, drawings, and/or appropriate technology.

**MAK3.2**      **The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.**

MAK3.2.K1      The student uses whole number estimations for length using nonstandard units of measure.

MAK3.2.K2a      The student compares two measurements using longer and shorter (length).

MAK3.2.K2b      The student compares two measurements using taller and shorter (height).

MAK3.2.K2c      The student compares two measurements using heavier and lighter (weight).

MAK3.2.K2d      The student compares two measurements using hotter and colder (temperature).

MAK3.2.K3      The student reads and tells time at the hour using analog and digital clocks.

Local Indicator      The student states the number of days in a week and months in a year.

**MAK3.3**      **The student develops the foundation for spatial sense using concrete objects in a variety of situations.**

MAK3.3.K1      The student describes the spatial relationship between two concrete objects using appropriate vocabulary (behind, above, below, on, or under).

MAK3.3.K2      The student identifies two like objects or shapes from a set of four objects or shapes.

**MAK3.4**      **The student identifies one or more points on a number line in a variety of situations.**

MAK3.4.K1      The student locates and plots whole numbers from 0 through 20 on a horizontal number line.

MAK3.4.K2      The student counts forwards and backwards from a given whole number from 0 through 10 on a number line.

**MAK4.1**      **The student applies the concepts of probability using concrete objects in a variety of situations.**

MAK4.1.K1      The student recognizes whether an event is impossible or possible.

MAK4.1.K2      The student recognizes and states whether a simple event in an experiment or simulation including the use of concrete objects can have more than one outcome.

**MAK4.2**      **The student collects, records, and explains numerical and non-numerical data sets including the use of concrete objects in a variety of situations.**

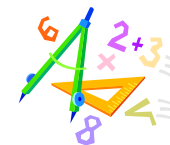
MAK4.2.K1a      The student records numerical and non-numerical data using graphs and concrete objects.

MAK4.2.K1b      The student records numerical and non-numerical data using pictographs with a whole symbol or picture representing one.

MAK4.2.K1c      The student records numerical and non-numerical data using tally marks.

MAK4.2.K2      The student collects data related to familiar everyday experiences by counting and tallying.

MAK4.2.K3      The student determines the mode (most) after sorting by one attribute (color, shape, or size).



# SCIENCE

**S.K.1.1**      **The student will be involved in activities that develop skills necessary to conduct scientific inquiries.**

S.K.1.1.1      The student identifies properties of objects.

S.K.1.1.5      The student describes an observation orally or pictorially.

USD.K.1.1.6      The student identifies and uses the five senses to observe how a variety of objects are alike and different.

**S.K.2.1**      **The student will develop skills to describe objects.**

S.K.2.1.2      The student separates or sorts a group of objects or materials by properties.

USD.K.2.1.5      The student identifies and sorts objects as living and non-living.

**S.K.3.1**      **The student will develop an understanding of the characteristics of living things.**

S.K.3.1.4      The student examines the structures/parts of living things.

**S.K.4.2**      **The student will observe and compare objects in the sky.**

S.K.4.2.1      The student observes and recognizes objects in the sky

S.K.4.2.2      The student describes that the sun provides light and warmth.

**S.K.4.3**      **The student will describe changes in weather.**

S.K.4.3.1      The student observes changes in the weather from day to day.

S.K.4.3.3      The student discusses weather safety procedures.

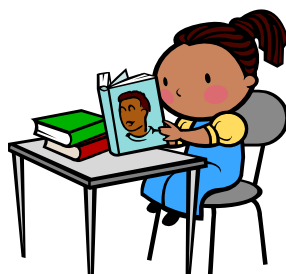
USD.K.4.3.4      The student identifies types of weather.

USD.K.4.3.5      The student identifies the seasons.

# INTRODUCTION

The Hays Public Schools provide a wide range of educational opportunities for students in the Elementary Schools. All schools and programs, however, have the same expectations for their students. The standards and indicators in this booklet are a reflection of the curriculum development that has taken place in the past 4-5 years as we have aligned our curriculum to national and state standards, thereby also reflecting the standards being assessed through our state assessments and the recently enacted **No Child Left Behind** legislation.

The standards and indicators in this booklet reflect what is taught at the Kindergarten Level. It is a guide to you, as the parents, as to what we will be doing throughout the year with your child. It can also be a useful tool for you at conference time as you discuss your child's progress with his or her teacher. We encourage you to take the time to read through this document and to become actively involved in your child's elementary school and share the excitement of learning as the year progresses!



## Kansas State Assessments

Mathematics	Grades	3 – 8 HS
Reading	Grades	3 – 8 HS
Science	Grades	4 7 10
Social Studies	Grades	6 8 11
Writing	Grades	5 8 11

## **COMK1.4 The student comprehends a variety of text (narrative, expository, technical, and persuasive.**

- COMK1.4.1 The student participates in discussions about narrative and expository texts read to them.
- COMK1.4.2 The student identifies and discusses title, author, illustrator, and illustrations.
- COMK1.4.3 The student uses pictures, content, and prior knowledge to make predictions.
- COMK1.4.4 The student responds logically to literal, inferential, and critical thinking questions before, during, and after listening to the text.
- COMK1.4.5 The student uses picture clues, text, and prior knowledge to make inferences and draw conclusions.
- COMK1.4.6 The student develops an awareness of text structure.
- COMK1.4.7 The student sequences 2-3 events in order.
- COMK1.4.8 The student compares and contrasts information in illustrations, prior knowledge, and texts read aloud.
- COMK1.4.9 The student retells or role-plays important events and information from the text.
- COMK1.4.10 The student explains the topic of selection that has been read aloud.

## LITERATURE

The student responds to a variety of text.

## **COMK2.1 The student responds to a variety of text.**

- COMK2.1.1 The student identifies and discusses character(s) in literature.
- COMK2.1.2 The student identifies and talks about events in the story and why they are important.
- COMK2.1.3 The student identifies and discusses problem and solution.

## **COMK2.2 The student understands the significance of literature and its contribution to human understanding and culture.**

- COMK2.2.1 The student recognizes and discusses cultural elements in books read aloud.

### Kindergarten Sight Words

a	am	an	and	at
can		do	go	he
here	I	in	is	it
like	look	me	my	no
on	see	so	the	this
to	up	we		

### Kindergarten Chunks

an	at	in	it	ug
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### Kindergarten Color Words

blue	black	brown	gray
green	orange	pink	purple
red	white	yellow	

