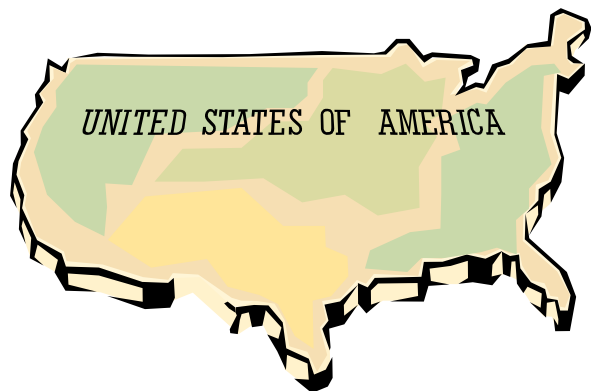


SS1.5 The student will identify key symbols and locations of Kansas.

- SS1.5.1 Identify Kansas symbols (e.g., the state bird – meadowlark, the state flower – sunflower, the state animal – buffalo, state song – “Home on the Range”).
- SS1.5.2 Name and locate the capital of Kansas using a state map. ♦
- SS1.5.3 Name and locate the students’ home town using a state map.

SS1.6 The student will give examples of ways that Americans honor their country.

- SS1.6.1 Give examples of a U.S. Political leader or social leader and state one of their accomplishments.
- SS1.6.2 Give examples of three U.S. national holidays (Independence Day, Thanksgiving, Presidents Day).
- SS1.6.3 Identify the eagle as a national symbol.
- SS1.6.4 Explain why we have the Pledge of Allegiance (show patriotism, loyalty, and honor for our country).



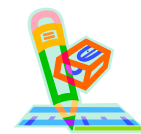
The Hays Public Schools do not discriminate on the basis of race, color, national origin, sex, handicap/disability, religion or age as to the treatment of students in programs and as to employment. Persons having inquiries concerning the district's compliance with Title VI, Title X, Section 504, Americans With Disabilities Act, and the Age Discrimination Act may contact Fred Kaufman, Superintendent, at Rockwell Administration Center, 323 West 12th Street, Hays, KS 67601 (785) 623-2400.

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HAYS PUBLIC SCHOOLS

CURRICULUM STANDARDS AND INDICATORS FOR

GRADE 1

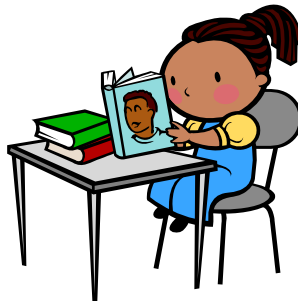
2009

2010

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 First Grade 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	

SOCIAL STUDIES

SS1.1 The student will compare rules, wants, and needs of families and classrooms.

- SS1.1.1 Give two examples of classroom rules.
- SS1.1.2 Give two examples of rules for a family.
- SS1.1.3 Explain why conflicts arise over control of territory and give an example of how they can be resolved (such as place in line).

SS1.2 The student will compare and contrast goods and services and producers and consumers.

- SS1.2.1 State the definition of "goods" and "services".
- SS1.2.2 Give two examples of goods and services.
- SS1.2.3 State the definition of "producers" and consumers".
- SS1.2.4 Give two examples of producers and consumers.
- SS1.2.5 Explain the differences between goods and services.
- SS1.2.6 Explain the differences between producers and consumers.

SS1.3 The student will make and use maps of classroom, school and neighborhood to locate familiar places.

- SS1.3.1 Draw a diagram of the classroom and locate familiar places.
- SS1.3.2 Make a model of the school and locate familiar places.
- SS1.3.3 Locate familiar places within one's neighborhood.

SS1.4 The student will show ways in which people use resources from the physical environment.

- SS1.4.1 Define resources.
- SS1.4.2 Give two examples of resources that people use.
- SS1.4.3 Describe ways in which people use resources from the physical environment.





LANGUAGE ARTS

LITERATURE

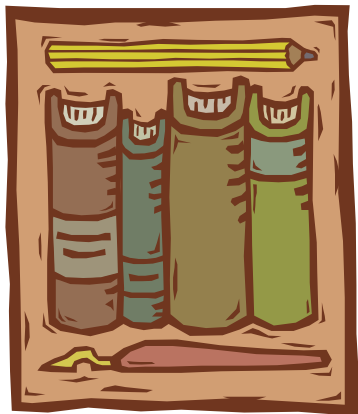
The student responds to a variety of text.

COM1.2.1 The student uses literary concepts to interpret and respond to text.

- COM1.2.1.1 The student identifies and discusses character(s) in literature. ♦
- COM1.2.1.2 The student identifies and describes setting. ♦
- COM1.2.1.3 The student follows events in a plot.

COM1.2.2 The student understands the significance of literature and its contribution to various cultures.

- COM1.2.2.1 The student listens to or reads text to connect personal experiences and ideas with those of other cultures in literature.



MATH

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

MA1.1.1 The student demonstrates number sense for whole numbers, fractions, and money using concrete objects in a variety of situations.

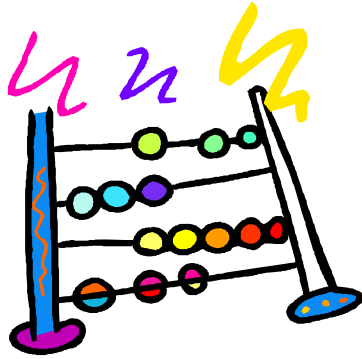
- MA1.1.1.K1 The student knows, explains, and represents whole numbers from 0 through 100 using concrete objects.
- MA1.1.1.K2a The student compares and orders whole numbers from 0 through 100 using concrete objects.
- MA1.1.1.K2b The student compares and orders fractions with like denominators (halves and fourths) using concrete objects.
- MA1.1.1.K3 The student recognizes a whole, a half, and a fourth and represents equal parts of a whole (halves, fourths) using concrete objects, pictures, diagrams, fraction strips, or pattern blocks.
- MA1.1.1.K4 The student identifies and uses ordinal numbers first (1st) through tenth (10th).
- MA1.1.1.K5 The student identifies coins (pennies, nickels, dimes, quarters) and currency (\$1, \$5, \$10) and states the value of each coin and each type of currency using money models.
- MA1.1.1.K6 The student recognizes and counts a like group of coins (pennies, nickels, dimes).

MA1.1.2 The student demonstrates an understanding of whole numbers with a special emphasis on place value and recognizes, applies, and explains the concepts of properties as they relate to whole numbers in a variety of situations.

- MA1.1.2.K1 The student reads and writes whole numbers from 0 through 100 in numerical form.
- MA1.1.2.K2 The student represents whole numbers from 0 through 100 using various groupings and place value models, emphasizing ones, tens, and hundreds.
- MA1.1.2.K3 The student counts subsets of whole numbers from 0 through 100 both forwards and backwards.
- MA1.1.2.K4 The student writes in words whole numbers from 0 through 10.
- MA1.1.2.K5 The student identifies the place value of the digits in whole numbers from 0 through 100.
- MA1.1.2.K6 The student identifies any whole number from 0 through 30 as even or odd.
- MA1.1.2.K7a The student uses the concept of commutative property of addition with whole numbers from 0 through 100 and demonstrates their meaning using concrete objects.
- MA1.1.2.K7b The student uses the concept of zero property of addition with whole numbers from 0 through 100 and demonstrates their meaning using concrete objects.

MA1.1.4 The student models, performs and explains computation with whole numbers using concrete objects in a variety of situations.

- MA1.1.4.K2 The student states and uses with efficiency and accuracy basic addition facts with sums from 0 through 12 and corresponding subtraction facts.
- MA1.1.4.K3 The student skip counts by 2s, 5s, and 10s through 50.
- MA1.1.4.K4 The student uses repeated addition (multiplication) with whole numbers to find the sum when given the number of groups (ten or less) and given the same number of concrete objects in each group (ten or less).



- MA1.1.4.K5 The student uses repeated subtraction (division) with whole numbers when given the total number of concrete objects in each group to find the number of groups.
- MA1.1.4.K6a The student performs and explains adding whole numbers with sums through 99 without regrouping using concrete objects.
- MA1.1.4.K6b The student performs and explains subtracting two-digit whole numbers without regrouping using concrete objects.
- MA1.1.4.K7 The student shows that addition and subtraction are inverse operations using concrete objects.
- MA1.1.4.K8 The student reads and writes horizontally and vertically the same addition expression.

MA1.2.1 The student recognizes, describes, extends, develops, and explains relationships in patterns using concrete objects in a variety of situations.

- MA1.2.1.K2a The student uses counting numbers related to number theory to generate patterns.
- MA1.2.1.K2b The student uses whole numbers that increase to generate patterns.
- MA1.2.1.K2c The student uses geometric shapes to generate patterns.
- MA1.2.1.K2d The student uses measurements to generate patterns.
- MA1.2.1.K2e The student uses the calendar to generate patterns.
- MA1.2.1.K2f The student uses money and time to generate patterns.
- MA1.2.1.K2g The student uses things related to daily life to generate patterns.
- MA1.2.1.K2h The student uses things related to size, shape, color, or movement to generate patterns.
- MA1.2.1.K3 The student identifies and continues a pattern presented in various formats including numeric (list or table), visual (picture, table, or graph), verbal (oral description), kinesthetic (action) and written.
- MA1.2.1.K4a The student generates repeating patterns for the AB pattern, the ABC pattern, and the AAB pattern.
- MA1.2.1.K4b The student generates growing patterns that add 1,2,5, or 10.

MA1.2.2 The student solves addition and subtraction equations using concrete objects in a variety of situations.

- MA1.2.2.K1 The student explains and uses symbols to represent unknown whole number-quantities from 0 through 20.
- MA1.2.2.K2 The student finds the unknown sum or difference of the basic facts using concrete objects.
- MA1.2.2.K3 The student describes and compares two whole numbers from 0 through 100 using the terms: is equal to, is less than, is greater than.



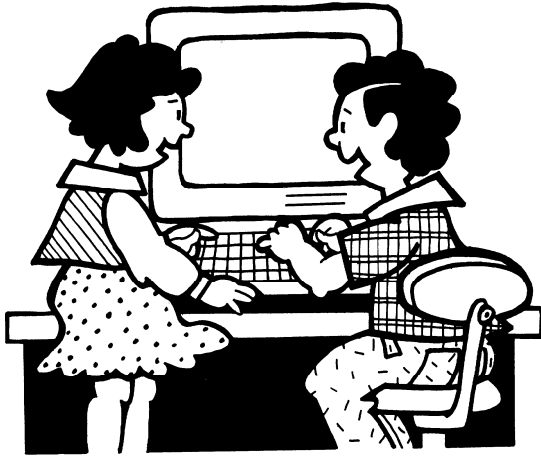
COM1.1.3 The student expands vocabulary.

- COM1.1.3.1 The student demonstrates automatic recognition of sight words.
- COM1.1.3.2 The student determines the meaning of unknown words or phrases using picture clues and context clues from sentences.
- COM1.1.3.3 The student identifies synonyms and antonyms to determine the meaning of words.
- COM1.1.3.4 The student determines meaning of words through knowledge of word structure

COM1.1.4 The student comprehends a variety of text (narrative, expository, technical, and persuasive).

- COM1.1.4.1 The student participates in discussions about narrative, expository, and technical texts read to them or text read independently.
- COM1.1.4.2 The student locates and discusses title, author, illustrator, and illustrations.
- COM1.1.4.3 The student uses pictures, content, and prior knowledge to make predictions.
- COM1.1.4.4 The student responds logically to literal, inferential, and critical thinking questions before, during and after listening to or reading the text.
- COM1.1.4.5 The student uses picture clues, text, and prior knowledge to make inferences and draw conclusions. ♦
- COM1.1.4.6 The student develops awareness of text structure. ♦
- COM1.1.4.7 The student sequences events according to basic story structure of beginning, middle, and end. ♦
- COM1.1.4.8 The student compares and contrasts information between texts. ♦
- COM1.1.4.9 The student retells or role-plays important events and main ideas from narrative and expository texts. ♦
- COM1.1.4.10 The student identifies the topic and main idea in appropriate-level texts. ♦





LANGUAGE ARTS

READING

The student reads and comprehends text across the curriculum.

COM1.1.1 The student uses skills in alphabets to construct meaning from text.

- COM1.1.1.1 The student identifies sounds of both upper and lower case letters of the alphabet.
- COM1.1.1.2 The student identifies names of both upper and lower case letters of the alphabet. ♦
- COM1.1.1.3 The student identifies and distinguishes between letters, words, and sentences. ♦
- COM1.1.1.4 The student identifies and manipulates phonemes in spoken words. ♦
- COM1.1.1.5 The student identifies onsets and rimes in spoken words. ♦
- COM1.1.1.6 The student uses knowledge of letter-sound correspondences. ♦
- COM1.1.1.7 The student manipulates onsets and rimes in spoken words.

COM1.1.2 The student reads fluently.

- COM1.1.2.1 The student applies concepts of print when reading.
- COM1.1.2.2 The student uses punctuation at instructional or independent reading levels while reading.
- COM1.1.2.3 The student reads expressively with appropriate pace, phrasing, intonation and rhythm of speech with familiar text.
- COM1.1.2.4 The student uses knowledge of sentence structure to read fluently at instructional or independent reading levels.
- COM1.1.2.5 The student uses a variety of word-recognition strategies to read fluently.

MA1.2.3 The student recognizes and describes whole number relationships using concrete objects in a variety of situations.

- MA1.2.3.K1 The student plots whole numbers from 0 through 100 on segments of a number line.
- MA1.2.3.K3 The student states numerical relationships for whole numbers from 0 through 50 in a horizontal or vertical function table (input/output machine).

MA1.2.4 The student uses mathematical models including concrete objects to represent, show, and communicate mathematical relationships in a variety of situations.

- MA1.2.4.A1a The student recognizes that process models can be used to model computational procedures and mathematical relationships, to compare and order numerical quantities, and to model problem situations.
- MA1.2.4.A1b The student recognizes that place value models can be used to compare, order, and represent numerical quantities and to model computational procedures.
- MA1.2.4.A1c The student recognizes that two-dimensional geometric models, three-dimensional geometric models, and real-world objects can be used to compare size and to model attributes or geometric shapes.
- MA1.2.4.A1d The student recognizes that two-dimensional geometric models, three-dimensional geometric models, and concrete objects can be used to model probability.
- MA1.2.4.A1e The student recognizes that concrete objects, pictographs, and horizontal and vertical bar graphs can be used to organize, display, and explain data.

MA1.3.1 The student recognizes geometric shapes and their attributes using concrete objects in a variety of situations.

- MA1.3.1.K1 The student recognizes and draws circles, squares, rectangles, triangles, and ellipses (ovals) (plane figures/two-dimensional figures).
- MA1.3.1.K3 The student recognizes cubes, rectangular prisms, cylinders, cones, and spheres (solids/three-dimensional figures).

MA1.3.2 The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

- MA1.3.2.K1 The student uses whole number approximations (estimations) for length and weight using nonstandard units of measure.
- MA1.3.2.K2a The student compares two measurements using longer, shorter (length).
- MA1.3.2.K2b The student compares two measurements using taller, shorter (height).
- MA1.3.2.K2c The student compares two measurements using heavier, lighter (weight).
- MA1.3.2.K2d The student compares two measurements using hotter, colder (temperature).
- MA1.3.2.K3 The student reads and tells time at the hour and the half-hour using analog and digital clocks.
- MA1.3.2.K4 The student selects appropriate measuring tools for length, weight, volume, and temperature for a given situation.
- MA1.3.2.K5 The student measures length and weight to the nearest whole unit using nonstandard units.

MA1.3.3 The student develops the foundation for spatial sense using concrete objects in a variety of situations.

- MA1.3.3.K1 The student describes the spatial relationship between two concrete objects using appropriate vocabulary, e.g., behind, above, below, on, under, beside, or in front of.
- MA1.3.3.K2 The student recognizes that changing an object's position or orientation does not change the name, size, or shape of the object.
- MA1.3.3.K3 The student describes movement of concrete objects using appropriate vocabulary, e.g., right, left, up, or down.

MA1.3.4 The student identifies one or more points on a number line in a variety of situations.

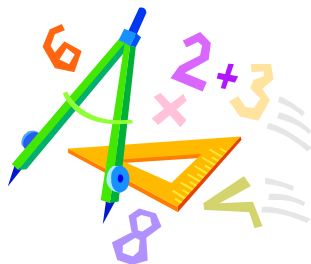
- MA1.3.4.K1 The student locates and plots whole numbers from 0 through 100 on a segment of a number line.
- MA1.3.4.K2 The student describes a given whole number from 0 to 100 as coming before or after another number on a number line.
- MA1.3.4.K3 The student uses a number line to model addition and counting using whole numbers from 0 to 100.

MA1.4.1 The student applies the concepts of probability using concrete objects in a variety of situations.

- MA1.4.1.K1 The student recognizes whether an outcome of a simple event in an experiment or simulation is impossible, possible, or certain.
- MA1.4.1.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.

MA1.4.2 The student collects, displays, and explains numerical (whole numbers) and non-numerical data sets including the use of concrete objects in a variety of situations.

- MA1.4.2.K1a-e The student displays and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, and whole number intervals using graphs with concrete objects, pictographs with a whole symbol or picture representing one (no partial symbols or pictures), frequency tables (tally marks), horizontal and vertical bar graphs, and Venn diagrams or other pictorial displays.
- MA1.4.2.K2 The student collects data using different techniques (observations or interviews) and explains the results.
- MA1.4.2.K3 The student identifies the minimum (lowest) and maximum (highest) values in a data set.
- MA1.4.2.K4 The student determines the mode (most) after sorting by one attribute.
- MA1.4.2.K5 The student sorts and records qualitative (non-numerical, categorical) data sets using one attribute.



SCIENCE

S.1.1.1 The student will be involved in activities that develop skills necessary to conduct scientific inquiries.

- S.1.1.1.1 The student identifies properties of objects.
- S.1.1.1.5 The student describes an observation orally or pictorially.
- USD.1.1.1.6 The student identifies and uses the five senses to observe how a variety of objects are alike and different.

S.1.2.1 The student will develop skills to describe objects.

- S.1.2.1.2 The student separates or sorts a group of objects or materials by properties.
- USD.1.2.1.5 The student identifies and sorts objects as living and non-living.

S.1.3.1 The student will develop an understanding of the characteristics of living things.

- S.1.3.1.4 The student examines the structures/parts of living things.

S.1.4.2 The student will observe and compare objects in the sky.

- S.1.4.2.1 The student observes and recognizes objects in the sky.
- S.1.4.2.2 The student describes that the sun provides warmth and light.

S.1.4.3 The student will describe changes in weather

- S.1.4.3.1 The student observes changes in the weather from day to day.
- S.1.4.3.3 The student discusses weather safety procedures.
- USD.1.4.3.4 The student identifies types of weather.
- USD.1.4.3.5 The student identifies the seasons.

S.1.5.1 The student will use technology to learn about the world around them.

- S.1.5.1.1 The student explores the ways things work.

S.1.6.1 The student will demonstrate responsibility for their own health.

- S.1.6.1.1 The student engages in personal care.
- S.1.6.1.2 The student discusses healthy foods.
- S.1.6.1.3 The student discusses that humans need to practice being safe.

S.1.7.1 The student will know they practice science.

- S.1.7.1.1 The student is involved in explorations that make his/her mind wonder and know that he/she is practicing science.
- S.1.7.1.2 The student uses technology to learn about people in science.

