

Identifier	Nevada - Grade 4 - Computer and Technology	Introduced	Completed
4 CT 2	PRODUCTIVITY TOOLS		
4 CT 2.5.1	Apply correct finger placement for basic keyboarding skills.		
4 CT 2.5.2	Create a document including a graphic using basic formatting techniques that demonstrate the ability to type, edit, and print.		
4 CT 2.5.3	Create a database with predefined fields, enter data for multiple records, and print reports based on sort query using ascending and descending order.		
4 CT 2.5.4	Construct a guided spreadsheet containing appropriate labels, values, formulas, and simple functions.		
4 CT 2.5.5	Create a multimedia document or presentation using text, graphics, and/or sound.		
4 CT 2.5.6	Explain the differences between data files and program files, and describe and use the file management software of a computer.		
4 CT 2.5.7.1	Describe the process of accessing a LAN and demonstrate the process as available.		
4 CT 2.5.7.2	Define and explain the uses of an electronic communication device, telecommuting, and teleconferencing.		
4 CT 3	RESEARCH TOOLS		
4 CT 3.5.1	Select a research topic or define a problem and predict outcomes using technology tools.		
4 CT 3.5.2	Generate keywords for a research topic or problem.		
4 CT 3.5.3	Select information from a variety of remote resources for a research topic or problem exploring hyperlinks.		
4 CT 3.5.4	Use an organizational format to arrange information for presentation or decision making.		
4 CT 3.5.5	Demonstrate an understanding of intellectual property and identify source and content of information collected.		
4 CT 3.5.6	Generate a list of sources.		
4 CT 3.5.7	Summarize and share the research process and its outcome.		
4 CT 4	TOOLS AND PROCESSES		
4 CT 4.5.1	Recognize that technological resources include people, information, materials, machines, energy, capital, and time.		
4 CT 4.5.2	Employ tools and materials to design or develop products or projects.		
4 CT 4.5.3	Demonstrate the importance of safety and ease of use in selecting appropriate tools.		
4 CT 4.5.4	Solve difficulties with tools or devices to accomplish the desired result including computer operations and recognize basic operational problems, such as printer jams, and possible solutions.		
4 CT 5	SYSTEMS		
4 CT 5.5.1	Explain open, closed, simple, complex, micro, and macro systems.		
4 CT 5.5.2	Explain how systems depend on a variety of resources to produce a desirable outcome (e.g., computer information processing cycle).		
4 CT 5.5.3	Classify systems according to type and level (e.g., open loop system or closed loop system, simple or complex, and micro or macro).		
4 CT 6	IMPLICATIONS ON SOCIETY		
4 CT 6.5.1	Examine products and communicate how that product solved a human need or want.		
4 CT 6.5.2	Explain how physical environments are changed by technological developments.		
4 CT 6.5.3	Describe the relationship between careers and technological developments.		
4 CT 6.5.4	Explain society's use of technology and describe both the positive and negative impacts on the workplace, society, and the environment.		

Identifier	Nevada - Grade 4 - Health	Introduced	Completed
4 H			
4 H 1.5.1	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.		
4 H 1.5.2	Name and explain the stages of growth and development.		
4 H 1.5.3	Identify the key nutrients and the relationship of a balanced diet and these nutrients to health.		
4 H 1.5.4	Describe how family, peers, and information influence the use, misuse, and abuse of drugs.		
4 H 1.5.5	Explain procedures for personal safety when confronted with violence or other hazards.		
4 H 1.5.6	Describe how behaviors, pathogens, genetic history, and other factors are related to disease prevention.		
4 H 1.5.7	Identify programs designed to promote community health.		
4 H 1.5.8	Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.		
4 H 2.5.1	Identify community sources that provide preventive health care.		
4 H 2.5.2	Describe situations requiring professional health services.		
4 H 3.5.1A	List consequences of harassment, fighting, and intimidation.		
4 H 3.5.1B	Demonstrate anger management techniques.		
4 H 3.5.2	Demonstrate refusal skills and ways to seek assistance.		
4 H 3.5.3	Distinguish between safe and risky/harmful behaviors.		
4 H 3.5.4	Demonstrate strategies to manage stress.		
4 H 3.5.5	Perform basic safety, first aid, and life-saving techniques.		
4 H 4.5.1	Compare and contrast factors responsible for differences in health behavior and health services in different cultures.		
4 H 4.5.2	Describe ways technology can influence health and chronic disease.		
4 H 4.5.3	Analyze how stated and implied messages from media influence health behaviors.		
4 H 5.5.2	Refine skills and strategies for solving interpersonal conflicts without harming self and others.		
4 H 6.5.1A	Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences.		
4 H 6.5.1B	Set an individual health goal and identify the steps necessary to achieve it.		
4 H 6.5.2	Predict how decisions regarding health behaviors have consequences for self and others.		
4 H 6.5.3	Explain when to ask for assistance in making health-related decisions and setting health goals.		
4 H 7.5.1A	Demonstrate the ability to work independently when promoting health for self and others.		
4 H 7.5.1B	Encourage others to make healthy choices.		

Identifier	Nevada - Grade 4 - Music	Introduced	Completed
4 Mus 1	SINGING		
4 Mus 1.5.1	Sing independently and expressively.		
4 Mus 1.5.2	Sing in an ensemble while following a conductor.		
4 Mus 1.5.3	Sing descants, partner songs, and three-part rounds.		
4 Mus 1.5.4	Sing more complex patriotic songs, folk songs, and multicultural selections.		
4 Mus 2	PLAYING INSTRUMENTS		
4 Mus 2.5.1	Play rhythmic, melodic, and chordal patterns.		
4 Mus 2.5.4	Play or accompany folk, traditional, and multicultural music.		
4 Mus 3	IMPROVISATION		
4 Mus 3.5.1	Improvise melodic and rhythmic patterns within the context of a musical phrase.		
4 Mus 3.5.3	Improvise introductions and codas, B sections, and changing parts of the rondo.		
4 Mus 4	WRITING		
4 Mus 4.5.1	Create music to interpret readings or dramatizations.		
4 Mus 4.5.2	Create and perform songs and instrumental pieces.		
4 Mus 4.5.3	Organize and perform pieces using a variety of sound sources.		
4 Mus 5	READING		
4 Mus 5.5.1	Read whole, half, dotted half, quarter, and eighth notes and rests in duple and triple meter.		
4 Mus 5.5.2	Read melodic patterns in the treble clef using solfege, numbers, and/or letters.		
4 Mus 5.5.3	Use complex music symbols (e.g., dynamics, tempo).		
4 Mus 5.5.4	Sight read rhythmic and melodic patterns.		
4 Mus 5.5.5	Notate simple rhythm and melody using standard symbols.		
4 Mus 6	LISTENING		
4 Mus 6.5.1	Compare and contrast simple elements of music when presented aurally.		
4 Mus 7	EVALUATION		
4 Mus 7.5.1	Construct criteria using standard music vocabulary.		
4 Mus 7.5.2	Explain personal preferences for specific musical works and styles using complex musical vocabulary (e.g., crescendo/decelcendo; rondo form).		
4 Mus 9	CULTURAL AND HISTORICAL CONNECTIONS		
4 Mus 9.5.1	Identify by style aural examples from various historical periods, American musical history, and world cultures.		
4 Mus 9.5.2	Describe the role of musicians in various settings and cultures (e.g. performers, educators, critics, composers).		
4 Mus 10	CROSS-CURRICULAR		
4 Mus 10.5.1	Using Grade 5 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 4 - Physical Education	Introduced	Completed
4 PE			
4 PE 1.5.1	Utilize vocabulary to differentiate between more complex game-like strategies (i.e., offense, defense).		
4 PE 1.5.2A	Identify and apply the intermediate elements (i.e., force and accuracy) of movement forms.		
4 PE 1.5.2B	Apply simple strategies to game-like situations.		
4 PE 1.5.3	Identify the characteristics of highly skilled performance in a few movement forms.		
4 PE 1.5.4	Explain the physiological factors (i.e., heredity) affecting individual differences in physical fitness levels.		
4 PE 2.5.1	Utilize locomotor and nonlocomotor movements in physical activities.		
4 PE 2.5.2	Execute a combination of skills in a new and dynamic environment.		
4 PE 2.5.3	Create and perform sequence, alone or with a group, that combines weight transfer and balance movements.		
4 PE 3.5.1A	Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels, and pathways.		
4 PE 3.5.1B	Clearly demonstrate a range of qualities of movement (i.e., bound/free, percussive/sustained)		
4 PE 3.5.1C	Observe and identify the action (i.e., skip, gallop) and movement elements (i.e., direction, level) of brief movement sequences.		
4 PE 3.5.2A	Create and perform an identifiable beginning, middle, and end of a movement sequence both with and without rhythmic accompaniment.		
4 PE 3.5.2B	Apply partner skills while creating a movement sequence.		
4 PE 3.5.2C	Create a movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement.		
4 PE 3.5.2D	Recognize the elements of movement (i.e., shape, level, and pathways) found in dance, sports, and everyday actions.		
4 PE 3.5.3A	Create a movement sequence to express an idea/concept.		
4 PE 3.5.3B	Discuss interpretations and reactions to a movement sequence.		
4 PE 3.5.4A	Create and perform various movements to a steady beat with or without a prop (i.e., tinkling poles) within a group.		
4 PE 3.5.4B	Move to a musical beat and respond to changes in tempo (i.e., use a hand drum, recorder, segments of music of various tempos).		
4 PE 3.5.5A	Perform more technically complex folk and/or social dances and identify the cultural and historical contexts.		
4 PE 4.5.1	Create personal goals related to fitness assessment.		
4 PE 4.5.2	Maintain a continuous aerobic activity (at a target heart rate) for a specified time.		
4 PE 4.5.3	Identify the health-related components of fitness in various activities.		
4 PE 4.5.4	Utilize proper warm-up, conditioning, and cool-down techniques.		
4 PE 5.5.1	Make proper decisions about applying rules, procedures, and etiquette.		
4 PE 5.5.2	Demonstrate positive responses to challenges, successes, and failures in physical activity.		
4 PE 5.5.3	Manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences.		
4 PE 5.5.4	Identify similarities and differences in games, sports, and dance from other cultures.		

Identifier	Nevada - Grade 4 - Theater	Introduced	Completed
4 Th			
4 Th 1.5.1	Create a script with two or more characters; a beginning, middle, and end; setting; and character descriptions.		
4 Th 1.5.2	Work together in a group to plan, rehearse, and present a dramatized idea or story.		
4 Th 1.5.6	Draw and/or build model sets for a production (e.g., cardboard or diorama).		
4 Th 1.5.7	Assemble props and costumes for use in a dramatized event set in a specific time period and locale (e.g., Pilgrims or Romans).		
4 Th 2.5.1	Identify and list a given character's traits by looking at the character's actions and dialogue.		
4 Th 2.5.2	Demonstrate examples of character traits through movement, pantomime, improvisation, and/or voice (e.g., How does a person move and speak at age 60? At age 6?).		
4 Th 2.5.3	Portray a character's traits through movement, voice, and/or dialogue in a dramatized idea or story.		
4 Th 3.5.1	Discuss performances of students and visiting artists.		
4 Th 3.5.2	Describe emotional response to a performance and explain genre preference (e.g., romance, comedy, suspense, and action).		
4 Th 3.5.3	Differentiate between comedy and tragedy.		
4 Th 4.5.1	Explain how movies or television reveal information about other historical periods and cultures.		
4 Th 4.5.2	Identify the conflict between characters in a dramatized event.		

Identifier	Nevada - Grade 4 - Visual Arts	Introduced	Completed
4 VA 1	KNOWLEDGE		
4 VA 1.5.1	Determine differences between media, techniques, or processes in works of art (e.g., the transparency of watercolor vs. the opaqueness of tempera).		
4 VA 1.5.2	Examine how different media, techniques, and processes cause different responses (e.g., Look at two-dimensional vs. three-dimensional works of art).		
4 VA 1.5.3	Create artworks using various media, techniques, and processes to communicate ideas.		
4 VA 2	APPLICATION		
4 VA 2.5.1	Describe various visual characteristics of art (e.g., sensory, formal, technical, and expressive).		
4 VA 2.5.2	Identify and describe possible purposes and/or functions of art (e.g., The purpose for a pot's decoration might be to tell a story while the pot's function might be storage).		
4 VA 2.5.3	Explain how visual characteristics, purposes, and/or functions of art may cause different responses.		
4 VA 2.5.4	Select and use specific visual characteristics to communicate.		
4 VA 3	CONTENT		
4 VA 3.5.1	Discuss how subject matter, symbols, and ideas produce meanings in works of art.		
4 VA 3.5.2	Produce a work of art that demonstrates the ability to convey meaning by integrating subject matter and symbols with ideas.		
4 VA 3.5.3	Explain the way subject matter, symbols, and ideas are chosen to present meaning in student artwork.		
4 VA 4	CONTEXT		
4 VA 4.5.2	Associate a variety of artworks with cultures, times, and places.		
4 VA 4.5.3	Create works of art that demonstrate historical and cultural influence.		
4 VA 5	INTERPRETATION		
4 VA 5.5.1	Compare and contrast characteristics of art.		
4 VA 5.5.2	Identify merits in artworks.		
4 VA 5.5.3	Describe meanings of art.		
4 VA 5.5.4	State preferences for characteristics, merits, and meanings in art.		

Identifier	Kamico - Grade 4 - Language Arts/Reading		Introduced	Completed
R 4	READING			
R 4.1.1A	Vocabulary Development	Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words.		
R 4.1.1B	Vocabulary Development	Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un-.		
R 4.1.2A	Comprehension	Determine a text's main (or major) ideas and how those ideas are supported with details.		
R 4.1.2B	Comprehension	Paraphrase and summarize text to recall, inform, or organize ideas.		
R 4.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.		
R 4.2.1B	Text Structures/ Literary Concepts	Recognize and analyze story plot, setting, and problem resolution.		
R 4.3.1A	Comprehension	Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.		
R 4.3.1B	Comprehension	Find similarities and differences across texts such as in treatment, scope, or organization.		
R 4.3.1C	Comprehension	Represent text information in different ways such as in outline, time line, or graphic organizer.		
R 4.3.2A	Text Structures/ Literary Concepts	Judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"		
R 4.3.2B	Text Structures/ Literary Concepts	Identify the purposes of different types of texts such as to inform, influence, express, or entertain.		
R 4.3.2C	Text Structures/ Literary Concepts	Compare communication in different forms such as comparing story variants.		
R 4.3.2D	Text Structures/ Literary Concepts	Describe how the author's perspective or point of view affects the text.		
R 4.4.1A	Comprehension	Draw inferences such as conclusions or generalizations and support them with text evidence.		
R 4.4.1B	Comprehension	Distinguish fact and opinion in various texts.		
R 4.4.2A	Literary Response	Support responses by referring to relevant aspects of text.		
R 4.4.2B	Literary Response	Connect, compare, and contrast ideas, themes, and issues across text.		
R 4.4.3A	Text Structures/ Literary Concepts	Recognize that authors organize information in specific ways.		
W 4	WRITING			
W 4.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 4.1.1B	Purposes	Write to inform, such as to explain, describe, and narrate.		
W 4.1.1C	Purposes	Write to entertain, such as to compose short stories.		
W 4.2.1A	Grammar/ Usage	Write in complete sentences, varying the types, such as compound and complex, to match meanings and purposes.		
W 4.2.1B	Grammar/ Usage	Use prepositional phrases to elaborate written ideas.		
W 4.2.1C	Grammar/ Usage	Use conjunctions to connect ideas meaningfully.		
W 4.2.2A	Writing Processes	Edit drafts to ensure varied sentence structure and appropriate word choice.		
W 4.2.2B	Writing Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.		
W 4.3.1A	Grammar/ Usage	Employ Standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.		
W 4.3.1B	Grammar/ Usage	Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.		
W 4.3.1C	Grammar/ Usage	Write with increasing accuracy when using objective case pronouns, such as 'Dan cooked for you and me.'		
W 4.3.2A	Writing Processes	Replace an indefinite reference with a specific noun or noun phrase or replace a vague word or phrase with more precise wording.		
W 4.3.2B	Writing Processes	Recognize grammatically correct writing.		
W 4.4.1A	Capitalization/ Punctuation	Capitalize and punctuate correctly to clarify and enhance meaning, such as capitalizing titles and using possessives, commas in a series, commas in direct address, and sentence punctuation.		
W 4.4.1B	Capitalization/ Punctuation	Write with increasing accuracy when using apostrophes in contractions, such as it's, and possessives, such as Jan's.		
W 4.4.2A	Spelling	Spell proficiently.		
W 4.4.3A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 4 - Language Arts/Reading	Introduced	Completed
	READING		
4 ELA 1.4.2	Use knowledge of phonics, structural elements, and syntax to read and to determine the meaning of unfamiliar words in context.		
4 ELA 1.4.3	Identify and use knowledge of common Greek- and Latin-derived roots and affixes to determine the meaning of words in context.		
4 ELA 1.4.4	Determine the meanings and other features of unknown words and derivations of words, using dictionaries and glossaries.		
4 ELA 1.4.5	Use knowledge of vocabulary and context clues to determine meanings of unknown words.		
4 ELA 2.4.1	Identify prereading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.		
4 ELA 2.4.2	Select and use self-correcting strategies to gain meaning from text.		
4 ELA 2.4.3	Apply skills and strategies of summarizing, paraphrasing, and drawing conclusions to aid comprehension.		
4 ELA 2.4.4	Use note taking, outlining, and summarizing to organize and understand information from text.		
4 ELA 2.4.5	Adjust reading rate to suit difficulty and type of text.		
4 ELA 3.4.1	Use knowledge of character, setting, plot, conflict, and resolution to comprehend a variety of works.		
4 ELA 3.4.2	Make inferences about and compare characters' traits; make predictions about conflicts and resolutions; check text for verification.		
4 ELA 3.4.3	Identify cultural influences in literature.		
4 ELA 3.4.4	Identify themes in a variety of reading selections.		
4 ELA 3.4.5	Locate figurative language, including simile, metaphor, and personification in text.		
4 ELA 3.4.7	Identify structures of stories, plays, poetry, and nonfiction selections.		
4 ELA 4.4.1	Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to comprehend text.		
4 ELA 4.4.2	Compare main ideas and important concepts of various texts.		
4 ELA 4.4.3	Develop hypotheses based upon prior knowledge and information from text.		
4 ELA 4.4.4	Draw conclusions about text and support them with evidence from a variety of sources.		
4 ELA 4.4.5	Identify authors' purposes for writing.		
4 ELA 4.4.6	Read and follow multistep directions to complete a task.		
	WRITING		
4 ELA 5.4.1	Write informative papers with a clear focus using a variety of sources.		
4 ELA 5.4.2	Write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for a specific audience and purpose.		
4 ELA 5.4.3	Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot, characters, and setting.		
4 ELA 5.4.4	Write responses to literary selections, using supporting details from the selection.		
4 ELA 5.4.5	Write compositions with a main idea and supporting details.		
4 ELA 5.4.6	Write short expository texts with supporting details.		
4 ELA 6.4.1	Generate ideas for writing through discussions and individual activities, such as brainstorming and clustering.		
4 ELA 6.4.2	Organize ideas through activities that draw upon sequencing and classifying skills.		
4 ELA 6.4.3	Write compositions of at least one paragraph with a main idea and supporting details.		
4 ELA 6.4.4	Revise drafts to improve meaning and focus of writing by adding and deleting words, sentences, and ideas.		
4 ELA 6.4.5	Edit for use of standard English.		
4 ELA 6.4.6	Produce writing with a voice that shows awareness of an intended audience and purpose.		
4 ELA 6.4.7	Share drafts with others and consider making revisions based upon written responses.		
4 ELA 7.4.1	Identify and correctly use pronoun/antecedent agreement, subject/verb agreement, and verb tenses in writing simple, compound, and complex sentences.		
4 ELA 7.4.2	Write compound and complex sentences.		
4 ELA 7.4.3	Use correct punctuation in compound sentences; use irregular and plural possessives.		
4 ELA 7.4.4	Use rules of capitalization.		
4 ELA 7.4.5	Use correct spelling of frequently used words, applying various spelling strategies and high-frequency spelling rules.		
	LISTENING AND SPEAKING		
4 ELA 8.4.1	Interpret speaker's verbal and nonverbal messages and distinguish fact from opinion.		
4 ELA 8.4.2	Listen to identify how speaking techniques are used to convey a message.		
4 ELA 8.4.3	Recognize that language and dialect usage vary in different contexts, regions, and cultures.		

Identifier	Nevada - Grade 4 - Language Arts/Reading	Introduced	Completed
4 ELA 8.4.4	Follow oral directions to complete a complex task.		
4 ELA 9.4.1	Select and use varied vocabulary and apply standard English to communicate ideas.		
4 ELA 9.4.2	Select and use appropriate public speaking techniques such as rate, pace, and enunciation.		
4 ELA 9.4.3	Give organized presentations that demonstrate a clear viewpoint.		
4 ELA 9.4.4	Read aloud and recite literary, dramatic, and original works.		
4 ELA 9.4.5	Give clear and concise directions to complete a task.		
4 ELA 10.4.1	Contribute to and listen attentively in conversations and group discussions.		
4 ELA 10.4.2	Ask and answer questions with relevant details to clarify ideas.		
4 ELA 10.4.3	Share ideas, opinions, and information clearly and effectively.		
4 ELA 10.4.4	Identify and express opinions and state facts.		
	RESEARCH		
4 ELA 11.4.1	Formulate research questions and establish a focus and purpose for inquiry.		
4 ELA 11.4.2	Use a variety of library resources, media, and technology to find information on a topic.		
4 ELA 11.4.3	Give credit for others' ideas, images, and information by listing sources used in research.		
4 ELA 11.4.4	Organize and record information using note taking from print and nonprint resources.		
4 ELA 11.4.5	Present research findings for different purposes and audiences using various media.		

Identifier	Lander - Grade 4 - Language Arts/Reading	Introduced	Completed
4ELA1	WORD KNOWLEDGE—PHONICS/STRUCTURAL ANALYSIS, VOCABULARY, SPELLING		
4ELA1.1	Use knowledge of phonics, structural elements, and syntax to read and to determine the meaning of unfamiliar words in context		
4ELA1.2	Identify and use knowledge of common Greek- and Latin- derived roots and affixes to determine the meaning of words in context		
4ELA1.3	Use dictionaries and glossaries to determine the meanings and other features of unknown words and derivations of words		
4ELA1.4	Use knowledge of vocabulary and context clues to determine meanings of unknown words		
4ELA1.5	Use patterns to spell correctly		
4ELA1.6	Use structure rules to spell correctly		
4ELA1.7	Use spelling strategies to spell correctly		
4ELA2	READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES		
4ELA2.1	Use graphic organizers to access prior knowledge, predict, preview, and set a purpose to aid comprehension		
4ELA2.2	Select and use self-correcting strategies to gain meaning from text		
4ELA2.3	Apply skills and strategies to aid comprehension		
4ELA2.4	Use note taking, outlining, summarizing, and other graphic organizers to organize and understand information from text		
4ELA2.5	Adjust reading rate to suit difficulty and type of text		
4ELA2.6	Read narrative and expository texts aloud with fluency		
4ELA3	READING COMPREHENSION—LITERATURE		
4ELA3.1	Use knowledge of character, setting, plot, conflict, and resolution to comprehend a variety of works		
4ELA3.2	Make inferences about and compare characters' traits using text for verification		
4ELA3.3	Identify an historical event or cultural influence as portrayed in literature		
4ELA3.4	Identify explicit and implied themes in a variety of reading selections		
4ELA3.5	Locate figurative language, including simile, metaphor, and personification in text		
4ELA3.6	Read and identify the structures of a variety of selections		
4ELA3.7	Demonstrate an active interest in reading		
4ELA3.8	Make predictions about conflicts and resolutions		
4ELA4	READING COMPREHENSION—INFORMATIONAL TEXTS		
4ELA4.1	Use information to comprehend text		
4ELA4.2	Identify and compare main ideas and important concepts of various texts		
4ELA4.3	Develop hypotheses based upon prior knowledge and information from a text		
4ELA4.4	Interpret information in new contexts		
4ELA4.5	Make inferences/draw conclusions about texts and support them with evidence from a variety of sources		
4ELA4.6	Identify authors' purposes for writing		
4ELA4.7	Read and follow multi-step directions to complete a task		
4ELA5	WRITING—COMPOSITION		
4ELA5.1	Write informative papers with a clear focus using a variety of sources		
4ELA5.2	Write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for a specific audience and purpose		
4ELA5.3	Write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details to develop the plot, characters, and setting		
4ELA5.4	Write responses with supporting details to literary selections		
4ELA5.5	Write compositions with a main idea and supporting details		
4ELA5.6	Write short expository texts with supporting details		
4ELA5.7	Use expanded vocabulary in writing		
4ELA6	WRITING—PROCESS		
4ELA6.1	Generate ideas for writing through individual activities such as brainstorming and clustering		
4ELA6.2	Organize ideas through activities that draw upon sequencing and classifying skills such as listing, webbing, and mapping		
4ELA6.3	Write compositions of at least one paragraph with a main idea and supporting details		
4ELA6.4	Revise drafts to improve meaning and focus of writing by adding and deleting words and sentences		

Identifier	Lander - Grade 4 - Language Arts/Reading	Introduced	Completed
4ELA6.5	Edit for use of standard English		
4ELA6.6	Produce writing with voice and purpose for an intended audience		
4ELA6.7	Share drafts with others and make revisions based upon written responses		
4ELA7	WRITING—MECHANICS		
4ELA7.1	Identify and correctly use grammar in writing simple, compound, and complex sentences		
4ELA7.2	Write compound and complex sentences		
4ELA7.3	Use correct punctuation in a variety of works		
4ELA7.4	Use irregular and plural possessives		
4ELA7.5	Use rules of capitalization		
4ELA7.6	Identify correct word order in sentences		
4ELA7.7	Correct run-on sentences		
4ELA7.8	Use correct spelling of frequently used words		
4ELA7.9	Create readable and legible compositions		
4ELA8	LISTENING		
4ELA8.1	Interpret speakers' verbal and non-verbal messages and distinguish fact from opinion		
4ELA8.2	Listen to identify how speaking techniques are used to convey a message		
4ELA8.3	Identify language and dialect usage that vary in different contexts, regions, and cultures		
4ELA8.4	Follow oral directions to complete a complex task		
4ELA9	SPEAKING		
4ELA9.1	Select and use varied vocabulary and apply standard English to communicate ideas		
4ELA9.2	Select and use appropriate public speaking techniques		
4ELA9.3	Give organized presentations that demonstrate a clear viewpoint		
4ELA9.4	Read aloud and recite literary, dramatic, and original works		
4ELA9.5	Give clear and concise directions to complete a task		
4ELA10	DISCUSSION		
4ELA10.1	Contribute to and listen attentively in conversations and group discussions		
4ELA10.2	Ask and answer questions with relevant details to clarify ideas		
4ELA10.3	Share ideas, opinions, and information clearly and effectively		
4ELA10.4	Identify and express opinions and state facts		
4ELA11	RESEARCH AND STUDY SKILLS		
4ELA11.1	Formulate research questions and establish a focus and purpose for inquiry		
4ELA11.2	Use a variety of library resources, media, and technology to find information on a topic		
4ELA11.3	List sources used in research		
4ELA11.4	Organize and record information using note-taking from print and non-print resources		
4ELA11.5	Present research findings for different purposes and audiences using various media		
4ELA11.6	Use test-taking strategies		

Identifier	Kamico - Grade 4 - Mathematics	Introduced	Completed
M 4.1	NUMBER, OPERATION, AND QUANTITATIVE REASONING		
M 4.1.1A	Use place value to read, write, compare, and order whole numbers through the millions place.		
M 4.1.2A	Generate equivalent fractions using pictorial models.		
M 4.1.2B	Model fraction quantities greater than one using pictures.		
M 4.1.2C	Compare and order fractions using pictorial models.		
M 4.1.2D	Relate decimals to fractions that name tenths and hundredths using models.		
M 4.1.3A	Use addition and subtraction to solve problems involving whole numbers.		
M 4.1.3B	Add and subtract decimals to the hundredths place using pictorial models.		
M 4.1.4A	Model factors and products using arrays and area models.		
M 4.1.4B	Represent multiplication and division situations in picture, word, and number form.		
M 4.1.4C	Recall and apply multiplication facts through 12×12 .		
M 4.1.4D	Use multiplication to solve problems involving two-digit numbers.		
M 4.1.4E	Use division to solve problems involving one-digit divisors.		
M 4.1.5A	Round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.		
M 4.1.5B	Estimate a product or quotient beyond basic facts.		
M 4.2	PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING		
M 4.2.1A	Solve division problems related to multiplication facts (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$.		
M 4.2.1B	Use patterns to multiply by 10 and 100.		
M 4.2.2A	Describe the relationship between two sets of related data such as ordered pairs in a table.		
M 4.3	GEOMETRY AND SPATIAL REASONING		
M 4.3.1A	Identify right, acute, and obtuse angles.		
M 4.3.1B	Identify models of parallel and perpendicular lines.		
M 4.3.1C	Describe shapes and solids in terms of vertices, edges, and faces.		
M 4.3.2A	Use translations, reflections, and rotations to verify that two shapes are congruent.		
M 4.3.2B	Use reflections to verify that a shape has symmetry.		
M 4.3.3A	Locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.		
M 4.4	MEASUREMENT		
M 4.4.1A	Estimate and measure weight using standard units including ounces, pounds, grams, and kilograms.		
M 4.4.1B	Estimate and measure capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons.		
M 4.4.2A	Measure to solve problems involving length (including perimeter), time, temperature, and area.		
M 4.5	PROBABILITY AND STATISTICS		
M 4.5.1A	List all possible outcomes of a probability experiment such as tossing a coin.		
M 4.5.1B	Use a pair of numbers to compare favorable outcomes to all possible outcomes such as four heads out of six tosses of a coin.		
M 4.5.1C	Interpret bar graphs.		
M 4.6	UNDERLYING PROCESSES AND MATHEMATICAL TOOLS		
M 4.6.1A	Identify the mathematics in everyday situations.		
M 4.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 4.6.1C	Select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.		
M 4.6.2A	Relate informal language to mathematical language and symbols.		
M 4.6.3A	Make generalizations from patterns or sets of examples and nonexamples.		

Identifier	Nevada - Grade 4 - Mathematics	Introduced	Completed
4 M 1	NUMBERS, NUMBER SENSE, AND COMPUTATION		
4 M 1.4.1	Immediately recall and use multiplication and corresponding division facts through 12s.		
4 M 1.4.3	Generate and solve two-step multiplication and division problems based on practical situations using pencil and paper, mental computation, and estimation.		
4 M 1.4.4	Multiply and divide money amounts by a one-digit whole number producing a solution with no remainder.		
4 M 1.4.5	Multiply and divide multidigit numbers by a one-digit number with regrouping; model and explain division including as repeated subtraction.		
4 M 1.4.6	Read, write, order, and compare whole numbers.		
4 M 1.4.7	Use estimation to determine the reasonableness of an answer.		
4 M 1.4.8	Use and identify place-value positions of whole numbers.		
4 M 1.4.9	Identify and compare fractions with like denominators using numbers, models, and drawings.		
4 M 2	PATTERNS, FUNCTIONS, AND ALGEBRA		
4 M 2.4.1	Identify, describe, and represent numeric and geometric patterns and relationships.		
4 M 2.4.3	Find solutions to given equalities from a given replacement set (e.g., find the solution to $3 \times 7 = \underline{\hspace{1cm}}$, given the replacement set {19, 20, 21}).		
4 M 3	MEASUREMENT		
4 M 3.4.2	Measure and compare length in inches, feet, yards, and miles to the nearest $\frac{1}{2}$, $\frac{1}{4}$; measure and compare lengths in metric units (millimeter, centimeter, meter, kilometer); convert within each system.		
4 M 3.4.3	Communicate the difference between perimeter and area; describe and determine the perimeter of polygons and the area of rectangles (including squares).		
4 M 3.4.4	Determine totals for monetary amounts in problem-solving situations.		
4 M 3.4.5	Describe and determine the perimeter of polygons and the area of rectangles (including squares).		
4 M 4	SPATIAL SENSE AND GEOMETRY		
4 M 4.4.1	Identify, draw, and classify angles according to their measurement, including right, obtuse, and acute.		
4 M 4.4.2	Represent concepts of similarity, congruence, and symmetry using transformational motion.		
4 M 4.4.4	Identify, describe, and classify two- and three-dimensional figures by relevant properties, including the number of vertices (corners), edges, and shapes of faces, using models.		
4 M 4.4.6	Identify, describe, and draw geometric figures including points, intersecting lines, parallel lines, line segments, rays, and angles.		
4 M 5	DATA ANALYSIS		
4 M 5.4.1	Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables.		
4 M 5.4.2	Conduct simple probability experiments using concrete materials, and represent the results using fractions.		
4 M 6	PROBLEM SOLVING		
4 M 6.4.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
4 M 6.4.2	Apply previous experience and knowledge to new problem-solving situations.		
4 M 6.4.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
4 M 6.4.6	Try more than one strategy when the first strategy proves to be unproductive.		
4 M 6.4.9	Generalize solutions and strategies from earlier problems to new problem situations.		
4 M 6.4.10	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable.		
4 M 6.4.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
4 M 7	MATHEMATICAL COMMUNICATION		
4 M 7.4.1	Discuss and exchange ideas about mathematics as a part of learning.		
4 M 7.4.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
4 M 7.4.5	Identify and translate key words and phrases that imply mathematical operations.		
4 M 7.4.8	Use physical material, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats.		
4 M 7.4.11	Make conjectures and present arguments in discussions of mathematical ideas.		
4 M 7.4.12	Explain and justify thinking about mathematical ideas and solutions.		

Identifier	Nevada - Grade 4 - Mathematics	Introduced	Completed
4 M 7.4.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
4 M 7.4.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
4 M 7.4.17	Use mathematical notation to communicate and explain mathematical situations.		
4 M 8	MATHEMATICAL REASONING		
4 M 8.4.1	Justify and explain the solutions to problems using manipulative and physical models.		
4 M 8.4.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
4 M 8.4.5	Follow a logical argument and judge its validity.		
4 M 8.4.6	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning.		
4 M 8.4.8	Ask questions to reflect on, clarify, and extend thinking.		
4 M 8.4.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
4 M 8.4.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
4 M 9	MATHEMATICAL CONNECTIONS		
4 M 9.4.1	Link new concepts to prior knowledge.		
4 M 9.4.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
4 M 9.4.3	Use models to explain the relationship of concepts to procedures.		
4 M 9.4.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
4 M 9.4.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
4 M 9.4.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 4 - Mathematics	Introduced	Completed
4M1	NUMBERS, NUMBER SENSE, AND COMPUTATION		
4M1.1	Read, write, order, and compare whole numbers		
4M1.2	Explain relative size (magnitude) of numbers using powers of ten (hundreds and thousands) as benchmarks		
4M1.3	Use estimation to determine the reasonableness of answers		
4M1.4	Use and identify place value positions of whole numbers		
4M1.5	Use subtraction to model and explain division		
4M1.6	Describe the relationships of operations (addition, subtraction, multiplication, and division)		
4M1.7	Describe and use the processes and properties of addition, subtraction, multiplication, and division, including correct notations and related words		
4M1.8	Identify and compare fractions with like denominators, using numbers, models, and drawings		
4M1.9	Compare fractions with like denominators, without models		
4M1.10	Immediately recall and use multiplication and corresponding division facts through the 12's		
4M1.11	Describe and use algorithms for addition, subtraction, multiplication, and division		
4M1.12	Add and subtract multi-digit numbers, with and without regrouping		
4M1.13	Multiply by multiples of ten or a hundred		
4M1.14	Multiply multi-digit numbers by one-digit number, with and without regrouping		
4M1.15	Divide multiples of ten or one hundred by multiples of ten		
4M1.16	Divide a two- or three-digit number by a one-digit number, with or without a remainder		
4M1.17	Add and subtract decimals		
4M1.18	Multiply and divide money amounts by a one-digit whole number producing a solution with no remainder		
4M1.19	Generate and solve two-step addition and subtraction and one-step multiplication problems, using pencil and paper, mental computation, and estimation		
4M1.20	Use estimation and mental computation in appropriate situations to solve problems		
4M1.21	Use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems		
4M2	PATTERNS, FUNCTIONS, AND ALGEBRA		
4M2.1	Use and interpret operational and relational symbols		
4M2.2	Analyze, describe, create and extend patterns using numbers, appropriate tables, and calculators		
4M2.3	Identify, describe, and represent numeric and geometric patterns and relationships		
4M2.4	Find solutions to given equations from a given replacement set (e.g., find the solution to $3 \times 7 = \underline{\quad}$, given the replacement set {19, 20, 21})		
4M2.5	Use variable expressions (open sentences) to model situations		
4M3	MEASUREMENT		
4M3.1	Measure distance, time, temperature, capacity, weight/mass, volume, and area using standard measuring devices (English and metric)		
4M3.2	Measure and compare length in inches, feet, yards, and miles to the nearest fractional part ($1/4$, $1/2$); convert within this system of measurement		
4M3.3	Measure and compare lengths in metric units (e.g., millimeter, centimeter, meter, kilometer); convert within metric system of measure		
4M3.4	Determine totals for monetary amounts in problem-solving situations		
4M3.5	Describe and determine the perimeter and area of polygons		
4M3.6	Describe and determine the perimeter and area of rectangles (including squares)		
4M3.7	Communicate the difference between area and perimeter		
4M3.8	Estimate measurements with appropriate precision		
4M4	SPATIAL SENSE AND GEOMETRY		
4M4.1	Describe geometric properties, patterns, and relationships		
4M4.2	Identify parts of a solid figure (base, face, edge, vertex)		
4M4.3	Identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of vertices (corners), edges, and the shapes of faces using models		
4M4.4	Identify, describe, and draw basic geometric figures including points, line segments, rays, angles, intersecting lines, and parallel lines using models		
4M4.5	Identify, draw, and classify angles including acute, right, obtuse, according to their measurements		
4M4.6	Predict, verify, and describe results of combining, subdividing, and changing shapes		

Identifier	Lander - Grade 4 - Mathematics	Introduced	Completed
4M4.7	Represent concepts of similarity, congruence, and symmetry using motion geometry		
4M5	DATA ANALYSIS		
4M5.1	Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables		
4M5.2	Read, interpret, and discuss charts, tables, and graphs from books, newspapers, and magazines		
4M5.3	Conduct simple probability experiments using concrete materials and represent the results using fractions		
4M5.4	Apply probability concepts and counting rules		
4M5.5	Solve problems and make predictions based on collected data		
4M5.6	Understand and apply measures of central tendency and variability		
4M6	PROBLEM SOLVING		
4M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
4M6.2	Apply previous experience and knowledge to new problem-solving situations		
4M6.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
4M6.4	Try more than one strategy when the first strategy proves to be unproductive		
4M6.5	Generalize solutions and strategies from earlier problems to new problem situations		
4M6.6	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable		
4M6.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
4M6.8	Use technology, including calculators, to investigate, define, and describe qualitative relationships such as patterns and functions		
4M7	MATHEMATICAL COMMUNICATION		
4M7.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
4M7.2	Identify and translate key words and phrases that imply mathematical operations		
4M7.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
4M7.4	Explain and justify thinking about mathematical ideas and solutions		
4M7.5	Make conjectures and present arguments in discussions of mathematical ideas		
4M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
4M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
4M7.8	Use mathematical notation to communicate and explain mathematical situations		
4M8	MATHEMATICAL REASONING		
4M8.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
4M8.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
4M8.3	Ask questions to reflect on, clarify, and extend thinking		
4M8.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
4M9	MATHEMATICAL CONNECTIONS		
4M9.1	Link new concepts to prior knowledge		
4M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
4M9.3	Use models to explain the relationship of concepts to procedures		
4M9.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
4M9.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
4M9.6	Identify, explain, and use mathematics in everyday life		

Identifier	Nevada - Grade 4 - Social Studies		Introduced	Completed
4 SS C	CIVICS			
4 SS C 1.5.1	Rules and Law	Describe the effects on society of the absence of law.		
4 SS C 1.5.2	Rules and Law	Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government.		
4 SS C 1.5.4	Rules and Law	Describe the operation of representative government, including the rights of political minorities.		
4 SS C 2.5.1	US Government	Identify the three branches of government (as set forth in the U.S. Constitution).		
4 SS C 2.5.2	US Government	Name the two houses of the U.S. Congress.		
4 SS C 2.5.3	US Government	Identify the powers of the U.S. Congress, such as power to tax, declare war, impeach the President.		
4 SS C 2.5.4	US Government	Identify the duties of the President.		
4 SS C 2.5.5	US Government	Identify the Supreme Court as the highest court in the land.		
4 SS C 2.5.6	US Government	Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.		
4 SS C 4.5.1	Political Process	List the qualities of a leader.		
4 SS C 4.5.2	Political Process	Name the two major political parties.		
4 SS C 4.5.3	Political Process	Give examples of interest groups.		
4 SS C 4.5.4	Political Process	Identify sources of information people use to form an opinion.		
4 SS C 5.5.1	Citizenship	Describe the difference between a natural-born and a naturalized citizen of the United States.		
4 SS C 5.5.3	Citizenship	Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance.		
4 SS C 5.5.4	Citizenship	Identify the Bill of Rights.		
4 SS C 5.5.6	Citizenship	Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.		
4 SS C 6.5.1	State and Local Government	Explain why local governments are created within states.		
4 SS C 6.5.3	State and Local Government	Name the three branches of state government.		
4 SS C 6.5.4	State and Local Government	Know that there are different types of courts.		
4 SS C 7.5.1	Political and Economic Systems	List the characteristics of a nation-state, including self-rule, territory, population, and organized government.		
4 SS C 8.5.1	International Relations	Identify the countries bordering the United States.		
4 SS C 8.5.2	International Relations	Explain ways in which nations interact.		
4 SS E	ECONOMICS			
4 SS E 1.5.1	Economic Way of Thinking	Describe how scarcity requires a person to make a choice and identify a cost associated with the decision.		
4 SS E 1.5.2	Economic Way of Thinking	Demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences.		
4 SS E 1.5.3	Economic Way of Thinking	Demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost.		
4 SS E 1.5.4	Economic Way of Thinking	Identify the benefits and costs of spending now versus saving for later.		
4 SS E 2.5.2	Measuring US Economic Performance	Identify and compare per capita measures for the U.S. for different time periods.		
4 SS E 2.5.4	Measuring US Economic Performance	Define inflation and deflation and explain how they affect individuals.		
4 SS E 2.5.6	Measuring US Economic Performance	Define employment and unemployment.		
4 SS E 2.5.8	Measuring US Economic Performance	Identify and give examples of interest rates for borrowing and saving.		
4 SS E 3.5.1	Functioning of Markets	Explain why trade must be mutually beneficial.		
4 SS E 3.5.2	Functioning of Markets	Demonstrate an understanding of supply and demand in a market.		
4 SS E 3.5.3	Functioning of Markets	Contrast the effects of price changes on the behavior of buyers and sellers.		
4 SS E 4.5.1	Private US Economic Institutions	Identify financial institutions.		
4 SS E 4.5.2	Private US Economic Institutions	Provide examples of labor unions.		
4 SS E 4.5.3	Private US Economic Institutions	Explain the purposes for establishing for-profit organizations.		
4 SS E 4.5.4	Private US Economic Institutions	Explain the purposes for establishing not-for-profit organizations.		
4 SS E 4.5.5	Private US Economic Institutions	Identify the rewards and risks of saving money in financial institutions.		
4 SS E 5.5.1	Money	Explain why it is easier for people to save and trade using money rather than using other commodities.		

Identifier	Nevada - Grade 4 - Social Studies		Introduced	Completed
4 SS E 5.5.4	Money	Identify forms of money used in the U.S. prior to the 20th century.		
4 SS E 5.5.5	Money	Give examples of purchases made using credit.		
4 SS E 6.5.1	US Economy as a Whole	Discuss the resources needed for production in households, schools, and community groups.		
4 SS E 6.5.2	US Economy as a Whole	Demonstrate an understanding that an individual can be both a consumer and a producer.		
4 SS E 6.5.3	US Economy as a Whole	Recognize the three types of productive resources: natural (e.g., minerals), human (e.g., educated workers), and capital (e.g., machinery).		
4 SS E 6.5.4	US Economy as a Whole	Illustrate how one person's spending becomes another person's income.		
4 SS E 6.5.5	US Economy as a Whole	Identify factors within an individual's control that can affect the likelihood of being employed.		
4 SS E 6.5.6	US Economy as a Whole	Describe how income reflects choices people make about education, training, skill development, lifestyle, and careers.		
4 SS E 7.5.1	Evolving Economy	Provide an example of how purchasing a tool or acquiring education can be an investment.		
4 SS E 7.5.4	Evolving Economy	Describe the characteristics of an entrepreneur.		
4 SS E 7.5.5	Evolving Economy	Give examples of ways sellers compete.		
4 SS E 7.5.6	Evolving Economy	Explain why specialization increases productivity and interdependence.		
4 SS E 7.5.7	Evolving Economy	Describe the steps an entrepreneur would take to start a business.		
4 SS E 8.5.7	Role of Government in a Market Economy	Give examples of items for which a sales tax is charged and items for which a sales tax is not charged.		
4 SS E 9.5.1	International Economy	Explain why the U.S. imports and exports goods.		
4 SS E 9.5.2	International Economy	Describe how the exchange of goods and services around the world creates interdependence among people in different places (e.g., the production of a candy bar requires ingredients from different countries around the world).		
4 SS E 9.5.4	International Economy	Give the value of the U.S. dollar in terms of the currencies of other countries.		
4 SS G	GEOGRAPHY			
4 SS GS.4.1	Geographic Skills	Develop questions that will aid in exploration of spatial patterns.		
4 SS GS.4.2	Geographic Skills	Gather geographic information from an electronic medium.		
4 SS GS.4.3	Geographic Skills	Classify geographic information and select a method for display.		
4 SS GS.4.4	Geographic Skills	Locate and summarize geographic information from a variety of geographic sources.		
4 SS GS.4.5	Geographic Skills	Incorporate a visual display to report facts about a geographic topic.		
4 SS G 1.4.1	World in Spatial Terms	Identify and use intermediate directions on a compass rose to locate places on a map.		
4 SS G 1.4.2	World in Spatial Terms	Compare the information found on different maps of Nevada.		
4 SS G 1.4.3	World in Spatial Terms	Use maps and photographs of Nevada to collect geographic information.		
4 SS G 1.4.4	World in Spatial Terms	Construct a map of Nevada displaying its human and physical features.		
4 SS G 1.4.5	World in Spatial Terms	Identify the purpose and content of various Nevada maps.		
4 SS G 1.4.6	World in Spatial Terms	Identify and explain spatial patterns on a map of Nevada (e.g., deserts, mountains, population).		
4 SS G 2.4.1	Places and Regions	List examples of physical and human features from their own city or region.		
4 SS G 2.4.2	Places and Regions	Recognize and discuss elements of their own cultures.		
4 SS G 2.4.3	Places and Regions	Describe the characteristics of another culture from their own perspective.		
4 SS G 2.4.4	Places and Regions	List examples of technology in their community.		
4 SS G 2.4.5	Places and Regions	Choose a historical figure and locate the place and region on which they had an impact.		
4 SS G 2.4.6	Places and Regions	Give an example of how a place where they have lived has changed in their lifetime.		
4 SS G 2.4.7	Places and Regions	Recognize differences between physical and cultural regions.		
4 SS G 3.4.1	Physical Systems	Recognize that plants and animals have habitats on both land and in water.		
4 SS G 3.4.2	Physical Systems	Describe the effects of various natural hazards.		
4 SS G 3.4.3	Physical Systems	Generate examples of various ecosystems found in the U.S.		
4 SS G 3.4.4	Physical Systems	Explain the location and distribution of a specific ecosystem throughout the world.		
4 SS G 3.4.5	Physical Systems	Identify the living and nonliving elements of an ecosystem.		
4 SS G 4.4.1	Human Systems	Define basic demographic terms (e.g., dense, sparse).		
4 SS G 4.4.2	Human Systems	List reasons why people move to or from a particular place.		
4 SS G 4.4.3	Human Systems	Describe how the student has moved from one place to another (e.g., homes, schools, cities, states).		
4 SS G 4.4.4	Human Systems	Locate and list examples of rural, suburban, and urban communities.		
4 SS G 4.4.5	Human Systems	Compile a list of both goods and services that are produced in the U.S. and abroad.		
4 SS G 4.4.6	Human Systems	Identify and discuss how economic issues are affected by geography.		

Identifier	Nevada - Grade 4 - Social Studies		Introduced	Completed
4 SS G 4.4.7	Human Systems	Compare the housing, health care, and education among the countries in North America.		
4 SS G 4.4.8	Human Systems	Discuss why different geographic regions may have different types of organizations.		
4 SS G 4.4.9	Human Systems	Describe how cooperation and conflict affect people in different communities.		
4 SS G 5.4.1	Environment and Society	Illustrate a change that has taken place in the student's local environment.		
4 SS G 5.4.2	Environment and Society	Locate similar physical environments that support similar human activity.		
4 SS G 5.4.3	Environment and Society	Locate several places whose physical environment has been altered by the same technology (e.g., clear-cutting of timber, mining, manufacturing).		
4 SS G 5.4.4	Environment and Society	Use maps or photographs to document human modification of the physical environment.		
4 SS G 5.4.6	Environment and Society	Identify various natural resources found in their state or region.		
4 SS G 5.4.7	Environment and Society	List examples of how people use and manage natural resources within the state.		
4 SS G 6.4.1	Geographic Applications	Describe the physical setting of a historical event.		
4 SS G 6.4.2	Geographic Applications	Describe the physical setting of a cultural event.		
4 SS G 6.4.3	Geographic Applications	Identify and discuss the four geographic perspectives (spatial, ecological, economic, and historic).		
4 SS G 6.4.4	Geographic Applications	Choose an environmental problem that affects their community and develop possible solutions.		
4 SS H	HISTORY			
4 SS H 1.5.1	Chronology	Identify current events from multiple sources.		
4 SS H 1.5.2	Chronology	Record events on a graphic organizer, such as a calendar or time line.		
4 SS H 2.5.1	History Skills	Ask a historical question and identify resources to be used in research.		
4 SS H 2.5.2	History Skills	Organize historical information from a variety of sources.		
4 SS H 3.5.1	Prehistory to 499 CE	Define hunter-gatherer.		
4 SS H 3.5.5	Prehistory to 499 CE	Locate Nevada's earliest Native American inhabitants, known as the Desert Archaic people.		
4 SS H 4.5.1	1 CE to 1400	Identify explorations of the Vikings in North America.		
4 SS H 5.5.5	1200 to 1750	Identify Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.		
4 SS H 5.5.6	1200 to 1750	Describe Native North American life prior to European contact, such as clothing, communication, family, food, shelter, transportation, and tools.		
4 SS H 5.5.7	1200 to 1750	Describe expeditions of early explorers, including Christopher Columbus and Ferdinand Magellan.		
4 SS H 5.5.8	1200 to 1750	Describe relationships among Native Americans, Europeans, and Africans.		
4 SS H 5.5.11	1200 to 1750	Describe colonial life in North America.		
4 SS H 6.5.4	1700 to 1865	Identify the events that led to the Declaration of Independence.		
4 SS H 6.5.5	1700 to 1865	Identify key people of the American Revolution, including George Washington and Ben Franklin.		
4 SS H 6.5.14	1700 to 1865	Describe the relationship between the War of 1812 and the national anthem.		
4 SS H 6.5.17	1700 to 1865	Describe experiences of pioneers moving west, including Donner Party and Oregon and California Trails.		
4 SS H 6.5.18	1700 to 1865	Identify explorers and settlers in preterritorial Nevada, including Kit Carson and John C. Fremont.		
4 SS H 6.5.21	1700 to 1865	Identify the Civil War and final outcome, including Union and Confederacy and Generals Grant and Lee.		
4 SS H 6.5.22	1700 to 1865	Explain the symbols, mottos, and slogans related to Nevada, including "Battle Born," state seal, Silver State, and state flag.		
4 SS H 7.5.7	1869 to 1920	Identify the contributions of the inventors and discoverers, including Thomas Edison, Wright brothers, Alexander Graham Bell, and George Washington Carver.		
4 SS H 7.5.9	1869 to 1920	Describe the contributions of immigrant groups to the United States.		
4 SS H 7.5.11	1869 to 1920	Describe the significance of Labor Day.		
4 SS H 7.5.17	1869 to 1920	Describe the distinction between Veterans Day and Memorial Day.		
4 SS H 8.5.5	1920 to 1945	Identify the major events of the Great Depression, such as stock market crash, Dust Bowl, migration, and Hoover Dam.		
4 SS H 8.5.6	1920 to 1945	Identify the United States' participation in World War II, such as Pearl Harbor, homefront, D-Day, and atomic bomb.		
4 SS H 9.5.5	1920 to 1945	Identify major advancements in science and technology, including television and computers.		
4 SS H 9.5.8	1920 to 1945	Identify the major points in Martin Luther King Jr.'s "I Have a Dream" speech.		
4 SS H 10.5.3	1990 to Present	Identify major news events on the local, state, national, and world level.		

Identifier	Lander - Grade 4 - Social Studies	Introduced	Completed
4S1	CIVICS		
4S1.1	Describe the effects on society of the presence and absence of law		
4S1.2	Identify the Supreme Court as the highest court in the land		
4S1.3	List the qualities of a leader		
4S1.4	Identify ways conflicts can be resolved in a peaceful manner that respects individual rights		
4S1.5	Explain why and how local governments are created within states		
4S1.6	Name the three branches of state government		
4S1.7	Describe the purposes of democratic government		
4S1.8	Discuss components of the democratic election process		
4S1.9	Identify the Constitution as the fundamental law of the land		
4S1.10	Identify the three levels of American government: federal, state, and local		
4S1.11	Name the head of the federal, state, and local government (e.g., President, Governor, Mayor)		
4S1.12	Complete tasks independently		
4S1.13	Work cooperatively in groups		
4S1.14	Recognize differences of opinion		
4S1.15	Evaluate the causes of issues and problems		
4S1.16	Recognize the role of mediation in problem resolution		
4S1.17	Recognize the role/duties of various civil servants (e.g., police, lawyers, military personnel)		
4S1.18	Identify the purpose of the court system		
4S2	ECONOMICS		
4S2.1	Define employment and unemployment		
4S2.2	Identify financial institutions		
4S2.3	Identify the rewards and risks of saving money in financial institutions		
4S2.4	Give examples of purchases made using credit		
4S2.5	Identify factors within an individual's control that can affect the likelihood of being employed		
4S2.6	Provide an example of how purchasing a tool or acquiring education can be an investment		
4S2.7	Describe the characteristics of an entrepreneur		
4S2.8	Describe the steps an entrepreneur would take to start a business		
4S2.9	Give examples of ways sellers compete		
4S2.10	Describe how the exchange of goods and services around the world creates interdependence among people in different places		
4S2.11	Describe basic economic concepts : supply, demand, production		
4S2.12	Describe employment as a source of income		
4S2.13	Describe the economic activities of Nevada (e.g., mining, tourism)		
4S2.14	Discuss types of industry in Nevada		
4S2.15	Compare job opportunities available in frontier, rural, suburban, and urban areas of Nevada		
4S3	GEOGRAPHY		
4S3.1	Identify and use intermediate directions on a compass rose to locate places on a map		
4S3.2	Compare the information found on different maps of Nevada (e.g., physical, political, historical)		
4S3.3	Gather geographic information from electronic sources		
4S3.4	Use maps, photographs, and graphs of Nevada to collect geographic information		
4S3.5	Construct a map of Nevada displaying its human and physical features		
4S3.6	Identify the purpose and content of various Nevada maps		
4S3.7	Identify and explain spatial patterns on a map of Nevada		
4S3.8	Recognize that states are divided into counties or their equivalents and identify the county of residence in Nevada		
4S3.9	Locate and name the major mountains, rivers, and lakes on a map of the United States		
4S3.10	List examples of physical and human features from the community or region		
4S3.11	Recognize and illustrate elements of their culture		
4S3.12	Describe the characteristics of another culture from their point of view		
4S3.13	Compare how communities use different types of technology		
4S3.14	Choose an historical figure and locate the place and region on which he/she had an impact		

Identifier	Lander - Grade 4 - Social Studies	Introduced	Completed
4S3.15	Give examples of how places where they lived have changed in their lifetime		
4S3.16	Recognize the difference between a physical and a cultural region		
4S3.17	Diagram and explain the water cycle		
4S3.18	Describe the effects of various natural hazards on the physical environment		
4S3.19	Generate examples of various ecosystems found in Nevada and the United States		
4S3.20	Explain the location and distribution of a specific ecosystem in Nevada and the United States		
4S3.21	Construct a model of an ecosystem		
4S3.22	Define and illustrate population density		
4S3.23	List reasons why people move to or from a particular place		
4S3.24	Describe changes in how people move from one place to another		
4S3.25	Locate and list examples of frontier, rural, suburban, and urban communities		
4S3.26	Compile a list of where goods and services are produced		
4S3.27	Describe that the availability and price of an economic product is affected by geography		
4S3.28	Compare housing, health care, and education among regions in Nevada or the United States		
4S3.29	Classify organizations as cultural, political, or economic organizations, depending on their major function		
4S3.30	Describe how cooperation and conflict affect people in different communities		
4S3.31	Describe a change that has taken place in their local environment		
4S3.32	Describe places in Nevada where the physical environment has been altered by technology		
4S3.33	Use maps or photographs to document human modification of the physical environment		
4S3.34	Identify various natural resources found in Nevada and the western United States		
4S3.35	List examples of how people use and manage natural resources within Nevada		
4S3.36	Describe the physical setting of an historical event		
4S3.37	Describe the physical setting of a current event		
4S3.38	Describe a contemporary issue from a spatial or ecological perspective		
4S3.39	Choose an environmental problem that affects Nevada and develop possible solutions		
4S3.40	Develop questions that will aid in the identification of spatial patterns		
4S3.41	Evaluate geographic information and select a method for display		
4S3.42	Locate and summarize geographic information from a variety of geographic sources		
4S3.43	Incorporate a visual display into a report about a geographic topic		
4S3.44	Identify and describe geographic regions of the world by referencing lines of latitude and longitude		
4S3.45	Use scales on maps to determine distances portrayed		
4S4	HISTORY		
4S4.1	Record events on a graphic organizer, such as a calendar or time line		
4S4.2	Locate Nevada's earliest Native American inhabitants, known as the Desert Archaic people		
4S4.3	Identify Nevada's Native American cultures		
4S4.4	Describe experiences of pioneers moving west, including Donner Party, Oregon/California Trails		
4S4.5	Identify explorers and settlers in preterritorial Nevada, including: Kit Carson, John C. Fremont		
4S4.6	Explain the symbols, mottoes, and slogans related to Nevada, including: "Battle Born," state seal, Silver State, state flag		
4S4.7	Recognize the ongoing nature of history (e.g., migration, human settlement, demographic)		
4S4.8	Describe important historical people, events, and places in Nevada		
4S4.9	Create timelines that show people and events in sequence using months, years, decades, and centuries		
4S4.10	Recognize famous people in Nevada's history		
4S4.11	Discuss how and why people from various cultures immigrated and migrated to the American West		
4S4.12	Read historical passages and interpret details		
4S4.13	Identify appropriate resources for historical information		

Identifier	Kamico - Grade 4 - Science	Introduced	Completed
	SCIENTIFIC PROCESSES		
S 4.1.1A	Demonstrate safe practices during field and laboratory investigations.		
S 4.1.1B	Make wise choices in the use and conservation of resources and the disposal or recycling of materials.		
S 4.1.2A	Plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.		
S 4.1.2B	Collect information by observing and measuring.		
S 4.1.2C	Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.		
S 4.1.2D	Communicate valid conclusions.		
S 4.1.2E	Construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information.		
S 4.1.3A	Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.		
S 4.1.3B	Draw inferences based on information related to promotional materials for products and services.		
S 4.1.3C	Represent the natural world using models and identify their limitations.		
S 4.1.3D	Evaluate the impact of research on scientific thought, society, and the environment.		
S 4.1.3E	Connect Grade 4 science concepts with the history of science and contributions of scientists.		
S 4.1.4A	Collect and analyze information using tools including calculators, safety goggles, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, meter sticks, timing devices, balances, and compasses.		
S 4.1.4B	Demonstrate that repeated investigations may increase the reliability of results.		
	SCIENCE CONCEPTS		
S 4.1.5A	Identify and describe the roles of some organisms in living systems such as plants in a schoolyard, and parts in nonliving systems such as a lightbulb in a circuit.		
S 4.1.5B	Predict and draw conclusions about what happens when part of a system is removed.		
S 4.1.6A	Identify patterns of change such as in weather, metamorphosis, and objects in the sky.		
S 4.1.6B	Illustrate that certain characteristics of an object can remain constant when the object is rotated like a spinning top, translated like a skater moving in a straight line, or reflected on a smooth surface.		
S 4.1.6C	Use reflections to verify that a natural object has symmetry.		
S 4.1.7A	Observe and record changes in the states of matter caused by the addition or reduction of heat.		
S 4.1.7B	Conduct tests, compare data, and draw conclusions about physical properties of matter including states of matter, conduction, density, and buoyancy.		
S 4.1.8A	Identify characteristics that allow members within a species to survive and reproduce.		
S 4.1.8B	Compare adaptive characteristics of various species.		
S 4.1.8C	Identify the kinds of species that lived in the past and compare them to existing species.		
S 4.1.9A	Distinguish between inherited traits and learned characteristics.		
S 4.1.9B	Identify and provide examples of inherited traits and learned characteristics.		
S 4.1.10A	Identify and observe effects of events that require time for changes to be noticeable including growth, erosion, dissolving, weathering, and flow.		
S 4.1.10B	Draw conclusions about "what happened before" using fossils or charts and tables.		
S 4.1.11A	Test properties of soils including texture, capacity to retain water, and ability to support life.		
S 4.1.11B	Summarize the effects of the oceans on land.		
S 4.1.11C	Identify the sun as the major source of energy for Earth and understand its role in the growth of plants, in the creation of winds, and in the water cycle.		

Identifier	Nevada - Grade 4 - Science		Introduced	Completed
4 S PS	PHYSICAL SCIENCE			
4 S PS 1.4.2	Forces and Motion	Investigate and describe balance points of different objects.		
4 S PS 1.4.4	Forces and Motion	Investigate and describe how objects can sink or float in water.		
4 S PS 2.4.1	Structure and Properties of Matter	Investigate and describe properties of materials when they are combined (mixtures).		
4 S PS 2.4.5	Structure and Properties of Matter	Observe and describe that different objects and materials may be composed of parts that are too small to be seen without magnification.		
4 S PS 3.4.4	Energy and Matter - Interactions and Forms	Investigate and describe how circuits can produce light, heat, sound, and magnetic effects.		
4 S LS	LIFE SCIENCE			
4 S LS 6.4.2	Structure and Function	Investigate, compare, and contrast identifiable structures of plants and animals.		
4 S LS 7.4.1	Internal and External Influences on Organisms	Investigate and describe the behavior of individual organisms when influenced by internal cues (e.g., hunger) and by external cues (e.g., environment).		
4 S LS 8.4.3	Herdity and Diversity	Observe and describe variations among individuals within the human population.		
4 S ESS	EARTH AND SPACE SCIENCES			
4 S ESS 10.4.1	Earth Structures and Composition	Investigate, compare, and contrast the properties of rocks and minerals.		
4 S ESS 10.4.2	Earth Structures and Composition	Compare and contrast the location of landforms.		
4 S ESS 10.4.4	Earth Structures and Composition	Investigate and describe the composition of different soils.		
4 S ESS 13.4.2	Cycles of Matter and Energy	Identify and describe various meteorological phenomena (e.g., floods, drought).		
4 S ESS 13.4.3	Cycles of Matter and Energy	Investigate and describe the forms and uses of water.		
4 S ESS 13.4.7	Cycles of Matter and Energy	Identify the components of our solar system (i.e., planets, moon, asteroids, comets, sun).		
4 S ESS 14.4.1	Solar System and Universe	Observe and describe properties, locations, and movements of the sun, moon, stars, clouds, birds, and planets.		
4 S ESS 14.4.2	Solar System and Universe	Observe and describe the changes of the moon's appearance over time.		
4 S ESS 14.4.3	Solar System and Universe	Investigate and describe how distance affects the brightness of any light source.		
4 S ES	ENVIRONMENTAL SCIENCES			
4 S ES 15.4.2	Ecosystems	Investigate and describe the variables that affect the survival of organisms within an ecosystem.		
4 S ES 16.4.1	Natural Resources	Identify the natural resources of Nevada.		
4 S ES 16.4.2	Natural Resources	Investigate and describe resources which can be used and reused or renewed.		
4 S ES 17.4.2	Conservation	Observe, investigate, and describe how some environmental changes occur quickly and some occur slowly.		
4 S NHS	THE NATURE AND HISTORY OF SCIENCE			
4 S NHS 18.4.2	Scientific, Historical and Technological Perspectives	Identify the components of scientific investigation (e.g., observing, collecting data, classifying).		
4 S NHS 18.4.4	Scientific, Historical and Technological Perspectives	Exchange scientific observations and ideas.		
4 S NHS 18.4.5	Scientific, Historical and Technological Perspectives	Explain that measuring instruments can be used to gather information for making scientific comparisons of objects and events for designing and constructing things that will work properly.		
4 S SI	SCIENTIFIC INQUIRY: PROCESSES AND SKILLS			
4 S SI 21.4.1	Scientific Values and Attitudes	Conduct fair tests to make observations.		

Identifier	Lander - Grade 4 - Science	Introduced	Completed
4Sc1	PHYSICAL SCIENCE		
4Sc1.1	Investigate and describe balance points of different objects		
4Sc1.2	Investigate and describe how objects can sink or float in water		
4Sc1.3	Investigate and describe properties of materials when they are combined (mixtures)		
4Sc1.4	Observe and describe that different objects and materials may be composed of parts that are too small to be seen without magnification		
4Sc1.5	Investigate, construct, and describe how electrical circuits can produce light, heat, sound, and magnetic effects		
4Sc2	LIFE SCIENCE		
4Sc2.1	Investigate, describe, compare, and contrast identifiable structures and characteristics of plants and animals		
4Sc2.2	Investigate and describe the behavior of individual organisms when influenced by internal cues (e.g., hunger) and by external cues (e.g., environment)		
4Sc2.3	Observe and describe variations among individuals within the human population		
4Sc3	EARTH AND SPACE SCIENCES		
4Sc3.1	Investigate, compare, contrast, and describe the properties of rocks and minerals		
4Sc3.2	Compare and contrast the location of landforms		
4Sc3.3	Investigate and describe the composition of different soils		
4Sc3.4	Identify and describe various meteorological phenomena (e.g., floods, drought)		
4Sc3.5	Investigate and describe the properties, forms, and uses of water		
4Sc3.6	Identify the components of our solar system (e.g., planets, moon, asteroids, comets, sun)		
4Sc3.7	Observe and describe properties, locations, and movements of the sun, moon, stars, clouds, birds, and planes		
4Sc3.8	Observe and describe the changes of the moon's appearance over time		
4Sc3.9	Investigate and describe how distance affects the brightness of any light source		
4Sc4	ENVIRONMENTAL SCIENCES		
4Sc4.1	Investigate and describe the variables that affect the survival of organisms within an ecosystem		
4Sc4.2	Identify the natural resources of Nevada		
4Sc4.3	Investigate and describe resources which can be used and reused or renewed		
4Sc4.4	Observe, investigate, and describe how some environmental changes occur quickly and some occur slowly		
4Sc5	THE NATURE AND HISTORY OF SCIENCE		
4Sc5.1	Identify the components of scientific investigation (e.g., observing, collecting data, classifying)		
4Sc5.2	Exchange scientific observations and ideas		
4Sc5.3	Model and describe contributions made to scientific thought and design technology		
4Sc5.4	Explain that measuring instruments can be used to gather information for making scientific comparisons of objects and events and for designing and constructing things that will work properly		
4Sc5.5	Compare the advantages and disadvantages of using technology (e.g., tools for measurement, calculators, computers)		
4Sc5.6	Explore and research science-related careers		
4Sc5.7	Design or construct models of mechanical devices		
4Sc5.8	Describe how well a product/tool does what it was designed to do (e.g., zippers, can openers)		
4Sc5.9	Identify and describe technological systems		
4Sc6	SCIENTIFIC INQUIRY: PROCESSES AND SKILLS		
4Sc6.1	Observe and interact with objects, organisms, and phenomena and raise questions that can be investigated and researched		
4Sc6.2	Plan and conduct investigations and experiments independently, with a partner, or with a small group		
4Sc6.3	Use appropriate equipment, tools, techniques, and resources to gather, analyze, and interpret data/information		
4Sc6.4	Conduct fair tests to make observations		
4Sc6.5	Record observations of investigations over time in a science notebook/journal (e.g., changes in structures or characteristics of a plant or animal)		
4Sc6.6	Develop and communicate descriptions, explanations, and predictions, based on evidence		
4Sc6.7	Create illustrations, graphs, and charts to convey ideas and record observations		

Identifier	Lander - Grade 4 - Science	Introduced	Completed
4Sc6.8	Cooperate and contribute ideas within a group		
4Sc6.9	Estimate numerical answers to problems before calculating		
4Sc6.10	Determine whether measurements and descriptions are reasonably accurate		
4Sc6.11	Generate new questions based on results of investigations and research		