

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides mathematics model academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 of the Revised Statutes of Nebraska (R.R.S.)), and the requirements of this Chapter.

Example Indicators. Following each standard is a set of example indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the standards are repeated in whole or in part at different grade levels, the example indicators show progression and increased expectations throughout the grades. Although the example indicators are not an exhaustive list of what can be done to meet the standards, they are representative of the content for each standard at each grade level.

FIRST GRADE

1.1 Numeration/Number Sense

1.1.1 By the end of first grade, students will recognize, write, and orally express the sequential order of the number system.

Example indicators:

- Recognize and write numerals from 0-100.
- Count forward by 1s, 2s, 5s and 10s up to 100.
- Count backward from 10 to 0 by 1s.
- Identify ordinal positions of first, second, third, through tenth.

1.1.2 By the end of first grade, students will demonstrate ways of representing numbers and compare relations among numbers.

Example indicators:

- Count objects to demonstrate one-to-one correspondence.
- Use comparison vocabulary (bigger, smaller, more, less, equal, higher, and lower).

