Identifier	Nevada - Grade 5 - Computer and Technology	Introduced	Completed
5 CT 2	**PRODUCTIVITY TOOLS**		
5 CT 2.5.1	Apply correct finger placement for basic keyboarding skills.		
5 CT 2.5.2	Create a document including a graphic using basic formatting techniques that demonstrate the ability to type, edit, and print.		
5 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.		
5 CT 2.5.4	Construct a guided spreadsheet containing appropriate labels, values, formulas, and simple functions.		
5 CT 2.5.5	Create a multimedia document or presentation using text, graphics, and/or sound.		
5 CT 2.5.6	Explain the differences between data files and program files, and describe and use the file management software of a computer.		
5 CT 2.5.7.1	Describe the process of accessing a LAN and demonstrate the process as available.		
5 CT 2.5.7.2	Define and explain the uses of an electronic communication device, telecommuting, and teleconferencing.		
5 CT 3	**RESEARCH TOOLS**		
5 CT 3.5.1	Select a research topic or define a problem and predict outcomes using technology tools.		
5 CT 3.5.2	Generate keywords for a research topic or problem.		
5 CT 3.5.3	Select information from a variety of remote resources for a research topic or problem exploring hyperlinks.		
5 CT 3.5.4	Use an organizational format to arrange information for presentation or decision making.		
5 CT 3.5.5	Demonstrate an understanding of intellectual property and identify source and content of information collected.		
5 CT 3.5.6	Generate a list of sources.		
5 CT 3.5.7	Summarize and share the research process and its outcome.		
5 CT 4	**TOOLS AND PROCESSES**		
5 CT 4.5.1	Recognize that technological resources include people, information, materials, machines, energy, capital, and time.		
5 CT 4.5.2	Employ tools and materials to design or develop products or projects.		
5 CT 4.5.3	Demonstrate the importance of safety and ease of use in selecting appropriate tools.		
5 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.		
5 CT 5	**SYSTEMS**		
5 CT 5.5.1	Explain open, closed, simple, complex, micro, and macro systems.		
5 CT 5.5.2	Explain how systems depend on a variety of resources to produce a desirable outcome (e.g., computer information processing cycle).		
5 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).		
5 CT 6	**IMPLICATIONS ON SOCIETY**		
5 CT 6.5.1	Examine products and communicate how that product solved a human need or want.		
5 CT 6.5.2	Explain how physical environments are changed by technological developments.		
5 CT 6.5.3	Describe the relationship between careers and technological developments.		
5 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 5 - Health	Introduced	Completed
5 H			
5 H 1.5.1	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.		
5 H 1.5.2	Name and explain the stages of growth and development.		
5 H 1.5.3	Identify the key nutrients and the relationship of a balanced diet and these nutrients to health.		
5 H 1.5.4	Describe how family, peers, and information influence the use, misuse, and abuse of drugs.		
5 H 1.5.5	Explain procedures for personal safety when confronted with violence or other hazards.		
5 H 1.5.6	Describe how behaviors, pathogens, genetic history, and other factors are related to disease prevention.		
5 H 1.5.7	Identify programs designed to promote community health.		
5 H 1.5.8	Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.		
5 H 2.5.1	Identify community sources that provide preventive health care.		
5 H 2.5.2	Describe situations requiring professional health services.		
5 H 3.5.1A	List consequences of harassment, fighting, and intimidation.		
5 H 3.5.1B	Demonstrate anger management techniques.		
5 H 3.5.2	Demonstrate refusal skills and ways to seek assistance.		
5 H 3.5.3	Distinguish between safe and risky/harmful behaviors.		
5 H 3.5.4	Demonstrate strategies to manage stress.		
5 H 3.5.5	Perform basic safety, first aid, and life-saving techniques.		
5 H 4.5.1	Compare and contrast factors responsible for differences in health behavior and health services in different cultures.		
5 H 4.5.2	Describe ways technology can influence health and chronic disease.		
5 H 4.5.3	Analyze how stated and implied messages from media influence health behaviors.		
5 H 5.5.2	Refine skills and strategies for solving interpersonal conflicts without harming self and others.		
5 H 6.5.1A	Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences.		
5 H 6.5.1B	Set an individual health goal and identify the steps necessary to achieve it.		
5 H 6.5.2	Predict how decisions regarding health behaviors have consequences for self and others.		
5 H 6.5.3	Explain when to ask for assistance in making health-related decisions and setting health goals.		
5 H 7.5.1A	Demonstrate the ability to work independently when promoting health for self and others.		
5 H 7.5.1B	Encourage others to make healthy choices.		

Identifier	Nevada - Grade 5 - Music	Introduced	Completed
5 Mus 1	**SINGING**		
5 Mus 1.5.1	Sing independently and expressively.		
5 Mus 1.5.2	Sing in an ensemble while following a conductor.		
5 Mus 1.5.3	Sing descants, partner songs, and three-part rounds.		
5 Mus 1.5.4	Sing more complex patriotic songs, folk songs, and multicultural selections.		
5 Mus 2	**PLAYING INSTRUMENTS**		
5 Mus 2.5.1	Play rhythmic, melodic, and chordal patterns.		
5 Mus 2.5.4	Play or accompany folk, traditional, and multicultural music.		
5 Mus 3	**IMPROVISATION**		
5 Mus 3.5.1	Improvise melodic and rhythmic patterns within the context of a musical phrase.		
5 Mus 3.5.3	Improvise introductions and codas, B sections, and changing parts of the rondo.		
5 Mus 4	**WRITING**		
5 Mus 4.5.1	Create music to interpret readings or dramatizations.		
5 Mus 4.5.2	Create and perform songs and instrumental pieces.		
5 Mus 4.5.3	Organize and perform pieces using a variety of sound sources.		
5 Mus 5	**READING**		
5 Mus 5.5.1	Read whole, half, dotted half, quarter, and eighth notes and rests in duple and triple meter.		
5 Mus 5.5.2	Read melodic patterns in the treble clef using solfege, numbers, and/or letters.		
5 Mus 5.5.3	Use complex music symbols (e.g., dynamics, tempo).		
5 Mus 5.5.4	Sight read rhythmic and melodic patterns.		
5 Mus 5.5.5	Notate simple rhythm and melody using standard symbols.		
5 Mus 6	**LISTENING**		
5 Mus 6.5.1	Compare and contrast simple elements of music when presented aurally.		
5 Mus 7	**EVALUATION**		
5 Mus 7.5.1	Construct criteria using standard music vocabulary.		
5 Mus 7.5.2	Explain personal preferences for specific musical works and styles using complex musical vocabulary (e.g., crescendo/decrescendo; rondo form).		
5 Mus 9	**CULTURAL AND HISTORICAL CONNECTIONS**		
5 Mus 9.5.1	Identify by style aural examples from various historical periods, American musical history, and world cultures.		
5 Mus 9.5.2	Describe the role of musicians in various settings and cultures (e.g. performers, educators, critics, composers).		
5 Mus 10	**CROSS-CURRICULAR**		
5 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 5 - Physical Education	Introduced	Completed
5 PE			
5 PE 1.5.1	Utilize vocabulary to differentiate between more complex game-like strategies (i.e., offense, defense).		
5 PE 1.5.2A	Identify and apply the intermediate elements (i.e., force and accuracy) of movement forms.		
5 PE 1.5.2B	Apply simple strategies to game-like situations.		
5 PE 1.5.3	Identify the characteristics of highly skilled performance in a few movement forms.		
5 PE 1.5.4	Explain the physiological factors (i.e., heredity) affecting individual differences in physical fitness levels.		
5 PE 2.5.1	Utilize locomotor and nonlocomotor movements in physical activities.		
5 PE 2.5.2	Execute a combination of skills in a new and dynamic environment.		
5 PE 2.5.3	Create and perform sequence, alone or with a group, that combines weight transfer and balance movements.		
5 PE 3.5.1A	Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels, and pathways.		
5 PE 3.5.1B	Clearly demonstrate a range of qualities of movement (i.e., bound/free, percussive/sustained)		
5 PE 3.5.1C	Observe and identify the action (i.e., skip, gallop) and movement elements (i.e., direction, level) of brief movement sequences.		
5 PE 3.5.2A	Create and perform an identifiable beginning, middle, and end of a movement sequence both with and without rhythmic accompaniment.		
5 PE 3.5.2B	Apply partner skills while creating a movement sequence.		
5 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.		
5 PE 3.5.2D	Recognize the elements of movement (i.e., shape, level, and pathways) found in dance, sports, and everyday actions.		
5 PE 3.5.3A	Create a movement sequence to express an idea/concept.		
5 PE 3.5.3B	Discuss interpretations and reactions to a movement sequence.		
5 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.		
5 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).		
5 PE 3.5.5A	Perform more technically complex folk and/or social dances and identify the cultural and historical contexts.		
5 PE 4.5.1	Create personal goals related to fitness assessment.		
5 PE 4.5.2	Maintain a continuous aerobic activity (at a target heart rate) for a specified time.		
5 PE 4.5.3	Identify the health-related components of fitness in various activities.		
5 PE 4.5.4	Utilize proper warm-up, conditioning, and cool-down techniques.		
5 PE 5.5.1	Make proper decisions about applying rules, procedures, and etiquette.		
5 PE 5.5.2	Demonstrate positive responses to challenges, successes, and failures in physical activity.		
5 PE 5.5.3	Manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences.		
5 PE 5.5.4	Identify similarities and differences in games, sports, and dance from other cultures.		

Identifier	**Nevada - Grade 5 - Theater**	Introduced	Completed
5 Th			
5 Th 1.5.1	Create a script with two or more characters; a beginning, middle, and end; setting; and character descriptions.		
5 Th 1.5.2	Work together in a group to plan, rehearse, and present a dramatized idea or story.		
5 Th 1.5.6	Draw and/or build model sets for a production (e.g., cardboard or diorama).		
5 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).		
5 Th 2.5.1	Identify and list a given character's traits by looking at the character's actions and dialogue.		
5 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?).		
5 Th 2.5.3	Portray a character's traits through movement, voice, and/or dialogue in a dramatized idea or story.		
5 Th 3.5.1	Discuss performances of students and visiting artists.		
5 Th 3.5.2	Describe emotional response to a performance and explain genre preference (e.g., romance, comedy, suspense, and action).		
5 Th 3.5.3	Differentiate between comedy and tragedy.		
5 Th 4.5.1	Explain how movies or television reveal information about other historical periods and cultures.		
5 Th 4.5.2	Identify the conflict between characters in a dramatized event.		

Identifier	Nevada - Grade 5 - Visual Arts	Introduced	Completed
5 VA 1	**KNOWLEDGE**		
5 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).		
5 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).		
5 VA 1.5.3	Create artworks using various media, techniques, and processes to communicate ideas.		
5 VA 2	**APPLICATION**		
5 VA 2.5.1	Describe various visual characteristics of art (e.g., sensory, formal, technical, and expressive).		
5 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).		
5 VA 2.5.3	Explain how visual characteristics, purposes, and/or functions of art may cause different responses.		
5 VA 2.5.4	Select and use specific visual characteristics to communicate.		
5 VA 3	**CONTENT**		
5 VA 3.5.1	Discuss how subject matter, symbols, and ideas produce meanings in works of art.		
5 VA 3.5.2	Produce a work of art that demonstrates the ability to convey meaning by integrating subject matter and symbols with ideas.		
5 VA 3.5.3	Explain the way subject matter, symbols, and ideas are chosen to present meaning in student artwork.		
5 VA 4	**CONTEXT**		
5 VA 4.5.2	Associate a variety of artworks with cultures, times, and places.		
5 VA 4.5.3	Create works of art that demonstrate historical and cultural influence.		
5 VA 5	**INTERPRETATION**		
5 VA 5.5.1	Compare and contrast characteristics of art.		
5 VA 5.5.2	Identify merits in artworks.		
5 VA 5.5.3	Describe meanings of art.		
5 VA 5.5.4	State preferences for characteristics, merits, and meanings in art.		

Identifier	Kamico - Grade 5 - Language Arts/Reading		Introduced	Completed
R 5	**READING**			
R 5.1.1A	Vocabulary Development	Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words.		
R 5.1.1B	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-, or un-.		
R 5.1.2A	Comprehension	Determine a text's main (or major) ideas and how those ideas are supported with details.		
R 5.1.2B	Comprehension	Paraphrase and summarize text to recall, inform, or organize ideas.		
R 5.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.		
R 5.2.1B	Text Structures/ Literary Concepts	Recognize and analyze story plot, setting, and problem resolution.		
R 5.3.1A	Comprehension	Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.		
R 5.3.1B	Comprehension	Find similarities and differences across texts such as in treatment, scope, or organization.		
R 5.3.1C	Comprehension	Represent text information in different ways such as in outline, time line, or graphic organizer.		
R 5.3.2A	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 5.3.2B	Text Structures/ Literary Concepts	Identify the purposes of different types of texts such as to inform, influence, express, or entertain.		
R 5.3.2C	Text Structures/ Literary Concepts	Compare communication in different forms such as comparing story variants.		
R 5.3.2D	Text Structures/ Literary Concepts	Describe how the author's perspective or point of view affects the text.		
R 5.4.1A	Comprehension	Draw inferences such as conclusions or generalizations and support them with text evidence.		
R 5.4.1B	Comprehension	Distinguish fact and opinion in various texts.		
R 5.4.2A	Literary Response	Support responses by referring to relevant aspects of text.		
R 5.4.2B	Literary Response	Connect, compare, and contrast ideas, themes, and issues across text.		
R 5.4.3A	Text Structures/ Literary Concepts	Recognize that authors organize information in specific ways.		
W 5	**WRITING**			
W 5.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 5.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 5.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 5.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 5.2.1A	Grammar/ Usage	Write in complete sentences, varying the types, such as compound and complex, to match meanings and purposes.		
W 5.2.1B	Grammar/ Usage	Use prepositional phrases to elaborate written ideas.		
W 5.2.1C	Grammar/ Usage	Use conjunctions to connect ideas meaningfully.		
W 5.2.2A	Writing Processes	Edit drafts to ensure varied sentence structure and appropriate word choice.		
W 5.2.2B	Writing Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.		
W 5.3.1A	Grammar/ Usage	Employ Standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.		
W 5.3.1B	Grammar/ Usage	Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.		
W 5.3.1C	Grammar/ Usage	Write with increasing accuracy when using objective case pronouns, such as 'Can you ride with my mom and me?'		
W 5.3.2A	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 5.3.2B	Writing Processes	Recognize grammatically correct writing.		
W 5.4.1A	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 5.4.1B	Capitalization/ Punctuation	Write with increasing accuracy when using apostrophes in contractions, such as it's, and possessives, such as Jan's.		
W 5.4.2A	Spelling	Spell proficiently.		
W 5.4.3A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 5 - Language Arts/Reading	Introduced	Completed
	READING		
5 ELA 1.5.2	Use knowledge of phonics, structural elements, grammar, and syntax to read and to determine the meaning of unfamiliar words in context.		
5 ELA 1.5.3	Identify and use the meanings of high-frequency Greek- and Latin-derived roots and affixes to determine the meanings of words.		
5 ELA 1.5.4	Find word origins and determine meanings of unknown words using dictionaries and glossaries.		
5 ELA 1.5.5	Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.		
5 ELA 2.5.1	Select and apply prereading strategies that enhance comprehension, such as making a plan for reading, accessing prior knowledge, choosing a graphic organizer, and selecting reading rate.		
5 ELA 2.5.2	Apply self-correcting strategies to gain meaning from text.		
5 ELA 2.5.3	Select and use a variety of skills and strategies during reading such as identifying main ideas, identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, and drawing conclusions to aid comprehension.		
5 ELA 2.5.4	Clarify understanding of text by note taking, outlining, completing a graphic organizer, summarizing, and writing a report.		
5 ELA 2.5.5	Adjust reading rate to suit reading purpose and difficulty of text.		
5 ELA 3.5.1	Distinguish main incidents of a plot that lead to the climax, and explain how the problem or conflict is resolved.		
5 ELA 3.5.2	Make inferences supported by the text about characters' traits and motivations and make predictions about conflicts and resolutions.		
5 ELA 3.5.3	Identify historical events as portrayed in literature.		
5 ELA 3.5.4	Compare stated and implied themes in a variety of works.		
5 ELA 3.5.5	Locate and interpret figurative language, including simile, metaphor, and personification in text.		
5 ELA 3.5.6	Describe how authors' writing styles influence reader response.		
5 ELA 3.5.7	Describe differences in purpose and structure among stories, plays, poetry, and nonfiction selections.		
5 ELA 4.5.1	Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.		
5 ELA 4.5.2	Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics.		
5 ELA 4.5.3	Read to evaluate new information and hypotheses by comparing them to known information and ideas.		
5 ELA 4.5.4	Draw conclusions and make inferences about text supported by textual evidence and experience.		
5 ELA 4.5.5	Identify authors' ideas and purposes in texts, including advertisements and public documents.		
5 ELA 4.5.6	Read and follow multistep directions in order to perform procedures and complete tasks.		
	WRITING		
5 ELA 5.5.1	Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.		
5 ELA 5.5.2	Write well-organized communications such as friendly or business letters in an appropriate format for a specific audience and purpose.		
5 ELA 5.5.3	Write a narrative or story that develops a plot or sequence and uses "showing" rather than "telling" details to describe the setting, characters, and events of the story.		
5 ELA 5.5.4	Write responses to literary selections by supporting ideas with selected examples.		
5 ELA 5.5.5	Write summaries of oral and written stories.		
5 ELA 5.5.6	Write short expository texts that speculate on causes and effects and offer simple persuasive evidence.		
5 ELA 6.5.1	Generate ideas for future writing through activities such as clustering, brainstorming, and listening to and following story models.		
5 ELA 6.5.2	Organize ideas through activities such as outlining, listing, webbing, and mapping.		
5 ELA 6.5.3	Write paragraphs and compositions with main ideas that are supported by details and state a conclusion.		
5 ELA 6.5.4	Revise compositions to improve the meaning and focus of writing by adding, deleting, clarifying, and rearranging words and sentences.		
5 ELA 6.5.5	Edit for use of standard English.		
5 ELA 6.5.6	Produce writing with a voice that shows awareness of an intended audience and purpose.		
5 ELA 6.5.7	Share final drafts with a designated audience.		
5 ELA 7.5.1	Identify and correctly use pronoun case, comparative and superlative modifiers, and often misused verbs such as lie/lay, sit/set, and rise/raise in writing.		
5 ELA 7.5.2	Identify and write prepositional phrases and appositives; use transitions and conjunctions to elaborate ideas.		

Identifier	Nevada - Grade 5 - Language Arts/Reading	Introduced	Completed
5 ELA 7.5.3	Use colons to introduce a list; use quotation marks around exact words of speakers and names of poems, songs, and short stories.		
5 ELA 7.5.4	Use rules of capitalization.		
5 ELA 7.5.5	Use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes.		
	LISTENING AND SPEAKING		
5 ELA 8.5.1	Interpret a speaker's verbal and nonverbal messages, purposes, and viewpoint; distinguish fact from opinion.		
5 ELA 8.5.2	Identify the intent of persuasive speaking techniques, evaluate a speaker's delivery using given criteria, and provide constructive feedback.		
5 ELA 8.5.3	Recognize and describe language and dialect usage that vary in different contexts, regions, and cultures.		
5 ELA 8.5.4	Follow multistep oral directions to complete a task.		
5 ELA 9.5.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
5 ELA 9.5.2	Select and use appropriate public speaking techniques such as gestures, facial expressions, posture, speaking rate/pace, and enunciation.		
5 ELA 9.5.3	Give organized reports that demonstrate a clear point of view and incorporate media aids as needed for enhancement.		
5 ELA 9.5.4	Read aloud and recite literary, dramatic, and original works.		
5 ELA 9.5.5	Give multistep directions to complete a task.		
5 ELA 10.5.1	Participate in conversations and group discussions as a contributor and leader.		
5 ELA 10.5.2	Ask and answer questions to clarify or extend ideas.		
5 ELA 10.5.3	Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.		
5 ELA 10.5.4	Compare and contrast ideas and viewpoints of several speakers.		
	RESEARCH		
5 ELA 11.5.1	Formulate research questions and establish a focus and purpose for inquiry.		
5 ELA 11.5.2	Select information from multiple resources to answer questions.		
5 ELA 11.5.3	Give credit for others' ideas, images, and information by listing sources used in research.		
5 ELA 11.5.4	Record information using given note-taking and organizational formats.		
5 ELA 11.5.5	Present research findings using charts, maps, or graphs with written text.		

Identifier	Lander - Grade 5 - Language Arts/Reading	Introduced	Completed
5ELA1	**WORD KNOWLEDGE—PHONICS/STRUCTURAL ANALYSIS, VOCABULARY, SPELLING**		
5ELA1.1	Use knowledge of phonics, structural elements, grammar, and syntax to read and to determine the meaning of unfamiliar words in context		
5ELA1.2	Identify and use the meaning of high-frequency Greek– and Latin– derived roots and affixes to determine the meaning of words		
5ELA1.3	Use dictionaries and glossaries to find word origins, pronunciations, and to determine meanings of unknown words		
5ELA1.4	Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words		
5ELA1.5	Use sound patterns, structure rules, and strategies to spell correctly		
5ELA1.6	Build vocabulary by expanding knowledge of word meanings		
5ELA2	**READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES**		
5ELA2.1	Select and apply pre-reading strategies that enhance comprehension		
5ELA2.2	Apply self-correcting strategies to gain meaning from text		
5ELA2.3	Select and use a variety of skills and strategies during reading		
5ELA2.4	Identify main ideas, fact and opinion or cause/effect, summarize, and draw conclusions		
5ELA2.5	Use summarizing, note-taking, and outlining to comprehend information		
5ELA2.6	Clarify understanding of text		
5ELA2.7	Adjust reading rate to suit reading purpose and difficulty of text		
5ELA3	**READING COMPREHENSION—LITERATURE**		
5ELA3.1	Distinguish main incidents of a plot that lead to the climax, and explain how the problem or conflict is		
5ELA3.2	Make inferences supported by the text about characters' traits and motivations		
5ELA3.3	Predict conflicts and resolutions		
5ELA3.4	Identify historical events and cultural contexts as portrayed in literature		
5ELA3.5	Compare stated and implied themes in a variety of works		
5ELA3.6	Locate and interpret figurative language, including simile, metaphor, and personification in text		
5ELA3.7	Describe how authors' purpose and writing styles influence reader response		
5ELA3.8	Read and describe differences in purpose and structure in fiction and non-fiction selections		
5ELA3.9	Demonstrate an active interest in reading		
5ELA4	**READING COMPREHENSION—INFORMATIONAL TEXTS**		
5ELA4.1	Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text		
5ELA4.2	Discern main idea and supporting evidence		
5ELA4.3	Clarify and connect main ideas and concepts and identify their relationship to other sources/ topics		
5ELA4.4	Read to evaluate new information and hypotheses by comparing them to known information/ ideas		
5ELA4.5	Interpret information in new context		
5ELA4.6	Draw conclusions and make inferences about texts supported by textual evidence and experience		
5ELA4.7	Identify and interpret authors' ideas and purposes in texts including advertisements and public documents		
5ELA4.8	Read and follow multi-step directions in order to perform procedures and complete tasks		
5ELA5	**WRITING—COMPOSITION**		
5ELA5.1	Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources		
5ELA5.2	Write well-organized communications such as memos/ faxes, friendly or business letters (envelope) in an appropriate format for a specific audience and purpose		
5ELA5.3	Write a narrative or story that develops a plot or sequence and uses "showing" rather than "telling" details to describe the setting, characters, and events of the story		
5ELA5.4	Write responses to literary selections that support judgments with selected examples		
5ELA5.5	Write summaries of oral and written stories		
5ELA5.6	Write short expository text that speculate on cause effect and offer persuasive evidence		
5ELA5.7	Use expanded vocabulary in writing		
5ELA6	**WRITING—PROCESS**		
5ELA6.1	Generate ideas for future writing through activities such as clustering, brainstorming, and listening to and following story models		

Identifier	Lander - Grade 5 - Language Arts/Reading	Introduced	Completed
5ELA6.2	Organize ideas through activities such as outlining, listing, webbing, and mapping		
5ELA6.3	Write paragraphs and compositions with topic sentences, variety of sentences, logical sequence, and main ideas that are supported by details and state a conclusion		
5ELA6.4	Revise compositions to improve the meaning and focus of writing		
5ELA6.5	Edit for use of standard English		
5ELA6.6	Produce writing with a voice that shows awareness of an intended audience and purpose		
5ELA6.7	Share final drafts with a designated audience		
5ELA7	**WRITING—MECHANICS**		
5ELA7.1	Use correct grammar when writing		
5ELA7.2	Identify and write prepositional phrases, appositives, and independent clauses; use transitions and conjunctions to elaborate ideas		
5ELA7.3	Use correct punctuation when writing		
5ELA7.4	Use rules of capitalization		
5ELA7.5	Use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes		
5ELA7.6	Use legible handwriting		
5ELA8	**LISTENING**		
5ELA8.1	Interpret a speaker's verbal and non-verbal messages, purposes, and viewpoint; distinguish fact from opinion		
5ELA8.2	Identify the intent of persuasive speaking techniques, evaluate a speaker's delivery using given criteria, and provide constructive feedback		
5ELA8.3	Identify and describe language and dialect usage that vary in contexts, regions, and cultures		
5ELA8.4	Follow multi-step oral directions to complete a task		
5ELA9	**SPEAKING**		
5ELA9.1	Use specific and varied vocabulary and apply standard English to communicate ideas		
5ELA9.2	Select and use appropriate public speaking techniques		
5ELA9.3	Give organized reports that demonstrate a clear point of view and incorporate multi-media aids as needed for enhancement		
5ELA9.4	Give multi-step directions to complete a task		
5ELA10	**DISCUSSION**		
5ELA10.1	Participate in conversations and group discussions as a contributor and leader		
5ELA10.2	Ask and answer literal, critical, and evaluative questions to clarify or extend ideas		
5ELA10.3	Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively		
5ELA10.4	Compare and contrast ideas and viewpoints of several speakers		
5ELA11	**RESEARCH AND STUDY SKILLS**		
5ELA11.1	Formulate research questions and establish a focus and purpose for inquiry		
5ELA11.2	Select information from multiple resources to answer questions		
5ELA11.3	List sources used in research		
5ELA11.4	Record information using note-taking and organizational formats		
5ELA11.5	Present research findings using charts, maps, or graphs with written text		
5ELA11.6	Use parts of a book to locate information and answer questions		
5ELA11.7	Use test-taking strategies		

Identifier	Kamico - Grade 5 - Mathematics	Introduced	Completed
M 5.1	**NUMBER, OPERATION, AND QUANTITATIVE REASONING**		
M 5.1.1A	Use place value to read, write, compare, and order whole numbers through the billions place.		
M 5.1.1B	Use place value to read, write, compare, and order decimals through the thousandths place.		
M 5.1.2A	Generate equivalent fractions.		
M 5.1.2B	Compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.		
M 5.1.2C	Use models to relate decimals to fractions that name tenths, hundredths, and thousandths.		
M 5.1.3A	Use addition and subtraction to solve problems involving whole numbers and decimals.		
M 5.1.3B	Use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).		
M 5.1.3C	Use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology).		
M 5.1.3D	Identify prime factors of a whole number and common factors of a set of whole numbers.		
M 5.1.3E	Model and record addition and subtraction of fractions with like denominators in problem-solving situations.		
M 5.1.4A	Round whole numbers and decimals through tenths to approximate reasonable results in problem situations.		
M 5.1.4B	Estimate to solve problems where exact answers are not required.		
M 5.2	**PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING**		
M 5.2.1A	Use pictures to make generalizations about determining all possible combinations.		
M 5.2.1B	Use lists, tables, charts, and diagrams to find patterns and make generalizations, such as a procedure for determining equivalent fractions.		
M 5.2.1C	Identify prime and composite numbers using models and patterns in factor pairs.		
M 5.2.2A	Select from and use diagrams and number sentences to represent real-life situations.		
M 5.3	**GEOMETRY AND SPATIAL REASONING**		
M 5.3.1A	Identify critical attributes, including parallel, perpendicular, and congruent parts of geometric shapes and solids.		
M 5.3.1B	Use critical attributes to define geometric shapes or solids.		
M 5.3.2A	Sketch the results of translations, rotations, and reflections.		
M 5.3.2B	Describe the transformation that generates one figure from the other when given two congruent figures.		
M 5.3.3A	Locate and name points on a coordinate grid using ordered pairs of whole numbers.		
M 5.4	**MEASUREMENT**		
M 5.4.1A	Measure volume using models of cubic units.		
M 5.4.2A	Measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area.		
M 5.4.2B	Describe numerical relationships between units of measure within the same measurement system, such as an inch is one-twelfth of a foot.		
M 5.5	**PROBABILITY AND STATISTICS**		
M 5.5.1A	Use fractions to describe the results of an experiment.		
M 5.5.1B	Use experimental results to make predictions.		
M 5.5.2A	Use tables of related number pairs to make line graphs.		
M 5.5.2B	Describe characteristics of data presented in tables and graphs, including the shape and spread of the data and the middle number.		
M 5.5.2C	Graph a given set of data using an appropriate graphical representation, such as a picture or line.		
M 5.6	**UNDERLYING PROCESSES AND MATHEMATICAL TOOLS**		
M 5.6.1A	Identify the mathematics in everyday situations.		
M 5.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 5.6.1C	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 5.6.2A	Relate informal language to mathematical language and symbols.		
M 5.6.3A	Make generalizations from patterns or sets of examples and nonexamples.		

Identifier	Nevada - Grade 5 - Mathematics	Introduced	Completed
5 M 1	**NUMBERS, NUMBER SENSE, AND COMPUTATION**		
5 M 1.5.1	Use and apply multiplication and corresponding division facts through 12's.		
5 M 1.5.2	Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations.		
5 M 1.5.3	Use order of operations to solve problems.		
5 M 1.5.4	Add and subtract decimals; multiply and divide decimals by whole numbers in problems representing practical situations.		
5 M 1.5.5	Multiply and divide multidigit numbers by two-digit numbers, including strategies for powers of 10.		
5 M 1.5.6	Compare and order negative numbers within the context of everyday happenings (e.g., temperature) and plot those numbers on a number line.		
5 M 1.5.7	When rounding, identify which place value will be most helpful in estimating an answer and determine the reasonableness of the answer.		
5 M 1.5.8	Use and identify place value.		
5 M 1.5.9	Use models and drawings to identify, compare, add, and subtract fractions with like denominators and to add and subtract decimals; use both to solve problems.		
5 M 2	**PATTERNS, FUNCTIONS, AND ALGEBRA**		
5 M 2.5.1	Identify, describe, and explain patterns and relationships in the number system (e.g., formed by triangular numbers, perfect squares, arithmetic and geometric sequences) using concrete materials, paper and pencil, and calculators.		
5 M 2.5.3	Using whole numbers as a replacement set, find possible solutions to such inequalities as $8 + 4 > n$.		
5 M 2.5.4	Use variables in open sentences and to describe simple functions and relationships.		
5 M 2.5.5	Generate number sequences given the first term and any basic computation rule.		
5 M 2.5.7	Solve simple equations using a variety of methods (e.g., inverse operations, mental math, and estimate and verify).		
5 M 3	**MEASUREMENT**		
5 M 3.5.3	Estimate measures of length, volume, capacity, quantity, and weight, communicating degree of accuracy needed and when a more precise measure is required.		
5 M 3.5.4	Determine totals and change due for monetary amounts in problem-solving situations.		
5 M 3.5.5	Communicate the difference between perimeter and area.		
5 M 3.5.6	Identify equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years (e.g., 60 sec = 1 min).		
5 M 4	**SPATIAL RELATIONSHIPS AND GEOMETRY**		
5 M 4.5.1	Draw and classify triangles according to their properties (e.g., right, scalene, obtuse, equilateral); identify and draw circles and parts of circles, describing the relationships between the various parts (e.g., central angle, arc, diameter).		
5 M 4.5.2	Identify shapes that have congruence, similarity, and/or symmetry of figures using a variety of methods including transformational motions (e.g., translation/slide, rotation/turn, reflection/flip, enlargement/reduction) and models, drawings, and measurement tools.		
5 M 4.5.3	Using a grid, identify coordinates for a given point or locate points of given coordinates in the first quadrant.		
5 M 4.5.4	Identify, describe, compare, and classify two- and three-dimensional figures by relevant properties including number of vertices (corners), edges, and shapes of faces; identify and predict the effects of combining, dividing, and changing shapes into other shapes.		
5 M 4.5.6	Identify, describe, define, and draw geometric figures including points, intersecting, perpendicular, and parallel lines, line segments, rays, angles, and planes.		
5 M 5	**DATA ANALYSIS**		
5 M 5.5.1	Collect, organize, read, and interpret data using a variety of graphic representations including tables, line plots, stem-and-leaf plots, scatterplots, histograms; use data to draw and explain conclusions and predictions.		
5 M 5.5.4	Model and then compute measures of central tendency including mean, median, and mode.		
5 M 5.5.6	Describe the limitations of various graph formats; select an appropriate type of graph to accurately represent the data and justify the selection.		
5 M 6	**PROBLEM SOLVING**		
5 M 6.5.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
5 M 6.5.2	Apply previous experience and knowledge to new problem-solving situations.		
5 M 6.5.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
5 M 6.5.6	Try more than one strategy when the first strategy proves to be unproductive.		
5 M 6.5.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
5 M 6.5.9	Generalize solutions and strategies from earlier problems to new problem situations.		
5 M 6.5.10	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.		
5 M 6.5.13	Use technology, including calculators, to solve problems and verify solutions.		
5 M 6.5.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
5 M 7	**MATHEMATICAL COMMUNICATION**		
5 M 7.5.1	Discuss and exchange ideas about mathematics as a part of learning.		
5 M 7.5.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
5 M 7.5.5	Identify and translate key words and phrases that imply mathematical operations.		
5 M 7.5.8	Use physical material, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats.		
5 M 7.5.11	Make conjectures and present arguments in discussions of mathematical ideas.		

Identifier	Nevada - Grade 5 - Mathematics	Introduced	Completed
5 M 7.5.12	Explain and justify thinking about mathematical ideas and solutions.		
5 M 7.5.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
5 M 7.5.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
5 M 7.5.17	Use mathematical notation to communicate and explain mathematical situations.		
5 M 8	**MATHEMATICAL REASONING**		
5 M 8.5.2	Justify answers and the steps taken to solve problems, with and without manipulatives and physical models.		
5 M 8.5.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
5 M 8.5.5	Follow a logical argument and judge its validity.		
5 M 8.5.6	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning.		
5 M 8.5.8	Ask questions to reflect on, clarify, and extend thinking.		
5 M 8.5.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
5 M 8.5.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
5 M 9	**MATHEMATICAL CONNECTIONS**		
5 M 9.5.1	Link new concepts to prior knowledge.		
5 M 9.5.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
5 M 9.5.3	Use models to explain the relationship of concepts to procedures.		
5 M 9.5.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
5 M 9.5.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
5 M 9.5.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 5 - Mathematics	Introduced	Completed
5M1	**NUMBERS, NUMBER SENSE, AND COMPUTATION**		
5M1.1	Read and write numbers, number words, and ordinals		
5M1.2	Use and identify place value		
5M1.3	Round numbers to an appropriate place value		
5M1.4	When rounding, identify which place value will be most helpful in estimating an answer and determine the reasonableness of the answer		
5M1.5	Describe and use properties and relationships of operations (addition, subtraction, multiplication, and division)		
5M1.6	Identify and use least common multiples, greatest common factors		
5M1.7	Identify prime and composite numbers		
5M1.8	Compare and order negative numbers within the context of everyday happenings (e.g., temperature) and plot those numbers on a number line		
5M1.9	Identify fractional parts of regions and sets		
5M1.10	Compare and order fractions and/or decimals with like and unlike denominators		
5M1.11	Describe the place of fractions (including decimal notations) in the number system		
5M1.12	Identify and/or generate equivalent fractions		
5M1.13	Rename, identify fractions in simplest form		
5M1.14	Explain the relationships among fractions, decimals, percents, and ratios, using objects and symbols		
5M1.15	Rename fractions as decimals and vice versa		
5M1.16	Use and apply multiplication and corresponding division through the 12's		
5M1.17	Use basic facts of addition, subtraction, multiplication, and division facts with speed and accuracy in computation and problem solving		
5M1.18	Describe and use algorithms for addition, subtraction, multiplication, and division		
5M1.19	Add and subtract multi-digit numbers		
5M1.20	Multiply multi-digit numbers by two-digit numbers, including strategies for powers of 10		
5M1.21	Divide multi-digit numbers by two-digit numbers, including strategies for powers of 10		
5M1.22	Multiply and divide multi-digit numbers		
5M1.23	Use order of operations to solve problems		
5M1.24	Use models and drawings to identify, compare, add, and subtract fractions with like denominators and to solve problems		
5M1.25	Add and subtract fractions and mixed numbers with like denominators		
5M1.26	Use models and drawings to identify, compare, add, and subtract decimals and to solve problems		
5M1.27	Add and subtract decimals		
5M1.28	Multiply and divide decimals by whole numbers in problems representing practical situations		
5M1.29	Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations		
5M1.30	Use estimation and mental computation in appropriate situations to solve problems		
5M1.31	Use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems		
5M2	**PATTERNS, FUNCTIONS, AND ALGEBRA**		
5M2.1	Classify, compare, and contrast numbers and data		
5M2.2	Identify, describe, and explain patterns and relationships in the number system (e.g., patterns formed by triangular numbers, perfect squares, arithmetic and geometric sequences) using concrete materials, paper and pencil, and calculators		
5M2.3	Using whole numbers as a replacement set, find possible solutions to such inequalities as $8 + 4 > n$		
5M2.4	Use variables in open sentences		
5M2.5	Use variables to describe simple functions and relationships		
5M2.6	Generate number sequences given the first term and any basic computations rule (e.g., given a 4 and the rule is "add 6," then the sequence can be written as 10, 16, , 22, 28, …)		
5M2.7	Solve simple equations using a variety of methods (e.g., inverse operations, mental mathematics, and estimation and verify)		
5M3	**MEASUREMENT**		
5M3.1	Measure, compare, and convert length to the closest fractional part (1/4 and 1/2) of inches, feet, yards, and miles		
5M3.2	Measure, compare, and convert length to the closest decimal unit of milli-, centi-, kilo-, and meters		
5M3.3	Estimate measures of length, volume, capacity, quantity, and weight, communicating the degree of accuracy needed and when a more precise measure is required		
5M3.4	Determine totals and change due for monetary amounts in problem solving situations		
5M3.5	Describe and determine the perimeter and area of polygons		
5M3.6	Describe and determine the area and perimeter of right triangles and rectangles including squares		
5M3.7	Communicate the difference between perimeter and area		
5M3.8	Identify equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years, such as 60 sec. = 1 min.		
5M4	**SPATIAL RELATIONSHIPS AND GEOMETRY**		
5M4.1	Identify, describe, compare, and classify two– and three-dimensional figures by relevant properties including the number of vertices and edges and the number and shapes of faces		
5M4.2	Identify, define, describe, and draw geometric figures, including points, intersecting, perpendicular and parallel lines, line segments, rays, angles, and planes		
5M4.3	Draw and classify triangles according to their properties (e.g., right, scalene, obtuse, equilateral)		

Identifier	Lander - Grade 5 - Mathematics	Introduced	Completed
5M4.4	Identify and draw circles and parts of circles and describe the relationships between the various parts (e.g., arcs, diameter, and central angles)		
5M4.5	Identify shapes that have congruence, similarity, and/or symmetry of figures using a variety of methods (e.g., transformational, motions, models, drawings, and measurement)		
5M4.6	Using a grid, identify coordinates for a given point or locate points of given coordinates in the first quadrant		
5M4.7	Describe uses of geometry in practical problems and situations		
5M5	**DATA ANALYSIS**		
5M5.1	Collect, organize, read, and interpret data using a variety of graphic representations including tables, line plots, stem and leaf plots, scatter plots and histograms		
5M5.2	Describe the limitations of various graph formats		
5M5.3	Select an appropriate type of graph to accurately represent the data and justify the selection		
5M5.4	Use data from graphs, tables, and charts to draw and explain conclusions and predictions		
5M5.5	Conduct simple probability experiments using concrete materials and represent the results using fractions		
5M5.6	Solve probability problems using a variety of methods including constructing sample spaces and tree diagrams		
5M5.7	Model and then compute measures o central tendency including mean, median, and mode.		
5M6	**PROBLEM SOLVING**		
5M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
5M6.2	Apply previous experience and knowledge to new problem-solving situations		
5M6.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
5M6.4	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
5M6.5	Apply previous experience and knowledge to new problem-solving situations		
5M6.6	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
5M6.7	Try more than one strategy when the first strategy proves to be unproductive		
5M6.8	Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists		
5M6.9	Generalize solutions and strategies from earlier problems to new problem situations		
5M6.10	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		
5M6.11	Use technology, including calculators, to solve problems and verify solutions		
5M6.12	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions		
5M7	**MATHEMATICAL COMMUNICATION**		
5M7.1	Discuss and exchange ideas about mathematics as a part of learning		
5M7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems)		
5M7.3	Identify and translate key words and phrases that imply mathematical operations		
5M7.4	Use physical materials, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
5M7.5	Explain and justify thinking about mathematical ideas and solutions		
5M7.6	Make conjectures and present arguments in discussions of mathematical ideas		
5M7.7	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
5M7.8	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
5M7.9	Use mathematical notation to communicate and explain mathematical situations		
5M8	**MATHEMATICAL REASONING**		
5M8.1	Justify answers and the steps taken to solve problems with and without manipulative and physical models		
5M8.2	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
5M8.3	Follow a logical argument and judge its validity		
5M8.4	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
5M8.5	Ask questions to reflect on, clarify, and extend thinking		
5M8.6	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments		
5M8.7	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
5M9	**MATHEMATICAL CONNECTIONS**		
5M9.1	Link new concepts to prior knowledge		
5M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
5M9.3	Use models to explain the relationship of concepts to procedures		
5M9.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
5M9.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
5M9.6	Identify, explain, and use mathematics in everyday life		

Identifier	Kamico - Grade 5 - Social Studies	Introduced	Completed
SS 5.1	**HISTORY**		
SS 5.1.A	Construct time lines to demonstrate an understanding of units of time and chronological order.		
SS 5.1.B	Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.		
SS 5.1.C	Explain how new developments led to the growth of the United States.		
SS.5.2	**PEOPLE IN SOCIETIES**		
SS 5.2.A	Compare practices and products of North American cultural groups.		
SS 5.2.B	Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.		
SS 5.3	**GEOGRAPHY**		
SS 5.3.A	Use map elements or coordinates to locate physical and human features of North America.		
SS 5.3.B	Identify the physical and human characteristics of places and regions in North America.		
SS 5.3.C	Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.		
SS 5.3.D	Analyze ways that transportation and communication relate to patterns of settlement and economic activity.		
S 5.4	**ECONOMICS**		
SS 5.4.A	Explain the opportunity costs involved in the allocation of scarce productive resources.		
SS 5.4.B	Explain why entrepreneurship, capital goods, technology, specialization, and division of labor are important in the production of goods and services.		
SS 5.4.C	Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.		
SS 5.5	**GOVERNMENT**		
SS 5.5.A	Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.		
SS 5.5.B	Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.		
SS 5.6	**CITIZENSHIP RIGHTS AND RESPONSIBILITIES**		
SS 5.6.A	Explain how citizens take part in civic life in order to promote the common good.		
SS 5.6.B	Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.		
SS 5.7	**SOCIAL STUDIES SKILLS AND METHODS**		
SS 5.7.A	Obtain information from a variety of primary and secondary sources using the component parts of the source.		
SS 5.7.B	Use a variety of sources to organize information and draw inferences.		
SS 5.7.C	Communicate social studies information using graphs or tables.		
SS 5.7.D	Use problem-solving skills to make decisions individually and in groups.		

Identifier	Nevada - Grade 5 - Social Studies		Introduced	Completed
5 SS C	**CIVICS**			
5 SS C 1.5.1	Rules and Law	Describe the effects on society of the absence of law.		
5 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.		
5 SS C 1.5.4	Rules and Law	Describe the operation of representative government, including the rights of political minorities.		
5 SS C 2.5.1	US Government	Identify the three branches of government (as set forth in the U.S. Constitution).		
5 SS C 2.5.2	US Government	Name the two houses of the U.S. Congress.		
5 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.		
5 SS C 2.5.4	US Government	Identify the duties of the President.		
5 SS C 2.5.5	US Government	Identify the Supreme Court as the highest court in the land.		
5 SS C 2.5.6	US Government	Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.		
5 SS C 4.5.1	Political Process	List the qualities of a leader.		
5 SS C 4.5.2	Political Process	Name the two major political parties.		
5 SS C 4.5.3	Political Process	Give examples of interest groups.		
5 SS C 4.5.4	Political Process	Identify sources of information people use to form an opinion.		
5 SS C 5.5.1	Citizenship	Describe the difference between a natural-born and a naturalized citizen of the United States.		
5 SS C 5.5.3	Citizenship	Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance.		
5 SS C 5.5.4	Citizenship	Identify the Bill of Rights.		
5 SS C 5.5.6	Citizenship	Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.		
5 SS C 6.5.1	State and Local Government	Explain why local governments are created within states.		
5 SS C 6.5.3	State and Local Government	Name the three branches of state government.		
5 SS C 6.5.4	State and Local Government	Know that there are different types of courts.		
5 SS C 7.5.1	Political and Economic Systems	List the characteristics of a nation-state, including self-rule, territory, population, and organized government.		
5 SS C 8.5.1	International Relations	Identify the countries bordering the United States.		
5 SS C 8.5.2	International Relations	Explain ways in which nations interact.		
5 SS E	**ECONOMICS**			
5 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.		
5 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.		
5 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.		
5 SS E 1.5.4	Economic Way of Thinking	Identify the benefits and costs of spending now versus saving for later.		
5 SS E 2.5.2	Measuring US Economic Performance	Identify and compare per capita measures for the U.S. for different time periods.		
5 SS E 2.5.4	Measuring US Economic Performance	Define inflation and deflation and explain how they affect individuals.		
5 SS E 2.5.6	Measuring US Economic Performance	Define employment and unemployment.		
5 SS E 2.5.8	Measuring US Economic Performance	Identify and give examples of interest rates for borrowing and saving.		
5 SS E 3.5.1	Functioning of Markets	Explain why trade must be mutually beneficial.		
5 SS E 3.5.2	Functioning of Markets	Demonstrate an understanding of supply and demand in a market.		
5 SS E 3.5.3	Functioning of Markets	Contrast the effects of price changes on the behavior of buyers and sellers.		
5 SS E 4.5.1	Private US Economic Institutions	Identify financial institutions.		
5 SS E 4.5.2	Private US Economic Institutions	Provide examples of labor unions.		
5 SS E 4.5.3	Private US Economic Institutions	Explain the purposes for establishing for-profit organizations.		
5 SS E 4.5.4	Private US Economic Institutions	Explain the purposes for establishing not-for-profit organizations.		
5 SS E 4.5.5	Private US Economic Institutions	Identify the rewards and risks of saving money in financial institutions.		
5 SS E 5.5.1	Money	Explain why it is easier for people to save and trade using money rather than using other commodities.		
5 SS E 5.5.4	Money	Identify forms of money used in the U.S. prior to the 20th century.		
5 SS E 5.5.5	Money	Give examples of purchases made using credit.		
5 SS E 6.5.1	US Economy as a Whole	Discuss the resources needed for production in households, schools, and community groups.		
5 SS E 6.5.2	US Economy as a Whole	Demonstrate an understanding that an individual can be both a consumer and a producer.		

Identifier	Nevada - Grade 5 - Social Studies		Introduced	Completed
5 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).		
5 SS E 6.5.4	US Economy as a Whole	Illustrate how one person's spending becomes another person's income.		
5 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.		
5 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.		
5 SS E 7.5.1	Evolving Economy	Provide an example of how purchasing a tool or acquiring education can be an investment.		
5 SS E 7.5.4	Evolving Economy	Describe the characteristics of an entrepreneur.		
5 SS E 7.5.5	Evolving Economy	Give examples of ways sellers compete.		
5 SS E 7.5.6	Evolving Economy	Explain why specialization increases productivity and interdependence.		
5 SS E 7.5.7	Evolving Economy	Describe the steps an entrepreneur would take to start a business.		
5 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.		
5 SS E 9.5.1	International Economy	Explain why the U.S. imports and exports goods.		
5 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).		
5 SS E 9.5.4	International Economy	Give the value of the U.S. dollar in terms of the currencies of other countries.		
5 SS G	**GEOGRAPHY**			
5 SS GS.5.1	Geographic Skills	Ask appropriate geographic questions about geographic locations, spatial patterns, and their origin and significance.		
5 SS GS.5.2	Geographic Skills	Locate and gather information from a variety of sources.		
5 SS GS.5.3	Geographic Skills	Create and prepare maps, graphs, or charts to display geographic information.		
5 SS GS.5.4	Geographic Skills	Investigate and interpret information from a variety of geographic sources.		
5 SS GS.5.5	Geographic Skills	Draw a conclusion by presenting geographic information in the form of oral or written reports accompanied by maps or graphics.		
5 SS G 1.5.1	World in Spatial Terms	Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada, the U.S., and the world.		
5 SS G 1.5.2	World in Spatial Terms	Identify the characteristics and purposes of maps and globes.		
5 SS G 1.5.3	World in Spatial Terms	Read and derive geographic information from photographs, maps, globes, graphs, and computer resources.		
5 SS G 1.5.4	World in Spatial Terms	Construct maps and charts to display information about human and physical features.		
5 SS G 1.5.5	World in Spatial Terms	Identify the purpose and summarize the content of maps of similar areas.		
5 SS G 1.5.6	World in Spatial Terms	Answer spatial questions using basic geographic vocabulary.		
5 SS G 2.5.1	Places and Regions	Describe physical and human features and cultural characteristics of places and regions.		
5 SS G 2.5.2	Places and Regions	Identify examples in a community or region that reflect cultural identity.		
5 SS G 2.5.3	Places and Regions	Describe the characteristics of the community and the state from different perspectives.		
5 SS G 2.5.4	Places and Regions	Identify the effects of the use of technology in the community.		
5 SS G 2.5.5	Places and Regions	Identify and describe the locations of historical events.		
5 SS G 2.5.6	Places and Regions	Describe how the community and the state change over time.		
5 SS G 2.5.7	Places and Regions	Identify the criteria used to define different types of regions.		
5 SS G 3.5.1	Physical Systems	Identify the components of each of Earth's four basic physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.		
5 SS G 3.5.2	Physical Systems	Define and give examples of natural hazards.		
5 SS G 3.5.3	Physical Systems	Identify the parts of different ecosystems, including soil, climate, plant life, and animal life.		
5 SS G 3.5.4	Physical Systems	Locate and describe various ecosystems of Earth.		
5 SS G 3.5.5	Physical Systems	Investigate an ecosystem by asking and answering geographic questions.		
5 SS G 4.5.1	Human Systems	Explain differences in population distribution within Nevada and the United States.		
5 SS G 4.5.2	Human Systems	List the causes and effects of human migration and settlement.		
5 SS G 4.5.3	Human Systems	List examples of historical movements of people, goods, and ideas.		
5 SS G 4.5.4	Human Systems	Describe the differences among rural, suburban, and urban migration and settlements.		
5 SS G 4.5.5	Human Systems	Identify the location of various economic goods and describe their movement between states and countries.		
5 SS G 4.5.6	Human Systems	Investigate an economic issue by asking and answering geographic questions.		
5 SS G 4.5.7	Human Systems	Compare differences in the economic development and quality of life among the countries in North America.		
5 SS G 4.5.8	Human Systems	Classify cultural, political, and economic organizations.		
5 SS G 4.5.9	Human Systems	Explain how and why people divide Earth's surface into a variety of territorial units.		
5 SS G 5.5.1	Environment and Society	Describe ways in which changes in the physical environment affect humans.		
5 SS G 5.5.2	Environment and Society	Discuss the constraints physical environments place on human activities.		
5 SS G 5.5.3	Environment and Society	Give examples of how the physical environment has been changed by technology.		
5 SS G 5.5.4	Environment and Society	Explain how human modification of the physical environment in one place can lead to changes in other places.		
5 SS G 5.5.5	Environment and Society	Describe how natural hazards affect human activity.		
5 SS G 5.5.6	Environment and Society	Describe the patterns of distribution and use of Earth's resources.		
5 SS G 5.5.7	Environment and Society	Identify different ways people in several areas of the world use the same resources.		

Identifier	Nevada - Grade 5 - Social Studies		Introduced	Completed
5 SS G 6.5.1	Geographic Applications	Describe how people and places have influenced events in the past.		
5 SS G 6.5.2	Geographic Applications	Use current events to ask and answer geographic questions.		
5 SS G 6.5.3	Geographic Applications	Research a contemporary issue using geographic skills and perspectives.		
5 SS G 6.5.4	Geographic Applications	Describe a local geographic issue and the possible effects it will have in the future.		
5 SS H	**HISTORY**			
5 SS H 1.5.1	Chronology	Identify current events from multiple sources.		
5 SS H 1.5.2	Chronology	Record events on a graphic organizer, such as a calendar or time line.		
5 SS H 2.5.1	History Skills	Ask a historical question and identify resources to be used in research.		
5 SS H 2.5.2	History Skills	Organize historical information from a variety of sources.		
5 SS H 3.5.1	Prehistory to 400 CE	Define hunter-gatherer.		
5 SS H 3.5.5	Prehistory to 400 CE	Locate Nevada's earliest Native American inhabitants, known as the Desert Archaic people.		
5 SS H 4.5.1	1 CE to 1400	Identify explorations of the Vikings in North America.		
5 SS H 5.5.5	1200 to 1750	Identify Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.		
5 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.		
5 SS H 5.5.7	1200 to 1750	Describe expeditions of early explorers, including Christopher Columbus and Ferdinand Magellan.		
5 SS H 5.5.8	1200 to 1750	Describe relationships among Native Americans, Europeans, and Africans.		
5 SS H 5.5.11	1200 to 1750	Describe colonial life in North America.		
5 SS H 6.5.4	1700 to 1865	Identify the events that led to the Declaration of Independence.		
5 SS H 6.5.5	1700 to 1865	Identify key people of the American Revolution, including George Washington and Ben Franklin.		
5 SS H 6.5.14	1700 to 1865	Describe the relationship between the War of 1812 and the national anthem.		
5 SS H 6.5.17	1700 to 1865	Describe experiences of pioneers moving west, including Donner Party and Oregon and California Trails.		
5 SS H 6.5.18	1700 to 1865	Identify explorers and settlers in preterritorial Nevada, including Kit Carson and John C. Fremont.		
5 SS H 6.5.21	1700 to 1865	Identify the Civil War and final outcome, including Union and Confederacy and Generals Grant and Lee.		
5 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.		
5 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.		
5 SS H 7.5.9	1869 to 1920	Describe the contributions of immigrant groups to the United States.		
5 SS H 7.5.11	1869 to 1920	Describe the significance of Labor Day.		
5 SS H 7.5.17	1869 to 1920	Describe the distinction between Veterans Day and Memorial Day.		
5 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.		
5 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.		
5 SS H 9.5.5	1945 to 1990	Identify major advancements in science and technology, including television and computers.		
5 SS H 9.5.8	1945 to 1990	Identify the major points in Martin Luther King Jr.'s "I Have a Dream" speech.		
5 SS H 10.5.3	1990 to Present	Identify major news events on the local, state, national, and world level.		

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5S1	**CIVICS**		
5S1.1	Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government		
5S1.2	Explain the Preamble of the United States Constitution		
5S1.3	Describe the operation of representative government, including the rights of political minorities		
5S1.4	Identify the three branches of government (as set forth in the U.S. Constitution)		
5S1.5	Name the two houses of the U.S. Congress		
5S1.6	Identify the powers of the U.S. Congress (e.g., power to tax, declare war, impeach the President)		
5S1.7	Identify the duties of the President		
5S1.8	Describe the purpose of a judge and jury in a trial as it relates to resolving disputes		
5S1.9	Name the two major political parties		
5S1.10	Give examples of interest groups		
5S1.11	Identify sources of information people use to form an opinion		
5S1.12	Describe the difference between a natural-born and a naturalized citizen of the United States		
5S1.13	Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance		
5S1.14	Identify the Bill of Rights		
5S1.15	Identify ways conflicts can be resolved in a peaceful manner that respect individual rights		
5S1.16	Know that there are different types of courts		
5S1.17	List the characteristics of a nation-state, including: self rule, territory, population, organized government		
5S1.18	Identify the countries bordering the United States		
5S1.19	Explain ways in which nations interact		
5S1.20	Describe careers that require knowledge and skills in citizenship, law, and government		
5S1.21	Differentiate between facts and opinions		
5S1.22	Demonstrate concern and respect for the rights of self and others		
5S2	**ECONOMICS**		
5S2.1	Describe how scarcity requires a person to make a choice and identify a cost associated with the decision		
5S2.2	Demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences		
5S2.3	Demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost		
5S2.4	Identify the benefits and costs of spending now versus saving for later		
5S2.5	Identify and compare per capita measures for the U.S. for different time periods		
5S2.6	Define inflation and deflation and explain how they affect individuals		
5S2.7	Identify and give examples of interest rates for borrowing and saving		
5S2.8	Explain why trade must be mutually beneficial		
5S2.9	Demonstrate an understanding of supply and demand in a market		
5S2.10	Identify the intent of advertisements		
5S2.11	Contrast the effects of price changes on the behavior of buyers and sellers		
5S2.12	Provide examples of labor unions		
5S2.13	Explain the purposes for establishing for-profit organizations		
5S2.14	Explain the purpose for establishing not-for-profit organizations		
5S2.15	Explain why is it easier for people to save and trade using money rather than using other commodities		
5S2.16	Identify forms of money used in the United States prior to the twentieth (20th) century		
5S2.17	Identify the resources needed for production in households, schools, and community groups		
5S2.18	Demonstrate an understanding that an individual can be both a consumer and a producer		
5S2.19	Identify inventions according to use		
5S2.20	Recognize the three types of productive resources: natural (e.g., minerals) human (e.g., educated workers) and capital (e.g., machinery)		
5S2.21	Illustrate how one person's spending becomes another person's income		
5S2.22	Describe how income reflects choices people make about education, training, skill development, lifestyle, and careers		
5S2.23	Explain why specialization increases productivity and interdependence		
5S2.24	Give examples of items for which a sales tax is charged and items for which a sales tax is not charged		
5S2.25	Explain why the U.S. imports and exports goods		
5S2.26	Give the value of the U.S. dollar in terms of the currencies of other countries		
5S2.27	Describe the services of financial institutions		
5S2.28	Describe the advantages and disadvantages of a specific occupation		
5S2.29	Read and interpret product diagrams		
5S3	**GEOGRAPHY**		
5S3.1	Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographical features in Nevada and the united States		
5S3.2	Identify the characteristics and purposes of different maps and gloves		
5S3.3	Read and derive geographic information from photographs, maps, graphs, and computer resources		
5S3.4	Construct maps, charts, tables, and graphs to display information about human and physical features in the United States		
5S3.5	Identify the purpose and content of various U.S. maps		
5S3.6	Answer spatial questions about a map using basic geographic vocabulary		

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5S3.7	Recognize that states in the United States may be grouped into regions (e.g., West, Southwest, Midwest, Southeast, Northeast)		
5S3.8	Label a map of the United States with the names of the fifty states and major cities (e.g., Washington, D.C., Los Angeles, Seattle, Denver, Chicago, Atlanta, New York)		
5S3.9	Describe physical and human features and cultural characteristics of places and regions in the United States		
5S3.10	Identify examples in the community or region that reflect cultural identity		
5S3.11	Describe the characteristics of the community and Nevada from different perspectives		
5S3.12	Identify the effects of the use of technology in different communities in the United States		
5S3.13	Identify and describe the locations of selected historical events		
5S3.14	Describe how the community and Nevada have changed over time		
5S3.15	Identify the criteria used to define different types of regions		
5S3.16	Identify the components of each of Earth's four basic physical systems: atmosphere, lithosphere, hydrosphere, and biosphere		
5S3.17	Define and give examples of natural hazards (e.g., hurricanes, tornadoes, tsunamis)		
5S3.18	Identify the parts of different ecosystems, including soil, climate, plant life, and animal life		
5S3.19	Describe the biodiversity of different ecosystems on Earth		
5S3.20	Investigate an ecosystem by asking and answering geographic questions		
5S3.21	Explain differences in population distribution within Nevada and the United States		
5S3.22	Identify the push-pull factors influencing human migration and settlement		
5S3.23	List examples of historical movements of people, goods, and ideas		
5S3.24	Describe the differences among frontier, rural, suburban, and urban migration and settlement		
5S3.25	Identify the sources of various economic goods and describe their movement between states and countries		
5S3.26	Investigate an economic issue by asking and answering geographic questions about location		
5S3.27	Compare differences in the economic development and quality of life among the countries in North America		
5S3.28	Describe why types of organizations may differ by geographic region		
5S3.29	Describe issues of cooperation and conflict within the United States		
5S3.30	Describe ways in which changes in the physical environment affect humans		
5S3.31	Describe places in the United States where the physical environment has been altered by technology		
5S3.32	Explore the impact of human modification of the physical environment on the people who live in that location		
5S3.33	Describe the patterns of distribution and use of natural resources in the United States		
5S3.34	Compare the use of the same resource in the United States with another place in the world		
5S3.35	Describe how the physical setting influenced an event in the past		
5S3.36	Use current events to ask and answer geographic questions		
5S3.37	Discuss a geographic issue from more than one point of view		
5S3.38	Describe a geographic issue and the possible impact it could have in the future		
5S3.39	Ask geographic questions about the origin and significance of spatial patterns		
5S3.40	Locate and gather geographic information from a variety of sources		
5S3.41	Create complex maps, graphs, tables, or charts to display geographic information		
5S3.42	Investigate and interpret information from a variety of geographic sources		
5S3.43	Draw a conclusion by presenting geographic information in an oral or written report accompanied by maps and graphics		
5S3.44	Locate, compare, and contrast places on maps and globes using latitude and longitude		
5S3.45	Identify, locate, and distinguish among varying land forms, bodies of water, and major geographical features of the United States		
5S3.46	Identify and describe varying land forms and bodies of water on the Earth		
5S3.47	Read and interpret appropriate editorial cartoons		
5S4	**HISTORY**		
5S4.1	Identify current events from multiple sources		
5S4.2	Record and interpret events on a graphic organizer, such as a calendar or time line		
5S4.3	Ask a historical question and identify resources to be used in research		
5S4.4	Organize historical information from a variety of sources		
5S4.5	Define hunter-gatherer		
5S4.6	Identify explorations of the Vikings in North America		
5S4.7	Describe Native North American life prior to European contact (e.g., clothing, communication, family, food, shelter, transportation, tools)		
5S4.8	Describe expeditions of early explorers, including: Christopher Columbus, Ferdinand Magellan		
5S4.9	Identify and describe the reasons for the early exploration of the New World		
5S4.10	Describe relationships among Native Americans, Europeans, Asians, and Africans		
5S4.11	Describe colonial life in North America		
5S4.12	Identify the events that led to the Declaration of Independence		
5S4.13	Describe the significance of the American Revolution		
5S4.14	Identify key people of the American Revolution, including: George Washington, Ben Franklin		
5S4.15	Describe the relationship between the War of 1812 and the national anthem		
5S4.16	Identify the Civil War and final outcome, including: Union and Confederacy, Generals Grant and Lee		
5S4.17	Identify the contributions of the inventors and discoverers, including Thomas Edison, Wright brothers, Alexander Graham Bell, George Washington Carver		
5S4.18	Describe the significance of the Industrial Revolution		
5S4.19	Describe the contributions of immigrant groups to the United States		

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5S4.20	Describe the significance of Labor Day		
5S4.21	Describe the distinction between Veterans' Day and Memorial Day		
5S4.22	Identify the major events of the Great Depression (e.g., stock market crash, Dust Bowl, migration, Hoover Dam)		
5S4.23	Identify the United States' participation in World War II (e.g., Pearl Harbor, homefront, D-Day, atomic bomb)		
5S4.24	Identify major advancements in science and technology, including: television, computers		
5S4.25	Identify the major points in Martin Luther King, Jr.'s "I Have A Dream" speech		
5S4.26	Identify major news events on the local, state, national, and world level		
5S4.27	Organize chronologically major events and people of United States history		
5S4.28	Read, interpret, and analyze historical passages		

Identifier	Kamico - Grade 5 - Science	Introduced	Completed
S 5.1	**NATURE OF SCIENCE - SCIENTIFIC PROCESSES**		
S 5.1.1A	Demonstrate safe practices during field and laboratory investigations.		
S 5.1.2A	Plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.		
S 5.1.2B	Collect information by observing and measuring.		
S 5.1.2C	Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.		
S 5.1.2D	Communicate valid conclusions.		
S 5.1.2E	Construct simple graphs, tables, maps, and charts using tools to organize, examine, and evaluate information.		
S 5.1.3A	Analyze and review scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.		
S 5.1.3B	Draw inferences based on information for products and services.		
S 5.1.3C	Represent the natural world using models and identify their limitations.		
S 5.1.4A	Collect and analyze information using tools including calculators, microscopes, hand lenses, rulers, thermometers, compasses, balances, meter sticks, timing devices, magnets, collecting nets, and safety goggles.		
S 5.2	**LIFE SCIENCES - SCIENCE CONCEPTS**		
S 5.2.1A	Identify traits that are inherited from parent to offspring in plants and animals.		
S 5.2.1B	Give examples of learned characteristics that result from the influence of the environment.		
S 5.2.2A	Compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem.		
S 5.2.2B	Analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem.		
S 5.2.2C	Predict some adaptive characteristics required for survival and reproduction by an organism in an ecosystem.		
S 5.2.3A	Describe and compare life cycles of plants and animals.		
S 5.2.4A	Observe and describe the habitats of organisms within an ecosystem.		
S 5.2.4B	Observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space.		
S 5.2.4C	Describe environmental changes in which some organisms would thrive, become ill, or perish.		
S 5.2.4D	Describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.		
S 5.2.5A	Identify the external characteristics of different kinds of plants and animals that allow their needs to be met.		
S 5.2.5B	Compare and give examples of the ways living organisms depend on each other and on their environments.		
S 5.2.6A	Describe some cycles, structures, and processes that are found in a simple system.		
S 5.2.6B	Describe some interactions that occur in a simple system.		
S 5.2.7A	Identify patterns of change such as in weather, metamorphosis, and objects in the sky.		
S 5.3	**PHYSICAL SCIENCES - SCIENCE CONCEPTS**		
S 5.3.1A	Differentiate among forms of energy including light, heat, electrical, and solar energy.		
S 5.3.1B	Identify and demonstrate everyday examples of how light is reflected, such as from tinted windows, and refracted, such as in cameras, telescopes, and eyeglasses.		
S 5.3.1C	Demonstrate that electricity can flow in a circuit and can produce heat, light, sound, and magnetic effects.		
S 5.3.1D	Verify that vibrating an object can produce sound.		
S 5.3.2A	Classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.		
S 5.3.2B	Demonstrate that some mixtures maintain the physical properties of their ingredients.		
S 5.3.2C	Identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving sugar in water.		
S 5.3.2D	Observe and measure characteristic properties of substances that remain constant such as boiling points and melting points.		
S 5.3.3A	Measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied.		
S 5.3.4A	Describe some cycles, structures, and processes that are found in a simple system.		
S 5.3.4B	Describe some interactions that occur in a simple system.		
S 5.3.5A	Identify patterns of change such as in weather, metamorphosis, and objects in the sky.		
S 5.4	**EARTH SCIENCES - SCIENCE CONCEPTS**		
S 5.4.1A	Interpret how land forms are the result of a combination of constructive and destructive forces such as deposition of sediment and weathering.		
S 5.4.1B	Identify the physical characteristics of Earth and compare them to the physical characteristics of the moon.		
S 5.4.2A	Identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow.		
S 5.4.2B	Draw conclusions about 'what happened before' using data such as from tree-growth rings and sedimentary rock sequences.		
S 5.4.2C	Identify past events that led to the formation of Earth's renewable, nonrenewable, and inexhaustible resources.		
S 5.4.3A	Identify events and describe changes that occur on a regular basis such as in daily, weekly, lunar, and seasonal cycles.		
S 5.4.3B	Identify the significance of the water, carbon, and nitrogen cycles.		
S 5.4.4A	Test properties of soils including texture, capacity to retain water, and ability to support life.		
S 5.4.4B	Summarize the effects of the oceans on land.		
S 5.4.4C	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.		
S 5.4.5A	Identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area and classify them as renewable, nonrenewable, or inexhaustible resources.		
S 5.4.5B	Identify the planets in our solar system and their position in relation to the sun.		
S 5.4.5C	Describe the characteristics of the sun.		
S 5.4.6A	Identify that the surface of Earth can be changed by forces such as earthquakes and glaciers.		
S 5.4.7A	Describe some cycles, structures, and processes that are found in a simple system.		

Identifier	Kamico - Grade 5 - Science	Introduced	Completed
S 5.4.7B	Describe some interactions that occur in a simple system.		
S 5.4.8A	Identify patterns of change such as in weather, metamorphosis, and objects in the sky.		

Identifier	Nevada - Grade 5 - Science		Introduced	Completed
5 S PS	**PHYSICAL SCIENCE**			
5 S PS 1.5.1	Forces and Motion	Investigate and describe the relationship that exists between the size of a change in motion of an object to the size of a push or pull on that object.		
5 S PS 1.5.2	Forces and Motion	Investigate and describe that objects usually move downward when they fall or are released in the air or on ramps.		
5 S PS 1.5.3	Forces and Motion	Investigate and describe that objects may move in a variety of ways (e.g., straight lines or by rotating, rolling, or revolving).		
5 S PS 1.5.4	Forces and Motion	Classify objects by whether they sink or float in air or water.		
5 S PS 1.5.5	Forces and Motion	Investigate and describe the ways that magnets attract and repel each other and certain kinds of other materials.		
5 S PS 2.5.1	Structure and Properties of Matter	Separate mixtures based on their properties.		
5 S PS 2.5.2	Structure and Properties of Matter	Describe and classify matter in terms of elements, compounds, and mixtures.		
5 S PS 2.5.3	Structure and Properties of Matter	Investigate and describe the ways that solids remaining after a solvent has been evaporated may form distinctive patterns of crystals.		
5 S PS 2.5.5	Structure and Properties of Matter	Investigate and describe how materials can be broken down physically into smaller and smaller pieces, and that each piece may retain its same properties.		
5 S PS 2.5.6	Structure and Properties of Matter	Investigate and describe how the observable properties of a material depend on its composition.		
5 S PS 3.5.1	Energy and Matter - Interactions and Forms	Investigate and describe how warm objects cool and cool objects warm when they are put together, until they reach the same temperature.		
5 S PS 3.5.2	Energy and Matter - Interactions and Forms	Investigate and describe how energy can be used to bring about changes in matter (e.g., melting an ice cube).		
5 S PS 3.5.3	Energy and Matter - Interactions and Forms	Investigate and describe how vibrations produce sound.		
5 S PS 3.5.4	Energy and Matter - Interactions and Forms	Describe how electrical components are utilized in the design of simple electrical circuits.		
5 S PS 4.5.1	Chemical Reaction	Investigate and describe how observable changes in matter may occur when different materials are heated, mixed, or cooled.		
5 S LS	**LIFE SCIENCE**			
5 S LS 6.5.1	Structure and Function	Investigate, compare, and contrast the different life cycles of different living things.		
5 S LS 6.5.2	Structure and Function	Investigate, compare, and contrast the different structures of organisms that serve different functions for growth, reproduction, and survival.		
5 S LS 6.5.3	Structure and Function	Investigate and describe how plants and animals have features that help them live in various environments.		
5 S LS 7.5.1	Internal and External Influences on Organisms	Investigate and describe how clues for behavior may be detected by the senses in humans and other living things.		
5 S LS 7.5.2	Internal and External Influences on Organisms	Investigate and describe how some organisms can learn from their experiences.		
5 S LS 7.5.3	Internal and External Influences on Organisms	Investigate and describe how some environmental conditions are more favorable than others to living things.		
5 S LS 8.5.1	Heredity and Diversity	Investigate and describe how some characteristics between offspring and parents are inherited, but other characteristics are learned.		
5 S LS 8.5.2	Heredity and Diversity	Explain how living things may be classified on the basis of similar features, behaviors, and/or habits.		
5 S LS 8.5.3	Heredity and Diversity	Describe how there are variations among individuals within a population of a certain species.		
5 S LS 8.5.4	Heredity and Diversity	Reproduction is a characteristic essential to the continuation of every species.		
5 S LS 9.5.1	Evolution - Process of Biological Change	Classify animals and plants according to their physical characteristics.		
5 S LS 9.5.2	Evolution - Process of Biological Change	Investigate and describe how environmental changes allow some plants and animals to survive and reproduce, but others may die.		
5 S LS 9.5.3	Evolution - Process of Biological Change	Investigate and describe how individuals of the same kind differ in their characteristics and sometimes the differences give an advantage in surviving and reproducing.		
5 S ESS	**EARTH AND SPACE SCIENCES**			
5 S ESS 10.5.1	Earth Structures and Composition	Investigate and describe how rocks are composed of different combinations of minerals.		
5 S ESS 10.5.2	Earth Structures and Composition	Investigate and describe how erosion and deposition rates can be affected by the slope of the land and by human activities.		
5 S ESS 10.5.3	Earth Structures and Composition	Investigate and describe how the surface of Earth, including the ocean floor has a varied topography.		
5 S ESS 10.5.4	Earth Structures and Composition	Investigate and describe how soil is made of many different biological and mineral materials, and varies from place to place.		
5 S ESS 11.5.1	Earth Models	Identify compass directions on a map.		
5 S ESS 11.5.2	Earth Models	Explain how the Nevada state road map is a tool that can be used to navigate from one location to another.		
5 S ESS 11.5.3	Earth Models	Explain how many things can be represented by two-dimensional maps and three-dimensional models.		
5 S ESS 12.5.1	Earth History	Explain that the surface of Earth changes due to a variety of factors (e.g., some are abrupt like volcanoes and earthquakes, and others happen very slowly, such as the wearing down of mountains).		
5 S ESS 12.5.2	Earth History	Investigate and describe how fossils are evidence of past life.		
5 S ESS 13.5.1	Cycles of Matter and Energy	Explain that the sun is the main source of energy for people, which they use in many ways (e.g., fossil fuels derive their energy indirectly from the sun).		
5 S ESS 13.5.2	Cycles of Matter and Energy	Investigate and describe various meteorological phenomena (e.g., flooding, thunderstorms, and drought).		
5 S ESS 13.5.3	Cycles of Matter and Energy	Investigate and describe the factors which affect the processes such as evaporation and condensation.		

Identifier	Nevada - Grade 5 - Science		Introduced	Completed
5 S ESS 13.5.5	Cycles of Matter and Energy	Investigate and describe how change is an ongoing process that can be seen throughout the natural world.		
5 S ESS 14.5.1	Solar System and Universe	Investigate and describe the basic components of our solar system (e.g., planets, moons, asteroids, comets, and the sun).		
5 S ESS 14.5.2	Solar System and Universe	Describe the apparent motion of celestial objects across the sky.		
5 S ESS 14.5.3	Solar System and Universe	Describe how the stars in the sky are not scattered evenly, and they are not all the same in brightness or color.		
5 S ES	**ENVIRONMENTAL SCIENCES**			
5 S ES 15.5.1	Ecosystems	Investigate and describe how organisms interact with each other and with nonliving parts of their habitats.		
5 S ES 15.5.2	Ecosystems	Investigate and describe how, for any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.		
5 S ES 15.5.3	Ecosystems	Explain how the sun is the primary source of energy for nearly every ecosystem and that living things get what they need to survive from their environments.		
5 S ES 15.5.4	Ecosystems	Investigate and describe how the local ecosystem has unique characteristics.		
5 S ES 16.5.1	Natural Resources	Investigate and describe how resources have distinct properties which determine their usefulness.		
5 S ES 16.5.2	Natural Resources	Investigate and describe how technology can be used to extend resources (e.g., recycling).		
5 S ES 16.5.3	Natural Resources	Explain how Earth materials, including those found in Nevada, provide many of the resources that humans use.		
5 S ES 16.5.4	Natural Resources	Explain that humans tend to use resources to meet more than their minimal needs for food, shelter and warmth.		
5 S ES 17.5.1	Conservation	Investigate and describe how consumptive patterns of people vary in different places.		
5 S ES 17.5.2	Conservation	Investigate and describe that ecosystems have components that can be observed to change, while other components appear to stay the same.		
5 S ES 17.5.3	Conservation	Explain that changes in environments can be natural events or influenced by human activities.		
5 S NHS	**THE NATURE AND HISTORY OF SCIENCE**			
5 S NHS 18.5.1	Scientific, Historical and Technological Perspectives	Explain that science is a systematic way of exploring the world.		
5 S NHS 18.5.2	Scientific, Historical and Technological Perspectives	Develop explanations using observations (evidence) from investigations.		
5 S NHS 18.5.3	Scientific, Historical and Technological Perspectives	Describe key scientists, classical experiments in science, and technological inventions that lead to a better understanding of the impact of science on society.		
5 S NHS 18.5.4	Scientific, Historical and Technological Perspectives	Recognize and explain that science is an activity done by more than one person working together.		
5 S NHS 18.5.5	Scientific, Historical and Technological Perspectives	Explain that technology enables scientists and others to study the motion of objects that are moving rapidly or that are hardly moving at all.		
5 S NHS 18.5.6	Scientific, Historical and Technological Perspectives	Explain that science is an ongoing process of investigation (inquiry).		
5 S NHS 19.5.4	Reasoning and Critical Response Skills	Explain that claims must be supported by evidence and logical argument.		
5 S SI	**SCIENTIFIC INQUIRY: PROCESSES AND SKILLS**			
5 S SI 20.5.1	Systems, Models, Risk, and Predicitons	Develop a physical model to explain how something works or how something is constructed.		
5 S SI 20.5.2	Systems, Models, Risk, and Predicitons	Predict that some events are more likely to happen than others.		
5 S SI 20.5.3	Systems, Models, Risk, and Predicitons	Describe and compare the components and interrelationships of a simple system (e.g., trace the flow of water through an aquarium, a filter, and a pump).		
5 S SI 21.5.1	Scientific Values and Attitudes	Keep records of investigations and observations, without changing those records later.		
5 S SI 21.5.2	Scientific Values and Attitudes	Make careful observations and test things more than once.		
5 S SI 21.5.3	Scientific Values and Attitudes	Offer reasons for findings and consider the reasons suggested by others.		
5 S SI 22.5.1	Communication Skills	Give written or oral instructions that others are able to follow.		
5 S SI 22.5.2	Communication Skills	Organize information into charts, tables, and graphs.		
5 S SI 22.5.3	Communication Skills	Collaborate on a group project.		
5 S SI 23.5.1	Scientific Applications of Mathematics	Explain that sometimes changing one thing causes changes in another.		
5 S SI 23.5.2	Scientific Applications of Mathematics	Explain to other students how to go about solving numerical problems.		
5 S SI 23.5.3	Scientific Applications of Mathematics	Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measurements.		
5 S SI 23.5.4	Scientific Applications of Mathematics	Recognize the appropriate unit for a particular measurement (e.g., meters for length, seconds for time, and kilograms for mass).		
5 S SI 23.5.5	Scientific Applications of Mathematics	Recognize that repeated measurements of the same thing are likely to vary slightly.		
5 S SI 24.5.1	Laboartory Skills and Safety	Use safety equipment and attire.		
5 S SI 24.5.2	Laboartory Skills and Safety	Measure and mix dry and liquid materials safely in prescribed amounts.		
5 S SI 24.5.3	Laboartory Skills and Safety	Use provided materials to construct objects for a particular task.		
5 S SI 24.5.4	Laboartory Skills and Safety	Label measurements and diagrams properly.		
5 S SI 24.5.5	Laboartory Skills and Safety	Use appropriate technology in lab procedures for measuring and recording.		
5 S SI 24.5.6	Laboartory Skills and Safety	Manipulate objects and observe events in an experiment.		

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5Sc1	**PHYSICAL SCIENCE**		
5Sc1.1	Investigate and describe the relationship that exists between the size of a change in motion of an object to the size of a push or pull on that object		
5Sc1.2	Investigate and describe that objects usually move downward when they fall or are released in the air or on ramps		
5Sc1.3	Investigate and describe that objects may move in a variety of ways		
5Sc1.4	Classify objects by whether they sink or float in air or water		
5Sc1.5	Investigate and describe the way that magnets attract and repel each other and certain kinds of other materials		
5Sc1.6	Compare mixtures and solutions; compare and separate mixtures based on their properties		
5Sc1.7	Describe, classify, and compare matter in terms of elements, compounds, mixtures, and solutions		
5Sc1.8	Investigate and describe distinctive crystal patterns remaining after a solvent has evaporated		
5Sc1.9	Investigate and describe how materials can be broken down physically into smaller and smaller pieces, and that each piece may retain its same properties		
5Sc1.10	Investigate and describe how the observable properties of a material depend on its composition		
5Sc1.11	Investigate and describe how warm objects cool and cool objects warm when they are put together until they reach the same temperature		
5Sc1.12	Investigate and describe how energy can be used to bring about changes in matter		
5Sc1.13	Investigate and describe how vibrations produce sound		
5Sc1.14	Describe how electrical components are utilized in the design of simple electrical circuits		
5Sc1.15	Investigate and describe how observable changes in matter may occur when different materials are heated, mixed, or cooled		
5Sc2	**LIFE SCIENCE**		
5Sc2.1	Investigate, compare, and contrast the different life cycles of different living things		
5Sc2.2	Investigate, compare, and contrast the different structures of organisms that serve different functions for growth, reproduction, and survival		
5Sc2.3	Investigate and describe how plants and animals have features that help them live in various environments		
5Sc2.4	Investigate and describe how clues for behavior may be detected by the senses in humans and other living things		
5Sc2.5	Investigate and describe how some organisms can learn from their experiences		
5Sc2.6	Investigate and describe how some environmental conditions are more favorable than others to living things		
5Sc2.7	Investigate and describe how some characteristics between offspring and parents are inherited, but other characteristics are learned		
5Sc2.8	Explain how living things may be classified on the basis of similar features, behaviors, and/or habits		
5Sc2.9	Describe how there are variations among individuals within a population of a certain species		
5Sc2.10	Explain that reproduction is a characteristic essential to the continuation of every species		
5Sc2.11	Classify animals and plants according to their physical characteristics		
5Sc2.12	Investigate and describe how environmental changes allow some plants and animals to survive and reproduce, but others may die		
5Sc2.13	Investigate and describe how individuals of the same kind differ in their characteristics and sometimes the differences give an advantage in surviving and reproducing		
5Sc3	**EARTH AND SPACE SCIENCES**		
5Sc3.1	Investigate and describe how rocks are composed of different combinations of minerals		
5Sc3.2	Investigate and describe how erosion and deposition rates can be affected by the slope of the land and by human activities		
5Sc3.3	Investigate and describe how the surface of the Earth, including the ocean floor, has a varied topography		
5Sc3.4	Investigate and describe how soil is made of many different biological and mineral materials and varies from place to place		
5Sc3.5	Identify compass directions on a map		
5Sc3.6	Explain how the Nevada state road map is a tool that can be used to navigate from one location to another		
5Sc3.7	Explain how many things can be represented by two-dimensional maps and three-dimensional models		
5Sc3.8	Explain that the surface of the Earth changes due to a variety of factors		
5Sc3.9	Investigate and describe how fossils are evidence of past life		
5Sc3.10	Explain that the sun is the main source of energy for people		
5Sc3.11	Investigate and describe various meteorological phenomena		
5Sc3.12	Investigate and describe the factors that affect processes such as evaporation and condensation		
5Sc3.13	Investigate and describe how change is an ongoing process that can be seen throughout the natural world		
5Sc3.14	Investigate and describe the basic components of our solar system		
5Sc3.15	Describe the apparent motion of celestial objects across the sky		
5Sc3.16	Describe that stars in the sky are not scattered evenly and are not all the same in brightness or color		
5Sc4	**ENVIRONMENTAL SCIENCES**		
5Sc4.1	Investigate and describe interrelationships and interdependence of organisms with each other and with the non-living parts of their habitats		
5Sc4.2	Investigate and describe how, for any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all		
5Sc4.3	Explain how the sun is the primary source of energy for nearly every ecosystem and that living things get that they need to survive from their environments		
5Sc4.4	Investigate and describe how the local ecosystem has unique characteristics		
5Sc4.5	Investigate and describe how resources have distinct properties that determine their usefulness		
5Sc4.6	Investigate and describe how technology can be used to extend resources (e.g., recycling)		
5Sc4.7	Explain how earth materials, including those found in Nevada, provide many of the resources that humans use		

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5Sc4.8	Explain that humans tend to use resources to meet more than their minimal needs for food, shelter and warmth		
5Sc4.9	Investigate and describe how consumptive patterns of people vary in different places		
5Sc4.10	Investigate and describe that ecosystems have components that can be observed to change, while other components appear to stay the same		
5Sc4.11	Explain that changes in environments can be natural events or influenced by human activities, including technology		
5Sc5	**THE NATURE AND HISTORY OF SCIENCE**		
5Sc5.1	Explain that science is a systematic way of exploring the world		
5Sc5.2	Develop descriptions, models, explanations, and predictions based on evidence from investigations		
5Sc5.3	Describe key scientists, classical experiments in science, and technological inventions that lead to a better understanding of the impact of science on society		
5Sc5.4	Recognize and explain that science is an activity done by more than one person working together		
5Sc5.5	Explain that technology enables scientists and others to study the motion of objects that are moving rapidly or that are hardly moving at all		
5Sc5.6	Explain that science is an ongoing process of investigation (inquiry)		
5Sc5.7	Investigate and describe careers related to technological design		
5Sc5.8	Explain that claims must be supported by evidence and logical argument		
5Sc5.9	Identify a problem or need; design a product/tool; and communicate a proposed technological solution for the identified problem		
5Sc5.10	Develop physical and mechanical models to explain how something works or how something is constructed		
5Sc5.11	Predict that some events are more likely to happen than others		
5Sc5.12	Describe and compare the components and interrelationships of a simple system		
5Sc6	**SCIENTIFIC INQUIRY: PROCESSES AND SKILLS**		
5Sc6.1	Observe and interact with objects, organisms, and phenomena and raise questions that can be scientifically researched		
5Sc6.2	Design and conduct investigations and experiments independently, with a partner, and with a small group		
5Sc6.3	Keep records of investigations and observations in a science notebook/journal		
5Sc6.4	Make careful observations and test things more than once		
5Sc6.5	Offer reasons for findings and consider the reasons suggested by others		
5Sc6.6	Investigate, replicate, and describe experiments conducted by others and review and question their conclusions; compare findings of others to findings of similar investigations		
5Sc6.7	Give written or oral instructions that others are able to follow		
5Sc6.8	Organize information into charts, tables, and graphs		
5Sc6.9	Collaborate on a group project		
5Sc6.10	Explain that sometimes changing one thing causes changes in another		
5Sc6.11	Explain to other students how to go about solving numerical problems		
5Sc6.12	Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measurements		
5Sc6.13	Recognize the appropriate unit for a particular measurement		
5Sc6.14	Recognize that repeated measurements of the same thing are likely to vary slightly		
5Sc6.15	Use appropriate equipment tolls, techniques, and information resources to gather, analyze, and interpret data/information		
5Sc6.16	Use safety equipment and attire		
5Sc6.17	Measure and mix dry and liquid materials safely in prescribed amounts		
5Sc6.18	Use provided materials to construct objects for a particular task		
5Sc6.19	Label measurements and diagrams properly		
5Sc6.20	Use appropriate technology in lab procedures for measuring and recording		
5Sc6.21	Manipulate objects and observe events in an experiment		