

Lander County School District

Assessed Standards/Curriculum

By Subject Discipline

By Grade Level

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

# Lander County School District

## Assessed Standards/Curriculum

### By Subject Discipline

Mathematics

Science

Language Arts/Reading

Social Studies

Visual Arts

Theater

Physical Education

Music

Health

Computers/Technology

Guidance/Affective Domain

Nevada State Assessed Standards

Lander County Enduring/Power Standards

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# Lander County School District

## Assessed Standards/Curriculum

### Mathematics

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	<b>Lander - Grade Pre-Kindergarten - Mathematics</b>	Introduced	Completed
<b>PKM1</b>	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
PKM1.1	Use concrete objects to combine and separate groups up to 5		
PKM1.2	Count to 10		
PKM1.3	Recognize and read numerals 0-5		
PKM1.4	Estimate the number of objects in a set to 5 and verify by counting		
PKM1.5	Match the number of objects to the correct numeral 0-5		
<b>PKM2</b>	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
PKM2.1	Sort objects by similar attributes (e.g., size, shape, and color)		
PKM2.2	Recognize and replicate simple patterns (e.g. ABAB)		
PKM2.3	Compare sets of objects; determine which set has more or less.		
<b>PKM3</b>	<b>MEASUREMENT</b>		
PKM3.1	Compare objects by size to determine smaller and larger		
PKM3.2	Sort pennies and nickels		
PKM3.3	Identify day and night		
<b>PKM4</b>	<b>SPATIAL SENSE AND GEOMETRY</b>		
PKM4.1	Identify circles, triangles, and squares		
PKM4.2	Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top)		
<b>PKM5</b>	<b>DATA ANALYSIS</b>		
PKM5.1	Identify and sort data (e.g., interpret quantity in pictures)		
<b>PKM6</b>	<b>PROBLEM SOLVING</b>		
PKM6.1	Apply previous experience and knowledge to new problem-solving situations		
PKM6.2	Explain and verify results with respect to the original problem		
PKM6.3	Try more than one strategy when the first strategy proves to be unproductive		
PKM6.4	Apply solutions and strategies from earlier problems to new problem situations		
<b>PKM7</b>	<b>MATHEMATICAL COMMUNICATION</b>		
PKM7.1	Discuss and exchange ideas about mathematics as a part of learning		
PKM7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
PKM7.3	Use pictorial representations to identify mathematical operations and concepts		
PKM7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
PKM7.5	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
PKM7.6	Explain and justify thinking about mathematical ideas and solutions		
PKM7.7	Use mathematical notation to communicate and explain mathematical situations		
<b>PKM8</b>	<b>MATHEMATICAL REASONING</b>		
PKM8.1	Justify and explain the solutions to problems using manipulatives and physical models		
PKM8.2	Ask questions to reflect on, clarify, and extend thinking		
<b>PKM9</b>	<b>MATHEMATICAL CONNECTIONS</b>		
PKM9.1	Link new concepts to prior knowledge		



Identifier	Nevada - Kindergarten - Mathematics	Introduced	Completed
K M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
K M 1.K.1	Use concrete objects to model simple sums and differences.		
K M 1.K.5	Count to 20.		
K M 1.K.6	Recognize, read, and write numbers from 0-10.		
K M 1.K.7	Estimate the number of objects in a set to 10 and verify by counting; use ordinal positions first to third.		
K M 1.K.8	Match the number of objects to the correct numeral, 0-10.		
K M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
K M 2.K.1	Sort and describe objects by similar attributes; recognize and replicate a pattern.		
K M 2.K.4	Identify and create sets of objects with unequal amounts, describing them as more or less.		
K M 3	<b>MEASUREMENT</b>		
K M 3.K.1	Compare and order objects by size communicating their similarities and differences.		
K M 3.K.4	Identify and sort pennies, nickels, and dimes.		
K M 3.K.6	Recite, in order, the days of the week.		
K M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
K M 4.K.1	Identify two-dimensional shapes (circles, triangles, rectangles including squares) regardless of position.		
K M 4.K.2	Use position words (e.g., middle, before, down) to place objects.		
K M 4.K.3	Identify two-dimensional figures (e.g., windows are shaped like rectangles) as they appear in the environment.		
K M 5	<b>DATA ANALYSIS</b>		
K M 5.K.1	Collect and describe data.		
K M 6	<b>PROBLEM SOLVING</b>		
K M 6.K.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
K M 6.K.2	Apply previous experience and knowledge to new problem-solving situations.		
K M 6.K.3	Formulate (own) problems; use various approaches to investigate and solve problems.		
K M 6.K.4	Explain and verify results with respect to the original problem.		
K M 6.K.6	Try more than one strategy when the first strategy proves to be unproductive.		
K M 6.K.8	Apply solutions and strategies from earlier problems to new problem situations.		
K M 6.K.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
K M 7	<b>MATHEMATICAL COMMUNICATION</b>		
K M 7.K.1	Discuss and exchange ideas about mathematics as a part of learning.		
K M 7.K.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
K M 7.K.4	Use pictorial representations to identify mathematical operations and concepts.		
K M 7.K.7	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.		
K M 7.K.12	Explain and justify thinking about mathematical ideas and solutions.		
K M 7.K.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
K M 7.K.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
K M 7.K.17	Use mathematical notation to communicate and explain mathematical situations.		
K M 8	<b>MATHEMATICAL REASONING</b>		
K M 8.K.1	Justify and explain the solutions to problems using manipulative and physical models.		
K M 8.K.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
K M 8.K.8	Ask questions to reflect on, clarify, and extend thinking.		
K M 8.K.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
K M 8.K.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
K M 9	<b>MATHEMATICAL CONNECTIONS</b>		
K M 9.K.1	Link new concepts to prior knowledge.		
K M 9.K.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
K M 9.K.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
K M 9.K.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Kindergarten - Mathematics	Introduced	Completed
OKM1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
OKM1.1	Count up to 20 objects to determine quantity		
OKM1.2	Count to 20		
OKM1.3	Compare sets of objects and describe more/less/equal		
OKM1.4	Match the number of objects to the correct numeral, 0 – 10		
OKM1.5	Recognize, read, and write numbers, 0 — 10		
OKM1.6	Recognize number words, 0 — 10		
OKM1.7	Use ordinal positions, first to third		
OKM1.8	Estimate the number of objects in a set to 10 and verify by counting		
OKM1.9	Use concrete objects to model simple sums and differences		
OKM1.10	Add and subtract whole numbers to 10, using objects		
OKM1.11	Use number sense, computation, and estimation to solve mathematical and real-world problems		
OKM2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
OKM2.1	Sort and describe objects by similar characteristics (attributes)		
OKM2.2	Create and describe patterns using objects, words, and numbers		
OKM2.3	Recognize, and replicate patterns		
OKM2.4	Identify and create sets of objects with unequal amounts, describing them as more or less		
OKM3	<b>MEASUREMENT</b>		
OKM3.1	Compare and order objects by length and weight, communicating their similarities and differences		
OKM3.2	Compare and order objects by size and weight, communicating their similarities and differences		
OKM3.3	Identify and sort pennies, nickels, and dimes		
OKM3.4	Recite, in order, the days of the week		
OKM4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
OKM4.1	Identify and describe geometric figures (sphere, cylinder, rectangular prism, cube, cone)		
OKM4.2	Identify two-dimensional shapes (circles, triangles, rectangles, including squares) regardless of position		
OKM4.3	Use position words (e.g., middle, before, down) to place and describe location of objects		
OKM4.4	Identify two-dimensional figures as they appear in the environment (e.g., windows are shaped like rectangles)		
OKM5	<b>DATA ANALYSIS</b>		
OKM5.1	Collect and describe data		
OKM5.2	Describe and compare information (data) on graphs made with objects, pictures, or numbers		
OKM6	<b>PROBLEM SOLVING</b>		
OKM6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
OKM6.2	Formulate own problems; use various approaches to investigate and solve problems		
OKM6.3	Explain and verify results with respect to the original problem		
OKM6.4	Apply solutions and strategies from earlier problems to new problem situations		
OKM7	<b>MATHEMATICAL COMMUNICATION</b>		
OKM7.1	Discuss and exchange ideas about mathematics as a part of learning		
OKM7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
OKM7.3	Use pictorial representations to identify mathematical operations and concepts		
OKM7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
OKM7.5	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
OKM7.6	Explain and justify thinking about mathematical ideas and solutions		
OKM7.7	Use mathematical notation to communicate and explain mathematical situations		
OKM8	<b>MATHEMATICAL REASONING</b>		
OKM8.1	Justify and explain the solutions to problems using manipulatives and physical models		
OKM8.2	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
OKM8.3	Ask questions to reflect on, clarify, and extend thinking		
OKM9	<b>MATHEMATICAL CONNECTIONS</b>		
OKM9.1	Link new concepts to prior knowledge		
OKM9.2	Identify practical applications of mathematical principles that can be applied to other disciplines		
OKM9.3	Identify, explain, and use mathematics in everyday life		

Identifier	Kamico - Grade 1 - Mathematics	Introduced	Completed
M 1.1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 1.1.1A	Compare and order whole numbers up to 99 using sets of concrete objects and pictorial models.		
M 1.1.1B	Use words and numbers to describe the values of individual coins such as penny, nickel, dime, and quarter and their relationships.		
M 1.1.1C	Read and write numbers to 99 to describe sets of concrete objects.		
M 1.1.2A	Share a whole by separating it into equal parts and use appropriate language to describe the parts; use appropriate language to describe part of a set.		
M 1.1.3A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.		
M 1.1.4A	Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined.		
M 1.1.4B	Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.		
M 1.1.5A	Round two-digit numbers to the nearest ten.		
M 1.2	<b>PATTERNS, RELATIONSHIPS AND ALGEBRAIC THINKING</b>		
M 1.2.1A	Identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.		
M 1.2.1B	Use patterns to skip count by twos, fives, and tens.		
M 1.2.1C	Generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels.		
M 1.2.1D	Identify patterns in a list of related number pairs based on a real-life situation and extend the list.		
M 1.2.2A	Find patterns in numbers, including odd and even.		
M 1.2.2B	Identify patterns in related addition and subtraction sentences.		
M 1.3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 1.3.1A	Describe and identify objects in order to sort them according to a given attribute using informal language; identify circles, triangles, and rectangles, including squares, and describe the shape of balls, boxes, cans, and cones.		
M 1.3.1B	Combine geometric shapes to make new geometric shapes using concrete models.		
M 1.3.2A	Identify congruent shapes.		
M 1.3.2B	Identify lines of symmetry.		
M 1.3.3A	Locate and name points on a line using whole numbers.		
M 1.4	<b>MEASUREMENT</b>		
M 1.4.1A	Estimate and measure length, capacity, and weight using nonstandard units; describe the relationship between the size of the unit and the number of units needed in a measurement.		
M 1.4.2A	Use linear measure to find the perimeter of a shape.		
M 1.4.2B	Use models of square units to determine the area of shapes.		
M 1.4.3A	Use a thermometer to measure temperature and recognize temperatures such as a hot day or a cold day.		
M 1.4.3B	Describe time on a clock using hours and half hours.		
M 1.4.3C	Order three or more events by how much time they take.		
M 1.5	<b>PROBABILITY AND STATISTICS</b>		
M 1.5.1A	Collect and sort data; use organized data to construct real-object graphs, picture graphs, and bar-type graphs.		
M 1.5.2A	Draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs.		
M 1.5.2B	Identify events as certain or impossible.		
M 1.6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 1.6.1A	Identify mathematics in everyday situations.		
M 1.6.1B	Use a problem-solving model, with guidance as needed, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 1.6.1C	Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.		
M 1.6.2A	Explain and record observations using objects, words, pictures, numbers, and technology.		
M 1.6.2B	Relate informal language to mathematical language and symbols.		
M 1.6.3A	Make generalizations from patterns or sets of examples and nonexamples.		

Identifier	Nevada - Grade 1 - Mathematics	Introduced	Completed
1 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
1 M 1.1.1	Identify and model basic addition facts (sums through 10) and the corresponding subtraction facts.		
1 M 1.1.3	Write, model, and describe one-step addition and subtraction problems.		
1 M 1.1.5	Use the inherent patterns in numbers to skip count by 1's, 2's, 5's, and 10's to 100.		
1 M 1.1.6	Read, write, order, and compare numbers from 0-100.		
1 M 1.1.7	Estimate the number of objects in a set to 10; read and write number words to 10 and use ordinal positions first to tenth.		
1 M 1.1.8	Use, model, and identify place-value positions of 1's and 10's.		
1 M 1.1.9	Identify and model a whole; identify and model $\frac{1}{2}$ .		
1M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
1 M 2.1.1	Recognize, describe, extend, and create simple repeating patterns using symbols, objects, and manipulatives.		
1 M 2.1.4	Create, compare, and describe sets of objects as more, less, or equal (amounts).		
1M 3	<b>MEASUREMENT</b>		
1 M 3.1.1	Compare and order objects by length and weight, communicating their similarities and differences.		
1 M 3.1.2	Compare and measure length and weight, using nonstandard measurement.		
1 M 3.1.4	Determine the value of any set of pennies, nickels, and dimes.		
1 M 3.1.6	Recite the months of the year in order; use a calendar to identify days, weeks, months, and year; read time to the nearest hour; distinguish between day and night.		
1M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
1 M 4.1.1	Name, sort, and sketch two-dimensional shapes (circles, triangles, rectangles including squares) regardless of position.		
1 M 4.1.2	Use position words (e.g., between, left, near) to describe location of objects.		
1 M 4.1.3	Identify and replicate two-dimensional designs that contain a line of symmetry.		
1M 5	<b>DATA ANALYSIS</b>		
1 M 5.1.1	Collect, organize, and describe data.		
1M 6	<b>PROBLEM SOLVING</b>		
1 M 6.1.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
1 M 6.1.2	Apply previous experience and knowledge to new problem-solving situations.		
1 M 6.1.3	Formulate (own) problems; use various approaches to investigate and solve problems.		
1 M 6.1.4	Explain and verify results with respect to the original problem.		
1 M 6.1.6	Try more than one strategy when the first strategy proves to be unproductive.		
1 M 6.1.8	Apply solutions and strategies from earlier problems to new problem situations.		
1 M 6.1.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
1M 7	<b>MATHEMATICAL COMMUNICATION</b>		
1 M 7.1.1	Discuss and exchange ideas about mathematics as a part of learning.		
1 M 7.1.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
1 M 7.1.4	Use pictorial representations to identify mathematical operations and concepts.		
1 M 7.1.7	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.		
1 M 7.1.12	Explain and justify thinking about mathematical ideas and solutions.		
1 M 7.1.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
1 M 7.1.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
1 M 7.1.17	Use mathematical notation to communicate and explain mathematical situations.		
1M 8	<b>MATHEMATICAL REASONING</b>		
1 M 8.1.1	Justify and explain the solutions to problems using manipulative and physical models.		
1 M 8.1.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
1 M 8.1.8	Ask questions to reflect on, clarify, and extend thinking.		
1 M 8.1.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
1 M 8.1.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
1M 9	<b>MATHEMATICAL CONNECTIONS</b>		
1 M 9.1.1	Link new concepts to prior knowledge.		
1 M 9.1.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
1 M 9.1.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
1 M 9.1.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
1 M 9.1.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 1 - Mathematics	Introduced	Completed
1M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
1M1.1	Use the inherent patterns in numbers to count by 1's, 2's, 5's, and 10's to 100		
1M1.2	Read, write, order, and compare numbers from 0 —100		
1M1.3	Read and write number words, 0 —10		
1M1.4	Use ordinal positions first through tenth		
1M1.5	Use, model, and identify place value positions of 1's and 10's		
1M1.6	Explain and model the meaning of addition and subtraction		
1M1.7	Identify and model a whole		
1M1.8	Identify and model $\frac{1}{2}$		
1M1.9	Identify and model basic addition facts (sums to 10) and the corresponding subtraction facts		
1M1.10	Write number sentences for the basic addition and subtraction facts (sums to 10 or less) and corresponding subtraction facts		
1M1.11	Add and subtract one- and two-digit numbers, with no regrouping, with and without objects		
1M1.12	Estimate the number of objects in a set to 10		
1M1.13	Use mental computation in appropriate situations to solve problems		
1M1.14	Use number sense, computation, and estimation to solve mathematical and real-world problems		
1M1.15	Write, model, and describe one-step addition and subtraction problems		
1M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
1M2.1	Sort and categorize objects, shapes, and numbers in a variety of ways		
1M2.2	Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives		
1M2.3	Determine possible combinations for a given number (0 —10)		
1M2.4	Create, compare, and describe sets of objects as having more, less, or equal amounts		
1M3	<b>MEASUREMENT</b>		
1M3.1	Compare and order objects by length and weight, communicating their similarities and differences		
1M3.2	Compare and measure length and weight using non-standard units of measure		
1M3.3	Distinguish between day and night (i.e., between A.M. and P.M.)		
1M3.4	Read time to the nearest hour and half-hour		
1M3.5	Use a calendar to identify months, weeks, days, and years		
1M3.6	Identify and sort coins and bills		
1M3.7	Identify values of pennies, nickels, dimes, and quarters		
1M3.8	Determine the value of any set of pennies, nickels, and dimes		
1M3.9	Recite the months of the year in order		
1M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
1M4.1	Use position words (e.g., middle, before, down) to place objects		
1M4.2	Identify and describe geometric figures (sphere, cylinder, cube, cone)		
1M4.3	Name, sort, and sketch two-dimensional geometric shapes (circles, triangles, rectangles, including squares) regardless of position		
1M4.4	Identify and replicate two-dimensional designs that contain a line of symmetry		
1M4.5	Recognize and describe different shapes in the environment		
1M5	<b>DATA ANALYSIS</b>		
1M5.1	Collect, organize and describe data		
1M5.2	Read and interpret information (data) on graphs made with objects, pictures, or numbers		
1M5.3	Use data to make decisions and solve problems		
1M6	<b>PROBLEM SOLVING</b>		
1M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
1M6.2	Apply previous experience and knowledge to new problem-solving situations		
1M6.3	Formulate own problems; use various approaches to investigate and solve problems		
1M6.4	Explain and verify results with respect to the original problem		
1M6.5	Try more than one strategy when the first strategy proves to be unproductive		
1M6.6	Apply solutions and strategies from earlier problems to new problem situations		
1M6.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
1M7	<b>MATHEMATICAL COMMUNICATION</b>		
1M7.1	Discuss and exchange ideas about mathematics as a part of learning		
1M7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
1M7.3	Use pictorial representations to identify mathematical operations and concepts		
1M7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
1M7.5	Explain and justify thinking about mathematical ideas and solutions		
1M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
1M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
1M7.8	Use mathematical notation to communicate and explain mathematical situations		

Identifier	Lander - Grade 1 - Mathematics	Introduced	Completed
1M7.9	Use patterns and relationships to analyze mathematical situations		
1M8	<b>MATHEMATICAL REASONING</b>		
1M8.1	Justify and explain the solutions to problems using manipulatives and physical models		
1M8.2	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
1M8.3	Ask questions to reflect on, clarify, and extend thinking		
1M8.4	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments		
1M9	<b>MATHEMATICAL CONNECTIONS</b>		
1M9.1	Link new concepts to prior knowledge		
1M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
1M9.3	Identify, explain, and use mathematics in everyday life		

Identifier	Kamico - Grade 2 - Mathematics	Introduced	Completed
M 2.1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 2.1.1A	Use concrete models to represent whole numbers, and use place value to read and write whole numbers.		
M 2.1.1B	Use place value to compare and order whole numbers.		
M 2.1.1C	Use place value to describe the value of whole numbers.		
M 2.1.2A	Name fractional parts of a whole object when given a concrete representation.		
M 2.1.2B	Name fractional parts of a set of objects when given a concrete representation.		
M 2.1.3A	Recall and apply basic addition facts.		
M 2.1.3B	Select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary.		
M 2.1.3C	Determine the value of a collection of coins.		
M 2.1.4A	Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined.		
M 2.1.4B	Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.		
M 2.1.5A	Round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.		
M 2.1.5B	Estimate sums and differences.		
M 2.2	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 2.2.1A	Solve subtraction problems related to addition facts (fact families).		
M 2.2.2A	Generate a list of paired numbers based on a real-life situation.		
M 2.2.2B	Identify patterns in a list of related number pairs based on a real-life situation and extend the list.		
M 2.2.2C	Identify, describe, and extend patterns to make predictions and solve problems.		
M 2.3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 2.3.1A	Identify attributes of any shape or solid.		
M 2.3.1B	Use attributes to describe how two shapes or two solids are alike or different, and cut geometric shapes apart and identify the new shapes made.		
M 2.3.2A	Identify congruent shapes.		
M 2.3.2B	Identify lines of symmetry in shapes.		
M 2.3.3A	Use whole numbers to locate and name points on a line.		
M 2.4	<b>MEASUREMENT</b>		
M 2.4.1A	Identify concrete models that approximate standard units of length, capacity, and weight; measure length, capacity, and weight using concrete models that approximate standard units.		
M 2.4.1B	Describe activities that take approximately one second, one minute, and one hour.		
M 2.4.2A	Use linear measure to find the perimeter of a shape.		
M 2.4.2B	Use models of square units to determine the area of shapes.		
M 2.4.3A	Read a thermometer to gather data.		
M 2.4.3B	Describe time on a clock using hours and minutes.		
M 2.5	<b>PROBABILITY AND STATISTICS</b>		
M 2.5.1A	Construct picture graphs and bar-type graphs.		
M 2.5.1B	Draw conclusions and answer questions based on picture graphs and bar-type graphs.		
M 2.5.1C	Use data to describe events as more likely or less likely.		
M 2.6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 2.6.1A	Identify the mathematics in everyday situations.		
M 2.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 2.6.1C	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 2.6.2A	Explain and record observations using objects, words, pictures, numbers, and technology.		
M 2.6.2B	Relate informal language to mathematical language and symbols.		
M 2.6.3A	Reason and support his or her thinking using objects, words, pictures, numbers, and technology.		
M 2.6.4A	Make generalizations from patterns or sets of examples and nonexamples.		

Identifier	Nevada - Grade 2 - Mathematics	Introduced	Completed
2 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
2 M 1.2.1	Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts; immediately recall basic addition facts (sums through 10) and the corresponding subtraction facts.		
2 M 1.2.2	Add and subtract multidigit numbers without regrouping.		
2 M 1.2.3	Generate and solve one-step addition and subtraction problems based on practical situations.		
2 M 1.2.4	Use decimals to show money amounts.		
2 M 1.2.5	Use the patterns in numbers to skip count.		
2 M 1.2.7	Estimate the number of objects in a set to 20; read and write number words to 20 and use ordinal positions first to twentieth.		
2 M 1.2.8	Use, model, and identify place-value positions of 1's, 10's, and 100's.		
2 M 1.2.9	Identify, model, and label $\frac{1}{2}$ and $\frac{1}{4}$ as parts of a whole.		
2 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
2 M 2.2.1	Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives; use patterns and their extensions to solve problems.		
2 M 2.2.2	Generate and solve problems based on various numerical sentences; represent mathematical situations using numbers, symbols, and words.		
2 M 2.2.3	Use variables and open sentences to express relationships.		
2 M 2.2.4	Generate and solve problems based on various numerical sentences; represent mathematical situations using numbers, symbols, and words.		
2 M 2.2.7	Model, explain, and solve a number sentence involving addition and subtraction.		
2 M 3	<b>MEASUREMENT</b>		
2 M 3.2.1	Compare and order objects by various measurable attributes (e.g., time, temperature, length, weight, capacity, and area) communicating their similarities and differences.		
2 M 3.2.2	Measurement: Compare objects to standard whole units to find objects that are greater than, less than, and/or equal to a given unit (e.g., inch, yard, centimeter, meter).		
2 M 3.2.4	Determine the value of any given set of coins.		
2 M 3.2.6	Read time to the nearest quarter hour; distinguish between A.M. and P.M.		
2 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
2 M 4.2.1	Describe and compare two-dimensional shapes (circles, triangles, rectangles including squares) regardless of position.		
2 M 4.2.2	Compare the size (larger and smaller) of similar two-dimensional figures (e.g., circles, triangles); identify congruent shapes.		
2 M 4.2.3	Identify figures with symmetry as they appear in the environment; create two-dimensional designs that contain a line of symmetry.		
2 M 4.2.4	Identify, name, sort, describe, two- and three-dimensional geometric figures and objects (e.g., circle/sphere, square/cube).		
2 M 5	<b>DATA ANALYSIS</b>		
2 M 5.2.1	Collect, organize, record, and explain classification of data using concrete materials.		
2 M 6	<b>PROBLEM SOLVING</b>		
2 M 6.2.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
2 M 6.2.2	Apply previous experience and knowledge to new problem-solving situations.		
2 M 6.2.3	Formulate (own) problems; use various approaches to investigate and solve problems.		
2 M 6.2.4	Explain and verify results with respect to the original problem.		
2 M 6.2.6	Try more than one strategy when the first strategy proves to be unproductive.		
2 M 6.2.8	Apply solutions and strategies from earlier problems to new problem situations.		
2 M 6.2.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
2 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
2 M 7.2.1	Discuss and exchange ideas about mathematics as a part of learning.		
2 M 7.2.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
2 M 7.2.4	Use pictorial representations to identify mathematical operations and concepts.		
2 M 7.2.7	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.		
2 M 7.2.12	Explain and justify thinking about mathematical ideas and solutions.		
2 M 7.2.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
2 M 7.2.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
2 M 7.2.17	Use mathematical notation to communicate and explain mathematical situations.		
2 M 8	<b>MATHEMATICAL REASONING</b>		
2 M 8.2.1	Justify and explain the solutions to problems using manipulative and physical models.		
2 M 8.2.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
2 M 8.2.8	Ask questions to reflect on, clarify, and extend thinking.		
2 M 8.2.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
2 M 8.2.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
2 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
2 M 9.2.1	Link new concepts to prior knowledge.		
2 M 9.2.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
2 M 9.2.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		



Identifier	Nevada - Grade 2 - Mathematics	Introduced	Completed
2 M 9.2.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
2 M 9.2.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 2 - Mathematics	Introduced	Completed
2M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
2M1.1	Compare and order groups of objects and numerals less than 1,000		
2M1.2	Use ordinal positions first through twentieth		
2M1.3	Use the inherent patterns in numbers to skip count by 2's, 3's, 5's, and 10's to 100 and beyond		
2M1.4	Use, model, and identify place value positions (ones, tens, and hundreds)		
2M1.5	Read, write, and use number words (0—20)		
2M1.6	Demonstrate understanding of the processes of addition and subtraction		
2M1.7	Use decimals to show money amounts		
2M1.8	Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts		
2M1.9	Immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts		
2M1.10	Add and subtract multi-digit numbers without regrouping		
2M1.11	Add and subtract two-digit numbers with regrouping		
2M1.12	Add and subtract money amounts		
2M1.13	Describe and explain sequence of steps in addition and subtraction algorithms		
2M1.14	Use a variety of appropriate strategies to compute and solve problems with whole numbers		
2M1.15	Estimate the number of objects in a set to 20; verify by counting, and revise estimate, as needed, based on results		
2M1.16	Generate and solve one-step addition and subtraction problems based on practical situations		
2M1.17	Use estimation and mental computation in appropriate situations to solve problems		
2M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
2M2.1	Compare and contrast attributes of objects, shapes, and numbers		
2M2.2	Recognize and describe repeating and increasing patterns using symbols, objects, manipulatives, and calculators		
2M2.3	Use patterns and their extensions to solve problems		
2M2.4	Use variables and open sentences to express relationships		
2M2.5	Generate and solve problems based on various numerical sentences		
2M2.6	Model, explain, and solve a number sentence involving addition and subtraction		
2M2.7	Represent mathematical situations using numbers, symbols, and words		
2M3	<b>MEASUREMENT</b>		
2M3.1	Compare and order objects by various measurable attributes including time, temperature, length, weight, capacity, and area, and communicate their similarities and differences		
2M3.2	Compare objects to standard whole units such as inches, yards, centimeters, and meters to identify the objects as greater than, less than, or equal to the given units		
2M3.3	Estimate and measure length, weight, and capacity of objects, using a standard or non standard unit of measure		
2M3.4	Read time to nearest quarter hour; distinguish between day and night (i.e., A.M. and P.M.)		
2M3.5	Determine the value of any given set of coins and bills		
2M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
2M4.1	Describe and compare and contrast two-dimensional shapes (circles, triangles, rectangles [squares]) regardless of position		
2M4.2	Use position words such as before, far, below, left to describe location of objects and to place objects		
2M4.3	Identify congruent shapes		
2M4.4	Compare the size (larger and smaller) or similar two-dimensional figures such as circles, triangles		
2M4.5	Recognize and describe position of shapes after transformation (flip, turn, slide), using models		
2M4.6	Identify figures with symmetry as they appear in the environment		
2M4.7	Create two-dimensional designs that contain a line of symmetry		
2M4.8	Identify, name, sort, describe, compare, and contrast two- and three-dimensional geometric figures and objects such as circle/sphere, square/cube, triangle/pyramid		
2M5	<b>DATA ANALYSIS</b>		
2M5.1	Collect, organize, record and explain classification of data using concrete materials		
2M5.2	Collect, organize, tally, display, and interpret data in charts, tables, and graphs		
2M5.3	Read and interpret simple picture and bar graphs to solve problems		
2M6	<b>PROBLEM SOLVING</b>		
2M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
2M6.2	Apply previous experience and knowledge to new problem-solving situations		
2M6.3	Formulate own problems; use various approaches to investigate and solve problems		
2M6.4	Explain and verify results with respect to the original problem		
2M6.5	Try more than one strategy when the first strategy proves to be unproductive		
2M6.6	Apply solutions and strategies from earlier problems to new problem situations		
2M6.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
2M7	<b>MATHEMATICAL COMMUNICATION</b>		
2M7.1	Discuss and exchange ideas about mathematics as a part of learning		
2M7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
2M7.3	Use pictorial representations to identify mathematical operations and concepts		

Identifier	Lander - Grade 2 - Mathematics	Introduced	Completed
2M7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
2M7.5	Explain and justify thinking about mathematical ideas and solutions		
2M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
2M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
2M7.8	Use mathematical notation to communicate and explain mathematical situations		
2M8	<b>MATHEMATICAL REASONING</b>		
2M8.1	Justify and explain the solutions to problems using manipulatives and physical models		
2M8.2	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
2M8.3	Ask questions to reflect on, clarify, and extend thinking		
2M8.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
2M9	<b>MATHEMATICAL CONNECTIONS</b>		
2M9.1	Link new concepts to prior knowledge		
2M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
2M9.3	Identify practical applications of mathematical principles that can be applied to other disciplines		
2M9.4	Identify, explain, and use mathematics in everyday life		

Identifier	Kamico - Grade 3 - Mathematics	Introduced	Completed
M 3.1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 3.1.1A	Use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999.		
M 3.1.1B	Use place value to compare and order whole numbers through 9,999.		
M 3.1.1C	Determine the value of a collection of coins and bills.		
M 3.1.2A	Compare fractional parts of whole objects or sets of objects in a problem situation using models.		
M 3.1.2B	Use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less.		
M 3.1.3A	Model addition and subtraction using pictures, words, and numbers.		
M 3.1.3B	Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.		
M 3.1.4A	Solve and record multiplication problems (one-digit multiplier).		
M 3.1.4B	Use models to solve division problems and use number sentences to record the solutions.		
M 3.1.5A	Round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.		
M 3.1.5B	Estimate sums and differences beyond basic facts.		
M 3.2	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 3.2.1A	Identify and extend whole-number and geometric patterns to make predictions and solve problems.		
M 3.2.1B	Identify patterns in multiplication facts using pictorial models.		
M 3.2.1C	Identify patterns in related multiplication and division sentences (fact families), such as $2 \times 3 = 6$ , $3 \times 2 = 6$ , $6 \div 2 = 3$ , $6 \div 3 = 2$ .		
M 3.2.2A	Generate a table of paired numbers based on a real-life situation, such as insects and legs.		
M 3.2.2B	Identify patterns in a table of related number pairs based on a real-life situation and extend the table.		
M 3.3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 3.3.1A	Name, describe, and compare shapes and solids using formal geometric vocabulary.		
M 3.3.2A	Identify congruent shapes.		
M 3.3.2B	Identify lines of symmetry in shapes.		
M 3.3.3A	Locate and name points on a line using whole numbers.		
M 3.4	<b>MEASUREMENT</b>		
M 3.4.1A	Estimate and measure lengths using standard units such as inch, foot, yard, centimeter, and meter.		
M 3.4.1B	Use linear measure to find the perimeter of a shape.		
M 3.4.1C	Use models of square units to determine the area of shapes.		
M 3.4.2A	Tell and write time shown on traditional and digital clocks.		
M 3.4.2B	Use a thermometer to measure temperature.		
M 3.4.3A	Measure to solve problems involving length, temperature, and time.		
M 3.5	<b>PROBABILITY AND STATISTICS</b>		
M 3.5.1A	Organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data.		
M 3.5.1B	Interpret information from pictographs and bar graphs.		
M 3.5.1C	Use data to describe events as more likely, less likely, or equally likely.		
M 3.6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 3.6.1A	Identify the mathematics in everyday situations.		
M 3.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 3.6.1C	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 3.6.2A	Relate informal language to mathematical language and symbols.		
M 3.6.3A	Make generalizations from patterns or sets of examples and nonexamples.		

Identifier	Nevada - Grade 3 - Mathematics	Introduced	Completed
3 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
3 M 1.3.1	Immediately recall and use addition, subtraction, and multiplication facts to 81.		
3 M 1.3.2	Add and subtract multidigit numbers with regrouping.		
3 M 1.3.3	Generate and solve two-step addition and subtraction and one-step multiplication problems based on practical situations using pencil and paper, mental computation, and estimation.		
3 M 1.3.4	Add and subtract decimals using money as a model.		
3 M 1.3.5	Model and explain multiplication, including as repeated addition.		
3 M 1.3.6	Read, write, order, and compare numbers from 0-999; read and write number words.		
3 M 1.3.7	Round to nearest tens and hundreds to determine reasonableness of the answer; read and write number words.		
3 M 1.3.8	Use, model, and identify place-value positions up to 10,000.		
3 M 1.3.9	Model, sketch, and label fractions with denominators to 10; write fractions with numbers and words.		
3 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
3 M 2.3.1	Recognize, describe, and create patterns using numbers; use number patterns and their extensions to solve problems.		
3 M 2.3.3	Identify missing terms and missing numbers in open number sentences involving number facts in addition and subtraction.		
3 M 2.3.4	Complete number sentences with the appropriate words and symbols for addition, subtraction, less than, greater than, and equal to (+, -, <, >, =).		
3 M 3	<b>MEASUREMENT</b>		
3 M 3.3.2	Select and use appropriate units of measurement; measure to a required degree of accuracy and record results.		
3 M 3.3.3	Estimate and use measuring devices with standard and nonstandard units to measure length, surface area, liquid volume, capacity, temperature, and weight, communicating the concepts of more, less, and equivalent.		
3 M 3.3.4	Read, write, and use money notation determining possible combinations of coins and bills to equal given amounts.		
3 M 3.3.6	Tell time to the nearest minute, using analog and digital clocks, and identify elapsed time.		
3 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
3 M 4.3.1	Describe, sketch, compare, and contrast plane geometric figures.		
3 M 4.3.2	Demonstrate and describe the motion (transformation) of geometric figures as a slide, rotation, or a flip.		
3 M 4.3.4	Compare, contrast, sketch, model, and build two- and three-dimensional geometric figures and objects.		
3 M 5	<b>DATA ANALYSIS</b>		
3 M 5.3.1	Collect, organize, display, and describe simple data using number lines, pictographs, bar graphs, and frequency tables.		
3 M 5.3.2	Use concepts of probability (e.g., impossible, likely, certain) to make predictions about future events.		
3 M 6	<b>PROBLEM SOLVING</b>		
3 M 6.3.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
3 M 6.3.2	Apply previous experience and knowledge to new problem-solving situations.		
3 M 6.3.4	Explain and verify results with respect to the original problem.		
3 M 6.3.6	Try more than one strategy when the first strategy proves to be unproductive.		
3 M 6.3.8	Apply solutions and strategies from earlier problems to new problem situations.		
3 M 6.3.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
3 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
3 M 7.3.1	Discuss and exchange ideas about mathematics as a part of learning.		
3 M 7.3.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
3 M 7.3.5	Identify and translate key words and phrases that imply mathematical operations.		
3 M 7.3.7	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.		
3 M 7.3.12	Explain and justify thinking about mathematical ideas and solutions.		
3 M 7.3.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
3 M 7.3.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
3 M 7.3.17	Use mathematical notation to communicate and explain mathematical situations.		
3 M 8	<b>MATHEMATICAL REASONING</b>		
3 M 8.3.1	Justify and explain the solutions to problems using manipulative and physical models.		
3 M 8.3.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
3 M 8.3.8	Ask questions to reflect on, clarify, and extend thinking.		

Identifier	Nevada - Grade 3 - Mathematics	Introduced	Completed
3 M 8.3.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
3 M 8.3.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
3 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
3 M 9.3.1	Link new concepts to prior knowledge.		
3 M 9.3.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
3 M 9.3.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
3 M 9.3.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
3 M 9.3.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 3 - Mathematics	Introduced	Completed
3M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
3M1.1	Read, write, order and compare whole numbers (0-999)		
3M1.2	Read and write number words		
3M1.3	Use ordinal positions first through hundredth		
3M1.4	Identify odd and even numbers		
3M1.5	Use, model, and identify place value positions up to 10,000		
3M1.6	Round numbers to nearest tens and hundreds to determine reasonableness of answers		
3M1.7	Explain and use the processes and properties of addition, subtraction, multiplication, and division, including correct notations and representations		
3M1.8	Model concepts of multiplication and division, including groupings and arrays model and explain multiplication as repeated addition		
3M1.9	Use subtraction to model and explain division		
3M1.10	Model, sketch, and label fractions with denominators to 10		
3M1.11	Write fractions with numbers and words		
3M1.12	Name and write fractions represented by drawings or models		
3M1.13	Identify the part of a set and/or region that represents a given fraction and write the corresponding fraction		
3M1.14	Identify and compare fractions with like denominators, using numbers, models, and drawings		
3M1.15	Identify the number of equal parts needed to make a whole or a fractional part of a whole, with and without models		
3M1.16	Read and write decimals (tenths and hundredths place)		
3M1.17	Immediately recall and use addition and subtraction facts		
3M1.18	Immediately recall and use multiplication facts, products to 81		
3M1.19	Recall division facts through the 10's		
3M1.20	Add and subtract multi-digit numbers, with regrouping		
3M1.21	Multiply a two- or three-digit number by a one-digit number, with and without regrouping		
3M1.22	Multiply three one-digit numbers		
3M1.23	Multiply a two- or three-digit number by a multiple of ten		
3M1.24	Divide a two-digit number by a one-digit number, without remainder		
3M1.25	Divide a three-digit multiple of ten by a two-digit multiple of ten		
3M1.26	Use estimation and mental computation in appropriate situations to solve problems		
3M1.27	Add and subtract proper fractions and mixed numbers with like denominators (without regrouping or simplifying), with and without models		
3M1.28	Add and subtract decimals, using money as a model		
3M1.29	Add and subtract decimals, tenths and hundredths		
3M1.30	Generate and solve two-step addition and subtraction and one-step multiplication problems based on practical situations using pencil and paper, mental computation, and estimation		
3M1.31	Use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems		
3M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
3M2.1	Compare and categorize shapes and numbers		
3M2.2	Recognize, describe, and create repeating and increasing patterns using numbers		
3M2.3	Describe and label with letters, words, and numbers the patterns observed in models of repeating and increasing patterns		
3M2.4	Use number patterns and their extensions to solve problems		
3M2.5	Identify missing terms and missing numbers in open number sentences involving addition and subtraction number facts		
3M2.6	Compare number sentences with the appropriate words and symbols for addition, subtraction, less than, greater than, and equal to (+, -, <, >, =)		
3M3	<b>MEASUREMENT</b>		
3M3.1	Measure to a required degree of accuracy, and record results		
3M3.2	Select and use appropriate units of measure		
3M3.3	Estimate and use measuring devices with standard and non-standard units to measure length, surface area, liquid volume (capacity), temperature, and weight		
3M3.4	Communicate the relationships of more, less, and equivalent when measuring		
3M3.5	Identify perimeter and area of regular and irregular figures by counting units		
3M3.6	Identify dimensions and volume of rectangular prisms by counting cubes		
3M3.7	Use the calendar to identify year/month/week/day(date)		
3M3.8	Tell time to nearest minute using digital and analog clocks		

Identifier	Lander - Grade 3 - Mathematics	Introduced	Completed
3M3.9	Identify elapsed time using a clock		
3M3.10	Read thermometers and compare results		
3M3.11	Read, write and use money notation determining possible combinations of coins and bills to equal given monetary amounts		
3M3.12	Determine totals for monetary amounts in problem solving and real-world situations		
3M3.13	Solve problems involving measurements		
3M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
3M4.1	Describe, sketch, compare, and contrast plane geometric figures		
3M4.2	Compare, contrast, sketch, model, and build two- and three-dimensional geometric figures and objects		
3M4.3	Identify and draw open and closed curves		
3M4.4	Describe and sketch intersecting and parallel lines		
3M4.5	Identify lines of symmetry		
3M4.6	Demonstrate and describe the transformation (motion) of geometric figures as a slide, turn (rotation), or a flip		
3M4.7	Identify a figure after transformation (flips, turns, slides)		
3M4.8	Describe results of combining and subdividing shapes		
3M4.9	Recognize and describe similar and congruent figures		
3M5	<b>DATA ANALYSIS</b>		
3M5.1	Collect, organize, display, and describe simple data using number lines, pictographs, bar graphs, and frequency tables		
3M5.2	Read and interpret displays of data; draw conclusions from charts, tables, and graphs to solve problems		
3M5.3	Use concepts of probability (e.g., impossible, likely, and certain) to make predictions about future events		
3M5.4	Conduct simple probability experiments using spinners, number cubes, and random drawings		
3M6	<b>PROBLEM SOLVING</b>		
3M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
3M6.2	Apply previous experience and knowledge to new problem-solving situations		
3M6.3	Formulate own problems; use various approaches to investigate and solve problems		
3M6.4	Explain and verify results with respect to the original problem		
3M6.5	Try more than one strategy when the first strategy proves to be unproductive		
3M6.6	Apply solutions and strategies from earlier problems to new problem situations		
3M6.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
3M7	<b>MATHEMATICAL COMMUNICATION</b>		
3M7.1	Discuss and exchange ideas about mathematics as a part of learning		
3M7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
3M7.3	Identify and translate key words and phrases that imply mathematical operations		
3M7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
3M7.5	Explain and justify thinking about mathematical ideas and solutions		
3M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
3M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
3M7.8	Use mathematical notation to communicate and explain mathematical situations		
3M8	<b>MATHEMATICAL REASONING</b>		
3M8.1	Justify and explain the solutions to problems using manipulative and physical models		
3M8.2	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
3M8.3	Ask questions to reflect on, clarify, and extend thinking		
3M8.4	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments		
3M8.5	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
3M9	<b>MATHEMATICAL CONNECTIONS</b>		
3M9.1	Link new concepts to prior knowledge		
3M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		



Identifier	<b>Lander - Grade 3 - Mathematics</b>	Introduced	Completed
3M9.3	Identify practical applications of mathematical principles that can be applied to other disciplines		
3M9.4	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
3M9.5	Identify, explain, and use mathematics in everyday life		

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

Identifier	Nevada - Grade 4 - Mathematics	Introduced	Completed
4 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
4 M 1.4.1	Immediately recall and use multiplication and corresponding division facts through 12s.		
4 M 1.4.3	Generate and solve two-step multiplication and division problems based on practical situations using pencil and paper, mental computation, and estimation.		
4 M 1.4.4	Multiply and divide money amounts by a one-digit whole number producing a solution with no remainder.		
4 M 1.4.5	Multiply and divide multidigit numbers by a one-digit number with regrouping; model and explain division including as repeated subtraction.		
4 M 1.4.6	Read, write, order, and compare whole numbers.		
4 M 1.4.7	Use estimation to determine the reasonableness of an answer.		
4 M 1.4.8	Use and identify place-value positions of whole numbers.		
4 M 1.4.9	Identify and compare fractions with like denominators using numbers, models, and drawings.		
4 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
4 M 2.4.1	Identify, describe, and represent numeric and geometric patterns and relationships.		
4 M 2.4.3	Find solutions to given equalities from a given replacement set (e.g., find the solution to $3 \times 7 = \underline{\hspace{1cm}}$ , given the replacement set {19, 20, 21}).		
4 M 3	<b>MEASUREMENT</b>		
4 M 3.4.2	Measure and compare length in inches, feet, yards, and miles to the nearest $\frac{1}{2}$ , $\frac{1}{4}$ ; measure and compare lengths in metric units (millimeter, centimeter, meter, kilometer); convert within each system.		
4 M 3.4.3	Communicate the difference between perimeter and area; describe and determine the perimeter of polygons and the area of rectangles (including squares).		
4 M 3.4.4	Determine totals for monetary amounts in problem-solving situations.		
4 M 3.4.5	Describe and determine the perimeter of polygons and the area of rectangles (including squares).		
4 M 4	<b>SPATIAL SENSE AND GEOMETRY</b>		
4 M 4.4.1	Identify, draw, and classify angles according to their measurement, including right, obtuse, and acute.		
4 M 4.4.2	Represent concepts of similarity, congruence, and symmetry using transformational motion.		
4 M 4.4.4	Identify, describe, and classify two- and three-dimensional figures by relevant properties, including the number of vertices (corners), edges, and shapes of faces, using models.		
4 M 4.4.6	Identify, describe, and draw geometric figures including points, intersecting lines, parallel lines, line segments, rays, and angles.		
4 M 5	<b>DATA ANALYSIS</b>		
4 M 5.4.1	Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables.		
4 M 5.4.2	Conduct simple probability experiments using concrete materials, and represent the results using fractions.		
4 M 6	<b>PROBLEM SOLVING</b>		
4 M 6.4.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
4 M 6.4.2	Apply previous experience and knowledge to new problem-solving situations.		
4 M 6.4.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
4 M 6.4.6	Try more than one strategy when the first strategy proves to be unproductive.		
4 M 6.4.9	Generalize solutions and strategies from earlier problems to new problem situations.		
4 M 6.4.10	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable.		
4 M 6.4.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
4 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
4 M 7.4.1	Discuss and exchange ideas about mathematics as a part of learning.		
4 M 7.4.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
4 M 7.4.5	Identify and translate key words and phrases that imply mathematical operations.		
4 M 7.4.8	Use physical material, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats.		
4 M 7.4.11	Make conjectures and present arguments in discussions of mathematical ideas.		
4 M 7.4.12	Explain and justify thinking about mathematical ideas and solutions.		
4 M 7.4.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
4 M 7.4.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
4 M 7.4.17	Use mathematical notation to communicate and explain mathematical situations.		
4 M 8	<b>MATHEMATICAL REASONING</b>		

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

Identifier	Lander - Grade 4 - Mathematics	Introduced	Completed
4M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
4M1.1	Read, write, order, and compare whole numbers		
4M1.2	Explain relative size (magnitude) of numbers using powers of ten (hundreds and thousands) as benchmarks		
4M1.3	Use estimation to determine the reasonableness of answers		
4M1.4	Use and identify place value positions of whole numbers		
4M1.5	Use subtraction to model and explain division		
4M1.6	Describe the relationships of operations (addition, subtraction, multiplication, and division)		
4M1.7	Describe and use the processes and properties of addition, subtraction, multiplication, and division, including correct notations and related words		
4M1.8	Identify and compare fractions with like denominators, using numbers, models, and drawings		
4M1.9	Compare fractions with like denominators, without models		
4M1.10	Immediately recall and use multiplication and corresponding division facts through the 12's		
4M1.11	Describe and use algorithms for addition, subtraction, multiplication, and division		
4M1.12	Add and subtract multi-digit numbers, with and without regrouping		
4M1.13	Multiply by multiples of ten or a hundred		
4M1.14	Multiply multi-digit numbers by one-digit number, with and without regrouping		
4M1.15	Divide multiples of ten or one hundred by multiples of ten		
4M1.16	Divide a two- or three-digit number by a one-digit number, with or without a remainder		
4M1.17	Add and subtract decimals		
4M1.18	Multiply and divide money amounts by a one-digit whole number producing a solution with no remainder		
4M1.19	Generate and solve two-step addition and subtraction and one-step multiplication problems, using pencil and paper, mental computation, and estimation		
4M1.20	Use estimation and mental computation in appropriate situations to solve problems		
4M1.21	Use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems		
4M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
4M2.1	Use and interpret operational and relational symbols		
4M2.2	Analyze, describe, create and extend patterns using numbers, appropriate tables, and calculators		
4M2.3	Identify, describe, and represent numeric and geometric patterns and relationships		
4M2.4	Find solutions to given equations from a given replacement set (e.g., find the solution to $3 \times 7 = \underline{\quad}$ , given the replacement set {19, 20, 21})		
4M2.5	Use variable expressions (open sentences) to model situations		
4M3	<b>MEASUREMENT</b>		
4M3.1	Measure distance, time, temperature, capacity, weight/mass, volume, and area using standard measuring devices (English and metric)		
4M3.2	Measure and compare length in inches, feet, yards, and miles to the nearest fractional part ( $1/4$ , $1/2$ ); convert within this system of measurement		
4M3.3	Measure and compare lengths in metric units (e.g., millimeter, centimeter, meter, kilometer); convert within metric system of measure		
4M3.4	Determine totals for monetary amounts in problem-solving situations		
4M3.5	Describe and determine the perimeter and area of polygons		
4M3.6	Describe and determine the perimeter and area of rectangles (including squares)		
4M3.7	Communicate the difference between area and perimeter		
4M3.8	Estimate measurements with appropriate precision		
4M4	<b>SPATIAL SENSE AND GEOMETRY</b>		
4M4.1	Describe geometric properties, patterns, and relationships		
4M4.2	Identify parts of a solid figure (base, face, edge, vertex)		
4M4.3	Identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of vertices (corners), edges, and the shapes of faces using models		
4M4.4	Identify, describe, and draw basic geometric figures including points, line segments, rays, angles, intersecting lines, and parallel lines using models		
4M4.5	Identify, draw, and classify angles including acute, right, obtuse, according to their measurements		
4M4.6	Predict, verify, and describe results of combining, subdividing, and changing shapes		
4M4.7	Represent concepts of similarity, congruence, and symmetry using motion geometry		
4M5	<b>DATA ANALYSIS</b>		
4M5.1	Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables		
4M5.2	Read, interpret, and discuss charts, tables, and graphs from books, newspapers, and magazines		

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

Identifier	Kamico - Grade 5 - Mathematics	Introduced	Completed
M 5.1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
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	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
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	<b>GEOMETRY AND SPATIAL REASONING</b>		
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	<b>MEASUREMENT</b>		
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	<b>PROBABILITY AND STATISTICS</b>		
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	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
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	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
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	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
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	<b>MEASUREMENT</b>		
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	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
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	<b>DATA ANALYSIS</b>		
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	<b>PROBLEM SOLVING</b>		
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	<b>MATHEMATICAL COMMUNICATION</b>		
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	<b>MATHEMATICAL REASONING</b>		
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	<b>MATHEMATICAL CONNECTIONS</b>		
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	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
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	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
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	<b>MEASUREMENT</b>		
5M3.1	Measure, compare, and convert length to the closest fractional part ( $\frac{1}{4}$ and $\frac{1}{2}$ ) 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 $60 \text{ sec.} = 1 \text{ min.}$		
5M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
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		

Identifier	Lander - Grade 5 - Mathematics	Introduced	Completed
5M4.3	Draw and classify triangles according to their properties (e.g., right, scalene, obtuse, equilateral)		
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	<b>DATA ANALYSIS</b>		
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 of central tendency including mean, median, and mode.		
5M6	<b>PROBLEM SOLVING</b>		
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	<b>MATHEMATICAL COMMUNICATION</b>		
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	<b>MATHEMATICAL REASONING</b>		
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	<b>MATHEMATICAL CONNECTIONS</b>		
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 6 - Mathematics	Introduced	Completed
M 6.1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 6.1.1A	Compare and order nonnegative rational numbers.		
M 6.1.1B	Generate equivalent forms of rational numbers including whole numbers, fractions, and decimals.		
M 6.1.1C	Use integers to represent real-life situations.		
M 6.1.1D	Write prime factorizations using exponents.		
M 6.1.1E	Identify factors and multiples including common factors and common multiples.		
M 6.1.2A	Model addition and subtraction situations involving fractions with pictures, words, and numbers.		
M 6.1.2B	Use addition and subtraction to solve problems involving fractions and decimals.		
M 6.1.2C	Use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates.		
M 6.1.2D	Estimate and round to approximate reasonable results and to solve problems where exact answers are not required.		
M 6.2	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 6.2.1A	Use ratios to describe proportional situations.		
M 6.2.1B	Represent ratios and percents with models, fractions, and decimals.		
M 6.2.1C	Use ratios to make predictions in proportional situations.		
M 6.2.2A	Use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.		
M 6.2.2B	Generate formulas to represent relationships involving perimeter, area, volume of a rectangular prism, etc., from a table of data.		
M 6.2.3A	Formulate an equation from a problem situation.		
M 6.3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 6.3.1A	Use angle measurements to classify angles as acute, obtuse, or right.		
M 6.3.1B	Identify relationships involving angles in triangles and quadrilaterals.		
M 6.3.1C	Describe the relationship between radius, diameter, and circumference of a circle.		
M 6.3.2A	Locate and name points on a coordinate plane using ordered pairs of nonnegative rational numbers.		
M 6.4	<b>MEASUREMENT</b>		
M 6.4.1A	Estimate measurements and evaluate reasonableness of results.		
M 6.4.1B	Select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter and circumference), area, time, temperature, capacity, and weight.		
M 6.4.1C	Measure angles.		
M 6.4.1D	Convert measurements within the same measurement system (customary and metric) based on relationships between units.		
M 6.5	<b>PROBABILITY AND STATISTICS</b>		
M 6.5.1A	Construct sample spaces using lists, tree diagrams, and combinations.		
M 6.5.1B	Find the probabilities of a simple event and its complement and describe the relationship between the two.		
M 6.5.2A	Compare different graphical representations of the same data.		
M 6.5.2B	Use median, mode, and range to describe data.		
M 6.5.2C	Sketch circle graphs to display data.		
M 6.5.2D	Solve problems by collecting, organizing, displaying, and interpreting data.		
M 6.6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 6.6.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.		
M 6.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 6.6.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 6.6.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.		
M 6.6.3A	Make conjectures from patterns or sets of examples and nonexamples.		
M 6.6.3B	Validate his/her conclusions using mathematical properties and relationships.		

Identifier	Nevada - Grade 6 - Mathematics	Introduced	Completed
6 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
6 M 1.6.1	Read, write, add, subtract, multiply, and divide using decimals, fractions, and percents.		
6 M 1.6.2	Apply decimals, fractions, and percents to solve mathematical and practical problems.		
6 M 1.6.3	Use the concepts of number theory, including prime and composite numbers, factors, multiples, and the rules of divisibility.		
6 M 1.6.6	Compare and order groups of fractions and groups of decimals (e.g., on a number line).		
6 M 1.6.7	Round to a given decimal place value; estimate using decimals, fractions, and percents.		
6 M 1.6.9	Use models and drawings to identify, compare, add, and subtract fractions with unlike denominators; use models to translate among fractions, decimals, and percents.		
6 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
6 M 2.6.1	Use and create tables and charts to extend a pattern in order to describe a rule.		
6 M 2.6.2	Identify, model, describe, and evaluate relationships using charts and tables, with and without technology.		
6 M 2.6.7	Use a rule to create a table and represent the ordered pairs on a coordinate grid.		
6 M 3	<b>MEASUREMENT</b>		
6 M 3.6.1	Estimate and convert units of measure for length, weight, and capacity, within the same measurement system (customary or metric).		
6 M 3.6.2	Explain how the size of the unit used affects the precision; given two measurements of the same object, select the one that is more precise.		
6 M 3.6.3	Estimate, measure to the required degree of accuracy, derive, and apply formulas to find the perimeter, circumference, and area of plane figures.		
6 M 3.6.5	Use ratios to describe and compare relationships between various objects.		
6 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
6 M 4.6.1	Measure angles; identify, describe by properties, classify, compare, and draw regular and irregular quadrilaterals; find the sum of the interior angles of triangles and quadrilaterals.		
6 M 4.6.2	Determine actual measurements represented on scale drawings (e.g., maps, blueprints, house plans).		
6 M 4.6.3	Using a coordinate grid, identify coordinates for a given point and locate points of given coordinates; plot geometric shapes in all four quadrants.		
6 M 4.6.4	Make a model of a three-dimensional prism from a two-dimensional drawing and make a two-dimensional drawing of a three-dimensional prism.		
6 M 4.6.5	Model slope (pitch, angle of inclination) using concrete objects and practical examples.		
6 M 4.6.6	Draw complementary and supplementary angles; identify and find measures of complementary and supplementary angles using arithmetic and geometric methods.		
6 M 4.6.7	Determine the measures of missing angles of triangles based on the triangle sum theorem (the sum of the interior angles of a triangle equals 180 degrees).		
6 M 4.6.8	Construct circles, angles, and triangles based on given measurements using a variety of methods (e.g., protractor, paper folding).		
6 M 5	<b>DATA ANALYSIS</b>		
6 M 5.6.1	Interpret data using various formats including circle graphs.		
6 M 5.6.2	Conduct simple probability experiments using concrete materials and represent the results using decimals, percents, and ratios.		
6 M 5.6.3	Solve probability problems using a variety of methods including constructing sample spaces and tree diagrams.		
6 M 5.6.5	Analyze the effect a change of format will have on interpretation of statistical charts and graphs.		
6 M 5.6.6	Analyze data in a variety of formats to draw conclusions and make predictions.		
6 M 6	<b>PROBLEM SOLVING</b>		
6 M 6.6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
6 M 6.6.2	Apply previous experience and knowledge to new problem-solving situations.		
6 M 6.6.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
6 M 6.6.6	Try more than one strategy when the first strategy proves to be unproductive.		
6 M 6.6.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
6 M 6.6.9	Generalize solutions and strategies from earlier problems to new problem situations.		
6 M 6.6.10	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.		
6 M 6.6.13	Use technology, including calculators, to solve problems and verify solutions.		
6 M 6.6.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
6 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
6 M 7.6.1	Discuss and exchange ideas about mathematics as a part of learning.		
6 M 7.6.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
6 M 7.6.3	Read expository text to learn about mathematics.		
6 M 7.6.6	Interpret and solve word problems without the necessity of key words or phrases.		
6 M 7.6.8	Use physical material, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats.		
6 M 7.6.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
6 M 7.6.11	Make conjectures and present arguments in discussions of mathematical ideas.		
6 M 7.6.13	Explain and evaluate thinking about mathematical ideas and solutions.		

Identifier	Nevada - Grade 6 - Mathematics	Introduced	Completed
6 M 7.6.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
6 M 7.6.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
6 M 7.6.17	Use mathematical notation to communicate and explain mathematical situations.		
6 M 8	<b>MATHEMATICAL REASONING</b>		
6 M 8.6.2	Justify answers and the steps taken to solve problems, with and without manipulatives and physical models.		
6 M 8.6.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
6 M 8.6.5	Follow a logical argument and judge its validity.		
6 M 8.6.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
6 M 8.6.8	Ask questions to reflect on, clarify, and extend thinking.		
6 M 8.6.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
6 M 8.6.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
6 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
6 M 9.6.1	Link new concepts to prior knowledge.		
6 M 9.6.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
6 M 9.6.3	Use models to explain the relationship of concepts to procedures.		
6 M 9.6.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
6 M 9.6.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
6 M 9.6.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
6 M 9.6.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 6 - Mathematics	Introduced	Completed
6M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
6M1.1	Compute, model and translate among forms of rational numbers		
6M1.2	Develop accuracy in modeling and computing with fractions, decimals and percents		
6M1.3	Develop estimation and rounding skills		
6M1.4	Develop strategies for solving application problems using decimals, ratios and percents		
6M1.5	Apply the concept of number theory to solve problems		
6M1.6	Compare and order fractions and decimals		
6M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
6M2.1	Describe and evaluate relationships using charts and tables		
6M2.2	Create tables and charts to extend patterns		
6M2.3	Create tables and charts to represent ordered pairs on a coordinate grid		
6M2.4	Model situations using algebraic expressions		
6M3	<b>MEASUREMENT</b>		
6M3.1	Estimate and convert units of measure for length, weight, and capacity		
6M3.2	Determine the most precise unit of measurement for a particular situation		
6M3.3	Estimate and use formulas to find the perimeter, circumference and area of plane figures		
6M3.4	Use ratios to compare relationships between objects		
6M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
6M4.1	Measure angles and find the sum of interior angles		
6M4.2	Classify and compare geometric figures		
6M4.3	Identify actual measurements from scale drawings		
6M4.4	Locate and plot points on a coordinate grid		
6M4.5	Build a 3-dimensional model from a 2-dimensional drawing		
6M4.6	Model slope		
6M4.7	Draw and measure angles; find the missing angle of a triangle		
6M4.8	Construct circles, angles and triangles using geometry tools		
6M7	<b>DATA ANALYSIS</b>		
6M7.1	Interpret data from graphs, including circle graphs		
6M7.2	Conduct probability experiments		
6M7.3	Solve probability problems		
6M7.4	Analyze different forms of statistical charts and graphs to draw conclusions and make predictions		

Identifier	Kamico - Grade 7 - Mathematics	Introduced	Completed
M 7.1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 7.1.1A	Compare and order integers and positive rational numbers.		
M 7.1.1B	Convert between fractions, decimals, whole numbers, and percents mentally and on paper.		
M 7.1.1C	Represent squares and square roots using geometric models.		
M 7.1.2A	Represent multiplication and division situations involving fractions and decimals with models, pictures, words, and numbers.		
M 7.1.2B	Use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.		
M 7.1.2C	Use models to add, subtract, multiply, and divide integers and connect the actions to algorithms.		
M 7.1.2D	Use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio.		
M 7.1.2E	Simplify numerical expressions involving order of operations and exponents.		
M 7.1.2F	Select and use appropriate operations to solve problems and justify the selections.		
M 7.1.2G	Determine the reasonableness of a solution to a problem.		
M 7.2	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 7.2.1A	Estimate and find solutions to application problems involving percent.		
M 7.2.1B	Estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.		
M 7.2.2A	Generate formulas involving conversions, perimeter, area, circumference, volume, and scaling.		
M 7.2.2B	Graph data to demonstrate relationships in familiar concepts such as conversions, perimeter, area, circumference, volume, and scaling.		
M 7.2.2C	Describe the relationship between the terms in a sequence and their positions in the sequence.		
M 7.2.3A	Use models to solve equations and use symbols to record the actions.		
M 7.2.3B	Formulate a possible problem situation when given a simple equation.		
M 7.3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 7.3.1A	Use angle measurements to classify pairs of angles as complementary or supplementary.		
M 7.3.1B	Use properties to classify shapes including triangles, quadrilaterals, pentagons, and circles.		
M 7.3.1C	Use properties to classify solids, including pyramids, cones, prisms, and cylinders.		
M 7.3.1D	Use critical attributes to define similarity.		
M 7.3.2A	Locate and name points on a coordinate plane using ordered pairs of integers.		
M 7.3.2B	Graph translations on a coordinate plane.		
M 7.3.3A	Sketch a solid when given the top, side, and front views.		
M 7.3.3B	Make a net (two-dimensional model) of the surface area of a solid.		
M 7.3.3C	Use geometric concepts and properties to solve problems in fields such as art and architecture.		
M 7.4	<b>MEASUREMENT</b>		
M 7.4.1A	Estimate measurements and solve application problems involving length (including perimeter and circumference), area, and volume.		
M 7.5	<b>PROBABILITY AND STATISTICS</b>		
M 7.5.1A	Construct sample spaces for compound events (dependent and independent).		
M 7.5.2A	Select and use an appropriate representation for presenting collected data and justify the selection.		
M 7.5.2B	Make inferences and convincing arguments based on an analysis of given or collected data.		
M 7.5.3A	Describe a set of data using mean, median, mode, and range.		
M 7.5.3B	Choose among mean, median, mode, or range to describe a set of data and justify the choice for a particular situation.		
M 7.6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 7.6.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.		
M 7.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 7.6.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 7.6.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.		
M 7.6.3A	Make conjectures from patterns or sets of examples and nonexamples.		
M 7.6.3B	Validate conclusions using mathematical properties and relationships.		



Identifier	Nevada - Grade 7 - Mathematics	Introduced	Completed
7 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
7 M 1.7.1	Read, write, and compute ratios and proportions; read, write, add, subtract, multiply, and divide positive and negative numbers.		
7 M 1.7.2	Apply positive and negative numbers, ratios, and proportions to solve mathematical and practical problems.		
7 M 1.7.3	Use absolute value and the properties of real numbers including distributive, commutative, and associative to solve problems.		
7 M 1.7.6	Compare and order groups containing a mix of fractions, percents, and decimals (e.g., on a number line).		
7 M 1.7.7	Select and round to the appropriate significant digit; estimate using a variety of methods.		
7 M 1.7.9	Translate among fractions, decimals, and percents.		
7 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
7 M 2.7.1	Use and create coordinate graphs (i.e., linear, geometric, and exponential) to represent and/or interpret patterns and relationships, with and without calculators.		
7 M 2.7.2	Identify, model, describe, and evaluate relationships using graphs, with and without technology.		
7 M 2.7.3	Evaluate formulas and algebraic expressions for given values of a variable (e.g., $A = lw$ ; given $l = 6$ , $w = 2$ , then $A = 12$ ).		
7 M 2.7.4	Represent mathematical situations using algebraic language and symbols.		
7 M 2.7.5	Combine like terms in variable expressions (e.g., $2a + 3a = 5a$ ).		
7 M 2.7.6	Model, identify, and solve linear equations and inequalities using concrete and informal methods; relate this process to the order of operations.		
7 M 2.7.7	Generate and graph a set of ordered pairs to solve a linear equation.		
7 M 3	<b>MEASUREMENT</b>		
7 M 3.7.1	Estimate and convert units of measure for mass and volume within the same measurement system; compare corresponding units of the two systems.		
7 M 3.7.2	Given a measurement, determine the greatest possible error.		
7 M 3.7.3	Estimate, measure to the required degree of accuracy, derive, and apply standard formulas to find the volume and surface area of solid figures (e.g., cylinders, triangular solids).		
7 M 3.7.5	Write, solve, and apply proportions.		
7 M 3.7.6	Use elapsed time to solve practical problems (e.g., develop schedules, plan trips).		
7 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
7 M 4.7.1	Identify, describe by properties, classify, compare, and draw regular and irregular polygons; find the sum of the interior angles.		
7 M 4.7.2	Use ratio and proportions to create scale drawings.		
7 M 4.7.3	Use coordinate geometry and models to demonstrate geometric transformations including rotate/turn, translate/slide, reflect/flip by finding the ordered pairs that describe the location of the original and the transformed figures.		
7 M 4.7.4	Make a model of a three-dimensional figure from a two-dimensional drawing and make a two-dimensional drawing of a three-dimensional object.		
7 M 4.7.5	Use coordinate geometry to represent slope, midpoint, and horizontal and vertical distance.		
7 M 4.7.6	Describe the properties of geometric relationships including parallel lines, perpendicular lines, bisectors, triangles, and quadrilaterals (e.g., properties of angles formed by a transversal of parallel lines).		
7 M 4.7.7	Model the Pythagorean theorem; solve for the hypotenuse using the theorem.		
7 M 4.7.8	Construct and verify congruent angles and parallel and perpendicular lines using hand tools.		
7 M 5	<b>DATA ANALYSIS</b>		
7 M 5.7.1	Organize, display, read, and analyze data, with and without technology, using a variety of displays including frequency distributions and circle graphs.		
7 M 5.7.4	Select, use, and graph (when possible) measures of variability including range, distribution, and possible outliers.		
7 M 5.7.6	Given a set of data, interpolate and extrapolate to make and explain predictions.		
7 M 6	<b>PROBLEM SOLVING</b>		
7 M 6.7.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
7 M 6.7.2	Apply previous experience and knowledge to new problem-solving situations.		
7 M 6.7.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
7 M 6.7.6	Try more than one strategy when the first strategy proves to be unproductive.		
7 M 6.7.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
7 M 6.7.9	Generalize solutions and strategies from earlier problems to new problem situations.		

Identifier	Nevada - Grade 7 - Mathematics	Introduced	Completed
7 M 6.7.10	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.		
7 M 6.7.13	Use technology, including calculators, to solve problems and verify solutions.		
7 M 6.7.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
7 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
7 M 7.7.1	Discuss and exchange ideas about mathematics as a part of learning.		
7 M 7.7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
7 M 7.7.3	Read expository text to learn about mathematics.		
7 M 7.7.6	Interpret and solve word problems without the necessity of key words or phrases.		
7 M 7.7.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
7 M 7.7.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
7 M 7.7.11	Make conjectures and present arguments in discussions of mathematical ideas.		
7 M 7.7.13	Explain and evaluate thinking about mathematical ideas and solutions.		
7 M 7.7.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
7 M 7.7.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
7 M 7.7.17	Use mathematical notation to communicate and explain mathematical situations.		
7 M 8	<b>MATHEMATICAL REASONING</b>		
7 M 8.7.2	Justify answers and the steps taken to solve problems, with and without manipulatives and physical models.		
7 M 8.7.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
7 M 8.7.5	Follow a logical argument and judge its validity.		
7 M 8.7.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
7 M 8.7.8	Ask questions to reflect on, clarify, and extend thinking.		
7 M 8.7.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
7 M 8.7.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
7 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
7 M 9.7.1	Link new concepts to prior knowledge.		
7 M 9.7.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
7 M 9.7.3	Use models to explain the relationship of concepts to procedures.		
7 M 9.7.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
7 M 9.7.6	Use and analyze the connections between mathematics and other disciplines.		
7 M 9.7.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
7 M 9.7.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 7 - Mathematics	Introduced	Completed
7M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
7M1.1	Compute, read and write integers, ratios, and proportions		
7M1.2	Solve problems by applying integers, ratios, proportions, absolute value and the properties of real numbers		
7M1.3	Estimate and round		
7M1.4	Compute with decimals and fractions		
7M1.5	Compare, order and translate among fractions, decimals and percents		
7M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
7M2.1	Create and use coordinate graphs to identify, model and evaluate patterns and relationships		
7M2.2	Evaluate algebraic expressions for given values of a variable		
7M2.3	Use algebra to represent mathematical situations		
7M2.4	Combine like terms in algebraic expressions		
7M2.5	Solve linear equations and inequalities using order of operations		
7M2.6	Solve linear equations by graphing ordered pairs		
7M3	<b>MEASUREMENT</b>		
7M3.1	Estimate, convert, and compare units of mass and volume		
7M3.2	Develop accuracy and precision in measurement using customary and metric measurements		
7M3.3	Estimate and use formulas to find volume and surface area		
7M3.4	Solve proportions and problems involving elapsed time		
7M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
7M4.1	Classify and compare polygons; find the sum of the interior angles		
7M4.2	Solve perimeter, area and volume problems		
7M4.3	Create scale drawings		
7M4.4	Demonstrate geometric transformations		
7M4.5	Model 3-dimensional figures from 2-dimensional drawings		
7M4.6	Find the slope and midpoint of a line		
7M4.7	Describe geometric properties and use geometric tools to construct angles and parallel and perpendicular lines		
7M4.8	Solve problems using the Pythagorean Theorem		
7M5	<b>DATA ANALYSIS</b>		
7M5.1	Organize, display, read and analyze data		
7M5.2	Select and use multiple measures of variability; such as, range, distribution, and outliers		
7M5.3	Estimate and explain predictions of y-values from a set of data		
7M6	<b>PROBLEM SOLVING</b>		
7M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
7M6.2	Apply previous experience and knowledge to new problem-solving situations		
7M6.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
7M6.4	Try more than one strategy when the first strategy proves to be unproductive		
7M6.5	Generalize solutions and strategies from earlier problems to new problem situations		
7M6.6	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable		
7M6.7	Use technology to understand quantitative relationships		
7M6.8	Use technology to investigate, define, and describe qualitative relationships such as patterns and functions		
7M7	<b>MATHEMATICAL COMMUNICATION</b>		
7M7.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
7M7.2	Identify and translate key words and phrases that imply mathematical operations		
7M7.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
7M7.4	Explain and justify thinking about mathematical ideas and solutions		
7M7.5	Make conjectures and present arguments in discussions of mathematical ideas		
7M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
7M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
7M7.8	Use mathematical notation to communicate and explain mathematical situations		
7M8	<b>MATHEMATICAL REASONING</b>		

Identifier	<b>Lander - Grade 7 - Mathematics</b>	Introduced	Completed
7M8.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
7M8.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
7M8.3	Ask questions to reflect on, clarify, and extend thinking		
7M8.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
7M9	<b>MATHEMATICAL CONNECTIONS</b>		
7M9.1	Link new concepts to prior knowledge		
7M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
7M9.3	Use models to explain the relationship of concepts to procedures		
7M9.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
7M9.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
7M9.6	Identify, explain, and use mathematics in everyday life		

Identifier	Kamico - Grade 8 - Mathematics	Introduced	Completed
M 8 1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 8.1.1A	Compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals.		
M 8.1.1B	Select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships.		
M 8.1.1C	Approximate mentally the value of irrational numbers as they arise from problem situations.		
M 8.1.1D	Express numbers in scientific notation, including negative exponents, in appropriate problem situations.		
M 8.1.2A	Select and use appropriate operations to solve problems and justify the selections.		
M 8.1.2B	Add, subtract, multiply, and divide rational numbers in problem situations.		
M 8.1.2C	Evaluate a solution for reasonableness.		
M 8.1.2D	Use multiplication by a constant factor (unit rate) to represent proportional relationships; for example, the arm span of a gibbon is about 1.4 times its height, $a = 1.4h$ .		
M 8 2	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 8.2.1A	Compare and contrast proportional and nonproportional relationships.		
M 8.2.1B	Estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates.		
M 8.2.2A	Generate a different representation given one representation of data such as a table, graph, equation, or verbal description.		
M 8.2.3A	Estimate, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations.		
M 8.2.3B	Use an algebraic expression to find any term in a sequence.		
M 8 3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 8.3.1A	Generate similar shapes using dilations including enlargements and reductions.		
M 8.3.1B	Graph dilations, reflections, and translations on a coordinate plane.		
M 8.3.2A	Draw solids from different perspectives.		
M 8.3.2B	Use geometric concepts and properties to solve problems in fields such as art and architecture.		
M 8.3.2C	Use pictures or models to demonstrate the Pythagorean theorem.		
M 8.3.2D	Locate and name points on a coordinate plane using ordered pairs of rational numbers.		
M 8 4	<b>MEASUREMENT</b>		
M 8.4.1A	Find surface area of prisms and cylinders using models and nets (two-dimensional models).		
M 8.4.1B	Estimate answers and use formulas to solve application problems involving surface area and volume.		
M 8.4.2A	Use the Pythagorean theorem to solve real-life problems.		
M 8.4.2B	Use proportional relationships in similar shapes to find missing measurements.		
M 8.4.3A	Describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally.		
M 8.4.3B	Describe the resulting effect on volume when dimensions of a solid are changed proportionally.		
M 8 5	<b>PROBABILITY AND STATISTICS</b>		
M 8.5.1A	Find the probabilities of compound events (dependent and independent).		
M 8.5.1B	Use theoretical probabilities and experimental results to make predictions and decisions.		
M 8.5.2A	Select the appropriate measure of central tendency to describe a set of data for a particular purpose.		
M 8.5.2B	Draw conclusions and make predictions by analyzing trends in scatterplots.		
M 8.5.2C	Construct circle graphs, bar graphs, and histograms, without technology.		
M 8.5.3A	Evaluate methods of sampling to determine validity of an inference made from a set of data.		
M 8.5.3B	Recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.		
M 8 6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 8.6.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.		
M 8.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 8.6.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 8.6.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.		
M 8.6.3A	Make conjectures from patterns or sets of examples and nonexamples.		
M 8.6.3B	Validate conclusions using mathematical properties and relationships.		

Identifier	Nevada - Grade 8 - Mathematics	Introduced	Completed
8 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
8 M 1.8.1	Read, write, add, subtract, multiply, and divide real numbers in various forms including radical, exponential, and scientific notation.		
8 M 1.8.2	Compute with rational and irrational numbers to solve a variety of problems including rates, recipes, unit costs, and percents (e.g., discounts, interest, sale, prices, commissions, taxes).		
8 M 1.8.3	Explain and apply number theory and the properties of real numbers to solve problems.		
8 M 1.8.6	Compare and order rational numbers.		
8 M 1.8.7	Estimate in problem-solving situations and in practical applications; determine the reasonableness of the answer and verify the results.		
8 M 1.8.9	Explain the relationship among fractions, decimals, and percents; translate among various representations of equal numbers (e.g., from fractions to decimals to percents, various forms of "1" such as $\frac{3}{3}$ or $\frac{16}{16}$ ) to solve problems efficiently.		
8 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
8 M 2.8.1	Use inductive reasoning to find the missing term in number and geometric patterns and to generalize basic patterns to the $n$ th term, with and without calculators; use written, oral, and symbolic language to identify and describe patterns, sequences, and functions.		
8 M 2.8.2	Translate among verbal descriptions, graphic, tabular, and algebraic representations of mathematical situations.		
8 M 2.8.3	Identify, model, describe, and evaluate relationships, including functions, using a variety of methods with and without technology.		
8 M 2.8.4	Add and subtract binomials; describe the connection between the algebraic process and the arithmetic process.		
8 M 2.8.5	Describe how a change in one variable of a mathematical relationship affects the remaining variables using various tools and methods.		
8 M 2.8.6	Model, identify, and solve linear equations and inequalities; relate this process to the order of operations.		
8 M 2.8.7	Solve simple linear equations and connect that process to the order of operations.		
8 M 3	<b>MEASUREMENT</b>		
8 M 3.8.2	Demonstrate an understanding of precision, error, and tolerance in measurement using the appropriate measurement tool to the required degree of accuracy.		
8 M 3.8.3	Select and apply appropriate formulas to solve problems; identify the relationship between changes in area and volume and changes in linear measures of figures.		
8 M 3.8.5	Apply ratios and proportions to calculate rates and as a method of indirect measure (e.g., miles per hour, cost per unit).		
8 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
8 M 4.8.2	Apply the properties of equality and proportionality to solve problems involving congruent or similar shapes.		
8 M 4.8.3	Use coordinate geometry and models to change scale (enlarge and reduce).		
8 M 4.8.5	Use coordinate geometry to represent and interpret relationships defined by equations and formulas (including distance, midpoint, and slope), with and without technology.		
8 M 4.8.6	Form generalizations and validate conclusions about properties of geometric shapes including parallel lines, perpendicular lines, bisectors, triangles, and quadrilaterals.		
8 M 4.8.7	Verify and explain the Pythagorean theorem using various methods (e.g., using grid paper, applying it to a missing side of a right triangle); determine missing sides and angles of triangles based on properties of their sides and angles.		
8 M 4.8.8	Use hand tools, technology, and models to construct figures and bisect angles and line segments; distinguish among constructions, sketches, and drawings.		
8 M 5	<b>DATA ANALYSIS</b>		
8 M 5.8.1	Organize, display, read, and analyze data, with and without technology, using a variety of displays including box-and-whisker plots.		
8 M 5.8.2	Find the theoretical probability of an event using different counting methods (e.g., tree diagrams, sample spaces, and organized lists) and compare those results with actual (experimental) results, differentiating between the probability of an event and the odds of an event.		
8 M 5.8.3	Find the number of combinations possible in given situations using a variety of counting methods.		
8 M 5.8.5	Evaluate arguments that are based on data analysis for accuracy and validity; analyze the effect a change of scale or a change of format will have on statistical charts and graphs.		
8 M 5.8.6	Formulate reasonable inferences and projections based on interpolations and extrapolations of data to solve problems.		
8 M 6	<b>PROBLEM SOLVING</b>		
8 M 6.8.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
8 M 6.8.2	Apply previous experience and knowledge to new problem-solving situations.		
8 M 6.8.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		

Identifier	Nevada - Grade 8 - Mathematics	Introduced	Completed
8 M 6.8.6	Try more than one strategy when the first strategy proves to be unproductive.		
8 M 6.8.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
8 M 6.8.9	Generalize solutions and strategies from earlier problems to new problem situations.		
8 M 6.8.10	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.		
8 M 6.8.11	Apply combinations of proven strategies and previous knowledge to solve nonroutine problems.		
8 M 6.8.13	Use technology, including calculators, to solve problems and verify solutions.		
8 M 6.8.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
8 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
8 M 7.8.1	Discuss and exchange ideas about mathematics as a part of learning.		
8 M 7.8.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
8 M 7.8.3	Read expository text to learn about mathematics.		
8 M 7.8.6	Interpret and solve word problems without the necessity of key words or phrases.		
8 M 7.8.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
8 M 7.8.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
8 M 7.8.11	Make conjectures and present arguments in discussions of mathematical ideas.		
8 M 7.8.14	Explain and evaluate thinking about mathematical ideas and solutions based on the roles of definitions, properties, common rules, and symbols in solving problems.		
8 M 7.8.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
8 M 7.8.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
8 M 7.8.17	Use mathematical notation to communicate and explain mathematical situations.		
8 M 8	<b>MATHEMATICAL REASONING</b>		
8 M 8.8.3	Construct, justify, and defend mathematical conclusions, using logical arguments, in situations related to mathematics, science, and technology.		
8 M 8.8.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
8 M 8.8.5	Follow a logical argument and judge its validity.		
8 M 8.8.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
8 M 8.8.8	Ask questions to reflect on, clarify, and extend thinking.		
8 M 8.8.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
8 M 8.8.10	Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.		
8 M 8.8.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
8 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
8 M 9.8.1	Link new concepts to prior knowledge.		
8 M 9.8.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
8 M 9.8.3	Use models to explain the relationship of concepts to procedures.		
8 M 9.8.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
8 M 9.8.6	Use and analyze the connections between mathematics and other disciplines.		
8 M 9.8.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
8 M 9.8.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 8 - Mathematics	Introduced	Completed
8M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
8M1.1	Develop accuracy in computation using integers, exponents, and scientific notation		
8M1.2	Solve problems applying number theory and the properties of real numbers		
8M1.3	Solve problems using rates, ratios, and percents		
8M1.4	Compare, order, and find relationships between fractions decimals and percents		
8M1.5	Compute with whole numbers, fractions, and decimals		
8M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
8M2.1	Analyze and generalize patterns to find the missing term in arithmetic and geometric patterns		
8M2.2	Evaluate function relationships		
8M2.3	Add and subtract binomials		
8M2.4	Model and solve linear equations and inequalities using order of operations		
8M2.5	Evaluate formulas and algebraic expressions		
8M2.6	Add, subtract, multiply, divide, and factor polynomials		
8M2.7	Simplify rational algebraic expressions		
8M2.8	Solve quadratic equations and inequalities using the quadratic formula, zero product property, and completing the square		
8M2.9	Solve systems of equations, linear and quadratic, using graphing, substitution, and linear elimination methods		
8M3	<b>MEASUREMENT</b>		
8M3.1	Use appropriate tools to measure precisely and accurately		
8M3.2	Solve problems using formulas and identify relationships between area, volume and distance		
8M3.3	Formulate conclusions about properties of geometric shapes		
8M3.4	Apply concepts to solve problems involving perimeter, area, and volume		
8M3.5	Solve problems using rates, ratios, and proportions		
8M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
8M4.1	Use models, properties and coordinate geometry to solve problems		
8M4.2	Solve problems involving coordinate geometry including finding the slope, midpoint, and distance		
8M4.3	Formulate conclusions about properties of geometric shapes		
8M4.4	Solve problems using the Pythagorean Theorem		
8M4.5	Construct geometric figures and bisect angles and line segments		
8M4.6	Apply concepts to solve problems involving perimeter, area, and volume		
8M5	<b>DATA ANALYSIS</b>		
8M5.1	Display, read, organize, and analyze data		
8M5.2	Find the theoretical probability of an event		
8M5.3	Analyze, evaluate, and make reasonable inferences based on sets of data		
8M6	<b>PROBLEM SOLVING</b>		
8M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
8M6.2	Apply previous experience and knowledge to new problem-solving situations		
8M6.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
8M6.4	Try more than one strategy when the first strategy proves to be unproductive		
8M6.5	Generalize solutions and strategies from earlier problems to new problem situations		
8M6.6	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable		
8M6.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
8M6.8	Use technology, including calculators, to investigate, define, and describe qualitative relationships such as patterns and functions		
8M7	<b>MATHEMATICAL COMMUNICATION</b>		
8M7.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
8M7.2	Identify and translate key words and phrases that imply mathematical operations		
8M7.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
8M7.4	Explain and justify thinking about mathematical ideas and solutions		
8M7.5	Make conjectures and present arguments in discussions of mathematical ideas		
8M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		



Identifier	Lander - Grade 8 - Mathematics	Introduced	Completed
8M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
8M7.8	Use mathematical notation to communicate and explain mathematical situations		
8M8	<b>MATHEMATICAL REASONING</b>		
8M8.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
8M8.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
8M8.3	Ask questions to reflect on, clarify, and extend thinking		
8M8.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
8M9	<b>MATHEMATICAL CONNECTIONS</b>		
8M9.1	Link new concepts to prior knowledge		
8M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
8M9.3	Use models to explain the relationship of concepts to procedures		
8M9.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
8M9.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
8M9.6	Identify, explain, and use mathematics in everyday life		

Identifier	Kamico - Grade 9 - Mathematics	Introduced	Completed
	<b>FOUNDATIONS FOR FUNCTIONS</b>		
M 9.1.1A	The student describes independent and dependent quantities in functional relationships.		
M 9.1.1B	The student uses data sets to determine functional (systematic) relationships between quantities.		
M 9.1.1C	The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations.		
M 9.1.1D	The student represents relationships among quantities using models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities.		
M 9.1.1E	The student interprets and makes inferences from functional relationships.		
M 9.2.1A	The student identifies the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions.		
M 9.2.1B	For a variety of situations, the student identifies the mathematical domains and ranges and determines reasonable domain and range values for given situations.		
M 9.2.1C	The student interprets situations in terms of given graphs.		
M 9.2.1D	In solving problems, the student organizes data, interprets scatterplots, and models, predicts, and makes decisions and critical judgments.		
M 9.2.2A	The student uses symbols to represent unknowns and variables.		
M 9.2.2B	Given situations, the student looks for patterns and represents generalizations algebraically.		
M 9.2.3A	The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations.		
M 9.2.3B	The student uses the commutative, associative, and distributive properties to simplify algebraic expressions.		
	<b>LINEAR FUNCTIONS</b>		
M 9.3.1A	The student determines whether or not given situations can be represented by linear functions.		
M 9.3.1B	The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions.		
M 9.3.2A	The student develops the concept of slope as rate of change and determines slopes from graphs, tables, and algebraic representations.		
M 9.3.2B	The student interprets the meaning of slope and intercepts in situations using data, symbolic representations, or graphs.		
M 9.3.2C	The student investigates, describes, and predicts the effects of changes in $m$ and $b$ on the graph of $y = mx + b$ .		
M 9.3.2D	The student graphs and writes equations of lines given characteristics such as two points, a point and a slope, or a slope and $y$ -intercept.		
M 9.3.2E	The student determines the intercepts of linear functions from graphs, tables, and algebraic representations.		
M 9.3.2F	The student interprets and predicts the effects of changing slope and $y$ -intercept in applied situations.		
M 9.3.2G	The student relates direct variation to linear functions and solves problems involving proportional change.		
M 9.4.1A	Linear functions: The student analyzes situations involving linear functions and formulates linear equations or inequalities to solve problems.		
M 9.4.1B	The student investigates methods for solving linear equations and inequalities using models, graphs, and the properties of equality, selects a method, and solves the equations and inequalities.		
M 9.4.1C	For given contexts, the student interprets and determines the reasonableness of solutions to linear equations and inequalities.		
M 9.4.2A	The student analyzes situations and formulates systems of linear equations to solve problems.		
	<b>QUADRATIC AND OTHER NONLINEAR FUNCTIONS</b>		
M 9.5.1A	The student investigates, describes, and predicts the effects of changes in $c$ on the graph of $y = x^2 + c$ .		
M 9.5.2A	The student uses the laws of exponents and applies them in problem-solving situations.		
	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 9.6.1A	Generate similar shapes using dilations including enlargements and reductions.		
M 9.6.1B	Graph dilations, reflections, and translations on a coordinate plane.		
M 9.6.2A	Locate and name points on a coordinate plane using ordered pairs of rational numbers.		
M 9.7.1A	Draw solids from different perspectives.		
M 9.7.1B	Use geometric concepts and properties to solve problems in fields such as art and architecture.		
M 9.7.1C	Use pictures or models to demonstrate the Pythagorean theorem.		
	<b>MEASUREMENT</b>		
M 9.8.1A	Find surface area of prisms and cylinders using models and nets (two-dimensional models).		
M 9.8.1B	Connect models to formulas for volume of prisms, cylinders, pyramids, and cones.		
M 9.8.1C	Estimate answers and use formulas to solve application problems involving surface area and volume.		
M 9.8.2A	Use the Pythagorean theorem to solve real-life problems.		
M 9.8.2B	Use proportional relationships in similar shapes to find missing measurements.		
M 9.8.3A	Describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally.		
M 9.8.3B	Describe the resulting effect on volume when dimensions of a solid are changed proportionally.		
	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 9.9.1A	Select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships.		
	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 9.9.2A	Estimate and find solutions to application problems involving percents and proportional relationships, such as similarity and rates.		
	<b>PROBABILITY AND STATISTICS</b>		

Identifier	Kamico - Grade 9 - Mathematics	Introduced	Completed
M 9.9.3A	Find the probabilities of compound events (dependent and independent).		
M 9.9.3B	Use theoretical probabilities and experimental results to make predictions and decisions.		
M 9.9.4A	Select the appropriate measure of central tendency to describe a set of data for a particular purpose.		
M 9.9.4B	Construct circle graphs, bar graphs, and histograms, with and without technology.		
M 9.9.5A	Recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.		
<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>			
M 9.10.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.		
M 9.10.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 9.10.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 9.10.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.		
M 9.10.3A	Make conjectures from patterns or sets of examples and nonexamples.		
M 9.10.3B	Validate conclusions using mathematical properties and relationships.		

Identifier	Nevada - Grade 9 - Mathematics	Introduced	Completed
9 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
9 M 1.12.1	Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms.		
9 M 1.12.2	Apply the laws of exponents to perform operations on expressions with integral exponents and expressions in scientific notation.		
9 M 1.12.3	Apply the properties and theories of the real-number system to everyday situations.		
9 M 1.12.5	Perform simple operations on matrices.		
9 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
9 M 2.12.2	Represent and solve problems using discrete structures including graphs and matrices, with and without technology.		
9 M 2.12.3	Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I = PRT$ or $R = I/PT$ ), solving for the needed variable as necessary in given situations.		
9 M 2.12.4	Add, subtract, multiply, and factor (1st and 2nd degree) polynomials, describing each step in the process and the connection between the algebraic process and the arithmetic process; use simple quadratic equations with integer roots to solve practical and mathematical problems.		
9 M 2.12.5	Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic, and graphical representations of functions, with and without technology.		
9 M 2.12.6	Determine the domain and range of linear relations given a graph or a set of ordered pairs; explain their importance in problem-solving situations.		
9 M 2.12.7	Solve systems of two linear equations, both algebraically and graphically; use graphing calculators as a primary tool in solving these problems and to verify solutions found by other methods.		
9 M 3	<b>MEASUREMENT</b>		
9 M 3.12.1	Convert between customary and metric systems; convert among monetary systems.		
9 M 3.12.2	Select and use measurement tools, techniques, and formulas to calculate and compare rates, cost, distances, interest, temperatures, and weight/mass.		
9 M 3.12.3	Distinguish and differentiate among the structures, language, and uses of systems of measures (e.g., linear, square units, cubic units); justify and communicate the differences between accuracy, precision, error, and tolerance in measurement; describe how each of these can affect solutions found in problem situations.		
9 M 3.12.4	Use and interpret consumer data (e.g., amortization tables, tax tables, and compound-interest charts) to make informed financial decisions related to practical applications such as budget.		
9 M 3.12.5	Use relationships (e.g., proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems.		
9 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
9 M 4.12.1	Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords, secants, and tangents) to solve practical problems.		
9 M 4.12.5	Use coordinate geometry to graph linear equations, determine slopes of lines, identify parallel and perpendicular lines, and find possible solutions to sets of equations; use algebraic techniques to solve problems determined by geometric relationships.		
9 M 4.12.6	Use complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal, and angles in polygons to solve practical problems.		
9 M 4.12.7	Apply the Pythagorean theorem, its converse, properties of special right triangles, and right-triangle trigonometry to solve practical problems.		
9 M 4.12.8	Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.		
9 M 4.12.9	Construct, justify, and defend mathematical conclusions using logical, sequential, deductive reasoning supported by established mathematical principles.		
9 M 5	<b>DATA ANALYSIS</b>		
9 M 5.12.1	Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.		
9 M 5.12.2	Design, conduct, analyze, and communicate the results of multistage probability experiments.		
9 M 5.12.3	Distinguish between and apply permutations and combinations using a variety of methods, including the fundamental counting principle.		
9 M 5.12.4	Select and use the measures of central tendency such as mean, median, mode, and variability including range, distribution, and possible outliers that are appropriate for given situations.		
9 M 5.12.5	Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.		
9 M 5.12.6	Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings).		
9 M 6	<b>PROBLEM SOLVING</b>		
9 M 6.12.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
9 M 6.12.2	Apply previous experience and knowledge to new problem-solving situations.		
9 M 6.12.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
9 M 6.12.6	Try more than one strategy when the first strategy proves to be unproductive.		
9 M 6.12.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
9 M 6.12.9	Generalize solutions and strategies from earlier problems to new problem situations.		
9 M 6.12.10	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.		

Identifier	Nevada - Grade 9 - Mathematics	Introduced	Completed
9 M 6.12.11	Apply combinations of proven strategies and previous knowledge to solve nonroutine problems.		
9 M 6.12.13	Use technology, including calculators, to solve problems and verify solutions.		
9 M 6.12.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
9 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
9 M 7.12.1	Discuss and exchange ideas about mathematics as a part of learning.		
9 M 7.12.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
9 M 7.12.3	Read expository text to learn about mathematics.		
9 M 7.12.6	Interpret and solve word problems without the necessity of key words or phrases.		
9 M 7.12.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
9 M 7.12.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
9 M 7.12.11	Make conjectures and present arguments in discussions of mathematical ideas.		
9 M 7.12.14	Explain and evaluate thinking about mathematical ideas and solutions based on the roles of definitions, properties, common rules, and symbols in solving problems.		
9 M 7.12.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
9 M 7.12.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
9 M 7.12.17	Use mathematical notation to communicate and explain mathematical situations.		
9 M 8	<b>MATHEMATICAL REASONING</b>		
9 M 8.12.3	Construct, justify, and defend mathematical conclusions, using logical arguments, in situations related to mathematics, science, and technology.		
9 M 8.12.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
9 M 8.12.5	Follow a logical argument and judge its validity.		
9 M 8.12.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
9 M 8.12.8	Ask questions to reflect on, clarify, and extend thinking.		
9 M 8.12.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
9 M 8.12.10	Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.		
9 M 8.12.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
9 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
9 M 9.12.1	Link new concepts to prior knowledge.		
9 M 9.12.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
9 M 9.12.3	Use models to explain the relationship of concepts to procedures.		
9 M 9.12.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
9 M 9.12.6	Use and analyze the connections between mathematics and other disciplines.		
9 M 9.12.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
9 M 9.12.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 9 - Mathematics	Introduced	Completed
9M1	<b>REAL NUMBER SYSTEM</b>		
9M1.1	Review previous grade topics while engaging in hands-on laboratory activities		
9M1.2	Review previous grade topics along with implementing effective problem solving strategies		
9M1.3	Solve problems using signed numbers, exponents, including integral exponents and radicals		
9M1.4	Apply properties and theories of the real number system including signed numbers, exponents, radicals, and scientific notation		
9M1.5	Evaluate formulas and algebraic expressions, including rational expressions, using multiple strategies		
9M1.6	Demonstrate operations with polynomials, including multiplying and factoring		
9M2	<b>EQUATIONS AND SYSTEMS OF EQUATIONS</b>		
9M2.1	Solve problems integrating coordinate geometry and algebra		
9M2.2	Determine solutions for multiple-step linear equations and inequalities involving real numbers		
9M2.3	Solve multi-step linear and non-linear equations and inequalities involving real numbers, with a variety of methods		
9M2.4	Solve systems of linear and non-linear equations and inequalities, with and without technology		
9M2.5	Solve problems involving domain and range of functions and relations		
9M2.6	Describe and explore relations and functions, including notation, domain, and range		
9M2.7	Graph linear and non-linear equations and inequalities		
9M3	<b>PROBLEM SOLVING</b>		
9M3.1	Solve theoretical, practical, and work-related problems involving indirect and direct methods, including the appropriateness of an answer or measurement		
9M3.2	Apply a variety of strategies to solve theoretical, practical, and real-world problems		
9M3.3	Justify mathematical solutions using logical reasoning, tools, and models of algebraic thinking that enables students to understand mathematical connections in the real world		
9M3.4	Solve theoretical, practical, and work-related problems integrating geometry, statistics, and algebra		
9M3.5	Solve theoretical, practical, and work-related problems involving indirect measure, using prevision, error, and tolerance		
9M3.6	Solve theoretical, practical, and work-related problems integrating geometry, right triangle, trigonometry, and algebra		
9M3.7	Model theoretical, practical, and real-world problems using multiple representations including matrices and graphs		
9M3.8	Reinforce and maintain basic mathematical skills necessary for further study		
9M3.9	Design and present graphical results of a statistical experiment		
9M4	<b>MATHEMATICAL COMMUNICATION</b>		
9M4.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
9M4.2	Identify and translate key words and phrases that imply mathematical operations		
9M4.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
9M4.4	Explain and justify thinking about mathematical ideas and solutions		
9M4.5	Make conjectures and present arguments in discussions of mathematical ideas		
9M4.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
9M4.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
9M4.8	Use mathematical notation to communicate and explain mathematical situations		
9M5	<b>MATHEMATICAL REASONING</b>		
9M5.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
9M5.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
9M5.3	Ask questions to reflect on, clarify, and extend thinking		
9M5.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
9M6	<b>MATHEMATICAL CONNECTIONS</b>		
9M6.1	Link new concepts to prior knowledge		
9M6.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
9M6.3	Use models to explain the relationship of concepts to procedures		
9M6.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
9M6.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
9M6.6	Identify, explain, and use mathematics in everyday life		

Identifier	Kamico - Grade 10 - Mathematics	Introduced	Completed
	<b>FOUNDATIONS FOR FUNCTIONS</b>		
M 10.1.1A	The student describes independent and dependent quantities in functional relationships.		
M 10.1.1B	The student uses data sets to determine functional (systematic) relationships between quantities.		
M 10.1.1C	The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations.		
M 10.1.1D	The student represents relationships among quantities using models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities.		
M 10.1.1E	The student interprets and makes inferences from functional relationships.		
M 10.2.1A	The student identifies the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions.		
M 10.2.1B	For a variety of situations, the student identifies the mathematical domains and ranges and determines reasonable domain and range values for given situations.		
M 10.2.1C	The student interprets situations in terms of given graphs.		
M 10.2.1D	In solving problems, the student organizes data, interprets scatterplots, and models, predicts, and makes decisions and critical judgments.		
M 10.2.2A	The student uses symbols to represent unknowns and variables.		
M 10.2.2B	Given situations, the student looks for patterns and represents generalizations algebraically.		
M 10.2.3A	The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations.		
M 10.2.3B	The student uses the commutative, associative, and distributive properties to simplify algebraic expressions.		
	<b>LINEAR FUNCTIONS</b>		
M 10.3.1A	The student determines whether or not given situations can be represented by linear functions.		
M 10.3.1B	The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions.		
M 10.3.2A	The student develops the concept of slope as rate of change and determines slopes from graphs, tables, and algebraic representations.		
M 10.3.2B	The student interprets the meaning of slope and intercepts in situations using data, symbolic representations, or graphs.		
M 10.3.2C	The student investigates, describes, and predicts the effects of changes in $m$ and $b$ on the graph of $y = mx + b$ .		
M 10.3.2D	The student graphs and writes equations of lines given characteristics such as two points, a point and a slope, or a slope and $y$ -intercept.		
M 10.3.2E	The student determines the intercepts of linear functions from graphs, tables, and algebraic representations.		
M 10.3.2F	The student interprets and predicts the effects of changing slope and $y$ -intercept in applied situations.		
M 10.3.2G	The student relates direct variation to linear functions and solves problems involving proportional change.		
M 10.4.1A	The student analyzes situations involving linear functions and formulates linear equations or inequalities to solve problems.		
M 10.4.1B	The student investigates methods for solving linear equations and inequalities using models, graphs, and the properties of equality, selects a method, and solves the equations and inequalities.		
M 10.4.1C	For given contexts, the student interprets and determines the reasonableness of solutions to linear equations and inequalities.		
M 10.4.2A	The student analyzes situations and formulates systems of linear equations to solve problems.		
M 10.4.2B	The student solves systems of linear equations using models, graphs, tables, and algebraic methods.		
M 10.4.2C	For given contexts, the student interprets and determines the reasonableness of solutions to systems of equations.		
	<b>QUADRATIC AND OTHER NONLINEAR FUNCTIONS</b>		
M 10.5.1A	The student investigates, describes, and predicts the effects of changes in $a$ on the graph of $y = ax^2$ .		
M 10.5.1B	The student investigates, describes, and predicts the effects of changes in $c$ on the graph of $y = x^2 + c$ .		
M 10.5.1C	For problem situations, the student analyzes graphs of quadratic functions and draws conclusions.		
M 10.5.2A	The student solves quadratic equations using models, tables, graphs, and algebraic methods.		
M 10.5.2B	The student relates the solutions of quadratic equations to the roots of their functions.		
M 10.5.3A	The student uses the laws of exponents and applies them in problem-solving situations.		
	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 10.6.1A	Generate similar shapes using dilations including enlargements and reductions.		
M 10.6.1B	Graph dilations, reflections, and translations on a coordinate plane.		
M 10.6.2A	Locate and name points on a coordinate plane using ordered pairs of rational numbers.		
M 10.7.1A	Draw solids from different perspectives.		
M 10.7.1B	Use geometric concepts and properties to solve problems in fields such as art and architecture.		
M 10.7.1C	Use pictures or models to demonstrate the Pythagorean theorem.		
	<b>MEASUREMENT</b>		
M 10.8.1A	Find surface area of prisms and cylinders using models and nets (two-dimensional models).		
M 10.8.1B	Connect models to formulas for volume of prisms, cylinders, pyramids, and cones.		
M 10.8.1C	Estimate answers and use formulas to solve application problems involving surface area and volume.		
M 10.8.2A	Use the Pythagorean theorem to solve real-life problems.		
M 10.8.2B	Use proportional relationships in similar shapes to find missing measurements.		
M 10.8.3A	Describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally.		
M 10.8.3B	Describe the resulting effect on volume when dimensions of a solid are changed proportionally.		
	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 10.9.1A	Estimate and find solutions to application problems involving percents and proportional relationships, such as similarity and rates.		
	<b>PROBABILITY AND STATISTICS</b>		
M 10.9.2A	Find the probabilities of compound events (dependent and independent).		

Identifier	Kamico - Grade 10 - Mathematics	Introduced	Completed
M 10.9.2B	Use theoretical probabilities and experimental results to make predictions and decisions.		
M 10.9.3A	Select the appropriate measure of central tendency to describe a set of data for a particular purpose.		
M 10.9.3B	Construct circle graphs, bar graphs, and histograms, with and without technology.		
M 10.9.4A	Recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.		
	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 10.10.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.		
M 10.10.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 10.10.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 10.10.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.		
M 10.10.3A	Make conjectures from patterns or sets of examples and nonexamples.		
M 10.10.3B	Validate conclusions using mathematical properties and relationships.		



Identifier	Nevada - Grade 10 - Mathematics	Introduced	Completed
10 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
10 M 1.12.1	Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms.		
10 M 1.12.2	Apply the laws of exponents to perform operations on expressions with integral exponents and expressions in scientific notation.		
10 M 1.12.3	Apply the properties and theories of the real-number system to everyday situations.		
10 M 1.12.5	Perform simple operations on matrices.		
10 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
10 M 2.12.2	Represent and solve problems using discrete structures including graphs and matrices, with and without technology.		
10 M 2.12.3	Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I = PRT$ or $R = I/PT$ ), solving for the needed variable as necessary in given situations.		
10 M 2.12.4	Add, subtract, multiply, and factor (1st and 2nd degree) polynomials, describing each step in the process and the connection between the algebraic process and the arithmetic process; use simple quadratic equations with integer roots to solve practical and mathematical problems.		
10 M 2.12.5	Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic, and graphical representations of functions, with and without technology.		
10 M 2.12.6	Determine the domain and range of linear relations given a graph or a set of ordered pairs; explain their importance in problem-solving situations.		
10 M 2.12.7	Solve systems of two linear equations, both algebraically and graphically; use graphing calculators as a primary tool in solving these problems and to verify solutions found by other methods.		
10 M 3	<b>MEASUREMENT</b>		
10 M 3.12.1	Convert between customary and metric systems; convert among monetary systems.		
10 M 3.12.2	Select and use measurement tools, techniques, and formulas to calculate and compare rates, cost, distances, interest, temperatures, and weight/mass.		
10 M 3.12.3	Distinguish and differentiate among the structures, language, and uses of systems of measures (e.g., linear, square units, cubic units); justify and communicate the differences between accuracy, precision, error, and tolerance in measurement; describe how each of these can affect solutions found in problem situations.		
10 M 3.12.4	Use and interpret consumer data (e.g., amortization tables, tax tables, and compound-interest charts) to make informed financial decisions related to practical applications such as budget.		
10 M 3.12.5	Use relationships (e.g., proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems.		
10 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
10 M 4.12.1	Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords, secants, and tangents) to solve practical problems.		
10 M 4.12.5	Use coordinate geometry to graph linear equations, determine slopes of lines, identify parallel and perpendicular lines, and find possible solutions to sets of equations; use algebraic techniques to solve problems determined by geometric relationships.		
10 M 4.12.6	Use complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal, and angles in polygons to solve practical problems.		
10 M 4.12.7	Apply the Pythagorean theorem, its converse, properties of special right triangles, and right-triangle trigonometry to solve practical problems.		
10 M 4.12.8	Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.		
10 M 4.12.9	Construct, justify, and defend mathematical conclusions using logical, sequential, deductive reasoning supported by established mathematical principles.		
10 M 5	<b>DATA ANALYSIS</b>		
10 M 5.12.1	Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.		
10 M 5.12.2	Design, conduct, analyze, and communicate the results of multistage probability experiments.		
10 M 5.12.3	Distinguish between and apply permutations and combinations using a variety of methods, including the fundamental counting principle.		
10 M 5.12.4	Select and use the measures of central tendency such as mean, median, mode, and variability including range, distribution, and possible outliers that are appropriate for given situations.		
10 M 5.12.5	Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.		
10 M 5.12.6	Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings).		
10 M 6	<b>PROBLEM SOLVING</b>		
10 M 6.12.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
10 M 6.12.2	Apply previous experience and knowledge to new problem-solving situations.		
10 M 6.12.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
10 M 6.12.6	Try more than one strategy when the first strategy proves to be unproductive.		
10 M 6.12.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
10 M 6.12.9	Generalize solutions and strategies from earlier problems to new problem situations.		
10 M 6.12.10	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.		
10 M 6.12.11	Apply combinations of proven strategies and previous knowledge to solve nonroutine problems.		
10 M 6.12.13	Use technology, including calculators, to solve problems and verify solutions.		

Identifier	Nevada - Grade 10 - Mathematics	Introduced	Completed
10 M 6.12.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
10 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
10 M 7.12.1	Discuss and exchange ideas about mathematics as a part of learning.		
10 M 7.12.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
10 M 7.12.3	Read expository text to learn about mathematics.		
10 M 7.12.6	Interpret and solve word problems without the necessity of key words or phrases.		
10 M 7.12.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
10 M 7.12.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
10 M 7.12.11	Make conjectures and present arguments in discussions of mathematical ideas.		
10 M 7.12.14	Explain and evaluate thinking about mathematical ideas and solutions based on the roles of definitions, properties, common rules, and symbols in solving problems.		
10 M 7.12.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
10 M 7.12.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
10 M 7.12.17	Use mathematical notation to communicate and explain mathematical situations.		
10 M 8	<b>MATHEMATICAL REASONING</b>		
10 M 8.12.3	Construct, justify, and defend mathematical conclusions, using logical arguments, in situations related to mathematics, science, and technology.		
10 M 8.12.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
10 M 8.12.5	Follow a logical argument and judge its validity.		
10 M 8.12.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
10 M 8.12.8	Ask questions to reflect on, clarify, and extend thinking.		
10 M 8.12.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
10 M 8.12.10	Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.		
10 M 8.12.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
10 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
10 M 9.12.1	Link new concepts to prior knowledge.		
10 M 9.12.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
10 M 9.12.3	Use models to explain the relationship of concepts to procedures.		
10 M 9.12.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
10 M 9.12.6	Use and analyze the connections between mathematics and other disciplines.		
10 M 9.12.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
10 M 9.12.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 10 - Mathematics	Introduced	Completed
10M1	<b>POLYNOMIALS AND RATIONAL EXPRESSIONS</b>		
10M1.1	Solve problems using the properties of real numbers		
10M1.2	Add, subtract, multiply, divide, and factor polynomials		
10M1.3	Solve problems, using powers and radicals		
10M1.4	Evaluate algebraic expressions		
10M1.5	Simplify rational algebraic expressions		
10M2	<b>EQUATIONS AND SYSTEMS OF EQUATIONS</b>		
10M2.1	Solve and graph linear equations and inequalities in one and two variables, including absolute value and radicals		
10M2.2	Solve problems involving coordinate geometry: determine the slope, identify the x- and y- intercepts, and derive the equation of a line		
10M2.3	Explore the effects of how changes in one variable affects other relationships		
10M2.4	Distinguish between functions and relations, and be able to identify given ranges and domains		
10M2.5	Solve quadratic equations and inequalities using the quadratic formula, zero product property, and completing the square		
10M2.6	Solve systems of equations, linear and quadratic, using graphing, substitution, and linear combination methods		
10M3	<b>PROBLEM SOLVING</b>		
10M3.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
10M3.2	Apply previous experience and knowledge to new problem-solving situations		
10M3.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
10M3.4	Try more than one strategy when the first strategy proves to be unproductive		
10M3.5	Generalize solutions and strategies from earlier problems to new problem situations		
10M3.6	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable		
10M3.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
10M3.8	Use technology, including calculators, to investigate, define, and describe qualitative relationships such as patterns and functions		
10M3.9	Solve real-world problems using appropriate formulas, relations, and functions, and properties		
10M3.10	Solve real-world problems using direct and indirect methods		
10M3.11	Solve real-world problems using appropriate strategies and tools		
10M3.12	Generalize conclusions, make inferences, and justify reasonableness of mathematical problems		
10M4	<b>MATHEMATICAL COMMUNICATION</b>		
10M4.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
10M4.2	Identify and translate key words and phrases that imply mathematical operations		
10M4.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
10M4.4	Explain and justify thinking about mathematical ideas and solutions		
10M4.5	Make conjectures and present arguments in discussions of mathematical ideas		
10M4.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
10M4.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
10M4.8	Use mathematical notation to communicate and explain mathematical situations		
10M5	<b>MATHEMATICAL REASONING</b>		
10M5.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
10M5.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
10M5.3	Ask questions to reflect on, clarify, and extend thinking		
10M5.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
10M6	<b>MATHEMATICAL CONNECTIONS</b>		
10M6.1	Link new concepts to prior knowledge		
10M6.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
10M6.3	Use models to explain the relationship of concepts to procedures		
10M6.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
10M6.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
10M6.6	Identify, explain, and use mathematics in everyday life		

Identifier	Kamico - Grade 11 - Mathematics		Introduced	Completed
	<b>FOUNDATIONS FOR FUNCTIONS</b>			
M 11.1.1A	The student describes independent and dependent quantities in functional relationships.			
M 11.1.1B	The student uses data sets to determine functional (systematic) relationships between quantities.			
M 11.1.1C	The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations.			
M 11.1.1D	The student represents relationships among quantities using models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities.			
M 11.1.1E	The student interprets and makes inferences from functional relationships.			
M 11.2.1A	The student identifies the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions.			
M 11.2.1B	For a variety of situations, the student identifies the mathematical domains and ranges and determines reasonable domain and range values for given situations.			
M 11.2.1C	The student interprets situations in terms of given graphs.			
M 11.2.1D	In solving problems, the student organizes data, interprets scatterplots, and models, predicts, and makes decisions and critical judgments.			
M 11.2.2A	The student uses symbols to represent unknowns and variables.			
M 11.2.2B	Given situations, the student looks for patterns and represents generalizations algebraically.			
M 11.2.3A	The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations.			
M 11.2.3B	The student uses the commutative, associative, and distributive properties to simplify algebraic expressions.			
	<b>LINEAR FUNCTIONS</b>			
M 11.3.1A	The student determines whether or not given situations can be represented by linear functions.			
M 11.3.1B	The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions.			
M 11.3.2A	The student develops the concept of slope as a rate of change and determines slopes from graphs, tables, and algebraic representations.			
M 11.3.2B	The student interprets the meaning of slope and intercepts in situations using data, symbolic representations, or graphs.			
M 11.3.2C	The student investigates, describes, and predicts the effects of changes in $m$ and $b$ on the graph of $y = mx + b$ .			
M 11.3.2D	The student graphs and writes equations of lines given characteristics such as two points, a point and a slope, or a slope and $y$ -intercept.			
M 11.3.2E	The student determines the intercepts of linear functions from graphs, tables, and algebraic representations.			
M 11.3.2F	The student interprets and predicts the effects of changing slope and $y$ -intercept in applied situations.			
M 11.3.2G	The student relates direct variation to linear functions and solves problems involving proportional change.			
M 11.4.1A	The student analyzes situations involving linear functions and formulates linear equations or inequalities to solve problems.			
M 11.4.1B	The student investigates methods for solving linear equations and inequalities using models, graphs, and the properties of equality, selects a method, and solves the equations and inequalities.			
M 11.4.1C	For given contexts, the student interprets and determines the reasonableness of solutions to linear equations and inequalities.			
M 11.4.2A	The student analyzes situations and formulates systems of linear equations to solve problems.			
M 11.4.2B	The student solves systems of linear equations using models, graphs, tables, and algebraic methods.			
M 11.4.2C	For given contexts, the student interprets and determines the reasonableness of solutions to systems of equations.			
	<b>QUADRATIC AND OTHER NONLINEAR FUNCTIONS</b>			
M 11.5.1A	The student investigates, describes, and predicts the effects of changes in $a$ on the graph of $y = ax^2$ .			
M 11.5.1B	The student investigates, describes, and predicts the effects of changes in $c$ on the graph of $y = x^2 + c$ .			
M 11.5.1C	For problem situations, the student analyzes graphs of quadratic functions and draws conclusions.			
M 11.5.2A	The student solves quadratic equations using models, tables, graphs, and algebraic methods.			
M 11.5.2B	The student relates the solutions of quadratic equations to the roots of their functions.			
M 11.5.3A	The student uses the laws of exponents and applies them in problem-solving situations.			
	<b>GEOMETRY</b>			
M 11.6.1A	Geometric Structure	The student selects an appropriate representation (pictorial, graphical, verbal, or symbolic) in order to solve problems.		
M 11.6.2A	Geometric Patterns	The student uses numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles.		
M 11.6.2B	Geometric Patterns	The student uses the properties of transformations and their compositions to make connections between mathematics and the real world in applications such as tessellations or fractals.		
M 11.6.2C	Geometric Patterns	The student identifies and applies patterns from right triangles to solve problems, including special right triangles (45-45-90 and 30-60-90) and triangles whose sides are Pythagorean triples.		
M 11.6.3A	Congruence and Geometry of Size	The student uses congruence transformations to make conjectures and justify properties of geometric figures.		
M 11.7.1A	Dimensionality and Geometry of Location	The student uses nets to represent three-dimensional objects.		
M 11.7.1B	Dimensionality and Geometry of Location	The student uses top, front, side, and corner views of three-dimensional objects to create accurate and complete representations and solve problems.		
M 11.7.2A	Dimensionality and Geometry of Location	The student uses one- and two-dimensional coordinate systems to represent points, lines, line segments, and figures.		
M 11.7.2B	Dimensionality and Geometry of Location	The student uses slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and triangles and other polygons.		
M 11.7.2C	Dimensionality and Geometry of Location	The student uses formulas, including distance and midpoint.		

Identifier	<b>Kamico - Grade 11 - Mathematics</b>		Introduced	Completed
M 11.7.3A	Congruence and Geometry of Size	The student analyzes the characteristics of three-dimensional figures and their component parts.		
M 11.8.1A	Congruence and Geometry of Size	The student finds area of polygons and composite figures.		
M 11.8.1B	Congruence and Geometry of Size	The student finds areas of sectors and arc lengths of circles using proportional reasoning.		
M 11.8.1C	Congruence and Geometry of Size	The student uses the Pythagorean theorem.		
M 11.8.1D	Congruence and Geometry of Size	The student finds surface area and volumes of prisms, pyramids, spheres, cones, and cylinders in problem situations.		
M 11.8.2A	Similarity and Geometry of Shape	The student uses similarity properties and transformations to justify conjectures about geometric figures.		
M 11.8.2B	Similarity and Geometry of Shape	The student uses ratios to solve problems involving similar figures.		
M 11.8.2C	Similarity and Geometry of Shape	In a variety of ways, the student applies and justifies triangle similarity relationships, such as right triangle ratios and Pythagorean triples.		
M 11.8.2D	Similarity and Geometry of Shape	The student describes the effect on perimeter, area, and volume when length, width, or height of a three-dimensional solid is changed and applies this idea in solving problems.		
	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>			
M 11.9.1A	Estimate and find solutions to application problems involving percents and proportional relationships, such as similarity and rates.			
	<b>PROBABILITY AND STATISTICS</b>			
M 11.9.2A	Find the probabilities of compound events (dependent and independent).			
M 11.9.2B	Use theoretical probabilities and experimental results to make predictions and decisions.			
M 11.9.3A	Select the appropriate measure of central tendency to describe a set of data for a particular purpose.			
M 11.9.3B	Construct circle graphs, bar graphs, and histograms, with and without technology.			
M 11.9.4A	Recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.			
	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>			
M 11.10.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.			
M 11.10.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.			
M 11.10.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 11.10.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.			
M 11.10.3A	Make conjectures from patterns or sets of examples and nonexamples.			
M 11.10.3B	Validate conclusions using mathematical properties and relationships.			

Identifier	Nevada - Grade 11 - Mathematics	Introduced	Completed
11 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
11 M 1.12.1	Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms.		
11 M 1.12.2	Apply the laws of exponents to perform operations on expressions with integral exponents and expressions in scientific notation.		
11 M 1.12.3	Apply the properties and theories of the real-number system to everyday situations.		
11 M 1.12.5	Perform simple operations on matrices.		
11 M 2	<b>PATTERNS, FUNCTIONS AND ALGEBRA</b>		
11 M 2.12.2	Represent and solve problems using discrete structures including graphs and matrices, with and without technology.		
11 M 2.12.3	Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I = PRT$ or $R = I/PT$ ), solving for the needed variable as necessary in given situations.		
11 M 2.12.4	Add, subtract, multiply, and factor (1st and 2nd degree) polynomials, describing each step in the process and the connection between the algebraic process and the arithmetic process; use simple quadratic equations with integer roots to solve practical and mathematical problems.		
11 M 2.12.5	Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic, and graphical representations of functions, with and without technology.		
11 M 2.12.6	Determine the domain and range of linear relations given a graph or a set of ordered pairs; explain their importance in problem-solving situations.		
11 M 2.12.7	Solve systems of two linear equations, both algebraically and graphically; use graphing calculators as a primary tool in solving these problems and to verify solutions found by other methods.		
11 M 3	<b>MEASUREMENT</b>		
11 M 3.12.1	Convert between customary and metric systems; convert among monetary systems.		
11 M 3.12.2	Select and use measurement tools, techniques, and formulas to calculate and compare rates, cost, distances, interest, temperatures, and weight/mass.		
11 M 3.12.3	Distinguish and differentiate among the structures, language, and uses of systems of measures (e.g., linear, square units, cubic units); justify and communicate the differences between accuracy, precision, error, and tolerance in measurement; describe how each of these can affect solutions found in problem situations.		
11 M 3.12.4	Use and interpret consumer data (e.g., amortization tables, tax tables, and compound-interest charts) to make informed financial decisions related to practical applications such as budget.		
11 M 3.12.5	Use relationships (e.g., proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems.		
11 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
11 M 4.12.1	Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords, secants, and tangents) to solve practical problems.		
11 M 4.12.5	Use coordinate geometry to graph linear equations, determine slopes of lines, identify parallel and perpendicular lines, and find possible solutions to sets of equations; use algebraic techniques to solve problems determined by geometric relationships.		
11 M 4.12.6	Use complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal, and angles in polygons to solve practical problems.		
11 M 4.12.7	Apply the Pythagorean theorem, its converse, properties of special right triangles, and right-triangle trigonometry to solve practical problems.		
11 M 4.12.8	Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.		
11 M 4.12.9	Construct, justify, and defend mathematical conclusions using logical, sequential, deductive reasoning supported by established mathematical principles.		
11 M 5	<b>DATA ANALYSIS</b>		
11 M 5.12.1	Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.		
11 M 5.12.2	Design, conduct, analyze, and communicate the results of multistage probability experiments.		
11 M 5.12.3	Distinguish between and apply permutations and combinations using a variety of methods, including the fundamental counting principle.		
11 M 5.12.4	Select and use the measures of central tendency such as mean, median, mode, and variability including range, distribution, and possible outliers that are appropriate for given situations.		
11 M 5.12.5	Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.		
11 M 5.12.6	Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings).		
11 M 6	<b>PROBLEM SOLVING</b>		
11 M 6.12.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
11 M 6.12.2	Apply previous experience and knowledge to new problem-solving situations.		
11 M 6.12.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
11 M 6.12.6	Try more than one strategy when the first strategy proves to be unproductive.		
11 M 6.12.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
11 M 6.12.9	Generalize solutions and strategies from earlier problems to new problem situations.		

Identifier	Nevada - Grade 11 - Mathematics	Introduced	Completed
11 M 6.12.10	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.		
11 M 6.12.11	Apply combinations of proven strategies and previous knowledge to solve nonroutine problems.		
11 M 6.12.13	Use technology, including calculators, to solve problems and verify solutions.		
11 M 6.12.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
11 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
11 M 7.12.1	Discuss and exchange ideas about mathematics as a part of learning.		
11 M 7.12.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
11 M 7.12.3	Read expository text to learn about mathematics.		
11 M 7.12.6	Interpret and solve word problems without the necessity of key words or phrases.		
11 M 7.12.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
11 M 7.12.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
11 M 7.12.11	Make conjectures and present arguments in discussions of mathematical ideas.		
11 M 7.12.14	Explain and evaluate thinking about mathematical ideas and solutions based on the roles of definitions, properties, common rules, and symbols in solving problems.		
11 M 7.12.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
11 M 7.12.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
11 M 7.12.17	Use mathematical notation to communicate and explain mathematical situations.		
11 M 8	<b>MATHEMATICAL REASONING</b>		
11 M 8.12.3	Construct, justify, and defend mathematical conclusions, using logical arguments, in situations related to mathematics, science, and technology.		
11 M 8.12.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
11 M 8.12.5	Follow a logical argument and judge its validity.		
11 M 8.12.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
11 M 8.12.8	Ask questions to reflect on, clarify, and extend thinking.		
11 M 8.12.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
11 M 8.12.10	Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.		
11 M 8.12.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
11 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
11 M 9.12.1	Link new concepts to prior knowledge.		
11 M 9.12.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
11 M 9.12.3	Use models to explain the relationship of concepts to procedures.		
11 M 9.12.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
11 M 9.12.6	Use and analyze the connections between mathematics and other disciplines.		
11 M 9.12.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
11 M 9.12.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 11 - Mathematics	Introduced	Completed
11M1	<b>REASONING AND LOGIC</b>		
11M1.1	Justify and solve problems using geometric models and tools		
11M1.2	Solve problems using the rules of logic and Venn diagrams		
11M1.3	Solve real-world problems involving plane figures and three-dimensional objects		
11M1.4	Justify and solve problems using geometric constructions		
11M1.5	Design proofs using deductive and inductive methods, indirect, paragraph, flow, and two-column formats		
11M1.6	Use technology to extend problem-solving strategies, develop reasoning and communication skills, and increase the students ability to inquire		
11M2	<b>CONNECTING GEOMETRY AND ALGEBRA</b>		
11M2.1	Represent and solve problems using transformations and tessellations		
11M2.2	Solve real-world problems using properties of congruence, similarity, and symmetry		
11M2.3	Solve real-world problems involving properties of polygons, circles, and the Pythagorean theorem		
11M2.4	Develop strategies for computing the area, perimeter, volume, and surface area of objects		
11M2.5	Develop estimation skills and accuracy in direct and indirect measurement		
11M2.6	Represent and solve problems using coordinate geometry		
11M3	<b>PROBLEM SOLVING</b>		
11M3.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
11M3.2	Apply previous experience and knowledge to new problem-solving situations		
11M3.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
11M3.4	Try more than one strategy when the first strategy proves to be unproductive		
11M3.5	Generalize solutions and strategies from earlier problems to new problem situations		
11M3.6	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable		
11M3.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern		
11M3.8	Use technology, including calculators, to investigate, define, and describe qualitative relationships such as		
11M3.9	Solve real-world problems using appropriate formulas, relations, and functions, and properties		
11M3.10	Solve real-world problems using direct and indirect methods		
11M3.11	Solve real-world problems using appropriate strategies and tools		
11M3.12	Generalize conclusions, make inferences, and justify reasonableness of mathematical problems		
11M4	<b>MATHEMATICAL COMMUNICATION</b>		
11M4.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
11M4.2	Identify and translate key words and phrases that imply mathematical operations		
11M4.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
11M4.4	Explain and justify thinking about mathematical ideas and solutions		
11M4.5	Make conjectures and present arguments in discussions of mathematical ideas		
11M4.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
11M4.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
11M4.8	Use mathematical notation to communicate and explain mathematical situations		
11M5	<b>MATHEMATICAL REASONING</b>		
11M5.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical		
11M5.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
11M5.3	Ask questions to reflect on, clarify, and extend thinking		
11M5.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
11M6	<b>MATHEMATICAL CONNECTIONS</b>		
11M6.1	Link new concepts to prior knowledge		
11M6.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
11M6.3	Use models to explain the relationship of concepts to procedures		
11M6.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
11M6.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music		
11M6.6	Identify, explain, and use mathematics in everyday life		



Identifier	Nevada - Grade 12 - Mathematics	Introduced	Completed
12 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
12 M 1.12.1	Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms.		
12 M 1.12.2	Apply the laws of exponents to perform operations on expressions with integral exponents and expressions in scientific notation.		
12 M 1.12.3	Apply the properties and theories of the real-number system to everyday situations.		
12 M 1.12.5	Perform simple operations on matrices.		
12 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
12 M 2.12.2	Represent and solve problems using discrete structures including graphs and matrices, with and without technology.		
12 M 2.12.3	Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I = PRT$ or $R = I/PT$ ), solving for the needed variable as necessary in given situations.		
12 M 2.12.4	Add, subtract, multiply, and factor (1st and 2nd degree) polynomials, describing each step in the process and the connection between the algebraic process and the arithmetic process; use simple quadratic equations with integer roots to solve practical and mathematical problems.		
12 M 2.12.5	Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic, and graphical representations of functions, with and without technology.		
12 M 2.12.6	Determine the domain and range of linear relations given a graph or a set of ordered pairs; explain their importance in problem-solving situations.		
12 M 2.12.7	Solve systems of two linear equations, both algebraically and graphically; use graphing calculators as a primary tool in solving these problems and to verify solutions found by other methods.		
12 M 3	<b>MEASUREMENT</b>		
12 M 3.12.1	Convert between customary and metric systems; convert among monetary systems.		
12 M 3.12.2	Select and use measurement tools, techniques, and formulas to calculate and compare rates, cost, distances, interest, temperatures, and weight/mass.		
12 M 3.12.3	Distinguish and differentiate among the structures, language, and uses of systems of measures (e.g., linear, square units, cubic units); justify and communicate the differences between accuracy, precision, error, and tolerance in measurement; describe how each of these can affect solutions found in problem situations.		
12 M 3.12.4	Use and interpret consumer data (e.g., amortization tables, tax tables, and compound-interest charts) to make informed financial decisions related to practical applications such as budget.		
12 M 3.12.5	Use relationships (e.g., proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems.		
12 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
12 M 4.12.1	Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords, secants, and tangents) to solve practical problems.		
12 M 4.12.5	Use coordinate geometry to graph linear equations, determine slopes of lines, identify parallel and perpendicular lines, and find possible solutions to sets of equations; use algebraic techniques to solve problems determined by geometric relationships.		
12 M 4.12.6	Use complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal, and angles in polygons to solve practical problems.		
12 M 4.12.7	Apply the Pythagorean theorem, its converse, properties of special right triangles, and right-triangle trigonometry to solve practical problems.		
12 M 4.12.8	Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.		
12 M 4.12.9	Construct, justify, and defend mathematical conclusions using logical, sequential, deductive reasoning supported by established mathematical principles.		
12 M 5	<b>DATA ANALYSIS</b>		
12 M 5.12.1	Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.		
12 M 5.12.2	Design, conduct, analyze, and communicate the results of multistage probability experiments.		
12 M 5.12.3	Distinguish between and apply permutations and combinations using a variety of methods, including the fundamental counting principle.		
12 M 5.12.4	Select and use the measures of central tendency such as mean, median, mode, and variability including range, distribution, and possible outliers that are appropriate for given situations.		
12 M 5.12.5	Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.		
12 M 5.12.6	Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings).		
12 M 6	<b>PROBLEM SOLVING</b>		
12 M 6.12.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
12 M 6.12.2	Apply previous experience and knowledge to new problem-solving situations.		
12 M 6.12.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
12 M 6.12.6	Try more than one strategy when the first strategy proves to be unproductive.		
12 M 6.12.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
12 M 6.12.9	Generalize solutions and strategies from earlier problems to new problem situations.		
12 M 6.12.10	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.		
12 M 6.12.11	Apply combinations of proven strategies and previous knowledge to solve nonroutine problems.		
12 M 6.12.13	Use technology, including calculators, to solve problems and verify solutions.		
12 M 6.12.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
12 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
12 M 7.12.1	Discuss and exchange ideas about mathematics as a part of learning.		
12 M 7.12.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
12 M 7.12.3	Read expository text to learn about mathematics.		
12 M 7.12.6	Interpret and solve word problems without the necessity of key words or phrases.		
12 M 7.12.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
12 M 7.12.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
12 M 7.12.11	Make conjectures and present arguments in discussions of mathematical ideas.		

Identifier	Nevada - Grade 12 - Mathematics	Introduced	Completed
12 M 7.12.14	Explain and evaluate thinking about mathematical ideas and solutions based on the roles of definitions, properties, common rules, and symbols in solving problems.		
12 M 7.12.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
12 M 7.12.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
12 M 7.12.17	Use mathematical notation to communicate and explain mathematical situations.		
12 M 8	<b>MATHEMATICAL REASONING</b>		
12 M 8.12.3	Construct, justify, and defend mathematical conclusions, using logical arguments, in situations related to mathematics, science, and technology.		
12 M 8.12.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
12 M 8.12.5	Follow a logical argument and judge its validity.		
12 M 8.12.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
12 M 8.12.8	Ask questions to reflect on, clarify, and extend thinking.		
12 M 8.12.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
12 M 8.12.10	Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.		
12 M 8.12.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
12 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
12 M 9.12.1	Link new concepts to prior knowledge.		
12 M 9.12.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
12 M 9.12.3	Use models to explain the relationship of concepts to procedures.		
12 M 9.12.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
12 M 9.12.6	Use and analyze the connections between mathematics and other disciplines.		
12 M 9.12.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
12 M 9.12.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 12 - Mathematics	Introduced	Completed
12M1	<b>RELATIONS AND FUNCTIONS</b>		
12M1.1	Solve problems involving equations and inequalities using algebraic techniques		
12M1.2	Graph functions and their inverses		
12M1.3	Compare relationships among families of lines, and the effects of changing the parameters of an equation		
12M1.4	Solve and graph systems of equations and inequalities		
12M1.5	Create mathematical models including matrices to solve real-world problems		
12M1.6	Solve problems involving real and complex numbers: exponential and logarithmic equations, literal exponents, and radicals		
12M2	<b>GEOMETRY AND ALGEBRA CONNECTIONS</b>		
12M2.1	Solve real-world application problems using linear programming techniques		
12M2.2	Analyze the nature of roots		
12M2.3	Compare the effect of parameter changes on a graph		
12M2.4	Model and solve algebraic problems involving geometric properties		
12M2.5	Solve problems using finite and infinite series and sequences		
12M2.6	Develop the concept of a limit through converging and diverging series		
12M3	<b>DATA ANALYSIS, PROBABILITY, AND STATISTICS CONNECTIONS</b>		
12M3.1	Collect, organize, and analyze data using a variety of statistical techniques		
12M3.2	Interpret and predict events		
12M3.3	Solve real-world problems using technology		
12M4	<b>PROBLEM SOLVING</b>		
12M4.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
12M4.2	Apply previous experience and knowledge to new problem-solving situations		
12M4.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
12M4.4	Try more than one strategy when the first strategy proves to be unproductive		
12M4.5	Generalize solutions and strategies from earlier problems to new problem situations		
12M4.6	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable		
12M4.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
12M4.8	Use technology, including calculators, to investigate, define, and describe qualitative relationships such as patterns and functions		
12M4.9	Solve real-world problems using appropriate formulas, relations, and functions, and properties		
12M4.10	Solve real-world problems using direct and indirect methods		
12M4.11	Solve real-world problems using appropriate strategies and tools		
12M4.12	Generalize conclusions, make inferences, and justify reasonableness of mathematical problems		
12M5	<b>MATHEMATICAL COMMUNICATION</b>		
12M5.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
12M5.2	Identify and translate key words and phrases that imply mathematical operations		
12M5.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
12M5.4	Explain and justify thinking about mathematical ideas and solutions		
12M5.5	Make conjectures and present arguments in discussions of mathematical ideas		
12M5.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
12M5.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
12M5.8	Use mathematical notation to communicate and explain mathematical situations		
12M6	<b>MATHEMATICAL REASONING</b>		
12M6.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
12M6.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
12M6.3	Ask questions to reflect on, clarify, and extend thinking		
12M6.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
12M7	<b>MATHEMATICAL CONNECTIONS</b>		
12M7.1	Link new concepts to prior knowledge		
12M7.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
12M7.3	Use models to explain the relationship of concepts to procedures		
12M7.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
12M7.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
12M7.6	Identify, explain, and use mathematics in everyday life		

**Subject: Mathematics****Goal Strand: Patterns, Functions, and Algebra**

Below 171	171 - 180	181 - 190
<b>Patterns</b>	<b>Patterns</b>	<b>Patterns</b>
<ul style="list-style-type: none"> <li>Extends repeating patterns - geometric shapes</li> <li>Completes a growing arithmetic pattern by naming missing members</li> </ul>	<ul style="list-style-type: none"> <li>Extends repeating patterns - geometric shapes</li> <li>Extends a growing arithmetic pattern, defined by numbers</li> <li>Completes a growing arithmetic pattern by naming missing members</li> </ul>	<ul style="list-style-type: none"> <li>Extends a growing arithmetic pattern, defined by numbers</li> <li>Completes a growing arithmetic pattern using models by identifying the missing members*</li> <li>Completes arithmetic growth patterns in number tables by identifying the missing elements</li> <li>Extends a decreasing arithmetic patterns*</li> <li>Applies the rule to determine which set of letters is not like the other sets - other patterns*</li> </ul>
<b>Variables; Number Sentences</b>	<b>Variables; Number Sentences</b>	<b>Variables; Number Sentences</b>
<ul style="list-style-type: none"> <li>Identifies the missing operation symbol - 1-step number sentence</li> <li>Solves basic-facts open sentences - addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Determines the operation needed from a simple problem*</li> <li>Writes a number sentence for a simple problem solving situation*</li> <li>Identifies the missing operation symbol - 1-step number sentence</li> <li>Solves basic-facts open sentences - addition and subtraction</li> <li>Solves linear equations with basic facts - 1-step addition using a letter for the variable*</li> </ul>	<ul style="list-style-type: none"> <li>Determines the operation needed from a simple problem*</li> <li>Writes a number sentence for a simple problem solving situation*</li> <li>Identifies the missing operation symbol - 2-step number sentence*</li> <li>Solves basic facts addition and subtraction open sentences using diagrams and models (e.g., using balances)*</li> <li>Solves linear equations with basic facts - 1-step addition using a letter for the variable*</li> <li>Solves 1-step open sentences with missing addends (numbers 100 and under)</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> whole number	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> + addition, ÷ division, = is equal to, × multiplication, – subtraction, variable	<i>New Signs and Symbols:</i> \$ dollar sign	<i>New Signs and Symbols:</i> < less than

**Subject: Mathematics****Goal Strand: Patterns, Functions, and Algebra**

191 - 200	201 - 210	211 - 220
<b>Patterns</b>	<b>Patterns</b>	<b>Patterns</b>
<ul style="list-style-type: none"> <li>• Extends a growing arithmetic pattern, defined by objects or diagrams*</li> <li>• Completes a growing arithmetic pattern using models by identifying the missing members*</li> <li>• Extends a decreasing arithmetic patterns*</li> <li>• Extends patterns formed by letters*</li> </ul>	<ul style="list-style-type: none"> <li>• Looks for a repeating pattern to solve a problem*</li> <li>• Extends a growing arithmetic pattern, defined by objects or diagrams*</li> <li>• Extends a pattern formed by two arithmetic growing patterns - odd and even terms (such as 1,5,4,8,7,...)</li> <li>• Extends a growing pattern of numbers - explicit quadratic rule - recursive rule is to add x more each time (such as 1,2,4,7,...)*</li> <li>• Extends a pattern formed by rotating a geometric figure</li> </ul>	<ul style="list-style-type: none"> <li>• Looks for a growing pattern to solve a problem</li> <li>• Extends a repeating pattern of geometric shapes in a grid*</li> <li>• Extends a growing geometric pattern - using numbers*</li> <li>• Extends a pattern formed by two arithmetic growing patterns - odd and even terms (such as 1,5,4,8,7,...)</li> <li>• Extends, or completes, growing patterns defined by equations or number facts</li> <li>• Extends a growing pattern of numbers - explicit quadratic rule - recursive rule is to add x more each time (such as 1,2,4,7,...)*</li> <li>• Identifies rules and applies them to new patterns</li> </ul>
<b>Variables; Number Sentences</b>	<b>Variables; Number Sentences</b>	<b>Variables; Number Sentences</b>
<ul style="list-style-type: none"> <li>• Determines the operation needed from a simple problem*</li> <li>• Determines the operation needed to solve a real-world problem</li> <li>• Translates from a diagram to an expression or equation*</li> <li>• Translates a 1-step problem to a symbolic expression or equation</li> <li>• Identifies the missing operation symbol - 2-step number sentence*</li> <li>• Uses algebraic reasoning to solve problems involving equality relationships*</li> <li>• Solves basic facts addition and subtraction open sentences using diagrams and models (e.g., using balances)*</li> <li>• Solves complex open linear sentences using diagrams and models (e.g., using balances)*</li> <li>• Solves 1-step open sentences with missing addends (numbers 100 and under)</li> <li>• Solves 1-step open sentences with missing addends (numbers over 100)</li> <li>• Solves simple open sentences with missing factors</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a number sentence for a simple problem solving situation (analysis)</li> <li>• Determines the operation needed to solve a real-world problem</li> <li>• Translates a number sentence to a real-world situation*</li> <li>• Translates a 1-step problem to a symbolic expression or equation</li> <li>• Identifies the missing operation symbol - 2-step number sentence*</li> <li>• Uses algebraic reasoning to solve problems involving equality relationships*</li> <li>• Uses simple linear equations to represent problem situations</li> <li>• Describes a realistic situation using information given in a linear equation*</li> <li>• Solves complex open linear sentences using diagrams and models (e.g., using balances)*</li> <li>• Solves 1-step open sentences with missing addends (numbers over 100)</li> <li>• Solves simple open sentences with missing factors (numbers 100 and under)*</li> <li>• Solves 2-step open sentences with missing addends*</li> </ul>	<ul style="list-style-type: none"> <li>• Uses algebraic reasoning to solve problems involving equality relationships*</li> <li>• Uses simple linear equations to represent problem situations</li> <li>• Solves simple open sentences with missing factors (numbers over 100)</li> <li>• Solves open sentences using the distributive property</li> <li>• Solves open sentences with calculations on both sides of the sentence</li> <li>• Solves 2-step open sentences with missing factors</li> </ul>

Math 2-5

(numbers 100 and under)* • Solves 2-step open sentences with missing addends*	• Solves open sentences with basic-facts calculations on both sides of the sentence	
<i>New Vocabulary:</i> operation, rename	<i>New Vocabulary:</i> mathematical statement, minimum	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> ¢ cent sign, > greater than	<i>New Signs and Symbols:</i> ( ) order of operations, + addition, = is equal to	<i>New Signs and Symbols:</i> ? next in sequence

**Subject: Mathematics****Goal Strand: Patterns, Functions, and Algebra**

221 - 230	231 - 240	Above 240
<b>Patterns</b>	<b>Patterns</b>	<b>Patterns</b>
<ul style="list-style-type: none"> <li>Looks for a growing pattern to solve a problem</li> <li>Extends a growing pattern of triangular numbers, defined by objects or diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Applies the rule to determine which number does not belong - growing pattern: arithmetic*</li> </ul>	<ul style="list-style-type: none"> <li>Represents growing arithmetic patterns using algebraic expressions or equations*</li> <li>Uses an algebraic expression to represent a triangular number pattern*</li> </ul>
<b>Variables; Number Sentences</b>	<b>Variables; Number Sentences</b>	<b>Variables; Number Sentences</b>
<ul style="list-style-type: none"> <li>Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation*</li> <li>Solves open sentences with calculations on both sides of the sentence</li> <li>Solves 2-step open sentences with missing factors</li> <li>Solves simple one-step inequality open sentences*</li> </ul>	<ul style="list-style-type: none"> <li>Solves 2-step open sentences with missing factors (variables on both sides of the sentence)*</li> </ul>	<ul style="list-style-type: none"> <li>Solves 2-step open sentences with missing factors (variables on both sides of the sentence)*</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Mathematics****Goal Strand: Patterns, Functions, and Algebra**

Below 171	171 - 180	181 - 190
<b>Patterns; Relations and Functions</b>	<b>Patterns; Relations and Functions</b>	<b>Patterns; Relations and Functions</b>
<ul style="list-style-type: none"> <li>Extends repeating patterns - geometric shapes</li> <li>Completes a growing arithmetic pattern by naming missing members</li> </ul>	<ul style="list-style-type: none"> <li>Extends repeating patterns - geometric shapes</li> <li>Extends a growing arithmetic pattern, defined by numbers</li> <li>Completes a growing arithmetic pattern by naming missing members</li> </ul>	<ul style="list-style-type: none"> <li>Extends a growing arithmetic pattern, defined by numbers</li> <li>Completes a growing arithmetic pattern using models by identifying the missing members*</li> <li>Completes arithmetic growth patterns in number tables by identifying the missing elements</li> <li>Extends a decreasing arithmetic patterns*</li> <li>Applies the rule to determine which set of letters is not like the other sets - other patterns*</li> </ul>
<b>Variables; Number Sentences/Expressions</b>	<b>Variables; Number Sentences/Expressions</b>	<b>Variables; Number Sentences/Expressions</b>
<ul style="list-style-type: none"> <li>Identifies the missing operation symbol - 1-step number sentence</li> </ul>	<ul style="list-style-type: none"> <li>Determines the operation needed from a simple problem*</li> <li>Writes a number sentence for a simple problem solving situation*</li> <li>Identifies the missing operation symbol - 1-step number sentence</li> </ul>	<ul style="list-style-type: none"> <li>Determines the operation needed from a simple problem*</li> <li>Writes a number sentence for a simple problem solving situation*</li> <li>Identifies the missing operation symbol - 2-step number sentence*</li> </ul>
<b>Linear Equations/Inequalities; Applications</b>	<b>Linear Equations/Inequalities; Applications</b>	<b>Linear Equations/Inequalities; Applications</b>
<ul style="list-style-type: none"> <li>Solves basic-facts open sentences - addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Solves basic-facts open sentences - addition and subtraction</li> <li>Solves linear equations with basic facts - 1-step addition using a letter for the variable*</li> </ul>	<ul style="list-style-type: none"> <li>Solves basic facts addition and subtraction open sentences using diagrams and models (e.g., using balances)*</li> <li>Solves linear equations with basic facts - 1-step addition using a letter for the variable*</li> <li>Solves 1-step open sentences with missing addends (numbers 100 and under)</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> whole number	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> + addition, ÷ division, = is equal to, × multiplication, – subtraction, variable	<i>New Signs and Symbols:</i> \$ dollar sign	<i>New Signs and Symbols:</i> < less than



# Lander County School District

## Assessed Standards/Curriculum

### Science

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

**Subject: Mathematics****Goal Strand: Patterns, Functions, and Algebra**

191 - 200	201 - 210	211 - 220
<b>Patterns; Relations and Functions</b>	<b>Patterns; Relations and Functions</b>	<b>Patterns; Relations and Functions</b>
<ul style="list-style-type: none"> <li>• Extends a growing arithmetic pattern, defined by objects or diagrams*</li> <li>• Completes a growing arithmetic pattern using models by identifying the missing members*</li> <li>• Extends a decreasing arithmetic patterns*</li> <li>• Extends patterns formed by letters*</li> </ul>	<ul style="list-style-type: none"> <li>• Looks for a repeating pattern to solve a problem*</li> <li>• Extends a growing arithmetic pattern, defined by objects or diagrams*</li> <li>• Extends a pattern formed by two arithmetic growing patterns - odd and even terms (such as 1,5,4,8,7,...)</li> <li>• Extends a growing pattern of numbers - explicit quadratic rule - recursive rule is to add x more each time (such as 1,2,4,7,...)*</li> <li>• Extends a pattern formed by rotating a geometric figure</li> <li>• Uses mapping diagrams to represent functions*</li> </ul>	<ul style="list-style-type: none"> <li>• Looks for a growing pattern to solve a problem</li> <li>• Extends a repeating pattern of geometric shapes in a grid*</li> <li>• Extends a growing geometric pattern - using numbers*</li> <li>• Extends a pattern formed by two arithmetic growing patterns - odd and even terms (such as 1,5,4,8,7,...)</li> <li>• Extends, or completes, growing patterns defined by equations or number facts</li> <li>• Extends a growing pattern of numbers - explicit quadratic rule - recursive rule is to add x more each time (such as 1,2,4,7,...)*</li> <li>• Identifies rules and applies them to new patterns</li> <li>• Determines the rule and completes a simple function machine output*</li> <li>• Uses mapping diagrams to represent functions*</li> <li>• Solves problems involving simple functions*</li> </ul>
<b>Variables; Number Sentences/Expressions</b>	<b>Variables; Number Sentences/Expressions</b>	<b>Variables; Number Sentences/Expressions</b>
<ul style="list-style-type: none"> <li>• Determines the operation needed from a simple problem*</li> <li>• Determines the operation needed to solve a real-world problem</li> <li>• Translates from a diagram to an expression or equation*</li> <li>• Translates a 1-step problem to a symbolic expression or equation</li> <li>• Writes the missing number in a proportion using basic facts</li> <li>• Identifies the missing operation symbol - 2-step number sentence*</li> <li>• Uses algebraic reasoning to solve problems involving equality relationships*</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a number sentence for a simple problem solving situation (analysis)</li> <li>• Determines the operation needed to solve a real-world problem</li> <li>• Translates a number sentence to a real-world situation*</li> <li>• Translates a 1-step problem to a symbolic expression or equation</li> <li>• Translates a 2-step problem to a symbolic expression or equation</li> <li>• Writes the missing number in a proportion using basic facts</li> <li>• Identifies the missing operation symbol - 2-step number sentence*</li> <li>• Uses algebraic reasoning to solve problems involving equality relationships*</li> <li>• Uses basic operations on algebraic expressions (uses correct order of operations)*</li> </ul>	<ul style="list-style-type: none"> <li>• Translates a 2-step problem to a symbolic expression or equation</li> <li>• Determines the operation needed from a complex problem*</li> <li>• Uses concrete and pictorial models to represent proportions*</li> <li>• Recognizes and writes proportions*</li> <li>• Uses algebraic reasoning to solve problems involving equality relationships*</li> <li>• Uses basic operations on algebraic expressions (uses correct order of operations)*</li> </ul>

Linear Equations/Inequalities; Applications	Linear Equations/Inequalities; Applications	Linear Equations/Inequalities; Applications
<ul style="list-style-type: none"> <li>Solves basic facts addition and subtraction open sentences using diagrams and models (e.g., using balances)*</li> <li>Solves complex open linear sentences using diagrams and models (e.g., using balances)*</li> <li>Solves 1-step open sentences with missing addends (numbers 100 and under)</li> <li>Solves 1-step open sentences with missing addends (numbers over 100)</li> <li>Solves simple open sentences with missing factors (numbers 100 and under)*</li> <li>Solves 2-step open sentences with missing addends*</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple linear equations to represent problem situations</li> <li>Describes a realistic situation using information given in a linear equation*</li> <li>Solves complex open linear sentences using diagrams and models (e.g., using balances)*</li> <li>Solves 1-step open sentences with missing addends (numbers over 100)</li> <li>Solves simple open sentences with missing factors (numbers 100 and under)*</li> <li>Solves 2-step open sentences with missing addends*</li> <li>Solves open sentences with basic-facts calculations on both sides of the sentence</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple linear equations to represent problem situations</li> <li>Solves simple open sentences with missing factors (numbers over 100)</li> <li>Solves open sentences using the distributive property</li> <li>Solves open sentences with calculations on both sides of the sentence</li> <li>Solves 2-step open sentences with missing factors</li> <li>Solves 1-step linear equations</li> <li>Applies algebraic methods to solve theoretical problems</li> </ul>
<i>New Vocabulary:</i> operation, rename	<i>New Vocabulary:</i> mathematical statement, minimum	<i>New Vocabulary:</i> triple
<i>New Signs and Symbols:</i> ¢ cent sign, > greater than	<i>New Signs and Symbols:</i> ( ) order of operations, ( ) ordered pair, – negative number, + addition, = is equal to	<i>New Signs and Symbols:</i> a.m., \$ dollar sign, °F degrees Fahrenheit, ? next in sequence

**Subject: Mathematics****Goal Strand: Patterns, Functions, and Algebra**

221 - 230	231 - 240	241 - 250
<b>Patterns; Relations and Functions</b>	<b>Patterns; Relations and Functions</b>	<b>Patterns; Relations and Functions</b>
<ul style="list-style-type: none"> <li>Looks for a growing pattern to solve a problem</li> <li>Extends a growing pattern of triangular numbers, defined by objects or diagrams</li> <li>Uses mapping diagrams to represent functions*</li> <li>Completes a function table according to a rule*</li> <li>Investigates and describes functional relationships of geometric figures (e.g., area is a function of the radius)*</li> <li>Solves problems involving simple functions*</li> </ul>	<ul style="list-style-type: none"> <li>Applies the rule to determine which number does not belong - growing pattern: arithmetic*</li> <li>Recognizes and extends arithmetic sequences (predicts nth term)</li> <li>Represents real-world functions using an equation</li> <li>Uses tables to determine function equations</li> <li>Completes a function table according to a rule*</li> <li>Models real life functions using function notation*</li> <li>Identifies the graph type, given equations of linear and nonlinear functions*</li> <li>Solves problems involving simple functions*</li> <li>Solves problems involving complex functions</li> </ul>	<ul style="list-style-type: none"> <li>Represents growing arithmetic patterns using algebraic expressions or equations*</li> <li>Uses an algebraic expression to represent a triangular number pattern*</li> <li>Uses tables to determine function equations</li> <li>Completes a function table according to a rule (rational numbers)*</li> <li>Represents a real-world function using a complex equation (e.g., variables on both sides, distributive, rational)</li> <li>Models real life functions using function notation*</li> <li>Uses ordered pairs to graph a parabola*</li> <li>Determines the x- and/or y-intercept of an equation of a function*</li> <li>Performs operations on functions</li> <li>Solves problems involving complex functions</li> <li>Determines the domain and range of a function*</li> </ul>
<b>Variables; Number Sentences/Expressions</b>	<b>Variables; Number Sentences/Expressions</b>	<b>Variables; Number Sentences/Expressions</b>
<ul style="list-style-type: none"> <li>Translates a problem to a symbolic expression or equation (analysis)*</li> <li>Writes the missing number in a proportion with numbers other than basic facts (e.g., <math>5/13 = ?/117</math>)</li> <li>Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation*</li> <li>Uses basic operations on algebraic expressions (substituting for unknowns)</li> <li>Recognizes commutative, associative, distributive, symmetric, transitive, and reflexive properties*</li> <li>Uses basic operations on algebraic expressions (expanding - monomial by a binomial)*</li> <li>Demonstrates an understanding of properties (e.g., commutative, associative, distributive, properties of 0)</li> <li>Writes equivalent forms of algebraic expressions (e.g., <math>(x + 3)/2 = x/2 + 3/2</math>)*</li> <li>Represents relationships of quantities in the form of an</li> </ul>	<ul style="list-style-type: none"> <li>Translates a problem to a symbolic expression or equation (analysis)*</li> <li>Uses expressions to represent situations that involve variable quantities with exponents*</li> <li>Uses basic operations on algebraic expressions (substituting for unknowns)</li> <li>Uses basic operations on algebraic expressions (substituting for unknown exponents)</li> <li>Recognizes commutative, associative, distributive, symmetric, transitive, and reflexive properties*</li> <li>Uses basic operations on algebraic expressions (combining like terms)</li> <li>Uses basic operations on algebraic expressions (expanding - monomial by a binomial)*</li> <li>Writes equivalent forms of algebraic expressions (e.g., <math>(x + 3)/2 = x/2 + 3/2</math>)*</li> <li>Represents relationships of quantities in the form of an</li> </ul>	<ul style="list-style-type: none"> <li>Uses expressions to represent situations that involve variable quantities with exponents*</li> <li>Determines the expression for the area of a figure represented by algebra tiles</li> <li>Evaluates expressions by substituting with rational numbers</li> <li>Evaluates absolute-value algebraic expressions using substitution strategies*</li> <li>Simplifies polynomial expressions</li> <li>Multiplies binomials</li> <li>Factors trinomials in the form <math>x^2 + bx + c</math></li> <li>Factors polynomials using difference of squares*</li> </ul>

expression <ul style="list-style-type: none"> <li>• Uses basic operations on algebraic expressions (uses correct order of operations)*</li> <li>• Solves simple one-step inequality open sentences*</li> </ul>	expression	
<b>Linear Equations/Inequalities; Applications</b>	<b>Linear Equations/Inequalities; Applications</b>	<b>Linear Equations/Inequalities; Applications</b>
<ul style="list-style-type: none"> <li>• Expresses a simple linear equation from a contextual situation</li> <li>• Solves open sentences with calculations on both sides of the sentence</li> <li>• Solves 2-step open sentences with missing factors</li> <li>• Solves 1-step linear equations</li> <li>• Solves 2-step linear equations*</li> <li>• Solves linear equations with decimals*</li> <li>• Solves linear equations with integers</li> <li>• Solves linear equations using substitution</li> <li>• Writes equivalent forms of algebraic equations using addition and subtraction</li> <li>• Solves open sentences with decimals</li> <li>• Solves linear equations in a real-world context using a given formula*</li> <li>• Solves open sentences with integers*</li> <li>• Applies algebraic methods to solve theoretical problems</li> <li>• Applies algebraic methods to solve real-world problems*</li> <li>• Applies systems-of-linear-equations methods to solve theoretical problems</li> <li>• Describes the relationship or a real-world situation represented by a simple linear inequality (e.g., 1- or 2-step)*</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses a simple linear equation from a contextual situation</li> <li>• Solves 2-step open sentences with missing factors (variables on both sides of the sentence)*</li> <li>• Solves 2-step linear equations*</li> <li>• Solves linear equations with decimals*</li> <li>• Solves linear equations with integers</li> <li>• Solves linear equations with fractions</li> <li>• Solves open sentences with integers*</li> <li>• Solves linear equations using rational numbers*</li> <li>• Applies algebraic methods to solve real-world problems*</li> <li>• Determines slope from a linear equation*</li> <li>• Using the slope of an equation, identifies parallel and perpendicular lines*</li> <li>• Expresses a simple linear inequality from a contextual situation</li> <li>• Describes the relationship or a real-world situation represented by a simple linear inequality (e.g., 1- or 2-step)*</li> <li>• Solves simple linear inequalities using graphs*</li> <li>• Solves simple inequalities with rational number solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Uses linear equations to represent situations involving variable quantities</li> <li>• Solves 2-step open sentences with missing factors (variables on both sides of the sentence)*</li> <li>• Solves linear equations with fractions</li> <li>• Solves linear equations using rational numbers*</li> <li>• Solves open sentences with fractions</li> <li>• Applies algebraic methods to solve real-world problems*</li> <li>• Applies algebraic methods to solve a variety of real-world and theoretical problems</li> <li>• Solves problems involving consecutive numbers*</li> <li>• Determines slope from a linear equation*</li> <li>• Using the slope of an equation, identifies parallel and perpendicular lines*</li> <li>• Describes a relationship or a real-world situation represented by a quadratic equation*</li> <li>• Uses the Multiplication Property of Equality as a first step in solving systems of linear equations*</li> <li>• Uses algebraic methods to solve systems of linear equations</li> <li>• Uses graphs to solve systems of linear equations in real-world situations*</li> <li>• Describes the relationship or a real-world situation represented by a simple linear inequality (e.g., 1- or 2-step)*</li> <li>• Solves linear inequalities using graphs</li> </ul>
<i>New Vocabulary:</i> algebra, associative, distributive, reflexive, substitution, transitive	<i>New Vocabulary:</i> algebraic sentence, arithmetic progression, depreciate, is less than, mathematical sentence, regression equation, skew	<i>New Vocabulary:</i> algebra tile, domain, function table, number sequence, point of intersection, polynomial, solution set, squared, system of equations, y-intercept
<i>New Signs and Symbols:</i> ( ) parenthesis around an integer, $\cap$ intersection, $\emptyset$ null or empty set, + positive number, repeating decimal overbar, $\Delta$ triangle	<i>New Signs and Symbols:</i> – negative number, $f(x)$ the value of the function $f$ at $x$ , $\geq$ greater than or equal to, $\leq$ less than or equal to, $\cdot$ multiplication symbol (dot), – subtraction, $>$ greater than	<i>New Signs and Symbols:</i> { } set notation

**Subject: Mathematics****Goal Strand: Patterns, Functions, and Algebra**

251 - 260	Above 260
<b>Patterns; Relations and Functions</b>	<b>Patterns; Relations and Functions</b>
<ul style="list-style-type: none"> <li>Estimates the limit of a given infinite sequence (e.g., given the sequence <math>1/n</math>, as <math>n</math> gets larger)*</li> <li>Solves absolute value inequalities*</li> <li>Represents a real-world function using a complex equation (e.g., variables on both sides, distributive, rational)</li> <li>Models real life functions using function notation*</li> <li>Distinguishes between linear and nonlinear functions (analysis)</li> <li>Identifies the equation of a parabola</li> <li>Determines the vertex of a parabola</li> <li>Investigates, describes, and predicts the effects of parameter changes on the graphs of exponential functions*</li> <li>Determines the effects of parameter changes on functions</li> <li>Determines the domain and range of a function*</li> </ul>	<ul style="list-style-type: none"> <li>Solves absolute value inequalities*</li> <li>Determines the minimum and maximum of a quadratic function*</li> </ul>
<b>Variables; Number Sentences/Expressions</b>	<b>Variables; Number Sentences/Expressions</b>
<ul style="list-style-type: none"> <li>Uses expressions to represent situations that involve variable quantities with exponents*</li> <li>Uses expressions with absolute value to represent situations*</li> <li>Evaluates expressions by substituting with rational numbers</li> <li>Simplifies monomials</li> <li>Simplifies polynomial expressions</li> <li>Multiplies binomials</li> <li>Multiplies a polynomial by a polynomial</li> <li>Divides a polynomial by a monomial*</li> <li>Factors polynomials by identifying common factors*</li> <li>Factors trinomials in the form <math>x^2 + bx + c</math></li> <li>Factors polynomials using difference of squares*</li> <li>Solves single variable linear inequalities with variable in both members using number lines</li> </ul>	<ul style="list-style-type: none"> <li>Simplifies monomials</li> <li>Simplifies polynomial expressions using power laws*</li> <li>Factors polynomials by identifying a common monomial and then factoring the trinomial</li> </ul>

Linear Equations/Inequalities; Applications	Linear Equations/Inequalities; Applications
<ul style="list-style-type: none"> <li>Writes equivalent forms of algebraic equations using multiplication and division</li> <li>Solves linear equations using rational numbers*</li> <li>Applies algebraic methods to solve complex real-world and theoretical problems</li> <li>Solves problems involving consecutive numbers*</li> <li>Rewrites a complex formula to solve for a specific variable*</li> <li>Rewrites an equation for a line in standard form*</li> <li>Determines slope from an equation (analysis)*</li> <li>Uses algebraic terms appropriately (e.g., "equation," "inequality," "variable," "expression," "term," "coefficient," "domain," "range")*</li> <li>Identifies discriminants and roots</li> <li>Solves quadratic equations by factoring</li> <li>Solves quadratic equations by completing the square*</li> <li>Uses the Multiplication Property of Equality as a first step in solving systems of linear equations*</li> <li>Uses substitution as a first step in solving systems of linear equations*</li> <li>Uses algebraic methods to solve systems of linear equations</li> <li>Uses graphs to solve systems of linear equations</li> <li>Uses graphs to solve systems of linear equations in real-world situations*</li> <li>Solves real-world systems of linear equations*</li> </ul>	<ul style="list-style-type: none"> <li>Rewrites a complex formula to solve for a specific variable*</li> <li>Determines slope from an equation (analysis)*</li> <li>Solves quadratic equations using the quadratic formula</li> <li>Solves quadratic equations by completing the square*</li> <li>Solves real-world systems of linear equations*</li> </ul>
<i>New Vocabulary:</i> coordinate plane, geometric series, quadratic equation, x-intercept	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i>    absolute value, – negative sign, % percent, P perimeter, square root symbol	<i>New Signs and Symbols:</i> none

**Subject: Mathematics****Goal Strand: Data Analysis**

Below 171	171 - 180	181 - 190
<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>
<ul style="list-style-type: none"> <li>Solves simple problems based on data from tables*</li> </ul>	<ul style="list-style-type: none"> <li>Interprets simple graphs or tables</li> <li>Interprets data using tally charts</li> <li>Reads and interprets data from a pictograph*</li> <li>Solves simple problems based on data from pictographs</li> <li>Displays data appropriately - bar graph - scale is 1 to 1*</li> <li>Solves simple problems based on data from bar graphs</li> </ul>	<ul style="list-style-type: none"> <li>Interprets simple graphs or tables</li> <li>Solves simple problems based on data from tally charts*</li> <li>Solves simple problems based on data from pictographs</li> <li>Reads and interprets data from a bar graph</li> <li>Solves simple problems based on data from bar graphs</li> </ul>
<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>
<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>
	<ul style="list-style-type: none"> <li>Investigates probability of "more likely" or "less likely" using a table*</li> </ul>	<ul style="list-style-type: none"> <li>Investigates probability of "more likely" or "less likely" using a spinner</li> <li>Investigates probability of "more likely" or "less likely" with objects hidden in containers*</li> </ul>
<i>New Vocabulary:</i> table	<i>New Vocabulary:</i> fewer, less, quart, taller	<i>New Vocabulary:</i> consecutive, lowest, most likely, most often, spinner
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> cm centimeter/centimetre, \$ dollar sign, in. inch, = is equal to	<i>New Signs and Symbols:</i> none



**Subject: Mathematics**  
**Goal Strand: Data Analysis**

191 - 200	201 - 210	211 - 220
<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>
<ul style="list-style-type: none"> <li>Solves problems using tables</li> <li>Solves problems using tally charts*</li> <li>Reads and interprets data from a bar graph</li> <li>Reads and interprets dual bar graphs*</li> <li>Draws conclusions from data - tally charts or frequency tables*</li> </ul>	<ul style="list-style-type: none"> <li>Reads and interprets tables*</li> <li>Solves problems using tables</li> <li>Understands how the omission or duplication of data affects the interpretation of results from a pictograph*</li> <li>Organizes data to create simple bar graphs</li> <li>Solves problems using bar graphs</li> <li>Solves problems using dual bar graphs*</li> <li>Draws conclusions from data - bar graphs</li> <li>Predicts from pictographs and bar graphs*</li> <li>Predicts from simple charts and tables</li> </ul>	<ul style="list-style-type: none"> <li>Solves problems using pictographs*</li> <li>Solves problems using bar graphs</li> <li>Reads and interprets data in line plots*</li> <li>Draws conclusions from data - charts*</li> <li>Predicts from pictographs and bar graphs*</li> <li>Predicts from plotted data*</li> </ul>
<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>
		<ul style="list-style-type: none"> <li>Determines the average (mean) of a simple set of data</li> <li>Solves simple problems involving mean</li> </ul>
<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>
<ul style="list-style-type: none"> <li>Investigates probability of "more likely" or "less likely" using a spinner</li> <li>Investigates probability of "more likely" or "less likely" with a dart board*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes events that are certain, likely, unlikely, possible, or impossible*</li> <li>Uses the concept of chance to determine the likelihood of an event*</li> <li>Determines the probability for a simple experiment using one or more coins</li> <li>Determines the probability for a simple experiment using objects - must determine size of sample space</li> </ul>	<ul style="list-style-type: none"> <li>Determines the probability for a simple experiment using one die</li> <li>Determines probability from a real-world situation - number of possible outcomes given</li> <li>Determines the probabilities for a simple experiment using a frequency table - must determine size of sample space</li> <li>Determines probability when drawing objects from containers - must determine size of sample space</li> <li>Determines the number of possible combinations of given items</li> <li>Predicts the sample space, based on the outcome of an experiment - tally sheet*</li> <li>Uses the results of probability experiments or events to predict future events*</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> bar graph, below, chance, less likely, probability, random	<i>New Vocabulary:</i> combinations, line of best fit, line plot, mean, number cube, tails
<i>New Signs and Symbols:</i> °F degrees Fahrenheit, g gram, lb pound, min minute,   tally mark	<i>New Signs and Symbols:</i> ft feet	<i>New Signs and Symbols:</i> { } set notation

**Subject: Mathematics****Goal Strand: Data Analysis**

221 - 230	231 - 240	241 - 250
<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>
<ul style="list-style-type: none"> <li>Interprets data given in tables to solve problems</li> <li>Draws conclusions from data - charts*</li> <li>Predicts from plotted data*</li> </ul>	<ul style="list-style-type: none"> <li>Organizes data using tables*</li> <li>Interprets data given in tables to solve problems</li> <li>Determines appropriate intervals and/or scale for a bar graph*</li> <li>Interprets data given in horizontal and vertical bar graphs to solve problems</li> <li>Predicts from charts and tables</li> </ul>	<ul style="list-style-type: none"> <li>Reads and interprets data in tables</li> <li>Reads and interprets data in stem-and-leaf plots</li> </ul>
<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>
<ul style="list-style-type: none"> <li>Determines the average (mean) of a simple set of data</li> <li>Determines the mean of a complex set of data (e.g., fractions, integers, many data points)</li> <li>Estimates the mean from a set of data*</li> <li>Solves simple problems involving mean</li> <li>Solves problems with missing data when the mean is known</li> <li>Determines the middle value (median) from a simple set of data*</li> <li>Determines the mode of a set of data</li> </ul>	<ul style="list-style-type: none"> <li>Determines the mean of a complex set of data (e.g., fractions, integers, many data points)</li> <li>Estimates the mean from a set of data*</li> <li>Solves problems with missing data when the mean is known</li> <li>Determines the median from a complex set of data (e.g., not in order, many data points)</li> <li>Determines the range of a complex set of data</li> </ul>	<ul style="list-style-type: none"> <li>Determines the range of a complex set of data</li> </ul>
<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>
<ul style="list-style-type: none"> <li>Determines likelihood using tree diagrams*</li> <li>Determines probability - must determine size of sample space</li> <li>Solves problems involving combinations</li> <li>Determines the number of possible combinations of given items</li> </ul>	<ul style="list-style-type: none"> <li>Determines certainty from a set data*</li> <li>Determines sample space given probability of all possible outcomes*</li> <li>Determines probability - must determine size of sample space</li> <li>Modifies sample space to change the probability of an event*</li> </ul>	<ul style="list-style-type: none"> <li>Determines certainty from a set data*</li> <li>Determines probability using counting procedures*</li> <li>Determines probability using tables</li> </ul>
<i>New Vocabulary:</i> frequency table, median, mode	<i>New Vocabulary:</i> average salary, middle, successive	<i>New Vocabulary:</i> mileage table, stem and leaf plot
<i>New Signs and Symbols:</i> h hour (SI metric), – negative number, oz ounce, P ( ) probability, s second ( SI metric)	<i>New Signs and Symbols:</i> \$ dollar sign, °C degrees Celsius, m meter/metre, mL milliliter/millilitre, ? next in sequence, p.m., % percent	<i>New Signs and Symbols:</i> ° degrees, E east, NE northeast, NNE north northeast, N north, NW northwest, S south, W west

**Subject: Mathematics****Goal Strand: Data Analysis**

241 - 250	Above 250
<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>
<ul style="list-style-type: none"> <li>• Reads and interprets data in tables</li> <li>• Reads and interprets data in stem-and-leaf plots</li> </ul>	
<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>
<ul style="list-style-type: none"> <li>• Determines the range of a complex set of data</li> </ul>	
<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>
<ul style="list-style-type: none"> <li>• Determines certainty from a set data*</li> <li>• Determines probability using counting procedures*</li> <li>• Determines probability using tables</li> </ul>	<ul style="list-style-type: none"> <li>• Determines certainty from a set data*</li> </ul>
<i>New Vocabulary:</i> mileage table, stem and leaf plot	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> ° degrees, E east, NE northeast, NNE north northeast, N north, NW northwest, S south, W west	<i>New Signs and Symbols:</i> none

**Subject: Mathematics****Goal Strand: Data Analysis**

Below 171	171 - 180	181 - 190
<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>
<ul style="list-style-type: none"> <li>Solves simple problems based on data from tables*</li> <li>Compares data from simple graphs (e.g., largest, smallest, most often, least often)</li> </ul>	<ul style="list-style-type: none"> <li>Interprets simple graphs or tables</li> <li>Interprets data using tally charts</li> <li>Reads and interprets data from a pictograph*</li> <li>Solves simple problems based on data from pictographs</li> <li>Displays data appropriately - bar graph - scale is 1 to 1*</li> <li>Solves simple problems based on data from bar graphs</li> <li>Compares data from simple graphs (e.g., largest, smallest, most often, least often)</li> </ul>	<ul style="list-style-type: none"> <li>Interprets simple graphs or tables</li> <li>Solves simple problems based on data from tally charts*</li> <li>Solves simple problems based on data from pictographs</li> <li>Reads and interprets data from a bar graph</li> <li>Solves simple problems based on data from bar graphs</li> </ul>
<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>
<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>
	<ul style="list-style-type: none"> <li>Investigates probability of "more likely" or "less likely" using a table*</li> </ul>	<ul style="list-style-type: none"> <li>Investigates probability of "more likely" or "less likely" using a spinner</li> <li>Investigates probability of "more likely" or "less likely" with objects hidden in containers*</li> </ul>
<i>New Vocabulary:</i> dollar, fewest, shortest, table	<i>New Vocabulary:</i> fewer, less, quart, taller	<i>New Vocabulary:</i> consecutive, lowest, most likely, most often, spinner
<i>New Signs and Symbols:</i> \$ dollar sign, = is equal to	<i>New Signs and Symbols:</i> cm centimeter/centimetre, in. inch	<i>New Signs and Symbols:</i> none

**Subject: Mathematics****Goal Strand: Data Analysis**

191 - 200	201 - 210	211 - 220
<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>
<ul style="list-style-type: none"> <li>Solves problems using tables</li> <li>Solves problems using tally charts*</li> <li>Reads and interprets data from a bar graph</li> <li>Reads and interprets dual bar graphs*</li> <li>Reads and interprets simple line graphs</li> <li>Reads and interprets data given in percent form on a circle graph*</li> <li>Draws conclusions from data - tally charts or frequency tables*</li> </ul>	<ul style="list-style-type: none"> <li>Reads and interprets tables*</li> <li>Solves problems using tables</li> <li>Understands how the omission or duplication of data affects the interpretation of results from a pictograph*</li> <li>Organizes data to create simple bar graphs</li> <li>Solves problems using bar graphs</li> <li>Solves problems using dual bar graphs*</li> <li>Solves problems using line graphs*</li> <li>Displays data appropriately - simple circle graph - no calculations necessary*</li> <li>Reads and interprets data given in percent form on a circle graph*</li> <li>Interprets data given in circle graphs to solve simple problems (with percents)</li> <li>Draws conclusions from data - bar graphs</li> <li>Predicts from pictographs and bar graphs*</li> <li>Predicts from simple charts and tables</li> </ul>	<ul style="list-style-type: none"> <li>Solves problems using pictographs*</li> <li>Solves problems using bar graphs</li> <li>Interprets data in line graphs (e.g., change over time)</li> <li>Solves problems using line graphs*</li> <li>Reads and interprets circle graphs*</li> <li>Interprets data given in circle graphs to solve simple problems (with percents)</li> <li>Solves problems using circle graphs*</li> <li>Reads and interprets data in scatter plots</li> <li>Reads and interprets data in line plots*</li> <li>Draws conclusions from data - charts*</li> <li>Predicts from pictographs and bar graphs*</li> <li>Predicts from plotted data*</li> </ul>
<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>
		<ul style="list-style-type: none"> <li>Determines the average (mean) of a simple set of data</li> <li>Solves simple problems involving mean</li> </ul>
<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>
<ul style="list-style-type: none"> <li>Investigates probability of "more likely" or "less likely" using a spinner</li> <li>Investigates probability of "more likely" or "less likely" with a dart board*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes events that are certain, likely, unlikely, possible, or impossible*</li> <li>Uses the concept of chance to determine the likelihood of an event*</li> <li>Determines the probability for a simple experiment using one or more coins</li> <li>Determines the probability for a simple experiment using objects - must determine size of sample space</li> </ul>	<ul style="list-style-type: none"> <li>Determines the probability for a simple experiment using one die</li> <li>Determines probability from a real-world situation - number of possible outcomes given</li> <li>Determines the probabilities for a simple experiment using a frequency table - must determine size of sample space</li> <li>Determines probability when drawing objects from containers - must determine size of sample space</li> <li>Determines the complement of a simple event*</li> <li>Determines the possible outcomes for a simple probability experiment using spinners</li> <li>Solves problems involving permutations</li> <li>Determines the number of possible combinations of</li> </ul>

		given items <ul style="list-style-type: none"> <li>• Predicts the sample space, based on the outcome of an experiment - tally sheet*</li> <li>• Uses the results of probability experiments or events to predict future events*</li> </ul>
<i>New Vocabulary:</i> line graph	<i>New Vocabulary:</i> bar graph, below, chance, less likely, probability, random	<i>New Vocabulary:</i> combinations, fastest, fitted line, line of best fit, line plot, mean, number cube, outcome, positive linear relationship, scatter plot, tails
<i>New Signs and Symbols:</i> a.m., °F degrees Fahrenheit, g gram, lb pound, min minute, p.m., % percent,   tally mark, : used with time	<i>New Signs and Symbols:</i> ft feet, kg kilogram	<i>New Signs and Symbols:</i> { } set notation, ¢ cent sign, d distance, hr hour, mph miles per hour, P( ) probability, t time

**Subject: Mathematics****Goal Strand: Data Analysis**

221 - 230	231 - 240	241 - 250
<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>
<ul style="list-style-type: none"> <li>Determines the most accurate sample for a situation*</li> <li>Interprets data given in tables to solve problems</li> <li>Interprets data given in circle graphs to solve complex problems (with percents)</li> <li>Solves problems using circle graphs*</li> <li>Draws conclusions from data - charts*</li> <li>Predicts from line graphs*</li> <li>Predicts from plotted data*</li> </ul>	<ul style="list-style-type: none"> <li>Organizes data using tables*</li> <li>Interprets data given in tables to solve problems</li> <li>Determines appropriate intervals and/or scale for a bar graph*</li> <li>Interprets data given in horizontal and vertical bar graphs to solve problems</li> <li>Interprets data given in line graphs to solve problems*</li> <li>Interprets data given in circle graphs to solve complex problems (with percents)</li> <li>Reads and interprets data in box-and-whisker plots</li> <li>Predicts from an analysis of data and statistical measures*</li> <li>Predicts from charts and tables</li> </ul>	<ul style="list-style-type: none"> <li>Reads and interprets data in tables</li> <li>Reads and interprets data in box-and-whisker plots</li> <li>Reads and interprets data in stem-and-leaf plots</li> <li>Predicts from an analysis of data and statistical measures*</li> </ul>
<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>
<ul style="list-style-type: none"> <li>Determines the average (mean) of a simple set of data</li> <li>Determines the mean of a complex set of data (e.g., fractions, integers, many data points)</li> <li>Estimates the mean from a set of data*</li> <li>Solves simple problems involving mean</li> <li>Solves problems with missing data when the mean is known</li> <li>Determines the middle value (median) from a simple set of data*</li> <li>Determines the mode of a set of data</li> <li>Explains rationale for determining the mean, median, or mode of a set of data*</li> </ul>	<ul style="list-style-type: none"> <li>Determines the mean of a complex set of data (e.g., fractions, integers, many data points)</li> <li>Estimates the mean from a set of data*</li> <li>Solves problems with missing data when the mean is known</li> <li>Determines the median from a complex set of data (e.g., not in order, many data points)</li> <li>Determines the range of a complex set of data</li> <li>Estimates line of best fit to make predictions</li> <li>Identifies outliers on a data display (e.g., uses interquartile range to identify outliers on a box-and-whisker plot)*</li> </ul>	<ul style="list-style-type: none"> <li>Determines the range of a complex set of data</li> <li>Determines the correlation for a set of data*</li> <li>Identifies a set of data with a given mean, median, and/or mode*</li> </ul>
<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>
<ul style="list-style-type: none"> <li>Determines likelihood using tree diagrams*</li> <li>Determines probability - must determine size of sample space</li> <li>Determines the complement of a simple event*</li> <li>Determines the possible outcomes for a simple probability experiment using spinners</li> <li>Determines the possible outcomes for a simple probability experiment using dart boards*</li> </ul>	<ul style="list-style-type: none"> <li>Determines certainty from a set data*</li> <li>Determines sample space given probability of all possible outcomes*</li> <li>Determines probability - must determine size of sample space</li> <li>Modifies sample space to change the probability of an event*</li> <li>Determines the probability of independent simple</li> </ul>	<ul style="list-style-type: none"> <li>Determines certainty from a set data*</li> <li>Determines probability using counting procedures*</li> <li>Determines probability using tables</li> <li>Determines the complement of a complex event*</li> <li>Determines probability using an area model</li> <li>Uses multiplication principle of counting to determine possibilities</li> <li>Uses counting procedures to determine possibilities*</li> </ul>

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NV 3.3.1

\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

Math 6+

<ul style="list-style-type: none"> <li>• Solves problems involving combinations</li> <li>• Determines the number of possible combinations of given items</li> <li>• Determines the outcome of simple multiple events*</li> <li>• Uses previous results to predict future events*</li> <li>• Computes probability as a fraction, given equivalent forms*</li> <li>• Given probability as a decimal, estimates probability as a fraction*</li> <li>• Identifies whether predictions are based on theoretical or experimental probability*</li> </ul>	<p>compound events</p> <ul style="list-style-type: none"> <li>• Determines the complement of a complex event*</li> <li>• Recognizes the relationship between events and probability - selects an experiment which matches a given probability*</li> </ul>	<ul style="list-style-type: none"> <li>• Uses theoretical probability to predict future events</li> </ul>
<p><i>New Vocabulary:</i> experimental probability, frequency table, median, mode, survey, theoretical probability</p>	<p><i>New Vocabulary:</i> average salary, box-and-whisker plot, data point, interquartile range, lower quartile, meters per minute, middle, outlier, percentile, quartile, sample, successive, upper quartile</p>	<p><i>New Vocabulary:</i> correlation, hyperbolic, mileage table, stem and leaf plot</p>
<p><i>New Signs and Symbols:</i> h hour (SI metric), – negative number, oz ounce, s second</p>	<p><i>New Signs and Symbols:</i> ( ) ordered pair, \$ dollar sign, °C degrees Celsius, m meter/metre, mL milliliter/millilitre, ? next in sequence, • outlier</p>	<p><i>New Signs and Symbols:</i> ° degrees, E east, × multiplication, NE northeast, NNE north northeast, N north, NW northwest, S south, W west</p>



**Subject: Mathematics****Goal Strand: Data Analysis**

251 - 260	Above 260
<b>Data: Collect, Organize; Interpret; Infer</b>	<b>Data: Collect, Organize; Interpret; Infer</b>
<ul style="list-style-type: none"> <li>• Uses random sampling techniques*</li> <li>• Displays data appropriately - circle graph - calculations necessary*</li> <li>• Uses the regression line method to make predictions*</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and interprets interquartile range in box-and-whisker plots*</li> </ul>
<b>Central Tendency and Data Distribution</b>	<b>Central Tendency and Data Distribution</b>
<ul style="list-style-type: none"> <li>• Solves complex problems involving mean*</li> <li>• Computes and compares mean, median, mode, and range in simple examples to demonstrate that they may differ for a given set of data*</li> <li>• Evaluates how adding data to a set of data affects the measures of center*</li> </ul>	
<b>Permutations and Combinations; Probability</b>	<b>Permutations and Combinations; Probability</b>
<ul style="list-style-type: none"> <li>• Determines certainty from a set data*</li> <li>• Determines the probabilities of complex compound events (independent)*</li> </ul>	<ul style="list-style-type: none"> <li>• Determines the probabilities of compound events (dependent)</li> </ul>
<i>New Vocabulary: none</i>	<i>New Vocabulary: none</i>
<i>New Signs and Symbols: + addition</i>	<i>New Signs and Symbols: none</i>

**Subject: Mathematics****Goal Strand: Spatial Relationships, Geometry, and Logic**

Below 161	161 - 170	171 - 180
<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>
	<ul style="list-style-type: none"> <li>Identifies and names a triangle</li> <li>Identifies and names a square</li> <li>Identifies and names a rectangle*</li> <li>Identifies and names a circle*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and names a triangle</li> <li>Identifies and names a square</li> <li>Identifies and names a rectangle*</li> <li>Identifies and names a circle*</li> <li>Recognizes geometric shapes in real-world objects</li> </ul>
<b>Congruence, Similarity, and Transformations</b>	<b>Congruence, Similarity, and Transformations</b>	<b>Congruence, Similarity, and Transformations</b>
<ul style="list-style-type: none"> <li>Identifies figures that are the same size and shape</li> </ul>	<ul style="list-style-type: none"> <li>Identifies figures that are the same size and shape</li> </ul>	<ul style="list-style-type: none"> <li>Identifies spatial sense concepts (e.g., outside, inside, between, over, under, above, below, behind, in front, middle)*</li> <li>Identifies figures that are similar</li> </ul>
<b>Coordinate Geometry and Lines of Symmetry</b>	<b>Coordinate Geometry and Lines of Symmetry</b>	<b>Coordinate Geometry and Lines of Symmetry</b>
<ul style="list-style-type: none"> <li>Predicts the shape after unfolding a figure*</li> </ul>		
<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>
	<ul style="list-style-type: none"> <li>Identifies bases of a cylinder*</li> <li>Identifies and names a cone</li> <li>Sorts solid figures and objects according to attributes*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and names a cube</li> </ul>
<i>New Vocabulary: size</i>	<i>New Vocabulary: corner, flat</i>	<i>New Vocabulary: geometric figure, outside, ray, similar</i>
<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: ? next in sequence</i>

**Subject: Mathematics****Goal Strand: Spatial Relationships, Geometry, and Logic**

181 - 190	191 - 200	201 - 210
<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>
<ul style="list-style-type: none"> <li>Identifies points on a line*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies parallel lines</li> <li>Identifies angles*</li> <li>Identifies points on a circle*</li> <li>Sorts 2-D shapes and objects according to their attributes</li> <li>Creates a new shape by combining different shapes, or identifies the different shapes that were used to make the original shape*</li> </ul>	<ul style="list-style-type: none"> <li>Estimates the measure of acute, right, and obtuse angles using 45 and 90 degrees as referents</li> <li>Identifies intersecting lines</li> <li>Identifies parallel lines</li> <li>Identifies angles*</li> <li>Identifies right angles*</li> <li>Identifies and names a parallelogram*</li> </ul>
<b>Congruence, Similarity, and Transformations</b>	<b>Congruence, Similarity, and Transformations</b>	<b>Congruence, Similarity, and Transformations</b>
<ul style="list-style-type: none"> <li>Identifies congruent line segments*</li> <li>Identifies congruent figures</li> <li>Identifies figures that are similar</li> <li>Identifies transformations of plane figures (rotations/turns)</li> <li>Identifies transformations of plane figures (translations/slides)*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies position of shapes (e.g., inside, outside, between)*</li> <li>Identifies figures that are the same size and shape (analysis)*</li> <li>Identifies congruent figures</li> <li>Identifies transformations of plane figures (reflections/flips)</li> </ul>	<ul style="list-style-type: none"> <li>Defines transformations*</li> </ul>
<b>Coordinate Geometry and Lines of Symmetry</b>	<b>Coordinate Geometry and Lines of Symmetry</b>	<b>Coordinate Geometry and Lines of Symmetry</b>
<ul style="list-style-type: none"> <li>Identifies plane figures with line symmetry</li> <li>Determines and names locations in the first quadrant on a labeled grid or coordinate system (e.g., map or graph)*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies plane figures with line symmetry</li> <li>Identifies the number of lines of symmetry in plane figures</li> <li>Determines and names locations in the first quadrant on a labeled grid or coordinate system (e.g., map or graph)*</li> </ul>	<ul style="list-style-type: none"> <li>Classifies plane figures by the number of lines of symmetry*</li> <li>Graphs ordered pairs in the first quadrant</li> <li>Determines and names locations in the first quadrant on a labeled grid or coordinate system (e.g., map or graph)*</li> </ul>
<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>
<ul style="list-style-type: none"> <li>Identifies and names a cube</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the number of faces on rectangular prisms</li> <li>Identifies and names a cylinder</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and names a cylinder</li> <li>Classifies cylinders by their properties (e.g., base shape, lateral surface shape, vertices)*</li> </ul>
<i>New Vocabulary:</i> clockwise, flip, grid, line of symmetry, rotation, symmetry, turn	<i>New Vocabulary:</i> face, inside, intersect, kite, large, parallel, plane, same shape, straight, twist, vertical line	<i>New Vocabulary:</i> coordinate point, larger, mirror image
<i>New Signs and Symbols:</i> ( ) ordered pair, • point	<i>New Signs and Symbols:</i> = is equal to, • multiplication symbol (dot)	<i>New Signs and Symbols:</i> $\angle$ angle, $^{\circ}$ degrees, $\leftrightarrow$ line symbol, $m$ measure of angle, right angle marker

**Subject: Mathematics****Goal Strand: Spatial Relationships, Geometry, and Logic**

211 - 220	221 - 230	231 - 240
<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>
<ul style="list-style-type: none"> <li>Estimates the measure of acute, right, and obtuse angles using 45 and 90 degrees as referents</li> <li>Identifies perpendicular lines*</li> <li>Describes relationships among points, lines, and planes, and identifies models in the environment*</li> <li>Identifies properties of angles</li> <li>Identifies acute angles</li> <li>Identifies obtuse angles</li> <li>Identifies the diameter of a circle*</li> <li>Identifies the circumference of circle*</li> <li>Predicts and verifies the effects of combining or subdividing basic shapes</li> </ul>	<ul style="list-style-type: none"> <li>Determines which lines are perpendicular (analysis)*</li> <li>Identifies acute angles</li> <li>Classifies equilateral triangles*</li> <li>Identifies and names a trapezoid*</li> <li>Identifies the radius of a circle</li> <li>Identifies the diameter of a circle*</li> <li>Identifies the circumference of circle*</li> <li>Identifies properties of quadrilaterals*</li> </ul>	<ul style="list-style-type: none"> <li>Determines which lines are perpendicular (analysis)*</li> <li>Identifies and measures straight angles</li> <li>Identifies parts of a right triangle (legs, hypotenuse, angles)*</li> <li>Classifies isosceles triangles</li> <li>Classifies scalene triangles*</li> </ul>
<b>Congruence, Similarity, and Transformations</b>	<b>Congruence, Similarity, and Transformations</b>	<b>Congruence, Similarity, and Transformations</b>
<ul style="list-style-type: none"> <li>Identifies similar and congruent triangles*</li> <li>Defines "similarity"*</li> <li>Recognizes similar figures in the real world*</li> <li>Identifies geometric transformations (rotations)*</li> <li>Identifies geometric transformations (translations)*</li> <li>Identifies geometric transformations (reflections)*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies geometric transformations (rotations)*</li> <li>Identifies geometric transformations (translations)*</li> <li>Identifies geometric transformations (reflections)*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies properties of congruent triangles*</li> <li>Identifies geometric transformations (dilations)</li> </ul>
<b>Coordinate Geometry and Lines of Symmetry</b>	<b>Coordinate Geometry and Lines of Symmetry</b>	<b>Coordinate Geometry and Lines of Symmetry</b>
<ul style="list-style-type: none"> <li>Classifies plane figures by the number of lines of symmetry*</li> </ul>	<ul style="list-style-type: none"> <li>Predicts changes necessary to create symmetry in basic plane shapes*</li> <li>Determines coordinates of geometric figures in the first quadrant</li> </ul>	
<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>
<ul style="list-style-type: none"> <li>Identifies corners (vertices) of cubes*</li> <li>Identifies and names a rectangular prism*</li> <li>Classifies triangular prisms by their properties (e.g., base shape, lateral surface shape, vertices)*</li> <li>Compares simple plane figures to solid figures (e.g., circle/sphere, square/cube, rectangle/rectangular solid)*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the number of edges on rectangular prisms*</li> </ul>	<ul style="list-style-type: none"> <li>Classifies square pyramids by their properties (e.g., base shape, lateral surface shape, vertices)*</li> </ul>
<i>New Vocabulary:</i> acute angle, congruent angle, dilation, enlargement, geometric solid, obtuse angle, perpendicular line, straight angle, tessellation, three-dimensional,	<i>New Vocabulary:</i> arc, center, central angle, equilateral triangle, isosceles triangle, obtuse triangle, scalene triangle	<i>New Vocabulary:</i> acute triangle, corresponding side, equiangular triangle, square pyramid

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\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

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Math 2-5

transformation, translation, union		
<i>New Signs and Symbols:</i> angle marker (arc), segment overbar	<i>New Signs and Symbols:</i> in. inch, $\pi$ pi	<i>New Signs and Symbols:</i> congruent segment symbol

**Subject: Mathematics****Goal Strand: Spatial Relationships, Geometry, and Logic**

241 - 250	Above 250
<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>
<ul style="list-style-type: none"> <li>Defines angles using properties (e.g., acute, obtuse, right, straight, reflex)*</li> <li>Classifies right triangles by defining properties*</li> <li>Identifies and names a rhombus*</li> </ul>	<ul style="list-style-type: none"> <li>Classifies right triangles by defining properties*</li> <li>Identifies and names a rhombus*</li> </ul>
<b>Congruence, Similarity, and Transformations</b>	<b>Congruence, Similarity, and Transformations</b>
<ul style="list-style-type: none"> <li>Identifies properties of similar figures*</li> </ul>	
<b>Coordinate Geometry and Lines of Symmetry</b>	<b>Coordinate Geometry and Lines of Symmetry</b>
<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>
<i>New Vocabulary: none</i>	<i>New Vocabulary: none</i>
<i>New Signs and Symbols: &lt; less than</i>	<i>New Signs and Symbols: none</i>

**Subject: Mathematics****Goal Strand: Spatial Relationships, Geometry, and Logic**

Below 161	161 - 170	171 - 180
<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>
	<ul style="list-style-type: none"> <li>Identifies and names a triangle</li> <li>Identifies and names a square</li> <li>Identifies and names a rectangle*</li> <li>Identifies and names a circle*</li> <li>Identifies sides and vertices of polygons</li> <li>Compares open and closed figures*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and names a triangle</li> <li>Identifies and names a square</li> <li>Identifies and names a rectangle*</li> <li>Identifies and names a circle*</li> <li>Recognizes geometric shapes in real-world objects</li> </ul>
<b>Congruence, Similarity, Transformations</b>	<b>Congruence, Similarity, Transformations</b>	<b>Congruence, Similarity, Transformations</b>
<ul style="list-style-type: none"> <li>Identifies figures that are the same size and shape</li> </ul>	<ul style="list-style-type: none"> <li>Identifies figures that are the same size and shape</li> </ul>	<ul style="list-style-type: none"> <li>Identifies spatial sense concepts (e.g., outside, inside, between, over, under, above, below, behind, in front, middle)*</li> <li>Identifies figures that are similar</li> </ul>
<b>Coordinate Geometry, Symmetry; Connections</b>	<b>Coordinate Geometry, Symmetry; Connections</b>	<b>Coordinate Geometry, Symmetry; Connections</b>
<ul style="list-style-type: none"> <li>Predicts the shape after unfolding a figure*</li> </ul>		
<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>
	<ul style="list-style-type: none"> <li>Identifies bases of a cylinder*</li> <li>Identifies and names a cone</li> <li>Sorts solid figures and objects according to attributes*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and names a cube</li> </ul>
<i>New Vocabulary: size</i>	<i>New Vocabulary: corner, flat</i>	<i>New Vocabulary: geometric figure, outside, ray, similar</i>
<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: ? next in sequence</i>

**Subject: Mathematics****Goal Strand: Spatial Relationships, Geometry, and Logic**

181 - 190	191 - 200	201 - 210
<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>
<ul style="list-style-type: none"> <li>Identifies points on a line*</li> <li>Identifies and names multiple shapes (e.g., square, rectangle, triangle, circle)*</li> <li>Classifies polygons by sides and vertices</li> </ul>	<ul style="list-style-type: none"> <li>Identifies lines*</li> <li>Identifies parallel lines</li> <li>Identifies angles*</li> <li>Identifies points on a circle*</li> <li>Identifies diagonals of a polygon</li> <li>Identifies and names a polygon*</li> <li>Identifies and names a pentagon*</li> <li>Sorts 2-D shapes and objects according to their attributes</li> <li>Creates a new shape by combining different shapes, or identifies the different shapes that were used to make the original shape*</li> </ul>	<ul style="list-style-type: none"> <li>Use patterns and their generalizations to make and justify inferences and predictions*</li> <li>Estimates the measure of acute, right, and obtuse angles using 45 and 90 degrees as referents</li> <li>Identifies the intersection point of two lines*</li> <li>Identifies intersecting lines</li> <li>Identifies parallel lines</li> <li>Identifies angles*</li> <li>Identifies right angles*</li> <li>Identifies and names a parallelogram*</li> <li>Identifies and names a polygon*</li> <li>Identifies and names a hexagon*</li> <li>Identifies and names an octagon*</li> <li>Classifies polygons by sides and angles</li> </ul>
<b>Congruence, Similarity, Transformations</b>	<b>Congruence, Similarity, Transformations</b>	<b>Congruence, Similarity, Transformations</b>
<ul style="list-style-type: none"> <li>Identifies congruent line segments*</li> <li>Identifies congruent figures</li> <li>Identifies figures that are similar</li> <li>Identifies transformations of plane figures (rotations/turns)</li> <li>Identifies transformations of plane figures (translations/slides)*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies position of shapes (e.g., inside, outside, between)*</li> <li>Identifies figures that are the same size and shape (analysis)*</li> <li>Identifies congruent figures</li> <li>Explores maps and relates them to measurements of real distances, using the scale*</li> <li>Identifies transformations of plane figures (reflections/flips)</li> </ul>	<ul style="list-style-type: none"> <li>Defines transformations*</li> </ul>
<b>Coordinate Geometry, Symmetry; Connections</b>	<b>Coordinate Geometry, Symmetry; Connections</b>	<b>Coordinate Geometry, Symmetry; Connections</b>
<ul style="list-style-type: none"> <li>Identifies plane figures with line symmetry</li> <li>Determines and names locations in the first quadrant on a labeled grid or coordinate system (e.g., map or graph)*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies plane figures with line symmetry</li> <li>Identifies the number of lines of symmetry in plane figures</li> <li>Determines and names locations in the first quadrant on a labeled grid or coordinate system (e.g., map or graph)*</li> </ul>	<ul style="list-style-type: none"> <li>Classifies plane figures by the number of lines of symmetry*</li> <li>Graphs ordered pairs in the first quadrant</li> <li>Determines and names locations in the first quadrant on a labeled grid or coordinate system (e.g., map or graph)*</li> <li>Determines the distance between horizontal and vertical lines in the first quadrant of a rectangular coordinate system*</li> <li>Locates the origin on a coordinate grid*</li> </ul>



Three-Dimensional Figures	Three-Dimensional Figures	Three-Dimensional Figures
<ul style="list-style-type: none"> <li>Identifies and names a cube</li> <li>Identifies and names a sphere</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the number of faces on rectangular prisms</li> <li>Identifies and names a cylinder</li> <li>Identifies and names a sphere</li> </ul>	<ul style="list-style-type: none"> <li>Classifies cubes by their properties (e.g., edges with equal lengths, faces with equal areas and congruent shapes, right angle corners)</li> <li>Identifies a cube from a net</li> <li>Identifies and names a cylinder</li> <li>Classifies cylinders by their properties (e.g., base shape, lateral surface shape, vertices)*</li> </ul>
<i>New Vocabulary:</i> clockwise, flip, grid, line of symmetry, rotation, symmetry, turn	<i>New Vocabulary:</i> diagonal, face, inside, intersect, kite, large, oval, parallel, plane, rhombus, same shape, scale, straight, twist, vertical line	<i>New Vocabulary:</i> coordinate, coordinate point, edge, fold, larger, mirror image, octagon, origin, parallel line, rectangular box, regular polygon, trapezoid
<i>New Signs and Symbols:</i> ( ) ordered pair, • point	<i>New Signs and Symbols:</i> = is equal to, • multiplication symbol (dot)	<i>New Signs and Symbols:</i> $\angle$ angle, $^{\circ}$ degrees, $\leftrightarrow$ line symbol, $m$ measure of angle, $\times$ multiplication, right angle marker

**Subject: Mathematics****Goal Strand: Spatial Relationships, Geometry, and Logic**

211 - 220	221 - 230	231 - 240
<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>
<ul style="list-style-type: none"> <li>• Selects and uses protractors for measuring angles*</li> <li>• Estimates the measure of acute, right, and obtuse angles using 45 and 90 degrees as referents</li> <li>• Identifies rays*</li> <li>• Identifies perpendicular lines*</li> <li>• Describes relationships among points, lines, and planes, and identifies models in the environment*</li> <li>• Identifies right angles within adjacent angles*</li> <li>• Identifies properties of angles</li> <li>• Identifies acute angles</li> <li>• Identifies obtuse angles</li> <li>• Identifies the diameter of a circle*</li> <li>• Identifies the circumference of circle*</li> <li>• Identifies the number of degrees in a circle*</li> <li>• Identifies and names a quadrilateral*</li> <li>• Identifies altitudes of polygons (not triangles)*</li> <li>• Classifies polygons by type of angle*</li> <li>• Classifies polygons by number of sides*</li> <li>• Predicts and verifies the effects of combining or subdividing basic shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies rays*</li> <li>• Determines which lines are perpendicular (analysis)*</li> <li>• Identifies properties of parallel and perpendicular lines</li> <li>• Identifies right angles within adjacent angles*</li> <li>• Identifies and determines missing angle measures for supplementary angles</li> <li>• Identifies acute angles</li> <li>• Recognizes the interior angle relationships of triangles</li> <li>• Classifies equilateral triangles*</li> <li>• Identifies and names a trapezoid*</li> <li>• Identifies the radius of a circle</li> <li>• Identifies the diameter of a circle*</li> <li>• Identifies the circumference of circle*</li> <li>• Identifies the number of degrees in a circle*</li> <li>• Identifies and names a quadrilateral*</li> <li>• Compares polygons by properties</li> <li>• Identifies the number of diagonals of regular polygons*</li> <li>• Identifies properties of quadrilaterals*</li> <li>• Classifies polygons by type of angle*</li> </ul>	<ul style="list-style-type: none"> <li>• Determines which lines are perpendicular (analysis)*</li> <li>• Identifies and measures straight angles</li> <li>• Identifies and determines a missing angle measure in corresponding, vertical, and alternate exterior/interior angles*</li> <li>• Identifies parts of a right triangle (legs, hypotenuse, angles)*</li> <li>• Recognizes the interior angle relationships of triangles</li> <li>• Classifies isosceles triangles</li> <li>• Classifies scalene triangles*</li> <li>• Identifies properties of circles</li> <li>• Compares polygons by properties</li> <li>• Identifies the components of the Pythagorean theorem*</li> </ul>
<b>Congruence, Similarity, Transformations</b>	<b>Congruence, Similarity, Transformations</b>	<b>Congruence, Similarity, Transformations</b>
<ul style="list-style-type: none"> <li>• Identifies similar and congruent triangles*</li> <li>• Identifies congruent polygons and their corresponding sides and angles*</li> <li>• Defines "similarity"*</li> <li>• Recognizes similar figures in the real world*</li> <li>• Determines an appropriate scale for representing a distance on a map*</li> <li>• Uses similar figures to construct ratios and solve for a missing side*</li> <li>• Identifies geometric transformations (rotations)*</li> <li>• Identifies geometric transformations (translations)*</li> <li>• Identifies geometric transformations (reflections)*</li> </ul>	<ul style="list-style-type: none"> <li>• Uses similarity to solve problems using scale drawings</li> <li>• Uses similar figures to construct ratios and solve for a missing side*</li> <li>• Uses similar triangles to construct ratios and solve for a missing side</li> <li>• Identifies geometric transformations (rotations)*</li> <li>• Identifies geometric transformations (translations)*</li> <li>• Identifies geometric transformations (reflections)*</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies properties of congruent triangles*</li> <li>• Solves problems involving properties of congruent triangles</li> <li>• Uses similarity to solve problems using scale drawings</li> <li>• Explores maps and relates them to measurements of real distances, using proportional reasoning</li> <li>• Determines an appropriate scale for representing an object in a scale drawing*</li> <li>• Uses similar triangles to construct ratios and solve for a missing side</li> <li>• Identifies geometric transformations (dilations)</li> </ul>

Coordinate Geometry, Symmetry; Connections	Coordinate Geometry, Symmetry; Connections	Coordinate Geometry, Symmetry; Connections
<ul style="list-style-type: none"> <li>Classifies plane figures by the number of lines of symmetry*</li> <li>Determines the distance between horizontal and vertical lines in the first quadrant of a rectangular coordinate system*</li> <li>Locates the origin on a coordinate grid*</li> </ul>	<ul style="list-style-type: none"> <li>Predicts changes necessary to create symmetry in basic plane shapes*</li> <li>Determines coordinates of geometric figures in the first quadrant</li> <li>Determines the distance between points, following grid lines, in the first quadrant on a coordinate graph (as in city blocks)*</li> <li>Graphs ordered pairs in all quadrants</li> <li>Computes and interprets the midpoint, given a set of ordered pairs (horizontal and vertical lines)*</li> <li>Computes and interprets distance, given a set of ordered pairs (horizontal and vertical lines)*</li> </ul>	<ul style="list-style-type: none"> <li>Writes the equation of a horizontal or vertical line when given the graph of the line*</li> <li>Determines the graph of a horizontal or vertical line when given the equation*</li> <li>Graphs ordered pairs in all quadrants</li> <li>Computes and interprets the midpoint, given a set of ordered pairs (horizontal and vertical lines)*</li> <li>Computes and interprets distance, given a set of ordered pairs (horizontal and vertical lines)*</li> </ul>
Three-Dimensional Figures	Three-Dimensional Figures	Three-Dimensional Figures
<ul style="list-style-type: none"> <li>Identifies corners (vertices) of cubes*</li> <li>Identifies the net which makes a cube-like (open box) figure*</li> <li>Identifies and names a rectangular prism*</li> <li>Classifies triangular prisms by their properties (e.g., base shape, lateral surface shape, vertices)*</li> <li>Compares simple plane figures to solid figures (e.g., circle/sphere, square/cube, rectangle/rectangular solid)*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the number of edges on rectangular prisms*</li> </ul>	<ul style="list-style-type: none"> <li>Classifies square pyramids by their properties (e.g., base shape, lateral surface shape, vertices)*</li> <li>Classifies rectangular pyramids by their properties (e.g., base shape, lateral surface shape, vertices)*</li> </ul>
<i>New Vocabulary:</i> acute angle, congruent angle, dilation, enlargement, geometric solid, micrometer, obtuse angle, perpendicular line, protractor, straight angle, tessellation, three-dimensional, transformation, translation, union	<i>New Vocabulary:</i> arc, center, central angle, complementary angle, congruent side, equilateral triangle, interior angle, isosceles triangle, long, midpoint, obtuse triangle, scalene triangle, sum of measures	<i>New Vocabulary:</i> acute triangle, chord, corresponding side, equation of a line, equiangular triangle, linear graph, secant, shorter, square pyramid, tangent
<i>New Signs and Symbols:</i> angle marker (arc), mm millimeter/millimetre, segment overbar	<i>New Signs and Symbols:</i> ( ) order of operations, cm centimeter/centimetre, ' feet, in. inch, " inches, m meter/etre, – negative number, parallel symbol, $\pi$ pi, : ratio, $\times$ multiplication, = is equal to	<i>New Signs and Symbols:</i> congruent segment symbol, ft feet, $\cong$ is congruent to, – subtraction, $\Delta$ triangle

**Subject: Mathematics****Goal Strand: Spatial Relationships, Geometry, and Logic**

241 - 250	251 - 260	261 - 270
<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>
<ul style="list-style-type: none"> <li>Identifies the converse or inverse of a conditional statement*</li> <li>Solves problems involving measurement of angles*</li> <li>Solves complex problems involving the measurement of angles*</li> <li>Identifies and determines missing angle measures for complementary angles</li> <li>Uses properties of angles and figures to solve algebraic problems*</li> <li>Identifies and determines a missing angle measure in corresponding, vertical, and alternate exterior/interior angles*</li> <li>Defines angles using properties (e.g., acute, obtuse, right, straight, reflex)*</li> <li>Identifies corresponding and alternate exterior/interior angles</li> <li>Recognizes that the sum of the measures of two sides of a triangle must be greater than the measure of the third side*</li> <li>Recognizes the exterior angle relationships of triangles*</li> <li>Classifies right triangles by defining properties*</li> <li>Identifies and names a rhombus*</li> <li>Uses the Pythagorean theorem to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Constructs conditional statements (e.g., If..., then...)*</li> <li>Draws a simple valid conclusion from a given if ... then statement and a minor premise*</li> <li>Uses counterexamples to show that an assertion is false</li> <li>Solves complex problems involving the measurement of angles*</li> <li>Uses reasoning to verify properties of parallel and perpendicular lines</li> <li>Defines the properties or relationships between planes, including parallel, perpendicular, and intersecting planes and their angles of incidence*</li> <li>Uses properties of angles and figures to solve algebraic problems*</li> <li>Identifies corresponding and alternate exterior/interior angles</li> <li>Uses properties of angles to solve mathematical problems*</li> <li>Recognizes that the sum of the measures of two sides of a triangle must be greater than the measure of the third side*</li> <li>Recognizes and uses medians in triangles*</li> <li>Recognizes the exterior angle relationships of triangles*</li> <li>Classifies right triangles by defining properties*</li> <li>Solves problems involving properties of triangles</li> <li>Identifies and names a rhombus*</li> <li>Uses sums of interior/exterior angles to identify polygons</li> <li>Uses number of sides to find angle measures of polygons</li> <li>Classifies polygons by properties</li> <li>Uses the Pythagorean theorem to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the contrapositive of a conditional statement*</li> <li>Uses properties of angles to solve mathematical problems*</li> <li>Identifies the number of diagonals of regular polygons using the formula*</li> <li>Uses the properties of 30-60-90 triangles to solve problems*</li> </ul>
<b>Congruence, Similarity, Transformations</b>	<b>Congruence, Similarity, Transformations</b>	<b>Congruence, Similarity, Transformations</b>
<ul style="list-style-type: none"> <li>Identifies properties of congruent angles*</li> <li>Constructs congruent figures*</li> <li>Identifies properties of similar figures*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies properties of congruent angles*</li> <li>Verifies congruency of triangles using ASA, SAS, SSS, or AAS</li> </ul>	<ul style="list-style-type: none"> <li>Determines sine of an angle in a given right triangle</li> <li>Determines cosine of an angle in a given right triangle*</li> <li>Determines tangent of an angle in a given triangle</li> </ul>

<ul style="list-style-type: none"> <li>Determines the new coordinates of a transformed geometric figure</li> </ul>	<ul style="list-style-type: none"> <li>Determines symmetry with respect to a point or line of a figure under transformation*</li> <li>Solves problems involving similar polygons (not triangles)</li> <li>Solves problems involving properties of similar triangles (e.g., using geometric mean, Triangle Proportionality Theorem)</li> </ul>	
<b>Coordinate Geometry, Symmetry; Connections</b>	<b>Coordinate Geometry, Symmetry; Connections</b>	<b>Coordinate Geometry, Symmetry; Connections</b>
<ul style="list-style-type: none"> <li>Writes linear equations when given ordered pairs*</li> <li>Recognizes the slope of horizontal and vertical lines*</li> <li>Identifies and describes situations with varying rates of change*</li> <li>Determines the distance between two points*</li> <li>Determines the midpoint of a line on a coordinate grid*</li> <li>Determines the figure when plotting ordered pairs</li> <li>Computes and interprets the midpoint, given a set of ordered pairs (horizontal and vertical lines)*</li> <li>Computes and interprets distance, given a set of ordered pairs (horizontal and vertical lines)*</li> </ul>	<ul style="list-style-type: none"> <li>Uses picture representations to identify corresponding parts of symmetric plane figures*</li> <li>Uses picture representations to identify symmetry of plane figures with respect to a point or line</li> <li>Writes the equation of the line when given the graph of the line*</li> <li>Determines the graph of a line when given the equation*</li> <li>Writes linear equations, given two points on a line</li> <li>Determines slope from graphs</li> <li>Determines slope from ordered pairs and tables</li> <li>Interprets the meaning of slope and intercepts in problem solving situations</li> <li>Determines the slope of parallel lines*</li> <li>Determines the slope of perpendicular lines*</li> <li>Uses graphs to represent functions and interpret slope*</li> <li>Determines the midpoint of a line on a coordinate grid*</li> <li>Determines an endpoint of a line segment on a coordinate grid, given the midpoint and the other endpoint</li> </ul>	<ul style="list-style-type: none"> <li>Determines x- or y-intercept of a given linear equation*</li> <li>Writes the equation of the line when given the graph of the line*</li> <li>Writes linear equations, given slope and point on a line</li> <li>Determines the slope of parallel lines*</li> <li>Determines the slope of perpendicular lines*</li> </ul>
<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>
<ul style="list-style-type: none"> <li>Identifies symmetry of a sphere*</li> </ul>		
<i>New Vocabulary:</i> adjacent angle, congruent triangle, construction, converse, incline, infinite, Pythagorean theorem, transversal, x-axis, y-axis	<i>New Vocabulary:</i> collinear, exterior angle, isosceles trapezoid, line symmetry, point symmetry, regular hexagon, rotational symmetry, undefined, x-coordinate, y-coordinate	<i>New Vocabulary:</i> cosecant, cosine, decagon, sine, trigonometric function, trigonometric relationship
<i>New Signs and Symbols:</i> + addition, km kilometer/kilometre, < less than, / per, → ray symbol, s second (SI metric), square root symbol, : used with time	<i>New Signs and Symbols:</i> AAA angle angle angle, AAS angle angle side, ASA angle side angle, parallel line arrow markers, % percent, ⊥ perpendicular to, SAS side angle side, ~ similar to, SSA side side angle, SSS side side side, ° degrees	<i>New Signs and Symbols:</i> cos cosine, sin sine, tan tangent

**Subject: Mathematics****Goal Strand: Spatial Relationships, Geometry, and Logic**

261 - 270	Above 270
<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>	<b>2-D Shapes; Lines, Angles; Triangles; Logic</b>
<ul style="list-style-type: none"> <li>Identifies the contrapositive of a conditional statement*</li> <li>Uses properties of angles to solve mathematical problems*</li> <li>Identifies the number of diagonals of regular polygons using the formula*</li> <li>Uses the properties of 30-60-90 triangles to solve problems*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the number of diagonals of regular polygons using the formula*</li> </ul>
<b>Congruence, Similarity, Transformations</b>	<b>Congruence, Similarity, Transformations</b>
<ul style="list-style-type: none"> <li>Determines sine of an angle in a given right triangle</li> <li>Determines cosine of an angle in a given right triangle*</li> <li>Determines tangent of an angle in a given triangle</li> </ul>	<ul style="list-style-type: none"> <li>Uses geometric constructions to solve problems*</li> </ul>
<b>Coordinate Geometry, Symmetry; Connections</b>	<b>Coordinate Geometry, Symmetry; Connections</b>
<ul style="list-style-type: none"> <li>Determines x- or y-intercept of a given linear equation*</li> <li>Writes the equation of the line when given the graph of the line*</li> <li>Writes linear equations, given slope and point on a line</li> <li>Determines the slope of parallel lines*</li> <li>Determines the slope of perpendicular lines*</li> </ul>	
<b>Three-Dimensional Figures</b>	<b>Three-Dimensional Figures</b>
<i>New Vocabulary:</i> cosecant, cosine, decagon, sine, trigonometric function, trigonometric relationship	<i>New Vocabulary:</i> bisector
<i>New Signs and Symbols:</i> cos cosine, sin sine, tan tangent	<i>New Signs and Symbols:</i> none

**Subject: Mathematics****Goal Strand: Measurement**

Below 161	161 - 170	171 - 180
<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>
<ul style="list-style-type: none"> <li>Compares objects (wider, narrower)*</li> <li>Compares objects (taller, shorter)*</li> </ul>	<ul style="list-style-type: none"> <li>Compares objects (shorter, longer)</li> <li>Estimates and measures length of an object to the nearest inch using a picture of a ruler*</li> </ul>	<ul style="list-style-type: none"> <li>Estimates and measures length of an object to the nearest centimeter using a picture of a ruler*</li> <li>Knows the approximate weight of familiar objects</li> </ul>
<b>Precision in Measurements</b>	<b>Precision in Measurements</b>	<b>Precision in Measurements</b>
	<ul style="list-style-type: none"> <li>Measures length with customary measures to the inch mark*</li> <li>Measures length with metric measures to the centimeter mark</li> </ul>	<ul style="list-style-type: none"> <li>Measures length with customary measures to the inch mark*</li> <li>Reads Fahrenheit thermometers to the nearest degree*</li> </ul>
<b>Formulas; Money; Time</b>	<b>Formulas; Money; Time</b>	<b>Formulas; Money; Time</b>
<ul style="list-style-type: none"> <li>Identifies time of day (e.g., morning, afternoon)*</li> </ul>	<ul style="list-style-type: none"> <li>Orders periods of time (days of the week)*</li> <li>Tells time to the nearest hour*</li> <li>Tells time to the nearest half hour</li> <li>Reads a calendar - no computation required</li> </ul>	<ul style="list-style-type: none"> <li>Orders periods of time (months of the year, seasons)*</li> <li>Tells time to the nearest hour*</li> <li>Tells time to the nearest half hour</li> <li>Tells time to the nearest 5 minutes</li> <li>Computes simple conversions among units of time (minutes in an hour, half hour, quarter hour)</li> <li>Uses cent sign and dollar sign when appropriate*</li> <li>Connects money with place value</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> shortest	<i>New Vocabulary:</i> dollar sign, metric, morning
<i>New Signs and Symbols:</i> : used with time	<i>New Signs and Symbols:</i> cm centimeter/centimetre, ft feet, • point	<i>New Signs and Symbols:</i> a.m., ¢ cent sign, °F degrees Fahrenheit, \$ dollar sign, g gram, = is equal to, p.m.

**Subject: Mathematics****Goal Strand: Measurement**

181 - 190	191 - 200	201 - 210
<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>
<ul style="list-style-type: none"> <li>Knows the approximate size of an inch</li> <li>Knows the approximate length of familiar objects*</li> <li>Determines more capacity or less capacity</li> <li>Compares squares (larger, smaller)</li> </ul>	<ul style="list-style-type: none"> <li>Knows the approximate size of a foot</li> <li>Knows the approximate size of a mile*</li> <li>Knows the approximate size of an ounce*</li> <li>Knows the approximate size of a pint*</li> <li>Converts between cups and pints*</li> <li>Converts between cups, pints, and quarts*</li> <li>Estimates the area of rectangles using square units</li> </ul>	<ul style="list-style-type: none"> <li>Knows the approximate size of a yard</li> <li>Knows the approximate size of a centimeter</li> <li>Converts between inches and feet</li> <li>Knows the approximate size of a pound</li> <li>Knows the approximate size of a gram</li> <li>Converts between milligrams and grams*</li> <li>Converts between cups and pints*</li> <li>Converts between cups, pints, and quarts*</li> <li>Knows common referents (boiling or freezing point, room temperature)*</li> <li>Estimates the area of rectangles using square units</li> <li>Uses basic indirect methods to estimate measurements (grids for area of irregular figures)*</li> </ul>
<b>Precision in Measurements</b>	<b>Precision in Measurements</b>	<b>Precision in Measurements</b>
<ul style="list-style-type: none"> <li>Identifies the appropriate instrument used to measure length*</li> <li>Selects and uses the appropriate type and size of unit in customary system (length)</li> <li>Selects and uses the appropriate type and size of unit in customary system (height)*</li> <li>Measures length with non-standard units</li> <li>Measures length with customary measures to the half-inch mark</li> <li>Selects and uses the appropriate type and size of unit in customary system (weight)*</li> <li>Selects and uses the appropriate type and size of unit in customary system (capacity)*</li> <li>Reads Fahrenheit thermometers to the nearest degree*</li> </ul>	<ul style="list-style-type: none"> <li>Selects and uses the appropriate type and size of unit in customary system (length)</li> <li>Selects and uses the appropriate type and size of unit in customary system (height)*</li> <li>Measures length with non-standard units</li> <li>Selects and uses the appropriate type and size of unit in customary system (weight)*</li> <li>Uses balance scale to measure weight of an unknown object*</li> <li>Selects and uses the appropriate type and size of unit in customary system (capacity)*</li> <li>Reads Celsius thermometers to the nearest degree</li> <li>Solves problems involving measurement of temperature</li> </ul>	<ul style="list-style-type: none"> <li>Selects and uses the appropriate type and size of unit in metric system (length)</li> <li>Selects and uses the appropriate type and size of unit in metric system (height)*</li> <li>Measures length to the nearest centimeter*</li> <li>Selects and uses balances for measuring weight or mass*</li> </ul>
<b>Formulas; Money; Time</b>	<b>Formulas; Money; Time</b>	<b>Formulas; Money; Time</b>
<ul style="list-style-type: none"> <li>Identifies the correct time, given the words, and vice versa</li> <li>Selects and uses the appropriate type and size of unit in customary system (time)*</li> <li>Determines elapsed clock time</li> <li>Determines elapsed time under 1 hour or to the hour</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the correct time, given the words, and vice versa</li> <li>Orders years*</li> <li>Selects and uses the appropriate type and size of unit in customary system (time)*</li> <li>Determines elapsed clock time</li> </ul>	<ul style="list-style-type: none"> <li>Computes simple conversions among units of time (hours, days)*</li> <li>Solves problems involving measurement of time</li> <li>Applies dimensional analysis to simple real-world problems (time)*</li> <li>Solves problems using a calendar*</li> </ul>

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NV 3.3.1

\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.



Math 2-5

<ul style="list-style-type: none"> <li>• Determines elapsed time involving whole hours, whole days, whole years</li> <li>• Tells time to the nearest 5 minutes</li> <li>• Interprets a calendar - some computation required</li> <li>• Computes simple conversions among units of time (days, weeks)*</li> <li>• Determines the perimeter of a figure where all sides are labeled</li> </ul>	<ul style="list-style-type: none"> <li>• Tells time to the nearest quarter hour</li> <li>• Determines elapsed time involving whole hours, whole days, whole years</li> <li>• Tells time to the nearest 1 minute</li> <li>• Computes simple conversions among units of time (minutes, hours)</li> <li>• Computes simple conversions among units of time (hours, days)*</li> <li>• Solves simple problems involving elapsed time, with the conversion of hours</li> <li>• Determines the perimeter of a figure where all sides are labeled</li> <li>• Determines the perimeter of a figure where some sides are labeled</li> <li>• Solves simple problems involving the perimeter of squares, rectangles, or triangles</li> </ul>	<ul style="list-style-type: none"> <li>• Solves simple problems involving elapsed time, with the conversion of hours</li> <li>• Determines the perimeter of a figure where some sides are labeled</li> <li>• Solves simple problems comparing area and perimeter (customary units)*</li> </ul>
<i>New Vocabulary:</i> clock, cup, estimation, fourth, half past, how much time, liter, measurement, millimeter, noon, o'clock, pint, quarter past, quarter to, rod, smallest, tablespoon, teaspoon, ton, what time	<i>New Vocabulary:</i> approximate, decade, latest, rise	<i>New Vocabulary:</i> decameter, decimeter, hectometer, larger, milligram, milliliter
<i>New Signs and Symbols:</i> :, c cup, gal gallon, in. inch, pt pint, qt quart, :, tsp teaspoon	<i>New Signs and Symbols:</i> °C degrees Celsius, " inches, m meter/metre, yd yard	<i>New Signs and Symbols:</i> ' feet, kg kilogram, min minute, mm millimeter/millimetre, variable

**Subject: Mathematics****Goal Strand: Measurement**

211 - 220	221 - 230	231 - 240
<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>
<ul style="list-style-type: none"> <li>Knows the approximate size of a millimeter*</li> <li>Knows the approximate size of a kilometer*</li> <li>Converts between inches and feet</li> <li>Converts between inches, feet, and yards</li> <li>Converts between feet, yards, and miles*</li> <li>Computes basic addition with units of length</li> <li>Knows the approximate size of an ounce*</li> <li>Knows the approximate size of a gallon*</li> <li>Converts between cups, pints, quarts, and gallons</li> </ul>	<ul style="list-style-type: none"> <li>Knows the approximate size of a meter</li> <li>Converts between inches, feet, and yards</li> <li>Converts between feet, yards, and miles*</li> <li>Computes basic addition with units of length</li> <li>Computes basic subtraction and multiplication with units of length</li> <li>Converts between millimeters, centimeters, meters, and kilometers</li> <li>Solves problems involving length in the customary system and converts to larger or smaller units</li> <li>Converts between ounces and pounds</li> <li>Converts between ounces, pounds, and tons*</li> <li>Computes basic operations with units of weight/mass*</li> <li>Converts between cups, pints, quarts, and gallons</li> <li>Converts within the metric system</li> <li>Solves problems involving capacity in the customary system and converts to larger or smaller units*</li> </ul>	<ul style="list-style-type: none"> <li>Converts between feet, yards, and miles*</li> <li>Computes basic subtraction and multiplication with units of length</li> <li>Converts between millimeters, centimeters, meters, and kilometers</li> <li>Solves problems involving length in the customary system and converts to larger or smaller units</li> <li>Solves problems involving length in the metric system and converts to larger or smaller units*</li> <li>Converts between grams and kilograms*</li> <li>Solves problems involving weight in the customary system and converts to larger or smaller units</li> <li>Computes basic operations with units of capacity</li> <li>Converts within the metric system</li> <li>Solves problems involving capacity in the customary system and converts to larger or smaller units*</li> <li>Uses basic indirect methods to estimate measurements*</li> </ul>
<b>Precision in Measurements</b>	<b>Precision in Measurements</b>	<b>Precision in Measurements</b>
<ul style="list-style-type: none"> <li>Selects and uses the appropriate type and size of unit in metric system (length)</li> <li>Selects and uses the appropriate type and size of unit in metric system (height)*</li> <li>Measures length to the nearest half inch*</li> <li>Measures length to the nearest quarter of an inch</li> <li>Measures length to the nearest eighth of an inch</li> <li>Apply dimensional analysis to simple real-world problems (length)*</li> <li>Selects and uses the appropriate type and size of unit in metric system (mass)*</li> <li>Solves simple problems involving measurement of weight*</li> <li>Apply dimensional analysis to simple real-world problems (weight/mass)*</li> <li>Apply dimensional analysis to simple real-world</li> </ul>	<ul style="list-style-type: none"> <li>Uses the appropriate unit of measure for length*</li> <li>Measures length to the nearest millimeter</li> <li>Apply dimensional analysis to simple real-world problems (length)*</li> <li>Uses the appropriate unit of measure for area*</li> </ul>	<ul style="list-style-type: none"> <li>Measures length to the nearest millimeter</li> </ul>

problems (capacity)* • Solves simple problems involving capacity* • Reads Celsius thermometers to 0.1 degrees* • Selects and uses the appropriate units depending on degree of accuracy required to solve problems*		
<b>Formulas; Money; Time</b>	<b>Formulas; Money; Time</b>	<b>Formulas; Money; Time</b>
• Computes basic operations with units of time • Applies dimensional analysis to simple real-world problems (time)* • Determines the perimeter of a figure using non-standard units* • Solves problems involving the perimeter of squares, rectangles, or triangles • Finds the perimeter of a polygon using a formula • Determines the process for calculating perimeter • Solves simple problems comparing area and perimeter (customary units)*	• Computes basic operations with units of time • Applies dimensional analysis to simple real-world problems (time)* • Solves problems involving the perimeter of squares, rectangles, or triangles • Finds the perimeter using the formula with a variable* • Solves problems involving the perimeter of irregular or complex shapes • Solves problems involving perimeter and converts to larger or smaller units • Calculates the area of a rectangle, given labeled sides (customary units) • Solves simple problems involving the area of a square or rectangle • Calculates area and perimeter of a rectangle (customary units)	• Solves problems involving the perimeter of irregular or complex shapes • Solves perimeter problems comparing width and length • Describes the change in perimeter when dimensions of an object are altered* • Identifies the formula for perimeter with a variable • Calculates the area of a rectangle, given labeled sides (customary units) • Solves simple problems involving the area of a square or rectangle
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> minus
<i>New Signs and Symbols:</i> + addition, ÷ division, fl oz fluid ounce, hr hour, lb pound, ↓ measurement span down, ← measurement span left, → measurement span right, ↑ measurement span up, × multiplication, oz ounce, P perimeter, sec second, s side, – subtraction	<i>New Signs and Symbols:</i> dm decimeter/decimetre, km kilometer/kilometre, ↔ line symbol, mL milliliter/millilitre, segment overbar	<i>New Signs and Symbols:</i> ( ) order of operations, A area, h height, l length, t time, w width

**Subject: Mathematics****Goal Strand: Measurement**

241 - 250	Above 250
<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>
<ul style="list-style-type: none"> <li>Solves problems involving length in the metric system and converts to larger or smaller units*</li> <li>Solves problems involving weight in the customary system and converts to larger or smaller units</li> <li>Solves problems involving capacity in the metric system and converts to larger or smaller units*</li> <li>Solves problems involving area of a rectangle and converts to larger or smaller units (customary)</li> </ul>	
<b>Precision in Measurements</b>	<b>Precision in Measurements</b>
<ul style="list-style-type: none"> <li>Uses significant digits appropriately as they relate to precision*</li> </ul>	<ul style="list-style-type: none"> <li>Uses fractional units appropriately as they relate to precision*</li> </ul>
<b>Formulas; Money; Time</b>	<b>Formulas; Money; Time</b>
<ul style="list-style-type: none"> <li>Solves problems involving the perimeter of squares, rectangles, or triangles (analysis)</li> <li>Determines the perimeter of a figure when plotting ordered pairs*</li> <li>Solves perimeter problems comparing width and length</li> </ul>	<ul style="list-style-type: none"> <li>Determines the area of a figure when plotting ordered pairs without a grid*</li> </ul>
<i>New Vocabulary:</i> linear foot	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> ( ) ordered pair, – negative number

**Subject: Mathematics**  
**Goal Strand: Measurement**

Below 161	161 - 170	171 - 180
<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>
<ul style="list-style-type: none"> <li>Compares objects (wider, narrower)*</li> <li>Compares objects (taller, shorter)*</li> </ul>	<ul style="list-style-type: none"> <li>Compares objects (shorter, longer)</li> <li>Estimates and measures length of an object to the nearest inch using a picture of a ruler*</li> </ul>	<ul style="list-style-type: none"> <li>Estimates and measures length of an object to the nearest centimeter using a picture of a ruler*</li> <li>Knows the approximate weight of familiar objects</li> </ul>
<b>Precision in Measurements</b>	<b>Precision in Measurements</b>	<b>Precision in Measurements</b>
	<ul style="list-style-type: none"> <li>Measures length with customary measures to the inch mark*</li> <li>Measures length with metric measures to the centimeter mark</li> </ul>	<ul style="list-style-type: none"> <li>Measures length with customary measures to the inch mark*</li> <li>Reads Fahrenheit thermometers to the nearest degree*</li> </ul>
<b>Formulas; Money; Ratios and Proportions; Time</b>	<b>Formulas; Money; Ratios and Proportions; Time</b>	<b>Formulas; Money; Ratios and Proportions; Time</b>
<ul style="list-style-type: none"> <li>Identifies time of day (e.g., morning, afternoon)*</li> </ul>	<ul style="list-style-type: none"> <li>Orders periods of time (days of the week)*</li> <li>Tells time to the nearest hour*</li> <li>Tells time to the nearest half hour</li> <li>Reads a calendar - no computation required</li> </ul>	<ul style="list-style-type: none"> <li>Orders periods of time (months of the year, seasons)*</li> <li>Tells time to the nearest hour*</li> <li>Tells time to the nearest half hour</li> <li>Tells time to the nearest 5 minutes</li> <li>Computes simple conversions among units of time (minutes in an hour, half hour, quarter hour)</li> <li>Uses cent sign and dollar sign when appropriate*</li> <li>Connects money with place value</li> <li>Determines the area of irregular shapes by counting square units*</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> shortest	<i>New Vocabulary:</i> dollar sign, metric, morning
<i>New Signs and Symbols:</i> : used with time	<i>New Signs and Symbols:</i> cm centimeter/centimetre, ft feet, point	<i>New Signs and Symbols:</i> a.m., ¢ cent sign, °F degrees Fahrenheit, \$ dollar sign, g gram, = is equal to, p.m.

**Subject: Mathematics****Goal Strand: Measurement**

181 - 190	191 - 200	201 - 210
<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>
<ul style="list-style-type: none"> <li>Knows the approximate size of an inch</li> <li>Knows the approximate length of familiar objects*</li> <li>Determines more capacity or less capacity</li> <li>Compares squares (larger, smaller)</li> </ul>	<ul style="list-style-type: none"> <li>Knows the approximate size of a foot</li> <li>Knows the approximate size of a mile*</li> <li>Knows the approximate size of an ounce*</li> <li>Knows the approximate size of a pint*</li> <li>Converts between cups and pints*</li> <li>Converts between cups, pints, and quarts*</li> <li>Estimates the area of rectangles using square units</li> </ul>	<ul style="list-style-type: none"> <li>Knows the approximate size of a yard</li> <li>Knows the approximate size of a centimeter</li> <li>Converts between inches and feet</li> <li>Solves simple problems involving measurement of length</li> <li>Estimates simple conversions involving length between the customary and metric system</li> <li>Knows the approximate size of a pound</li> <li>Knows the approximate size of a gram</li> <li>Converts between milligrams and grams*</li> <li>Converts between cups and pints*</li> <li>Converts between cups, pints, and quarts*</li> <li>Knows common referents (boiling or freezing point, room temperature)*</li> <li>Estimates the area of rectangles using square units</li> <li>Uses basic indirect methods to estimate measurements (grids for area of irregular figures)*</li> </ul>
<b>Precision in Measurements</b>	<b>Precision in Measurements</b>	<b>Precision in Measurements</b>
<ul style="list-style-type: none"> <li>Identifies the appropriate instrument used to measure length*</li> <li>Selects and uses the appropriate type and size of unit in customary system (length)</li> <li>Selects and uses the appropriate type and size of unit in customary system (height)*</li> <li>Measures length with non-standard units</li> <li>Measures length with customary measures to the half-inch mark</li> <li>Selects and uses the appropriate type and size of unit in customary system (weight)*</li> <li>Selects and uses the appropriate type and size of unit in customary system (capacity)*</li> <li>Reads Fahrenheit thermometers to the nearest degree*</li> </ul>	<ul style="list-style-type: none"> <li>Selects and uses the appropriate type and size of unit in customary system (length)</li> <li>Selects and uses the appropriate type and size of unit in customary system (height)*</li> <li>Measures length with non-standard units</li> <li>Selects and uses the appropriate type and size of unit in customary system (weight)*</li> <li>Uses balance scale to measure weight of an unknown object*</li> <li>Selects and uses the appropriate type and size of unit in customary system (capacity)*</li> <li>Reads Celsius thermometers to the nearest degree</li> <li>Solves problems involving measurement of temperature</li> </ul>	<ul style="list-style-type: none"> <li>Selects and uses the appropriate type and size of unit in metric system (length)</li> <li>Selects and uses the appropriate type and size of unit in metric system (height)*</li> <li>Measures length to the nearest centimeter*</li> <li>Selects and uses balances for measuring weight or mass*</li> </ul>
<b>Formulas; Money; Ratios and Proportions; Time</b>	<b>Formulas; Money; Ratios and Proportions; Time</b>	<b>Formulas; Money; Ratios and Proportions; Time</b>
<ul style="list-style-type: none"> <li>Identifies the correct time, given the words, and vice versa</li> </ul>	<ul style="list-style-type: none"> <li>Solves problems involving basic percent concepts (e.g., 10%, 50%, 100%)</li> </ul>	<ul style="list-style-type: none"> <li>Computes simple conversions among units of time (hours, days)*</li> </ul>

<ul style="list-style-type: none"> <li>• Selects and uses the appropriate type and size of unit in customary system (time)*</li> <li>• Determines elapsed clock time</li> <li>• Determines elapsed time under 1 hour or to the hour</li> <li>• Determines elapsed time involving whole hours, whole days, whole years</li> <li>• Tells time to the nearest 5 minutes</li> <li>• Interprets a calendar - some computation required</li> <li>• Computes simple conversions among units of time (days, weeks)*</li> <li>• Determines the perimeter of a figure where all sides are labeled</li> <li>• Determines the area of irregular shapes by counting square units*</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the correct time, given the words, and vice versa</li> <li>• Orders years*</li> <li>• Selects and uses the appropriate type and size of unit in customary system (time)*</li> <li>• Determines elapsed clock time</li> <li>• Tells time to the nearest quarter hour</li> <li>• Determines elapsed time involving whole hours, whole days, whole years</li> <li>• Tells time to the nearest 1 minute</li> <li>• Computes simple conversions among units of time (minutes, hours)</li> <li>• Computes simple conversions among units of time (hours, days)*</li> <li>• Solves simple problems involving elapsed time, with the conversion of hours</li> <li>• Solves simple problems involving miles/kilometers per hour</li> <li>• Determines the perimeter of a figure where all sides are labeled</li> <li>• Determines the perimeter of a figure where some sides are labeled</li> <li>• Solves simple problems involving the perimeter of squares, rectangles, or triangles</li> </ul>	<ul style="list-style-type: none"> <li>• Computes more difficult conversions among units of time</li> <li>• Solves problems involving measurement of time</li> <li>• Applies dimensional analysis to simple real-world problems (time)*</li> <li>• Solves problems using a calendar*</li> <li>• Solves simple problems involving elapsed time, with the conversion of hours</li> <li>• Solves simple problems involving miles per gallon</li> <li>• Solves simple problems involving miles/kilometers per hour</li> <li>• Determines unit price*</li> <li>• Determines the perimeter of a figure where some sides are labeled</li> <li>• Describes the change in area of a triangle when 1 dimension of an object is altered (metric units)*</li> <li>• Determines the area of irregular shapes with partial square units</li> <li>• Solves simple problems comparing area and perimeter (customary units)*</li> <li>• Identifies situations where it is appropriate to calculate area</li> <li>• Estimates and finds volume of a figure using cubic units</li> </ul>
<i>New Vocabulary:</i> clock, cup, estimation, fourth, half past, how much time, liter, measurement, millimeter, noon, o'clock, pint, quarter past, quarter to, rod, smallest, tablespoon, teaspoon, ton, what time	<i>New Vocabulary:</i> approximate, decade, latest, miles per hour, rise	<i>New Vocabulary:</i> cubic centimeter, cubic unit, decameter, decimeter, hectometer, larger, miles per gallon, milligram, milliliter
<i>New Signs and Symbols:</i> : ratio, c cup, gal gallon, in. inch, pt pint, qt quart, : used with time, tsp teaspoon	<i>New Signs and Symbols:</i> °C degrees Celsius, " inches, m meter/metre, mph miles per hour, % percent, yd yard	<i>New Signs and Symbols:</i> ' feet, kg kilogram, min minute, mm millimeter/millimetre, mpg miles per gallon, variable

**Subject: Mathematics****Goal Strand: Measurement**

211 - 220	221 - 230	231 - 240
<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>
<ul style="list-style-type: none"> <li>Knows the approximate size of a millimeter*</li> <li>Knows the approximate size of a kilometer*</li> <li>Converts between inches and feet</li> <li>Converts between inches, feet, and yards</li> <li>Converts between feet, yards, and miles*</li> <li>Computes basic addition with units of length</li> <li>Solves simple problems involving measurement of length</li> <li>Converts between the customary and metric system given conversion ratios (1-step, length)</li> <li>Knows the approximate size of an ounce*</li> <li>Knows the approximate size of a gallon*</li> <li>Converts between cups, pints, quarts, and gallons</li> <li>Estimates conversions between customary and metric system</li> </ul>	<ul style="list-style-type: none"> <li>Knows the approximate size of a meter</li> <li>Converts between inches, feet, and yards</li> <li>Converts between feet, yards, and miles*</li> <li>Computes basic addition with units of length</li> <li>Computes basic subtraction and multiplication with units of length</li> <li>Converts between millimeters, centimeters, meters, and kilometers</li> <li>Solves problems involving length in the customary system and converts to larger or smaller units</li> <li>Converts between ounces and pounds</li> <li>Converts between ounces, pounds, and tons*</li> <li>Computes basic operations with units of weight/mass*</li> <li>Converts between cups, pints, quarts, and gallons</li> <li>Converts within the metric system</li> <li>Solves problems involving capacity in the customary system and converts to larger or smaller units*</li> </ul>	<ul style="list-style-type: none"> <li>Converts between feet, yards, and miles*</li> <li>Computes basic subtraction and multiplication with units of length</li> <li>Converts between millimeters, centimeters, meters, and kilometers</li> <li>Uses dimensional analysis for unit conversions (length)*</li> <li>Estimates difficult conversions involving length between the customary and metric system</li> <li>Converts between the customary and metric system given conversion ratios (2-step, length)*</li> <li>Solves problems involving length in the customary system and converts to larger or smaller units</li> <li>Solves problems involving length in the metric system and converts to larger or smaller units*</li> <li>Converts between grams and kilograms*</li> <li>Solves problems involving weight in the customary system and converts to larger or smaller units</li> <li>Computes basic operations with units of capacity</li> <li>Converts within the metric system</li> <li>Solves problems involving capacity in the customary system and converts to larger or smaller units*</li> <li>Converts from Celsius to Fahrenheit, given conversion ratios</li> <li>Compares area of numerous triangles*</li> <li>Solves problems comparing areas of different polygons*</li> <li>Uses basic indirect methods to estimate measurements*</li> </ul>
<b>Precision in Measurements</b>	<b>Precision in Measurements</b>	<b>Precision in Measurements</b>
<ul style="list-style-type: none"> <li>Selects and uses the appropriate type and size of unit in metric system (length)</li> <li>Selects and uses the appropriate type and size of unit in metric system (height)*</li> <li>Measures length to the nearest half inch*</li> </ul>	<ul style="list-style-type: none"> <li>Uses the appropriate unit of measure for length*</li> <li>Measures length to the nearest millimeter</li> <li>Apply dimensional analysis to simple real-world problems (length)*</li> </ul>	<ul style="list-style-type: none"> <li>Measures length to the nearest millimeter</li> </ul>



<ul style="list-style-type: none"> <li>Measures length to the nearest quarter of an inch</li> <li>Measures length to the nearest eighth of an inch</li> <li>Apply dimensional analysis to simple real-world problems (length)*</li> <li>Selects and uses the appropriate type and size of unit in metric system (mass)*</li> <li>Solves simple problems involving measurement of weight*</li> <li>Apply dimensional analysis to simple real-world problems (weight/mass)*</li> <li>Apply dimensional analysis to simple real-world problems (capacity)*</li> <li>Solves simple problems involving capacity*</li> <li>Reads Celsius thermometers to 0.1 degrees*</li> <li>Selects and uses the appropriate units depending on degree of accuracy required to solve problems*</li> </ul>		
<b>Formulas; Money; Ratios and Proportions; Time</b>	<b>Formulas; Money; Ratios and Proportions; Time</b>	<b>Formulas; Money; Ratios and Proportions; Time</b>
<ul style="list-style-type: none"> <li>Solves problems involving equivalent fractions*</li> <li>Solves 1-step problems involving proportions</li> <li>Computes basic operations with units of time</li> <li>Relates years, decades, centuries, and millennia</li> <li>Applies dimensional analysis to simple real-world problems (time)*</li> <li>Solves difficult problems involving elapsed time, with the conversion of hours</li> <li>Solves simple problems involving miles per gallon</li> <li>Determines unit price*</li> <li>Determines the perimeter of a figure using non-standard units*</li> <li>Solves problems involving the perimeter of squares, rectangles, or triangles</li> <li>Finds the perimeter of a polygon using a formula</li> <li>Determines the process for calculating perimeter</li> <li>Determines the diameter, given the radius, and vice versa*</li> <li>Describes the change in area of a triangle when 1 dimension of an object is altered (metric units)*</li> <li>Determines the area of irregular shapes with partial square units</li> <li>Solves simple problems comparing area and perimeter (customary units)*</li> <li>Counts squares to determine surface area of a cube*</li> <li>Estimates and finds volume of a figure using cubic</li> </ul>	<ul style="list-style-type: none"> <li>Uses concrete and pictorial models to represent ratios*</li> <li>Solves problems involving ratios</li> <li>Solves 1-step problems involving proportions</li> <li>Solves problems involving percents</li> <li>Solves problems involving tax and tips</li> <li>Solves problems involving simple interest rates with the formula</li> <li>Solves problems comparing percents, fractions, and decimals*</li> <li>Computes basic operations with units of time</li> <li>Relates years, decades, centuries, and millennia</li> <li>Computes 2-step conversions between units of time</li> <li>Applies dimensional analysis to simple real-world problems (time)*</li> <li>Solves difficult problems involving elapsed time, with the conversion of hours</li> <li>Solves complex problems involving miles per gallon</li> <li>Solves complex problems involving miles/kilometers per hour*</li> <li>Solves problems involving the perimeter of squares, rectangles, or triangles</li> <li>Finds the perimeter using the formula with a variable*</li> <li>Solves problems involving the perimeter of irregular or complex shapes</li> <li>Solves problems involving perimeter and converts to larger or smaller units</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the ratio from a given real-world situation*</li> <li>Solves problems involving equivalent fractions (analysis)*</li> <li>Solves problems involving ratios</li> <li>Solves multiple-step problems involving proportions</li> <li>Solves problems involving percents</li> <li>Solves problems involving percents (analysis)</li> <li>Solves problems involving simple percent discounts (e.g., finding sale price)</li> <li>Solves problems involving percent increase and decrease*</li> <li>Solves problems involving tax and tips</li> <li>Calculates commission/deductions and total pay</li> <li>Solves complex problems involving miles per gallon</li> <li>Solves problems comparing unit prices</li> <li>Solves problems involving the perimeter of irregular or complex shapes</li> <li>Solves perimeter problems comparing width and length</li> <li>Describes the change in perimeter when dimensions of an object are altered*</li> <li>Identifies the formula for perimeter with a variable</li> <li>Determines the circumference when given the diameter or radius (or vice versa)</li> <li>Determines the circumference when given the area of a circle (or vice versa)*</li> </ul>

units	<ul style="list-style-type: none"> <li>• Determines the diameter, given the radius, and vice versa*</li> <li>• Defines pi and knows common estimates (3.14 and <math>22/7</math>)*</li> <li>• Describes the change in area of a triangle when 1 dimension of an object is altered (metric units)*</li> <li>• Calculates the area of a rectangle, given labeled sides (customary units)</li> <li>• Determines the length or width of a rectangle, given the area (metric units)*</li> <li>• Uses models to develop the relationship between the total number of square units contained in a rectangle and the length and width of the figure*</li> <li>• Solves simple problems involving the area of a square or rectangle</li> <li>• Calculates the base or height of a parallelogram, given the area and formula (metric)*</li> <li>• Determines the area of a trapezoid, given the formula (metric units)*</li> <li>• Calculates area and perimeter of a rectangle (customary units)</li> <li>• Uses the appropriate unit of measure for area*</li> <li>• Calculates the volume of rectangular solids</li> <li>• Calculates the volume of a rectangular prism, and converts to a different measurement scale (customary units)*</li> <li>• Uses the appropriate unit of measure for volume*</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the formula for circumference of a circle*</li> <li>• Knows the relationship between radius, diameter, and circumference</li> <li>• Determines the area of a triangle drawn on a grid*</li> <li>• Determines the area of a triangle, given the formula</li> <li>• Calculates the area of a rectangle, given labeled sides (customary units)</li> <li>• Determines the length or width of a rectangle, given the area (metric units)*</li> <li>• Determines area, length, or width, given the formula with variables*</li> <li>• Describes the change in area of a rectangle when dimensions of an object are altered*</li> <li>• Solves simple problems involving the area of a square or rectangle</li> <li>• Calculates the base or height of a parallelogram, given the area and formula (metric)*</li> <li>• Determines the area of a trapezoid, given the formula (metric units)*</li> <li>• Identifies the formula for area of circle*</li> <li>• Understands the procedure for finding the area and surface area of figures</li> <li>• Calculates the volume of rectangular solids</li> <li>• Calculates the length, width, or height of a rectangular prism, given the area (customary units)*</li> <li>• Calculates the volume of a rectangular prism, and converts to a different measurement scale (customary units)*</li> <li>• Uses the appropriate unit of measure for volume*</li> </ul>
<i>New Vocabulary:</i> century, how long	<i>New Vocabulary:</i> cord, cubic meter, cubic millimeter, cubic yard, pi, tax	<i>New Vocabulary:</i> commission, discount, equality, minus, representative sample, tripled
<i>New Signs and Symbols:</i> + addition, ÷ division, fl oz fluid ounce, hr hour, lb pound, ↓ measurement span down, ← measurement span left, → measurement span right, ↑ measurement span up, × multiplication, oz ounce, P perimeter, sec second, s side, – subtraction	<i>New Signs and Symbols:</i> dm decimeter/decimetre, h height, I interest, km kilometer/kilometre, l length, ↔ line symbol, mL milliliter/millilitre, π pi, : ratio, segment overbar, V volume, w width	<i>New Signs and Symbols:</i> ( ) order of operations, A area, C circumference, d diameter, – negative number, / per, r radius, right angle marker, t time

**Subject: Mathematics****Goal Strand: Measurement**

241 - 250	251 - 260	Above 260
<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>	<b>Comparison, Estimation, and Conversion</b>
<ul style="list-style-type: none"> <li>Solves problems involving length in the metric system and converts to larger or smaller units*</li> <li>Solves problems involving weight in the customary system and converts to larger or smaller units</li> <li>Solves problems involving capacity in the metric system and converts to larger or smaller units*</li> <li>Converts from Celsius to Fahrenheit, given conversion ratios</li> <li>Solves problems comparing areas of different polygons*</li> <li>Uses dimensional analysis for unit conversions (area)</li> <li>Uses an indirect method to measure the height of an inaccessible object*</li> </ul>		
<b>Precision in Measurements</b>	<b>Precision in Measurements</b>	<b>Precision in Measurements</b>
<ul style="list-style-type: none"> <li>Uses significant digits appropriately as they relate to precision*</li> </ul>	<ul style="list-style-type: none"> <li>Solves complex real-world problems involving capacity*</li> <li>Uses fractional units appropriately as they relate to precision*</li> </ul>	
<b>Formulas; Money; Ratios and Proportions; Time</b>	<b>Formulas; Money; Ratios and Proportions; Time</b>	<b>Formulas; Money; Ratios and Proportions; Time</b>
<ul style="list-style-type: none"> <li>Identifies the ratio from a given real-world situation*</li> <li>Solves multiple-step problems involving proportions</li> <li>Solves problems involving a fractional increase*</li> <li>Solves problems involving percents (analysis)</li> <li>Solves problems involving simple percent discounts (e.g., finding sale price)</li> <li>Solves problems involving complex percent discounts (e.g., finding percent discount, regular price)*</li> <li>Calculates commission/deductions and total pay</li> <li>Solves problems involving simple interest rates without the formula</li> <li>Uses dimensional analysis for unit conversions (time)</li> <li>Solves problems involving rate conversions (e.g., mi/hr to ft/sec)*</li> <li>Solves problems involving the perimeter of squares, rectangles, or triangles (analysis)</li> </ul>	<ul style="list-style-type: none"> <li>Solves problems involving complex percent discounts (e.g., finding percent discount, regular price)*</li> <li>Uses dimensional analysis for unit conversions (time)</li> <li>Solves problems involving rate conversions (e.g., mi/hr to ft/sec)*</li> <li>Determines the area of a figure when plotting ordered pairs without a grid*</li> <li>Determines the length of the side of a square, given the area*</li> <li>Determines the area of a parallelogram, given a labeled diagram*</li> <li>Calculate the height of a trapezoid, given the area, without the formula given (metric)*</li> <li>Determines the diameter or radius when given the area of a circle (metric units)*</li> <li>Solves problems involving complex figures (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>Solves problems involving rate conversions (e.g., mi/hr to ft/sec)*</li> <li>Solves problems involving rates*</li> <li>Solves complex problems comparing the areas of circles</li> <li>Solves real-world problems involving surface area*</li> <li>Analyzes a problem solving situation to determine the surface area of a cylinder (customary)*</li> </ul>

<ul style="list-style-type: none"> <li>• Determines the perimeter of a figure when plotting ordered pairs*</li> <li>• Solves perimeter problems comparing width and length</li> <li>• Determines the circumference when given the diameter or radius (or vice versa)</li> <li>• Determines the circumference when given the area of a circle (or vice versa)*</li> <li>• Determines the area of a triangle without the formula</li> <li>• Solves problems involving area of a rectangle and converts to larger or smaller units (customary)</li> <li>• Describes the change in area of a rectangle when dimensions of an object are altered*</li> <li>• Determines the area of a parallelogram, given a labeled diagram*</li> <li>• Solves problems involving area of a circle</li> <li>• Determines the diameter or radius when given the area of a circle (metric units)*</li> <li>• Determines the area of irregular shapes (customary units)*</li> <li>• Calculates the area of irregular shapes (metric units)*</li> <li>• Solves complex problems involving inscribed figures</li> <li>• Determines the surface area of rectangular solids</li> <li>• Determines the surface area of a cylinder, given a formula (customary units)*</li> <li>• Calculates the length of one side of a cube, given the volume (customary units)*</li> <li>• Determines the effects of changing dimensions on volume (no units)</li> </ul>	<ul style="list-style-type: none"> <li>triangle, parallelogram)*</li> <li>• Solves complex problems involving inscribed figures</li> <li>• Solves problems comparing area to perimeter (analysis)</li> <li>• Solves real-world problems involving surface area*</li> <li>• Determines the surface area of a pyramid (customary units)*</li> <li>• Calculates the length of one side of a cube, given the volume (customary units)*</li> <li>• Determines the volume of a cylinder</li> <li>• Calculates the radius of a sphere, given the volume and formula (metric units)*</li> <li>• Solves real-world problems comparing volumes of figures</li> </ul>	
<i>New Vocabulary:</i> feet per second, linear foot, quadrupled, square kilometer	<i>New Vocabulary:</i> right pyramid, slant height	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> b base, cubic centimeter/centimetre, sq square, square centimeter/centimetre, Δ triangle	<i>New Signs and Symbols:</i> ( ) ordered pair, ≈ approximately equal to, square root symbol	<i>New Signs and Symbols:</i> none

**Subject: Mathematics****Goal Strand: Numbers, Number Sense, and Computation**

Below 161	161 - 170	171 - 180
<b>Place Value</b>	<b>Place Value</b>	<b>Place Value</b>
	<ul style="list-style-type: none"> <li>Writes whole numbers in standard and expanded form through the tens</li> </ul>	<ul style="list-style-type: none"> <li>Counts objects that are grouped into tens and ones</li> <li>Identifies the place value and value of each digit in whole numbers through the tens place*</li> </ul>
<b>Fractions</b>	<b>Fractions</b>	<b>Fractions</b>
		<ul style="list-style-type: none"> <li>Represents <math>\frac{1}{2}</math> with a diagram or model</li> <li>Identifies equivalent fractions using visual representations*</li> </ul>
<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>
<ul style="list-style-type: none"> <li>Counts numbers 0-20*</li> </ul>	<ul style="list-style-type: none"> <li>Counts 1 to 10 objects</li> <li>Counts numbers 0-20*</li> <li>Identifies missing numbers in a series through 100</li> <li>Counts ordinal numbers (1st to 10th)</li> <li>Orders whole numbers less than 10*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the numerical and written name for whole numbers 21 to 100 (e.g., 62 is sixty-two, and vice versa)*</li> <li>Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)*</li> <li>Identifies the numeral and written name for ordinal numbers 1st to 20th (e.g., 1st is first, and vice versa)*</li> <li>Counts numbers 0-100</li> <li>Counts numbers 0-1000*</li> <li>Identifies missing numbers in a series through 100</li> <li>Counts by 2's to 100</li> <li>Counts and writes by 5's*</li> <li>Counts backwards from a given number (given number greater than 10)*</li> <li>Identifies a whole number that comes between 2 given numbers (20 to 100)*</li> <li>Counts ordinal numbers (first to tenth)</li> <li>Identifies the ordinal number that comes before, between, or after a given ordinal number (first to tenth)*</li> <li>Writes equivalent forms of whole number expressions (e.g., <math>15 + 5 = 10 + 10</math>)</li> <li>Compares whole numbers through 100*</li> <li>Compares whole numbers through 999</li> <li>Orders sets of objects 0-10*</li> <li>Orders sets of objects 0-20*</li> </ul>

Estimating and Estimation Strategies	Estimating and Estimation Strategies	Estimating and Estimation Strategies
<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>
<ul style="list-style-type: none"> <li>• Uses models to construct whole number addition facts with addends through 10*</li> <li>• Uses models to calculate whole number sums through 99*</li> <li>• Adds two 1-digit numbers with sums to 10 in horizontal format</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a number line to construct addition facts with sums through 20 (whole numbers)*</li> <li>• Uses models to calculate whole number sums through 99*</li> <li>• Uses models to calculate whole number sums through 999*</li> <li>• Adds two 1-digit numbers with sums to 10 in horizontal format</li> <li>• Adds two 1-digit numbers with sums to 10 in vertical format</li> <li>• Adds two 1-digit numbers with sums between 10 and 19 in horizontal format</li> <li>• Adds two 1-digit numbers with sums between 10 and 19 in vertical format*</li> <li>• Adds multiple 1-digit numbers</li> <li>• Uses strategies for addition facts (e.g., compatible numbers, counting on, doubles, neighbors, making tens)</li> <li>• Adds 1-digit to multiple-digit number with no regrouping*</li> <li>• Adds 2-digit numbers with no regrouping</li> <li>• Adds 2-digit to 3-digit number, with no regrouping, with sums under 1000*</li> <li>• Uses models to construct subtraction facts with differences through 10 (whole numbers)*</li> <li>• Uses models to calculate differences through 100 (whole numbers)*</li> <li>• Subtracts two 1-digit numbers horizontally</li> <li>• Subtracts a 1-digit number from a 2-digit number that is less than 20 (whole numbers only)</li> <li>• Subtracts two 1-digit numbers vertically</li> <li>• Uses strategies for subtraction facts (e.g., counting back, one less, two less)*</li> <li>• Subtracts a 2-digit number from a 2-digit number, with no regrouping</li> <li>• Adds money vertically with no regrouping*</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a number line to construct addition facts with sums through 20 (whole numbers)*</li> <li>• Uses models to calculate whole number sums through 999*</li> <li>• Uses strategies for addition facts (e.g., compatible numbers, counting on, doubles, neighbors, making tens)</li> <li>• Adds 2-digit to 3-digit number, with no regrouping, with sums under 1000*</li> <li>• Adds two or three 2-digit number with regrouping</li> <li>• Adds 1-, 2-, and/or 3-digit numbers with sums under 100*</li> <li>• Adds 3-digit numbers with no regrouping</li> <li>• Adds 3-digit numbers, with regrouping, with sums under 1000</li> <li>• Adds multiple-digit numbers, with no regrouping, with sums over 1000*</li> <li>• Uses models to calculate differences through 100 (whole numbers)*</li> <li>• Uses models to calculate differences through 1000 (whole numbers)*</li> <li>• Subtracts a 1-digit number from a 2-digit number that is less than 20 (whole numbers only)</li> <li>• Uses strategies for subtraction facts (e.g., counting back, one less, two less)*</li> <li>• Subtracts a 1-digit number from a 2-digit number with no regrouping, vertically</li> <li>• Subtracts a 1-digit number from a multiple-digit number*</li> <li>• Subtracts a 2-digit number from a 2-digit number, with no regrouping</li> <li>• Subtracts 2- and/or 3-digit numbers with no regrouping</li> <li>• Adds 1-digit numbers with sums to 18 (with parentheses)</li> <li>• Recognizes addition and subtraction fact families through 18</li> <li>• Demonstrates an understanding that vertical and horizontal representations are equivalent</li> <li>• Adds money vertically with no regrouping*</li> <li>• Identifies the value of a collection of coins to \$1.00</li> </ul>

		(with pictures of coins) • Identifies the value of a collection of coins and bills to \$10.00 by "counting on" (with picture of money)
<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>
	<ul style="list-style-type: none"> <li>Instantly recalls basic multiplication facts where one factor is 0-5 and the other factor is 0-12</li> </ul>	<ul style="list-style-type: none"> <li>Instantly recalls basic multiplication facts where one factor is 0-5 and the other factor is 0-12</li> <li>Multiplies basic facts to 10 x 10 vertically</li> </ul>
<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>
	<ul style="list-style-type: none"> <li>Solves real-world whole number addition problems with sums to 20 (result unknown)</li> </ul>	<ul style="list-style-type: none"> <li>Solves real-world whole number addition problems with sums to 20 (result unknown)</li> <li>Solves real-world whole number addition problems with sums to 20 (start unknown)*</li> <li>Solves real-world whole number addition problems with sums to 20 (change unknown)*</li> <li>Solves real-world whole number addition problems with sums to 100 (result unknown)*</li> <li>Solves real-world whole number addition problems with sums to 1000</li> <li>Solves real-world whole number problems involving subtraction with numbers under 20</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> difference, numeral	<i>New Vocabulary:</i> before, between, count, counting order, eighth, eleventh, fact family, fifth, hundred, largest, ninth, seventh, tenth, thousand
<i>New Signs and Symbols:</i> + addition, = is equal to, variable	<i>New Signs and Symbols:</i> \$ dollar sign, × multiplication, – subtraction	<i>New Signs and Symbols:</i> ( ) order of operations, ¢ cent sign, lb pound

**Subject: Mathematics****Goal Strand: Numbers, Number Sense, and Computation**

181 - 190	191 - 200	201 - 210
<b>Place Value</b>	<b>Place Value</b>	<b>Place Value</b>
<ul style="list-style-type: none"> <li>Counts objects that are grouped into tens and ones</li> <li>Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)</li> <li>Identifies the place value and value of each digit in whole numbers through the tens place*</li> <li>Identifies the place value and value of each digit in whole numbers through the hundreds place</li> <li>Identifies the place value and value of each digit in whole numbers through the thousands</li> <li>Identifies the place value and value of each digit in whole numbers through the hundred thousands</li> </ul>	<ul style="list-style-type: none"> <li>Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)</li> <li>Identifies the place value and value of each digit in whole numbers through the thousands</li> <li>Identifies the place value and value of each digit in whole numbers through the hundred thousands</li> <li>Writes whole numbers in standard and expanded form through the hundreds</li> <li>Writes whole numbers in standard and expanded form through the thousands</li> </ul>	<ul style="list-style-type: none"> <li>Writes equivalent forms of whole numbers using place value (e.g., 54 = 4 tens and 14 ones)</li> <li>Identifies the place value and value of each digit in whole numbers through the billions</li> <li>Writes whole numbers in standard and expanded form through the hundred thousands</li> <li>Applies base ten place value concepts with whole numbers to solve problems</li> <li>Writes whole numbers using place value terms and vice versa</li> <li>Identifies the place value and value of each digit to the tenths*</li> </ul>
<b>Fractions</b>	<b>Fractions</b>	<b>Fractions</b>
<ul style="list-style-type: none"> <li>Represents <math>\frac{1}{4}</math> with a diagram or model*</li> <li>Represents <math>\frac{3}{4}</math> with a diagram or model*</li> <li>Identifies equal parts by using models</li> <li>Identifies <math>\frac{1}{2}</math> from a region or set</li> <li>Identifies <math>\frac{1}{4}</math> from a region or set</li> <li>Identifies <math>\frac{2}{3}</math> or <math>\frac{3}{3}</math> from a region or set*</li> <li>Identifies tenths from a region or set*</li> <li>Identifies eighths from a region or set</li> <li>Identifies a fraction (denominators other than 2, 3, 4, 8, 10) from a region or set</li> </ul>	<ul style="list-style-type: none"> <li>Represents <math>\frac{1}{3}</math> with a diagram or model</li> <li>Identifies one-half from a region or set*</li> <li>Identifies <math>\frac{1}{4}</math> from a region or set</li> <li>Identifies <math>\frac{1}{3}</math> from a region or set</li> <li>Identifies <math>\frac{2}{3}</math> or <math>\frac{3}{3}</math> from a region or set*</li> <li>Identifies tenths from a region or set*</li> <li>Identifies a fraction (denominators other than 2, 3, 4, 8, 10) from a region or set</li> <li>Matches numeric and visual representation of equivalent fractions</li> <li>Uses models to add and subtract fractions and connect the actions to algorithms*</li> <li>Subtracts fractions with like denominators without reducing</li> </ul>	<ul style="list-style-type: none"> <li>Identifies halves of a region using nonadjacent parts</li> <li>Converts a basic fractional numeral to lowest terms (e.g., halves, thirds, quarters)*</li> <li>Writes mixed numbers as improper fractions and improper fractions as mixed numbers</li> <li>Compares fractions (e.g., common denominator, 1 in the numerator, denominator is 2, 3, 4, 6, 8, 10)</li> <li>Adds fractions with like denominators without reducing</li> <li>Adds simple mixed fractions with unlike denominators (e.g., halves, thirds, fourths, eighths)*</li> <li>Uses models to add and subtract fractions and connect the actions to algorithms*</li> <li>Subtracts fractions with like denominators without reducing</li> <li>Subtracts mixed fractions with like denominators with no regrouping</li> </ul>
<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>
<ul style="list-style-type: none"> <li>Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)*</li> <li>Identifies the numeral and written name for whole</li> </ul>	<ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using base-10 blocks*</li> <li>Identifies whole numbers over 999 using base-10 blocks*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies whole numbers over 999 using base-10 blocks*</li> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten</li> </ul>



<p>numbers to 1000 to 9999 (e.g., 3456 is three thousand, four hundred fifty-six, and vice versa)</p> <ul style="list-style-type: none"> <li>Identifies the numeral and written name for whole numbers 10,000 to 100,000</li> <li>Identifies the number that is "1 more than" a given number*</li> <li>Identifies the number that is "1 less than" a given number</li> <li>Counts numbers 0-1000*</li> <li>Counts and writes by 3's*</li> <li>Counts and writes by 4's*</li> <li>Counts and writes by 6's, 7's, 8's, or 9's*</li> <li>Counts ordinal numbers (first to tenth)</li> <li>Identifies the ordinal number that comes before, between, or after a given ordinal number (first to tenth)*</li> <li>Counts and converts to dozens with models*</li> <li>Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., <math>14 = 7 + 7</math>)*</li> <li>Writes equivalent forms of whole numbers using multiplication (e.g., <math>12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3</math>)*</li> <li>Converts to dozens without models</li> <li>Compares whole numbers through 999</li> <li>Compares whole numbers through 9999</li> <li>Orders sets of objects 0-20*</li> <li>Orders whole numbers less than 100</li> <li>Orders whole numbers less than 1000*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place</li> <li>Identifies the numeral and written name for whole numbers 10,000 to 100,000</li> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Identifies the numeral and written name for ordinal numbers 21st to 100th (e.g., 21st is twenty-first, and vice versa)*</li> <li>Counts and converts to dozens with models*</li> <li>Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., <math>14 = 7 + 7</math>)*</li> <li>Writes equivalent forms of whole numbers using multiplication (e.g., <math>12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3</math>)*</li> <li>Converts to dozens without models</li> <li>Compares sets of objects and identifies which is equal to, more than, or less than the other (1 to 10 objects)*</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers to 100, using the symbols for 'less than', 'equal to', or 'greater than' (&lt;, =, &gt;)</li> <li>Compares whole numbers through the thousands using the symbols &lt;, &gt;, or =</li> <li>Orders whole numbers less than 1000*</li> <li>Orders whole numbers less than 10,000</li> </ul>	<p>thousands place</p> <ul style="list-style-type: none"> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Identifies a whole number that comes before and/or after a given number (over 100)*</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers through the billions using the symbols &lt;, &gt;, or =*</li> <li>Orders whole numbers less than 10,000</li> <li>Orders whole numbers a million or greater</li> <li>Compares integers on a number line*</li> <li>Orders integers on a number line*</li> <li>Identifies the missing symbol to compare 2 expressions (e.g., &lt; or &gt;)</li> </ul>
<b>Estimating and Estimation Strategies</b>	<b>Estimating and Estimation Strategies</b>	<b>Estimating and Estimation Strategies</b>
<ul style="list-style-type: none"> <li>Uses rounding to estimate answers to real-world problems involving addition of numbers less than 100 (whole numbers only)</li> </ul>	<ul style="list-style-type: none"> <li>Uses rounding to estimate answers to real-world problems involving numbers less than 1000 with addition and subtraction (whole numbers only)*</li> <li>Uses front end digits to estimate answers in addition and subtraction computations (whole numbers only)*</li> <li>Uses rounding to estimate answers to addition and subtraction problems (whole numbers only)</li> </ul>	<ul style="list-style-type: none"> <li>Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater with addition and subtraction (whole numbers only)*</li> <li>Uses front end digits to estimate answers in addition and subtraction computations (whole numbers only)*</li> <li>Uses front end estimation for multiplication and division computations (whole numbers only)*</li> <li>Uses rounding to estimate answers to addition and subtraction problems (whole numbers only)</li> <li>Uses rounding to estimate answers to simple multiplication and division problems (whole numbers only)</li> </ul>
<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>
<ul style="list-style-type: none"> <li>Adds 1-digit to multiple-digit number with regrouping*</li> </ul>	<ul style="list-style-type: none"> <li>Adds 2-digit to 3-digit number with regrouping</li> <li>Uses number sense strategies to determine the correct</li> </ul>	<ul style="list-style-type: none"> <li>Instantly recalls basic addition facts with sums to 18 in a table*</li> </ul>

<ul style="list-style-type: none"> <li>• Adds two or three 2-digit number with regrouping</li> <li>• Adds 2-digit to 3-digit number with regrouping</li> <li>• Adds 3-digit numbers, with regrouping, with sums under 1000</li> <li>• Performs mental computation with 2, 3, or 4 addends</li> <li>• Adds two 3- and/or 4-digit numbers, with regrouping, with sums over 1000</li> <li>• Adds multiple-digit numbers, with regrouping, with sums over 1000</li> <li>• Uses a number line to construct subtraction facts with subtrahends and minuends through 20 (whole numbers)*</li> <li>• Uses models to calculate differences through 1000 (whole numbers)*</li> <li>• Instantly recalls basic subtraction facts with minuend less than 10*</li> <li>• Subtracts a 1-digit number from a multiple-digit number*</li> <li>• Subtracts 1-digit number from a 2-digit number with regrouping*</li> <li>• Subtracts a 2-digit number from a 2-digit number, with regrouping</li> <li>• Uses strategies for sums and differences with 2-digit numbers (e.g., decomposing, compatible, compensation, partial sums, counting on)</li> <li>• Subtracts 2- and/or 3-digit numbers with no regrouping</li> <li>• Subtracts 3- or 4-digit numbers with regrouping</li> <li>• Performs mental subtraction with numbers under 1000</li> <li>• Subtracts multiple-digit numbers with no regrouping*</li> <li>• Recognizes addition and subtraction fact families through 18</li> <li>• Adds decimals to the hundredths place (same number of digits)</li> <li>• Identifies the value of a collection of coins to \$1.00 (without picture of coins)</li> <li>• Adds money with regrouping</li> <li>• Identifies the value of a collection of coins and bills to \$10.00 by "counting on" (with picture of money)</li> <li>• Identifies the value of a collection of coins and bills to \$100.00 by "counting on"*</li> <li>• Finds equivalent combinations of coins with the same value*</li> <li>• Combines a collection of coins and identifies the</li> </ul>	<p>answer for an addition computation*</p> <ul style="list-style-type: none"> <li>• Adds two 3- and/or 4-digit numbers, with regrouping, with sums over 1000</li> <li>• Adds multiple-digit numbers, with regrouping, with sums over 1000</li> <li>• Adds multiple-digit numbers with sums under 1000</li> <li>• Uses a number line to construct subtraction facts with subtrahends and minuends through 20 (whole numbers)*</li> <li>• Adds and subtracts whole numbers using place value</li> <li>• Subtracts 1-digit number from a 2-digit number with regrouping*</li> <li>• Subtracts a 2-digit number from a 2-digit number, with regrouping</li> <li>• Uses strategies for sums and differences with 2-digit numbers (e.g., decomposing, compatible, compensation, partial sums, counting on)</li> <li>• Subtracts a 2-digit number from a 3-digit number with a single regrouping</li> <li>• Subtracts 3- or 4-digit numbers with regrouping</li> <li>• Performs mental subtraction with numbers under 1000</li> <li>• Performs mental subtraction with numbers 1000 and over</li> <li>• Subtracts multiple-digit numbers with no regrouping*</li> <li>• Adds decimals to the hundredths place (same number of digits)</li> <li>• Adds decimals to the hundredths place in vertical format (not same number of digits)*</li> <li>• Adds decimals to the thousandths place vertically with and without regrouping</li> <li>• Identifies the value of a collection of coins to \$1.00 (without picture of coins)</li> <li>• Adds money with regrouping</li> <li>• Identifies the value of a collection of coins and bills to \$10.00 by "counting on" (without picture of money)</li> <li>• Identifies the value of a collection of coins and bills to \$100.00 by "counting on"*</li> <li>• Finds equivalent combinations of coins with the same value*</li> <li>• Finds equivalent combinations of dollars and cents with the same value*</li> <li>• Subtracts decimals to the hundredths place (same number of digits) without regrouping</li> <li>• Subtracts decimals to the hundredths place (same</li> </ul>	<ul style="list-style-type: none"> <li>• Uses reasoning strategies to solve magic squares and related puzzles (addition, whole numbers only)</li> <li>• Adds multiple-digit numbers, with regrouping, with sums over 1000</li> <li>• Adds multiple-digit numbers with sums under 1000</li> <li>• Performs mental computation with more than 4 addends</li> <li>• Adds and subtracts whole numbers using place value</li> <li>• Subtracts 3- or 4-digit numbers with regrouping</li> <li>• Performs mental subtraction with numbers 1000 and over</li> <li>• Subtracts numbers with 5 digits or more with regrouping</li> <li>• Uses strategies to determine 2 or more missing digits (addition/subtraction only)</li> <li>• Adds decimals to the hundredths place in vertical format (not same number of digits)*</li> <li>• Adds decimals to the thousandths place horizontally with and without regrouping</li> <li>• Finds equivalent combinations of dollars and cents with the same value*</li> <li>• Subtracts decimals to the hundredths place (same number of digits) with regrouping</li> <li>• Subtracts decimals to the thousandths place, vertically, with and without regrouping</li> <li>• Subtracts decimals through the hundred-thousandths place, vertically*</li> </ul>
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correct notation <ul style="list-style-type: none"> <li>Subtracts decimals to the hundredths place (same number of digits) without regrouping</li> <li>Makes change to \$1.00 by "counting on" or subtracting</li> </ul>	number of digits) with regrouping <ul style="list-style-type: none"> <li>Subtracts decimals to the thousandths place, vertically, with and without regrouping</li> <li>Makes change to \$1.00 by "counting on" or subtracting</li> </ul>	
<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>
<ul style="list-style-type: none"> <li>Multiplies basic facts to 10 x 10 vertically</li> <li>Multiplies a 2-digit number by a 1-digit number with regrouping</li> <li>Uses sharing for division</li> <li>Models whole number multiplication and division algorithms (e.g., shows multiplication as repeated addition and division as repeated subtraction)</li> <li>Models multiplication and division algorithms using arrays (whole numbers)</li> <li>Instantly recalls division facts with dividend and divisors less than 10</li> </ul>	<ul style="list-style-type: none"> <li>Instantly recalls basic multiplication facts where one factor is 6-12 and the other factor is 0-12*</li> <li>Multiplies a 2- or 3-digit number by a 1-digit number with no regrouping</li> <li>Multiplies a 2-digit number by a 1-digit number with regrouping</li> <li>Multiplies a 3- or 4-digit number by a 1-digit number</li> <li>Multiplies a 2-digit number by a 2-digit number with no regrouping*</li> <li>Multiplies a 3-digit number by a 2-digit number with no regrouping</li> <li>Performs mental computation with multiplication</li> <li>Uses repeated subtraction for division*</li> <li>Models whole number multiplication and division algorithms (e.g., shows multiplication as repeated addition and division as repeated subtraction)</li> <li>Instantly recalls division facts with dividend and divisors less than 10</li> <li>Instantly recalls division facts with dividend and divisors less than 13</li> <li>Divides a 2-digit number by a 1-digit number with no remainder</li> <li>Evaluates numerical expressions using grouping symbols (whole numbers only)</li> <li>Multiplies a decimal by whole number</li> </ul>	<ul style="list-style-type: none"> <li>Uses a number line to model multiplication (whole numbers)*</li> <li>Instantly recalls basic multiplication facts where one factor is 6-12 and the other factor is 0-12*</li> <li>Instantly recalls basic multiplication and division facts in a table</li> <li>Multiplies a 2-digit number by a 1-digit number with regrouping</li> <li>Multiplies a 3- or 4-digit number by a 1-digit number</li> <li>Multiplies multiple 1-digit numbers</li> <li>Multiplies a 2-digit number by a 2-digit number with no regrouping*</li> <li>Multiplies a 2-digit number by a 2-digit number with regrouping</li> <li>Multiplies a 3-digit number by a 2-digit number with regrouping</li> <li>Performs mental computation with multiplication</li> <li>Models whole number multiplication and division algorithms (e.g., uses physical materials to show 4 groups of 3 objects)*</li> <li>Instantly recalls division facts with dividend and divisors less than 13</li> <li>Divides a 1-digit number by a 1-digit number with a remainder*</li> <li>Divides a 2-digit number by a 1-digit number with no remainder</li> <li>Divides a 2-digit number or a 3-digit number by a 1-digit number with a remainder</li> <li>Performs mental computation with division</li> <li>Divides a 3-digit number by a 1-digit number with no remainder</li> <li>Divides a 4-digit number by a 1-digit number with no remainder</li> <li>Divides a 4-digit number by a 1-digit number with a remainder*</li> <li>Divides a 2-digit number by a 2-digit number with a remainder</li> <li>Divides a 3-digit number by a multiple of 10</li> <li>Divides a 4-digit number by a 2-digit number</li> </ul>

		<ul style="list-style-type: none"> <li>• Evaluates numerical expressions using grouping symbols (whole numbers only)</li> <li>• Evaluates a numerical expression involving more than one operation*</li> <li>• Recognizes multiplication and division fact families*</li> <li>• Multiplies a decimal by whole number</li> <li>• Divides decimal by a whole number</li> </ul>
<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>
<ul style="list-style-type: none"> <li>• Solves problems using ordinal numbers*</li> <li>• Solves real-world whole number addition problems with sums to 20 (result unknown) - with extraneous information given</li> <li>• Solves real-world whole number addition problems with sums to 20 (start unknown)*</li> <li>• Solves real-world whole number addition problems with sums to 100 (result unknown)*</li> <li>• Solves real-world whole number addition problems with sums to 1000</li> <li>• Solves real-world whole number problems involving subtraction with numbers under 20</li> <li>• Solves real-world whole number problems involving subtraction with numbers 100 and under</li> <li>• Solves real-world whole number problems involving subtraction with numbers under 1000</li> <li>• Solves word problems involving basic whole number multiplication facts to <math>10 \times 10</math></li> <li>• Solves real-world whole number problems involving addition and subtraction</li> <li>• Computes with dollars and cents up to and including \$5.00 and converts to decimals (addition/subtraction only)</li> <li>• Computes 1 operation on addition or subtraction real-world problems involving money up to \$5.00</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes another student's explanation to understand more difficult problems*</li> <li>• Selects the information necessary to solve a simple problem and determines whether any further information is needed</li> <li>• Uses a variety of problem solving strategies (e.g., draws a picture, looks for patterns, makes a table or organized list, makes a problem simpler, uses process of elimination, uses trial and error, works backwards, uses models)*</li> <li>• Solves problems using ordinal numbers*</li> <li>• Solves real-world whole number addition problems with sums to 20 (result unknown) - with extraneous information given</li> <li>• Solves real-world whole number addition problems with sums to 100 (start unknown)*</li> <li>• Solves whole number addition word problems with sums over 1000</li> <li>• Solves real-world whole number problems involving subtraction with numbers 100 and under</li> <li>• Solves real-world whole number problems involving subtraction with numbers under 1000</li> <li>• Solves whole number subtraction word problems with numbers over 1000</li> <li>• Solves problems using the inverse relationship between addition and subtraction*</li> <li>• Solves word problems involving basic whole number multiplication facts to <math>10 \times 10</math></li> <li>• Solves word problems involving whole number multiplication with numbers greater than <math>10 \times 10</math></li> <li>• Solves real-world problems involving decimals (not money) using addition and subtraction</li> <li>• Computes with dollars and cents up to and including \$5.00 and converts to decimals (addition/subtraction only)</li> <li>• Computes 1 operation on real-world problems</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes another student's explanation to understand more difficult problems*</li> <li>• Selects the information necessary to solve a simple problem and determines whether any further information is needed</li> <li>• Uses a variety of problem solving strategies (e.g., draws a picture, looks for patterns, makes a table or organized list, makes a problem simpler, uses process of elimination, uses trial and error, works backwards, uses models)*</li> <li>• Uses manipulatives and models to demonstrate thinking processes*</li> <li>• Looks for a linear pattern to solve a problem</li> <li>• Solves real-world problems using reasoning strategies</li> <li>• Solves problems using ordinal numbers*</li> <li>• Uses number sense strategies to solve problems (addition/subtraction only)</li> <li>• Solves real-world whole number addition problems with sums to 100 (start unknown)*</li> <li>• Solves real-world whole number problems involving subtraction with numbers 100 and under (analysis)</li> <li>• Solves whole number subtraction word problems with numbers over 1000</li> <li>• Solves word problems involving whole number multiplication with numbers greater than <math>10 \times 10</math></li> <li>• Solves real-world problems involving 2-step multiple operations, whole numbers only</li> <li>• Computes the value of multiple bills and coins (addition/subtraction only)*</li> <li>• Computes with dollars and cents up to and including \$5.00 and converts to decimals (multiplication/division)</li> <li>• Computes addition and subtraction on multiple-step real-world problems involving money</li> <li>• Computes money problems with multiple operations (addition/subtraction only)</li> </ul>

	involving money over \$5.00 (addition/subtraction only) • Computes half price (multiplication/division)* • Computes with dollars and cents up to and including \$5.00 and converts to decimals (multiplication/division)	• Computes addition, subtraction, multiplication, and division on multiple-step, real-world problems involving money
<i>New Vocabulary:</i> changed, digit, dozen, fourth, fourths, fraction, gave, hundred thousand, left, million, number statement, one, pennies, row, smallest, ten, ten thousand, third, thirds, thousandth, unifix cubes	<i>New Vocabulary:</i> billion, capacity, deposit, hundred million, hundredths, longer, quintillion, standard numeral, symbol, thousands, trillion, zero	<i>New Vocabulary:</i> biggest, column, compatible numbers, dollar bill, expanded numeral, half-dollar, hundred thousands, hundredth, integer, inverse operation, larger, magic square, mixed number, place value, plus, remainder, ten thousands, twice
<i>New Signs and Symbols:</i> $\div$ division, long division symbol	<i>New Signs and Symbols:</i> a.m., $\approx$ approximately equal to, $^{\circ}\text{F}$ degrees Fahrenheit, ft feet, $>$ greater than, $\geq$ greater than or equal to, $<$ less than, $\leq$ less than or equal to, oz ounce, R remainder, : used with time	<i>New Signs and Symbols:</i> ? a variable, \$ dollar sign, missing operation, – negative number, $\emptyset$ null or empty set

**Subject: Mathematics****Goal Strand: Numbers, Number Sense, and Computation**

211 - 220	221 - 230	231 - 240
<b>Place Value</b>	<b>Place Value</b>	<b>Place Value</b>
<ul style="list-style-type: none"> <li>Writes whole numbers in standard and expanded form through the hundred thousands</li> <li>Identifies the place value and value of each digit to the tenths*</li> </ul>	<ul style="list-style-type: none"> <li>Writes equivalent forms of whole numbers using place value (numbers 100 or greater) (e.g., <math>253 = 2</math> hundreds, 5 tens, and 3 ones)</li> <li>Writes whole numbers in standard and exponential form</li> <li>Identifies the place value and value of each digit to the hundredths and thousandths</li> </ul>	<ul style="list-style-type: none"> <li>Writes whole numbers in standard and exponential form</li> </ul>
<b>Fractions</b>	<b>Fractions</b>	<b>Fractions</b>
<ul style="list-style-type: none"> <li>Writes improper fractions and mixed numbers from a visual representation*</li> <li>Identifies a fractions in lowest terms from a region or set</li> <li>Identifies eighths, reduced to lowest terms, from a region or set</li> <li>Expresses "1" in many different ways (e.g., <math>3/3</math>, <math>4/4</math>)*</li> <li>Expresses improper fractions as whole numbers (e.g., <math>4/2=2</math>)*</li> <li>Determines simple equivalent fractions using multiples</li> <li>Converts fractions to lowest terms</li> <li>Writes mixed numbers as improper fractions and improper fractions as mixed numbers</li> <li>Compares fractions on a number line</li> <li>Compares fractions greater than or less than a given fraction using visual representations</li> <li>Compares fractions and mixed numbers</li> <li>Compares fractions and mixed numbers using symbols</li> <li>Explains different interpretations of fractions (e.g., parts of a whole, parts of a set, and division of whole numbers by whole numbers)*</li> <li>Adds fractions with like denominators without reducing</li> <li>Adds fractions with like denominators with reducing or converting to a mixed fraction</li> <li>Adds mixed fractions with like denominators</li> <li>Adds simple mixed fractions with unlike denominators</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a fractions in lowest terms from a region or set</li> <li>Determines simple equivalent fractions using multiples</li> <li>Determines equivalent fractions using multiples</li> <li>Compares fractions (e.g., comparing numerators and denominators)</li> <li>Orders fractions on a number line*</li> <li>Uses alternative algorithms to explain the meaning of "fraction"*</li> <li>Adds fractions with like denominators with reducing or converting to a mixed fraction</li> <li>Subtracts fractions with like denominators with reducing</li> <li>Subtracts fractions with unlike denominators without reducing</li> </ul>	<ul style="list-style-type: none"> <li>Compares fractions (e.g., comparing numerators and denominators)</li> </ul>

<ul style="list-style-type: none"> <li>(e.g., halves, thirds, fourths, eighths)*</li> <li>Subtracts simple fractions with unlike denominators without reducing (e.g., halves, quarters, thirds, eighths)*</li> <li>Subtracts fractions with unlike denominators without reducing</li> <li>Subtracts mixed fractions with like denominators with no regrouping</li> </ul>		
<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>
<ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using 2-D and 3-D models*</li> <li>Identifies whole numbers over 999 using 2- and 3-D models*</li> <li>Represents a decimal to the hundredths place (e.g., three hundredths = 0.03)</li> <li>Identifies an integer from a number line</li> <li>Compares two integers</li> <li>Orders integers on a number line*</li> <li>Uses correct terminology for integers*</li> </ul>	<ul style="list-style-type: none"> <li>Determines the relative magnitude of whole numbers*</li> <li>Orders whole numbers a million or greater using &lt; or &gt; symbols*</li> <li>Compares two integers</li> <li>Orders integers</li> </ul>	
<b>Estimating and Estimation Strategies</b>	<b>Estimating and Estimation Strategies</b>	<b>Estimating and Estimation Strategies</b>
<ul style="list-style-type: none"> <li>Uses rounding to estimate answers to real-world problems involving multiplication and division of numbers less than 100 (whole numbers only)*</li> <li>Uses rounding to estimate answers to real-world problems involving numbers less than 1000 with multiplication and division (whole numbers only)*</li> <li>Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater using multiplication and division (whole numbers only)*</li> <li>Uses rounding to estimate answers to difficult multiplication and division problems (whole numbers only)</li> <li>Predicts the relative size of the answer when adding whole numbers*</li> <li>Predicts the relative size of the answer when subtracting whole numbers*</li> <li>Predicts the relative size of the answer when computing with 10's, 100's, 1000's</li> <li>Predicts the relative size of the answer when multiplying whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>Uses rounding to estimate answers to real-world problems involving multiplication and division of numbers less than 100 (whole numbers only)*</li> <li>Uses rounding to estimate answers to real-world problems involving numbers less than 1000 with multiplication and division (whole numbers only)*</li> <li>Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater using multiplication and division (whole numbers only)*</li> <li>Predicts the relative size of the answer when adding whole numbers*</li> <li>Predicts the relative size of the answer when subtracting whole numbers*</li> <li>Predicts the relative size of the answer when dividing whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>Uses estimation to solve problems involving decimals</li> </ul>
<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>
<ul style="list-style-type: none"> <li>Uses reasoning strategies to solve magic squares and related puzzles (addition, whole numbers only)</li> <li>Subtracts numbers with 5 digits or more with</li> </ul>	<ul style="list-style-type: none"> <li>Models algorithms using place value concepts (addition and subtraction with whole numbers)*</li> <li>Adds decimals to the hundredths place in horizontal</li> </ul>	<ul style="list-style-type: none"> <li>Models algorithms using place value concepts (addition and subtraction with whole numbers)*</li> <li>Subtracts a decimal from a whole number, horizontally</li> </ul>

regrouping <ul style="list-style-type: none"> <li>• Uses strategies to determine 2 or more missing digits (addition/subtraction only)</li> <li>• Adds decimals to the hundredths place in horizontal format (not same number of digits)</li> <li>• Adds decimals to the thousandths place horizontally with and without regrouping</li> <li>• Adds decimals through the hundred-thousandths place</li> <li>• Subtracts decimals to the thousandths place, vertically, with the zero missing in the ones place*</li> <li>• Subtracts decimals to the thousandths place, horizontally, with and without regrouping</li> </ul>	format (not same number of digits) <ul style="list-style-type: none"> <li>• Adds decimals through the hundred-thousandths place</li> <li>• Subtracts decimals to the hundredths place (not same number of digits)</li> <li>• Subtracts decimals to the thousandths place, horizontally, with and without regrouping</li> <li>• Subtracts decimals through the hundred-thousandths place, horizontally</li> <li>• Subtracts a decimal from a whole number, horizontally</li> </ul>	
<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>
<ul style="list-style-type: none"> <li>• Instantly recalls basic multiplication and division facts in a table</li> <li>• Multiplies a 2-digit number by a 2-digit number with regrouping</li> <li>• Multiplies a 3-digit number by a 2-digit number with regrouping</li> <li>• Performs mental computation with multiplication</li> <li>• Models whole number multiplication and division algorithms (e.g., uses physical materials to show 4 groups of 3 objects)*</li> <li>• Divides a 2-digit number or a 3-digit number by a 1-digit number with a remainder</li> <li>• Performs mental computation with division</li> <li>• Divides a 4-digit number by a 1-digit number with no remainder</li> <li>• Divides a 4-digit number by a 1-digit number with a remainder*</li> <li>• Divides a 3-digit number by a 2-digit number</li> <li>• Divides a 4-digit number by a 2-digit number</li> <li>• Solves problems using the inverse relationship between multiplication and division</li> <li>• Evaluates a numerical expression involving more than one operation*</li> <li>• Recognizes multiplication and division fact families*</li> <li>• Divides decimal by a whole number</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiplication strategies to explain computation (e.g., doubles, 9-patterns, decomposing, partial products)*</li> <li>• Models algorithms using place value concepts (multiplication and division with whole numbers)*</li> <li>• Divides a 4-digit number by a 2-digit number</li> <li>• Multiplies a decimal by 10, 100, 1000</li> </ul>	<ul style="list-style-type: none"> <li>• Models algorithms using place value concepts (multiplication and division with whole numbers)*</li> <li>• Evaluates numerical expressions using the order of operations (whole numbers only)</li> <li>• Evaluates expressions using the order of operations, including exponents (whole numbers only)</li> <li>• Multiplies a decimal by 10, 100, 1000</li> </ul>
<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>
<ul style="list-style-type: none"> <li>• Determines the additional information required to solve problems*</li> <li>• Uses pictures to represent problems*</li> <li>• Uses diagrams to represent problems</li> </ul>	<ul style="list-style-type: none"> <li>• Determines the additional information required to solve problems*</li> <li>• Uses pictures to represent problems*</li> <li>• Applies what was learned to a new and/or more</li> </ul>	<ul style="list-style-type: none"> <li>• Uses pictures to represent problems*</li> </ul>



<ul style="list-style-type: none"> <li>• Uses systematic lists to represent problems*</li> <li>• Uses manipulatives and models to demonstrate thinking processes*</li> <li>• Solves real-world problems using reasoning strategies</li> <li>• Uses number sense strategies to solve problems (multiplication/division)*</li> <li>• Evaluates number sense strategies used to solve problems*</li> <li>• Solves real-world problems involving 2-step multiple operations, whole numbers only</li> <li>• Solves real-world multiple-step problems involving whole numbers*</li> <li>• Computes the value of multiple bills and coins (addition/subtraction only)*</li> <li>• Analyzes and computes 1 operation on real-world problems involving money over \$5.00 (addition/subtraction only)*</li> <li>• Computes addition and subtraction on multiple-step real-world problems involving money</li> <li>• Computes addition, subtraction, multiplication, and division on multiple-step, real-world problems involving money</li> </ul>	<ul style="list-style-type: none"> <li>• complex problem*</li> <li>• Solves real-world problems using reasoning strategies</li> <li>• Uses number sense strategies to judge the reasonableness of given answers (multiplication/division only)</li> <li>• Solves real-world multiple-step problems involving whole numbers*</li> <li>• Computes the value of multiple bills and coins (multiplication/division)</li> </ul>	
<i>New Vocabulary:</i> coin, interest, lowest term, negative, positive, smaller, south, systematic list	<i>New Vocabulary:</i> borrow, expanded notation, exponent, range, tenths	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> { } set notation, – negative sign, ≠ not equal to, + positive number	<i>New Signs and Symbols:</i> °C degrees Celsius, × multiplication, = is equal to	<i>New Signs and Symbols:</i> • multiplication symbol (dot)

**Subject: Mathematics****Goal Strand: Numbers, Number Sense, and Computation**

231 - 240	Above 240
<b>Place Value</b>	<b>Place Value</b>
<ul style="list-style-type: none"> <li>Writes whole numbers in standard and exponential form</li> </ul>	
<b>Fractions</b>	<b>Fractions</b>
<ul style="list-style-type: none"> <li>Compares fractions (e.g., comparing numerators and denominators)</li> </ul>	
<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>
<b>Estimating and Estimation Strategies</b>	<b>Estimating and Estimation Strategies</b>
<ul style="list-style-type: none"> <li>Uses estimation to solve problems involving decimals</li> </ul>	<ul style="list-style-type: none"> <li>Uses estimation to solve problems involving decimals</li> </ul>
<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>
<ul style="list-style-type: none"> <li>Models algorithms using place value concepts (addition and subtraction with whole numbers)*</li> <li>Subtracts a decimal from a whole number, horizontally</li> </ul>	
<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>
<ul style="list-style-type: none"> <li>Models algorithms using place value concepts (multiplication and division with whole numbers)*</li> <li>Evaluates numerical expressions using the order of operations (whole numbers only)</li> <li>Evaluates expressions using the order of operations, including exponents (whole numbers only)</li> <li>Multiplies a decimal by 10, 100, 1000</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates expressions using the order of operations, including exponents (whole numbers only)</li> </ul>
<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>
<ul style="list-style-type: none"> <li>Uses pictures to represent problems*</li> </ul>	
<i>New Vocabulary: none</i>	<i>New Vocabulary: none</i>
<i>New Signs and Symbols: • multiplication symbol (dot)</i>	<i>New Signs and Symbols: none</i>

**Subject: Mathematics****Goal Strand: Numbers, Number Sense, and Computation**

Below 161	161 - 170	171 - 180
<b>Place Value</b>	<b>Place Value</b>	<b>Place Value</b>
	<ul style="list-style-type: none"> <li>Writes whole numbers in standard and expanded form through the tens</li> </ul>	<ul style="list-style-type: none"> <li>Counts objects that are grouped into tens and ones</li> <li>Identifies the place value and value of each digit in whole numbers through the tens place*</li> </ul>
<b>Fractions; Translate Fractions, Dec, Percents</b>	<b>Fractions; Translate Fractions, Dec, Percents</b>	<b>Fractions; Translate Fractions, Dec, Percents</b>
		<ul style="list-style-type: none"> <li>Represents <math>\frac{1}{2}</math> with a diagram or model</li> <li>Identifies equivalent fractions using visual representations*</li> </ul>
<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>
<ul style="list-style-type: none"> <li>Counts numbers 0-20*</li> </ul>	<ul style="list-style-type: none"> <li>Counts 1 to 10 objects</li> <li>Counts numbers 0-20*</li> <li>Identifies missing numbers in a series through 100</li> <li>Counts ordinal numbers (1st to 10th)</li> <li>Orders whole numbers less than 10*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the numerical and written name for whole numbers 21 to 100 (e.g., 62 is sixty-two, and vice versa)*</li> <li>Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)*</li> <li>Identifies the numeral and written name for ordinal numbers 1st to 20th (e.g., 1st is first, and vice versa)*</li> <li>Counts numbers 0-100</li> <li>Counts numbers 0-1000*</li> <li>Identifies missing numbers in a series through 100</li> <li>Counts by 2's to 100</li> <li>Counts and writes by 5's*</li> <li>Counts backwards from a given number (given number greater than 10)*</li> <li>Identifies a whole number that comes between 2 given numbers (20 to 100)*</li> <li>Counts ordinal numbers (first to tenth)</li> <li>Identifies the ordinal number that comes before, between, or after a given ordinal number (first to tenth)*</li> <li>Writes equivalent forms of whole number expressions (e.g., <math>15 + 5 = 10 + 10</math>)</li> <li>Compares whole numbers through 100*</li> <li>Compares whole numbers through 999</li> <li>Orders sets of objects 0-10*</li> <li>Orders sets of objects 0-20*</li> </ul>

Estimating and Estimation Strategies	Estimating and Estimation Strategies	Estimating and Estimation Strategies
<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>
<ul style="list-style-type: none"> <li>• Uses models to construct whole number addition facts with addends through 10*</li> <li>• Uses models to calculate whole number sums through 99*</li> <li>• Adds two 1-digit numbers with sums to 10 in horizontal format</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a number line to construct addition facts with sums through 20 (whole numbers)*</li> <li>• Uses models to calculate whole number sums through 99*</li> <li>• Uses models to calculate whole number sums through 999*</li> <li>• Adds two 1-digit numbers with sums to 10 in horizontal format</li> <li>• Adds two 1-digit numbers with sums to 10 in vertical format</li> <li>• Adds two 1-digit numbers with sums between 10 and 19 in horizontal format</li> <li>• Adds two 1-digit numbers with sums between 10 and 19 in vertical format*</li> <li>• Adds multiple 1-digit numbers</li> <li>• Uses strategies for addition facts (e.g., compatible numbers, counting on, doubles, neighbors, making tens)</li> <li>• Adds 1-digit to multiple-digit number with no regrouping*</li> <li>• Adds 2-digit numbers with no regrouping</li> <li>• Adds 2-digit to 3-digit number, with no regrouping, with sums under 1000*</li> <li>• Uses models to construct subtraction facts with differences through 10 (whole numbers)*</li> <li>• Uses models to calculate differences through 100 (whole numbers)*</li> <li>• Subtracts two 1-digit numbers horizontally</li> <li>• Subtracts a 1-digit number from a 2-digit number that is less than 20 (whole numbers only)</li> <li>• Subtracts two 1-digit numbers vertically</li> <li>• Uses strategies for subtraction facts (e.g., counting back, one less, two less)*</li> <li>• Subtracts a 2-digit number from a 2-digit number, with no regrouping</li> <li>• Adds money vertically with no regrouping*</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a number line to construct addition facts with sums through 20 (whole numbers)*</li> <li>• Uses models to calculate whole number sums through 999*</li> <li>• Uses strategies for addition facts (e.g., compatible numbers, counting on, doubles, neighbors, making tens)</li> <li>• Adds 2-digit to 3-digit number, with no regrouping, with sums under 1000*</li> <li>• Adds two or three 2-digit number with regrouping</li> <li>• Adds 1-, 2-, and/or 3-digit numbers with sums under 100*</li> <li>• Adds 3-digit numbers with no regrouping</li> <li>• Adds 3-digit numbers, with regrouping, with sums under 1000</li> <li>• Adds multiple-digit numbers, with no regrouping, with sums over 1000*</li> <li>• Uses models to calculate differences through 100 (whole numbers)*</li> <li>• Uses models to calculate differences through 1000 (whole numbers)*</li> <li>• Subtracts a 1-digit number from a 2-digit number that is less than 20 (whole numbers only)</li> <li>• Uses strategies for subtraction facts (e.g., counting back, one less, two less)*</li> <li>• Subtracts a 1-digit number from a 2-digit number with no regrouping, vertically</li> <li>• Subtracts a 1-digit number from a multiple-digit number*</li> <li>• Subtracts a 2-digit number from a 2-digit number, with no regrouping</li> <li>• Subtracts 2- and/or 3-digit numbers with no regrouping</li> <li>• Adds 1-digit numbers with sums to 18 (with parentheses)</li> <li>• Recognizes addition and subtraction fact families through 18</li> <li>• Demonstrates an understanding that vertical and horizontal representations are equivalent</li> <li>• Adds money vertically with no regrouping*</li> <li>• Identifies the value of a collection of coins to \$1.00</li> </ul>

		(with pictures of coins) • Identifies the value of a collection of coins and bills to \$10.00 by "counting on" (with picture of money)
<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>
	<ul style="list-style-type: none"> <li>Instantly recalls basic multiplication facts where one factor is 0-5 and the other factor is 0-12</li> </ul>	<ul style="list-style-type: none"> <li>Instantly recalls basic multiplication facts where one factor is 0-5 and the other factor is 0-12</li> <li>Multiplies basic facts to 10 x 10 vertically</li> </ul>
<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>
	<ul style="list-style-type: none"> <li>Solves real-world whole number addition problems with sums to 20 (result unknown)</li> </ul>	<ul style="list-style-type: none"> <li>Solves real-world whole number addition problems with sums to 20 (result unknown)</li> <li>Solves real-world whole number addition problems with sums to 20 (start unknown)*</li> <li>Solves real-world whole number addition problems with sums to 20 (change unknown)*</li> <li>Solves real-world whole number addition problems with sums to 100 (result unknown)*</li> <li>Solves real-world whole number addition problems with sums to 1000</li> <li>Solves real-world whole number problems involving subtraction with numbers under 20</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> difference, numeral	<i>New Vocabulary:</i> before, between, count, counting order, eighth, eleventh, fact family, fifth, hundred, largest, ninth, seventh, tenth, thousand
<i>New Signs and Symbols:</i> + addition, = is equal to, variable	<i>New Signs and Symbols:</i> \$ dollar sign, × multiplication, – subtraction	<i>New Signs and Symbols:</i> ( ) order of operations, ¢ cent sign, lb pound

**Subject: Mathematics****Goal Strand: Numbers, Number Sense, and Computation**

181 - 190	191 - 200	201 - 210
<b>Place Value</b>	<b>Place Value</b>	<b>Place Value</b>
<ul style="list-style-type: none"> <li>Counts objects that are grouped into tens and ones</li> <li>Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)</li> <li>Identifies the place value and value of each digit in whole numbers through the tens place*</li> <li>Identifies the place value and value of each digit in whole numbers through the hundreds place</li> <li>Identifies the place value and value of each digit in whole numbers through the thousands</li> <li>Identifies the place value and value of each digit in whole numbers through the hundred thousands</li> <li>Applies base ten place value concepts to solve problems using decimals*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)</li> <li>Identifies the place value and value of each digit in whole numbers through the thousands</li> <li>Identifies the place value and value of each digit in whole numbers through the hundred thousands</li> <li>Writes whole numbers in standard and expanded form through the hundreds</li> <li>Writes whole numbers in standard and expanded form through the thousands</li> </ul>	<ul style="list-style-type: none"> <li>Writes equivalent forms of whole numbers using place value (e.g., 54 = 4 tens and 14 ones)</li> <li>Identifies the place value and value of each digit in whole numbers through the billions</li> <li>Writes whole numbers in standard and expanded form through the hundred thousands</li> <li>Applies base ten place value concepts with whole numbers to solve problems</li> <li>Writes whole numbers using place value terms and vice versa</li> <li>Identifies the place value and value of each digit to the tenths*</li> </ul>
<b>Fractions; Translate Fractions, Dec, Percents</b>	<b>Fractions; Translate Fractions, Dec, Percents</b>	<b>Fractions; Translate Fractions, Dec, Percents</b>
<ul style="list-style-type: none"> <li>Represents <math>\frac{1}{4}</math> with a diagram or model*</li> <li>Represents <math>\frac{3}{4}</math> with a diagram or model*</li> <li>Identifies equal parts by using models</li> <li>Identifies <math>\frac{1}{2}</math> from a region or set</li> <li>Identifies <math>\frac{1}{4}</math> from a region or set</li> <li>Identifies <math>\frac{2}{3}</math> or <math>\frac{3}{3}</math> from a region or set*</li> <li>Identifies tenths from a region or set*</li> <li>Identifies eighths from a region or set</li> <li>Identifies a fraction (denominators other than 2, 3, 4, 8, 10) from a region or set</li> </ul>	<ul style="list-style-type: none"> <li>Represents <math>\frac{1}{3}</math> with a diagram or model</li> <li>Identifies one-half from a region or set*</li> <li>Identifies <math>\frac{1}{4}</math> from a region or set</li> <li>Identifies <math>\frac{1}{3}</math> from a region or set</li> <li>Identifies <math>\frac{2}{3}</math> or <math>\frac{3}{3}</math> from a region or set*</li> <li>Identifies tenths from a region or set*</li> <li>Identifies a fraction (denominators other than 2, 3, 4, 8, 10) from a region or set</li> <li>Matches numeric and visual representation of equivalent fractions</li> <li>Uses models to add and subtract fractions and connect the actions to algorithms*</li> <li>Subtracts fractions with like denominators without reducing</li> </ul>	<ul style="list-style-type: none"> <li>Identifies halves of a region using nonadjacent parts</li> <li>Converts a basic fractional numeral to lowest terms (e.g., halves, thirds, quarters)*</li> <li>Writes mixed numbers as improper fractions and improper fractions as mixed numbers</li> <li>Compares fractions (e.g., common denominator, 1 in the numerator, denominator is 2, 3, 4, 6, 8, 10)</li> <li>Writes a terminating decimal as a fraction or mixed number</li> <li>Adds fractions with like denominators without reducing</li> <li>Adds simple mixed fractions with unlike denominators (e.g., halves, thirds, fourths, eighths)*</li> <li>Adds whole numbers and fractions</li> <li>Uses models to add and subtract fractions and connect the actions to algorithms*</li> <li>Subtracts fractions with like denominators without reducing</li> <li>Subtracts mixed fractions with like denominators with no regrouping</li> <li>Subtracts whole numbers, fractions, and mixed</li> </ul>

		fractions* • Multiplies a fraction by a fraction without reducing to simplest form (simple problem)
<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>
<ul style="list-style-type: none"> <li>Identifies the numeral and written name for whole numbers 101 to 999 (e.g., 342 is three hundred forty-two, and vice versa)*</li> <li>Identifies the numeral and written name for whole numbers to 1000 to 9999 (e.g., 3456 is three thousand, four hundred fifty-six, and vice versa)</li> <li>Identifies the numeral and written name for whole numbers 10,000 to 100,000</li> <li>Identifies the number that is "1 more than" a given number*</li> <li>Identifies the number that is "1 less than" a given number</li> <li>Counts numbers 0-1000*</li> <li>Counts and writes by 3's*</li> <li>Counts and writes by 4's*</li> <li>Counts and writes by 6's, 7's, 8's, or 9's*</li> <li>Counts ordinal numbers (first to tenth)</li> <li>Identifies the ordinal number that comes before, between, or after a given ordinal number (first to tenth)*</li> <li>Counts and converts to dozens with models*</li> <li>Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., <math>14 = 7 + 7</math>)*</li> <li>Writes equivalent forms of whole numbers using multiplication (e.g., <math>12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3</math>)*</li> <li>Converts to dozens without models</li> <li>Compares whole numbers through 999</li> <li>Compares whole numbers through 9999</li> <li>Orders sets of objects 0-20*</li> <li>Orders whole numbers less than 100</li> <li>Orders whole numbers less than 1000*</li> <li>Compares and orders decimals to the hundredths place (same number of digits after decimal)</li> </ul>	<ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using base-10 blocks*</li> <li>Identifies whole numbers over 999 using base-10 blocks*</li> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place</li> <li>Identifies the numeral and written name for whole numbers 10,000 to 100,000</li> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Identifies the numeral and written name for ordinal numbers 21st to 100th (e.g., 21st is twenty-first, and vice versa)*</li> <li>Counts and converts to dozens with models*</li> <li>Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., <math>14 = 7 + 7</math>)*</li> <li>Writes equivalent forms of whole numbers using multiplication (e.g., <math>12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3</math>)*</li> <li>Converts to dozens without models</li> <li>Compares sets of objects and identifies which is equal to, more than, or less than the other (1 to 10 objects)*</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers to 100, using the symbols for 'less than', 'equal to', or 'greater than' (&lt;, =, &gt;)</li> <li>Compares whole numbers through the thousands using the symbols &lt;, &gt;, or =</li> <li>Orders whole numbers less than 1000*</li> <li>Orders whole numbers less than 10,000</li> <li>Identifies a decimal on a number line to the tenths place*</li> <li>Compares and orders money in decimal form</li> <li>Compares and orders decimals to the thousandths place (same number of digits after decimal)*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies whole numbers over 999 using base-10 blocks*</li> <li>Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place</li> <li>Identifies the numeral and written name for whole numbers over 100,000</li> <li>Identifies a whole number that comes before and/or after a given number (over 100)*</li> <li>Compares whole numbers through 999,999</li> <li>Compares whole numbers through the billions using the symbols &lt;, &gt;, or =*</li> <li>Orders whole numbers less than 10,000</li> <li>Orders whole numbers a million or greater</li> <li>Compares integers on a number line*</li> <li>Orders integers on a number line*</li> <li>Writes a number "squared" in factored form*</li> <li>Identifies the missing symbol to compare 2 expressions (e.g., &lt; or &gt;)</li> </ul>
<b>Estimating and Estimation Strategies</b>	<b>Estimating and Estimation Strategies</b>	<b>Estimating and Estimation Strategies</b>
<ul style="list-style-type: none"> <li>Rounds 2- and 3- digit whole numbers to the nearest ten</li> <li>Rounds 3-digit whole numbers to the nearest hundred</li> <li>Uses rounding to estimate answers to real-world problems involving addition of numbers less than 100</li> </ul>	<ul style="list-style-type: none"> <li>Rounds 2- and 3- digit whole numbers to the nearest ten</li> <li>Rounds 3-digit whole numbers to the nearest hundred</li> <li>Uses rounding to estimate answers to real-world problems involving numbers less than 1000 with</li> </ul>	<ul style="list-style-type: none"> <li>Rounds 4-, 5-, and 6-digit whole numbers to the nearest ten</li> <li>Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred</li> <li>Rounds 4-, 5-, and 6-digit whole numbers to the</li> </ul>

(whole numbers only)	<p>addition and subtraction (whole numbers only)*</p> <ul style="list-style-type: none"> <li>• Uses front end digits to estimate answers in addition and subtraction computations (whole numbers only)*</li> <li>• Uses rounding to estimate answers to addition and subtraction problems (whole numbers only)</li> <li>• Uses rounding to estimate answers to 1-step problems involving answers less than \$1 (whole numbers only, e.g., 10 cents + 10 cents)*</li> <li>• Uses rounding to estimate answers to 1-step problems involving answers less than \$20 (decimals only, e.g., \$1.20 + \$2.75)</li> </ul>	<p>nearest thousand</p> <ul style="list-style-type: none"> <li>• Rounds whole numbers to the nearest hundred thousand</li> <li>• Explains the rules for rounding*</li> <li>• Rounds decimals to the nearest whole number*</li> <li>• Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater with addition and subtraction (whole numbers only)*</li> <li>• Uses front end digits to estimate answers in addition and subtraction computations (whole numbers only)*</li> <li>• Uses front end estimation for multiplication and division computations (whole numbers only)*</li> <li>• Uses rounding to estimate answers to addition and subtraction problems (whole numbers only)</li> <li>• Uses rounding to estimate answers to simple multiplication and division problems (whole numbers only)</li> <li>• Uses rounding to estimate answers to 1-step problems involving answers \$20 or greater (using decimals)*</li> <li>• Uses rounding to estimate answers to 2-step problems involving money (whole numbers only)*</li> <li>• Uses rounding to estimate answers to 2-step problems involving money (using decimals)</li> </ul>
<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>
<ul style="list-style-type: none"> <li>• Adds 1-digit to multiple-digit number with regrouping*</li> <li>• Adds two or three 2-digit number with regrouping</li> <li>• Adds 2-digit to 3-digit number with regrouping</li> <li>• Adds 3-digit numbers, with regrouping, with sums under 1000</li> <li>• Performs mental computation with 2, 3, or 4 addends</li> <li>• Adds two 3- and/or 4-digit numbers, with regrouping, with sums over 1000</li> <li>• Adds multiple-digit numbers, with regrouping, with sums over 1000</li> <li>• Uses a number line to construct subtraction facts with subtrahends and minuends through 20 (whole numbers)*</li> <li>• Uses models to calculate differences through 1000 (whole numbers)*</li> <li>• Instantly recalls basic subtraction facts with minuend less than 10*</li> <li>• Subtracts a 1-digit number from a multiple-digit number*</li> </ul>	<ul style="list-style-type: none"> <li>• Adds 2-digit to 3-digit number with regrouping</li> <li>• Uses number sense strategies to determine the correct answer for an addition computation*</li> <li>• Adds two 3- and/or 4-digit numbers, with regrouping, with sums over 1000</li> <li>• Adds multiple-digit numbers, with regrouping, with sums over 1000</li> <li>• Adds multiple-digit numbers with sums under 1000</li> <li>• Uses a number line to construct subtraction facts with subtrahends and minuends through 20 (whole numbers)*</li> <li>• Adds and subtracts whole numbers using place value</li> <li>• Subtracts 1-digit number from a 2-digit number with regrouping*</li> <li>• Subtracts a 2-digit number from a 2-digit number, with regrouping</li> <li>• Uses strategies for sums and differences with 2-digit numbers (e.g., decomposing, compatible, compensation, partial sums, counting on)</li> <li>• Subtracts a 2-digit number from a 3-digit number with</li> </ul>	<ul style="list-style-type: none"> <li>• Instantly recalls basic addition facts with sums to 18 in a table*</li> <li>• Uses reasoning strategies to solve magic squares and related puzzles (addition, whole numbers only)</li> <li>• Adds multiple-digit numbers, with regrouping, with sums over 1000</li> <li>• Adds multiple-digit numbers with sums under 1000</li> <li>• Performs mental computation with more than 4 addends</li> <li>• Adds and subtracts whole numbers using place value</li> <li>• Subtracts 3- or 4-digit numbers with regrouping</li> <li>• Performs mental subtraction with numbers 1000 and over</li> <li>• Subtracts numbers with 5 digits or more with regrouping</li> <li>• Uses strategies to determine 2 or more missing digits (addition/subtraction only)</li> <li>• Adds decimals to the hundredths place in vertical format (not same number of digits)*</li> <li>• Adds decimals to the thousandths place horizontally</li> </ul>



<ul style="list-style-type: none"> <li>Subtracts 1-digit number from a 2-digit number with regrouping*</li> <li>Subtracts a 2-digit number from a 2-digit number, with regrouping</li> <li>Uses strategies for sums and differences with 2-digit numbers (e.g., decomposing, compatible, compensation, partial sums, counting on)</li> <li>Subtracts 2- and/or 3-digit numbers with no regrouping</li> <li>Subtracts 3- or 4-digit numbers with regrouping</li> <li>Performs mental subtraction with numbers under 1000</li> <li>Subtracts multiple-digit numbers with no regrouping*</li> <li>Recognizes addition and subtraction fact families through 18</li> <li>Adds decimals to the hundredths place (same number of digits)</li> <li>Identifies the value of a collection of coins to \$1.00 (without picture of coins)</li> <li>Adds money with regrouping</li> <li>Identifies the value of a collection of coins and bills to \$10.00 by "counting on" (with picture of money)</li> <li>Identifies the value of a collection of coins and bills to \$100.00 by "counting on"*</li> <li>Finds equivalent combinations of coins with the same value*</li> <li>Combines a collection of coins and identifies the correct notation</li> <li>Subtracts decimals to the hundredths place (same number of digits) without regrouping</li> <li>Makes change to \$1.00 by "counting on" or subtracting</li> </ul>	<ul style="list-style-type: none"> <li>a single regrouping</li> <li>Subtracts 3- or 4-digit numbers with regrouping</li> <li>Performs mental subtraction with numbers under 1000</li> <li>Performs mental subtraction with numbers 1000 and over</li> <li>Subtracts multiple-digit numbers with no regrouping*</li> <li>Adds decimals to the hundredths place (same number of digits)</li> <li>Adds decimals to the hundredths place in vertical format (not same number of digits)*</li> <li>Adds decimals to the thousandths place vertically with and without regrouping</li> <li>Identifies the value of a collection of coins to \$1.00 (without picture of coins)</li> <li>Adds money with regrouping</li> <li>Identifies the value of a collection of coins and bills to \$10.00 by "counting on" (without picture of money)</li> <li>Identifies the value of a collection of coins and bills to \$100.00 by "counting on"*</li> <li>Finds equivalent combinations of coins with the same value*</li> <li>Finds equivalent combinations of dollars and cents with the same value*</li> <li>Subtracts decimals to the hundredths place (same number of digits) without regrouping</li> <li>Subtracts decimals to the hundredths place (same number of digits) with regrouping</li> <li>Subtracts decimals to the thousandths place, vertically, with and without regrouping</li> <li>Makes change to \$1.00 by "counting on" or subtracting</li> </ul>	<ul style="list-style-type: none"> <li>with and without regrouping</li> <li>Finds equivalent combinations of dollars and cents with the same value*</li> <li>Subtracts decimals to the hundredths place (same number of digits) with regrouping</li> <li>Subtracts decimals to the thousandths place, vertically, with and without regrouping</li> <li>Subtracts decimals through the hundred-thousandths place, vertically*</li> </ul>
<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>
<ul style="list-style-type: none"> <li>Multiplies basic facts to 10 x 10 vertically</li> <li>Multiplies a 2-digit number by a 1-digit number with regrouping</li> <li>Uses sharing for division</li> <li>Models whole number multiplication and division algorithms (e.g., shows multiplication as repeated addition and division as repeated subtraction)</li> <li>Models multiplication and division algorithms using arrays (whole numbers)</li> <li>Instantly recalls division facts with dividend and divisors less than 10</li> </ul>	<ul style="list-style-type: none"> <li>Instantly recalls basic multiplication facts where one factor is 6-12 and the other factor is 0-12*</li> <li>Multiplies a 2- or 3-digit number by a 1-digit number with no regrouping</li> <li>Multiplies a 2-digit number by a 1-digit number with regrouping</li> <li>Multiplies a 3- or 4-digit number by a 1-digit number</li> <li>Multiplies a 2-digit number by a 2-digit number with no regrouping*</li> <li>Multiplies a 3-digit number by a 2-digit number with no regrouping</li> <li>Performs mental computation with multiplication</li> <li>Uses repeated subtraction for division*</li> </ul>	<ul style="list-style-type: none"> <li>Uses a number line to model multiplication (whole numbers)*</li> <li>Instantly recalls basic multiplication facts where one factor is 6-12 and the other factor is 0-12*</li> <li>Instantly recalls basic multiplication and division facts in a table</li> <li>Multiplies a 2-digit number by a 1-digit number with regrouping</li> <li>Multiplies a 3- or 4-digit number by a 1-digit number</li> <li>Multiplies multiple 1-digit numbers</li> <li>Multiplies a 2-digit number by a 2-digit number with no regrouping*</li> <li>Multiplies a 2-digit number by a 2-digit number with</li> </ul>

	<ul style="list-style-type: none"> <li>Models whole number multiplication and division algorithms (e.g., shows multiplication as repeated addition and division as repeated subtraction)</li> <li>Instantly recalls division facts with dividend and divisors less than 10</li> <li>Instantly recalls division facts with dividend and divisors less than 13</li> <li>Divides a 2-digit number by a 1-digit number with no remainder</li> <li>Uses strategies to determine 1 missing digit (multiplication/division only)</li> <li>Multiplies a decimal by whole number</li> </ul>	<ul style="list-style-type: none"> <li>regrouping</li> <li>Multiplies a 3-digit number by a 2-digit number with regrouping</li> <li>Performs mental computation with multiplication</li> <li>Multiplies a 2- or 3-digit number by multiples of 10 or 100</li> <li>Multiplies a 3-digit number by a 3-digit number</li> <li>Models whole number multiplication and division algorithms (e.g., uses physical materials to show 4 groups of 3 objects)*</li> <li>Instantly recalls division facts with dividend and divisors less than 13</li> <li>Divides a 1-digit number by a 1-digit number with a remainder*</li> <li>Divides a 2-digit number by a 1-digit number with no remainder</li> <li>Divides a 2-digit number or a 3-digit number by a 1-digit number with a remainder</li> <li>Performs mental computation with division</li> <li>Divides a 3-digit number by a 1-digit number with no remainder</li> <li>Divides a 4-digit number by a 1-digit number with no remainder</li> <li>Divides a 4-digit number by a 1-digit number with a remainder*</li> <li>Divides a 2-digit number by a 2-digit number with a remainder</li> <li>Divides a 3-digit number by a multiple of 10</li> <li>Divides a 4-digit number by a 2-digit number</li> <li>Recognizes multiplication and division fact families*</li> <li>Multiplies a decimal by whole number</li> <li>Divides decimal by a whole number</li> </ul>
<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>
<ul style="list-style-type: none"> <li>Solves problems using ordinal numbers*</li> <li>Determines whether a set of objects has an odd or even number of elements</li> <li>Distinguishes between odd and even numbers</li> <li>Solves real-world whole number addition problems with sums to 20 (result unknown) - with extraneous information given</li> <li>Solves real-world whole number addition problems with sums to 20 (start unknown)*</li> <li>Solves real-world whole number addition problems with sums to 100 (result unknown)*</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes another student's explanation to understand more difficult problems*</li> <li>Selects the information necessary to solve a simple problem and determines whether any further information is needed</li> <li>Uses a variety of problem solving strategies (e.g., draws a picture, looks for patterns, makes a table or organized list, makes a problem simpler, uses process of elimination, uses trial and error, works backwards, uses models)*</li> <li>Looks for a simple linear pattern in a table to solve a</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes another student's explanation to understand more difficult problems*</li> <li>Selects the information necessary to solve a simple problem and determines whether any further information is needed</li> <li>Uses a variety of problem solving strategies (e.g., draws a picture, looks for patterns, makes a table or organized list, makes a problem simpler, uses process of elimination, uses trial and error, works backwards, uses models)*</li> <li>Uses manipulatives and models to demonstrate</li> </ul>

<ul style="list-style-type: none"> <li>Solves real-world whole number addition problems with sums to 1000</li> <li>Solves real-world whole number problems involving subtraction with numbers under 20</li> <li>Solves real-world whole number problems involving subtraction with numbers 100 and under</li> <li>Solves real-world whole number problems involving subtraction with numbers under 1000</li> <li>Solves word problems involving basic whole number multiplication facts to <math>10 \times 10</math></li> <li>Solves word problems with whole number division facts with dividend and divisors less than 11 involving money</li> <li>Solves real-world whole number problems involving addition and subtraction</li> <li>Demonstrates an understanding of the zero property of multiplication</li> <li>Demonstrates an understanding of the inverse relationship between multiplication and division</li> <li>Computes with dollars and cents up to and including \$5.00 and converts to decimals (addition/subtraction only)</li> <li>Computes 1 operation on addition or subtraction real-world problems involving money up to \$5.00</li> </ul>	<p>problem</p> <ul style="list-style-type: none"> <li>Solves problems using ordinal numbers*</li> <li>Distinguishes between odd and even numbers</li> <li>Identifies numbers as composite</li> <li>Solves real-world whole number addition problems with sums to 20 (result unknown) - with extraneous information given</li> <li>Solves real-world whole number addition problems with sums to 100 (start unknown)*</li> <li>Solves whole number addition word problems with sums over 1000</li> <li>Solves real-world whole number problems involving subtraction with numbers 100 and under</li> <li>Solves real-world whole number problems involving subtraction with numbers under 1000</li> <li>Solves whole number subtraction word problems with numbers over 1000</li> <li>Solves problems using the inverse relationship between addition and subtraction*</li> <li>Solves word problems involving basic whole number multiplication facts to <math>10 \times 10</math></li> <li>Solves word problems involving whole number multiplication with numbers greater than <math>10 \times 10</math></li> <li>Solves word problems with whole number division facts with dividend and divisors less than 11</li> <li>Solves simple word problems involving whole number division with remainder (e.g., 1-step, 1-digit divisor)*</li> <li>Evaluates numerical expressions using grouping symbols (whole numbers only)</li> <li>Demonstrates an understanding of the commutative property of multiplication with simple problems*</li> <li>Demonstrates an understanding of the zero property of multiplication</li> <li>Demonstrates an understanding of the multiplicative property of 1 (identity)</li> <li>Solves real-world 1-step problems involving addition and subtraction of fractions with like denominators</li> <li>Solves real-world 1-step problems involving multiplication or division of a whole number by a fraction*</li> <li>Solves real-world problems involving decimals (not money) using addition and subtraction</li> <li>Computes with dollars and cents up to and including \$5.00 and converts to decimals (addition/subtraction</li> </ul>	<p>thinking processes*</p> <ul style="list-style-type: none"> <li>Solves real-world problems using reasoning strategies</li> <li>Solves problems using ordinal numbers*</li> <li>Uses number sense strategies to solve problems (addition/subtraction only)</li> <li>Determines multiples of a whole number*</li> <li>Determines common multiples of whole numbers*</li> <li>Applies rules of divisibility by 5's*</li> <li>Applies rules of divisibility by 2's</li> <li>Solves real-world whole number addition problems with sums to 100 (start unknown)*</li> <li>Solves real-world whole number problems involving subtraction with numbers 100 and under (analysis)</li> <li>Solves whole number subtraction word problems with numbers over 1000</li> <li>Solves word problems involving whole number multiplication with numbers greater than <math>10 \times 10</math></li> <li>Solves word problems with whole number division facts with dividend and divisors less than 11</li> <li>Solves simple word problems involving whole number division with remainder (e.g., 1-step, 1-digit divisor)*</li> <li>Solves whole number word problems with division over <math>10 \times 10</math></li> <li>Evaluates numerical expressions using grouping symbols (whole numbers only)</li> <li>Evaluates a numerical expression involving more than one operation*</li> <li>Solves real-world problems involving 2-step multiple operations, whole numbers only</li> <li>Demonstrates an understanding of the associative property of addition*</li> <li>Demonstrates an understanding of the commutative property of addition</li> <li>Demonstrates an understanding of the zero property of addition (identity)</li> <li>Demonstrates an understanding of symmetric property applied to basic addition and subtraction facts (e.g., <math>10 = 2 + 8</math> is the same as <math>2 + 8 = 10</math> or <math>7 = 10 - 3</math> is the same as <math>10 - 3 = 7</math>)*</li> <li>Demonstrates an understanding of the commutative property of multiplication with simple problems*</li> <li>Demonstrates an understanding of symmetric property applied to multiplication (e.g., <math>8 \times 4 = 32</math> is the same as <math>32 = 8 \times 4</math>)*</li> </ul>
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	<ul style="list-style-type: none"> <li>only)</li> <li>• Computes 1 operation on real-world problems involving money over \$5.00 (addition/subtraction only)</li> <li>• Computes half price (multiplication/division)*</li> <li>• Computes with dollars and cents up to and including \$5.00 and converts to decimals (multiplication/division)</li> <li>• Computes 1 operation on real-world problems involving money over \$5.00 (multiplication/division)</li> </ul>	<ul style="list-style-type: none"> <li>• Solves real-world 1-step problems involving addition and subtraction of fractions with like denominators</li> <li>• Computes the value of multiple bills and coins (addition/subtraction only)*</li> <li>• Computes with dollars and cents up to and including \$5.00 and converts to decimals (multiplication/division)</li> <li>• Computes addition and subtraction on multiple-step real-world problems involving money</li> <li>• Computes money problems with multiple operations (addition/subtraction only)</li> <li>• Computes addition, subtraction, multiplication, and division on multiple-step, real-world problems involving money</li> <li>• Solves real-world problems involving addition and subtraction of integers*</li> <li>• Uses the commutative property of addition with rational numbers*</li> </ul>
<i>New Vocabulary:</i> changed, closest, digit, dozen, even number, factor, fourth, fourths, fraction, gave, hundred thousand, left, million, nearest, number statement, odd number, one, pennies, round, row, smallest, symmetrical, ten, ten thousand, third, thirds, thousandth, unifix cubes	<i>New Vocabulary:</i> billion, capacity, composite number, deposit, each, hundred million, hundredths, longer, prime number, quintillion, standard numeral, symbol, thousands, trillion, zero	<i>New Vocabulary:</i> above, annual, below, biggest, column, common multiple, commutative, compatible numbers, divisible, dollar bill, expanded numeral, half-dollar, hundred thousands, hundredth, integer, inverse operation, kilowatt, larger, magic square, mixed number, multiple, place value, plus, remainder, ten thousands, twice
<i>New Signs and Symbols:</i> { } set notation, ÷ division, long division symbol	<i>New Signs and Symbols:</i> a.m., ≈ approximately equal to, °F degrees Fahrenheit, ft feet, > greater than, ≥ greater than or equal to, < less than, ≤ less than or equal to, oz ounce, R remainder, : used with time	<i>New Signs and Symbols:</i> ? a variable, \$ dollar sign, ° degrees, °C degrees Celsius, missing operation, – negative number, ∅ null or empty set, p.m.

**Subject: Mathematics****Goal Strand: Numbers, Number Sense, and Computation**

211 - 220	221 - 230	231 - 240
<b>Place Value</b>	<b>Place Value</b>	<b>Place Value</b>
<ul style="list-style-type: none"> <li>Writes whole numbers in standard and expanded form through the hundred thousands</li> <li>Identifies the place value and value of each digit to the tenths*</li> <li>Applies base ten place value concepts to solve problems using decimals (analysis)*</li> </ul>	<ul style="list-style-type: none"> <li>Writes equivalent forms of whole numbers using place value (numbers 100 or greater) (e.g., 253 = 2 hundreds, 5 tens, and 3 ones)</li> <li>Writes whole numbers in standard and exponential form</li> <li>Identifies the place value and value of each digit to the hundredths and thousandths</li> <li>Identifies the place value and value of each digit in numbers through the ten thousandths and beyond</li> </ul>	<ul style="list-style-type: none"> <li>Writes whole numbers in standard and exponential form</li> <li>Writes a number expressed in scientific notation in standard form*</li> <li>Writes a whole number in scientific notation</li> <li>Writes a decimal in scientific notation*</li> </ul>
<b>Fractions; Translate Fractions, Dec, Percents</b>	<b>Fractions; Translate Fractions, Dec, Percents</b>	<b>Fractions; Translate Fractions, Dec, Percents</b>
<ul style="list-style-type: none"> <li>Writes improper fractions and mixed numbers from a visual representation*</li> <li>Identifies a fractions in lowest terms from a region or set</li> <li>Identifies eighths, reduced to lowest terms, from a region or set</li> <li>Expresses "1" in many different ways (e.g., <math>\frac{3}{3}</math>, <math>\frac{4}{4}</math>)*</li> <li>Expresses improper fractions as whole numbers (e.g., <math>\frac{4}{2}=2</math>)*</li> <li>Determines simple equivalent fractions using multiples</li> <li>Converts fractions to lowest terms</li> <li>Writes mixed numbers as improper fractions and improper fractions as mixed numbers</li> <li>Compares fractions on a number line</li> <li>Compares fractions greater than or less than a given fraction using visual representations</li> <li>Compares fractions and mixed numbers</li> <li>Compares fractions and mixed numbers using symbols</li> <li>Explains different interpretations of fractions (e.g., parts of a whole, parts of a set, and division of whole numbers by whole numbers)*</li> <li>Expresses a simple fraction as a decimal</li> <li>Writes a simple mixed fraction as a decimal and vice versa</li> <li>Writes a fraction or mixed number as a decimal when</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a fractions in lowest terms from a region or set</li> <li>Determines simple equivalent fractions using multiples</li> <li>Determines equivalent fractions using multiples</li> <li>Compares fractions (e.g., comparing numerators and denominators)</li> <li>Orders fractions on a number line*</li> <li>Uses alternative algorithms to explain the meaning of "fraction"*</li> <li>Writes a simple mixed fraction as a decimal and vice versa</li> <li>Writes a fraction or mixed number as a decimal when the denominator is a multiple of 10</li> <li>Writes a ratio as a decimal and vice versa*</li> <li>Expresses a percent as a fraction and vice versa</li> <li>Writes a ratio as a percent and vice versa*</li> <li>Expresses the equivalent form of a fraction, decimal, and/or percent (simple fraction)*</li> <li>Adds fractions with like denominators with reducing or converting to a mixed fraction</li> <li>Adds fractions with unlike denominators without reducing</li> <li>Adds fractions with unlike denominators with reducing or converting to a mixed fraction</li> <li>Adds whole numbers, fractions, and mixed fractions</li> </ul>	<ul style="list-style-type: none"> <li>Compares fractions (e.g., comparing numerators and denominators)</li> <li>Writes a ratio as a decimal and vice versa*</li> <li>Writes a fraction as a decimal and vice versa</li> <li>Writes a fraction as a mixed decimal and vice versa*</li> <li>Expresses a decimal as a whole number (e.g., 1.3 thousand = ?)*</li> <li>Expresses a percent as a fraction and vice versa</li> <li>Writes a ratio as a percent and vice versa*</li> <li>Adds fractions with unlike denominators with reducing or converting to a mixed fraction</li> <li>Adds whole numbers, fractions, and mixed fractions without reducing</li> <li>Adds mixed fractions where converting from improper fractions is necessary</li> <li>Subtracts whole numbers, fractions, and mixed fractions with regrouping</li> <li>Uses models to multiply and divide fractions and connect the actions to algorithms*</li> <li>Multiplies mixed fractions</li> <li>Uses models to multiply and divide fractions and mixed fractions and connect the actions to algorithms*</li> <li>Divides a fraction by a fraction</li> <li>Divides a fraction by a whole number</li> <li>Divides a whole number by a fraction*</li> </ul>

<p>the denominator is a multiple of 10</p> <ul style="list-style-type: none"> <li>Writes a basic percent as a fraction and vice versa (e.g., 10%, 25%, 50%, 100%)*</li> <li>Expresses a percent as a fraction with 100 as the denominator and vice versa</li> <li>Writes a basic percent as a decimal and vice versa*</li> <li>Expresses a percent as a decimal and vice versa</li> <li>Adds fractions with like denominators without reducing</li> <li>Adds fractions with like denominators with reducing or converting to a mixed fraction</li> <li>Adds fractions with unlike denominators without reducing</li> <li>Adds mixed fractions with like denominators</li> <li>Adds simple mixed fractions with unlike denominators (e.g., halves, thirds, fourths, eighths)*</li> <li>Subtracts simple fractions with unlike denominators without reducing (e.g., halves, quarters, thirds, eighths)*</li> <li>Subtracts fractions with unlike denominators without reducing</li> <li>Subtracts mixed fractions with like denominators with no regrouping</li> <li>Subtracts mixed fractions with unlike denominators with no regrouping</li> <li>Multiplies a fraction by a fraction where reducing to simplest form is necessary</li> <li>Multiplies a fraction by a whole number</li> </ul>	<p>without reducing</p> <ul style="list-style-type: none"> <li>Adds mixed fractions where converting from improper fractions is necessary</li> <li>Subtracts fractions with like denominators with reducing</li> <li>Subtracts fractions with unlike denominators without reducing</li> <li>Subtracts fractions with unlike denominators with reducing*</li> <li>Subtracts mixed fractions with unlike denominators with no regrouping</li> <li>Subtracts whole numbers, fractions, and mixed fractions with regrouping</li> <li>Multiplies a fraction by a fraction without reducing to simplest form (complex problem)</li> <li>Multiplies a fraction by a fraction where reducing to simplest form is necessary</li> <li>Multiplies a fraction by a whole number</li> <li>Multiplies mixed fractions</li> <li>Divides a fraction by a fraction</li> <li>Divides a mixed fraction by a fraction</li> </ul>	<ul style="list-style-type: none"> <li>Divides a mixed fraction by a whole number*</li> <li>Divides a whole number by a mixed fraction*</li> <li>Divides a mixed fraction by a fraction</li> <li>Divides a fraction by a mixed fraction*</li> <li>Divides a mixed fraction by a mixed fraction</li> </ul>
<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>
<ul style="list-style-type: none"> <li>Identifies whole numbers 100 - 999 using 2-D and 3-D models*</li> <li>Identifies whole numbers over 999 using 2- and 3-D models*</li> <li>Represents a decimal to the hundredths place (e.g., three hundredths = 0.03)</li> <li>Writes a decimal for a shaded region to the tenths place*</li> <li>Identifies an integer from a number line</li> <li>Compares two integers</li> <li>Orders integers on a number line*</li> <li>Uses correct terminology for integers*</li> <li>Identifies the percent represented in a 2-D region*</li> <li>Writes a power as a product of multiplied numbers and vice versa (e.g., <math>2^4 = 2 \times 2 \times 2 \times 2</math>)</li> </ul>	<ul style="list-style-type: none"> <li>Determines the relative magnitude of whole numbers*</li> <li>Orders whole numbers a million or greater using &lt; or &gt; symbols*</li> <li>Represents a decimal to thousandths place (e.g., three thousandths = 0.003)</li> <li>Represents a decimal to the hundred thousandths place - (e.g., three hundred thousandths = 0.00003)*</li> <li>Writes a decimal for a shaded region to the hundredths place</li> <li>Compares and orders decimals to the hundredths place (not same number of digits after decimal)*</li> <li>Compares and orders decimals to the thousandths place (not same number of digits after decimal)</li> <li>Compares and orders decimals past the thousandths place*</li> </ul>	<ul style="list-style-type: none"> <li>Orders rational numbers, in a/b form*</li> <li>Compares and orders decimal and fractional coordinates on a number line*</li> <li>Estimates relative magnitude of fractions, decimals, and percents*</li> <li>Orders fractions, decimals, and percents</li> <li>Orders fractions, decimals, and integers on a number line*</li> <li>Estimates percent using 2-D regions*</li> <li>Compares and orders percent*</li> <li>Uses powers of 10 to represent numbers (e.g., <math>8 \times 10^3 = 8000</math>)</li> <li>Compares numbers written exponentially</li> <li>Uses correct terminology for powers*</li> </ul>

<ul style="list-style-type: none"> <li>• Uses powers to represent 10, 100, 1000, 10,000, and 100,000</li> </ul>	<ul style="list-style-type: none"> <li>• Compares two integers</li> <li>• Orders integers</li> <li>• Locates rational numbers on a number line</li> <li>• Orders rational numbers, in a/b form*</li> <li>• Orders fractions and decimals to the hundred thousandths</li> <li>• Identifies the percent represented in a given model*</li> <li>• Writes a power as a product of multiplied numbers and vice versa (e.g., <math>2^4 = 2 \times 2 \times 2 \times 2</math>)</li> <li>• Uses powers of 10 to represent numbers (e.g., <math>8 \times 10^3 = 8000</math>)</li> <li>• Uses powers to represent 10, 100, 1000, 10,000, and 100,000</li> <li>• Compares numbers written exponentially</li> <li>• Defines "absolute value"*</li> </ul>	
Estimating and Estimation Strategies	Estimating and Estimation Strategies	Estimating and Estimation Strategies
<ul style="list-style-type: none"> <li>• Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred</li> <li>• Rounds 4-, 5-, and 6-digit whole numbers to the nearest thousand</li> <li>• Rounds 4-, 5-, and 6-digit whole numbers to the nearest ten thousand</li> <li>• Rounds decimals to the nearest whole number*</li> <li>• Rounds decimals to the nearest tenth</li> <li>• Uses rounding to estimate answers to real-world problems involving multiplication and division of numbers less than 100 (whole numbers only)*</li> <li>• Uses rounding to estimate answers to real-world problems involving numbers less than 1000 with multiplication and division (whole numbers only)*</li> <li>• Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater using multiplication and division (whole numbers only)*</li> <li>• Uses rounding to estimate answers to difficult multiplication and division problems (whole numbers only)</li> <li>• Uses rounding to estimate answers to 1-step problems involving answers \$20 or greater (using decimals)*</li> <li>• Uses rounding to estimate answers to 2-step problems involving money (using decimals)</li> <li>• Uses referent numbers to estimate answers when adding and subtracting fractions and mixed numbers*</li> <li>• Predicts the relative size of the answer when adding whole numbers*</li> </ul>	<ul style="list-style-type: none"> <li>• Rounds whole numbers to the nearest million*</li> <li>• Rounds whole numbers to the nearest billion*</li> <li>• Rounds decimals to the nearest hundredth</li> <li>• Uses rounding to estimate answers to real-world problems involving multiplication and division of numbers less than 100 (whole numbers only)*</li> <li>• Uses rounding to estimate answers to real-world problems involving numbers less than 1000 with multiplication and division (whole numbers only)*</li> <li>• Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater using multiplication and division (whole numbers only)*</li> <li>• Uses rounding to estimate answers to real-world problems involving fractions and mixed numbers*</li> <li>• Uses estimation to solve problems involving fractions and mixed numbers</li> <li>• Predicts the relative size of the answer when adding whole numbers*</li> <li>• Predicts the relative size of the answer when subtracting whole numbers*</li> <li>• Predicts the relative size of the answer when dividing whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Rounds decimals to the nearest hundredth</li> <li>• Rounds decimals to nearest thousandth*</li> <li>• Rounds decimals to nearest ten-thousandth*</li> <li>• Uses estimation to solve problems involving decimals</li> <li>• Determines the most accurate answer (fractions only)*</li> <li>• Uses estimation to solve problems involving proportional reasoning (decimals only)</li> <li>• Predicts the relative size of the answer when dividing a smaller whole number by a larger whole number</li> <li>• Describes the effects of multiplying a number by a number between 0 and 1*</li> </ul>

<ul style="list-style-type: none"> <li>Predicts the relative size of the answer when subtracting whole numbers*</li> <li>Predicts the relative size of the answer when computing with 10's, 100's, 1000's</li> <li>Predicts the relative size of the answer when multiplying whole numbers</li> </ul>		
<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>
<ul style="list-style-type: none"> <li>Uses reasoning strategies to solve magic squares and related puzzles (addition, whole numbers only)</li> <li>Subtracts numbers with 5 digits or more with regrouping</li> <li>Uses strategies to determine 2 or more missing digits (addition/subtraction only)</li> <li>Adds decimals to the hundredths place in horizontal format (not same number of digits)</li> <li>Adds decimals to the thousandths place horizontally with and without regrouping</li> <li>Adds decimals through the hundred-thousandths place</li> <li>Subtracts decimals to the thousandths place, vertically, with the zero missing in the ones place*</li> <li>Subtracts decimals to the thousandths place, horizontally, with and without regrouping</li> <li>Adds integers with like signs</li> </ul>	<ul style="list-style-type: none"> <li>Models algorithms using place value concepts (addition and subtraction with whole numbers)*</li> <li>Adds decimals to the hundredths place in horizontal format (not same number of digits)</li> <li>Adds decimals through the hundred-thousandths place</li> <li>Subtracts decimals to the hundredths place (not same number of digits)</li> <li>Subtracts decimals to the thousandths place, horizontally, with and without regrouping</li> <li>Subtracts decimals through the hundred-thousandths place, horizontally</li> <li>Subtracts a decimal from a whole number, horizontally</li> <li>Adds integers with unlike signs</li> <li>Adds several positive and negative integers</li> <li>Adds rational expressions in decimal form</li> <li>Adds and subtracts percent</li> </ul>	<ul style="list-style-type: none"> <li>Represents absolute value using positive and negative numbers*</li> <li>Models algorithms using place value concepts (addition and subtraction with whole numbers)*</li> <li>Subtracts a decimal from a whole number, horizontally</li> <li>Adds integers with unlike signs</li> <li>Adds several positive and negative integers</li> <li>Subtracts integers*</li> <li>Subtracts rational expressions in decimal form*</li> </ul>
<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>
<ul style="list-style-type: none"> <li>Instantly recalls basic multiplication and division facts in a table</li> <li>Multiplies a 2-digit number by a 2-digit number with regrouping</li> <li>Multiplies a 3-digit number by a 2-digit number with regrouping</li> <li>Performs mental computation with multiplication</li> <li>Multiplies a 3-digit number by a 3-digit number</li> <li>Multiplies a 4- or more digit number by multiples of 100 or 1000</li> <li>Multiplies multiple-digit numbers</li> <li>Models whole number multiplication and division algorithms (e.g., uses physical materials to show 4 groups of 3 objects)*</li> <li>Divides a 2-digit number or a 3-digit number by a 1-digit number with a remainder</li> <li>Performs mental computation with division</li> <li>Divides a 4-digit number by a 1-digit number with no remainder</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiplication strategies to explain computation (e.g., doubles, 9-patterns, decomposing, partial products)*</li> <li>Multiplies multiple-digit numbers</li> <li>Models algorithms using place value concepts (multiplication and division with whole numbers)*</li> <li>Divides a 4-digit number by a 2-digit number</li> <li>Divides multiple-digit numbers</li> <li>Divides numbers by powers of 10*</li> <li>Multiplies a decimal by a decimal, vertical form (factors to tenths or hundredths)</li> <li>Multiplies a decimal by a decimal (factors to hundredths)</li> <li>Multiplies a decimal by 10, 100, 1000</li> <li>Multiplies a decimal by a decimal (factors to thousandths)</li> <li>Divides a decimal by 10, 100, 1000</li> <li>Divides a decimal by a decimal</li> <li>Multiplies integers with unlike signs*</li> </ul>	<ul style="list-style-type: none"> <li>Models algorithms using place value concepts (multiplication and division with whole numbers)*</li> <li>Divides multiple-digit numbers</li> <li>Uses appropriate algorithms to represent multiplication or division with whole numbers*</li> <li>Multiplies a decimal by 10, 100, 1000</li> <li>Divides a whole number by a decimal</li> <li>Divides a decimal by 10, 100, 1000</li> <li>Divides a decimal by a decimal</li> <li>Multiplies integers with like signs*</li> <li>Divides integers with like signs*</li> <li>Evaluates numerical expressions using the order of operations (using integers)*</li> <li>Multiplies rational expressions*</li> <li>Calculates sums combining fractions, decimals, and percents</li> <li>Calculates the power of a number (e.g., <math>8 = 2^3</math>)</li> <li>Evaluates expressions containing powers (e.g., <math>3^2 \times 2^3</math>)</li> </ul>



<ul style="list-style-type: none"> <li>Divides a 4-digit number by a 1-digit number with a remainder*</li> <li>Divides a 3-digit number by a 2-digit number</li> <li>Divides a 4-digit number by a 2-digit number</li> <li>Solves problems using the inverse relationship between multiplication and division</li> <li>Divides a whole number by a whole number and expresses the remainder as a decimal*</li> <li>Divides multiple-digit numbers</li> <li>Uses strategies to determine 2 or more missing digits (multiplication/division only)*</li> <li>Recognizes multiplication and division fact families*</li> <li>Multiplies a decimal by a decimal, vertical form (factors to tenths or hundredths)</li> <li>Multiplies a decimal by a decimal (factors to hundredths)</li> <li>Divides decimal by a whole number</li> <li>Multiplies integers with unlike signs*</li> <li>Divides integers with unlike signs*</li> <li>Calculates the value of a power (e.g., <math>2^3 = 8</math>)</li> <li>Calculates basic percents of a number (e.g., 10%, 20%, 25%, 50%, 100%)</li> </ul>	<ul style="list-style-type: none"> <li>Uses a number line to determine the midpoint between a positive and negative number*</li> <li>Divides integers with unlike signs*</li> <li>Calculates the value of a power (e.g., <math>2^3 = 8</math>)</li> <li>Calculates basic percents of a number (e.g., 10%, 20%, 25%, 50%, 100%)</li> <li>Calculates a percent of a number (e.g., 6% of 30)</li> <li>Calculates a number from a percent (e.g., 4 is 9% of what)</li> </ul>	<ul style="list-style-type: none"> <li>Applies rules for multiplying and dividing powers</li> <li>Calculates the positive square root of a perfect square</li> <li>Calculates a percent of a number (e.g., 6% of 30)</li> <li>Calculates the percent one number is of another (e.g., 20 is what % of 90)</li> <li>Simplifies rational expressions with absolute value</li> <li>Performs basic operations on matrices*</li> </ul>
<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>
<ul style="list-style-type: none"> <li>Analyzes another student's explanation to understand complex problems*</li> <li>Determines the required information for solving a difficult problem and whether any further information is needed*</li> <li>Determines the additional information required to solve problems*</li> <li>Uses pictures to represent problems*</li> <li>Uses diagrams to represent problems</li> <li>Uses systematic lists to represent problems*</li> <li>Uses manipulatives and models to demonstrate thinking processes*</li> <li>Solves real-world problems using reasoning strategies</li> <li>Uses number sense strategies to solve problems (multiplication/division)*</li> <li>Evaluates number sense strategies used to solve problems*</li> <li>Recognizes characteristics of odd and even numbers</li> <li>Determines factors of whole numbers</li> <li>Completes a factor tree for a number (prime</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes another student's explanation to understand complex problems*</li> <li>Identifies the question from a problem solving situation</li> <li>Determines the required information for solving a difficult problem and whether any further information is needed*</li> <li>Determines the additional information required to solve problems*</li> <li>Uses pictures to represent problems*</li> <li>Applies what was learned to a new and/or more complex problem*</li> <li>Solves real-world problems using reasoning strategies</li> <li>Uses number sense strategies to judge the reasonableness of given answers (multiplication/division only)</li> <li>Recognizes characteristics of odd and even numbers</li> <li>Determines factors of whole numbers</li> <li>Completes a factor tree for a number (prime factorization)*</li> </ul>	<ul style="list-style-type: none"> <li>Uses equivalent representations to understand new mathematical content*</li> <li>Uses pictures to represent problems*</li> <li>Determines the prime factorization of a number</li> <li>Applies rules of divisibility by 3's*</li> <li>Applies rules of divisibility</li> <li>Evaluates numerical expressions using the order of operations (whole numbers only)</li> <li>Evaluates expressions using the order of operations, including exponents (whole numbers only)</li> <li>Solves real-world problems involving addition and subtraction of fractions where converting both denominators is necessary</li> <li>Solves 2- or more step real-world problems involving fractions with multiplication and division</li> <li>Solves problems involving fractions (e.g., multiple operations, conversions)*</li> <li>Solves real-world problems involving rate of pay</li> <li>Solves real-world problems involving rate of pay with time and a half*</li> </ul>

<ul style="list-style-type: none"> <li>factorization)*</li> <li>Determines multiples of a whole number*</li> <li>Determines common multiples of whole numbers*</li> <li>Identifies numbers as prime</li> <li>Identifies common factors of two or more numbers*</li> <li>Identifies the greatest common factor of whole numbers</li> <li>Applies rules of divisibility by 5's*</li> <li>Solves whole number word problems with division over 10 x 10</li> <li>Solves complex word problems involving whole number division with remainder (e.g., 2-step, 2-digit divisor)</li> <li>Evaluates a numerical expression involving more than one operation*</li> <li>Solves real-world problems involving 2-step multiple operations, whole numbers only</li> <li>Solves real-world multiple-step problems involving whole numbers*</li> <li>Demonstrates an understanding of the inverse relationship between addition and subtraction</li> <li>Demonstrates an understanding of the commutative property of multiplication with simple problems*</li> <li>Demonstrates an understanding of the associative property of multiplication</li> <li>Demonstrates an understanding of the distributive property of multiplication by decomposing a term*</li> <li>Solves real-world problems involving addition and subtraction of fractions where converting one denominator is necessary</li> <li>Solves 1-step real-world problems involving fractions with multiplication and division</li> <li>Computes the value of multiple bills and coins (addition/subtraction only)*</li> <li>Analyzes and computes 1 operation on real-world problems involving money over \$5.00 (addition/subtraction only)*</li> <li>Solves real-world problems involving decimals (not money) using multiplication*</li> <li>Analyzes and computes 1 operation on real-world problems involving money over \$5.00 (multiplication/division)</li> <li>Computes with dollars and cents over \$5.00 and converts to decimals (multiplication/division)</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple number theory concepts to solve problems (e.g., factors, digits, odd/even, divisibility)</li> <li>Determines common denominators of fractions</li> <li>Uses factor and multiple concepts to solve simple problems</li> <li>Identifies common factors of two or more numbers*</li> <li>Identifies the greatest common factor of whole numbers</li> <li>Uses divisibility concepts to solve problems*</li> <li>Solves complex word problems involving whole number division with remainder (e.g., 2-step, 2-digit divisor)</li> <li>Uses division for multiple-step real-world problems (whole numbers)*</li> <li>Solves real-world multiple-step problems involving whole numbers*</li> <li>Demonstrates an understanding of the commutative property of multiplication with complex problems (e.g., parenthesis, 3 factors)</li> <li>Demonstrates an understanding of multiple properties</li> <li>Solves real-world problems involving addition and subtraction of fractions where converting one denominator is necessary</li> <li>Solves 1-step real-world problems involving fractions with multiplication and division</li> <li>Solves 2- or more step real-world problems involving fractions with multiplication and division</li> <li>Solves problems involving fractions (e.g., multiple operations, conversions)*</li> <li>Solves real-world problems involving rate of pay</li> <li>Computes with dollars and cents over \$5.00 and converts to decimals (multiplication/division)</li> <li>Computes the value of multiple bills and coins (multiplication/division)</li> <li>Solves difficult real-world problems involving decimals (e.g., multiple multiplications, conversions)</li> <li>Solves real-world problems involving addition and subtraction of integers*</li> <li>Solves problems involving addition and subtraction of integers*</li> <li>Solves real-world problems involving multiplication and division of integers*</li> <li>Uses the distributive property</li> </ul>	<ul style="list-style-type: none"> <li>Solves difficult real-world problems involving decimals (e.g., multiple multiplications, conversions)</li> <li>Solves real-world problems involving addition and subtraction of integers (analysis)*</li> <li>Solves real-world problems involving multiplication and division of integers (analysis)*</li> <li>Identifies the distributive property*</li> <li>Uses the distributive property</li> <li>Solves problems with scientific notation*</li> </ul>
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<ul style="list-style-type: none"> <li>• Computes addition and subtraction on multiple-step real-world problems involving money</li> <li>• Computes addition, subtraction, multiplication, and division on multiple-step, real-world problems involving money</li> <li>• Solves real-world problems involving addition and subtraction of integers*</li> <li>• Solves real-world problems involving multiplication and division of integers*</li> <li>• Uses the commutative property of addition with rational numbers*</li> <li>• Demonstrates an understanding that division by 0 is undefined*</li> </ul>		
<i>New Vocabulary:</i> coin, common factor, decimal form, decimal point, factor tree, greatest common factor, interest, lowest term, lowest terms, negative, positive, proof, reduce, smaller, south, standard form, systematic list, triple	<i>New Vocabulary:</i> absolute value, borrow, common denominator, compute, cord, expanded notation, exponent, half hour, heaviest, least common denominator, lightest, lowest common denominator, net, range, real number, short, ten million, ten thousandth, tenths, thousandths, whole	<i>New Vocabulary:</i> cubed, discount, identity element, matrix, prime factor, prime factorization, scientific notation, tenth power, time-and-a-half
<i>New Signs and Symbols:</i> ( ) parenthesis around an integer, in. inch, – negative sign, ≠ not equal to, % percent, + positive number	<i>New Signs and Symbols:</i> gal gallon, • multiplication symbol (dot), # number, × multiplication, = is equal to	<i>New Signs and Symbols:</i> [ ] square brackets,    absolute value, BC, km kilometer/kilometre, • point, segment overbar, square root symbol, – subtraction

**Subject: Mathematics****Goal Strand: Numbers, Number Sense, and Computation**

241 - 250	251 - 260	261 - 270
<b>Place Value</b>	<b>Place Value</b>	<b>Place Value</b>
<ul style="list-style-type: none"> <li>Writes a number expressed in scientific notation in standard form*</li> <li>Writes a whole number in scientific notation</li> <li>Writes a decimal in scientific notation*</li> </ul>	<ul style="list-style-type: none"> <li>Writes a rational number in scientific notation*</li> </ul>	
<b>Fractions; Translate Fractions, Dec, Percents</b>	<b>Fractions; Translate Fractions, Dec, Percents</b>	<b>Fractions; Translate Fractions, Dec, Percents</b>
<ul style="list-style-type: none"> <li>Expresses the equivalent form of a fraction, decimal, and/or percent (complex fraction)*</li> </ul>	<ul style="list-style-type: none"> <li>Expresses a percent over 100 or under 1 as a fraction in lowest terms and vice versa*</li> </ul>	
<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>	<b>Counting; Comparing and Ordering</b>
	<ul style="list-style-type: none"> <li>Uses fractional and negative exponents as optional ways of representing problem situations (e.g., <math>27^{2/3} = (27^{1/3})^2 = 9</math>)*</li> </ul>	<ul style="list-style-type: none"> <li>Defines "irrational numbers"*</li> </ul>
<b>Estimating and Estimation Strategies</b>	<b>Estimating and Estimation Strategies</b>	<b>Estimating and Estimation Strategies</b>
<ul style="list-style-type: none"> <li>Uses estimation to solve problems involving decimals</li> <li>Estimates the square roots of numbers</li> </ul>		
<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>	<b>Computation; Facts (Addition/Subtraction)</b>
<ul style="list-style-type: none"> <li>Uses a number line to determine the distance between a positive and negative number</li> <li>Subtracts integers*</li> </ul>		
<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>	<b>Computation; Facts (Multiplication/Division)</b>
<ul style="list-style-type: none"> <li>Evaluates numerical expressions using the order of operations (using integers)*</li> <li>Evaluates expressions using the order of operations, including exponents (using integers)*</li> <li>Simplifies rational expressions with exponents*</li> <li>Calculates the percent one number is of another (e.g., 20 is what % of 90)</li> <li>Calculates a percent of a rational number (e.g., 6% of 0.78)</li> <li>Simplifies rational expressions with scientific notation</li> <li>Performs basic operations on matrices*</li> </ul>	<ul style="list-style-type: none"> <li>Simplifies rational expressions with exponents*</li> <li>Performs basic operations on matrices*</li> </ul>	<ul style="list-style-type: none"> <li>Simplifies rational expressions with negative exponents</li> </ul>
<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>	<b>Solving Problems and Number Theory</b>
<ul style="list-style-type: none"> <li>Uses equivalent representations to understand new mathematical content*</li> <li>Uses reasoning strategies to solve problems*</li> </ul>	<ul style="list-style-type: none"> <li>Uses equivalent representations to understand new mathematical content*</li> <li>Uses reasoning strategies to solve problems*</li> </ul>	

<ul style="list-style-type: none"> <li>• Determines the prime factorization of a number using powers</li> <li>• Uses factor and multiple concepts to solve difficult problems</li> <li>• Identifies the least common multiple of whole numbers*</li> <li>• Identifies the greatest common factor and least common multiple of multiple whole numbers*</li> <li>• Evaluates expressions using the order of operations, including exponents (whole numbers only)</li> <li>• Solves real-world problems involving addition and subtraction of integers (analysis)*</li> <li>• Solves real-world problems involving multiplication and division of integers (analysis)*</li> <li>• Identifies the associative property of addition*</li> <li>• Uses the multiplicative inverse property with rational numbers*</li> <li>• Solves problems with scientific notation*</li> </ul>	<ul style="list-style-type: none"> <li>• Uses factor and multiple concepts to solve difficult problems</li> <li>• Uses prime and relatively prime concepts to solve problems*</li> <li>• Solves problems using multiple number theory concepts (e.g., prime, GCF and LCM, multiples, factors)</li> <li>• Identifies the commutative property of multiplication*</li> <li>• Uses the additive inverse property with rational numbers*</li> <li>• Solves problems with scientific notation*</li> </ul>	
<i>New Vocabulary:</i> least common multiple	<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> non-repeating decimal, rational number, repeating, repeating decimal
<i>New Signs and Symbols:</i> LCM lowest common multiple	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Mathematics****Goal Strand: Numbers, Number Sense, and Computation**

261 - 270	Above 270
Place Value	Place Value
Fractions; Translate Fractions, Dec, Percents	Fractions; Translate Fractions, Dec, Percents
Counting; Comparing and Ordering	Counting; Comparing and Ordering
• Defines "irrational numbers"*	
Estimating and Estimation Strategies	Estimating and Estimation Strategies
Computation; Facts (Addition/Subtraction)	Computation; Facts (Addition/Subtraction)
Computation; Facts (Multiplication/Division)	Computation; Facts (Multiplication/Division)
• Simplifies rational expressions with negative exponents	
Solving Problems and Number Theory	Solving Problems and Number Theory
	• Identifies the least common multiple of numbers in their prime factored state*
<i>New Vocabulary:</i> non-repeating decimal, rational number, repeating, repeating decimal	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Identifier	<b>Lander - Grade Pre-Kindergarten - Science</b>	Introduced	Completed
PKSc1	<b>PHYSICAL SCIENCE</b>		
PKSc1.1	Explore and demonstrate how objects move		
PKSc1.2	Investigate how objects react when placed in water		
PKSc1.3	Sort objects according to observable properties (e.g., by shape and color)		
PKSc1.4	Identify hot and cold		
PKSc2	<b>LIFE SCIENCE</b>		
PKSc2.1	Identify humans, animals, and plants		
PKSc2.2	Use the five senses to explore and investigate the natural world		
PKSc2.3	Identify the basic need for air, water and food		
PKSc2.4	Investigate animals and their offspring		
PKSc2.5	Explore and identify a variety of animals and plants		
PKSc3	<b>EARTH AND SPACE SCIENCES</b>		
PKSc3.1	Observe and identify weather from day to day		
PKSc4	<b>ENVIRONMENTAL SCIENCES</b>		
PKSc4.1	Identify animals and their homes		
PKSc5	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
PKSc5.1	Observe their world		
PKSc5.2	Ask questions about their world		
PKSc5.3	Share ideas with others		

Identifier	<b>Nevada - Kindergarten - Science</b>		Introduced	Completed
<b>K S PS</b>	<b>PHYSICAL SCIENCE</b>			
K S PS 1.K.1	Forces and Motion	Investigate and describe how objects move.		
K S PS 1.K.4	Forces and Motion	Observe and describe how objects behave when placed in water.		
<b>K S LS</b>	<b>LIFE SCIENCE</b>			
K S LS 6.K.1	Structure and Function	Observe and describe animal attributes.		
K S LS 6.K.2	Structure and Function	Compare and contrast how humans and animals use their senses.		
K S LS 8.K.1	Heredity and Diversity	Observe and describe how animals have offspring that are the same kind of animal.		
K S LS 8.K.2	Heredity and Diversity	Sort animals by observable characteristics.		
<b>K S ESS</b>	<b>EARTH AND SPACE SCIENCES</b>			
K S ESS 13.K.2	Cycles of Matter and Energy	Observe and record weather from day to day.		
<b>K S ES</b>	<b>ENVIRONMENTAL SCIENCES</b>			
K S ES 15.K.1	Ecosystems	Recognize that animals live in different places.		
<b>K S SI</b>	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
K S SI 21.K.1	Scientific Values and Attitudes	Ask questions about the world.		
K S SI 22.K.3	Communication Skills	Share information and ideas with others.		



Identifier	<b>Lander - Kindergarten - Science</b>	Introduced	Completed
OKSc1	<b>PHYSICAL SCIENCE</b>		
OKSc1.1	Investigate, observe, and describe how objects move		
OKSc1.2	Observe and describe how objects react when placed in water		
OKSc1.3	Describe observable materials and properties of objects		
OKSc2	<b>LIFE SCIENCE</b>		
OKSc2.1	Observe and describe attributes of animals		
OKSc2.2	Compare and contrast how humans and animals use their senses		
OKSc2.3	Observe and explain that animals have offspring that are the same kind of animal		
OKSc2.4	Sort animals by observable characteristics		
OKSc3	<b>EARTH AND SPACE SCIENCES</b>		
OKSc3.1	Observe and record weather from day to day		
OKSc3.2	Observe patterns in nature (e.g., leaves and feathers, night and day, weather conditions)		
OKSc4	<b>ENVIRONMENTAL SCIENCES</b>		
OKSc4.1	Recognize and explain that animals live in different places		
OKSc5	<b>THE NATURE AND HISTORY OF SCIENCE</b>		
OKSc5.1	Compare objects/ products made of different materials		
OKSc5.2	Build simple structures		
OKSc6	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
OKSc6.1	Ask questions about the world		
OKSc6.2	Conduct investigations independently and with a partner		
OKSc6.3	Use simple equipment, tools, and resources to gather information		
OKSc6.4	Share information and ideas with others		

Identifier	Kamico - Grade 1 - Science	Introduced	Completed
	<b>SCIENTIFIC PROCESSES</b>		
S 1.1.1A	Demonstrate safe practices during classroom and field investigations.		
S 1.1.1B	Learn how to use and conserve resources and materials.		
S 1.1.2A	Ask questions about organisms, objects, and events.		
S 1.1.2B	Plan and conduct simple descriptive investigations.		
S 1.1.2C	Gather information using simple equipment and tools to extend the senses.		
S 1.1.2D	Construct reasonable explanations and draw conclusions.		
S 1.1.2E	Communicate explanations about investigations.		
S 1.1.3A	Make decisions using information.		
S 1.1.3B	Discuss and justify the merits of decisions.		
S 1.1.3C	Explain a problem in his/her own words and identify a task and solution related to the problem.		
S 1.1.4A	Collect information using tools including hand lenses, clocks, computers, thermometers, and balances.		
S 1.1.4B	Record and compare collected information.		
S 1.1.4C	Measure organisms and objects and parts of organisms and objects, using nonstandard units such as paper clips, hands, and pencils.		
	<b>SCIENCE CONCEPTS</b>		
S 1.1.5A	Sort objects and events based on properties and patterns.		
S 1.1.5B	Identify, predict, and create patterns including those seen in charts, graphs, and numbers.		
S 1.1.6A	Sort organisms and objects according to their parts and characteristics.		
S 1.1.6B	Observe and describe the parts of plants and animals.		
S 1.1.6C	Manipulate objects such as toys, vehicles, or construction sets so that the parts are separated from the whole, which may result in the part or the whole not working.		
S 1.1.6D	Identify parts that, when put together, can do things they cannot do by themselves, such as a working camera with film, a car moving with a motor, and an airplane flying with fuel.		
S 1.1.7A	Observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement.		
S 1.1.7B	Identify and test ways that heat may cause change such as when ice melts.		
S 1.1.7C	Observe and record changes in weather from day to day and over seasons.		
S 1.1.7D	Observe and record changes in the life cycle of organisms.		
S 1.1.8A	Group living organisms and nonliving objects.		
S 1.1.8B	Compare living organisms and nonliving objects.		
S 1.1.9A	Identify characteristics of living organisms that allow their basic needs to be met.		
S 1.1.9B	Compare and give examples of the ways living organisms depend on each other for their basic needs.		
S 1.1.10A	Identify and describe a variety of natural sources of water including streams, lakes, and oceans.		
S 1.1.10B	Observe and describe differences in rocks and soil samples.		
S 1.1.10C	Identify how rocks, soil, and water are used and how they can be recycled.		

Identifier	Nevada - Grade 1 - Science		Introduced	Completed
1 S PS	<b>PHYSICAL SCIENCE</b>			
1 S PS 1.1.5	Forces and Motion	Observe and describe how magnets can be used to make objects move without being touched.		
1 S PS 3.1.2	Energy and Matter	Observe and describe materials in different states (i.e., solids and liquids).		
1 S LS	<b>LIFE SCIENCE</b>			
1 S LS 6.1.1	Structure and Function	Observe and describe plant attributes.		
1 S LS 6.1.2	Structure and Function	Use the five senses to investigate the natural world.		
1 S LS 8.1.1	Heredity and Diversity	Investigate and describe how particular plants have seeds that produce the same kind of plant.		
1 S LS 8.1.2	Heredity and Diversity	Sort plants by observable characteristics.		
1 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
1 S ESS 13.1.2	Cycles of Matter and Energy	Observe and record seasonal changes.		
1 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
1 S ES 15.1.1	Ecosystems	Recognize that plants grow in different places.		
1 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
1 S NHS 20.1.1	Systems, Models, Risk, and Predictions	Use toy models (e.g., miniature cars, toy animals) to explain the things they represent.		
1 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
1 S SI 21.1.1	Scientific Values and Attitudes	Make observations and give descriptions.		
1 S SI 22.1.2	Communication Skills	Draw pictures that describe observations.		
1 S SI 22.1.3	Communication Skills	Respect ideas and contributions of others.		
1 S SI 23.1.5	Scientific Applications of Mathematics	Make predictions based on observed patterns.		
1 S SI 24.1.4	Laboratory Skills and Safety	Record observations.		

Identifier	<b>Lander - Grade 1 - Science</b>	Introduced	Completed
1Sc1	<b>PHYSICAL SCIENCE</b>		
1Sc1.1	Make objects move, stop, change direction, or balance		
1Sc1.2	Observe and describe how magnets can be used to make objects move without being touched		
1Sc1.3	Observe and describe materials in different states (e.g., solids and liquids)		
1Sc2	<b>LIFE SCIENCE</b>		
1Sc2.1	Observe, compare, and describe attributes of plants		
1Sc2.2	Use the five senses to investigate the natural world		
1Sc2.3	Identify and compare needs common to most living things (e.g., air, water, light)		
1Sc2.4	Investigate and describe how particular plants have seeds that produce the same kind of plant		
1Sc2.5	Sort plants by observable characteristics		
1Sc3	<b>EARTH AND SPACE SCIENCES</b>		
1Sc3.1	Observe, describe, and record seasonal changes over time		
1Sc3.2	Observe and describe basic properties of soil and rocks		
1Sc4	<b>ENVIRONMENTAL SCIENCES</b>		
1Sc4.1	Recognize that plants grow in different places		
1Sc5	<b>THE NATURE AND HISTORY OF SCIENCE</b>		
1Sc5.1	Design and build structures		
1Sc5.2	Use models (e.g., miniature toy cars, toy animals) to explain the things they represent		
1Sc6	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
1Sc6.1	Conduct investigations independently and with a partner		
1Sc6.2	Use simple equipment, tools, and resources to gather information		
1Sc6.3	Make observations and give descriptions		
1Sc6.4	Draw pictures that describe observations and explanations		
1Sc6.5	Record observations using pictures and words in a science notebook/journal		
1Sc6.6	Make predictions based on observed patterns		
1Sc6.7	Raise new questions based on observations and interactions		
1Sc6.8	Respect ideas and contributions of others		

Identifier	Kamico - Grade 2 - Science	Introduced	Completed
	<b>SCIENTIFIC PROCESSES</b>		
S 2.1.1A	Demonstrate safe practices during classroom and field investigations.		
S 2.1.1B	Learn how to use and conserve resources and dispose of materials.		
S 2.1.2A	Ask questions about organisms, objects, and events.		
S 2.1.2B	Plan and conduct simple descriptive investigations.		
S 2.1.2C	Compare results of investigations with what students and scientists know about the world.		
S 2.1.2D	Gather information using simple equipment and tools to extend the senses.		
S 2.1.2E	Construct reasonable explanations and draw conclusions using information and prior knowledge.		
S 2.1.2F	Communicate explanations about investigations.		
S 2.1.3A	Make decisions using information.		
S 2.1.3B	Discuss and justify the merits of decisions.		
S 2.1.3C	Explain a problem in his/her own words and identify a task and solution related to the problem.		
S 2.1.4A	Collect information using tools including rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, and balances.		
S 2.1.4B	Measure and compare organisms and objects and parts of organisms and objects, using standard and nonstandard units.		
	<b>SCIENCE CONCEPTS</b>		
S 2.1.5A	Classify and sequence organisms, objects, and events based on properties and patterns.		
S 2.1.5B	Identify, predict, replicate, and create patterns including those seen in charts, graphs, and numbers.		
S 2.1.6A	Manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working, such as flashlights without batteries and plants without leaves.		
S 2.1.6B	Manipulate, predict, and identify parts that, when put together, can do things they cannot do by themselves, such as a guitar and guitar strings.		
S 2.1.6C	Observe and record the functions of plant parts.		
S 2.1.6D	Observe and record the functions of animal parts.		
S 2.1.7A	Observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement.		
S 2.1.7B	Identify, predict, and test uses of heat to cause change such as melting and evaporation.		
S 2.1.7C	Demonstrate a change in the motion of an object by giving the object a push or a pull.		
S 2.1.7D	Observe, measure, and record changes in weather, the night sky, and seasons.		
S 2.1.8A	Identify characteristics of living organisms.		
S 2.1.8B	Identify characteristics of nonliving objects.		
S 2.1.9A	Identify the external characteristics of different kinds of plants and animals that allow their needs to be met.		
S 2.1.9B	Compare and give examples of the ways living organisms depend on each other and on their environments.		
S 2.1.10A	Describe and illustrate the water cycle.		
S 2.1.10B	Identify uses of natural resources.		

Identifier	Nevada - Grade 2 - Science		Introduced	Completed
2 S PS	<b>PHYSICAL SCIENCE</b>			
2 S PS 1.2.1	Forces and Motion	Observe and describe objects moving at different speeds.		
2 S PS 1.2.3	Forces and Motion	Assemble, take apart, and reassemble constructions using interlocking blocks, erector sets, and the like.		
2 S PS 2.2.1	Structure and Properties of Matter	Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color, texture).		
2 S PS 2.2.3	Structure and Properties of Matter	Put small objects together to form bigger objects.		
2 S PS 3.2.1	Energy and Matter	Describe an object as hot or cold.		
2 S PS 3.2.2	Energy and Matter	Investigate and describe how objects can change state (e.g., melting ice cube).		
2 S PS 3.2.3	Energy and Matter	Investigate and describe how sound can be produced by vibrating objects and how it has different properties (e.g., high-low, soft-loud).		
2 S LS	<b>LIFE SCIENCE</b>			
2 S LS 6.2.1	Structure and Function	Investigate and describe how living things grow and change.		
2 S LS 6.2.2	Structure and Function	Distinguish living from nonliving things using established criteria.		
2 S LS 7.2.4	Internal and External Influences on Organisms	Explain that some diseases are caused by germs and some are not; diseases caused by germs may be spread by people who have them.		
2 S LS 8.2.1	Heredity and Diversity	Investigate and describe how particular animals have offspring that are the same kind of animal.		
2 S LS 8.2.2	Heredity and Diversity	Investigate and describe how some living things look alike and others do not.		
2 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
2 S ESS 10.2.1	Earth Structures and Composition	Describe that rocks come in many sizes and shapes and have interesting textures, colors, and patterns.		
2 S ESS 12.2.1	Earth History	Investigate and describe how changes happen to many things (e.g., weather).		
2 S ESS 13.2.1	Cycles of Matter and Energy	Investigate and describe how the sun warms the land, air, and water.		
2 S ESS 13.2.2	Cycles of Matter and Energy	Investigate and describe how weather changes from day to day and throughout the year.		
2 S ESS 14.2.1	Solar System and Universe	Observe and describe the sun, moon, planets, and stars.		
2 S ESS 14.2.2	Solar System and Universe	Describe the movement of some of the objects in the sky.		
2 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
2 S ES 15.2.1	Ecosystems	Investigate and describe the roles of plants as producers and animals as consumers and how living things may depend on each other.		
2 S ES 15.2.2	Ecosystems	Investigate and describe how animals eat plants or other animals for food and may also use plants or even other animals (for shelter and nesting).		
2 S ES 16.2.1	Natural Resources	Investigate and describe how some resources can be used and reused.		
2 S ES 16.2.2	Natural Resources	Describe the various resources that provide the necessary things that are used by people in their daily lives.		
2 S ES 17.2.1	Conservation	Describe how people live in different places in different ways.		
2 S ES 17.2.2	Conservation	Describe how some things in students' daily lives change and other things stay the same.		
2 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
2 S NHS 18.2.1	Scientific, Historical, and Technological Perspectives	Explain that everybody can invent things and ideas.		
2 S NHS 20.2.3	Systems, Models, Risk, and Predictions	Explain that something may not work if some of its parts are missing.		
2 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
2 S SI 21.2.1	Scientific Values and Attitudes	Make observations and give descriptions using words, numbers, and drawings.		
2 S SI 21.2.2	Scientific Values and Attitudes	Record observations of investigations over time in a notebook or journal (e.g., growth of a plant, changes in weather).		
2 S SI 22.2.1	Communication Skills	Follow verbal instructions accurately.		
2 S SI 22.2.2	Communication Skills	Produce simple pictographs to describe observations.		
2 S SI 22.2.3	Communication Skills	Cooperate and contribute ideas within a group.		
2 S SI 23.2.3	Scientific Applications of Mathematics	Give rough estimates of numerical answers to problems before calculating.		
2 S SI 23.2.5	Scientific Applications of Mathematics	Recognize unexpected or unusual results in activities.		
2 S SI 24.2.4	Laboratory Skills and Safety	Keep a record of observations and measurements taken over time.		

Identifier	Lander - Grade 2 - Science	Introduced	Completed
2Sc1	<b>PHYSICAL SCIENCE</b>		
2Sc1.1	Investigate, observe, and describe objects moving at different speeds		
2Sc1.2	Build, take apart, and reassemble constructions using materials such as interlocking blocks, erector sets, etc.		
2Sc1.3	Describe and sort objects in terms of their observable properties (e.g., state of matter, shape, color, texture)		
2Sc1.4	Combine small objects to form larger objects		
2Sc1.5	Sort solids and liquids according to similarities and differences		
2Sc1.6	Observe and describe the interactions of solids mixed with water and liquids mixed with water		
2Sc1.7	Describe an object as hot or cold		
2Sc1.8	Investigate and describe how objects can change state (e.g., melting ice cube)		
2Sc1.9	Investigate and describe how sound can be produced by vibrating objects and how it has different properties (e.g., high-low, soft-loud)		
2Sc2	<b>LIFE SCIENCE</b>		
2Sc2.1	Investigate, observe, and describe how animals grow and change through their life cycles		
2Sc2.2	Investigate, observe, and describe how plants grow and change through their life cycles		
2Sc2.3	Distinguish living from non-living things using established criteria		
2Sc2.4	Explain that some diseases are caused by germs and some are not; diseases caused by germs may be spread by people who have them		
2Sc2.5	Investigate and describe how particular animals have offspring that are the same kind of animal		
2Sc2.6	Investigate and describe how some living things look alike and others do not		
2Sc3	<b>EARTH AND SPACE SCIENCES</b>		
2Sc3.1	Describe that rocks come in many sizes and shapes and have interesting textures, colors, and patterns		
2Sc3.2	Investigate and describe how changes happen to many things (e.g., weather)		
2Sc3.3	Investigate and describe how the sun warms the land, air, and water		
2Sc3.4	Investigate and describe how weather changes from day to day and throughout the year		
2Sc3.5	Observe and describe the sun, moon, planets, and stars		
2Sc3.6	Describe the movement of some of the objects in the sky		
2Sc4	<b>ENVIRONMENTAL SCIENCES</b>		
2Sc4.1	Investigate and describe the roles of plants as producers and animals as consumers and how living things may depend on each other		
2Sc4.2	Investigate and describe how animals eat plants or other animals for food and may also use plants or even other animals (for shelter and nesting)		
2Sc4.3	Investigate and describe how some resources can be used and reused		
2Sc4.4	Describe the various resources that provide the necessary things that are used by people in their daily lives		
2Sc4.5	Describe how people live in different places in different ways		
2Sc4.6	Describe how some things in students' daily lives change and other things stay the same		
2Sc5	<b>THE NATURE AND HISTORY OF SCIENCE</b>		
2Sc5.1	Explain that everyone can invent things and ideas		
2Sc5.2	Construct models of useful things		
2Sc5.3	Explain that something may not work if some of its parts are missing		
2Sc6	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
2Sc6.1	Conduct investigations and experiments independently or with a partner		
2Sc6.2	Use simple equipment, tools, and resources (e.g., books, technology) to gather information		
2Sc6.3	Make observations and give descriptions using words, numbers, and drawings		
2Sc6.4	Record observations of investigations over time in a science notebook/journal (e.g., growth of a plant, changes in weather)		
2Sc6.5	Follow verbal instructions accurately		
2Sc6.6	Produce simple pictographs to describe observations and explanations		
2Sc6.7	Cooperate and contribute ideas within a group		
2Sc6.8	Estimate numerical answers to problems before calculating		
2Sc6.9	Recognize unexpected or unusual results in activities		

Identifier	<b>Lander - Grade 2 - Science</b>	Introduced	Completed
2Sc6.10	Keep a record of observations and measurements taken over time		
2Sc6.11	Raise new questions based on observations and interactions		



Identifier	Kamico - Grade 3 - Science	Introduced	Completed
	<b>SCIENTIFIC PROCESSES</b>		
S 3.1.1A	Demonstrate safe practices during field and laboratory investigations.		
S 3.1.1B	Make wise choices in the use and conservation of resources and the disposal or recycling of materials.		
S 3.1.2A	Plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.		
S 3.1.2B	Collect information by observing and measuring.		
S 3.1.2C	Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.		
S 3.1.2D	Communicate valid conclusions.		
S 3.1.2E	Construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information.		
S 3.1.3A	Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.		
S 3.1.3B	Draw inferences based on information related to promotional materials for products and services.		
S 3.1.3C	Represent the natural world using models and identify their limitations.		
S 3.1.3D	Evaluate the impact of research on scientific thought, society, and the environment.		
S 3.1.3E	Connect Grade 3 science concepts with the history of science and contributions of scientists.		
S 3.1.4A	Collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses.		
S 3.1.4B	Demonstrate that repeated investigations may increase the reliability of results.		
	<b>SCIENCE CONCEPTS</b>		
S 3.1.5A	Observe and identify simple systems such as a sprouted seed and a wooden toy car.		
S 3.1.5B	Observe a simple system and describe the role of various parts such as a yo-yo and string.		
S 3.1.6A	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 3.1.6B	Identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers.		
S 3.1.7A	Gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter.		
S 3.1.7B	Identify matter as liquids, solids, and gases.		
S 3.1.8A	Observe and describe the habitats of organisms within an ecosystem.		
S 3.1.8B	Observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space.		
S 3.1.8C	Describe environmental changes in which some organisms would thrive, become ill, or perish.		
S 3.1.8D	Describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.		
S 3.1.9A	Observe and identify characteristics among species that allow each to survive and reproduce.		
S 3.1.9B	Analyze how adaptive characteristics help individuals within a species to survive and reproduce.		
S 3.1.10A	Identify some inherited traits of plants.		
S 3.1.10B	Identify some inherited traits of animals.		
S 3.1.11A	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 3.1.11B	Identify and record properties of soils such as color and texture, capacity to retain water, and ability to support the growth of plants.		
S 3.1.11C	Identify the planets in our solar system and their position in relation to the sun.		
S 3.1.11D	Describe the characteristics of the sun.		

Identifier	Nevada - Grade 3 - Science		Introduced	Completed
3 S PS	<b>PHYSICAL SCIENCE</b>			
3 S PS 1.3.1	Forces and Motion	Apply unbalanced forces (a push or pull) to cause objects to change their motion (e.g., speed, direction, or both).		
3 S PS 1.3.2	Forces and Motion	Investigate and describe the ways that different objects may balance or topple in various situations.		
3 S PS 1.3.3	Forces and Motion	Manipulate hammers and nails, screwdrivers and screws, scissors, and other simple tools.		
3 S PS 2.3.1	Structure and Properties of Matter	Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color, texture).		
3 S PS 2.3.2	Structure and Properties of Matter	Sort and classify objects according to observable properties (e.g., size, weight, shape, color).		
3 S PS 3.3.1	Energy and Matter - Interactions and Forms	Describe how hot or cold an object is by expressing its temperature.		
3 S PS 3.3.2	Energy and Matter - Interactions and Forms	Investigate and describe how solid ice can melt and liquid water will disappear if allowed to stand in an open container.		
3 S LS	<b>LIFE SCIENCE</b>			
3 S LS 6.3.1	Structure and Function	Investigate and describe how plants and animals have life cycles and require food, water, air, and space.		
3 S LS 6.3.2	Structure and Function	Investigate, compare, and contrast identifiable characteristics of plants and animals.		
3 S LS 6.3.3	Structure and Function	Investigate and describe how plants and animals require certain conditions to survive.		
3 S LS 7.3.1	Internal and External Influences on Organisms	Investigate and describe how various living things behave differently under diverse conditions.		
3 S LS 7.3.4	Internal and External Influences on Organisms	Explain that if germs are able to get inside one's body, they may keep it from working properly.		
3 S LS 8.3.1	Heredity and Diversity	Investigate and describe how offspring may resemble parents and siblings may resemble each other.		
3 S LS 8.3.2	Heredity and Diversity	Investigate and describe how some living things are alike in their appearance and behaviors; others are not.		
3 S LS 9.3.1	Process of Biological Change - Evolution	Explain that many different kinds of living things exist on Earth.		
3 S LS 9.3.2	Process of Biological Change - Evolution	Explain how particular features of plants and animals help them live in different kinds of places.		
3 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
3 S ESS 10.3.1	Earth Structures and Composition	Investigate and describe how Earth is composed of different kinds of materials (e.g., rocks and soils, water, and the atmosphere).		
3 S ESS 10.3.2	Earth Structures and Composition	Describe how Earth is composed of different landforms.		
3 S ESS 10.3.3	Earth Structures and Composition	Investigate and describe how Earth is nearly spherical and covered with more water than land.		
3 S ESS 11.3.1	Earth Models	Describe that directions on Earth can be represented by north, south, east, and west.		
3 S ESS 11.3.2	Earth Models	Locate the state of Nevada on a national map and their own city on a Nevada state map.		
3 S ESS 12.3.1	Earth History	Investigate and describe how some changes are so slow (e.g., seasons) or so fast (e.g., lightning strikes) that they are hard to see.		
3 S ESS 13.3.1	Cycles of Matter and Energy	Investigate and describe how things that give off light also often give off heat.		
3 S ESS 13.3.2	Cycles of Matter and Energy	Observe, record, and describe seasonal differences using words, numbers, and drawings.		
3 S ESS 13.3.3	Cycles of Matter and Energy	Investigate and describe how water can be a liquid or a solid and can go back and forth from one form to the other.		
3 S ESS 14.3.1	Solar System and Universe	Identify the sun, moon, and Earth as components of our solar system.		
3 S ESS 14.3.3	Solar System and Universe	Explain that there are more stars in the sky than anyone can easily count.		
3 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
3 S ES 15.3.1	Ecosystems	Investigate and describe how animals and plants that live in different places have similarities and differences.		
3 S ES 15.3.2	Ecosystems	Investigate and describe the interactions of organisms within an ecosystem.		
3 S ES 16.3.1	Natural Resources	Explain that natural resources are used for many purposes.		
3 S ES 16.3.2	Natural Resources	Describe how humans have obtained natural resources for thousands of years through farming, mining, and hunting and gathering.		
3 S ES 17.3.1	Conservation	Explain that many materials can be recycled and used again, sometimes in different forms.		
3 S ES 17.3.2	Conservation	Investigate and describe how patterns of change may be observable and predictable.		
3 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
3 S NHS 18.3.1	Scientific, Historical and Technological Perspectives	Explain that science is a process that involves observing and asking questions about the natural world and seeking answers to those questions.		

Identifier	Nevada - Grade 3 - Science		Introduced	Completed
3 S NHS 18.3.2	Scientific, Historical and Technological Perspectives	Explain that accurate descriptions in science are important because they enable people to compare their observations with those of others.		
3 S NHS 18.3.3	Scientific, Historical and Technological Perspectives	Recognize that science engages men and women of all ages and backgrounds.		
3 S NHS 18.3.4	Scientific, Historical and Technological Perspectives	Give examples of the benefits of working with a team and sharing findings.		
3 S NHS 18.3.5	Scientific, Historical and Technological Perspectives	Explain that tools are used to do things better or more easily (e.g., observe, measure, and make things) and to do some things that could not be done at all (e.g., see things that are too small to be seen unaided).		
3 S NHS 20.3.1	Systems, Models, Risk, and Predictions	Compare a model with what it represents (e.g., a model of Earth to Earth itself).		
3 S NHS 20.3.2	Systems, Models, Risk, and Predictions	Identify observable patterns and predict future events based on those patterns (e.g., seasonal weather patterns).		
3 S NHS 20.3.3	Systems, Models, Risk, and Predictions	Demonstrate that when parts are put together, they can do things together they could not have done by themselves.		
3 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
3 S SI 21.3.1	Scientific Values and Attitudes	Observe and raise questions about the world, then seek answers through investigation.		
3 S SI 21.3.2	Scientific Values and Attitudes	Record observations of investigations over time in a notebook or journal (e.g., changes in an aquarium or terrarium).		
3 S SI 22.3.1	Communication Skills	Follow verbal and written instructions to complete a procedure.		
3 S SI 22.3.2	Communication Skills	Create illustrations, graphs, and charts to convey ideas and record observations.		
3 S SI 22.3.3	Communication Skills	Cooperate and contribute ideas within a group.		
3 S SI 23.3.3	Scientific Applications of Mathematics	Give rough estimates of numerical answers to problems before calculating.		
3 S SI 23.3.5	Scientific Applications of Mathematics	Determine whether measurements and descriptions are reasonably accurate.		
3 S SI 24.3.1	Laboratory Skills and Safety	Use equipment properly and safely in all science activities.		
3 S SI 24.3.3	Laboratory Skills and Safety	Identify and gather tools and materials needed in an investigation.		
3 S SI 24.3.4	Laboratory Skills and Safety	Keep a record of observations and measurements taken over time.		

Identifier	Lander - Grade 3 - Science	Introduced	Completed
3Sc1	<b>PHYSICAL SCIENCE</b>		
3Sc1.1	Apply unbalanced forces (a push or pull) to cause objects to change their motion (e.g., speed, direction, or both)		
3Sc1.2	Investigate and describe the ways that different objects may balance in various situations		
3Sc1.3	Manipulate hammers and nails, screwdrivers and crews, scissors, and other simple tools		
3Sc1.4	Investigate changes of state of matter (solids, liquids, gases)		
3Sc1.5	Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color texture)		
3Sc1.6	Sort and classify objects according to observable properties (e.g., size weight, shape, color)		
3Sc1.7	Describe how hot or cold an object is by expressing its temperature		
3Sc1.8	Investigate and explain that ice will melt and water will disappear if allowed to stand in an open container		
3Sc1.9	Determine and describe how sound is produced		
3Sc1.10	Compare and describe how sound travels through different materials (e.g., solids, air)		
3Sc2	<b>LIFE SCIENCE</b>		
3Sc2.1	Investigate and describe how plants and animals have life cycles and require food, water, air, and space		
3Sc2.2	Investigate, compare, and contrast identifiable characteristics of plants and animals		
3Sc2.3	Investigate and describe how plants and animals require certain conditions to survive		
3Sc2.4	Investigate and describe how various living things behave differently under diverse conditions		
3Sc2.5	Describe the ways plants and animals adapt to their changing environments		
3Sc2.6	Explain that if germs are able to get inside one's body, they may keep it from working properly		
3Sc2.7	Investigate and describe ways that offspring may resemble parents and siblings may resemble each other		
3Sc2.8	Investigate and describe how some living things are alike in their appearance and behaviors; others are not		
3Sc2.9	Explain that many different kinds of living things exist on Earth		
3Sc2.10	Explain how particular features of plants and animals help them live in different kinds of places		
3Sc3	<b>EARTH AND SPACE SCIENCES</b>		
3Sc3.1	Investigate and describe how the Earth is composed of different kinds of materials (e.g., rocks and soils, water, and the atmosphere)		
3Sc3.2	Compare, test, measure, record, and describe observable properties of rocks and minerals		
3Sc3.3	Describe how the Earth is composed of different landforms		
3Sc3.4	Investigate and describe how the Earth is nearly spherical and covered with more water than land		
3Sc3.5	Investigate and describe the water cycle		
3Sc3.6	Describe that directions on the Earth can be represented by north, south, east, and west		
3Sc3.7	Locate the state of Nevada on a United States map		
3Sc3.8	Locate Las Vegas, Reno, Battle Mountain, Austin, Nevada on a Nevada state map		
3Sc3.9	Investigate and describe how some changes are so slow (e.g., seasons) and so fast (e.g., lightning strikes) that they are hard to see		
3Sc3.10	Investigate and explain that things that give off light also often give off heat		
3Sc3.11	Observe, record and describe seasonal differences using words, numbers, and drawings		
3Sc3.12	Investigate and explain that water can be a liquid or a solid and can go back and forth from one form to the other		
3Sc3.13	Identify the sun, moon, stars, and the Earth as components of our solar system		
3Sc3.14	Explain that there are more stars in the sky than anyone can easily count		
3Sc4	<b>ENVIRONMENTAL SCIENCES</b>		
3Sc4.1	Investigate and describe how animals and plants that live in different places have similarities and differences		
3Sc4.2	Investigate and describe the interactions of organisms within an ecosystem		
3Sc4.3	Explain that natural resources are used for many purposes		
3Sc4.4	Describe how humans have obtained natural resources for thousands of years through farming, mining, and hunting and gathering		
3Sc4.5	Identify ways to conserve natural resources		

Identifier	<b>Lander - Grade 3 - Science</b>	Introduced	Completed
3Sc4.6	Explain that many materials can be recycled and used again, sometimes in different forms		
3Sc4.7	Investigate and describe how patterns of change may be observable and predictable		
3Sc5	<b>THE NATURE AND HISTORY OF SCIENCE</b>		
3Sc5.1	Explain that science is a process that involves observing and asking questions about the natural world and seeking answers to those questions		
3Sc5.2	Explain that accurate descriptions in science are important because they enable people to compare their observations with those of others		
3Sc5.3	Recognize that science engages men and women of all ages and backgrounds		
3Sc5.4	Give examples of the benefits of working with a team and sharing findings		
3Sc5.5	Explain that tools are used to do things better or more easily (e.g., observe, measure, and make things) and to do some things that could not be done at all (e.g., see things that are too small to be seen unaided)		
3Sc5.6	Compare a model with what it represents (e.g., a model of the Earth to the Earth itself)		
3Sc5.7	Identify observable patterns and predict future events based on those patterns (e.g., seasonal weather patterns)		
3Sc5.8	Demonstrate that when parts of objects or systems are put together, the combined parts can do things that they could not have done by themselves		
3Sc6	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
3Sc6.1	Observe and raise questions about the world and seek answers through investigations and experiments		
3Sc6.2	Conduct investigations and experiments independently, with a partner, or with a small group		
3Sc6.3	Identify and gather tools and materials needed in an investigation		
3Sc6.4	Record observations of investigations over time in a science notebook/journal (e.g., changes in an aquarium or terrarium)		
3Sc6.5	Follow verbal or written instructions to complete a procedure		
3Sc6.6	Develop and communicate descriptions, explanations, and predictions, based on evidence		
3Sc6.7	Create illustrations, graphs, and charts to convey ideas and record observations		
3Sc6.8	Cooperate and contribute ideas within a group		
3Sc6.9	Estimate numerical answers to problems before calculating		
3Sc6.10	Determine whether measurements and descriptions are reasonably accurate		
3Sc6.11	Use equipment properly and safely in all science activities		
3Sc6.12	Keep a record of observations and measurements taken over time		
3Sc6.13	Generate new questions based on results of investigations		

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

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

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



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

Identifier	Kamico - Grade 5 - Science	Introduced	Completed
<b>S 5.1</b>	<b>NATURE OF SCIENCE - SCIENTIFIC PROCESSES</b>		
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.		
<b>S 5.2</b>	<b>LIFE SCIENCES - SCIENCE CONCEPTS</b>		
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.		
<b>S 5.3</b>	<b>PHYSICAL SCIENCES - SCIENCE CONCEPTS</b>		
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.		
<b>S 5.4</b>	<b>EARTH SCIENCES - SCIENCE CONCEPTS</b>		
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.		

Identifier	Kamico - Grade 5 - Science	Introduced	Completed
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.		
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	<b>PHYSICAL SCIENCE</b>			
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	<b>LIFE SCIENCE</b>			
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	<b>EARTH AND SPACE SCIENCES</b>			
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.		

Identifier	Nevada - Grade 5 - Science		Introduced	Completed
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.		
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	<b>ENVIRONMENTAL SCIENCES</b>			
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	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
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	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
5 S SI 20.5.1	Systems, Models, Risk, and Predictions	Develop a physical model to explain how something works or how something is constructed.		
5 S SI 20.5.2	Systems, Models, Risk, and Predictions	Predict that some events are more likely to happen than others.		
5 S SI 20.5.3	Systems, Models, Risk, and Predictions	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	Laboratory Skills and Safety	Use safety equipment and attire.		
5 S SI 24.5.2	Laboratory Skills and Safety	Measure and mix dry and liquid materials safely in prescribed amounts.		

Identifier	Nevada - Grade 5 - Science		Introduced	Completed
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.		

Identifier	Lander - Grade 5 - Science	Introduced	Completed
5Sc1	<b>PHYSICAL SCIENCE</b>		
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	<b>LIFE SCIENCE</b>		
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	<b>EARTH AND SPACE SCIENCES</b>		
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	<b>ENVIRONMENTAL SCIENCES</b>		
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		

Identifier	Lander - Grade 5 - Science	Introduced	Completed
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		
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	<b>THE NATURE AND HISTORY OF SCIENCE</b>		
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	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
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 tools, 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		



Identifier	Nevada - Grade 6 - Science		Introduced	Completed
6 S PS	<b>PHYSICAL SCIENCE</b>			
6 S PS 1.6.1	Forces and Motion	Investigate and describe the concept that some objects move so slowly or so rapidly that their motion is difficult to detect.		
6 S PS 1.6.3	Forces and Motion	Investigate and describe how machines can use motion to do work.		
6 S PS 1.6.4	Forces and Motion	Investigate and describe the relationship between the mass and the volume of various objects.		
6 S PS 2.6.4	Structure and Properties of Matter	Explain that all matter is composed of atoms, and atoms are composed of smaller particles.		
6 S PS 2.6.6	Structure and Properties of Matter	Investigate and describe how elements can combine to form new substances which often have different properties.		
6 S PS 3.6.4	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how electrical energy can be transferred through various materials.		
6 S PS 3.6.5	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how energy exists in different forms (e.g., heat, light, chemical, electrical, and others).		
6 S PS 4.6.2	Chemical Reaction	Investigate and describe how chemical reactions may be fast or slow.		
6 S PS 5.6.1	Nuclear Energy and Electromagnetic Energy	Describe light in terms of simple properties (e.g., color, brightness).		
6 S ESS	<b>EARTH AND SPACE SCIENCE</b>			
6 S ESS 11.6.3	Earth Models	Investigate, design, and use various kinds of maps.		
6 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
6 S NHS 18.6.5	Scientific, Historical, and Technological Perspectives	Identify and describe various technological tools that scientists use to help them do their work.		
6 S NHS 19.6.3	Reasoning and Critical Response Skills	Investigate and describe the components of systems (including processes or parts).		
6 S NHS 19.6.4	Reasoning and Critical Response Skills	Distinguish between fact and opinion when responding to information.		
6 S SI	<b>SCIENTIFIC INQUIRY, PROCESSES AND SKILLS</b>			
6 S SI 20.6.2	Systems, Models, Risk, and Predictions	Analyze data to predict likely outcomes (e.g., how temperature range can affect the survival rate of a species).		
6 S SI 24.6.1	Laboratory Skills and Safety	Use safety equipment and attire.		

Identifier	<b>Lander - Grade 6 - Science</b>	Introduced	Completed
6Sc1	<b>FOUNDATIONS OF SCIENCE</b>		
6Sc1.1	Describe the steps of the scientific method		
6Sc1.2	Use the appropriate metric measurement for length, mass, volume, and temperature		
6Sc1.3	Practice safety measures in the laboratory		
6Sc2	<b>THE CELL</b>		
6Sc2.1	Distinguish between living and non-living matter		
6Sc2.2	Compare plant and animal cells		
6Sc2.3	Discuss the relationships among cells, tissues, organs, systems, and organisms		
6Sc3	<b>HUMANS AND ENVIRONMENT</b>		
6Sc3.1	Explain how human populations interact with the environment		
6Sc3.2	Distinguish between renewable and nonrenewable resources		
6Sc3.3	Diagram various natural cycles		
6Sc4	<b>DIVERSITY OF LIFE</b>		
6Sc4.1	Explore the major groups of animals		
6Sc4.2	Explore the major groups of plants		
6Sc4.3	Analyze the characteristics of organisms that do not fit the description of plants or animals		
6Sc5	<b>TAXONOMY</b>		
6Sc5.1	Describe characteristics scientists use to classify organisms		
6Sc5.2	Distinguish between common names and scientific names		
6Sc5.3	Use a key to identify organisms		
6Sc6	<b>CELLULAR REPRODUCTION AND GENETICS</b>		
6Sc6.1	Explore cells as the structural foundation for all living things		
6Sc6.2	Describe how traits are passed from one generation to the next		
6Sc6.3	Explain how natural selection leads to new and varied species		

Identifier	Nevada - Grade 7 - Science		Introduced	Completed
7 S PS	<b>PHYSICAL SCIENCE</b>			
7 S PS 1.7.1	Forces and Motion	Investigate and describe the effect of retarding forces such as friction on the motion of objects.		
7 S PS 1.7.2	Forces and Motion	Investigate and describe the gravitational relationship that exists between the masses of objects and how far apart they are.		
7 S PS 1.7.4	Forces and Motion	Investigate and describe the density of solids, liquids, and gases.		
7 S PS 2.7.1	Structure and Properties of Matter	Investigate and describe the differences between homogeneous and heterogeneous mixtures.		
7 S PS 2.7.4	Structure and Properties of Matter	Describe atomic structure by using various historic models of the atom.		
7 S PS 3.7.3	Energy and Matter - Interactions and Forms	Investigate and describe that forms of energy can travel in waves (e.g., seismic, light, radio, TV).		
7 S LS	<b>LIFE SCIENCE</b>			
7 S LS 8.7.7	Heredity and Diversity	Explain how the experiences an organism has during its lifetime can affect it.		
7 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
7 S ES 17.7.1	Conservation	Investigate and explain that Nevada has a variety of useful resources.		
7 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
7 S NHS 18.7.3	Scientific, Historical, and Technological Perspectives	Investigate and describe how people create models to explain the world as scientific knowledge has increased, and that these models are modified or discarded.		
7 S NHS 19.7.3	Reasoning and Critical Response Skills	Identify and describe how the parts of a system relate to one another and/or to other systems.		
7 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
7 S SI 24.7.1	Laboratory Skills and Safety	Use safety equipment and attire.		

Identifier	<b>Lander - Grade 7 - Science</b>	Introduced	Completed
7Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
7Sc1.1	List and construct charts and graphs by gathering data and statistics		
7Sc1.2	Compare and distinguish between various forms of fact and opinion examining the characteristics of data		
7Sc1.3	Organize and manipulate data to illustrate a pattern of relationship and connection		
7Sc1.4	Classify, distinguish and examine relationships through investigation methods		
7Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
7Sc2.1	Define and identify the components of an interactive ecosystem		
7Sc2.2	Explain how perceptions have changed with the inclusion of new information		
7Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
7Sc3.1	Define different arrangements of particles within substances		
7Sc3.2	Explain how the periodic table is constructed		
7Sc3.3	Identify and explain various properties of mixtures		
7Sc3.4	Define the properties and observations of scientists explaining chemical and atomic bonding		
7Sc3.5	Define and outline the basic ideas of atomic theory		
7Sc3.6	Observe and define various forms of matter, sorting items by their similarities and differences		
7Sc3.7	Define the properties of electrons, protons and neutrons		
7Sc3.8	Define and sort differences and characteristics of various elements		
7Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
7Sc4.1	Explain the characteristics of various electrical forces		
7Sc4.2	Explain observations of gravitational force and magnetic properties		
7Sc4.3	Explain, predict and organize a set of observations regarding balanced and unbalanced forces		
7Sc4.4	Define and label different object movement patterns and possibilities		
7Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
7Sc5.1	Explain, sort and characterize various seasonal differences across the Earth's surface		
7Sc5.2	Define the electromagnetic spectrum		
7Sc5.3	Observe and define vibration energy		
7Sc5.4	Define different reactions and observe the transfer of energy that occurs through them		
7Sc5.5	Define the properties of energy and reactions; define the elements of transformation		
7Sc5.6	Define and observe the properties that separate kinetic and potential energy		
7Sc5.7	Explain the ideas of heat flow; define conduction, convection and radiation		
7Sc5.8	Explain the theory of the flow of electricity through various circuits		
7Sc6	<b>LIFE SCIENCE - Heredity</b>		
7Sc6.1	Identify and explain genetic coding		
7Sc6.2	Identify and sort the different roles of genes and their combination		
7Sc6.3	Explain and document characteristics that can be shared in a species; explain and document characteristics that separate within a species		
7Sc6.4	Define characteristics that delineate environment and genetic information		
7Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
7Sc7.1	Identify various infections; separate intrusive from symbiotic		
7Sc7.2	Observe and define different types of cells		
7Sc7.3	Describe and identify different types of cells in higher order life forms		
7Sc7.4	Explain how various cells specialize in function and their role in a higher level life form		
7Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
7Sc8.1	Document and explain the roles of matter and energy in an ecosystem		
7Sc8.2	Explain how an ecosystem is sustained by the functions of the organisms involved		
7Sc8.3	Speculate and draw conclusions regarding the effects of altering various environments		
7Sc8.4	Explain and observe the uses and roles of technological advances in altering environmental conditions		
7Sc8.5	Demonstrate a symbiotic inter-dependent ecosystem; test out elements of the system; explain flaws and potential hazards of the design		
7Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
7Sc9.1	Identify those characteristics that are shared by a species		

Identifier	<b>Lander - Grade 7 - Science</b>	Introduced	Completed
7Sc9.2	Describe genetic passage		
7Sc9.3	Label and sort possible genetic alterations and their connection to inherited characteristics		
7Sc9.4	Show how fossil evidence illuminates environmental conditions through Earth's geological cycles		
7Sc9.5	Define and describe how an organism's behavior is connected to its species history		
7Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
7Sc10.1	Illustrate the causal relationship between sun and the Earth		
7Sc10.2	Observe and record the role of water on the Earth		
7Sc10.3	Define the elements of atmospheric conditions; define various extreme weather conditions; map possible causes of these conditions		
7Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
7Sc11.1	Define and sort the various components of the universe		
7Sc11.2	Define the characteristics that make up a planet as contrasted with other objects		
7Sc11.3	Define and sort the various objects in the universe and the placement of the earth and the solar system in relationship to them		
7Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
7Sc12.1	Define and observe the difference between rocks and fossils		
7Sc12.2	Define the elements that identify the age of rocks and fossils		
7Sc12.3	Define the differences between layers of rock		
7Sc12.4	Define the various forces that interact with the Earth's surface; sort and list the various landforms on the Earth's surface		
7Sc12.5	Define and observe the content of soil		
7Sc12.6	Define the properties of resources; sort them by their stability and life span		
7Sc12.7	Define the essential elements of a supporting environment		
7Sc12.8	Observe and list technological advances through the history of man		
7Sc12.9	List the elements that would influence cultures and progress; recount events in the Earth's environment that have changed a culture		
7Sc12.10	Define the different available energy resources available on Earth		

Identifier	Kamico - Grade 8 - Science	Introduced	Completed
S 8.1	<b>EARTH AND SPACE SCIENCES</b>		
S 8.1.A	Describe how the positions and motions of the objects in the universe cause predictable and cyclic events.		
S 8.1.B	Explain that the universe is composed of vast amounts of matter, most of which is at incomprehensible distances and held together by gravitational force. Describe how the universe is studied by the use of equipment such as telescopes, probes, satellites and spacecraft.		
S 8.1.C	Describe interactions of matter and energy throughout the lithosphere, hydrosphere and atmosphere (e.g., water cycle, weather and pollution).		
S 8.1.D	Identify that the lithosphere contains rocks and minerals and that minerals make up rocks. Describe how rocks and minerals are formed and/or classified.		
S 8.1.E	Describe the processes that contribute to the continuous changing of Earth's surface (e.g., earthquakes, volcanic eruptions, erosion, mountain building and lithospheric plate movements).		
S 8.2	<b>LIFE SCIENCES</b>		
S 8.2.A	Explain that the basic functions of organisms are carried out in cells and groups of specialized cells form tissues and organs; the combination of these cells make up multicellular organisms that have a variety of body plans and internal structures.		
S 8.2.B	Describe the characteristics of an organism in terms of a combination of inherited traits and recognize reproduction as a characteristic of living organisms essential to the continuation of the species.		
S 8.2.C	Explain how energy entering the ecosystems as sunlight supports the life of organisms through photosynthesis and the transfer of energy through the interactions of organisms and the environment.		
S 8.2.D	Explain how extinction of a species occurs when the environment changes and its adaptive characteristics are insufficient to allow survival (as seen in evidence of the fossil record).		
S 8.3	<b>PHYSICAL SCIENCES</b>		
S 8.3.A	Relate uses, properties and chemical processes to the behavior and/or arrangement of the small particles that compose matter.		
S 8.3.B	In simple cases, describe the motion of objects and conceptually describe the effects of forces on an object.		
S 8.3.C	Describe renewable and nonrenewable sources of energy (e.g., solar, wind, fossil fuels, biomass, hydroelectricity, geothermal and nuclear energy) and the management of these sources.		
S 8.3.D	Describe that energy takes many forms, some forms represent kinetic energy and some forms represent potential energy; and during energy transformations the total amount of energy remains constant.		
S 8.4	<b>SCIENCE AND TECHNOLOGY</b>		
S 8.4.A	Give examples of how technological advances, influenced by scientific knowledge, affect the quality of life.		
S 8.4.B	Design a solution or product taking into account needs and constraints (e.g., cost, time, trade-offs, properties of materials, safety and aesthetics).		
S 8.5	<b>SCIENTIFIC INQUIRY</b>		
S 8.5.A	Explain that there are differing sets of procedures for guiding scientific investigations and procedures are determined by the nature of the investigation, safety considerations and appropriate tools.		
S 8.5.B	Analyze and interpret data from scientific investigations using appropriate mathematical skills in order to draw valid conclusions.		
S 8.6	<b>SCIENTIFIC WAYS OF KNOWING</b>		
S 8.6.A	Use skills of scientific inquiry processes (e.g., hypothesis, record keeping, description and explanation).		
S 8.6.B	Explain the importance of reproducibility and reduction of bias in scientific methods.		
S 8.6.C	Give examples of how thinking scientifically is helpful in daily life.		

Identifier	Nevada - Grade 8 - Science		Introduced	Completed
8 S PS	<b>PHYSICAL SCIENCE</b>			
8 S PS 1.8.1	Forces and Motion	Investigate and describe that multiple forces acting on an object along a straight line affect the motion of an object.		
8 S PS 1.8.2	Forces and Motion	Describe the force (gravity) which makes objects fall and planets move in their orbits.		
8 S PS 1.8.3	Forces and Motion	Investigate and describe that certain physical principles are used in the design and function of simple machines.		
8 S PS 1.8.4	Forces and Motion	Investigate and describe that buoyancy changes the apparent weight of an object immersed in a fluid.		
8 S PS 1.8.5	Forces and Motion	Investigate and explain that electric current produces magnetic forces, and moving magnets produce electric forces in conductors.		
8 S PS 2.8.1	Structure and Properties of Matter	Use simple models to explain observed properties of matter (e.g., use a particle model to account for the states of matter).		
8 S PS 2.8.2	Structure and Properties of Matter	Separate substances based on their physical and chemical properties (e.g., color, solubility, chemical reactivity, melting point, boiling point).		
8 S PS 2.8.3	Structure and Properties of Matter	Use models or drawings to explain how atoms may join together to form molecules or large groups of molecules.		
8 S PS 2.8.4	Structure and Properties of Matter	Explain that all atoms are made up of protons, neutrons, and electrons.		
8 S PS 2.8.5	Structure and Properties of Matter	Explain that liquids, solids, and gases are systems of particles.		
8 S PS 2.8.6	Structure and Properties of Matter	Explain that various elements combine in a multitude of ways to produce all known living and nonliving substances.		
8 S PS 3.8.1	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how heat moves from one object to another at different rates, depending on what the objects are made of and whether they are touching each other.		
8 S PS 3.8.2	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how all phase changes are accompanied by changes in energy.		
8 S PS 3.8.3	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how waves transfer energy and move at different speeds in different materials.		
8 S PS 3.8.4	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate, create, and describe parallel, series, and combination circuits.		
8 S PS 3.8.5	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how energy may be transferred into or out of a system or object in many ways and readily changes forms.		
8 S PS 3.8.6	Energy and Matter - Interactions and Forms	Interactions and Forms: Identify the energy involved in a particular process as potential (energy of position and stored chemical energy) or kinetic (energy of motion).		
8 S PS 4.8.1	Chemical Reaction	Investigate and describe how in chemical reactions, the total mass is conserved and the elements involved do not change into other elements.		
8 S PS 4.8.2	Chemical Reaction	Investigate and describe how the rate of a chemical reaction can be influenced by variables such as temperature, pH, and light.		
8 S PS 4.8.3	Chemical Reaction	Investigate and describe how materials may give off heat or light when they react chemically with each other.		
8 S PS 4.8.4	Chemical Reaction	Predict common properties of elements using the periodic table.		
8 S PS 5.8.1	Nuclear Energy and Electromagnetic Energy	Investigate and describe how light interacts with matter by moving through the matter, being absorbed by matter, or being scattered by the matter.		
8 S PS 5.8.2	Nuclear Energy and Electromagnetic Energy	Describe some applications of radioactive isotopes including using nuclear energy to produce heat.		
8 S PS 5.8.3	Nuclear Energy and Electromagnetic Energy	Compare and contrast between high and low level nuclear wastes and their associated hazards.		
8 S PS 5.8.4	Nuclear Energy and Electromagnetic Energy	Investigate and describe how the sun produces energy in a range of wavelengths within the electromagnetic spectrum.		
8 S PS 5.8.5	Nuclear Energy and Electromagnetic Energy	Compare and contrast the nuclear processes that occur in the sun and stars as well as in nuclear reactors.		
8 S PS 5.8.6	Nuclear Energy and Electromagnetic Energy	Explain how nuclear reactions convert small amounts of matter into a relatively large amount of energy.		
8 S LS	<b>LIFE SCIENCE</b>			
8 S LS 6.8.1	Structure and Function	Explain how disease is a breakdown in structures or functions of an organism due to intrinsic system failures or damage caused by infection.		
8 S LS 6.8.2	Structure and Function	Investigate and describe how multicellular living things have tissues, organs, and organ systems that are specialized to perform life functions.		
8 S LS 6.8.3	Structure and Function	Investigate and describe how cells, grow, divide, and take in nutrients, which they use to provide energy for cellular functions.		

Identifier	Nevada - Grade 8 - Science		Introduced	Completed
8 S LS 6.8.4	Structure and Function	Investigate and describe how most organisms are composed of a single cell and others are multicellular.		
8 S LS 6.8.5	Structure and Function	Investigate and describe how plants have specialized structures and systems for a variety of functions.		
8 S LS 6.8.6	Structure and Function	Explain how information used to guide cellular functions is stored in DNA.		
8 S LS 7.8.1	Internal and External Influences on Organisms	Explain how behavior may be innate or learned.		
8 S LS 7.8.2	Internal and External Influences on Organisms	Explain how an organism's behavior is based on experience and on the species' evolutionary history.		
8 S LS 7.8.3	Internal and External Influences on Organisms	Investigate and describe how behavior is one kind of response an organism can make to an internal or environmental stimulus.		
8 S LS 7.8.4	Internal and External Influences on Organisms	Explain how various viruses, bacteria, fungi, and parasites may infect the human body and interfere with normal body functions.		
8 S LS 8.8.1	Heredity and Diversity	Explain how heredity is the passage of genetic instructions from one generation to another.		
8 S LS 8.8.2	Heredity and Diversity	Classify organisms on the basis of similar characteristics, and explain the basis for such a classification system.		
8 S LS 8.8.3	Heredity and Diversity	Explain how new varieties of cultivated plants and domestic animals have resulted from selective breeding for particular traits.		
8 S LS 8.8.4	Heredity and Diversity	Explain how genetic information coded in DNA is passed through sexual or asexual reproduction.		
8 S LS 8.8.5	Heredity and Diversity	Explain how some patterns of inheritance can be explained by pairs of genes that separate when sex cells are formed.		
8 S LS 8.8.6	Heredity and Diversity	Identify that the basic level of biological classification is the species, which comprises all organisms that can mate with each other and produce fertile offspring.		
8 S LS 8.8.7	Heredity and Diversity	Explain how changes in the genes of sex cells can affect offspring.		
8 S LS 9.8.1	Evolution - Process of Biological Change	Explain that millions of species of animals, plants, and microorganisms are alive today.		
8 S LS 9.8.2	Evolution - Process of Biological Change	Investigate and describe how biological evolution provides a scientific explanation for the differences and many similarities between species.		
8 S LS 9.8.3	Evolution - Process of Biological Change	Investigate and describe how biological adaptations include changes that enhance survival and reproductive success in a particular environment.		
8 S LS 9.8.4	Evolution - Process of Biological Change	Investigate and describe how unity among organisms is found in similarities of internal structures, chemical processes, and modern evidence of common ancestry.		
8 S LS 9.8.5	Evolution - Process of Biological Change	Explain how extinction of a species occurs when the adaptive characteristics of a species are insufficient to allow it to survive environmental change.		
8 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
8 S ESS 10.8.1	Earth Structures and Composition	Investigate and describe how rocks and minerals have different properties and characteristics.		
8 S ESS 10.8.2	Earth Structures and Composition	Investigate and describe how the combination of constructive and destructive forces result in the formation of landforms.		
8 S ESS 10.8.3	Earth Structures and Composition	Explain, using models, how Earth is layered with a crust, both continental and oceanic; hot, convecting mantle; and dense, metallic core.		
8 S ESS 10.8.4	Earth Structures and Composition	Investigate and describe how soils have properties of color, texture, and capacity to retain water and provide nutrients for life.		
8 S ESS 10.8.5	Earth Structures and Composition	Explain how the atmosphere is a mixture of particular gases, whose properties vary with elevation.		
8 S ESS 10.8.6	Earth Structures and Composition	Explain that earthquakes, landslides, volcanoes, and floods are geologic phenomena.		
8 S ESS 11.8.1	Earth Models	Describe how positions on Earth's surface can be located using latitude and longitude.		
8 S ESS 11.8.2	Earth Models	Compare a variety of map types, and locate Nevada and Nevada features on each.		
8 S ESS 11.8.3	Earth Models	Use a color-coded map to compare and contrast various geological features such as temperature, population density, geology, or precipitation.		
8 S ESS 11.8.4	Earth Models	Identify the time of day in various places throughout the world, given the local time of day.		
8 S ESS 12.8.1	Earth History	Explain how some changes on Earth's surface are due to slow processes and others due to rapid processes.		
8 S ESS 12.8.2	Earth History	Investigate and describe how fossils provide important evidence of how life and environmental conditions have changed throughout geologic time.		



Identifier	<b>Nevada - Grade 8 - Science</b>		Introduced	Completed
8 S ESS 12.8.3	Earth History	Explain how Earth's processes we observe today are similar to those that occurred in the past.		
8 S ESS 13.8.1	Cycles of Matter and Energy	Investigate and describe how the sun is the major source of energy for phenomena on Earth's surface (e.g., growth of plants, winds, ocean currents, and the water cycle).		
8 S ESS 13.8.2	Cycles of Matter and Energy	Explain how global patterns of atmospheric movement, topography, and proximity to bodies of water influence local weather, and seasons are caused by variations in the amount of the sun's energy hitting the surface due to the tilt of Earth's axis.		
8 S ESS 13.8.3	Cycles of Matter and Energy	Explain how water, which covers the majority of Earth's surface, circulates through the crust, oceans, and atmosphere.		
8 S ESS 13.8.4	Cycles of Matter and Energy	Simulate and describe how clouds, latitude, altitude, topographical features, and proximity to large bodies of water affect weather and climate.		
8 S ESS 13.8.5	Cycles of Matter and Energy	Investigate and describe some changes that are reversible and others that are not.		
8 S ESS 13.8.7	Cycles of Matter and Energy	Explain that the energy that Earth receives over geologic time approximately equals the energy that it loses.		
8 S ESS 13.8.8	Cycles of Matter and Energy	Describe the relationships among geothermal and tectonic processes.		
8 S ESS 14.8.1	Solar System and Universe	Investigate and describe the size, composition, and surface features of the planets in our solar system.		
8 S ESS 14.8.2	Solar System and Universe	Investigate and describe how seasons, eclipses, moon phases, and tides are caused by the effects of relative motion and positions of the sun, Earth, and moon.		
8 S ESS 14.8.3	Solar System and Universe	Explain that billions of galaxies form most of the visible mass in the universe.		
8 S ESS 14.8.5	Solar System and Universe	Explain how various tools (e.g., optical and radio telescopes, unmanned robotic spacecraft) allow us to investigate objects in the sky that are too distant, faint, or bright to observe directly from Earth.		
8 S ESS 14.8.6	Solar System and Universe	Investigate and describe the laws of motion and gravity and their development.		
<b>8 S ES</b>	<b>ENVIRONMENTAL SCIENCES</b>			
8 S ES 15.8.1	Ecosystems	Investigate and describe how living and nonliving components of ecosystems interact in various ways.		
8 S ES 15.8.2	Ecosystems	Characterize organisms in any ecosystems by their function.		
8 S ES 15.8.3	Ecosystems	Investigate and describe how the major energy source in most ecosystems is sunlight which is converted by producers into chemical energy.		
8 S ES 15.8.4	Ecosystems	Describe how geographically distinct ecosystems on Earth have similarities and differences.		
8 S ES 16.8.1	Natural Resources	Investigate and describe the identifying characteristics of renewable and nonrenewable resources.		
8 S ES 16.8.2	Natural Resources	Explain how some natural resources are limited in their abundance and/or accessible location (e.g., water in the desert).		
8 S ES 16.8.3	Natural Resources	Investigate and describe the location and distribution of various natural resources.		
8 S ES 16.8.4	Natural Resources	Investigate and describe how organisms alter their local environment through their use of natural resources.		
8 S ES 16.8.5	Natural Resources	Describe how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.		
8 S ES 17.8.1	Conservation	Analyze different conservation options for Nevada's resources.		
8 S ES 17.8.2	Conservation	Investigate and describe how in some ecosystems, populations of organisms are in dynamic equilibrium, and in other ecosystems they are not.		
8 S ES 17.8.3	Conservation	Evaluate how changes in environments can be beneficial or harmful.		
8 S ES 17.8.4	Conservation	Investigate and describe how actions which might affect Nevada's environment can be evaluated in terms of trade-offs that may have regional, national, or global effects.		
<b>8 S NHS</b>	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
8 S NHS 18.8.1	Scientific, Historical, and Technological Perspectives	Explain that scientific investigations involve the use of logic, respect for the rules of evidence, openness to criticism, and public reporting of methods and procedures.		
8 S NHS 18.8.2	Scientific, Historical, and Technological Perspectives	Explain that scientific inquiry done in a school setting is similar to what scientists do.		

Identifier	Nevada - Grade 8 - Science		Introduced	Completed
8 S NHS 18.8.3	Scientific, Historical, and Technological Perspectives	Explain, using examples, that ancient peoples provided knowledge about the natural world that is still regarded as valid today, even though that knowledge may not have originated by scientific methods.		
8 S NHS 18.8.4	Scientific, Historical, and Technological Perspectives	Explain that scientists may work in teams and some may work alone, but all communicate extensively with each other.		
8 S NHS 18.8.5	Scientific, Historical, and Technological Perspectives	Explain that scientific inquiry and technological design have similarities and differences. Scientists propose explanations for questions about the natural world and engineers propose solutions relating to human problems, needs, and aspirations.		
8 S NHS 18.8.6	Scientific, Historical, and Technological Perspectives	Explain that scientific knowledge is revised through a process of incorporating new evidence gained through continual investigation.		
8 S NHS 18.8.7	Scientific, Historical, and Technological Perspectives	Identify and describe how science is subject to strengths and limitations related to other human social and intellectual activities.		
8 S NHS 19.8.1	Reasoning and Critical Response Skills	Identify and evaluate critically the use of statistics, data, and graphs.		
8 S NHS 19.8.2	Reasoning and Critical Response Skills	Give examples of human activities with their associated benefits, costs, and risks.		
8 S NHS 19.8.3	Reasoning and Critical Response Skills	Analyze and describe a system for efficiency, optimal function, and possible sources of malfunction.		
8 S NHS 19.8.4	Reasoning and Critical Response Skills	Critically evaluate information to distinguish between fact and opinion when responding to information.		
8 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
8 S SI 20.8.1	Systems, Models, Risk, and Predictions	Investigate and describe how different models can be used to demonstrate the same thing.		
8 S SI 20.8.2	Systems, Models, Risk, and Predictions	Use a model to predict change (e.g., stream table).		
8 S SI 20.8.3	Systems, Models, Risk, and Predictions	Identify and illustrate natural cycles within systems (e.g., water, planetary motion, climate, geological changes).		
8 S SI 20.8.4	Systems, Models, Risk, and Predictions	Analyze data from two groups, comparing both their middles and ranges.		
8 S SI 20.8.5	Systems, Models, Risk, and Predictions	Use a systematic approach to thinking critically about risks and benefits.		
8 S SI 21.8.1	Scientific Values and Attitudes	Explain why it is important to keep honest, clear, and accurate records.		
8 S SI 21.8.2	Scientific Values and Attitudes	Explain that hypotheses are valuable even if they turn out to be incorrect, if they lead to fruitful investigations.		
8 S SI 21.8.3	Scientific Values and Attitudes	Describe how different explanations can often be given for the same evidence, and it is not always possible to tell which one is correct.		
8 S SI 22.8.1	Communication Skills	Write clear, step-by-step instructions for a procedure.		
8 S SI 22.8.2	Communication Skills	Organize information in tables and graphs and describe the relationships they reveal.		
8 S SI 22.8.3	Communication Skills	Discuss scientific topics by paraphrasing, asking for clarification or elaboration, and expressing alternative positions using available multimedia resources.		
8 S SI 23.8.1	Scientific Applications of Mathematics	Explain that quantities can vary in proportion to one another (e.g., the ratio of mass to volume in the calculation of density).		
8 S SI 23.8.2	Scientific Applications of Mathematics	State the purpose of each step in a calculation.		
8 S SI 23.8.3	Scientific Applications of Mathematics	Estimate probabilities of outcomes in familiar situations.		
8 S SI 23.8.4	Scientific Applications of Mathematics	Select and use the appropriate SI unit for a particular measurement (e.g., meters for length, seconds for time, and kilograms for mass).		
8 S SI 23.8.5	Scientific Applications of Mathematics	Judge whether repeated measurements and computations of quantities are reasonably precise and accurate.		
8 S SI 23.8.6	Scientific Applications of Mathematics	Make predictions based on all known data from similar conditions.		
8 S SI 24.8.1	Laboratory Skills and Safety	Use instruments and laboratory safety equipment properly.		
8 S SI 24.8.2	Laboratory Skills and Safety	Handle and dispose of chemicals according to established standards.		
8 S SI 24.8.3	Laboratory Skills and Safety	Choose appropriate common materials for making and repairing simple mechanical constructions.		
8 S SI 24.8.4	Laboratory Skills and Safety	Keep an organized record of scientific investigations.		
8 S SI 24.8.5	Laboratory Skills and Safety	Use appropriate technology in laboratory procedures for measuring, recording, and analyzing data (e.g., computers, graphing calculators, and probes).		
8 S SI 24.8.6	Laboratory Skills and Safety	Design a controlled experiment.		

Identifier	Lander - Grade 8 - Science	Introduced	Completed
8Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
8Sc1.1	Identify and evaluate critically the use of statistics, data, and graphs		
8Sc1.2	Critically evaluate information to distinguish between fact and opinion when responding to information		
8Sc1.3	Analyze data from two groups, comparing both their middles and ranges; explore different explanations that can be given for the same evidence		
8Sc1.4	Evaluate results through scientific inquiry of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists		
8Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
8Sc2.1	Investigate and describe how living and non-living components of ecosystems interact in various ways, both positively and negatively		
8Sc2.2	Show and demonstrate that scientific knowledge is revised through a process of incorporating new evidence gained through on-going investigation and collaborative discussion		
8Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
8Sc3.1	Explain that particles are arranged differently in solids, liquids, and gasses of the same substance		
8Sc3.2	Use the periodic table to show repeating patterns that group elements with similar properties		
8Sc3.3	Show and demonstrate techniques of applying properties to separate mixtures		
8Sc3.4	Explain that atoms often combine to form molecules, and that compounds form when two or more different kinds of atoms chemically bond		
8Sc3.5	Explain using the atomic theory why mass is conserved in physical and chemical changes		
8Sc3.6	Report and describe that matter is made up of tiny particles called atoms		
8Sc3.7	Identify and explain the characteristics of electrons, protons, and neutrons		
8Sc3.8	Explain that substances containing only one kind of atom are elements which cannot be broken into smaller pieces by normal laboratory reactions		
8Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
8Sc4.1	Manipulate and show that electric currents can produce magnetic forces and magnets can cause electric currents		
8Sc4.2	Show and demonstrate that every object exerts gravitational force on every other object; explain that the magnitude of this force depends on the mass of the objects and their distance from one another		
8Sc4.3	Construct and formulate demonstrations showing the effects of balanced and unbalanced forces on an object's motion		
8Sc4.4	Identify, report and describe an object's motion graphically		
8Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
8Sc5.1	Analyze the seasons as caused by variations in the amounts of the sun's energy reaching the Earth's surface due to the planet's axial tilt		
8Sc5.2	Explain and describe how visible light is a narrow band within the electromagnetic spectrum		
8Sc5.3	Explain and describe how vibrations (e.g., sounds, earthquakes) move at different speeds in different materials, have different wavelengths, and set up wave-like disturbances that spread away from the source uniformly		
8Sc5.4	Explain and describe the transfer of energy involving physical, chemical, and nuclear reactions		
8Sc5.5	Explain and describe that energy cannot be created or destroyed, in a chemical or physical reaction, but only changed from one form to another		
8Sc5.6	Explain and describe that forms of energy can be considered to be either kinetic energy or potential energy		
8Sc5.7	Examine, explain and describe how heat energy flows from warmer materials or regions to cooler ones through conduction, convection, and radiation		
8Sc5.8	Show, demonstrate and apply how electricity can flow in series and parallel circuits		
8Sc6	<b>LIFE SCIENCE - Heredity</b>		
8Sc6.1	Show, illustrate, and demonstrate the passage of genetic instructions from one generation to the next generation		
8Sc6.2	Explain and illustrate that changes in genes of eggs and sperm can cause changes in inherited characteristics		
8Sc6.3	Organize, demonstrate and show characteristics of a species		
8Sc6.4	Explain that some characteristics of an organism are the result of a combination of interaction with the environment and genetic information		
8Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
8Sc7.1	Describe, explain and illustrate that disease can result from defects in body systems or from damage caused by infection		
8Sc7.2	Describe, explain and illustrate that some organisms are made of just one cell and that multi-cellular organisms can consist of thousands to millions of cells working together		
8Sc7.3	Describe, explain and illustrate that the cell is the basic structural unit for all living things		
8Sc7.4	Describe explain and illustrate how cells grow, divide and take in nutrients which they use to provide energy for cell functions		
8Sc7.5	Show how cells combine to form tissues that combine to form organs and organ systems that are specialized to perform life functions		

Identifier	Lander - Grade 8 - Science	Introduced	Completed
8Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
8Sc8.1	Illustrate and show how matter and energy are transferred through food webs in an ecosystem		
8Sc8.2	Classify and characterize organisms in any ecosystem by their functions		
8Sc8.3	Evaluate how changes in environments can be beneficial or harmful		
8Sc8.4	Research, interpret, debate and analyze how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical		
8Sc8.5	Research, interpret, debate and analyze inter-related factors that affect the number and type of organisms an ecosystem can support		
8Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
8Sc9.1	Organize, demonstrate and show characteristics of a species		
8Sc9.2	Show, illustrate, and demonstrate the passage of genetic instructions from one generation to the next generation		
8Sc9.3	Explain and illustrate that changes in genes of eggs and sperm can cause changes in inherited characteristics		
8Sc9.4	Research and map how fossils provide evidence of how life and environmental conditions have changed throughout geologic time		
8Sc9.5	Explain and illustrate how an organism's behavior is based on both experience and on the species' evolutionary history		
8Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
8Sc10.1	Analyze the seasons as caused by variations in the amounts of the sun's energy reaching the Earth's surface due to the planet's axial tilt		
8Sc10.2	Investigate and describe how seasons, eclipses, moon phases, and tides are caused by the effects of relative motion and positions of the sun, Earth, and moon		
8Sc10.3	Explain how water, which covers the majority of the Earth's surface, circulates through the crust, oceans, and atmosphere		
8Sc10.4	Explain how global patterns of atmospheric movement, topography, and proximity to bodies of water influence local weather, and seasons are caused by variations in the amount of the sun's energy hitting the surface due to the tilt of the Earth's axis		
8Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
8Sc11.1	Identify solar system objects including planetary moons, asteroids, and comets		
8Sc11.2	Identify characteristics of planets in our solar system		
8Sc11.3	Describe the placement of the Earth and the solar system within the Milky Way Galaxy		
8Sc11.4	Define how most objects in the solar system are in regular and predictable motion noting phenomena as the day, the year, phases of the moon, and eclipses		
8Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
8Sc12.1	Identify sedimentary rocks and fossils as providing evidence for changing environments and the constancy of geologic processes		
8Sc12.2	Identify the weathering of rocks at Earth's surface		
8Sc12.3	Identify the continental and oceanic crust and its properties		
8Sc12.4	Investigate and describe how the combination of constructive and destructive forces result in the formation of landforms.		
8Sc12.5	Identify and sort the abundances and properties of different minerals		
8Sc12.6	Identify the properties of soil including color, texture, water capacity and nutrients for providing and sustaining life		
8Sc12.7	Identify the characteristics of renewable and non-renewable resources focusing on their abundance and accessibility		
8Sc12.8	Recognize and distinguish beneficial or harmful changes in a physical environment		
8Sc12.9	Report unintended consequences of technologies that can cause resource depletion and environmental degradation contrasted with technological increases in resource availability and utilization		
8Sc12.10	Explain how some changes on the Earth's surface are due to slow processes, and others due to rapid processes		
8Sc12.11	Explain that energy cannot be created or destroyed, but only changed from one form to another		

Identifier	Nevada - Grade 9 - Science		Introduced	Completed
9 S PS	<b>PHYSICAL SCIENCE</b>			
9 S PS 1.12.1	Forces and Motion	Investigate and describe how changes in motion are based on the laws of motion.		
9 S PS 1.12.2	Forces and Motion	Explain that the force of attraction that exists between two masses is inversely proportional to the square of the distance between them.		
9 S PS 1.12.3	Forces and Motion	Investigate and describe that the usefulness of a simple machine such as a wheel or axle is based on its function, mechanical advantage, and efficiency.		
9 S PS 1.12.4	Forces and Motion	Investigate and describe the relationship that exists between force, pressure, and area in general, and between pressure and depth in liquids.		
9 S PS 1.12.5	Forces and Motion	Investigate and explain that magnetic forces are related to electric forces and can be thought of as different aspects of a single electromagnetic force (e.g., electric motors, generators, radios).		
9 S PS 2.12.1	Structure and Properties of Matter	Investigate and describe intrinsic (color, odor, density) and extrinsic (e.g., size, mass, volume) physical properties of matter.		
9 S PS 2.12.2	Structure and Properties of Matter	Explain that substances can be identified on the basis of specific energies given off or taken in by that substance.		
9 S PS 2.12.3	Structure and Properties of Matter	Explain how atoms may bond with one another by transferring or sharing electrons that are farthest from the nucleus.		
9 S PS 2.12.4	Structure and Properties of Matter	Explain that the electromagnetic force between the nucleus and electrons holds the atom together.		
9 S PS 2.12.5	Structure and Properties of Matter	Explain the properties of phases of matter in terms of the kinetic molecular theory and forces of attraction between particles.		
9 S PS 2.12.6	Structure and Properties of Matter	Explain that carbon atoms can bond to one another to form a large variety of structures, including the molecules essential to life.		
9 S PS 3.12.1	Energy and Matter - Interactions and Forms	Interactions and Forms: Explain that the transformation of energy usually results in some energy in the form of heat, which spreads by radiation, conduction, and sometimes convection into cooler places.		
9 S PS 3.12.2	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how pressure may affect changes of state.		
9 S PS 3.12.3	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how waves can superimpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material.		
9 S PS 3.12.4	Energy and Matter - Interactions and Forms	Interactions and Forms: Describe the properties of electrical circuits in terms of moving electrons, conductivity, resistance, and electrical potential energy.		
9 S PS 3.12.5	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how matter and energy may be changed and energy can be transferred in many ways, but the entire mass-energy budget of the universe remains constant.		
9 S PS 3.12.6	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how systems tend to become less ordered over time.		
9 S PS 4.12.1	Chemical Reaction	Investigate and describe how, in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change.		
9 S PS 4.12.2	Chemical Reaction	Investigate and describe how chemical reaction rates depend on conditions in the reacting system, the properties of reacting materials, and the presence of certain rate-regulating chemicals.		
9 S PS 4.12.3	Chemical Reaction	Investigate and describe how chemical reactions may release or consume energy.		
9 S PS 4.12.4	Chemical Reaction	Relate the chemical properties of an element to the outermost electrons of an element.		
9 S PS 5.12.1	Nuclear Energy and Electromagnetic Energy	Predict how light interacts with matter (e.g., reflection and refraction).		
9 S PS 5.12.2	Nuclear Energy and Electromagnetic Energy	Simulate how the predictable rates of nuclear reactions can be used to estimate the age of some materials.		
9 S PS 5.12.3	Nuclear Energy and Electromagnetic Energy	Describe the different disposal techniques used for high and low level nuclear wastes.		
9 S PS 5.12.4	Nuclear Energy and Electromagnetic Energy	Describe electromagnetic waves including a wide range of forms and varying wavelengths.		
9 S PS 5.12.5	Nuclear Energy and Electromagnetic Energy	Explain how the forces that hold the nucleus of an atom together are usually stronger than other forces that could make the nucleus fly apart.		
9 S PS 5.12.6	Nuclear Energy and Electromagnetic Energy	Explain how energy is released when the nuclei of very heavy atoms (e.g., uranium or plutonium) split into middleweight ones, or when very light nuclei (e.g., hydrogen and helium) combine into heavier ones.		
9 S LS	<b>LIFE SCIENCE</b>			
9 S LS 6.12.1	Structure and Function	Explain how disease disrupts the equilibrium that exists in a healthy organism.		
9 S LS 6.12.2	Structure and Function	Explain how the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.		
9 S LS 6.12.3	Structure and Function	Investigate and describe how food molecules are broken down through a series of chemical reactions to provide energy and the material to make new molecules.		

Identifier	Nevada - Grade 9 - Science		Introduced	Completed
9 S LS 6.12.4	Structure and Function	Investigate and describe how every cell is covered by a cell membrane and most cells also have specialized parts for the transport of materials, energy, transfer, protein building, waste disposal, information feedback, and movement.		
9 S LS 6.12.5	Structure and Function	In photosynthesis, plants and many microorganisms use solar energy to combine molecules of carbon dioxide and water to form energy rich compounds and oxygen.		
9 S LS 7.12.1	Internal and External Influences on Organisms	Investigate and describe how some broad patterns of behavior exhibited by animals have evolved to ensure survival of the species.		
9 S LS 7.12.2	Internal and External Influences on Organisms	Investigate and describe how plant and animals have mechanisms that allow them to respond to changes in their environment.		
9 S LS 7.12.3	Internal and External Influences on Organisms	Investigate and describe how multicellular animals have nervous systems that receive input through sensory organs and generate behavioral responses.		
9 S LS 7.12.4	Internal and External Influences on Organisms	Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.		
9 S LS 8.12.1	Heredity and Diversity	Explain how all body cells in an organism are developed from a single cell and contain essentially identical genetic instructions. Explain how different parts of the instruction are used in different kinds of cells.		
9 S LS 8.12.2	Heredity and Diversity	Explain how relatedness among organisms can be estimated from the similarity of their DNA sequences.		
9 S LS 8.12.3	Heredity and Diversity	Investigate and describe how sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations.		
9 S LS 8.12.4	Heredity and Diversity	Explain how genetic information from parents is encoded in DNA molecules and provides instruction for assembling protein molecules.		
9 S LS 8.12.5	Heredity and Diversity	Investigate and describe how patterns of inheritance are described by laws of segregation and independent assortment.		
9 S LS 8.12.6	Heredity and Diversity	Explain how diversity of species and variation among organisms within a species increase the chances for survival of life when large changes occur in the environment.		
9 S LS 8.12.7	Heredity and Diversity	Explain how gene mutations may be caused by a variety of influences, when mutations occur in sex cells, they can be passed on to offspring.		
9 S LS 9.12.1	Evolution - Process of Biological Change	Investigate and describe the basic idea of the theory of biological evolution is that through genetic and/or environmental influences Earth's present-day species developed from earlier, distinctly different, but common ancestors.		
9 S LS 9.12.2	Evolution - Process of Biological Change	Explain the fossil record of ancient life forms by applying the idea of natural selection and its evolutionary consequences.		
9 S LS 9.12.3	Evolution - Process of Biological Change	Simulate and explain how the adaptation of a species can occur over many generations because of the unique characteristics that favor those individuals in an environment.		
9 S LS 9.12.4	Evolution - Process of Biological Change	Explain how the classification of species is based on similarities (e.g., structural, genetic, molecular) which indicate evolutionary relationships.		
9 S LS 9.12.5	Evolution - Process of Biological Change	Explain how the extinction of species is a common occurrence and fossil records indicate that most species that have lived on Earth no longer exist.		
9 S LS 9.12.6	Evolution - Process of Biological Change	Investigate and describe how the process of evolution is driven by genetic and environmental influences.		
9 S LS 9.12.7	Evolution - Process of Biological Change	Explain how there is evidence that at least a billion years ago, cells with nuclei existed allowing the evolution of increasingly complex multicellular organisms.		
9 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
9 S ESS 10.12.1	Earth Structures and Composition	Investigate and describe how rocks and minerals have different characteristics that reflect their origins and use.		
9 S ESS 10.12.2	Earth Structures and Composition	Investigate and describe how landforms are the result of a combination of constructive and destructive forces resulting from weathering, erosion, and the movement of lithosphere plates.		
9 S ESS 10.12.3	Earth Structures and Composition	Explain how there is a relationship between the relative densities and states (phases) of Earth materials and the layering on, in, and above Earth.		
9 S ESS 10.12.4	Earth Structures and Composition	Investigate and describe how soil is derived from weathered rocks and decomposed organic material, and is found in layers.		
9 S ESS 10.12.5	Earth Structures and Composition	Explain how the composition of Earth's atmosphere has changed in the past and continues to change.		
9 S ESS 10.12.6	Earth Structures and Composition	Compare and contrast the geologic features of Nevada and local geological features.		
9 S ESS 11.12.3	Earth Models	Investigate, design, and use contour maps.		
9 S ESS 11.12.4	Earth Models	Define location on Earth in terms of latitude, longitude, and time zones.		
9 S ESS 12.12.1	Earth History	Explain how catastrophic events have occurred and greatly influenced Earth's history.		
9 S ESS 12.12.2	Earth History	Simulate and explain how relative geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.		
9 S ESS 12.12.3	Earth History	Compare and contrast the variety of methods by which geologic time is determined, including radioactive dating.		
9 S ESS 13.12.1	Cycles of Matter and Energy	Explain how Earth systems have two major internal sources of energy (decay of radioactive isotopes and the gravitational energy from Earth's original formation) and one major external sources (the sun), all of which create heat.		

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9 S ESS 13.12.2	Cycles of Matter and Energy	Explain how uneven heating of Earth's surface by the sun forms convection currents within the atmosphere and ocean, producing wind and ocean currents that are modified by Earth's rotation.		
9 S ESS 13.12.3	Cycles of Matter and Energy	Investigate and describe how water is a solvent (e.g., how it dissolves minerals and gases as it passes through the water cycle and carries them to oceans and lakes).		
9 S ESS 13.12.4	Cycles of Matter and Energy	Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near Earth's surface, and fluctuations in solar output may have contributed to large changes in Earth's climate in the past.		
9 S ESS 13.12.5	Cycles of Matter and Energy	Explain how large-scale, long-term equilibrium can accommodate small-scale changes.		
9 S ESS 13.12.6	Cycles of Matter and Energy	Investigate and describe how elements necessary for life on Earth pass through both living and nonliving cycles in a series of changes that form a global system.		
9 S ESS 13.12.7	Cycles of Matter and Energy	Compare and contrast the relationships between the greenhouse effect and the idea of global warming.		
9 S ESS 13.12.8	Cycles of Matter and Energy	Model and explain how the energy that propels Earth's lithosphere plates is dominantly a result of nuclear processes deep in Earth.		
9 S ESS 14.12.1	Solar System and Universe	Investigate and describe how Earth's atmosphere, water, temperature, and composition compare with conditions on other planets.		
9 S ESS 14.12.2	Solar System and Universe	Explain how most objects in the solar system are in regular and predictable motion which explains such phenomena as the day, the year, phases of the moon, and eclipses.		
9 S ESS 14.12.3	Solar System and Universe	Explain how stars produce energy and elements heavier than hydrogen from nuclear reactions.		
9 S ESS 14.12.4	Solar System and Universe	Explain that on the basis of scientific evidence, the universe is estimated to be about ten billion years old.		
9 S ESS 14.12.5	Solar System and Universe	Describe how increasingly sophisticated technology (e.g., mathematical models and computer simulations) is used to learn about the universe.		
9 S ESS 14.12.6	Solar System and Universe	Explain that the physical laws, such as laws of Newton, Kepler, thermodynamics, relativity, and quantum physics, appear to apply to all bodies in the universe.		
9 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
9 S ES 15.12.1	Ecosystems	Investigate and describe how changes in an ecosystem can affect biodiversity and biodiversity contributes to an ecosystem's stability.		
9 S ES 15.12.2	Ecosystems	Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.		
9 S ES 15.12.3	Ecosystems	Investigate and describe how materials and energy are cycled and recycled through ecosystems via pathways known as food webs.		
9 S ES 15.12.4	Ecosystems	Describe the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. (e.g., Northern NV cold desert, Southern low warm desert, Mountain).		
9 S ES 16.12.1	Natural Resources	Evaluate the consequences of changing patterns of resources use.		
9 S ES 16.12.2	Natural Resources	Investigate and describe the various processes involved in obtaining, using, and recycling materials such as wood products, minerals, food, and manufactured objects.		
9 S ES 16.12.3	Natural Resources	Investigate and describe the career opportunities associated with the study, exploration, extraction, utilization, protection, and restoration of natural resources.		
9 S ES 16.12.4	Natural Resources	Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.		
9 S ES 16.12.5	Natural Resources	Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).		
9 S ES 17.12.1	Conservation	Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.		
9 S ES 17.12.2	Conservation	Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g., global warming, ozone depletion).		
9 S ES 17.12.3	Conservation	Explain that there is scientific uncertainty regarding many environmental issues.		
9 S ES 17.12.4	Conservation	Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.		
9 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
9 S NHS 18.12.1	Scientific, Historical, and Technological Perspectives	Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).		
9 S NHS 18.12.2	Scientific, Historical, and Technological Perspectives	Investigate and explain how research emphasis is influenced by economic and public policy.		
9 S NHS 18.12.3	Scientific, Historical, and Technological Perspectives	Investigate and explain how scientific innovations that were originally challenged are now widely accepted.		

Identifier	Nevada - Grade 9 - Science		Introduced	Completed
9 S NHS 18.12.4	Scientific, Historical, and Technological Perspectives	Explain that scientists work with others to resolve differences in interpretation of observations.		
9 S NHS 18.12.5	Scientific, Historical, and Technological Perspectives	Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.		
9 S NHS 18.12.6	Scientific, Historical, and Technological Perspectives	Explain that scientific knowledge builds on previous information, and rarely are entire theories completely discarded in favor of new ones.		
9 S NHS 18.12.7	Scientific, Historical, and Technological Perspectives	Explain that scientists have ethical procedures, violations of which have consequences.		
9 S NHS 19.12.1	Reasoning and Critical Response Skills	Identify and determine the credibility of sources of information based on the techniques used to gather that information.		
9 S NHS 19.12.2	Reasoning and Critical Response Skills	Apply cost benefit and risk analyses in decision-making processes.		
9 S NHS 19.12.3	Reasoning and Critical Response Skills	Recognize and describe situations in which a system is qualitatively different from the parts which comprise it (e.g., how a population differs from an individual).		
9 S NHS 19.12.4	Reasoning and Critical Response Skills	Distinguish among hypotheses, laws, theories, and rules, and explain the level of their limitations.		
9 S NHS 19.12.5	Reasoning and Critical Response Skills	Determine the limits of generalizations, assumptions, analogies, and models.		
9 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
9 S SI 20.12.1	Systems, Models, Risk, and Predictions	Use mathematical symbols and formulas to express relationships that behave in the same ways as the objects or processes under investigation.		
9 S SI 20.12.2	Systems, Models, Risk, and Predictions	Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).		
9 S SI 20.12.3	Systems, Models, Risk, and Predictions	Identify and describe how systems are often different from their components (e.g., aquaria or automobiles).		
9 S SI 20.12.4	Systems, Models, Risk, and Predictions	Compare groups of data, taking into account both percentages and actual numbers.		
9 S SI 20.12.5	Systems, Models, Risk, and Predictions	Identify the type of hazard, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.		
9 S SI 21.12.1	Scientific Values and Attitudes	Demonstrate curiosity, honesty, and skepticism in doing science.		
9 S SI 21.12.2	Scientific Values and Attitudes	Repeat experimentation for statistical analysis and to produce conclusions that are without bias.		
9 S SI 21.12.3	Scientific Values and Attitudes	Evaluate multiple explanations for the same evidence.		
9 S SI 22.12.1	Communication Skills	Analyze experimental procedures and suggest appropriate revisions for improvement.		
9 S SI 22.12.2	Communication Skills	Use tables, charts, and graphs in making arguments and claims in oral and written presentations.		
9 S SI 22.12.3	Communication Skills	Discuss scientific topics by restating or summarizing accurately what others have said; ask for clarifications or elaborations, and express alternative positions using available multimedia resources.		
9 S SI 23.12.1	Scientific Applications of Mathematics	Determine if the correlation between variables is high or low.		
9 S SI 23.12.2	Scientific Applications of Mathematics	Use algebraic equations when appropriate.		
9 S SI 23.12.3	Scientific Applications of Mathematics	Estimate answers to the correct order of magnitude.		
9 S SI 23.12.4	Scientific Applications of Mathematics	Use derived quantities, ratios, proportions, and constants.		
9 S SI 23.12.5	Scientific Applications of Mathematics	Trace the source of differences between an estimate and the calculated answer that exceeds agreed-upon standards for precision.		
9 S SI 23.12.6	Scientific Applications of Mathematics	Select samples by some random system to avoid bias.		
9 S SI 24.12.1	Laboratory Skills and Safety	Demonstrate personal responsibility for using safety equipment and observing all safety standards.		
9 S SI 24.12.2	Laboratory Skills and Safety	Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.		
9 S SI 24.12.3	Laboratory Skills and Safety	Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.		
9 S SI 24.12.4	Laboratory Skills and Safety	Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.		



Identifier	<b>Nevada - Grade 9 - Science</b>		Introduced	Completed
9 S SI 24.12.5	Laboratory Skills and Safety	Write procedures for the investigation of delegated or original scientific problems.		
9 S SI 24.12.6	Laboratory Skills and Safety	Carry out an independent scientific investigation.		

Identifier	<b>Lander - Grade 9 - Science</b>	Introduced	Completed
9Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
9Sc1.1	Organize, group and manipulate statistical data into graphs and reports		
9Sc1.2	Observe and match the connection between data and conclusions in investigations		
9Sc1.3	Define and sort through various data resources filtering important and unimportant information		
9Sc1.4	Observe and report relationships		
9Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
9Sc2.1	Dramatize how systems can be changed from the interaction of components		
9Sc2.2	Define and identify different view positions		
9Sc2.3	Identify and describe various historical frameworks of knowledge categories and methods		
9Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
9Sc3.1	Demonstrate and illustrate how particles can be arranged differently for the same substance		
9Sc3.2	Classify elements by gathering information and sorting their properties		
9Sc3.3	Compare and contrast various types of mixtures		
9Sc3.4	Demonstrate the characteristics of atomic bonding		
9Sc3.5	Demonstrate the changes that occur in physical states by chemical changes		
9Sc3.6	Demonstrate and illustrate atomic structures in matter		
9Sc3.7	Select and illustrate properties of various elements based on their atomic makeup		
9Sc3.8	Demonstrate the differences between various elements in stable and combined elemental states		
9Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
9Sc4.1	Classify and distinguish between various magnetic and electric forces		
9Sc4.2	Compare various objects that react to magnetic imposition		
9Sc4.3	Speculate on the consequences of unbalanced motion		
9Sc4.4	Explain why an object will move in a particular way for a certain set of conditions		
9Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
9Sc5.1	Compare and distinguish the seasonal variations throughout the Earth caused by the differing positions with the sun		
9Sc5.2	Show and demonstrate different light bands in the spectrum		
9Sc5.3	Show and demonstrate different wave energy forms		
9Sc5.4	Illustrate the transfer of energy citing various types of reactions		
9Sc5.5	Demonstrate energy transformation		
9Sc5.6	Illustrate the differences between kinetic and potential energy		
9Sc5.7	Demonstrate and measure the transfer of heat		
9Sc5.8	Contrast through data presentation the differences between circuits, resistance and conductors		
9Sc6	<b>LIFE SCIENCE - Heredity</b>		
9Sc6.1	Distinguish between different genetic transference		
9Sc6.2	Organize a study of inherited characteristics over several propagations of plant and animal life		
9Sc6.3	Classify organisms by their shared characteristics, justify the decisions made in the process		
9Sc6.4	Illustrate through examining several life forms the interaction between environment and genetics		
9Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
9Sc7.1	Document and report on alterations to life systems caused by infection		
9Sc7.2	Illustrate different organisms and compare their complexity		
9Sc7.3	Show how combinations of cells work together; identify cells that have specialty assignments in larger organisms		
9Sc7.4	Classify and organize different cells by their function within one organism		
9Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
9Sc8.1	Classify different webs of an ecosystem		
9Sc8.2	Define and observe the characteristics of different physical environments		
9Sc8.3	Observe and list changes that have occurred in ecosystems through the cycles of the Earth		
9Sc8.4	Construct an ecosystem simulation		
9Sc8.5	Observe and define the various regions of Nevada		
9Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
9Sc9.1	Classify various species by their characteristics		

Identifier	Lander - Grade 9 - Science	Introduced	Completed
9Sc9.2	Map genetic passage from one generation to another		
9Sc9.3	Define and observe evolutionary sequence		
9Sc9.4	Define and observe DNA alterations to organisms		
9Sc9.5	Identify, sort and list fossil evidence		
9Sc9.6	Observe the characteristics of various animal and plant fossil evidence		
9Sc9.7	Show how an organism's behavior is connected to its evolutionary history		
9Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
9Sc10.1	Infer and speculate on how seasonal environments and variations are part of every planet; speculate and imagine those environments		
9Sc10.2	Illustrate the role of water in the Earth's ecosystem		
9Sc10.3	Identify the components of the greenhouse effect		
9Sc10.4	Illustrate atmospheric patterns and its causes		
9Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
9Sc11.1	Explain and document the interaction between various components of the universe		
9Sc11.2	Illustrate the differing characteristics of various planets in our solar system including the Earth		
9Sc11.3	Explain how phenomena have predictable motion and cycles		
9Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
9Sc12.1	Select and organize rocks and fossil evidence by similar and contrasting characteristics		
9Sc12.2	Illustrate how landforms can be altered by various forces		
9Sc12.3	Explain where and why certain elements are located on the Earth		
9Sc12.4	Sort different contrasting evidence of different soil samples; identify the elements that support or inhibit life		
9Sc12.5	Illustrate and map resources by their abundance, accessibility, and renew-ability to areas of the Earth; report on the possibility of difficulty in sustaining and procuring necessary resources; speculate on alternatives to resources and consequences of their unavailability		
9Sc12.6	Define the characteristics of various life stages		
9Sc12.7	Show how changes in a physical environment can be harmful		
9Sc12.8	Show how technologies influence the environment		
9Sc12.9	Define the elements that make up different cultures and countries; observe how their environment is dictated by resources or the ability to obtain resources		
9Sc12.10	Illustrate how the constancy of one energy source has changed a society; illustrate how the change in energy source has created and mutated a society		

Identifier	Kamico - Grade 10 - Science	Introduced	Completed
	<b>BIOLOGY AND INTEGRATED PHYSICS AND CHEMISTRY / SCIENTIFIC PROCESSES</b>		
S 10.1.1A	Demonstrate safe practices during field and laboratory investigations.		
S 10.1.2A	Plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology.		
S 10.1.2B	Collect data and make measurements with precision.		
S 10.1.2C	Organize, analyze, evaluate, make inferences, and predict trends from data.		
S 10.1.2D	Communicate valid conclusions.		
	<b>INTEGRATED PHYSICS AND CHEMISTRY / SCIENTIFIC PROCESSES</b>		
S 10.1.3A	Analyze and review scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.		
S 10.1.3B	Draw inferences based on data related to products and services.		
	<b>BIOLOGY</b>		
S 10.2.1A	Investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules.		
S 10.2.2A	Describe components of deoxyribonucleic acid (DNA), and illustrate how information for specifying the traits of an organism is carried in the DNA.		
S 10.2.2B	Identify and illustrate how changes in DNA cause mutations.		
S 10.2.2C	Compare genetic variations observed in plants and animals.		
S 10.2.3A	Identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals.		
S 10.2.4A	Interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune.		
S 10.3.1A	Compare the structures and functions of viruses to cells and describe the role of viruses in causing diseases and conditions such as acquired immune deficiency syndrome, common colds, smallpox, influenza, and warts.		
S 10.3.1B	Identify and describe the role of bacteria in maintaining health such as in digestion and in causing diseases such as in streptococcus infections and diphtheria.		
S 10.3.2A	Illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction.		
S 10.3.3A	Interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism.		
S 10.3.3B	Investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids.		
S 10.3.4A	Evaluate the significance of structural and physiological adaptations of plants to their environments.		
	<b>INTEGRATED PHYSICS AND CHEMISTRY</b>		
S 10.4.1A	Investigate and identify properties of fluids including density, viscosity, and buoyancy.		
S 10.4.1B	Classify samples of matter from everyday life as being elements, compounds, or mixtures.		
S 10.4.2A	Distinguish between physical and chemical changes in matter such as oxidation, digestion, changes in states, and stages in the rock cycle.		
S 10.4.2B	Investigate and identify the law of conservation of mass.		
S 10.4.3A	Relate the structure of water to its function.		
S 10.4.3B	Demonstrate how various factors influence solubility including temperature, pressure, and nature of the solute and solvent.		
S 10.5.1A	Calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines.		
S 10.5.1B	Investigate and describe Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits.		
S 10.5.2A	Demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves.		
S 10.5.3A	Describe the law of conservation of energy.		
S 10.5.3B	Investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation.		
S 10.5.3C	Investigate and compare series and parallel circuits.		

Identifier	Nevada - Grade 10 - Science		Introduced	Completed
10 S PS	<b>PHYSICAL SCIENCE</b>			
10 S PS 1.12.1	Forces and Motion	Investigate and describe how changes in motion are based on the laws of motion.		
10 S PS 1.12.2	Forces and Motion	Explain that the force of attraction that exists between two masses is inversely proportional to the square of the distance between them.		
10 S PS 1.12.3	Forces and Motion	Investigate and describe that the usefulness of a simple machine such as a wheel or axle is based on its function, mechanical advantage, and efficiency.		
10 S PS 1.12.4	Forces and Motion	Investigate and describe the relationship that exists between force, pressure, and area in general, and between pressure and depth in liquids.		
10 S PS 1.12.5	Forces and Motion	Investigate and explain that magnetic forces are related to electric forces and can be thought of as different aspects of a single electromagnetic force (e.g., electric motors, generators, radios).		
10 S PS 2.12.1	Structure and Properties of Matter	Investigate and describe intrinsic (color, odor, density) and extrinsic (e.g., size, mass, volume) physical properties of matter.		
10 S PS 2.12.2	Structure and Properties of Matter	Explain that substances can be identified on the basis of specific energies given off or taken in by that substance.		
10 S PS 2.12.3	Structure and Properties of Matter	Explain how atoms may bond with one another by transferring or sharing electrons that are farthest from the nucleus.		
10 S PS 2.12.4	Structure and Properties of Matter	Explain that the electromagnetic force between the nucleus and electrons holds the atom together.		
10 S PS 2.12.5	Structure and Properties of Matter	Explain the properties of phases of matter in terms of the kinetic molecular theory and forces of attraction between particles.		
10 S PS 2.12.6	Structure and Properties of Matter	Explain that carbon atoms can bond to one another to form a large variety of structures, including the molecules essential to life.		
10 S PS 3.12.1	Energy and Matter - Interactions and Forms	Explain that the transformation of energy usually results in some energy in the form of heat, which spreads by radiation, conduction, and sometimes convection into cooler places.		
10 S PS 3.12.2	Energy and Matter - Interactions and Forms	Investigate and describe how pressure may affect changes of state.		
10 S PS 3.12.3	Energy and Matter - Interactions and Forms	Investigate and describe how waves can superimpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material.		
10 S PS 3.12.4	Energy and Matter - Interactions and Forms	Describe the properties of electrical circuits in terms of moving electrons, conductivity, resistance, and electrical potential energy.		
10 S PS 3.12.5	Energy and Matter - Interactions and Forms	Investigate and describe how matter and energy may be changed and energy can be transferred in many ways, but the entire mass-energy budget of the universe remains constant.		
10 S PS 3.12.6	Energy and Matter - Interactions and Forms	Investigate and describe how systems tend to become less ordered over time.		
10 S PS 4.12.1	Chemical Reaction	Investigate and describe how, in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change.		
10 S PS 4.12.2	Chemical Reaction	Investigate and describe how chemical reaction rates depend on conditions in the reacting system, the properties of reacting materials, and the presence of certain rate-regulating chemicals.		
10 S PS 4.12.3	Chemical Reaction	Investigate and describe how chemical reactions may release or consume energy.		
10 S PS 4.12.4	Chemical Reaction	Relate the chemical properties of an element to the outermost electrons of an element.		
10 S PS 5.12.1	Nuclear Energy and Electromagnetic Energy	Predict how light interacts with matter (e.g., reflection and refraction).		
10 S PS 5.12.2	Nuclear Energy and Electromagnetic Energy	Simulate how the predictable rates of nuclear reactions can be used to estimate the age of some materials.		
10 S PS 5.12.3	Nuclear Energy and Electromagnetic Energy	Describe the different disposal techniques used for high and low level nuclear wastes.		
10 S PS 5.12.4	Nuclear Energy and Electromagnetic Energy	Describe electromagnetic waves including a wide range of forms and varying wavelengths.		
10 S PS 5.12.5	Nuclear Energy and Electromagnetic Energy	Explain how the forces that hold the nucleus of an atom together are usually stronger than other forces that could make the nucleus fly apart.		
10 S PS 5.12.6	Nuclear Energy and Electromagnetic Energy	Explain how energy is released when the nuclei of very heavy atoms (e.g., uranium or plutonium) split into middleweight ones, or when very light nuclei (e.g., hydrogen and helium) combine into heavier ones.		
10 S LS	<b>LIFE SCIENCE</b>			
10 S LS 6.12.1	Structure and Function	Explain how disease disrupts the equilibrium that exists in a healthy organism.		
10 S LS 6.12.2	Structure and Function	Explain how the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.		
10 S LS 6.12.3	Structure and Function	Investigate and describe how food molecules are broken down through a series of chemical reactions to provide energy and the material to make new molecules.		
10 S LS 6.12.4	Structure and Function	Investigate and describe how every cell is covered by a cell membrane and most cells also have specialized parts for the transport of materials, energy, transfer, protein building, waste disposal, information feedback, and movement.		
10 S LS 6.12.5	Structure and Function	In photosynthesis, plants and many microorganisms use solar energy to combine molecules of carbon dioxide and water to form energy rich compounds and oxygen.		

Identifier	Nevada - Grade 10 - Science		Introduced	Completed
10 S LS 7.12.1	Internal and External Influences on Organisms	Investigate and describe how some broad patterns of behavior exhibited by animals have evolved to ensure survival of the species.		
10 S LS 7.12.2	Internal and External Influences on Organisms	Investigate and describe how plant and animals have mechanisms that allow them to respond to changes in their environment.		
10 S LS 7.12.3	Internal and External Influences on Organisms	Investigate and describe how multicellular animals have nervous systems that receive input through sensory organs and generate behavioral responses.		
10 S LS 7.12.4	Internal and External Influences on Organisms	Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.		
10 S LS 8.12.1	Heredity and Diversity	Explain how all body cells in an organism are developed from a single cell and contain essentially identical genetic instructions. Explain how different parts of the instruction are used in different kinds of cells.		
10 S LS 8.12.2	Heredity and Diversity	Explain how relatedness among organisms can be estimated from the similarity of their DNA sequences.		
10 S LS 8.12.3	Heredity and Diversity	Investigate and describe how sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations.		
10 S LS 8.12.4	Heredity and Diversity	Explain how genetic information from parents is encoded in DNA molecules and provides instruction for assembling protein molecules.		
10 S LS 8.12.5	Heredity and Diversity	Investigate and describe how patterns of inheritance are described by laws of segregation and independent assortment.		
10 S LS 8.12.6	Heredity and Diversity	Explain how diversity of species and variation among organisms within a species increase the chances for survival of life when large changes occur in the environment.		
10 S LS 8.12.7	Heredity and Diversity	Explain how gene mutations may be caused by a variety of influences, when mutations occur in sex cells, they can be passed on to offspring.		
10 S LS 9.12.1	Evolution - The Process of Biological Change	Investigate and describe the basic idea of the theory of biological evolution is that through genetic and/or environmental influences Earth's present-day species developed from earlier, distinctly different, but common ancestors.		
10 S LS 9.12.2	Evolution - The Process of Biological Change	Explain the fossil record of ancient life forms by applying the idea of natural selection and its evolutionary consequences.		
10 S LS 9.12.3	Evolution - The Process of Biological Change	Simulate and explain how the adaptation of a species can occur over many generations because of the unique characteristics that favor those individuals in an environment.		
10 S LS 9.12.4	Evolution - The Process of Biological Change	Explain how the classification of species is based on similarities (e.g., structural, genetic, molecular) which indicate evolutionary relationships.		
10 S LS 9.12.5	Evolution - The Process of Biological Change	Explain how the extinction of species is a common occurrence and fossil records indicate that most species that have lived on Earth no longer exist.		
10 S LS 9.12.6	Evolution - The Process of Biological Change	Investigate and describe how the process of evolution is driven by genetic and environmental influences.		
10 S LS 9.12.7	Evolution - The Process of Biological Change	Explain how there is evidence that at least a billion years ago, cells with nuclei existed allowing the evolution of increasingly complex multicellular organisms.		
10 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
10 S ESS 10.12.1	Earth Structures and Composition	Investigate and describe how rocks and minerals have different characteristics that reflect their origins and use.		
10 S ESS 10.12.2	Earth Structures and Composition	Investigate and describe how landforms are the result of a combination of constructive and destructive forces resulting from weathering, erosion, and the movement of lithosphere plates.		
10 S ESS 10.12.3	Earth Structures and Composition	Explain how there is a relationship between the relative densities and states (phases) of Earth materials and the layering on, in, and above Earth.		
10 S ESS 10.12.4	Earth Structures and Composition	Investigate and describe how soil is derived from weathered rocks and decomposed organic material, and is found in layers.		
10 S ESS 10.12.5	Earth Structures and Composition	Explain how the composition of Earth's atmosphere has changed in the past and continues to change.		
10 S ESS 10.12.6	Earth Structures and Composition	Compare and contrast the geologic features of Nevada and local geological features.		
10 S ESS 11.12.3	Earth Models	Investigate, design, and use contour maps.		
10 S ESS 11.12.4	Earth Models	Define location on Earth in terms of latitude, longitude, and time zones.		
10 S ESS 12.12.1	Earth History	Explain how catastrophic events have occurred and greatly influenced Earth's history.		
10 S ESS 12.12.2	Earth History	Simulate and explain how relative geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.		
10 S ESS 12.12.3	Earth History	Compare and contrast the variety of methods by which geologic time is determined, including radioactive dating.		
10 S ESS 13.12.1	Cycles of Matter and Energy	Explain how Earth systems have two major internal sources of energy (decay of radioactive isotopes and the gravitational energy from Earth's original formation) and one major external sources (the sun), all of which create heat.		
10 S ESS 13.12.2	Cycles of Matter and Energy	Explain how uneven heating of Earth's surface by the sun forms convection currents within the atmosphere and ocean, producing wind and ocean currents that are modified by Earth's rotation.		
10 S ESS 13.12.3	Cycles of Matter and Energy	Investigate and describe how water is a solvent (e.g., how it dissolves minerals and gases as it passes through the water cycle and carries them to oceans and lakes).		
10 S ESS 13.12.4	Cycles of Matter and Energy	Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near Earth's surface, and fluctuations in solar output may have contributed to large changes in Earth's climate in the past.		

Identifier	Nevada - Grade 10 - Science		Introduced	Completed
10 S ESS 13.12.5	Cycles of Matter and Energy	Explain how large-scale, long-term equilibrium can accommodate small-scale changes.		
10 S ESS 13.12.6	Cycles of Matter and Energy	Investigate and describe how elements necessary for life on Earth pass through both living and nonliving cycles in a series of changes that form a global system.		
10 S ESS 13.12.7	Cycles of Matter and Energy	Compare and contrast the relationships between the greenhouse effect and the idea of global warming.		
10 S ESS 13.12.8	Cycles of Matter and Energy	Model and explain how the energy that propels Earth's lithosphere plates is dominantly a result of nuclear processes deep in Earth.		
10 S ESS 14.12.1	Solar System and Universe	Investigate and describe how Earth's atmosphere, water, temperature, and composition compare with conditions on other planets.		
10 S ESS 14.12.2	Solar System and Universe	Explain how most objects in the solar system are in regular and predictable motion which explains such phenomena as the day, the year, phases of the moon, and eclipses.		
10 S ESS 14.12.3	Solar System and Universe	Explain how stars produce energy and elements heavier than hydrogen from nuclear reactions.		
10 S ESS 14.12.4	Solar System and Universe	Explain that on the basis of scientific evidence, the universe is estimated to be about ten billion years old.		
10 S ESS 14.12.5	Solar System and Universe	Describe how increasingly sophisticated technology (e.g., mathematical models and computer simulations) is used to learn about the universe.		
10 S ESS 14.12.6	Solar System and Universe	Explain that the physical laws, such as laws of Newton, Kepler, thermodynamics, relativity, and quantum physics, appear to apply to all bodies in the universe.		
10 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
10 S ES 15.12.1	Ecosystems	Investigate and describe how changes in an ecosystem can affect biodiversity and biodiversity contributes to an ecosystem's stability.		
10 S ES 15.12.2	Ecosystems	Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.		
10 S ES 15.12.3	Ecosystems	Investigate and describe how materials and energy are cycled and recycled through ecosystems via pathways known as food webs.		
10 S ES 15.12.4	Ecosystems	Describe the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. (e.g., Northern NV cold desert, Southern low warm desert, Mountain).		
10 S ES 16.12.1	Natural Resources	Evaluate the consequences of changing patterns of resources use.		
10 S ES 16.12.2	Natural Resources	Investigate and describe the various processes involved in obtaining, using, and recycling materials such as wood products, minerals, food, and manufactured objects.		
10 S ES 16.12.3	Natural Resources	Investigate and describe the career opportunities associated with the study, exploration, extraction, utilization, protection, and restoration of natural resources.		
10 S ES 16.12.4	Natural Resources	Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.		
10 S ES 16.12.5	Natural Resources	Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).		
10 S ES 17.12.1	Conservation	Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.		
10 S ES 17.12.2	Conservation	Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g., global warming, ozone depletion).		
10 S ES 17.12.3	Conservation	Explain that there is scientific uncertainty regarding many environmental issues.		
10 S ES 17.12.4	Conservation	Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.		
10 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
10 S NHS 18.12.1	Scientific, Historical and Technological Perspectives	Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).		
10 S NHS 18.12.2	Scientific, Historical and Technological Perspectives	Investigate and explain how research emphasis is influenced by economic and public policy.		
10 S NHS 18.12.3	Scientific, Historical and Technological Perspectives	Investigate and explain how scientific innovations that were originally challenged are now widely accepted.		
10 S NHS 18.12.4	Scientific, Historical and Technological Perspectives	Explain that scientists work with others to resolve differences in interpretation of observations.		
10 S NHS 18.12.5	Scientific, Historical and Technological Perspectives	Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.		
10 S NHS 18.12.6	Scientific, Historical and Technological Perspectives	Explain that scientific knowledge builds on previous information, and rarely are entire theories completely discarded in favor of new ones.		
10 S NHS 18.12.7	Scientific, Historical and Technological Perspectives	Explain that scientists have ethical procedures, violations of which have consequences.		
10 S NHS 19.12.1	Reasoning and Critical Repsonse Skills	Identify and determine the credibility of sources of information based on the techniques used to gather that information.		
10 S NHS 19.12.2	Reasoning and Critical Repsonse Skills	Apply cost benefit and risk analyses in decision-making processes.		
10 S NHS 19.12.3	Reasoning and Critical Repsonse Skills	Recognize and describe situations in which a system is qualitatively different from the parts which comprise it (e.g., how a population differs from an individual).		
10 S NHS 19.12.4	Reasoning and Critical Repsonse Skills	Distinguish among hypotheses, laws, theories, and rules, and explain the level of their limitations.		

Identifier	Nevada - Grade 10 - Science		Introduced	Completed
10 S NHS 19.12.5	Reasoning and Critical Repsonse Skills	Determine the limits of generalizations, assumptions, analogies, and models.		
10 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
10 S SI 20.12.1	Systems, Models, Risk, and Predictions	Use mathematical symbols and formulas to express relationships that behave in the same ways as the objects or processes under investigation.		
10 S SI 20.12.2	Systems, Models, Risk, and Predictions	Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).		
10 S SI 20.12.3	Systems, Models, Risk, and Predictions	Identify and describe how systems are often different from their components (e.g., aquaria or automobiles).		
10 S SI 20.12.4	Systems, Models, Risk, and Predictions	Compare groups of data, taking into account both percentages and actual numbers.		
10 S SI 20.12.5	Systems, Models, Risk, and Predictions	Identify the type of hazard, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.		
10 S SI 21.12.1	Scientific Values and Attitudes	Demonstrate curiosity, honesty, and skepticism in doing science.		
10 S SI 21.12.2	Scientific Values and Attitudes	Repeat experimentation for statistical analysis and to produce conclusions that are without bias.		
10 S SI 21.12.3	Scientific Values and Attitudes	Evaluate multiple explanations for the same evidence.		
10 S SI 22.12.1	Communication Skills	Analyze experimental procedures and suggest appropriate revisions for improvement.		
10 S SI 22.12.2	Communication Skills	Use tables, charts, and graphs in making arguments and claims in oral and written presentations.		
10 S SI 22.12.3	Communication Skills	Discuss scientific topics by restating or summarizing accurately what others have said; ask for clarifications or elaborations, and express alternative positions using available multimedia resources.		
10 S SI 23.12.1	Scientific Applications of Mathematics	Determine if the correlation between variables is high or low.		
10 S SI 23.12.2	Scientific Applications of Mathematics	Use algebraic equations when appropriate.		
10 S SI 23.12.3	Scientific Applications of Mathematics	Estimate answers to the correct order of magnitude.		
10 S SI 23.12.4	Scientific Applications of Mathematics	Use derived quantities, ratios, proportions, and constants.		
10 S SI 23.12.5	Scientific Applications of Mathematics	Trace the source of differences between an estimate and the calculated answer that exceeds agreed-upon standards for precision.		
10 S SI 23.12.6	Scientific Applications of Mathematics	Select samples by some random system to avoid bias.		
10 S SI 24.12.1	Laboratory Skills and Safety	Demonstrate personal responsibility for using safety equipment and observing all safety standards.		
10 S SI 24.12.2	Laboratory Skills and Safety	Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.		
10 S SI 24.12.3	Laboratory Skills and Safety	Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.		
10 S SI 24.12.4	Laboratory Skills and Safety	Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.		
10 S SI 24.12.5	Laboratory Skills and Safety	Write procedures for the investigation of delegated or original scientific problems.		
10 S SI 24.12.6	Laboratory Skills and Safety	Carry out an independent scientific investigation.		



Identifier	Lander - Grade 10 - Science	Introduced	Completed
10Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
10Sc1.1	Examine various statistical models, graphs and reports		
10Sc1.2	Explain how various conclusions can be derived from data		
10Sc1.3	Review and report on various data usage in argument and research		
10Sc1.4	Explain cause and effect relationships		
10Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
10Sc2.1	Speculate and propose possible changes to systems by the interjection of new elements into a system		
10Sc2.2	Review various differing views of a particular phenomena		
10Sc2.3	Explain various frameworks of knowledge		
10Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
10Sc3.1	Compare different substances while holding certain conditions constant		
10Sc3.2	Define and record characteristics of different elements		
10Sc3.3	Formulate conclusions based on observation regarding the makeup of various mixtures		
10Sc3.4	Compare and contrast differing configurations of atomic bonding		
10Sc3.5	Speculate on various chemical reaction possibilities		
10Sc3.6	Distinguish and classify between different elements and matter due to their atomic structure		
10Sc3.7	Define electrical polarity in atomic structures		
10Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
10Sc4.1	Imagine a machine or system that would take advantage of differing forces and their variants		
10Sc4.2	Plan a demonstration or a simple machine taking advantage of magnetic and gravitational attributes		
10Sc4.3	Research and evaluate past activities in history that utilized balanced and unbalanced forces		
10Sc4.4	Graphically illustrate and reconstruct the motion of a particular object		
10Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
10Sc5.1	Speculate on adaptations necessary to adjust to variations in the relationship between the Earth and the sun		
10Sc5.2	Contrast different light spectrums and their uses		
10Sc5.3	Contrast different wave forms and their benefits and detriments to life and objects		
10Sc5.4	Differentiate between different physical, chemical and nuclear reactions charting various data produced		
10Sc5.5	Imagine the results from various energy transformations through speculative interactions		
10Sc5.6	Examine the different properties through real experiences of kinetic and potential energy		
10Sc5.7	Differentiate between different transfer sequences of heat through various objects and conditions		
10Sc5.8	Define and observe the transference of electricity		
10Sc6	<b>LIFE SCIENCE - Heredity</b>		
10Sc6.1	Examine, interpret and debate genetic engineering in different arenas of life; analyze the arguments regarding eugenics		
10Sc6.2	Compare two or more different alterations to the genetic code and report on its results		
10Sc6.3	Define and sort normal and abnormal cell growth		
10Sc6.4	Observe patterns of growth and adaptation by genetic and inherited trait alteration and sustainability		
10Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
10Sc7.1	Organize and illustrate interventions that offset infection and the role they play in altering the system		
10Sc7.2	Observe cells and their actions and functions		
10Sc7.3	Define cell roles and functions		
10Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
10Sc8.1	Identify and label aspects of an interdependent system		
10Sc8.2	Explain the relationships between life and its physical environment		
10Sc8.3	Review and explain situations that alter an ecosystem; debate the positive and negative aspects of this alteration		
10Sc8.4	Demonstrate and illustrate an alteration in the environment		
10Sc8.5	Define the elements, both essential and superfluous, that sustain or inhibit an ecosystem		
10Sc8.6	Explain the current status of Nevada's various regions in terms of its geology, water, climate and biological inhabitants		

Identifier	Lander - Grade 10 - Science	Introduced	Completed
10Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
10Sc9.1	Speculate on alterations that can occur to a species that will benefit or hinder its development		
10Sc9.2	Propose and speculate on interventions available for genetic passage		
10Sc9.3	Explain the connections between organisms based on their evolutionary sequence		
10Sc9.4	Explain different DNA alterations		
10Sc9.5	Explain the tracking of fossil evidence; identify and recognize various fossil evidence		
10Sc9.6	Identify the factors involved with species extinction; identify the elements of the natural selection process		
10Sc9.7	Project how organisms can alter their evolutionary history by their behavior		
10Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
10Sc10.1	Define the make-up and characteristics that differentiate the sun from a planet and in particular the Earth		
10Sc10.2	Compare the differences when there is an overabundance or scarcity of water resources on Earth		
10Sc10.3	Record local atmospheric conditions tracking moisture, temperature, conditions and pollutants		
10Sc10.4	Describe the characteristics of the greenhouse effect and it's consequences		
10Sc10.5	Sort the various energy fields by their characteristics		
10Sc10.6	Compare different atmospheric patterns throughout the Earth; examine atmospheric conditions on other planets explaining their cause		
10Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
10Sc11.1	Illustrate how various components of the universe interact, are co-dependent, or in opposition to each other; test out various scenarios of interaction and conflict		
10Sc11.2	Compare and contrast different planets and their environments; speculate on the alterations necessary to sustain life as we know it		
10Sc11.3	Define and sort different aspects of the universe		
10Sc11.4	Define the range of differences in phenomena in the universe and their interplay through motion		
10Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
10Sc12.1	Define the elements of geological time; define the characteristics of fossil evidence		
10Sc12.2	Speculate on the results of the interaction with various forces with landforms		
10Sc12.3	Illustrate the relationship between Earth's elements and living forms		
10Sc12.4	Explain the properties of different kinds and layers of soil		
10Sc12.5	Define and sort resources by their characteristics of renew-ability		
10Sc12.6	Describe the various stages in the cycles of life		
10Sc12.7	Debate how a physical environment alteration can be harmful or helpful		
10Sc12.8	Illustrate the positive and negative influences of technological change to the environment		
10Sc12.9	Explain the role of economics in determining patterns in the use and abuse of resources; identify the transition in some cultures from abundance to scarcity or obsolescence		
10Sc12.10	Explain how energy is used to sustain or cripple a culture		

Identifier	Kamico - Grade 11 - Science	Introduced	Completed
	<b>BIOLOGY AND INTEGRATED PHYSICS AND CHEMISTRY / SCIENTIFIC PROCESSES</b>		
S 11.1.1A	Demonstrate safe practices during field and laboratory investigations.		
S 11.1.2A	Plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology.		
S 11.1.2B	Collect data and make measurements with precision.		
S 11.1.2C	Organize, analyze, evaluate, make inferences, and predict trends from data.		
S 11.1.2D	Communicate valid conclusions.		
	<b>INTEGRATED PHYSICS AND CHEMISTRY / SCIENTIFIC PROCESSES</b>		
S 11.1.3A	Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.		
S 11.1.3B	Draw inferences based on data related to promotional materials for products and services.		
	<b>BIOLOGY</b>		
S 11.2.1A	Investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules.		
S 11.2.2A	Describe components of deoxyribonucleic acid (DNA), and illustrate how information for specifying the traits of an organism is carried in the DNA.		
S 11.2.2B	Explain replication, transcription, and translation using models of DNA and ribonucleic acid (RNA).		
S 11.2.2C	Identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes.		
S 11.2.3A	Identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals.		
S 11.2.4A	Interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune.		
S 11.2.4B	Compare the interrelationships of organ systems to each other and to the body as a whole.		
S 11.3.1A	Compare the structures and functions of viruses to cells and describe the role of viruses in causing diseases and conditions such as acquired immune deficiency syndrome, common colds, smallpox, influenza, and warts.		
S 11.3.1B	Identify and describe the role of bacteria in maintaining health such as in digestion and in causing diseases such as in streptococcus infections and diphtheria.		
S 11.3.2A	Identify evidence of change in species using fossils, DNA sequences, anatomical similarities, physiological similarities, and embryology.		
S 11.3.2B	Illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction.		
S 11.3.3A	Analyze the flow of matter and energy through different trophic levels and between organisms and the physical environment.		
S 11.3.4A	Interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism.		
S 11.3.4B	Investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids.		
S 11.3.5A	Evaluate the significance of structural and physiological adaptations of plants to their environments.		
	<b>INTEGRATED PHYSICS AND CHEMISTRY</b>		
S 11.4.1A	Investigate and identify properties of fluids including density, viscosity, and buoyancy.		
S 11.4.1B	Relate the chemical behavior of an element, including bonding, to its placement on the periodic table.		
S 11.4.2A	Distinguish between physical and chemical changes in matter such as oxidation, digestion, changes in states, and stages in the rock cycle.		
S 11.4.2B	Investigate and identify the law of conservation of mass.		
S 11.4.3A	Relate the structure of water to its function.		
S 11.4.3B	Relate the concentration of ions in a solution to physical and chemical properties such as pH, electrolytic behavior, and reactivity.		
S 11.4.3C	Demonstrate how various factors influence solubility including temperature, pressure, and nature of the solute and solvent.		
S 11.5.1A	Calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines.		
S 11.5.1B	Investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits.		
S 11.5.1C	Investigate and demonstrate efficiency of various machines such as levers, motors, wheels and axles, pulleys, and ramps.		
S 11.5.2A	Demonstrate wave interactions including interference, polarization, reflection, refraction, and resonance within various materials.		

Identifier	Kamico - Grade 11 - Science	Introduced	Completed
S 11.5.3A	Describe the law of conservation of energy.		
S 11.5.3B	Investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation.		
S 11.5.3C	Investigate and compare economic and environmental impacts of using various energy sources such as rechargeable or disposable batteries and solar cells.		

Identifier	Nevada - Grade 11 - Science		Introduced	Completed
11 S PS	<b>PHYSICAL SCIENCE</b>			
11 S PS 1.12.1	Forces and Motion	Investigate and describe how changes in motion are based on the laws of motion.		
11 S PS 1.12.2	Forces and Motion	Explain that the force of attraction that exists between two masses is inversely proportional to the square of the distance between them.		
11 S PS 1.12.3	Forces and Motion	Investigate and describe that the usefulness of a simple machine such as a wheel or axle is based on its function, mechanical advantage, and efficiency.		
11 S PS 1.12.4	Forces and Motion	Investigate and describe the relationship that exists between force, pressure, and area in general, and between pressure and depth in liquids.		
11 S PS 1.12.5	Forces and Motion	Investigate and explain that magnetic forces are related to electric forces and can be thought of as different aspects of a single electromagnetic force (e.g., electric motors, generators, radios).		
11 S PS 2.12.1	Structure and Properties of Matter	Investigate and describe intrinsic (color, odor, density) and extrinsic (e.g., size, mass, volume) physical properties of matter.		
11 S PS 2.12.2	Structure and Properties of Matter	Explain that substances can be identified on the basis of specific energies given off or taken in by that substance.		
11 S PS 2.12.3	Structure and Properties of Matter	Explain how atoms may bond with one another by transferring or sharing electrons that are farthest from the nucleus.		
11 S PS 2.12.4	Structure and Properties of Matter	Explain that the electromagnetic force between the nucleus and electrons holds the atom together.		
11 S PS 2.12.5	Structure and Properties of Matter	Explain the properties of phases of matter in terms of the kinetic molecular theory and forces of attraction between particles.		
11 S PS 2.12.6	Structure and Properties of Matter	Explain that carbon atoms can bond to one another to form a large variety of structures, including the molecules essential to life.		
11 S PS 3.12.1	Energy and Matter - Interactions and Forms	Explain that the transformation of energy usually results in some energy in the form of heat, which spreads by radiation, conduction, and sometimes convection into cooler places.		
11 S PS 3.12.2	Energy and Matter - Interactions and Forms	Investigate and describe how pressure may affect changes of state.		
11 S PS 3.12.3	Energy and Matter - Interactions and Forms	Investigate and describe how waves can superimpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material.		
11 S PS 3.12.4	Energy and Matter - Interactions and Forms	Describe the properties of electrical circuits in terms of moving electrons, conductivity, resistance, and electrical potential energy.		
11 S PS 3.12.5	Energy and Matter - Interactions and Forms	Investigate and describe how matter and energy may be changed and energy can be transferred in many ways, but the entire mass-energy budget of the universe remains constant.		
11 S PS 3.12.6	Energy and Matter - Interactions and Forms	Investigate and describe how systems tend to become less ordered over time.		
11 S PS 4.12.1	Chemical Reaction	Investigate and describe how, in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change.		
11 S PS 4.12.2	Chemical Reaction	Investigate and describe how chemical reaction rates depend on conditions in the reacting system, the properties of reacting materials, and the presence of certain rate-regulating chemicals.		
11 S PS 4.12.3	Chemical Reaction	Investigate and describe how chemical reactions may release or consume energy.		
11 S PS 4.12.4	Chemical Reaction	Relate the chemical properties of an element to the outermost electrons of an element.		
11 S PS 5.12.1	Nuclear Energy and Electromagnetic Energy	Predict how light interacts with matter (e.g., reflection and refraction).		
11 S PS 5.12.2	Nuclear Energy and Electromagnetic Energy	Simulate how the predictable rates of nuclear reactions can be used to estimate the age of some materials.		
11 S PS 5.12.3	Nuclear Energy and Electromagnetic Energy	Describe the different disposal techniques used for high and low level nuclear wastes.		
11 S PS 5.12.4	Nuclear Energy and Electromagnetic Energy	Describe electromagnetic waves including a wide range of forms and varying wavelengths.		
11 S PS 5.12.5	Nuclear Energy and Electromagnetic Energy	Explain how the forces that hold the nucleus of an atom together are usually stronger than other forces that could make the nucleus fly apart.		
11 S PS 5.12.6	Nuclear Energy and Electromagnetic Energy	Explain how energy is released when the nuclei of very heavy atoms (e.g., uranium or plutonium) split into middleweight ones, or when very light nuclei (e.g., hydrogen and helium) combine into heavier ones.		
11 S LS	<b>LIFE SCIENCE</b>			
11 S LS 6.12.1	Structure and Function	Explain how disease disrupts the equilibrium that exists in a healthy organism.		
11 S LS 6.12.2	Structure and Function	Explain how the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.		
11 S LS 6.12.3	Structure and Function	Investigate and describe how food molecules are broken down through a series of chemical reactions to provide energy and the material to make new molecules.		
11 S LS 6.12.4	Structure and Function	Investigate and describe how every cell is covered by a cell membrane and most cells also have specialized parts for the transport of materials, energy, transfer, protein building, waste disposal, information feedback, and movement.		

Identifier	Nevada - Grade 11 - Science		Introduced	Completed
11 S LS 6.12.5	Structure and Function	In photosynthesis, plants and many microorganisms use solar energy to combine molecules of carbon dioxide and water to form energy rich compounds and oxygen.		
11 S LS 7.12.1	Internal and External Influences on Organisms	Investigate and describe how some broad patterns of behavior exhibited by animals have evolved to ensure survival of the species.		
11 S LS 7.12.2	Internal and External Influences on Organisms	Investigate and describe how plant and animals have mechanisms that allow them to respond to changes in their environment.		
11 S LS 7.12.3	Internal and External Influences on Organisms	Investigate and describe how multicellular animals have nervous systems that receive input through sensory organs and generate behavioral responses.		
11 S LS 7.12.4	Internal and External Influences on Organisms	Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.		
11 S LS 8.12.1	Heredity and Diversity	Explain how all body cells in an organism are developed from a single cell and contain essentially identical genetic instructions. Explain how different parts of the instruction are used in different kinds of cells.		
11 S LS 8.12.2	Heredity and Diversity	Explain how relatedness among organisms can be estimated from the similarity of their DNA sequences.		
11 S LS 8.12.3	Heredity and Diversity	Investigate and describe how sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations.		
11 S LS 8.12.4	Heredity and Diversity	Explain how genetic information from parents is encoded in DNA molecules and provides instruction for assembling protein molecules.		
11 S LS 8.12.5	Heredity and Diversity	Investigate and describe how patterns of inheritance are described by laws of segregation and independent assortment.		
11 S LS 8.12.6	Heredity and Diversity	Explain how diversity of species and variation among organisms within a species increase the chances for survival of life when large changes occur in the environment.		
11 S LS 8.12.7	Heredity and Diversity	Explain how gene mutations may be caused by a variety of influences, when mutations occur in sex cells, they can be passed on to offspring.		
11 S LS 9.12.1	Evolution - Process of Biological Change	Investigate and describe the basic idea of the theory of biological evolution is that through genetic and/or environmental influences Earth's present-day species developed from earlier, distinctly different, but common ancestors.		
11 S LS 9.12.2	Evolution - Process of Biological Change	Explain the fossil record of ancient life forms by applying the idea of natural selection and its evolutionary consequences.		
11 S LS 9.12.3	Evolution - Process of Biological Change	Simulate and explain how the adaptation of a species can occur over many generations because of the unique characteristics that favor those individuals in an environment.		
11 S LS 9.12.4	Evolution - Process of Biological Change	Explain how the classification of species is based on similarities (e.g., structural, genetic, molecular) which indicate evolutionary relationships.		
11 S LS 9.12.5	Evolution - Process of Biological Change	Explain how the extinction of species is a common occurrence and fossil records indicate that most species that have lived on Earth no longer exist.		
11 S LS 9.12.6	Evolution - Process of Biological Change	Investigate and describe how the process of evolution is driven by genetic and environmental influences.		
11 S LS 9.12.7	Evolution - Process of Biological Change	Explain how there is evidence that at least a billion years ago, cells with nuclei existed allowing the evolution of increasingly complex multicellular organisms.		
11 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
11 S ESS 10.12.1	Earth Structures and Composition	Investigate and describe how rocks and minerals have different characteristics that reflect their origins and use.		
11 S ESS 10.12.2	Earth Structures and Composition	Investigate and describe how landforms are the result of a combination of constructive and destructive forces resulting from weathering, erosion, and the movement of lithosphere plates.		
11 S ESS 10.12.3	Earth Structures and Composition	Explain how there is a relationship between the relative densities and states (phases) of Earth materials and the layering on, in, and above Earth.		
11 S ESS 10.12.4	Earth Structures and Composition	Investigate and describe how soil is derived from weathered rocks and decomposed organic material, and is found in layers.		
11 S ESS 10.12.5	Earth Structures and Composition	Explain how the composition of Earth's atmosphere has changed in the past and continues to change.		
11 S ESS 10.12.6	Earth Structures and Composition	Compare and contrast the geologic features of Nevada and local geological features.		
11 S ESS 11.12.3	Earth Models	Investigate, design, and use contour maps.		
11 S ESS 11.12.4	Earth Models	Define location on Earth in terms of latitude, longitude, and time zones.		
11 S ESS 12.12.1	Earth History	Explain how catastrophic events have occurred and greatly influenced Earth's history.		
11 S ESS 12.12.2	Earth History	Simulate and explain how relative geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.		
11 S ESS 12.12.3	Earth History	Compare and contrast the variety of methods by which geologic time is determined, including radioactive dating.		
11 S ESS 13.12.1	Cycles of Matter and Energy	Explain how Earth systems have two major internal sources of energy (decay of radioactive isotopes and the gravitational energy from Earth's original formation) and one major external sources (the sun), all of which create heat.		
11 S ESS 13.12.2	Cycles of Matter and Energy	Explain how uneven heating of Earth's surface by the sun forms convection currents within the atmosphere and ocean, producing wind and ocean currents that are modified by Earth's rotation.		

Identifier	Nevada - Grade 11 - Science		Introduced	Completed
11 S ESS 13.12.3	Cycles of Matter and Energy	Investigate and describe how water is a solvent (e.g., how it dissolves minerals and gases as it passes through the water cycle and carries them to oceans and lakes).		
11 S ESS 13.12.4	Cycles of Matter and Energy	Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near Earth's surface, and fluctuations in solar output may have contributed to large changes in Earth's climate in the past.		
11 S ESS 13.12.5	Cycles of Matter and Energy	Explain how large-scale, long-term equilibrium can accommodate small-scale changes.		
11 S ESS 13.12.6	Cycles of Matter and Energy	Investigate and describe how elements necessary for life on Earth pass through both living and nonliving cycles in a series of changes that form a global system.		
11 S ESS 13.12.7	Cycles of Matter and Energy	Compare and contrast the relationships between the greenhouse effect and the idea of global warming.		
11 S ESS 13.12.8	Cycles of Matter and Energy	Model and explain how the energy that propels Earth's lithosphere plates is dominantly a result of nuclear processes deep in Earth.		
11 S ESS 14.12.1	Solar System and Universe	Investigate and describe how Earth's atmosphere, water, temperature, and composition compare with conditions on other planets.		
11 S ESS 14.12.2	Solar System and Universe	Explain how most objects in the solar system are in regular and predictable motion which explains such phenomena as the day, the year, phases of the moon, and eclipses.		
11 S ESS 14.12.3	Solar System and Universe	Explain how stars produce energy and elements heavier than hydrogen from nuclear reactions.		
11 S ESS 14.12.4	Solar System and Universe	Explain that on the basis of scientific evidence, the universe is estimated to be about ten billion years old.		
11 S ESS 14.12.5	Solar System and Universe	Describe how increasingly sophisticated technology (e.g., mathematical models and computer simulations) is used to learn about the universe.		
11 S ESS 14.12.6	Solar System and Universe	Explain that the physical laws, such as laws of Newton, Kepler, thermodynamics, relativity, and quantum physics, appear to apply to all bodies in the universe.		
11 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
11 S ES 15.12.1	Ecosystems	Investigate and describe how changes in an ecosystem can affect biodiversity and biodiversity contributes to an ecosystem's stability.		
11 S ES 15.12.2	Ecosystems	Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.		
11 S ES 15.12.3	Ecosystems	Investigate and describe how materials and energy are cycled and recycled through ecosystems via pathways known as food webs.		
11 S ES 15.12.4	Ecosystems	Describe the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. (e.g., Northern NV cold desert, Southern low warm desert, Mountain).		
11 S ES 16.12.1	Natural Resources	Evaluate the consequences of changing patterns of resources use.		
11 S ES 16.12.2	Natural Resources	Investigate and describe the various processes involved in obtaining, using, and recycling materials such as wood products, minerals, food, and manufactured objects.		
11 S ES 16.12.3	Natural Resources	Investigate and describe the career opportunities associated with the study, exploration, extraction, utilization, protection, and restoration of natural resources.		
11 S ES 16.12.4	Natural Resources	Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.		
11 S ES 16.12.5	Natural Resources	Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).		
11 S ES 17.12.1	Conservation	Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.		
11 S ES 17.12.2	Conservation	Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g., global warming, ozone depletion).		
11 S ES 17.12.3	Conservation	Explain that there is scientific uncertainty regarding many environmental issues.		
11 S ES 17.12.4	Conservation	Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.		
11 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
11 S NHS 18.12.1	Scientific, Historical, and Technological Perspectives	Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).		
11 S NHS 18.12.2	Scientific, Historical, and Technological Perspectives	Investigate and explain how research emphasis is influenced by economic and public policy.		
11 S NHS 18.12.3	Scientific, Historical, and Technological Perspectives	Investigate and explain how scientific innovations that were originally challenged are now widely accepted.		
11 S NHS 18.12.4	Scientific, Historical, and Technological Perspectives	Explain that scientists work with others to resolve differences in interpretation of observations.		
11 S NHS 18.12.5	Scientific, Historical, and Technological Perspectives	Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.		

Identifier	Nevada - Grade 11 - Science		Introduced	Completed
11 S NHS 18.12.6	Scientific, Historical, and Technological Perspectives	Explain that scientific knowledge builds on previous information, and rarely are entire theories completely discarded in favor of new ones.		
11 S NHS 18.12.7	Scientific, Historical, and Technological Perspectives	Explain that scientists have ethical procedures, violations of which have consequences.		
11 S NHS 19.12.1	Reasoning and Critical Response Skills	Identify and determine the credibility of sources of information based on the techniques used to gather that information.		
11 S NHS 19.12.2	Reasoning and Critical Response Skills	Apply cost benefit and risk analyses in decision-making processes.		
11 S NHS 19.12.3	Reasoning and Critical Response Skills	Recognize and describe situations in which a system is qualitatively different from the parts which comprise it (e.g., how a population differs from an individual).		
11 S NHS 19.12.4	Reasoning and Critical Response Skills	Distinguish among hypotheses, laws, theories, and rules, and explain the level of their limitations.		
11 S NHS 19.12.5	Reasoning and Critical Response Skills	Determine the limits of generalizations, assumptions, analogies, and models.		
11 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
11 S SI 20.12.1	Systems, Models, Risk, and Predictions	Use mathematical symbols and formulas to express relationships that behave in the same ways as the objects or processes under investigation.		
11 S SI 20.12.2	Systems, Models, Risk, and Predictions	Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).		
11 S SI 20.12.3	Systems, Models, Risk, and Predictions	Identify and describe how systems are often different from their components (e.g., aquaria or automobiles).		
11 S SI 20.12.4	Systems, Models, Risk, and Predictions	Compare groups of data, taking into account both percentages and actual numbers.		
11 S SI 20.12.5	Systems, Models, Risk, and Predictions	Identify the type of hazard, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.		
11 S SI 21.12.1	Scientific Values and Attitudes	Demonstrate curiosity, honesty, and skepticism in doing science.		
11 S SI 21.12.2	Scientific Values and Attitudes	Repeat experimentation for statistical analysis and to produce conclusions that are without bias.		
11 S SI 21.12.3	Scientific Values and Attitudes	Evaluate multiple explanations for the same evidence.		
11 S SI 22.12.1	Communication Skills	Analyze experimental procedures and suggest appropriate revisions for improvement.		
11 S SI 22.12.2	Communication Skills	Use tables, charts, and graphs in making arguments and claims in oral and written presentations.		
11 S SI 22.12.3	Communication Skills	Discuss scientific topics by restating or summarizing accurately what others have said; ask for clarifications or elaborations, and express alternative positions using available multimedia resources.		
11 S SI 23.12.1	Scientific Applications of Mathematics	Determine if the correlation between variables is high or low.		
11 S SI 23.12.2	Scientific Applications of Mathematics	Use algebraic equations when appropriate.		
11 S SI 23.12.3	Scientific Applications of Mathematics	Estimate answers to the correct order of magnitude.		
11 S SI 23.12.4	Scientific Applications of Mathematics	Use derived quantities, ratios, proportions, and constants.		
11 S SI 23.12.5	Scientific Applications of Mathematics	Trace the source of differences between an estimate and the calculated answer that exceeds agreed-upon standards for precision.		
11 S SI 23.12.6	Scientific Applications of Mathematics	Select samples by some random system to avoid bias.		
11 S SI 24.12.1	Laboratory Skills and Safety	Demonstrate personal responsibility for using safety equipment and observing all safety standards.		
11 S SI 24.12.2	Laboratory Skills and Safety	Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.		
11 S SI 24.12.3	Laboratory Skills and Safety	Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.		
11 S SI 24.12.4	Laboratory Skills and Safety	Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.		
11 S SI 24.12.5	Laboratory Skills and Safety	Write procedures for the investigation of delegated or original scientific problems.		
11 S SI 24.12.6	Laboratory Skills and Safety	Carry out an independent scientific investigation.		



Identifier	Lander - Grade 11 - Science	Introduced	Completed
11Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
11Sc1.1	Define, sort and list various types of information recognizing their various forms		
11Sc1.2	Classify and distinguish between various types of data reports and the conclusions generated by that data		
11Sc1.3	Show and illustrate the use of various types of data to draw conclusions		
11Sc1.4	Examine, illustrate and demonstrate cause and effect relationships		
11Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
11Sc2.1	Observe how changes can affect a system		
11Sc2.2	Frame various situations from different viewpoints, belief systems and event interpretation		
11Sc2.3	Select from differing systems of knowledge an appropriate avenue of pursuit of knowledge		
11Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
11Sc3.1	Define and identify various molecular configurations		
11Sc3.2	Group various elements by examining similar characteristics		
11Sc3.3	Define the properties that can be contained in mixtures		
11Sc3.4	Define how atomic bonding is envisioned		
11Sc3.5	Observe and list characteristics of various chemical reactions		
11Sc3.6	Define and sort differing possibilities of chemical reactions with different chemicals and elements		
11Sc3.7	Observe, list and define the relationship of elements with isotopes		
11Sc3.8	Explain how atoms can have electrical charge		
11Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
11Sc4.1	Define the nature of various forces and their sub-definitions		
11Sc4.2	Define the different levels and strength of force		
11Sc4.3	Define the characteristics of gravitational force and observe it's variations		
11Sc4.4	List and define the laws of motion		
11Sc4.5	Compare various objects' motion through similar and contrasting conditions		
11Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
11Sc5.1	Observe and define aspects of the sun's energy influence on the Earth		
11Sc5.2	Define and observe different forms of wave and vibration energy		
11Sc5.3	Define and observe the conversion of material into energy		
11Sc5.4	Define and observe the applications of nuclear reactions		
11Sc5.5	Define and observe various energy forms and their conversion		
11Sc5.6	Define the concepts of temperature as related to forms of energy and its particles		
11Sc5.7	Explain and describe various conductors of electricity		
11Sc6	<b>LIFE SCIENCE - Heredity</b>		
11Sc6.1	Define and observe the properties of DNA genetic coding		
11Sc6.2	Define and label the different aspects of genes and DNA. Observe their role in organic structures.		
11Sc6.3	Observe cell growth and changes in various organisms		
11Sc6.4	Identify and recognize cell mutations		
11Sc6.5	Explain characteristics and patterns that can be passed forward to different generations of plants and animals		
11Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
11Sc7.1	Explain and observe characteristics of disease; observe and differentiate between healthy and unhealthy behaviors		
11Sc7.2	Identify and explain the parts of a cell		
11Sc7.3	Identify different cells and their varying structure in the human body		
11Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
11Sc8.1	Identify and label the life cycles of Earth		
11Sc8.2	Sort, classify and select various organisms based on their physical environment		
11Sc8.3	Illustrate changes to organisms that occur when an ecosystem is altered		
11Sc8.4	Examine and speculate on the environmental impact of certain societal actions; examine positive and negative situations		
11Sc8.5	Identify the requirements necessary for sustaining a viable ecosystem		

Identifier	<b>Lander - Grade 11 - Science</b>	Introduced	Completed
11Sc8.6	Imagine and speculate on development in various areas of the Nevada environment		
11Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
11Sc9.1	List and define those characteristics that can be passed between parents and offspring		
11Sc9.2	Define the elements that delineate DNA molecules and their process of assemblage		
11Sc9.3	Show the relationships between various organisms based on their evolution		
11Sc9.4	Show the similarities or differences between organisms that have had the same DNA alterations		
11Sc9.5	Organize and illustrate the evidence of fossil records; show the connection between these records and evolutionary development		
11Sc9.6	Explain the causes of species extinction		
11Sc9.7	Identify and sort various levels of biological diversity		
11Sc9.8	Identify the elements of natural and artificial selection		
11Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
11Sc10.1	Explain the relationship between the sun and the Earth		
11Sc10.2	Observe and define changes that have occurred in the Earth's atmosphere over time		
11Sc10.3	Illustrate the characteristics of the greenhouse effect		
11Sc10.4	Explain the properties and actions of heat energy; explain its various manifestations		
11Sc10.5	Observe the conditions of wind and ocean currents		
11Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
11Sc11.1	Observe, label and sort common and differing characteristics of stars		
11Sc11.2	Explain the concept and conditions that result in nuclear fusion		
11Sc11.3	Define and list various technologies in use to explore the universe		
11Sc11.4	Identify the process of gathering evidence relative to the universe		
11Sc11.5	Describe the elements that are in contrast and alike between different phenomena in the universe focusing on their interaction and motion		
11Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
11Sc12.1	Explain, document and review the connection between fossil evidence and time		
11Sc12.2	Define and observe various landforms; observe various forms of weathering and erosion		
11Sc12.3	Define and sort the various cycles of living and non-living forms; observe the characteristics of a global system		
11Sc12.4	Illustrate and show the composition of various soil layers		
11Sc12.5	Explain recycling and renew-ability in and of various resources; review the efficiency and viability of various processes for renewing resources		
11Sc12.6	Compare the life cycles of various forms of life within one ecosystem; contrast life cycles between various ecosystems		
11Sc12.7	Match organisms to their physical environment identifying the positive and negative aspects of their interaction		
11Sc12.8	Select and show different cultural characteristics and progression delineating between the industrialized, technological and third world countries		
11Sc12.9	Select and organize Earth's energy sources by culture, society and ecosystems		

Identifier	Nevada - Grade 12 - Science		Introduced	Completed
12 S PS	<b>PHYSICAL SCIENCE</b>			
12 S PS 1.12.1	Forces and Motion	Investigate and describe how changes in motion are based on the laws of motion.		
12 S PS 1.12.2	Forces and Motion	Explain that the force of attraction that exists between two masses is inversely proportional to the square of the distance between them.		
12 S PS 1.12.3	Forces and Motion	Investigate and describe that the usefulness of a simple machine such as a wheel or axle is based on its function, mechanical advantage, and efficiency.		
12 S PS 1.12.4	Forces and Motion	Investigate and describe the relationship that exists between force, pressure, and area in general, and between pressure and depth in liquids.		
12 S PS 1.12.5	Forces and Motion	Investigate and explain that magnetic forces are related to electric forces and can be thought of as different aspects of a single electromagnetic force (e.g., electric motors, generators, radios).		
12 S PS 2.12.1	Structure and Properties of Matter	Investigate and describe intrinsic (color, odor, density) and extrinsic (e.g., size, mass, volume) physical properties of matter.		
12 S PS 2.12.2	Structure and Properties of Matter	Explain that substances can be identified on the basis of specific energies given off or taken in by that substance.		
12 S PS 2.12.3	Structure and Properties of Matter	Explain how atoms may bond with one another by transferring or sharing electrons that are farthest from the nucleus.		
12 S PS 2.12.4	Structure and Properties of Matter	Explain that the electromagnetic force between the nucleus and electrons holds the atom together.		
12 S PS 2.12.5	Structure and Properties of Matter	Explain the properties of phases of matter in terms of the kinetic molecular theory and forces of attraction between particles.		
12 S PS 2.12.6	Structure and Properties of Matter	Explain that carbon atoms can bond to one another to form a large variety of structures, including the molecules essential to life.		
12 S PS 3.12.1	Energy and Matter - Interactions and Forms	Explain that the transformation of energy usually results in some energy in the form of heat, which spreads by radiation, conduction, and sometimes convection into cooler places.		
12 S PS 3.12.2	Energy and Matter - Interactions and Forms	Investigate and describe how pressure may affect changes of state.		
12 S PS 3.12.3	Energy and Matter - Interactions and Forms	Investigate and describe how waves can superimpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material.		
12 S PS 3.12.4	Energy and Matter - Interactions and Forms	Describe the properties of electrical circuits in terms of moving electrons, conductivity, resistance, and electrical potential energy.		
12 S PS 3.12.5	Energy and Matter - Interactions and Forms	Investigate and describe how matter and energy may be changed and energy can be transferred in many ways, but the entire mass-energy budget of the universe remains constant.		
12 S PS 3.12.6	Energy and Matter - Interactions and Forms	Investigate and describe how systems tend to become less ordered over time.		
12 S PS 4.12.1	Chemical Reaction	Investigate and describe how, in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change.		
12 S PS 4.12.2	Chemical Reaction	Investigate and describe how chemical reaction rates depend on conditions in the reacting system, the properties of reacting materials, and the presence of certain rate-regulating chemicals.		
12 S PS 4.12.3	Chemical Reaction	Investigate and describe how chemical reactions may release or consume energy.		
12 S PS 4.12.4	Chemical Reaction	Relate the chemical properties of an element to the outermost electrons of an element.		
12 S PS 5.12.1	Nuclear Energy and Electromagnetic Energy	Predict how light interacts with matter (e.g., reflection and refraction).		
12 S PS 5.12.2	Nuclear Energy and Electromagnetic Energy	Simulate how the predictable rates of nuclear reactions can be used to estimate the age of some materials.		
12 S PS 5.12.3	Nuclear Energy and Electromagnetic Energy	Describe the different disposal techniques used for high and low level nuclear wastes.		
12 S PS 5.12.4	Nuclear Energy and Electromagnetic Energy	Describe electromagnetic waves including a wide range of forms and varying wavelengths.		
12 S PS 5.12.5	Nuclear Energy and Electromagnetic Energy	Explain how the forces that hold the nucleus of an atom together are usually stronger than other forces that could make the nucleus fly apart.		
12 S PS 5.12.6	Nuclear Energy and Electromagnetic Energy	Explain how energy is released when the nuclei of very heavy atoms (e.g., uranium or plutonium) split into middleweight ones, or when very light nuclei (e.g., hydrogen and helium) combine into heavier ones.		
12 S LS	<b>LIFE SCIENCE</b>			
12 S LS 6.12.1	Structure and Function	Explain how disease disrupts the equilibrium that exists in a healthy organism.		

Identifier	Nevada - Grade 12 - Science		Introduced	Completed
12 S LS 6.12.2	Structure and Function	Explain how the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.		
12 S LS 6.12.3	Structure and Function	Investigate and describe how food molecules are broken down through a series of chemical reactions to provide energy and the material to make new molecules.		
12 S LS 6.12.4	Structure and Function	Investigate and describe how every cell is covered by a cell membrane and most cells also have specialized parts for the transport of materials, energy, transfer, protein building, waste disposal, information feedback, and movement.		
12 S LS 6.12.5	Structure and Function	In photosynthesis, plants and many microorganisms use solar energy to combine molecules of carbon dioxide and water to form energy rich compounds and oxygen.		
12 S LS 7.12.1	Internal and External Influences on Organisms	Investigate and describe how some broad patterns of behavior exhibited by animals have evolved to ensure survival of the species.		
12 S LS 7.12.2	Internal and External Influences on Organisms	Investigate and describe how plant and animals have mechanisms that allow them to respond to changes in their environment.		
12 S LS 7.12.3	Internal and External Influences on Organisms	Investigate and describe how multicellular animals have nervous systems that receive input through sensory organs and generate behavioral responses.		
12 S LS 7.12.4	Internal and External Influences on Organisms	Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.		
12 S LS 8.12.1	Heredity and Diversity	Explain how all body cells in an organism are developed from a single cell and contain essentially identical genetic instructions. Explain how different parts of the instruction are used in different kinds of cells.		
12 S LS 8.12.2	Heredity and Diversity	Explain how relatedness among organisms can be estimated from the similarity of their DNA sequences.		
12 S LS 8.12.3	Heredity and Diversity	Investigate and describe how sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations.		
12 S LS 8.12.4	Heredity and Diversity	Explain how genetic information from parents is encoded in DNA molecules and provides instruction for assembling protein molecules.		
12 S LS 8.12.5	Heredity and Diversity	Investigate and describe how patterns of inheritance are described by laws of segregation and independent assortment.		
12 S LS 8.12.6	Heredity and Diversity	Explain how diversity of species and variation among organisms within a species increase the chances for survival of life when large changes occur in the environment.		
12 S LS 8.12.7	Heredity and Diversity	Explain how gene mutations may be caused by a variety of influences, when mutations occur in sex cells, they can be passed on to offspring.		
12 S LS 9.12.1	Evolution - Process of Biological Change	Investigate and describe the basic idea of the theory of biological evolution is that through genetic and/or environmental influences Earth's present-day species developed from earlier, distinctly different, but common ancestors.		
12 S LS 9.12.2	Evolution - Process of Biological Change	Explain the fossil record of ancient life forms by applying the idea of natural selection and its evolutionary consequences.		
12 S LS 9.12.3	Evolution - Process of Biological Change	Simulate and explain how the adaptation of a species can occur over many generations because of the unique characteristics that favor those individuals in an environment.		
12 S LS 9.12.4	Evolution - Process of Biological Change	Explain how the classification of species is based on similarities (e.g., structural, genetic, molecular) which indicate evolutionary relationships.		
12 S LS 9.12.5	Evolution - Process of Biological Change	Explain how the extinction of species is a common occurrence and fossil records indicate that most species that have lived on Earth no longer exist.		
12 S LS 9.12.6	Evolution - Process of Biological Change	Investigate and describe how the process of evolution is driven by genetic and environmental influences.		
12 S LS 9.12.7	Evolution - Process of Biological Change	Explain how there is evidence that at least a billion years ago, cells with nuclei existed allowing the evolution of increasingly complex multicellular organisms.		
12 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
12 S ESS 10.12.1	Earth Structures and Composition	Investigate and describe how rocks and minerals have different characteristics that reflect their origins and use.		
12 S ESS 10.12.2	Earth Structures and Composition	Investigate and describe how landforms are the result of a combination of constructive and destructive forces resulting from weathering, erosion, and the movement of lithosphere plates.		
12 S ESS 10.12.3	Earth Structures and Composition	Explain how there is a relationship between the relative densities and states (phases) of Earth materials and the layering on, in, and above Earth.		
12 S ESS 10.12.4	Earth Structures and Composition	Investigate and describe how soil is derived from weathered rocks and decomposed organic material, and is found in layers.		

Identifier	Nevada - Grade 12 - Science		Introduced	Completed
12 S ESS 10.12.5	Earth Structures and Composition	Explain how the composition of Earth's atmosphere has changed in the past and continues to change.		
12 S ESS 10.12.6	Earth Structures and Composition	Compare and contrast the geologic features of Nevada and local geological features.		
12 S ESS 11.12.3	Earth Models	Investigate, design, and use contour maps.		
12 S ESS 11.12.4	Earth Models	Define location on Earth in terms of latitude, longitude, and time zones.		
12 S ESS 12.12.1	Earth History	Explain how catastrophic events have occurred and greatly influenced Earth's history.		
12 S ESS 12.12.2	Earth History	Simulate and explain how relative geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.		
12 S ESS 12.12.3	Earth History	Compare and contrast the variety of methods by which geologic time is determined, including radioactive dating.		
12 S ESS 13.12.1	Cycles of Matter and Energy	Explain how Earth systems have two major internal sources of energy (decay of radioactive isotopes and the gravitational energy from Earth's original formation) and one major external sources (the sun), all of which create heat.		
12 S ESS 13.12.2	Cycles of Matter and Energy	Explain how uneven heating of Earth's surface by the sun forms convection currents within the atmosphere and ocean, producing wind and ocean currents that are modified by Earth's rotation.		
12 S ESS 13.12.3	Cycles of Matter and Energy	Investigate and describe how water is a solvent (e.g., how it dissolves minerals and gases as it passes through the water cycle and carries them to oceans and lakes).		
12 S ESS 13.12.4	Cycles of Matter and Energy	Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near Earth's surface, and fluctuations in solar output may have contributed to large changes in Earth's climate in the past.		
12 S ESS 13.12.5	Cycles of Matter and Energy	Explain how large-scale, long-term equilibrium can accommodate small-scale changes.		
12 S ESS 13.12.6	Cycles of Matter and Energy	Investigate and describe how elements necessary for life on Earth pass through both living and nonliving cycles in a series of changes that form a global system.		
12 S ESS 13.12.7	Cycles of Matter and Energy	Compare and contrast the relationships between the greenhouse effect and the idea of global warming.		
12 S ESS 13.12.8	Cycles of Matter and Energy	Model and explain how the energy that propels Earth's lithosphere plates is dominantly a result of nuclear processes deep in Earth.		
12 S ESS 14.12.1	Solar System and Universe	Investigate and describe how Earth's atmosphere, water, temperature, and composition compare with conditions on other planets.		
12 S ESS 14.12.2	Solar System and Universe	Explain how most objects in the solar system are in regular and predictable motion which explains such phenomena as the day, the year, phases of the moon, and eclipses.		
12 S ESS 14.12.3	Solar System and Universe	Explain how stars produce energy and elements heavier than hydrogen from nuclear reactions.		
12 S ESS 14.12.4	Solar System and Universe	Explain that on the basis of scientific evidence, the universe is estimated to be about ten billion years old.		
12 S ESS 14.12.5	Solar System and Universe	Describe how increasingly sophisticated technology (e.g., mathematical models and computer simulations) is used to learn about the universe.		
12 S ESS 14.12.6	Solar System and Universe	Explain that the physical laws, such as laws of Newton, Kepler, thermodynamics, relativity, and quantum physics, appear to apply to all bodies in the universe.		
12 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
12 S ES 15.12.1	Ecosystems	Investigate and describe how changes in an ecosystem can affect biodiversity and biodiversity contributes to an ecosystem's stability.		
12 S ES 15.12.2	Ecosystems	Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.		
12 S ES 15.12.3	Ecosystems	Investigate and describe how materials and energy are cycled and recycled through ecosystems via pathways known as food webs.		
12 S ES 15.12.4	Ecosystems	Describe the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. (e.g., Northern NV cold desert, Southern low warm desert, Mountain).		
12 S ES 16.12.1	Natural Resources	Evaluate the consequences of changing patterns of resources use.		
12 S ES 16.12.2	Natural Resources	Investigate and describe the various processes involved in obtaining, using, and recycling materials such as wood products, minerals, food, and manufactured objects.		
12 S ES 16.12.3	Natural Resources	Investigate and describe the career opportunities associated with the study, exploration, extraction, utilization, protection, and restoration of natural resources.		

Identifier	Nevada - Grade 12 - Science		Introduced	Completed
12 S ES 16.12.4	Natural Resources	Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.		
12 S ES 16.12.5	Natural Resources	Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).		
12 S ES 17.12.1	Conservation	Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.		
12 S ES 17.12.2	Conservation	Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g., global warming, ozone depletion).		
12 S ES 17.12.3	Conservation	Explain that there is scientific uncertainty regarding many environmental issues.		
12 S ES 17.12.4	Conservation	Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.		
12 S NHS	<b>NATURE AND HISTORY OF SCIENCE</b>			
12 S NHS 18.12.1	Scientific, Historical, and Technological Perspectives	Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).		
12 S NHS 18.12.2	Scientific, Historical, and Technological Perspectives	Investigate and explain how research emphasis is influenced by economic and public policy.		
12 S NHS 18.12.3	Scientific, Historical, and Technological Perspectives	Investigate and explain how scientific innovations that were originally challenged are now widely accepted.		
12 S NHS 18.12.4	Scientific, Historical, and Technological Perspectives	Explain that scientists work with others to resolve differences in interpretation of observations.		
12 S NHS 18.12.5	Scientific, Historical, and Technological Perspectives	Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.		
12 S NHS 18.12.6	Scientific, Historical, and Technological Perspectives	Explain that scientific knowledge builds on previous information, and rarely are entire theories completely discarded in favor of new ones.		
12 S NHS 18.12.7	Scientific, Historical, and Technological Perspectives	Explain that scientists have ethical procedures, violations of which have consequences.		
12 S NHS 19.12.1	Reasoning and Critical Response Skills	Identify and determine the credibility of sources of information based on the techniques used to gather that information.		
12 S NHS 19.12.2	Reasoning and Critical Response Skills	Apply cost benefit and risk analyses in decision-making processes.		
12 S NHS 19.12.3	Reasoning and Critical Response Skills	Recognize and describe situations in which a system is qualitatively different from the parts which comprise it (e.g., how a population differs from an individual).		
12 S NHS 19.12.4	Reasoning and Critical Response Skills	Distinguish among hypotheses, laws, theories, and rules, and explain the level of their limitations.		
12 S NHS 19.12.5	Reasoning and Critical Response Skills	Determine the limits of generalizations, assumptions, analogies, and models.		
12 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
12 S SI 20.12.1	Systems, Models, Risk, and Prediction	Use mathematical symbols and formulas to express relationships that behave in the same ways as the objects or processes under investigation.		
12 S SI 20.12.2	Systems, Models, Risk, and Prediction	Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).		
12 S SI 20.12.3	Systems, Models, Risk, and Prediction	Identify and describe how systems are often different from their components (e.g., aquaria or automobiles).		
12 S SI 20.12.4	Systems, Models, Risk, and Prediction	Compare groups of data, taking into account both percentages and actual numbers.		
12 S SI 20.12.5	Systems, Models, Risk, and Prediction	Identify the type of hazard, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.		
12 S SI 21.12.1	Scientific Values and Attitudes	Demonstrate curiosity, honesty, and skepticism in doing science.		
12 S SI 21.12.2	Scientific Values and Attitudes	Repeat experimentation for statistical analysis and to produce conclusions that are without bias.		
12 S SI 21.12.3	Scientific Values and Attitudes	Evaluate multiple explanations for the same evidence.		
12 S SI 22.12.1	Communication Skills	Analyze experimental procedures and suggest appropriate revisions for improvement.		
12 S SI 22.12.2	Communication Skills	Use tables, charts, and graphs in making arguments and claims in oral and written presentations.		
12 S SI 22.12.3	Communication Skills	Discuss scientific topics by restating or summarizing accurately what others have said; ask for clarifications or elaborations, and express alternative positions using available multimedia resources.		
12 S SI 23.12.1	Scientific Applications of Mathematics	Determine if the correlation between variables is high or low.		

Identifier	<b>Nevada - Grade 12 - Science</b>		Introduced	Completed
12 S SI 23.12.2	Scientific Applications of Mathematics	Use algebraic equations when appropriate.		
12 S SI 23.12.3	Scientific Applications of Mathematics	Estimate answers to the correct order of magnitude.		
12 S SI 23.12.4	Scientific Applications of Mathematics	Use derived quantities, ratios, proportions, and constants.		
12 S SI 23.12.5	Scientific Applications of Mathematics	Trace the source of differences between an estimate and the calculated answer that exceeds agreed-upon standards for precision.		
12 S SI 23.12.6	Scientific Applications of Mathematics	Select samples by some random system to avoid bias.		
12 S SI 24.12.1	Laboratory Skills and Safety	Demonstrate personal responsibility for using safety equipment and observing all safety standards.		
12 S SI 24.12.2	Laboratory Skills and Safety	Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.		
12 S SI 24.12.3	Laboratory Skills and Safety	Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.		
12 S SI 24.12.4	Laboratory Skills and Safety	Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.		
12 S SI 24.12.5	Laboratory Skills and Safety	Write procedures for the investigation of delegated or original scientific problems.		
12 S SI 24.12.6	Laboratory Skills and Safety	Carry out an independent scientific investigation.		

Identifier	<b>Lander - Grade 12 - Science</b>	Introduced	Completed
12Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
12Sc1.1	Identify and determine the credibility of sources of information based on the techniques used to gather that information making arguments and claims in oral and written presentation using tables, charts, illustrations and graphs		
12Sc1.2	Record and sort records of procedures, data, analyses, decisions, and understandings of scientific investigations		
12Sc1.3	Compare groups of data, taking into account both percentages and actual numbers through repeated experimentation for statistical analysis and unbiased conclusions		
12Sc1.4	Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect)		
12Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
12Sc2.1	Investigate and describe how changes in an ecosystem (science, technology and society) can affect each other		
12Sc2.2	Examine, distinguish and differentiate the influences of ethics on scientific enterprise		
12Sc2.3	Research, question, and analyze scientific knowledge built on previous information		
12Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
12Sc3.1	Investigate and describe different molecular arrangements and motions accounting for the different physical properties of solids, liquids, and gases		
12Sc3.2	Investigate and describe elements in the periodic table by groups and periods noting their repeating patterns and relationships		
12Sc3.3	Identify properties used to separate mixtures		
12Sc3.4	Explain how atoms bond with one another by transferring or sharing electrons		
12Sc3.5	Investigate and describe how chemical reactions can take place at different rates, depending on a variety of factors (i.e., temperature, concentration, surface area, and agitation)		
12Sc3.6	Investigate and describe how chemical reactions either release or absorb energy		
12Sc3.7	Explain and describe how in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change		
12Sc3.8	Report and explain that most elements have two or more isotopes, some of which have practical application		
12Sc3.9	Illustrate and show that the number of electrons in an atom determines whether the atom is electrically neutral or an ion		
12Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
12Sc4.1	Explain, describe and demonstrate how magnetic forces and electric forces are thought of as different aspects of a single electromagnetic force		
12Sc4.2	Explain, describe and demonstrate the strength of the electric force between two objects increases with charge, and decreases with distance		
12Sc4.3	Explain, describe and demonstrate how the strength of gravitational force between two objects increases with mass, and decreases rapidly with distance		
12Sc4.4	Investigate, describe and explain that laws of motion can be used to determine the effects of forces on the motion of objects		
12Sc4.5	Construct, draw, and interpret graphical representations of an object's motion		
12Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
12Sc5.1	Investigate and describe how the sun is the major source of Earth's energy, and provides the energy driving Earth's weather and climate		
12Sc5.2	Investigate, describe and examine how waves (i.e., sound, seismic, electromagnetic) have energy that can be transferred when the waves interact with matter		
12Sc5.3	Explain and describe how nuclear reactions convert a relatively small amount of material into a large amount of energy		
12Sc5.4	Explain and describe the characteristics, applications and impact of radioactivity		
12Sc5.5	Explain and describe conversion of energy forms		
12Sc5.6	Explain that temperature of a substance is directly related to the average kinetic energy of its constituent		
12Sc5.7	Explain and describe that electricity is transferred from generating sources for consumption and practical uses		
12Sc6	<b>LIFE SCIENCE - Heredity</b>		
12Sc6.1	Explain the passing of DNA Coding from parents to offspring		
12Sc6.2	Explain how DNA molecules provide instructions for assembling protein molecules		



Identifier	Lander - Grade 12 - Science	Introduced	Completed
12Sc6.3	Explain and describe how all body cells in an organism develop from a single cell, and contain essentially identical genetic instructions		
12Sc6.4	Explain several causes and effects of somatic versus sex cell mutations		
12Sc6.5	Show and illustrate how to predict patterns of inheritance		
12Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
12Sc7.1	Explain and illustrate how disease disrupts the equilibrium that exists in a healthy organism		
12Sc7.2	Illustrate and show cell structures and explain their functions		
12Sc7.3	Explain how the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells		
12Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
12Sc8.1	Describe and explain how elements necessary for life on Earth pass through cycles in a series of changes that form a global system		
12Sc8.2	Examine and interpret relationships of organisms and their physical environment		
12Sc8.3	Distinguish and differentiate how changes in an ecosystem can affect biodiversity and biodiversity's contribution to an ecosystem's stability		
12Sc8.4	Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts		
12Sc8.5	Describe and explain that the amount of living matter an environment can support is limited by the availability of matter, energy, and the ability of the ecosystem to recycle materials		
12Sc8.6	Analyze and characterize the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions		
12Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
12Sc9.1	Explain the passing of DNA Coding from parents to offspring; show the relationship between the structure of DNA and its function in heredity		
12Sc9.2	Explain how DNA molecules provide instructions for assembling protein molecules		
12Sc9.3	Classify and differentiate organisms based on evolutionary relationships		
12Sc9.4	Differentiate and distinguish relationships between organisms by the similarity of evidence from DNA sequences		
12Sc9.5	Research and interpret fossil records for evidence of natural selection and its evolutionary consequences		
12Sc9.6	Illustrate and show that the extinction of species can be a natural process		
12Sc9.7	Explain and describe how biological evolution explains diversity of life		
12Sc9.8	Explain and describe the concepts of natural and artificial selection		
12Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
12Sc10.1	Investigate and describe how the sun is the major source of Earth's energy, and provides the energy driving Earth's weather and climate		
12Sc10.2	Explain the changes occurring in the Earth's atmosphere citing present and past examples		
12Sc10.3	Interpret the role of the atmosphere in the greenhouse effect		
12Sc10.4	Illustrate the role of convection and radiation regarding heat energy		
12Sc10.5	Explain how uneven heating of the Earth's surface by the sun forms convection currents within the atmosphere and ocean, producing wind and ocean currents that are modified by the Earth's rotation		
12Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
12Sc11.1	Identify common characteristics of stars		
12Sc11.2	Describe the process of nuclear fusion		
12Sc11.3	Identify technology use in exploring the universe		
12Sc11.4	Explain scientific evidence suggesting that the universe is expanding		
12Sc11.5	Explain how most objects in the solar system are in regular and predictable motion which explains such phenomena as the day, the year, phases of the moon, and eclipses		
12Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
12Sc12.1	Illustrate how successive layers of sedimentary rock and the fossils with them can be used to confirm the age, history, and changing life forms of the Earth including how this evidence is affected by the folding, breaking, and uplifting of layers		
12Sc12.2	Investigate and describe how landforms are the result of a combination of constructive and destructive forces resulting from weathering, erosion, and the movement of lithosphere plates		
12Sc12.3	Investigate and describe how elements necessary for life on Earth pass through both living and non-living cycles in a series of changes that form a global system		

Identifier	Lander - Grade 12 - Science	Introduced	Completed
12Sc12.4	Distinguish the composition of soil separating it into organic and inorganic materials configured in layers		
12Sc12.5	Demonstrate the processes of obtaining, using and recycling of renewable and non-renewable resources		
12Sc12.6	Distinguish and differentiate the various processes involved in obtaining, using and recycling materials, organic and inorganic		
12Sc12.7	Classify the elements necessary for life on Earth mapping their transition through living and non-living cycles		
12Sc12.8	Explain the relationships of organisms and their physical environment		
12Sc12.9	Research, analyze and interpret the consumption patterns, conservation efforts, cultural and social practices in various countries and cultures		
12Sc12.10	Examine and research external and internal sources of energy		

**Subject: Concepts and Processes**

**Goal Strand: Nature of Science: Scientific Inquiry: Process; Science, Technology, Society**

Below 181	181 - 190	191 - 200
<b>Accuracy: Bias, Repeated Experimentation</b>	<b>Accuracy: Bias, Repeated Experimentation</b>	<b>Accuracy: Bias, Repeated Experimentation</b>
	<ul style="list-style-type: none"> <li>Explains why it is important for scientific observations to be accurate*</li> <li>Recognizes that scientific theories depend on evidence*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that repeating an experiment many times may increase the reliability of the data collected*</li> <li>Understands that scientists make the results of investigations public so that others can replicate their work*</li> <li>Recognizes that the accuracy of observations is improved by repeating the observations several times, and by having others replicate results*</li> <li>Recognizes that repeating an observation many times produces data of high quality and accuracy*</li> <li>Explains why an observation must yield consistent, repeated results to be considered accurate*</li> <li>Recognizes that scientific explanations must be based on observations and scientific knowledge*</li> </ul>
<b>Models: Patterns, Cause-Effect, Organization</b>	<b>Models: Patterns, Cause-Effect, Organization</b>	<b>Models: Patterns, Cause-Effect, Organization</b>
<ul style="list-style-type: none"> <li>Predicts what comes next in sequences of objects or events</li> <li>Describes the sequence of elements within a pattern*</li> <li>Determines causes for a given effect</li> <li>Predicts effects of a particular action</li> <li>Orders objects and events</li> <li>Sorts objects by a given characteristic*</li> <li>Sorts living and non-living things using different characteristics*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that the purpose of scientific inquiry is to better understand the natural world</li> <li>Determines causes for a given effect</li> <li>Predicts effects of a particular action</li> <li>Orders steps of familiar procedures*</li> <li>Orders objects to show levels of organization (simple to complex)*</li> <li>Sorts objects according to common characteristics</li> <li>Sorts objects by a given characteristic*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that science is limited to understanding the physical causes of the physical world*</li> <li>Recognizes that models are useful to illustrate processes that are too large to manipulate*</li> <li>Selects models to represent the parts of an object or process*</li> <li>Explains that models are useful to examine things or processes which cannot be directly observed or tested</li> <li>Compares physical models to what they represent*</li> <li>Infers what is missing in sequences of patterns or events*</li> <li>Extends patterns found in nature*</li> <li>Predicts what comes next in a sequence of numbers showing a complex pattern (e.g., addition then subtraction, geometric progression)</li> <li>Gives examples of a cause and effect relationship</li> <li>Explains how determining cause and effect relationships can be useful*</li> <li>Classifies a given scenario as an example of cause and effect</li> </ul>

		<ul style="list-style-type: none"> <li>• Infers the possible causes for a given scenario (presented as a diagram)*</li> <li>• Describes characteristics used to order data shown in tables*</li> <li>• Orders steps of familiar procedures*</li> <li>• Sorts objects according to common characteristics</li> <li>• Describes characteristics that have been used to sort objects or living things</li> <li>• Places objects into simple classification systems</li> <li>• Understands that classification is the process used to sort objects or living things by attributes held in common*</li> </ul>
<b>Science, Technology, Society: Risks, Benefits, Ethics</b>	<b>Science, Technology, Society: Risks, Benefits, Ethics</b>	<b>Science, Technology, Society: Risks, Benefits, Ethics</b>
<b>Science, Technology and Society: Collaboration</b>	<b>Science, Technology and Society: Collaboration</b>	<b>Science, Technology and Society: Collaboration</b>
		<ul style="list-style-type: none"> <li>• Recognizes that direct observations allow a phenomenon to be confirmed whereas inference and relying on others' opinions do not allow a phenomenon to be confirmed*</li> <li>• Understands that a key part of the scientific process is accurate communication of procedures and results to others*</li> </ul>
<i>New Vocabulary:</i> after, before, cause, change, effect, interaction	<i>New Vocabulary:</i> accurate, belong, experiment, group, have in common, measurement, population, reason, scientist	<i>New Vocabulary:</i> cause and effect relationship, composition, condition, control variables, mechanism, position, scientific law, scientific model, series, test, trial
<i>New Signs and Symbols:</i> ¢ cent sign	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> ° Celsius, ° degrees, min minute, mL milliliter/millilitre

**Subject: Concepts and Processes**

**Goal Strand: Nature of Science: Scientific Inquiry: Process; Science, Technology, Society**

201 - 210	211 - 220	221 - 230
<b>Accuracy: Bias, Repeated Experimentation</b>	<b>Accuracy: Bias, Repeated Experimentation</b>	<b>Accuracy: Bias, Repeated Experimentation</b>
<ul style="list-style-type: none"> <li>Understands that when a scientific test is repeated using the same conditions, similar results usually occur*</li> <li>Recognizes that repeating an experiment many times may increase the reliability of the data collected*</li> <li>Explains why an observation must yield consistent, repeated results to be considered accurate*</li> <li>Explains that scientific theories depend on logically consistent arguments*</li> <li>Recognizes that scientific explanations must be based on observations and scientific knowledge*</li> </ul>	<ul style="list-style-type: none"> <li>Understands that a key part of science is for scientists to confirm each other's findings*</li> <li>Understands that to replicate an experiment, the conditions of the experiment should be as similar to the original as possible</li> <li>Compares the results produced when an experiment is repeated several times*</li> <li>Recognizes that it can be difficult to determine the sources of error in an experiment*</li> <li>Lists possible reasons for inconsistent results*</li> <li>Recognizes that a controlled experiment will produce reproducible results*</li> <li>Compares controlled and uncontrolled experiments in terms of the consistency of data produced*</li> <li>Recognizes that a key assumption of science is that the universe is a vast, single system that operates according to a single, consistent set of rules*</li> <li>Recognizes that a key assumption of science is that the rules which govern the universe can be discovered and understood by careful, systematic study*</li> <li>Recognizes that scientific explanations are considered valid when they meet multiple criteria (e.g., consistency with the evidence seen in nature, respect for the rules of evidence, openness to criticism, communication of methods used, public communication of results)*</li> <li>Explains that scientific theories depend on logically consistent arguments*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes why it is important for scientific observations to be repeated before drawing conclusions*</li> <li>Recognizes why other scientists must be able to replicate results of an experiment*</li> <li>Recognizes that an idea must be tested multiple times before being accepted or rejected*</li> <li>Recognizes that uncertainty in measurement can produce results that differ slightly from experiment to experiment*</li> <li>Recognizes that slight changes in an experimental method can produce changes in the result of an investigation*</li> <li>Recognizes that slight differences in the things being investigated can produce differences in the result*</li> <li>Recognizes that when results differ, it is necessary to judge whether the differences are trivial or significant, and further study may be needed to determine this*</li> <li>Explains variations in the data recorded during an investigation*</li> <li>Explains limitations in the data recording during an experiment*</li> <li>Explains why a controlled experiment will produce reproducible results*</li> <li>Explains why repeating an investigation multiple times may increase the reliability of the data collected*</li> <li>Recognizes that scientific explanations are considered valid when they meet multiple criteria (e.g., consistency with the evidence seen in nature, respect for the rules of evidence, openness to criticism, communication of methods used, public communication of results)*</li> </ul>
<b>Models: Patterns, Cause-Effect, Organization</b>	<b>Models: Patterns, Cause-Effect, Organization</b>	<b>Models: Patterns, Cause-Effect, Organization</b>
<ul style="list-style-type: none"> <li>Recognizes that models are not identical to the object, process, or event they portray*</li> <li>Determines which model would be most useful in</li> </ul>	<ul style="list-style-type: none"> <li>Understands that patterns and trends are easier to see when an experiment is repeated several times, multiple sets of data are collected, or data is averaged</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that the purpose of scientific inquiry is not the discovery of absolute truth*</li> <li>Differentiates among examples of models and</li> </ul>

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\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

<ul style="list-style-type: none"> <li>describing a particular process, event, or concept*</li> <li>Orders the stages that are involved in creating a scientific model*</li> <li>Determines the rate or gradient of change in systems, when given length of time and a total measurement of change*</li> <li>Determines the location or time that a particular change is likely to occur when given the rate of change to a system*</li> <li>Predicts what comes next in a sequence of numbers showing a complex pattern (e.g., addition then subtraction, geometric progression)</li> <li>Understands that rates describe the time it takes for a unit of a given event to occur*</li> <li>Analyzes changes in scale</li> <li>Describes characteristics used to order sets of objects or events</li> <li>Compares characteristics used to order sets of objects or events*</li> <li>Groups living things by similarities in the structure and function of external characteristics*</li> <li>Explains how objects and living things are classified</li> <li>Compares and contrasts characteristics in a given set of objects*</li> </ul>	<ul style="list-style-type: none"> <li>Explains that scientists investigate for many differing reasons, but the ultimate purpose is to understand the natural world*</li> <li>Explains how models help scientists to understand the physical world*</li> <li>Compares physical, mathematical, and conceptual models*</li> <li>Gives examples of conceptual (e.g., scientific) models</li> <li>Evaluates the usefulness of a model*</li> <li>Describes circumstances that might lead to the revision of a scientific model</li> <li>Orders the stages that are involved in creating a scientific model*</li> <li>Gives examples of things in nature which do not change*</li> <li>Determines the rate or gradient of change in systems, when given length of time and a total measurement of change*</li> <li>Predicts patterns of change to systems*</li> <li>Extrapolates using rate of change to a system*</li> <li>Understands that rates describe the time it takes for a unit of a given event to occur*</li> <li>Analyzes changes in scale</li> <li>Understands that correlations seen in data are most useful in making predictions when a cause-effect relationship is established*</li> </ul>	<ul style="list-style-type: none"> <li>observations*</li> <li>Selects appropriate scale models to represent data*</li> <li>Assesses how well a model represents a real life event, process, or concept*</li> <li>Describes characteristics of a gradient*</li> </ul>
<b>Science, Technology, Society: Risks, Benefits, Ethics</b>	<b>Science, Technology, Society: Risks, Benefits, Ethics</b>	<b>Science, Technology, Society: Risks, Benefits, Ethics</b>
<ul style="list-style-type: none"> <li>Explains how scientific knowledge and economics drive the development of technology*</li> <li>Explains that scientific advances often depend on development of new technologies*</li> </ul>		<ul style="list-style-type: none"> <li>Explains that before experimental results are generalized to a wider set of conditions, it is important to repeat the experiment using these conditions (e.g., drug tests, use of model organisms)*</li> </ul>
<b>Science, Technology and Society: Collaboration</b>	<b>Science, Technology and Society: Collaboration</b>	<b>Science, Technology and Society: Collaboration</b>
<ul style="list-style-type: none"> <li>Recognizes that scientific ideas are tentative and therefore subject to change*</li> <li>Explains that as scientific knowledge increases, scientific ideas are subject to change</li> <li>Understands that scientific knowledge is incomplete, and room exists for advancement in our understanding</li> <li>Describes how scientific knowledge is modified as new information challenges previously held theories</li> <li>Recognizes that scientific understanding is produced through use of empirical standards (i.e., the use of direct observation and measurement)*</li> <li>Recognizes that direct observations allow a</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that science changes as new theories and evidence arise*</li> <li>Explains that scientific knowledge is tentative and therefore subject to change as new evidence is uncovered*</li> <li>Gives examples of changes in scientific knowledge that have resulted from the appearance of new evidence*</li> <li>Recognizes that when data is incomplete, great opportunity for advancement exists*</li> <li>Recognizes that when little understanding of an area exists, scientists may interpret data and theory differently*</li> </ul>	<ul style="list-style-type: none"> <li>Explains why scientific ideas may change over time*</li> <li>Recognizes that despite the tentative nature of science, most core ideas of science have been confirmed through much observation and experimentation*</li> <li>Recognizes that when an observation does not agree with accepted scientific theory, it may be because the observation is mistaken or fraudulent, or it may be because the theory is wrong*</li> <li>Recognizes that any conclusion can be challenged by new evidence*</li> <li>Recognizes that all scientific knowledge, regardless of age, can be reviewed, criticized, and if necessary,</li> </ul>

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<p>phenomenon to be confirmed whereas inference and relying on others' opinions do not allow a phenomenon to be confirmed*</p> <ul style="list-style-type: none"> <li>• Describes factors that produce biased data*</li> <li>• Recognizes bias in scientific information*</li> </ul>	<ul style="list-style-type: none"> <li>• Describes characteristics of scientific thinking*</li> <li>• Recognizes that reasoning can be distorted by strong emotions*</li> <li>• Describes factors that produce biased data*</li> <li>• Explains that science limits itself to natural phenomena*</li> <li>• Explains that scientific explanations limit themselves to natural causes for natural phenomena*</li> </ul>	<p>discarded*</p> <ul style="list-style-type: none"> <li>• Explains that because theories are models, they may be revised as more data becomes available*</li> <li>• Explains that as new theories develop, previous data is not discarded but is reevaluated*</li> <li>• Explains how experimental results may cause modification of a theory or hypothesis*</li> <li>• Recognizes that scientific knowledge accumulates most rapidly after the acceptance of a major new theory*</li> <li>• Recognizes that as scientific theories are continually reevaluated, minor shifts in scientific thinking may occur*</li> <li>• Recognizes that as scientific theories are continually reevaluated, major shifts in scientific thinking may occur*</li> <li>• Recognizes that scientific ideas that are supported by large amounts of data and observation are unlikely to change in the future*</li> <li>• Gives examples of changes in scientific knowledge that have resulted from the appearance of new evidence*</li> <li>• Recognizes that when there is insufficient data to answer the question, multiple scientific explanations may exist simultaneously*</li> <li>• Explains that when data is incomplete, new data can resolve competing theories*</li> <li>• Recognizes that when data is incomplete, great opportunity for advancement exists*</li> <li>• Recognizes that when little understanding of an area exists, scientists may interpret data and theory differently*</li> <li>• Recognizes that in areas of limited understanding, it may not be possible to determine which explanation is correct*</li> <li>• Recognizes that conclusions that are supported by insufficient data are weak*</li> <li>• Explains why areas of science with incomplete data are areas of opportunity*</li> <li>• Recognizes practices of science that distinguish it from other ways of knowing*</li> <li>• Explains how the use of logical arguments distinguishes science from other disciplines*</li> <li>• Recognizes that reasoning can be distorted by faulty data*</li> <li>• Recognizes that scientific understanding is produced</li> </ul>
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		<p>through the use of logical arguments*</p> <ul style="list-style-type: none"> <li>• Recognizes that scientific understanding is produced through the use of skepticism*</li> <li>• Explains how certain factors may bias data*</li> <li>• Explains why explanations about the natural world that are based on personal beliefs cannot be considered science*</li> <li>• Explains why explanations about the natural world that are based on religious values cannot be considered science*</li> <li>• Explains why explanations about the natural world that are based on superstition cannot be considered science*</li> <li>• Explains why explanations about the natural world that are based on authority cannot be considered science*</li> </ul>
<i>New Vocabulary:</i> apparent size, arrangement, claim, common, discard, evaluate, field of view, geologist, magnification power, orderly, per, percentage, physical model, regular increase, reject, scale (size), scale model, scaled up, texture	<i>New Vocabulary:</i> absolute knowledge, inconclusive, replicate, replication, results, testable	<i>New Vocabulary:</i> finding (scientific), invalid (data), principle
<i>New Signs and Symbols:</i> cm centimeter/centimetre, . decimal point, ft feet, = is equal to, km kilometer/kilometre, mm millimeter/millimetre, % percent	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none



**Subject: Concepts and Processes**

**Goal Strand: Nature of Science: Scientific Inquiry: Process; Science, Technology, Society**

221 - 230	Above 230
<b>Accuracy: Bias, Repeated Experimentation</b>	<b>Accuracy: Bias, Repeated Experimentation</b>
<ul style="list-style-type: none"> <li>• Recognizes why it is important for scientific observations to be repeated before drawing conclusions*</li> <li>• Recognizes why other scientists must be able to replicate results of an experiment*</li> <li>• Recognizes that an idea must be tested multiple times before being accepted or rejected*</li> <li>• Recognizes that uncertainty in measurement can produce results that differ slightly from experiment to experiment*</li> <li>• Recognizes that slight changes in an experimental method can produce changes in the result of an investigation*</li> <li>• Recognizes that slight differences in the things being investigated can produce differences in the result*</li> <li>• Recognizes that when results differ, it is necessary to judge whether the differences are trivial or significant, and further study may be needed to determine this*</li> <li>• Explains variations in the data recorded during an investigation*</li> <li>• Explains limitations in the data recording during an experiment*</li> <li>• Explains why a controlled experiment will produce reproducible results*</li> <li>• Explains why repeating an investigation multiple times may increase the reliability of the data collected*</li> <li>• Recognizes that scientific explanations are considered valid when they meet multiple criteria (e.g., consistency with the evidence seen in nature, respect for the rules of evidence, openness to criticism, communication of methods used, public communication of results)*</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes why it is important for scientific observations to be repeated before drawing conclusions*</li> <li>• Classifies a given experiment as an example of replication when given the conditions and purpose of the experiment*</li> <li>• Recognizes that when results differ, it is necessary to judge whether the differences are trivial or significant, and further study may be needed to determine this*</li> </ul>
<b>Models: Patterns, Cause-Effect, Organization</b>	<b>Models: Patterns, Cause-Effect, Organization</b>
<ul style="list-style-type: none"> <li>• Recognizes that the purpose of scientific inquiry is not the discovery of absolute truth*</li> <li>• Differentiates among examples of models and</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that the purpose of scientific inquiry is not the discovery of absolute truth*</li> <li>• Analyzes relationships using a simple mathematical</li> </ul>

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<p>observations*</p> <ul style="list-style-type: none"> <li>• Selects appropriate scale models to represent data*</li> <li>• Assesses how well a model represents a real life event, process, or concept*</li> <li>• Describes characteristics of a gradient*</li> </ul>	<p>model*</p> <ul style="list-style-type: none"> <li>• Determines gradients of change to systems when given a table of relevant data*</li> <li>• Gives examples of gradient change*</li> <li>• Uses symbolic equations to represent change*</li> <li>• Understands that ordering sets of objects requires characteristics that have multiple forms (e.g., height, but not right/left-handedness)*</li> </ul>
<b>Science, Technology, Society: Risks, Benefits, Ethics</b>	<b>Science, Technology, Society: Risks, Benefits, Ethics</b>
<ul style="list-style-type: none"> <li>• Explains that before experimental results are generalized to a wider set of conditions, it is important to repeat the experiment using these conditions (e.g., drug tests, use of model organisms)*</li> </ul>	
<b>Science, Technology and Society: Collaboration</b>	<b>Science, Technology and Society: Collaboration</b>
<ul style="list-style-type: none"> <li>• Explains why scientific ideas may change over time*</li> <li>• Recognizes that despite the tentative nature of science, most core ideas of science have been confirmed through much observation and experimentation*</li> <li>• Recognizes that when an observation does not agree with accepted scientific theory, it may be because the observation is mistaken or fraudulent, or it may be because the theory is wrong*</li> <li>• Recognizes that any conclusion can be challenged by new evidence*</li> <li>• Recognizes that all scientific knowledge, regardless of age, can be reviewed, criticized, and if necessary, discarded*</li> <li>• Explains that because theories are models, they may be revised as more data becomes available*</li> <li>• Explains that as new theories develop, previous data is not discarded but is reevaluated*</li> <li>• Explains how experimental results may cause modification of a theory or hypothesis*</li> <li>• Recognizes that scientific knowledge accumulates most rapidly after the acceptance of a major new theory*</li> <li>• Recognizes that as scientific theories are continually reevaluated, minor shifts in scientific thinking may occur*</li> <li>• Recognizes that as scientific theories are continually reevaluated, major shifts in scientific thinking may occur*</li> <li>• Recognizes that scientific ideas that are supported by large amounts of data and observation are unlikely to change in the future*</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that when an observation does not agree with accepted scientific theory, it may be because the observation is mistaken or fraudulent, or it may be because the theory is wrong*</li> <li>• Recognizes that any conclusion can be challenged by new evidence*</li> <li>• Recognizes that all scientific knowledge, regardless of age, can be reviewed, criticized, and if necessary, discarded*</li> <li>• Explains that because theories are models, they may be revised as more data becomes available*</li> <li>• Recognizes that scientific knowledge accumulates most rapidly after the acceptance of a major new theory*</li> <li>• Recognizes that as scientific theories are continually reevaluated, minor shifts in scientific thinking may occur*</li> <li>• Recognizes that as scientific theories are continually reevaluated, major shifts in scientific thinking may occur*</li> <li>• Recognizes that scientific ideas that are supported by large amounts of data and observation are unlikely to change in the future*</li> <li>• Recognizes that when there is insufficient data to answer the question, multiple scientific explanations may exist simultaneously*</li> <li>• Explains that when data is incomplete, new data can resolve competing theories*</li> <li>• Recognizes that in areas of limited understanding, it may not be possible to determine which explanation is correct*</li> </ul>

<ul style="list-style-type: none"> <li>• Gives examples of changes in scientific knowledge that have resulted from the appearance of new evidence*</li> <li>• Recognizes that when there is insufficient data to answer the question, multiple scientific explanations may exist simultaneously*</li> <li>• Explains that when data is incomplete, new data can resolve competing theories*</li> <li>• Recognizes that when data is incomplete, great opportunity for advancement exists*</li> <li>• Recognizes that when little understanding of an area exists, scientists may interpret data and theory differently*</li> <li>• Recognizes that in areas of limited understanding, it may not be possible to determine which explanation is correct*</li> <li>• Recognizes that conclusions that are supported by insufficient data are weak*</li> <li>• Explains why areas of science with incomplete data are areas of opportunity*</li> <li>• Recognizes practices of science that distinguish it from other ways of knowing*</li> <li>• Explains how the use of logical arguments distinguishes science from other disciplines*</li> <li>• Recognizes that reasoning can be distorted by faulty data*</li> <li>• Recognizes that scientific understanding is produced through the use of logical arguments*</li> <li>• Recognizes that scientific understanding is produced through the use of skepticism*</li> <li>• Explains how certain factors may bias data*</li> <li>• Explains why explanations about the natural world that are based on personal beliefs cannot be considered science*</li> <li>• Explains why explanations about the natural world that are based on religious values cannot be considered science*</li> <li>• Explains why explanations about the natural world that are based on superstition cannot be considered science*</li> <li>• Explains why explanations about the natural world that are based on authority cannot be considered science*</li> </ul>	<ul style="list-style-type: none"> <li>• Explains why areas of science with incomplete data are areas of opportunity*</li> <li>• Explains how the use of logical arguments distinguishes science from other disciplines*</li> <li>• Explains how the use of skepticism distinguishes science from other disciplines*</li> <li>• Evaluates pseudoscientific claims in the media*</li> <li>• Explains why explanations about the natural world that are based on personal beliefs cannot be considered science*</li> <li>• Explains why explanations about the natural world that are based on religious values cannot be considered science*</li> <li>• Explains why explanations about the natural world that are based on superstition cannot be considered science*</li> <li>• Explains why explanations about the natural world that are based on authority cannot be considered science*</li> </ul>
<i>New Vocabulary:</i> finding (scientific), invalid (data), principle	<i>New Vocabulary:</i> factual, procedure, replicable, researcher
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Concepts and Processes**

**Goal Strand: Nature of Science: Scientific Inquiry: Formulating, Testing**

Below 181	181 - 190	191 - 200
<b>Safe Experimentation: Design, Conduct Experiment</b>	<b>Safe Experimentation: Design, Conduct Experiment</b>	<b>Safe Experimentation: Design, Conduct Experiment</b>
<ul style="list-style-type: none"> <li>Asks questions that define the problem to be investigated, and which will allow relevant data or information to be collected</li> <li>Forms hypotheses that are based on real-life experience</li> <li>Explains how new tools and technologies affect the way we view the world*</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions that define the problem to be investigated, and which will allow relevant data or information to be collected</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions that define the problem to be investigated, and which will allow relevant data or information to be collected</li> <li>Selects the appropriate research source to answer a specific question (e.g., personal interview, reference book, direct observation, experimental observation)*</li> <li>Differentiates among testable and non-testable questions (terms not used)</li> <li>Forms hypotheses that are based on observations and data</li> <li>Determines which procedure will answer a specific question*</li> <li>Understands that the type of investigation a scientist does depends on the question he or she is answering*</li> <li>Determines which variables in a particular experiment must stay the same for results to be considered valid</li> <li>Understands that data collected in experiments must not be "fudged" or misrepresented*</li> <li>Identifies the data being collected in a given scenario*</li> <li>Orders the stages that are likely to occur in a scientific study*</li> <li>Describes lab safety practices*</li> <li>Uses technology in scientific investigations to gather accurate data*</li> </ul>
<b>Using Data: Making Observations</b>	<b>Using Data: Making Observations</b>	<b>Using Data: Making Observations</b>
<ul style="list-style-type: none"> <li>Understands that tools (such as scales) can measure only physical properties of an object*</li> <li>Describes the purpose of a ruler*</li> <li>Understands the importance of counting (e.g., quantifying) in determining the properties of an item*</li> </ul>	<ul style="list-style-type: none"> <li>Describes characteristics of objects*</li> <li>Understands that observations are useful in studying changes in an object over time*</li> <li>Measures using non-standard units*</li> <li>Understands that magnifying glasses, telescopes and microscopes are used to extend the sense of sight</li> <li>Chooses the appropriate tools to measure length, height, or distance*</li> <li>Chooses the appropriate tool to measure how hot an object is*</li> </ul>	<ul style="list-style-type: none"> <li>Describes characteristics of objects*</li> <li>Distinguishes between visual observations and observations of mass, temperature, texture, etc.*</li> <li>Determines which observations are relevant to an investigation*</li> <li>Understands that observations describe physical characteristics of an object</li> <li>Understands that personal bias can affect perception of things and events*</li> <li>Understands that some things (e.g., color) are difficult</li> </ul>

	<ul style="list-style-type: none"> <li>Understands that measuring tools can be used to improve the accuracy of an estimate*</li> </ul>	<ul style="list-style-type: none"> <li>to measure*</li> <li>Measures using non-standard units*</li> <li>Measures the temperature shown on a thermometer (positive numbers)</li> <li>Gives examples of tools that extend the senses*</li> <li>Measures length using a ruler*</li> <li>Chooses the appropriate tools to observe objects</li> <li>Reads the weight shown on a spring scale*</li> <li>Chooses the appropriate unit to measure length*</li> <li>Gives examples of things that can be quantified*</li> </ul>
<b>Using Data: Charts, Tables, Graphs, Illustrations</b>	<b>Using Data: Charts, Tables, Graphs, Illustrations</b>	<b>Using Data: Charts, Tables, Graphs, Illustrations</b>
<ul style="list-style-type: none"> <li>Interprets simple bar graphs</li> <li>Interprets data in simple line graphs*</li> </ul>	<ul style="list-style-type: none"> <li>Interprets simple bar graphs</li> <li>Interprets trends in bar graphs</li> <li>Interprets data represented as pictures or icons within a table or chart*</li> <li>Interprets diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Interprets data presented in simple tables (e.g., T-charts)*</li> <li>Interprets data presented in tables and charts that show data in more than two columns or categories</li> <li>Describes trends in data shown in tables that show change in one (responding/dependent) variable*</li> <li>Explains why data may not be consistent from trial to trial*</li> <li>Explains that different people may interpret the same data or observations differently*</li> </ul>
<i>New Vocabulary:</i> change, count, design, explain, find out, gather, information, rank, record, scale (tool), science, technology, variable, weigh	<i>New Vocabulary:</i> accurate, average, color, data, magnifying glass, metric ruler, ruler, scientist, sense, sight, smell, taste, telescope, tool, touch	<i>New Vocabulary:</i> affect, computer, direct observation, enlarge, extend, hand lens, image, instrument, investigation, magnifying lens, perception, pH meter, quantify, scientific method, senses, stethoscope, study, test, valid, vision, X-ray machine
<i>New Signs and Symbols:</i> ¢ cent sign	<i>New Signs and Symbols:</i> E east, N north, S south, W west	<i>New Signs and Symbols:</i> a.m., C Celsius, cm centimeter/centimetre, cm <sup>3</sup> cubic centimeter/centimetre, . decimal point, ° degrees, p.m., pH

**Subject: Concepts and Processes**

**Goal Strand: Nature of Science: Scientific Inquiry: Formulating, Testing**

201 - 210	211 - 220	221 - 230
Safe Experimentation: Design, Conduct Experiment	Safe Experimentation: Design, Conduct Experiment	Safe Experimentation: Design, Conduct Experiment
<ul style="list-style-type: none"> <li>Asks questions that define the problem to be investigated, and which will allow relevant data or information to be collected</li> <li>Describes characteristics of a good hypothesis*</li> <li>Determines the hypothesis being tested, given a particular experimental setup or problem/question</li> <li>Formulates hypotheses for a given experimental set-up*</li> <li>Classifies statements as predictions*</li> <li>Distinguishes between testable and non-testable hypotheses (outside of an experimental context)*</li> <li>Distinguishes among examples of hypotheses and observations*</li> <li>Evaluates to determine which procedure will best answer a specific question or solve a specific problem</li> <li>Infers the problem being investigated in an experiment, given the setup and/or results of the experiment</li> <li>Evaluates and improves the quality of an experimental design*</li> <li>Determines which variable (independent or manipulated) will be changed in the course of an investigation</li> <li>Determines which variable should be controlled in an experimental design, when given the problem or question being studied*</li> <li>Determines which variables in a particular experiment must stay the same for results to be considered valid</li> <li>Determines whether experiments are fair or valid, based on their design*</li> <li>Orders the stages that are likely to occur in a scientific study*</li> <li>Describes alternative data-gathering strategies that may be used in place of the traditional scientific method*</li> <li>Classifies example representing specific stages of a specific scientific investigation</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates among testable and non-testable questions</li> <li>Recognizes that testable questions are most useful in scientific investigations, as they can be answered by investigating*</li> <li>Determines the hypothesis being tested, given a particular experimental setup or problem/question</li> <li>Formulates testable hypotheses based on data presented in a table*</li> <li>Evaluates whether or not hypotheses are supported by data*</li> <li>Understands that predictions are more accurate when based on trends seen in data*</li> <li>Makes predictions within the context of a scientific investigation</li> <li>Classifies statements as hypotheses</li> <li>Determines which information should be collected in an experiment to answer a specific question</li> <li>Evaluates to determine which procedure will best answer a specific question or solve a specific problem</li> <li>Evaluates which procedure will best test a given hypothesis*</li> <li>Evaluates and improves the quality of an experimental design*</li> <li>Classifies the objects or persons undergoing a specific portion of an experiment as the control group*</li> <li>Explains the importance of controlling variables in an experiment*</li> <li>Determines which variable should be controlled in an experimental design, when given the problem or question being studied*</li> <li>Determines which variables are being controlled in a given experimental set-up*</li> <li>Classifies example representing specific stages of a specific scientific investigation</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between testable and nontestable hypotheses for a given experimental setup*</li> <li>Describes results that would necessitate the revision of the hypothesis being tested*</li> <li>Understands that the more precise a procedure is, the more likely it is that it will be replicable*</li> <li>Determines which variable (independent or manipulated) is being tested in control setup, when this variable has been purposefully omitted from the setup*</li> <li>Determines which variable (independent or manipulated) is being tested in a given experimental setup</li> <li>Determines the independent variable by examining data presented as a line graph*</li> <li>Determines the control group in a given experimental set-up*</li> <li>Controls variables so that only the variable being tested changes over time</li> </ul>

Using Data: Making Observations	Using Data: Making Observations	Using Data: Making Observations
<ul style="list-style-type: none"> <li>• Determines which observations are relevant to an investigation*</li> <li>• Predicts how objects will appear when viewed from different angles*</li> <li>• Distinguishes among examples of direct observations and predictions*</li> <li>• Understands that things that change over time can be measured*</li> <li>• Measures the temperature shown on a thermometer, using interpolation</li> <li>• Chooses the appropriate tools to measure the speed of an object*</li> <li>• Understands that quantitative observations are often more precise than qualitative observations</li> </ul>	<ul style="list-style-type: none"> <li>• Limits observations to the descriptions of properties and processes that those that are observed using the senses and or tools that extend the senses, not what may have happened previously, or what might happen next*</li> <li>• Distinguishes among examples of observations and inferences*</li> <li>• Measures the temperature shown on a thermometer, using interpolation</li> <li>• Estimates length when given a ruler smaller than the object being measured*</li> <li>• Chooses the appropriate tools to measure mass*</li> <li>• Understands that measurement of weight on a scale is not dependent on the arrangement of that object on the scale, as long as the entire object is touching only the scale*</li> <li>• Chooses the appropriate tools to measure volume*</li> <li>• Measures the temperature shown on a thermometer (negative numbers)*</li> <li>• Classifies statements as quantitative observations*</li> <li>• Understands that quantitative observations are often more precise than qualitative observations</li> <li>• Understands that precise measurements are an accurate, specific description of quantity, not estimations of quantity</li> <li>• Explains that the more accurate a tool is, the smaller the changes it is able to measure*</li> </ul>	<ul style="list-style-type: none"> <li>• Describes qualities that make observations scientific*</li> <li>• Understands that some tools are used to extend the senses*</li> <li>• Classifies statements as quantitative observations*</li> </ul>
Using Data: Charts, Tables, Graphs, Illustrations	Using Data: Charts, Tables, Graphs, Illustrations	Using Data: Charts, Tables, Graphs, Illustrations
<ul style="list-style-type: none"> <li>• Interprets graphs (e.g., reads data) in which units are not given, or only partial data is given</li> <li>• Determines the type of data which will appear in a graph, based on its axes*</li> <li>• Analyzes data in line graphs*</li> <li>• Interprets data in complex graphs (exponential, logistic, multiple lines)*</li> <li>• Interprets data presented in tables and charts that show data in more than two columns or categories</li> <li>• Analyzes data presented in tables and charts</li> <li>• Examines data to pinpoint possible errors in data collection*</li> <li>• Analyzes data shown in diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Describes trends in line graphs where units are not given</li> <li>• Determines the type of data which will appear in a graph, based on its axes*</li> </ul>	
<i>New Vocabulary:</i> control, decrease, diameter, graduated cylinder, hold constant, increase, independent variable,	<i>New Vocabulary:</i> beaker, dependent, disprove, quantitative, testable	<i>New Vocabulary:</i> modification, scientific, sense extender

interpret data, interval, investigate, level, material, meter stick, precision, quality, quantity, scale (measurement), trial-and-error procedure		
<i>New Signs and Symbols:</i> mL milliliter/millilitre, – negative	<i>New Signs and Symbols:</i> ' foot, " inch	<i>New Signs and Symbols:</i> none



**Subject: Concepts and Processes**

**Goal Strand: Nature of Science: Scientific Inquiry: Formulating, Testing**

221 - 230	Above 230
<b>Safe Experimentation: Design, Conduct Experiment</b>	<b>Safe Experimentation: Design, Conduct Experiment</b>
<ul style="list-style-type: none"> <li>• Distinguishes between testable and nontestable hypotheses for a given experimental setup*</li> <li>• Describes results that would necessitate the revision of the hypothesis being tested*</li> <li>• Understands that the more precise a procedure is, the more likely it is that it will be replicable*</li> <li>• Determines which variable (independent or manipulated) is being tested in control setup, when this variable has been purposefully omitted from the setup*</li> <li>• Determines which variable (independent or manipulated) is being tested in a given experimental setup</li> <li>• Determines the independent variable by examining data presented as a line graph*</li> <li>• Determines the control group in a given experimental set-up*</li> <li>• Controls variables so that only the variable being tested changes over time</li> </ul>	<ul style="list-style-type: none"> <li>• Formulates hypotheses within the context of a scientific investigation*</li> <li>• Identifies the dependent variable in a given experimental setup*</li> </ul>
<b>Using Data: Making Observations</b>	<b>Using Data: Making Observations</b>
<ul style="list-style-type: none"> <li>• Describes qualities that make observations scientific*</li> <li>• Understands that some tools are used to extend the senses*</li> <li>• Classifies statements as quantitative observations*</li> </ul>	<ul style="list-style-type: none"> <li>• Classifies statements as qualitative observations*</li> </ul>
<b>Using Data: Charts, Tables, Graphs, Illustrations</b>	<b>Using Data: Charts, Tables, Graphs, Illustrations</b>
<i>New Vocabulary:</i> modification, scientific, sense extender	<i>New Vocabulary:</i> qualitative
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> kg kilogram

**Subject: Concepts and Processes**

**Goal Strand: Nature of Science: Scientific Inquiry: Explanations, Evidence**

Below 181	181 - 190	191 - 200
<b>Record Keeping: Fact versus Opinion</b>	<b>Record Keeping: Fact versus Opinion</b>	<b>Record Keeping: Fact versus Opinion</b>
	<ul style="list-style-type: none"> <li>Describes how theories are developed*</li> </ul>	<ul style="list-style-type: none"> <li>Describes the criteria used to establish scientific laws and theories*</li> </ul>
<b>Record Keeping: Draw Conclusions From Evidence</b>	<b>Record Keeping: Draw Conclusions From Evidence</b>	<b>Record Keeping: Draw Conclusions From Evidence</b>
<ul style="list-style-type: none"> <li>Draws conclusions from simple diagrams*</li> </ul>	<ul style="list-style-type: none"> <li>Makes inferences about common events and phenomena</li> </ul>	<ul style="list-style-type: none"> <li>Draws conclusions from experimental observations</li> <li>Extrapolates from data presented in tables</li> <li>Extrapolates from data presented in graphs (linear relationships)*</li> </ul>
<b>Using Data: Communicating Results</b>	<b>Using Data: Communicating Results</b>	<b>Using Data: Communicating Results</b>
	<ul style="list-style-type: none"> <li>Recognizes that results differ slightly when an experiment is repeated in a different place, at a different time, or by a different person, but the general evidence gathered in an experiment should be replicable by anyone, anywhere*</li> <li>Describes observations clearly, objectively, and accurately</li> </ul>	<ul style="list-style-type: none"> <li>Explains why a scientific investigation will work the same way in different places*</li> <li>Describes observations clearly, objectively, and accurately</li> <li>Evaluates written observations for accuracy and clarity*</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> (data) log, accurate, color, conclude, data, expect, experiment, feet (measurement), identify, notes, observation, probable reason, result, scientific theory, scientist, tool	<i>New Vocabulary:</i> experimental result, hypothesis, prediction, reasonable result
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> C Celsius, ° degrees	<i>New Signs and Symbols:</i> cm centimeter/centimetre

**Subject: Concepts and Processes**

**Goal Strand: Nature of Science: Scientific Inquiry: Explanations, Evidence**

201 - 210	211 - 220	221 - 230
<b>Record Keeping: Fact versus Opinion</b>	<b>Record Keeping: Fact versus Opinion</b>	<b>Record Keeping: Fact versus Opinion</b>
<ul style="list-style-type: none"> <li>Understands that theories are based on multiple observations, concepts, principles, and historical perspective*</li> <li>Distinguishes examples of theories from facts, observations, hypotheses*</li> <li>Describes characteristics of theories</li> <li>Classifies a particular statement as an observation</li> <li>Distinguishes examples of observations from facts, theories, and hypotheses*</li> </ul>	<ul style="list-style-type: none"> <li>Defines scientific theory*</li> <li>Contrasts the terms hypothesis, theory, principle, law, model, and paradigm as used by scientists*</li> <li>Classifies a particular scientific explanation as a theory*</li> <li>Distinguishes examples of observations from facts, theories, and hypotheses*</li> <li>Classifies a particular statement as an hypothesis*</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes hypotheses from conclusions and observations</li> <li>Explains why there may be discrepancies between a scientific law and actual observations*</li> <li>Relates scientific theory, generation of hypotheses, and experimentation*</li> <li>Distinguishes between the ideas of hypothesis, fact, observation, opinion, model, and theory</li> <li>Classifies a particular statement as an hypothesis*</li> <li>Compares the terms hypothesis, theory, principle, law, model, paradigm as used by scientists*</li> <li>Contrasts the terms theory and law*</li> </ul>
<b>Record Keeping: Draw Conclusions From Evidence</b>	<b>Record Keeping: Draw Conclusions From Evidence</b>	<b>Record Keeping: Draw Conclusions From Evidence</b>
<ul style="list-style-type: none"> <li>Draws conclusions from data presented in tables containing two manipulated (independent) variables*</li> <li>Draws conclusions from experimental observations</li> <li>Makes inferences that limit themselves to the data which has been presented and avoids speculation</li> <li>Understands that to be scientific, explanations must be supported with evidence</li> <li>Draws conclusions from complex tables, charts or graphs*</li> <li>Draws conclusions from complex diagrams</li> <li>Extrapolates from data presented in diagrams</li> <li>Interpolates from data presented in graphs*</li> <li>Interpolates from data presented in diagrams*</li> <li>Explains that results are significant if they most likely did not occur by chance</li> <li>Draws conclusions from data described as "significant"*</li> </ul>	<ul style="list-style-type: none"> <li>Draws conclusions from data presented in tables containing two manipulated (independent) variables*</li> <li>Makes inferences that limit themselves to the data which has been presented and avoids speculation</li> <li>Makes inferences using deductive reasoning</li> <li>Determines which evidence will best support a particular inference</li> <li>Draws conclusions from data presented in simple (T) tables or charts</li> <li>Classifies statements as inferences*</li> <li>Extrapolates from data presented in diagrams</li> <li>Extrapolates from data given in a table, by estimating the trend shown*</li> <li>Interpolates from data presented in tables*</li> <li>Interpolates from data presented in graphs*</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates inferences within the context of a scientific investigation*</li> <li>Classifies statements as inferences*</li> <li>Extrapolates from data presented in graphs where units are not shown on one or more axes*</li> <li>Evaluates the significance of results*</li> </ul>
<b>Using Data: Communicating Results</b>	<b>Using Data: Communicating Results</b>	<b>Using Data: Communicating Results</b>
<ul style="list-style-type: none"> <li>Explains why a scientific investigation will work the same way in different places*</li> <li>Selects graphs as the most appropriate way to present trends in data*</li> </ul>	<ul style="list-style-type: none"> <li>Selects the appropriate graph to represent data shown in a table*</li> </ul>	

<ul style="list-style-type: none"> <li>Represents observations using symbols and diagrams*</li> <li>Communicates results clearly and accurately</li> </ul>		
<i>New Vocabulary:</i> chance, design experiment, formulate model, justify, pendulum, random group, reliable, significant, statistics	<i>New Vocabulary:</i> controlled experiment, orderly pattern, phenomena, probable, scientific evidence, theorize	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> g gram, mL milliliter/millilitre, sec second	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> % percent

**Subject: Concepts and Processes**

**Goal Strand: Nature of Science: Scientific Inquiry: Explanations, Evidence**

231 - 240	Above 240
<b>Record Keeping: Fact versus Opinion</b>	<b>Record Keeping: Fact versus Opinion</b>
<ul style="list-style-type: none"> <li>• Defines scientific paradigm*</li> <li>• Explains how theories are used to answer questions*</li> <li>• Explains how laws are used to answer questions*</li> <li>• Explains how facts are used to answer questions*</li> </ul>	
<b>Record Keeping: Draw Conclusions From Evidence</b>	<b>Record Keeping: Draw Conclusions From Evidence</b>
<ul style="list-style-type: none"> <li>• Extrapolates from data presented in graphs (exponential/logistic relationships)*</li> </ul>	<ul style="list-style-type: none"> <li>• Extrapolates from data presented in tables using calculations*</li> </ul>
<b>Using Data: Communicating Results</b>	<b>Using Data: Communicating Results</b>
<ul style="list-style-type: none"> <li>• Evaluates written results for accuracy and clarity*</li> </ul>	
<i>New Vocabulary: none</i>	<i>New Vocabulary: none</i>
<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>

**Subject: General Science**  
**Goal Strand: Earth and Space Science**

Below 171	171 - 180	181 - 190
Atmospheric Processes, Water Cycle	Atmospheric Processes, Water Cycle	Atmospheric Processes, Water Cycle
	<ul style="list-style-type: none"> <li>Relates the type of weather experienced to personal choices and activities (e.g., dressing warmly in cold weather, sunglasses on sunny days)*</li> <li>Explains that temperature is a measurement of how hot or cold something is*</li> <li>Recognizes that wind is air that is moving around us*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes processes that make up the water cycle*</li> <li>Analyzes precipitation in weather systems*</li> <li>Draws conclusions about the role of clouds in reflecting the Sun's light*</li> <li>Interprets data to identify existing weather conditions</li> <li>Compares weather from season to season*</li> <li>Describes seasonal patterns in weather*</li> <li>Measures air temperature*</li> <li>Chooses the appropriate tool to measure changes in air temperature (term not used)*</li> <li>Recognizes that wind is air that is moving around us*</li> <li>Describes how the Earth's tilt affects seasons*</li> <li>Explains how Earth's tilt affects the length of daylight during the year*</li> <li>Explains how Earth's tilt affects the heating of Earth's surface*</li> <li>Recognizes that the Sun produces heat and light energy*</li> <li>Recognizes that the Sun's energy can be stored in objects as heat*</li> <li>Gives examples of water in each state of matter</li> </ul>
Solar System and Universe	Solar System and Universe	Solar System and Universe
<ul style="list-style-type: none"> <li>Recognizes that the Sun can only be seen in the daytime*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that the Sun is not a planet*</li> <li>Describes the Sun, Moon, stars, and Earth*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that day and night are caused by the Earth's rotation on its axis*</li> <li>Explains how the Earth's rotation on its axis causes day and night*</li> <li>Describes components of the solar system*</li> <li>Identifies the location of planets relative to the sun*</li> <li>Describes the order of planets and the asteroid belt in the solar system*</li> <li>Recognizes that stars (like the Sun) are the source of light for all bright objects in space*</li> </ul>
Earth's Composition, Structure	Earth's Composition, Structure	Earth's Composition, Structure
	<ul style="list-style-type: none"> <li>Gives examples of materials that are natural or non-natural parts of Earth*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that Earth is made of land masses surrounded by large bodies of water, and that most of</li> </ul>

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NV 1.1.1

\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

	<ul style="list-style-type: none"> <li>• Describes applied uses of natural resources (e.g., trees)*</li> </ul>	<ul style="list-style-type: none"> <li>• the Earth's surface is covered by water*</li> <li>• Recognizes that oceans are bodies of salt water*</li> <li>• Interprets data related to the composition of the ocean*</li> <li>• Describes different types of Earth materials</li> <li>• Labels a diagram of Earth to show Earth's core*</li> <li>• Explains that tiny rocks come from the weathering and breakage of larger rocks*</li> <li>• Explains how recycling protects the environment*</li> <li>• Gives examples of natural resources*</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> atmosphere, carbon dioxide, cloud, cool, dew, gasoline, hot, weather	<i>New Vocabulary:</i> anemometer, autumn, axis, barometer, beach, body of water, condensation, cross section, crystal, daylight, evaporation, fossil, grain, hydrometer, hygrometer, Jupiter, land, Mars, Mercury (planet), metal, natural resource, night, ocean floor, planet, Pluto, precipitation, recycle, revolve, rotate, sand, Saturn, seasonal change, shadow, shell, solar system, stone, store, stratosphere, stream, tar, tilt, Uranus, water cycle, winter
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: General Science**

**Goal Strand: Earth and Space Science**

191 - 200	201 - 210	211 - 220
<b>Atmospheric Processes, Water Cycle</b>	<b>Atmospheric Processes, Water Cycle</b>	<b>Atmospheric Processes, Water Cycle</b>
<ul style="list-style-type: none"> <li>Recognizes that clouds and fog are made up of tiny water droplets (condensed from vapor or gaseous form)*</li> <li>Describes how clouds form*</li> <li>Gives examples of forms of precipitation*</li> <li>Classifies rain, sleet, snow, etc., as precipitation*</li> <li>Recognizes that climate depends on an interaction of factors (e.g., latitude, atmospheric composition, prevailing wind, ocean temperature, pollution)*</li> <li>Explains how volcanoes cause pollution*</li> <li>Recognizes that "empty" spaces and containers are not really empty, because they contain air*</li> <li>Recognizes that air may contain water and particulate pollutants (e.g., pollen, smoke, dust)*</li> <li>Compares properties of different wind forms (e.g., tornadoes, gusts, breezes, drafts, gales)*</li> <li>Explains that the Sun is the major source of heat and light for Earth*</li> <li>Describes the Sun as the major source of energy for Earth*</li> <li>Explains that the Sun is the major energy source for Earth*</li> <li>Recognizes that the Sun's light energy is transformed to heat energy upon hitting Earth's surface*</li> <li>Defines atmosphere as the air surrounding Earth*</li> <li>Recognizes that water can undergo changes in state (e.g., solid, liquid, gas)*</li> <li>Recognizes that ice is the solid form of water*</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes processes which comprise the water cycle*</li> <li>Describes the movement of water through a complete turn of the water cycle*</li> <li>Describes the water cycle</li> <li>Interprets models that show how water is recycled in the Earth system*</li> <li>Describes how dew forms on surfaces*</li> <li>Defines humidity*</li> <li>Understands that meteorologists use multiple measurements of weather conditions to make forecasts*</li> <li>Describes how changes in the composition of the atmosphere can affect Earth's climate*</li> <li>Recognizes that air takes up space</li> <li>Recognizes that air can cause changes in the environment*</li> <li>Recognizes that uneven heating of air by the Sun causes convection currents*</li> <li>Explains how Earth's tilt causes seasons*</li> <li>Explains how the Earth's tilt affects the intensity of sunlight in summer and winter*</li> <li>Analyzes diagrams showing how the relative intensity of sunlight differs in summer and winter*</li> <li>Describes how water exists in three states</li> <li>Recognizes that water expands as it freezes*</li> </ul>	<ul style="list-style-type: none"> <li>Orders steps of the water cycle*</li> <li>Describes processes that make up the water cycle*</li> <li>Analyzes processes which comprise the water cycle*</li> <li>Describes cloud formation in weather systems*</li> <li>Describes the structure of weather systems (e.g., hurricanes)*</li> <li>Analyzes humidity in weather systems*</li> <li>Describes how weather conditions are measured*</li> <li>Explains how barometric pressure is interpreted</li> <li>Defines climate*</li> <li>Explains how uneven heating at the shore/ocean interface by the Sun creates winds*</li> <li>Analyzes the role of temperature in producing ocean currents*</li> <li>Describes results of interacting air masses*</li> <li>Analyzes diagrams showing the effect of Earth's tilt on seasons*</li> <li>Recognizes the Sun's role in the water cycle*</li> <li>Explains that the Sun's energy travels to Earth in a variety of wavelengths (e.g., visible light, radio, infrared, UV, microwaves)*</li> </ul>
<b>Solar System and Universe</b>	<b>Solar System and Universe</b>	<b>Solar System and Universe</b>
<ul style="list-style-type: none"> <li>Recognizes that day and night are caused by the Earth's rotation on its axis*</li> <li>Explains that a small object that is close to Earth may appear larger than a bigger object that is more distant from Earth*</li> <li>Recognizes that the Sun is a medium-sized star</li> </ul>	<ul style="list-style-type: none"> <li>Relates the Earth's rotation on its axis to the length of a day*</li> <li>Explains that astronomical objects are separated by great distances*</li> <li>Recognizes that the Sun, Moon and planets are spherical in shape*</li> </ul>	<ul style="list-style-type: none"> <li>Defines rotation of planets*</li> <li>Explains that the direction of Earth's rotation is west to east*</li> <li>Describes chemical and physical characteristics of stars*</li> <li>Compares characteristics of stars and star systems (e.g.,</li> </ul>



<ul style="list-style-type: none"> <li>• Compares the Sun to other stars and star systems</li> <li>• Describes components of the solar system*</li> <li>• Recognizes that the solar system includes the Sun, nine planets including Earth, the Moon and satellites orbiting other planets, asteroids, and comets*</li> <li>• Describes characteristics of the planet Mars*</li> <li>• Describes the motion of Earth around the Sun*</li> <li>• Analyzes the motion of the Moon around Earth*</li> <li>• Compares Earth to other planets in terms of size*</li> <li>• Describes distance of individual planets from the Sun</li> <li>• Identifies characteristics of planets*</li> <li>• Recognizes that Earth is somewhat unique in its characteristics*</li> <li>• Explains that the Moon and planets shine by reflected sunlight, not their own light*</li> <li>• Identifies daily patterns caused by Earth's rotation*</li> </ul>	<ul style="list-style-type: none"> <li>• Describes characteristics of comets*</li> <li>• Compares characteristics of meteors and meteorites*</li> <li>• Describes formation of meteors*</li> <li>• Recognizes how meteor showers are produced*</li> <li>• Describes the relationship between the Moon and the Earth (the Moon is a satellite of the Earth, and therefore orbits around the Earth)*</li> <li>• Recognizes that it takes about 29 days for the Moon to orbit Earth*</li> <li>• Describes how the Moon's surface has been affected by meteorites*</li> <li>• Defines satellite as one body which orbits around another*</li> <li>• Orders the planets in terms of distance from the Sun*</li> <li>• Explains that Earth is the only planet in our solar system that contains water in liquid form*</li> <li>• Explains that the Moon and planets shine by reflected sunlight, not their own light*</li> <li>• Defines constellation*</li> <li>• Explains the concept of a year in terms of a planet's motion*</li> <li>• Explains the concept of a full day and night in terms of Earth's motion*</li> <li>• Explains the phases of the Moon*</li> </ul>	<p>temperature, color, size, elements, energy, number of stars in system)*</p> <ul style="list-style-type: none"> <li>• Identifies arrangement of bodies within our galaxy*</li> <li>• Describes characteristics of meteors</li> <li>• Classifies asteroids, comets, and meteors, meteoroids and meteorites by location*</li> <li>• Recognizes characteristics of meteorites*</li> <li>• Describes characteristics of the planet Mercury*</li> <li>• Recognizes that the Moon is a natural satellite of Earth*</li> <li>• Compares size of astronomical planets*</li> <li>• Explains the concept of seasons in terms of Earth's motion*</li> <li>• Relates the regular predictable motion of the Earth to the regular length of a year</li> <li>• Identifies the phase of the moon during which a lunar eclipse may occur*</li> <li>• Explains how both the relative mass of the Moon and Sun, as well as their distance from Earth, result in differences in the effect each has on Earth's tides*</li> <li>• Explains the effect of gravity on orbital shape and speed*</li> <li>• Analyzes the effect of gravity on tides</li> <li>• Describes technologies produced as a spin-off of space exploration*</li> <li>• Describes the use of spectrosopes in astronomy*</li> <li>• Recognizes that changes in the energy output of the Sun would cause significant changes in Earth processes that depend on the Sun's energy*</li> </ul>
<b>Earth's Composition, Structure</b> <ul style="list-style-type: none"> <li>• Describes the distribution of water on Earth</li> <li>• Identifies rock types*</li> <li>• Recognizes Earth's three layers*</li> <li>• Orders Earth's three layers*</li> <li>• Analyzes a model that shows Earth's internal structure*</li> <li>• Labels a diagram of Earth to show Earth's core*</li> <li>• Labels a diagram of Earth to show its crust*</li> <li>• Understands that life on Earth would not be able to exist in Earth's mantle and core*</li> <li>• Describes weathering*</li> <li>• Explains how weather can cause changes in rocks</li> <li>• Makes inferences about the causes of a change to rock*</li> <li>• Defines erosion as the wearing away or removal of rock</li> </ul>	<b>Earth's Composition, Structure</b> <ul style="list-style-type: none"> <li>• Defines a spring as underground water which seeps onto the Earth's surface*</li> <li>• Describes physical properties of the ocean*</li> <li>• Explains why non-renewable resources should not be wasted*</li> <li>• Describes formation of fossil fuels</li> <li>• Describes physical characteristics of different rocks and minerals (e.g., color, hardness, texture, pattern, layering, particle size)*</li> <li>• Describes the process of sedimentary rock formation*</li> <li>• Labels diagrams of Earth (three layers) to show Earth's mantle*</li> <li>• Recognizes Earth's three layers*</li> <li>• Orders Earth's three layers*</li> </ul>	<b>Earth's Composition, Structure</b> <ul style="list-style-type: none"> <li>• Differentiates among artesian wells, springs and geysers*</li> <li>• Describes the composition of the Earth's bodies of water*</li> <li>• Describes geologic features of the ocean</li> <li>• Classifies natural resources as renewable or non-renewable</li> <li>• Defines non-renewable natural resources*</li> <li>• Gives examples of renewable and non-renewable resources*</li> <li>• Describes the source of geothermal energy*</li> <li>• Gives examples of igneous rocks*</li> <li>• Describes the process of igneous rock formation*</li> <li>• Recognizes that petrification is the replacement of</li> </ul>

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\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

<ul style="list-style-type: none"> <li>or soil from a site*</li> <li>Recognizes that rapid processes which change Earth's surface include landslides, volcanic eruptions, and earthquakes*</li> <li>Explains how plate movement produces earthquakes*</li> <li>Explains how magma and lava are involved in volcanic eruptions</li> </ul>	<ul style="list-style-type: none"> <li>Describes characteristics of Earth's three layers*</li> <li>Recognizes characteristics of each layer of Earth (e.g., cold brittle lithosphere, hot convecting mantle, dense metallic core)</li> <li>Recognizes that the Earth is spherical in shape*</li> <li>Explains why the equator is used to divide the Earth into two hemispheres*</li> <li>Defines the rock cycle*</li> <li>Describes ways in which rocks undergo changes from physical weathering</li> <li>Gives examples of chemical weathering*</li> <li>Predicts how sediments of different sizes will sort*</li> <li>Describes how Earth materials erode</li> <li>Recognizes major agents of erosion*</li> <li>Interprets data related to the continuous modification of rocks in the rock cycle*</li> <li>Recognizes that rapid processes which change Earth's surface include landslides, volcanic eruptions, and earthquakes*</li> <li>Distinguishes among processes that do and do not change Earth's surface*</li> <li>Infers that Earth's surface is constantly changing*</li> <li>Describes how destructive forces create land forms*</li> <li>Explains how processes such as erosion, weathering, and flow cause slow change to Earth's surface features*</li> <li>Infers that effects of an earthquake depend on its strength*</li> <li>Understands that earthquakes cause differences in the movement of land*</li> <li>Describes causes of earthquakes*</li> <li>Describes tools used to measure earthquakes*</li> <li>Describes folding and faulting*</li> <li>Recognizes that plate tectonics is the theory that accounts for the movement of the continents*</li> <li>Draws conclusions about the past from fossils or fossil data*</li> <li>Explains how sedimentary rocks record events of Earth's history*</li> <li>Uses the law of superposition to determine the relative ages of rock layers*</li> <li>Describes relative dating techniques*</li> <li>Describes curbside recycling*</li> <li>Recognizes applied uses of water (use in making electricity, transportation, recreation)*</li> </ul>	<ul style="list-style-type: none"> <li>bone by minerals*</li> <li>Describes characteristics of sedimentary rock*</li> <li>Makes inferences about where igneous rocks may be found*</li> <li>Classifies rocks according to the forces which formed them</li> <li>Describes humus*</li> <li>Recognizes the sources of geothermal energy*</li> <li>Labels a diagram of Earth (four layers) to show Earth's outer core*</li> <li>Labels a diagram of Earth (four layers) to show Earth's mantle*</li> <li>Compares weathering and erosion*</li> <li>Compares agents of erosion*</li> <li>Describes sequences within the rock cycle that minerals could pass through*</li> <li>Describes how slow and rapid processes cause the Earth's surface to change constantly</li> <li>Describes how constructive forces create land forms*</li> <li>Analyzes the role of destructive forces in shaping Earth's surface*</li> <li>Gives examples of fault zones*</li> <li>Recognizes that faults are breakages in rock associated with movement of Earth's plates*</li> <li>Explains how mountain building is caused by movement of tectonic plates*</li> <li>Relates plate movement to geologic events</li> <li>Explains how plate tectonic theory accounts for movement of landforms over time*</li> <li>Defines magma*</li> <li>Recognizes that in most fossils, living tissue is replaced with minerals, but in certain fossils (e.g., amber, frozen organisms), biological matter (DNA) may remain*</li> <li>Describes conditions that are usually needed for a fossil to form</li> <li>Explains that the geologic processes we observe today have also occurred in the geologic past*</li> <li>Understands that for alternative energy resources to be most useful, they must be renewable, or based on different non-renewable resources than are currently in use</li> <li>Defines (environmental) conservation</li> </ul>
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<p><i>New Vocabulary:</i> asteroid, breeze, comet, condense, crack, decay, dust, Earth's surface, erosion, evaporate, flood, fresh water, galaxy, gale, geographic area, granite, ground, gust, humidity, latitude, lava, layer, lightning, lignite, magma, melt, meteor, moon (satellite), nebula, Neptune, obsidian, ocean current, particle, Polaris, prevailing wind, reflect, reservoir, Sirius, slate, thunder, tide, tornado, vapor, Venus, wave, wearing away/down, weathering, wind form</p>	<p><i>New Vocabulary:</i> air pressure, angstrom, basalt, canyon, cavern, compaction, constellation, contract, crater, dam, deposition, Earth's crust, ecological cycle, ellipse, equinox, expand, fault line, faulting, fission, float, folding, forecast, formation, fossil fuel, frost, full moon, funnel, fusion, gaseous, glaciation, glacier, greenhouse effect, igneous rock, individual consumption, irrigation, landslide, light-year, marble, metamorphic rock, meteorite, meteorologist, new moon, nitrogen cycle, nova, oil well, parent material, porous rock, pumice, rainfall, relative age, rock cycle, rock layer, running water, salinity, sand dune, saturation, sea level, sediment, sedimentary rock, sedimentation, seismograph, sinkhole, sublimation, tidal wave, trace elements, transpiration, uranium, vegetation, water pressure, water supply, well, wind speed</p>	<p><i>New Vocabulary:</i> abyssal floor, abyssal plain, agent, air mass, amber, artesian well, ash, atoll, atomic energy, biomass, boundary, cirrus, cold front, continental margin, continental shelf, continental slope, cosmic rays, crustal plate, cyclone, deep-water zone, dehydrate, Earth process, electrical field, erode, eye of a hurricane, fair (weather), falling star, fault, fault zone, fixed orbit, frequency, front, geyser, ground water, Halley's Comet, humid, hurricane, igneous, infrared, inner core, mercury barometer, mercury thermometer, meteoroid, mid-ocean ridge, Milky Way Galaxy, mudstone, NASA, natural resources, nonrenewable, Northern Hemisphere, nuclear reaction, ore, outer core, period of revolution, petrified wood, petroleum, plains, plant matter, plate, preserve, recycling, reef, region, renewable, renewable energy, renewable resource, replacement, rift valley, San Andreas fault, sandstone, satellite, sea floor, seamount, seawater, sedimentary, shale, shallow-water zone, shore, spectroscopy, submerge, tectonic plate, tidal, tidal forces, tide action, trench, ultraviolet, undisturbed, valley, warm front, white dwarf, winds</p>
<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> Ca (calcium), Cl (chlorine), Cu (copper), K (potassium), → leads to (geochemical cycle), Na (sodium), NO<sub>3</sub> (nitrate)</p>

**Subject: General Science**

**Goal Strand: Earth and Space Science**

211 - 220	221 - 230	231 - 240
<b>Atmospheric Processes, Water Cycle</b>	<b>Atmospheric Processes, Water Cycle</b>	<b>Atmospheric Processes, Water Cycle</b>
<ul style="list-style-type: none"> <li>• Orders steps of the water cycle*</li> <li>• Describes processes that make up the water cycle*</li> <li>• Analyzes processes which comprise the water cycle*</li> <li>• Describes cloud formation in weather systems*</li> <li>• Describes the structure of weather systems (e.g., hurricanes)*</li> <li>• Analyzes humidity in weather systems*</li> <li>• Describes how weather conditions are measured*</li> <li>• Explains how barometric pressure is interpreted</li> <li>• Defines climate*</li> <li>• Explains how uneven heating at the shore/ocean interface by the Sun creates winds*</li> <li>• Analyzes the role of temperature in producing ocean currents*</li> <li>• Describes results of interacting air masses*</li> <li>• Analyzes diagrams showing the effect of Earth's tilt on seasons*</li> <li>• Recognizes the Sun's role in the water cycle*</li> <li>• Explains that the Sun's energy travels to Earth in a variety of wavelengths (e.g., visible light, radio, infrared, UV, microwaves)*</li> </ul>	<ul style="list-style-type: none"> <li>• Orders steps of the water cycle*</li> <li>• Classifies clouds by composition, height, and type of precipitation*</li> <li>• Explains how uneven heating at the shore/ocean interface by the Sun creates winds*</li> <li>• Relates differences in air pressure to movement of surface winds*</li> <li>• Identifies diagrams illustrating convection*</li> <li>• Describes how the Earth's tilt affects weather patterns*</li> <li>• Describes the composition of Earth's atmosphere*</li> <li>• Recognizes that the Sun's energy from millions of years ago is trapped in fossil fuels*</li> </ul>	<ul style="list-style-type: none"> <li>• Orders steps of the water cycle*</li> <li>• Makes inferences from data about dew formation*</li> <li>• Predicts the movement of air that will result from uneven heating of air at the ocean shore interface*</li> <li>• Describes climate conditions accompanying high and low pressure systems*</li> </ul>
<b>Solar System and Universe</b>	<b>Solar System and Universe</b>	<b>Solar System and Universe</b>
<ul style="list-style-type: none"> <li>• Defines rotation of planets*</li> <li>• Explains that the direction of Earth's rotation is west to east*</li> <li>• Describes chemical and physical characteristics of stars*</li> <li>• Compares characteristics of stars and star systems (e.g., temperature, color, size, elements, energy, number of stars in system)*</li> <li>• Identifies arrangement of bodies within our galaxy*</li> <li>• Describes characteristics of meteors</li> <li>• Classifies asteroids, comets, and meteors, meteoroids and meteorites by location*</li> <li>• Recognizes characteristics of meteorites*</li> </ul>	<ul style="list-style-type: none"> <li>• Names the characteristics used to classify stars*</li> <li>• Explains that part of the Milky Way galaxy can be seen as a bright band of light in the night sky*</li> <li>• Describes characteristics of the planet Jupiter*</li> <li>• Explains that during a solar eclipse, the Moon's shadow falls on the Earth*</li> <li>• Identifies the phases of the Moon*</li> <li>• Recognizes that the information present in the light emitted by stars has allowed us to determine the composition of stars*</li> <li>• Analyzes the formation of the solar system*</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the relationship between the Coriolis effect and wind patterns*</li> <li>• Describes characteristics of the solar system*</li> <li>• Classifies comets and asteroids by the shape of their orbits*</li> <li>• Compares composition of planets*</li> <li>• Determines how the Earth moves in relation to the Moon*</li> <li>• Uses models to show how the relative location of the Sun, Moon, and Earth are responsible for tides*</li> <li>• Recognizes that the planets are kept in orbit around the Sun due to gravity and inertia*</li> <li>• Describes the life cycle of a star (stellar evolution)*</li> </ul>

<ul style="list-style-type: none"> <li>• Describes characteristics of the planet Mercury*</li> <li>• Recognizes that the Moon is a natural satellite of Earth*</li> <li>• Compares size of astronomical planets*</li> <li>• Explains the concept of seasons in terms of Earth's motion*</li> <li>• Relates the regular predictable motion of the Earth to the regular length of a year</li> <li>• Identifies the phase of the moon during which a lunar eclipse may occur*</li> <li>• Explains how both the relative mass of the Moon and Sun, as well as their distance from Earth, result in differences in the effect each has on Earth's tides*</li> <li>• Explains the effect of gravity on orbital shape and speed*</li> <li>• Analyzes the effect of gravity on tides</li> <li>• Describes technologies produced as a spin-off of space exploration*</li> <li>• Describes the use of spectroscopes in astronomy*</li> <li>• Recognizes that changes in the energy output of the Sun would cause significant changes in Earth processes that depend on the Sun's energy*</li> </ul>		
<b>Earth's Composition, Structure</b>	<b>Earth's Composition, Structure</b>	<b>Earth's Composition, Structure</b>
<ul style="list-style-type: none"> <li>• Differentiates among artesian wells, springs and geysers*</li> <li>• Describes the composition of the Earth's bodies of water*</li> <li>• Describes geologic features of the ocean</li> <li>• Classifies natural resources as renewable or non-renewable</li> <li>• Defines non-renewable natural resources*</li> <li>• Gives examples of renewable and non-renewable resources*</li> <li>• Describes the source of geothermal energy*</li> <li>• Gives examples of igneous rocks*</li> <li>• Describes the process of igneous rock formation*</li> <li>• Recognizes that petrification is the replacement of bone by minerals*</li> <li>• Describes characteristics of sedimentary rock*</li> <li>• Makes inferences about where igneous rocks may be found*</li> <li>• Classifies rocks according to the forces which formed them</li> <li>• Describes humus*</li> </ul>	<ul style="list-style-type: none"> <li>• Describes chemical properties of the ocean*</li> <li>• Describes runoff as movement of water across Earth's surface as streams and rivers*</li> <li>• Classifies natural resources as renewable or non-renewable</li> <li>• Relates renewable and non-renewable energy resources to methods of energy production (e.g., tidal power, nuclear energy)*</li> <li>• Describes the makeup of minerals*</li> <li>• Recognizes that each mineral has a specific chemical composition and structure which give it specific physical properties*</li> <li>• Explains that specific properties of a mineral are due to its chemical composition and structure*</li> <li>• Identifies rocks and minerals based on physical properties*</li> <li>• Describes the process of metamorphic rock formation*</li> <li>• Identifies minerals using established methods</li> <li>• Recognizes that the organic material in soil is called humus*</li> <li>• Describes how living things contribute to erosion</li> </ul>	<ul style="list-style-type: none"> <li>• Relates the characteristics of igneous rocks to the conditions of their formation*</li> <li>• Classifies rocks according to composition*</li> <li>• Recognizes that oxygen is an agent of chemical weathering*</li> <li>• Recognizes agents of chemical weathering*</li> <li>• Describes the measurement of an earthquake's magnitude using the Richter scale*</li> <li>• Explains how volcanic eruptions are caused by movement of tectonic plates*</li> <li>• Explains how sea floor spreading is caused by movement of tectonic plates*</li> <li>• Explains how plate movement produces sea floor spreading*</li> <li>• Predicts what will result from the collision of two oceanic plates*</li> <li>• Recognizes the carbon cycle*</li> </ul>

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\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

<ul style="list-style-type: none"> <li>• Recognizes the sources of geothermal energy*</li> <li>• Labels a diagram of Earth (four layers) to show Earth's outer core*</li> <li>• Labels a diagram of Earth (four layers) to show Earth's mantle*</li> <li>• Compares weathering and erosion*</li> <li>• Compares agents of erosion*</li> <li>• Describes sequences within the rock cycle that minerals could pass through*</li> <li>• Describes how slow and rapid processes cause the Earth's surface to change constantly</li> <li>• Describes how constructive forces create land forms*</li> <li>• Analyzes the role of destructive forces in shaping Earth's surface*</li> <li>• Gives examples of fault zones*</li> <li>• Recognizes that faults are breakages in rock associated with movement of Earth's plates*</li> <li>• Explains how mountain building is caused by movement of tectonic plates*</li> <li>• Relates plate movement to geologic events</li> <li>• Explains how plate tectonic theory accounts for movement of landforms over time*</li> <li>• Defines magma*</li> <li>• Recognizes that in most fossils, living tissue is replaced with minerals, but in certain fossils (e.g., amber, frozen organisms), biological matter (DNA) may remain*</li> <li>• Describes conditions that are usually needed for a fossil to form</li> <li>• Explains that the geologic processes we observe today have also occurred in the geologic past*</li> <li>• Understands that for alternative energy resources to be most useful, they must be renewable, or based on different non-renewable resources than are currently in use</li> <li>• Defines (environmental) conservation</li> </ul>	<ul style="list-style-type: none"> <li>• resistance*</li> <li>• Interprets data related to formation of Earth materials*</li> <li>• Describes the formation of extrusive and intrusive rocks*</li> <li>• Describes how sedimentation occurs*</li> <li>• Describes sequences within the rock cycle that minerals could pass through*</li> <li>• Analyzes the role of destructive forces in shaping Earth's surface*</li> <li>• Sequences events that occur during a volcanic eruption*</li> <li>• Explains that faults are associated with earthquakes*</li> <li>• Explains that seismographs measure the energy released during an earthquake*</li> <li>• Explains how sea floor spreading is caused by movement of tectonic plates*</li> <li>• Predicts the landform that will result from the collision of two continental plates*</li> <li>• Interprets diagrams showing divergent plate movement</li> <li>• Recognizes that the mid-Atlantic ridge is the result of sea-floor spreading*</li> <li>• Explains features of the Earth's surface using plate tectonic theory*</li> <li>• Recognizes that most of the world's volcanoes are located along the Pacific rim*</li> <li>• Describes the carbon cycle*</li> <li>• Describes the structure of the geological time scale*</li> <li>• Explains that the most important reason to conserve fossil fuels is to allow time for the development of alternative energy sources*</li> </ul>	
<p><i>New Vocabulary:</i> abyssal floor, abyssal plain, agent, air mass, amber, artesian well, ash, atoll, atomic energy, biomass, boundary, cirrus, cold front, continental margin, continental shelf, continental slope, cosmic rays, crustal plate, cyclone, deep-water zone, dehydrate, Earth process, electrical field, erode, eye of a hurricane, fair (weather), falling star, fault, fault zone, fixed orbit, frequency, front, geyser, ground water, Halley's Comet, humid, hurricane, igneous, infrared, inner core, mercury barometer,</p>	<p><i>New Vocabulary:</i> alternative energy source, aquifer, asteroid belt, breccia, conserve, convergent plate boundary, cover crop, cumulus, delta, divergent plate boundary, embed, erupt, extrusive, flow, fracture, gold, hydroelectric power, location, lowland, metallic, methane, Milky Way, nimbus, oceanic crust, oil deposit, rock face, runoff, seashell, separate, settle, sift, solar power, star cluster, stratus, streak (test), subduction boundary, subsoil, surface wind, thunderhead, tidal power, volcanic</p>	<p><i>New Vocabulary:</i> climate condition, conglomerate, deep-sea trench, ebb tide, flood tide, high pressure system, high tide, low tide, Richter scale, siltstone</p>

mercury thermometer, meteoroid, mid-ocean ridge, Milky Way Galaxy, mudstone, NASA, natural resources, nonrenewable, Northern Hemisphere, nuclear reaction, ore, outer core, period of revolution, petrified wood, petroleum, plains, plant matter, plate, preserve, recycling, reef, region, renewable, renewable energy, renewable resource, replacement, rift valley, San Andreas fault, sandstone, satellite, sea floor, seamount, seawater, sedimentary, shale, shallow-water zone, shore, spectroscopy, submerge, tectonic plate, tidal, tidal forces, tide action, trench, ultraviolet, undisturbed, valley, warm front, white dwarf, winds	action	
<i>New Signs and Symbols:</i> Ca (calcium), Cl (chlorine), Cu (copper), K (potassium), → leads to (geochemical cycle), Na (sodium), NO <sub>3</sub> (nitrate)	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: General Science**

**Goal Strand: Earth and Space Science**

241 - 250	Above 250
<b>Atmospheric Processes, Water Cycle</b>	<b>Atmospheric Processes, Water Cycle</b>
<ul style="list-style-type: none"> <li>Compares wind speed of storms*</li> </ul>	
<b>Solar System and Universe</b>	<b>Solar System and Universe</b>
<ul style="list-style-type: none"> <li>Describes uses of satellites in astronomy and in other fields*</li> </ul>	
<b>Earth's Composition, Structure</b>	<b>Earth's Composition, Structure</b>
<ul style="list-style-type: none"> <li>Describes the relative abundance of minerals in Earth's crust*</li> <li>Predicts where sedimentation will occur in a meandering stream*</li> <li>Predicts what will result from the collision of two oceanic plates*</li> <li>Describes oxygen cycle*</li> <li>Understands that renewable energy sources may be of limited usefulness because of their basis in energy sources that are not in constant supply (e.g., solar power, tidal dams)*</li> </ul>	<ul style="list-style-type: none"> <li>Describes the movement of P, S, and L waves through the Earth*</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none



**Subject: General Science**  
**Goal Strand: Life Science**

Below 171	171 - 180	181 - 190
<b>Heredity</b>	<b>Heredity</b>	<b>Heredity</b>
<b>Structure of Life</b>	<b>Structure of Life</b>	<b>Structure of Life</b>
<ul style="list-style-type: none"> <li>Orders the stages of a vertebrate life cycle showing metamorphosis (e.g., frog, salamander)*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies external parts of plants</li> <li>Describes the large scale external anatomy of humans*</li> <li>Explains how physical characteristics of organisms help them to survive in their environments and reproduce*</li> <li>Describes functions of specific organs*</li> <li>Describes simple life cycles of animals</li> <li>Analyzes the life cycle of plants from reproduction and growth, through maturation and death*</li> <li>Compares the process of reproduction in the major phyla of living things*</li> <li>Describes measures that prevent the spread of infection*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies characteristics of organisms*</li> <li>Describes functions of structures of animals</li> <li>Describes the large scale external anatomy of humans*</li> <li>Explains that the function of a plant's root is to absorb water*</li> <li>Explains how physical characteristics of organisms help them to survive in their environments and reproduce*</li> <li>Gives examples of features that help plants and animals survive in different places*</li> <li>Recognizes that the heart acts as a pump*</li> <li>Describes the structure and basic functions (movement and support) of the skeletal system</li> <li>Describes characteristics of each of the human senses*</li> <li>Describes how tools enhance the senses*</li> <li>Compares basic needs of different organisms in their environment*</li> <li>Recognizes the importance of oxygen to the survival of animals*</li> <li>Sorts organisms and objects as living or non-living</li> <li>Differentiates among living and nonliving things*</li> <li>Identifies the role of bacteria in causing cavities in teeth*</li> </ul>
<b>Organisms and Environment</b>	<b>Organisms and Environment</b>	<b>Organisms and Environment</b>
	<ul style="list-style-type: none"> <li>Identifies habitats of various organisms*</li> <li>Describes behavioral adaptations (terminology not used) that allow an organism to survive in a particular environment*</li> <li>Compares features of organisms (e.g., appendages, reproductive rates, camouflage, defensive structures) for their adaptive potential*</li> <li>Names the biome where a specific species is found*</li> <li>Explains that to be able to live and grow, plants and animals require resources (e.g., food, water, light, and</li> </ul>	<ul style="list-style-type: none"> <li>Describes the niche of a particular plant or animal*</li> <li>Recognizes the characteristics of the desert biome*</li> <li>Predicts how life forms will maintain homeostasis through particular changes*</li> <li>Makes inferences about the effect of pollution on living things*</li> <li>Explains that most pollution results from human activities*</li> <li>Recognizes that air pollution is caused by things that dirty the air*</li> </ul>

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NV 1.1.1

\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

	air)* • Describes the basic needs of plants and animals*	• Gives examples of foods that come from plants*
<b>Diversity of Life</b>	<b>Diversity of Life</b>	<b>Diversity of Life</b>
• Classifies animals as mammals* • Recognizes characteristics of birds*	• Recognizes similarities and differences in diverse species* • Groups organisms based on similarities* • Classifies animals as mammals* • Classifies an unknown animal as a fish, based on listed characteristics*	• Classifies commonly-known organisms (e.g., cat, dog, apple) based on external characteristics • Groups organisms based on similarities* • Sorts living and non-living things using different characteristics* • Classifies an unknown animal as a mammal, based on listed characteristics* • Classifies major groups of organisms using the five kingdom system* • Classifies living things as carnivores* • Describes how environmental changes cause species to evolve over time, thus producing new species*
<i>New Vocabulary:</i> life cycle	<i>New Vocabulary:</i> bean, body, branch, breathe, bud, burrow, cat, caterpillar, cave, cycle, den, down, drown, enemy, fall, feline, forest, frog, fruit, gill, grow, head, hibernate, hind, jungle, neck, need, nest, ocean, protect, seed, seedling, shoulder, spider, spring, stage, summer, survive, toad, turtle, waist, wing, wolf, worm	<i>New Vocabulary:</i> absorb, active, adapt, alive, ball-and-socket joint, bank, bone, bristle, bush, camouflage, carnivore, cavities, circulation, clam, claw, climate, defense, drink, earthquake, feel, fungus, growth, hear, heart, herb, herbivore, human, intestines, knee, living, lung, magnifying glass, mate, meat-eater, milk, mineral, mold, mouth, movement, nectar, plant-eater, polluted, pollution, protection, pump, reproduction, rib, see, segment, sense, shell, shrub, sight, signal, skeleton, sleep, smell, spears, stomach, swim, taste, touch, vine, vitamin, woods
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: General Science**  
**Goal Strand: Life Science**

191 - 200	201 - 210	211 - 220
<b>Heredity</b>	<b>Heredity</b>	<b>Heredity</b>
	<ul style="list-style-type: none"> <li>Recognizes that egg and sperm unite to produce a new individual*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies examples of inherited traits*</li> <li>Defines mutation*</li> <li>Predicts patterns of inheritance for simple-dominant recessive alleles in dihybrid crosses (Mendelian inheritance)*</li> <li>Explains that sex chromosomes determine the gender of a human (two copies of the X chromosome produce a female, one copy of X plus one copy of Y produce a male)*</li> <li>Explains that the sex of a child is determined by the presence or absence of a Y chromosome in the sperm*</li> <li>Defines fertilization*</li> <li>Compares the process of meiosis with the process of mitosis*</li> <li>Describes how somatic cells are produced (mitosis)*</li> <li>Recognizes that the outcome of mitosis is production of two genetically identical daughter cells*</li> <li>Describes how sex cells are produced (meiosis)*</li> </ul>
<b>Structure of Life</b>	<b>Structure of Life</b>	<b>Structure of Life</b>
<ul style="list-style-type: none"> <li>Recognizes that a flower will turn into the fruit and produce seeds</li> <li>Describes seed dispersal in plants*</li> <li>Describes the basic structures which make up a seed (e.g., seed coat)*</li> <li>Describes the function of the backbone in vertebrates*</li> <li>Explains how physical characteristics of organisms help them to survive in their environments and reproduce*</li> <li>Explains how physical features of organisms help them to survive in their environments*</li> <li>Recognizes that one function of a plant root is support*</li> <li>Predicts how a change to one organ or system will affect another organ or system*</li> <li>Describes the function of the circulatory system</li> <li>Recognizes the components which make up the</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that the function of a plant's stem is to carry water, minerals, and food to other parts of the plant*</li> <li>Identifies the external structures that perform particular functions in animals*</li> <li>Explains that the major functions of a plant's root are to carry absorbed water and minerals and to provide support</li> <li>Infers that a plant may not be able to live if its roots cannot absorb minerals*</li> <li>Relates structures involved in embryonic and fetal development to their functions*</li> <li>Describes the structure and function of the organs making up a flower (e.g., stigma, anthers, petals, pistil)*</li> <li>Describes structures that allow an organism to obtain</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes that the function of a plant's stem is to carry water, minerals, and food to other parts of the plant*</li> <li>Identifies the external structures that perform particular functions in animals*</li> <li>Recognizes that photosynthesis/energy capture occurs within a plant's leaves*</li> <li>Describes the structure and function of the organs making up a flower (e.g., stigma, anthers, petals, pistil)*</li> <li>Sequences the levels of organization in an organism to relate the parts to each other and to the whole*</li> <li>Describes the relationship between structure and function at the organ's level of organization</li> <li>Describes the organization seen within the plant reproductive system*</li> </ul>

<p>digestive system*</p> <ul style="list-style-type: none"> <li>• Describes how things feel to the touch*</li> <li>• Recognizes that animals pass through a life cycle consisting of birth, growth and development to adulthood, reproduction, and death</li> <li>• Orders the four stages of an insect life cycle (complete metamorphosis)</li> <li>• Explains that mammals give birth to live young*</li> <li>• Infers the type of resources needed for an animal to survive*</li> <li>• Recognizes that all living organisms are made up of cells</li> <li>• Explains why cells are called "building blocks"*</li> <li>• Infers that a cell is a plant cell because it contains chloroplasts and a cell wall*</li> <li>• Recognizes that energy is required for the chemical reactions in cells to occur*</li> </ul>	<p>information from its environment*</p> <ul style="list-style-type: none"> <li>• Recognizes that examining the structural characteristics of organisms can help one determine the environment in which an organism lives*</li> <li>• Recognizes that the function of a plant leaf is to take in light and air*</li> <li>• Describes the structure and function of the respiratory system*</li> <li>• Describes the structure and function of the human reproductive system*</li> <li>• Describes the structure and function of the muscular system*</li> <li>• Describes the function of skeletal muscle*</li> <li>• Recognizes that the skeletal system's functions include production of red blood cells, support, protection of organs and movement*</li> <li>• Orders the organs of the digestive system to show how food travels within it*</li> <li>• Recognizes the components which make up the digestive system*</li> <li>• Traces the path that food takes as it is digested*</li> <li>• Describes the events that take place as food is digested*</li> <li>• Describes the structure and function of the excretory system*</li> <li>• Describes the structure and function of the nervous system (large scale)*</li> <li>• Describes the process of development for members of different animal phyla*</li> <li>• Differentiates between examples of insect life cycles showing incomplete and complete metamorphosis*</li> <li>• Orders the three stages of an insect life cycle (incomplete metamorphosis)*</li> <li>• Describes the idea that in complex, multi-cellular organisms, cells have specialized functions, communicate with each other, and are mutually dependent*</li> <li>• Identifies the nucleus when given its function within the cell</li> <li>• Identifies the nucleus in a cell diagram when given its name only</li> <li>• Identifies DNA when given its function within the cell*</li> <li>• Identifies the cell membrane in a cell diagram when given its function only*</li> <li>• Identifies the cell membrane in a cell diagram when</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes structures of the respiratory system*</li> <li>• Describes the structure and function of the cells and tissues which make up the circulatory system</li> <li>• Describes the structure and function of a plant's reproductive system*</li> <li>• Describes the function of the digestive system</li> <li>• Recognizes that the nervous system interacts with other systems of the body*</li> <li>• Recognizes that all single cells have differences which allow specialization of function*</li> <li>• Recognizes that a microscope must be used to observe something as small as a cell*</li> <li>• Describes the cell theory*</li> <li>• Recognizes that cells are the fundamental units and building blocks of life (the cell is the smallest unit which can reproduce itself)</li> <li>• Gives examples of cells which perform specialized functions*</li> <li>• Contrasts active transport and osmosis*</li> <li>• Describes features common to all cells*</li> <li>• Compares plant and animal cells in terms of the organelles found in each</li> <li>• Uses analogies to represent the function of organelles within the cell*</li> <li>• Differentiates between the functions of the nucleus and the nucleolus*</li> <li>• Identifies the cell membrane when given its function within the cell*</li> <li>• Identifies the plant cell wall when given its function within the cell*</li> <li>• Identifies the chloroplast when given its function within the cell*</li> <li>• Identifies the chloroplast in a cell diagram when given its function only*</li> <li>• Describes the process of embryo growth and differentiation*</li> <li>• Defines metabolism as the sum of chemical reactions in the body*</li> <li>• Describes the role of enzymes in digestion*</li> <li>• Explains that cells obtain food and oxygen from the outside environment*</li> <li>• Describes the process of photosynthesis in terms of its location within the cell, reactants, and products*</li> <li>• Recognizes that oxygen is an essential product of</li> </ul>
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	given its name only* <ul style="list-style-type: none"> <li>• Predicts how oxygen and carbon dioxide levels within a system are affected by respiration*</li> <li>• Recognizes that photosynthesis is the process plants use to produce food using the energy of the Sun</li> <li>• Gives examples of lipids*</li> <li>• Lists factors which contribute to heart disease*</li> </ul>	photosynthesis* <ul style="list-style-type: none"> <li>• Gives examples of carbohydrates*</li> <li>• Classifies biomolecules as carbohydrates*</li> <li>• Understands that many diseases are caused by microorganisms*</li> </ul>
<b>Organisms and Environment</b>	<b>Organisms and Environment</b>	<b>Organisms and Environment</b>
<ul style="list-style-type: none"> <li>• Recognizes that plants and animals are often hidden*</li> <li>• Describes structural adaptations that allow an organism to survive in a particular environment*</li> <li>• Explains how behavioral characteristics of organisms help them to survive in their environment*</li> <li>• Explains how the specific adaptations of an organism allow it survive in a particular environment*</li> <li>• Recognizes that camouflage allows an organism to blend in with its surroundings*</li> <li>• Describes ways that living things respond to changes in their environment (e.g., shedding, hibernation, migration)*</li> <li>• Infers that the behavior of an animal may change due to a change in its environment*</li> <li>• Describes how light affects the growth of plants*</li> <li>• Gives examples of actions and events that produce pollution*</li> <li>• Describes effects of pollution on living things</li> <li>• Makes inferences about the effect of pollution on living things*</li> <li>• Explains how wind can cause pollution (dust)*</li> <li>• Describes basic characteristics of polluted air*</li> <li>• Explains how human population growth modifies the environment*</li> <li>• Classifies a species interaction as a predator-prey relationship</li> <li>• Infers effects of animals' interaction with plants on the life of the animal*</li> <li>• Recognizes that food chains (generally) begin with a plant*</li> <li>• Describes the organization of a simple food web*</li> <li>• Explains that green plants can make their own food from sunlight*</li> <li>• Locates the producer in an ecological pyramid*</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how environmental conditions affect the growth of plants*</li> <li>• Infers that living things must be adapted to their environment to be able to survive*</li> <li>• Assesses features of organisms (e.g., appendages, reproductive rates, camouflage, defensive structures) for their survival potential*</li> <li>• Predicts how light will affect the growth of a plant*</li> <li>• Recognizes ways that humans have attempted to control pollution*</li> <li>• Describes how human activities affect air quality*</li> <li>• Gives examples of substances that decrease the quality of air and/or produce smog</li> <li>• Gives examples of pollutants*</li> <li>• Explains how animals depend on plants</li> <li>• Explains that without plants (or other producers such as algae) animals could not survive on Earth*</li> <li>• Makes inferences about the effect of changes to a predator-prey relationship*</li> <li>• Describes cooperation within species*</li> <li>• Describes parasite/host relationship*</li> <li>• Evaluates problems associated with population growth (e.g., waste disposal, supply of food, control of disease, resource availability, transportation)*</li> <li>• Analyzes factors that influence the size and stability of populations within ecosystems</li> <li>• Describes the role of biotic factors in limiting the size of populations*</li> <li>• Describes a community as all of the interacting populations existing in a particular region</li> <li>• Gives examples of foods produced by plants*</li> <li>• Explains how energy is supplied to an ecosystem primarily as sunlight</li> <li>• Describes how energy flows through a food web, from producers to consumers*</li> <li>• Builds a simple food chain, using a given set of</li> </ul>	<ul style="list-style-type: none"> <li>• Defines ecology as the interaction of living things with each other and with the non-living (abiotic) environment*</li> <li>• Describes how the structure of a plant or animal complements the environment in which it is found*</li> <li>• Explains how an organism's body structures allow it to survive in a given environment*</li> <li>• Assesses features of organisms (e.g., appendages, reproductive rates, camouflage, defensive structures) for their adaptive potential*</li> <li>• Describes how climate influences the type of biome seen in a particular geographic area</li> <li>• Recognizes the characteristics of the tundra biome*</li> <li>• Evaluates impacts of activities that modify the environment*</li> <li>• Describes how human activities affect air quality*</li> <li>• Explains how global warming modifies the environment*</li> <li>• Describes how plants and animals in an ecosystem interact with each other</li> <li>• Makes inferences about the effect of changes to a predator-prey relationship*</li> <li>• Explains that different species occupying the same environment may compete, if their needs are similar and resources are limited*</li> <li>• Applies the idea that all members of a species that occur in the same place at the same time comprise a population*</li> <li>• Predicts how biotic factors will affect population density*</li> <li>• Recognizes abiotic and biotic factors can affect all levels of an ecosystem, from individual to community*</li> <li>• Predicts the plant stage likely to succeed a given plant stage in the succession of a particular ecosystem*</li> <li>• Understands that communities differ from other collections of animals (such as herds and flocks), in</li> </ul>

	<ul style="list-style-type: none"> <li>organisms</li> <li>Recognizes the producer in a food chain*</li> <li>Differentiates between consumers that eat plants and consumers that eat other consumers*</li> <li>Understands that the role of a decomposer is to recycle matter from dead plants and animals*</li> <li>Gives examples of decomposers*</li> <li>Matches a decomposer to its specific role in an ecosystem*</li> <li>Describes the organization of a pyramid of numbers*</li> </ul>	<ul style="list-style-type: none"> <li>that communities are comprised of multiple interacting species*</li> <li>Describes how capture of light by plants serves as the basis of all food chains*</li> <li>Explains how organisms are related within food chains*</li> <li>Infers how changes in one portion of a food chain will affect other parts of the food chain</li> <li>Explains why numbers of organisms decrease as trophic level within a food chain increases*</li> <li>Predicts which link in a food chain will be made up of the fewest number of organisms*</li> <li>Describes how producers, carnivores, herbivores and decomposers interact to form a food chain*</li> </ul>
<b>Diversity of Life</b>	<b>Diversity of Life</b>	<b>Diversity of Life</b>
<ul style="list-style-type: none"> <li>Recognizes that living organisms can be classified using different characteristics*</li> <li>Recognizes characteristics of vertebrates*</li> <li>Recognizes characteristics of invertebrates*</li> <li>Compares characteristics of mammals*</li> <li>Describes characteristics of mammals</li> <li>Recognizes characteristics of reptiles*</li> <li>Describes characteristics of reptiles</li> <li>Describes characteristics of fish*</li> <li>Describes characteristics of insects</li> <li>Classifies an unknown animal as an amphibian, based on listed characteristics*</li> <li>Classifies living things as carnivores*</li> <li>Classifies living things as plant eaters</li> <li>Classifies organisms by their external characteristics*</li> <li>Defines classification*</li> <li>Describes the concept of extinction*</li> <li>Gives examples of extinct organisms*</li> <li>Recognizes that biological adaptations include structural, behavioral, or physiological changes*</li> <li>Explains that fossils provide evidence about organisms that lived long ago*</li> </ul>	<ul style="list-style-type: none"> <li>Describes characteristics of fungi (e.g., shape, structure, abundance, habitat)</li> <li>Classifies organisms (using common names) as vertebrates and invertebrates</li> <li>Classifies animals as amphibians*</li> <li>Classifies animals as warm-blooded or cold-blooded</li> <li>Compares characteristics of mammals*</li> <li>Compares characteristics of birds</li> <li>Describes characteristics of reptiles</li> <li>Describes characteristics of insects</li> <li>Describes characteristics of amphibians</li> <li>Explains what criteria must be met for an animal to be classified as a vertebrate*</li> <li>Compares characteristics of insects*</li> <li>Recognizes characteristics of amphibians*</li> <li>Classifies an unknown animal as a reptile, based on listed characteristics*</li> <li>Classifies living things based on role played within ecosystem*</li> <li>Classifies living things as decomposers</li> <li>Classifies living things as herbivores*</li> <li>Classifies organisms by their internal characteristics*</li> <li>Recognizes biological evolution as a type of change over time*</li> <li>Describes how the present form and function of an organism could have evolved from prior form and function*</li> <li>Compares adaptations of plants and animals in different biomes*</li> </ul>	<ul style="list-style-type: none"> <li>Describes characteristics of arthropods</li> <li>Classifies organisms as arthropods (based on external characteristics)*</li> <li>Classifies taxonomic groups of organisms as vertebrates and invertebrates*</li> <li>Classifies animals to phylum arthropoda*</li> <li>Describes characteristics of the five kingdoms*</li> <li>Compares characteristics of organisms based on their position within the five kingdom classification hierarchy*</li> <li>Describes characteristics of eubacteria*</li> <li>Makes inferences about the roles of heterotrophs and autotrophs*</li> <li>Classifies living things as producers (term defined)*</li> <li>Describes the process of classification of living things*</li> <li>Predicts how variations provide an advantage in survival and reproduction</li> <li>Defines a gene pool as the collection of inheritable genes in a population*</li> <li>Explains how DNA from ancient species can be compared with modern species to determine evolutionary relationships*</li> </ul>

	<ul style="list-style-type: none"> <li>Recognizes that the fossil record gives geological evidence that documents when many life forms appeared, diversified, and went extinct*</li> </ul>	
<i>New Vocabulary:</i> abdomen, antenna, backbone, bark, bill, body part, body section, body segments, cell wall, cephalothorax, characteristic, circulatory system, classification, cold-blooded, constant, consumer, developmental sequence, digestion, digestive system, esophagus, exercise, experimentation, extinct, female, field, food chain, food web, four-chambered heart, habitat, hibernation, hide, host, hunger, hypothesize, ingestion, internal, intestine, invertebrate, jointed leg, larva, muscular system, nervous system, nocturnal, nymph, obtain, organ, parasite, petal, petrification, plant cell, predator, prey, producer, protective coloration, pupa, rabbit, relationship, remains, reproduce, reproductive system, respiratory, respiratory system, response, rest, scale, scatter, sea, seed coat, sewage, spinal cord, spines (bristles), stages of growth, system, thorax, vacuole, vertebrate, warm-blooded, waste, weather cycle	<i>New Vocabulary:</i> absorption, air pollution, air quality, algae, amphibious, animal cell, anus, arthropod, ATP, biome, birth rate, bladder, blue-green algae, body system, carbon monoxide, cell membrane, change over time, chemical, chlorophyll, circulate, commodity, community, complete metamorphosis, consume, control, crustacean, cytoplasm, death rate, decompose, development, diet, digest, droplet, echinoderm, ecology, ecosystem, eliminate, embryo, endoplasmic reticulum, evolution, excrete, exhale, fertilization, food pyramid (ecological), food supply, four-legged, fungi, generation, genetics, heart disease, hereditary information, heredity, inert, jellyfish, kidney, large intestine, life zone, liver, membrane, message, migrate, mollusk, mushroom, native, niche, nitrogen dioxide, nuclear membrane, omnivore, organ system, osmosis, ovary, overpopulate, overweight, paramecia, passage of materials, pest, pistil, pollen, pollination, pollutant, prairie dog, red blood cell, regulate, respiration, rodent, scale (skin), scales, skeletal system, skull, small intestine, smoking, social, source of energy, species, sperm, spore, stamen, succession, sugar, sulfur dioxide, symbiosis, synthesis, transport, trout, tube, umbilical cord, urinary bladder, uterus, vein, virus, web, yeast, yolk sac	<i>New Vocabulary:</i> active transport, allele, anatomy, artery, arthropoda, atmospheric pollution, behavior, body fat, capillary, carbohydrate, cellulose, centriole, chromosome, cleavage, colony, commensalism, conception, coniferous tree, conjugation, constitute, cross (genetic), crossing over, dihybrid cross, dominant, duplicate, environmental condition, enzyme, excretory system, exoskeleton, external appendage, fat, fertilized, fin, flatworm, gamete, gastrulation, gene, gene frequency, gene pool, genetic material, genotype, gestation, heterozygous, implantation, infectious disease, inherited, interphase, interrelationship, involuntary responses, lichen, limited resources, lipids, live birth, lubricate, lymphatic system, meiosis, Mendelian ratio, microorganism, mitosis, moisture, monohybrid cross, moss, mutation, mutualism, nucleic acid, nucleolus, oak, overcrowding, overgrowth, ovulation, ovule, parasitism, phenotype, physical environment, pigment, plasma, plasma membrane, platelet, population growth, prehistoric, protoplasm, protozoa, pure, recessive, reduction division, replication, section, selective breeding, semipermeable, sex, single-celled, sponge, starch, stigma, stinging cell, stress, synthesize, taxonomy, trait, tropical forest, white blood cell, xylem
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> → flow of energy (food chains)

**Subject: General Science**  
**Goal Strand: Life Science**

221 - 230	231 - 240	Above 240
<b>Heredity</b> <ul style="list-style-type: none"> <li>Recognizes that replication is the cellular process in which DNA is copied*</li> <li>Classifies examples of mutations as inversions, deletions, substitutions and point mutations*</li> <li>Describes patterns of inheritance seen for single gene traits*</li> <li>Determines the parents involved in a monohybrid cross, given the outcome of that cross and the genotype and/or phenotype of the other parent*</li> <li>Predicts patterns of inheritance for simple-dominant recessive alleles in dihybrid crosses (Mendelian inheritance)*</li> <li>Predicts probabilities of inheritance for sex-linked alleles*</li> <li>Describes how homologous chromosomes are separated during meiosis, to produce sex cells containing half as many chromosomes as a somatic cell*</li> <li>Describes how sex cells are produced (meiosis)*</li> </ul>	<b>Heredity</b> <ul style="list-style-type: none"> <li>Gives examples of environmental conditions that may influence the characteristics of an organism*</li> <li>Evaluates the importance of mutation in producing genetic variation*</li> <li>Predicts probabilities of inheritance for simple dominant-recessive alleles in monohybrid crosses (Mendelian inheritance)*</li> <li>Describes incomplete dominance*</li> <li>Classifies given characteristics as examples of phenotype*</li> <li>Orders the molecules and organelles involved in the stages of protein synthesis*</li> <li>Recognizes that in mitosis, the daughter cells produced contain the same number of chromosomes as the parent cell (both parent and daughter cells are diploid)*</li> <li>Describes how homologous chromosomes are separated during meiosis, to produce sex cells containing half as many chromosomes as a somatic cell*</li> <li>Relates errors in meiosis to disorders caused by nondisjunction (e.g., Klinefelter's syndrome)*</li> </ul>	<b>Heredity</b> <ul style="list-style-type: none"> <li>Describes how mRNA is transcribed from DNA*</li> </ul>
<b>Structure of Life</b> <ul style="list-style-type: none"> <li>Understands that a plant's roots generally do not produce food via photosynthesis*</li> <li>Recognizes that the ovary of a plant will develop into a fruit*</li> <li>Recognizes that seeds contain embryos*</li> <li>Describes the structure and specialization of function of the cells and tissues found within a typical plant leaf*</li> <li>Describes transpiration in plants*</li> <li>Describes the function of tissues within the respiratory system*</li> <li>Defines neuron*</li> </ul>	<b>Structure of Life</b> <ul style="list-style-type: none"> <li>Describes the major function of a plant's leaves*</li> <li>Describes the purpose for the germination of pollen and growth of pollen tubes*</li> <li>Describes the relationship between structure and function at the tissue level of organization*</li> <li>Describes simple life cycles of plants*</li> <li>Compares the function of mitochondria and chloroplast within the cell*</li> <li>Describes the structures, functions, and processes used by the cell in enabling cellular movement (unicellular organisms)*</li> <li>Determines the function of a cell based on the presence</li> </ul>	<b>Structure of Life</b> <ul style="list-style-type: none"> <li>Describes the structures, functions, and processes used by the cell in enabling cellular movement (unicellular organisms)*</li> <li>Draws conclusions from data relating to osmosis in cells and cell models*</li> <li>Differentiates between biomolecules in terms of structure and function within the cell*</li> </ul>



<ul style="list-style-type: none"> <li>• Recognizes terminology used to describe the stages of embryo development*</li> <li>• Describes the characteristics shared by all living organisms</li> <li>• Describes the unique features of viruses that allow them to be classified as living or non-living at different times*</li> <li>• Describes the idea that cells of multicellular organisms have specialized functions*</li> <li>• Infers that most cell functions involve chemical reactions*</li> <li>• Analyzes the structures, functions, and processes used by the cell in information feedback*</li> <li>• Describes ways in which materials enter the cell*</li> <li>• Compares features of plant and animal cells*</li> <li>• Compares plant and animal cells in terms of the organelles found in each</li> <li>• Describes the function of the ribosome</li> <li>• Describes the functions of the nucleus within the cell*</li> <li>• Identifies the chromosomes when given their function within the cell*</li> <li>• Identifies the cell membrane when given its function within the cell*</li> <li>• Describes the composition of plant cell walls*</li> <li>• Describes the role of enzymes in cellular reactions*</li> <li>• Describes the structure and mechanism of action of enzymes*</li> <li>• Describes the chemical reactions used by the cell in respiration</li> <li>• Compares respiration in plant and animal cells*</li> <li>• Compares the process of anaerobic respiration in different organisms*</li> <li>• Compares the processes of photosynthesis and respiration</li> <li>• Recognizes that hormones are chemical messengers*</li> </ul>	<ul style="list-style-type: none"> <li>and abundance of organelles found in that cell*</li> <li>• Describes characteristics of the cell membrane that allow it to regulate import and export of cellular materials*</li> <li>• Identifies the mitochondrion when given its function within the cell</li> <li>• Describes the function of the mitochondrion within the cell*</li> <li>• Identifies the ribosome when given its function within the cell*</li> <li>• Describes the makeup of cytoplasm*</li> <li>• Analyzes the structures, functions, and processes used in cellular reproduction*</li> <li>• Compares photosynthesis and respiration in terms of reactants and products*</li> <li>• Describes the structure of lipids*</li> <li>• Describes the structure of amino acids and proteins*</li> </ul>	
<b>Organisms and Environment</b>	<b>Organisms and Environment</b>	<b>Organisms and Environment</b>
<ul style="list-style-type: none"> <li>• Predicts how interaction of biotic and abiotic factors will affect an ecosystem*</li> <li>• Assesses features of organisms (e.g., appendages, reproductive rates, camouflage, defensive structures) for their competitive potential*</li> <li>• Recognizes characteristics of the tropical rainforest biome*</li> <li>• Compares the characteristics of land biomes*</li> </ul>	<ul style="list-style-type: none"> <li>• Predicts how interaction of biotic and abiotic factors will affect an ecosystem*</li> <li>• Names the plants that are found in the tropical rainforest biome*</li> <li>• Explains how land biomes are named*</li> <li>• Recognizes the characteristics of the taiga biome*</li> <li>• Recognizes that gravity can affect the growth of plants*</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that the major form of pollution produced by nuclear reactors is heat*</li> </ul>

<ul style="list-style-type: none"> <li>• Describes the characteristics of the desert biome*</li> <li>• Gives an example of a biome*</li> <li>• Identifies responses in organisms to external stimuli found in the environment (e.g., the presence or absence of light)*</li> <li>• Defines homeostasis*</li> <li>• Explains how algal blooms are produced*</li> <li>• Explains how inversions can affect air quality*</li> <li>• Explains that organisms occupying the same niche may compete for resources*</li> <li>• Compares types of symbiosis (commensalism, mutualism, parasitism)*</li> <li>• Classifies an interaction between species as symbiosis*</li> <li>• Applies the idea that all members of a species that occur in the same place at the same time comprise a population*</li> <li>• Recognizes factors that affect the number of organisms an ecosystem is able to support*</li> <li>• Recognizes that living organisms are capable of producing populations of infinite size, but are limited by the amount of resources available in the environment (i.e., carrying capacity and limiting factors)*</li> <li>• Identifies biotic factors in an environment that affect population density*</li> <li>• Classifies abiotic and biotic factors in an environment</li> <li>• Describes responses of an ecosystem to the events that cause it to change*</li> <li>• Gives examples of communities*</li> <li>• Understands that communities differ from other collections of animals (such as herds and flocks), in that communities are comprised of multiple interacting species*</li> <li>• Recognizes that plants convert light energy into stored energy*</li> <li>• Classifies organisms according to the function they serve in a food chain*</li> <li>• Explains why numbers of organisms decrease as trophic level within a food chain increases*</li> <li>• Predicts which link in a food chain will be made up of the fewest number of organisms*</li> <li>• Recognizes that food webs are comprised of more than one food chain*</li> <li>• Recognizes that individual food chains occur within a</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that population size fluctuates depending on relative rates of birth, death, emigration, and immigration*</li> <li>• Recognizes the stages of succession seen in an ecosystem (e.g., pioneer, climax, etc.)*</li> <li>• Gives examples of pioneer plants*</li> <li>• Defines climax community*</li> <li>• Recognizes that producers convert light energy into chemical energy*</li> <li>• Describes the organization of a pyramid of biomass*</li> </ul>	
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food web*		
<b>Diversity of Life</b>	<b>Diversity of Life</b>	<b>Diversity of Life</b>
<ul style="list-style-type: none"> <li>Classifies taxonomic groups of organisms as vertebrates and invertebrates*</li> <li>Recognizes characteristics of mollusks*</li> <li>Classifies animals to the phylum mollusca*</li> <li>Classifies animals to phylum cnidaria*</li> <li>Describes characteristics of protists*</li> <li>Classifies organisms as protists*</li> <li>Classifies living things as producers (term defined)*</li> <li>Classifies organisms into a hierarchical structure based on observable characteristics*</li> <li>Describes the hierarchical structure of the five kingdom classification system*</li> <li>Recognizes that Linnaeus developed the binomial classification system on which modern taxonomy is based*</li> <li>Describes how new varieties of plants and animals are produced through selective breeding (artificial selection)*</li> <li>Recognizes factors that allow speciation to occur*</li> <li>Gives examples of vestigial structures in humans*</li> <li>Recognizes examples of mimicry*</li> <li>Evaluates survival of organisms in particular environmental conditions*</li> <li>Explains how a given form of an organism may be more likely to survive in a particular ecosystem, causing a change in the abundance of that form of the organism within that population*</li> <li>Gives an example of a vestigial structure*</li> </ul>	<ul style="list-style-type: none"> <li>Classifies an organism as a fungus, based on observable or listed characteristics*</li> <li>Recognizes characteristics of echinoderms*</li> <li>Classifies animals to phylum platyhelminthes*</li> <li>Classifies living things as producers (term not defined)*</li> <li>Describes assumptions of the theory of evolution (e.g., species vary, tendency of species to produce more offspring than the environment will support)*</li> <li>Interprets evolutionary tree diagrams to determine ancestors of a given group of organisms*</li> </ul>	
<i>New Vocabulary:</i> (plant) cell wall, abiotic factor, additive, adrenalin, algal bloom, amino acid, amoeba, artificial selection, axon, bacteria of decay, biologist, blood sugar level, brain, breeder, cellular respiration, cellular structure, chitin, cilia, class, class (taxonomy), conservation biologist, Darwin, DDT, deletion, electrochemical impulse, energy releasing process, estrogen, family, fermentation, flagella, follicle-stimulating hormone, genus, grassland, guard cell, holdfast, hormone, inorganic, insulin, inversion, kingdom, Leeuwenhoek, life span, Linnaeus, locomotion, natural selection, neuron, neurotransmitter, pancreas, parathormone, Pasteur, phagocytosis, phototropism, pinocytosis, plasmodium, platyhelminthes, protein	<i>New Vocabulary:</i> climax vegetation, coelenterata, daughter cell, genetic structure, geotropism, germination, liverfluke, maturation, mineral content, nematoda, pioneer (plant), pioneer vegetation, plastid, primary consumer, secondary consumer, tundra	<i>New Vocabulary:</i> none

synthesis, protist, pseudopod, rate of entry, Schwann, specialization, specimen, stimulus, stomate, subdivision, substitution, substratum, synapse, translocation, transportation, vestigial structure		
<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>

**Subject: General Science**  
**Goal Strand: Physical Science**

Below 181	181 - 190	191 - 200
<b>Matter</b> <ul style="list-style-type: none"> <li>• Sorts natural and manufactured materials by weight*</li> <li>• Classifies objects as liquids*</li> </ul>	<b>Matter</b> <ul style="list-style-type: none"> <li>• Classifies materials according to their magnetism*</li> <li>• Recognizes that physical properties can be measured using tools*</li> <li>• Identifies tools used to measure length</li> <li>• Recognizes that temperature is measured in degrees*</li> <li>• Gives examples of gases*</li> <li>• Classifies objects as liquids*</li> <li>• Classifies objects as gases</li> <li>• Explains that the amount of water in an open container will decrease because it goes into the air, but the amount of water in a closed container will remain the same*</li> <li>• Interprets data related to freezing*</li> </ul>	<b>Matter</b> <ul style="list-style-type: none"> <li>• Generalizes that all physical objects are made of matter</li> <li>• Infers that the more matter in an object, the greater the mass of that object*</li> <li>• Classifies materials according to their magnetism*</li> <li>• Determines the volume of an object using the displacement method*</li> <li>• Recognizes that adding an object to a container of water will raise the water level within the container*</li> <li>• Relates density to the ability to sink or float*</li> <li>• Infers the mass of objects with identical volume, based on their buoyancy*</li> <li>• Distinguishes between chemical and physical changes*</li> <li>• Describes ways to separate mixtures*</li> <li>• Names the three different states of matter</li> <li>• Describes basic properties of solids, liquids, and gases</li> <li>• Gives examples of solids*</li> <li>• Classifies objects as solids, liquids, or gases*</li> <li>• Describes the process of evaporation*</li> <li>• Describes the process of melting</li> <li>• Makes inferences about phase changes in matter</li> <li>• Gives examples of forms of matter which have undergone a change from liquid to solid form*</li> <li>• Explains that all matter is made of tiny particles called atoms*</li> <li>• Describes the shape of crystals*</li> </ul>
<b>Forces and Motion</b> <ul style="list-style-type: none"> <li>• Recognizes that pushing or pulling an object can cause a change in the object's position and motion*</li> </ul>	<b>Forces and Motion</b> <ul style="list-style-type: none"> <li>• Relates movement of objects to the application of force*</li> <li>• Describes everyday situations in terms of forces*</li> <li>• Recognizes that magnets can move some things without touching them*</li> <li>• Generalizes that magnets attract only certain types of metals (e.g., iron)</li> <li>• Recognizes that magnets attract certain other types of materials*</li> </ul>	<b>Forces and Motion</b> <ul style="list-style-type: none"> <li>• Explains that gravity is a force producing attraction between matter*</li> <li>• Interprets graphs of motion*</li> <li>• Defines a force as a push or pull on an object</li> <li>• Applies Newton's second law (the interrelationship between force, mass, and acceleration) to everyday objects, such as teeter-totters/see-saws*</li> <li>• Recognizes that an electrically charged substance will attract or repel other charged materials*</li> </ul>

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NV 1.1.1

\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

	<ul style="list-style-type: none"> <li>• Recognizes that electricity creates magnetic fields*</li> <li>• Describes sources of magnetic fields*</li> <li>• Recognizes that the force of gravity acts at a distance, without touching, pulling all objects toward Earth*</li> <li>• Explains that gravity pulls on all objects on or near Earth towards Earth's center*</li> </ul>	<ul style="list-style-type: none"> <li>• Gives examples of static electricity*</li> <li>• Analyzes the charging of objects due to transfer of electrons by friction*</li> <li>• Recognizes that magnets' forces can pass through paper, glass, and water*</li> <li>• Selects evidence that supports the idea that magnets attract only some kinds of metal*</li> <li>• Makes predictions about the interaction of magnets</li> <li>• Defines gravity*</li> <li>• Infers that there is a force that keeps us connected to Earth*</li> <li>• Explains that gravity pulls on all objects on or near Earth towards Earth's center*</li> </ul>
<b>Energy</b>	<b>Energy</b>	<b>Energy</b>
<ul style="list-style-type: none"> <li>• Recognizes that things that give off light often also give off heat*</li> <li>• Identifies objects that produce color from white light*</li> </ul>	<ul style="list-style-type: none"> <li>• Gives examples of forms of energy*</li> <li>• Explains that energy is needed to do work*</li> <li>• Identifies uses of energy*</li> <li>• Infers that shiny objects reflect light*</li> <li>• Describes how sound is transmitted*</li> </ul>	<ul style="list-style-type: none"> <li>• Compares electrical insulating ability of different materials*</li> <li>• Gives examples of electrical conductors*</li> <li>• Analyzes parallel circuits*</li> <li>• Makes inferences about the working of circuits</li> <li>• Recognizes a simple circuit*</li> <li>• Gives examples of objects that use electrical energy*</li> <li>• Explains that energy is needed to do work*</li> <li>• Explains that we can see objects that do not give off light because these objects reflect light*</li> <li>• Understands that black objects absorb more light than lighter colored objects</li> <li>• Explains why light-colored objects feel cooler than dark colored objects*</li> <li>• Explains how sound is produced</li> <li>• Makes inferences about echoes*</li> <li>• Understands that longer tubes and strings produce "lower" sounds than shorter tubes and strings (term "pitch" not used)*</li> <li>• Explains that sound moves through objects by causing particles to vibrate*</li> <li>• Defines volume*</li> <li>• Defines vibration*</li> </ul>
<i>New Vocabulary:</i> cloud, fog, gas, hail, ice, sleet, smog, snow	<i>New Vocabulary:</i> attract, balance (scale), calorie, cohesion, conservation, Coriolis force, degree, efficiency, electrical force, friction, load, magnet, magnetic field, magnetism, magnifying glass, measuring cup, metal, polarization, spring scale, tool, unit of measure, work	<i>New Vocabulary:</i> attraction, bar magnet, boil, broken (circuit), circuit, circuit breaker, circuit overload, complete (circuit), compound, condense, container, cubic, diffuse, direct (sunlight), discharge, dissolve, echo, electrical conductor, electrical energy, electrical outlet, electromagnetism, element, evaporate, field, fulcrum, fuse, fused (circuit), ground, ground wire, heat energy,

		high-pitched, hydrogen, insulate, lever, light switch, lightning, loud, low-pitched, lubricant, melt, mix, nitrogen, nonmetal, particle, penetrate, phase, physical universe, pitch, polar attraction, polarize, reflect, refract, repel, simple circuit, solute, solvent, state, states of matter, static electricity, substance, thaw, vapor, vibrate, vibration, volcanic eruption, waterwheel, wave
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> N north, S south

**Subject: General Science**  
**Goal Strand: Physical Science**

201 - 210	211 - 220	221 - 230
<b>Matter</b>	<b>Matter</b>	<b>Matter</b>
<ul style="list-style-type: none"> <li>• Defines matter as anything that takes up space and has mass*</li> <li>• Recognizes that a magnifier allows one to see details that are not otherwise visible*</li> <li>• Compares objects in terms of mass*</li> <li>• Determines the volume of an object using the displacement method*</li> <li>• Estimates length of common objects using metric units*</li> <li>• Compares objects in terms of density*</li> <li>• Predicts how changes in temperature will affect the density of an object*</li> <li>• Defines density*</li> <li>• Recognizes that when one divides mass by volume, one is calculating density*</li> <li>• Infers that an object is more dense than an object with the same volume, based on differences in mass (as measured by a double-pan balance)</li> <li>• Gives examples of changes in which new substances with new chemical properties are produced*</li> <li>• Describes properties of acids (e.g., sour taste, one or more hydrogen atoms, turns blue litmus red)*</li> <li>• Describes how litmus paper is used to determine whether a substance is an acid or a base*</li> <li>• Recognizes properties of acids (e.g., sour taste, turns blue litmus paper red, contains one or more hydrogen atoms)*</li> <li>• Predicts which household substance will turn blue litmus paper red*</li> <li>• Defines mixture*</li> <li>• Names the three different states of matter</li> <li>• Describes the process of evaporation*</li> <li>• Recognizes that evaporation changes a liquid to a gas*</li> <li>• Gives examples of evaporation*</li> <li>• Relates surface area to evaporation</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the tools and units used to measure weight*</li> <li>• Makes inferences about the relative mass of objects based on data*</li> <li>• Recognizes that on a given planet, objects with the same weight will also have the same mass*</li> <li>• Recognizes that volume is measured in milliliters or liters*</li> <li>• Measures the volume of liquid in a graduated cylinder*</li> <li>• Understands that in the SI system, length is measured in meters, kilometers, centimeters*</li> <li>• Estimates length of common objects using metric units*</li> <li>• Recognizes that base unit for length in the SI system is the meter*</li> <li>• Predicts how changes in temperature will affect the density of an object*</li> <li>• Predicts how objects of differing density will behave when combined*</li> <li>• Explains that objects of differing density will layer when combined*</li> <li>• Defines melting point*</li> <li>• Defines boiling point*</li> <li>• Describes characteristics of physical change*</li> <li>• Describes characteristics of a chemical change*</li> <li>• Gives examples of chemical change</li> <li>• Describes properties of acids (e.g., sour taste, one or more hydrogen atoms, turns blue litmus red)*</li> <li>• Describes properties of bases (e.g., slippery, bitter tasting, contain oxygen and hydrogen, turn litmus paper blue)*</li> <li>• Describes how litmus paper is used to determine whether a substance is an acid or a base*</li> <li>• Defines pH as a measurement of acidity*</li> <li>• Describes properties of solutions*</li> <li>• Describes properties of mixtures</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that air and other gases have mass*</li> <li>• Evaluates to determine the best substance for a given application based on data describing physical properties of substances*</li> <li>• Makes inferences about appropriate uses of materials from results of tests of properties (e.g., hardness, tensile strength, conductivity)*</li> <li>• Describes objects in terms of mass*</li> <li>• Recognizes that mass is measured in grams*</li> <li>• Identifies the tools needed to determine the volume of an irregularly shaped object*</li> <li>• Identifies tools needed to calculate the density of an irregularly-shaped object*</li> <li>• Calculates density of objects, using supplied data*</li> <li>• Recognizes that conductivity of a substance depends on the freedom of electrons to move from ion to ion of the substance*</li> <li>• Performs metric conversions (e.g., milliliters to microliters)*</li> <li>• Describes physical changes in matter (e.g., changes in size, shape, freezing, melting, dissolving)*</li> <li>• Explains how the addition or loss of heat changes matter (e.g., physical change)*</li> <li>• Describes examples of physical change</li> <li>• Gives examples of chemical change</li> <li>• Infers that a chemical change has occurred*</li> <li>• Describes chemical properties of substances*</li> <li>• Describes properties of acids (e.g., sour taste, one or more hydrogen atoms, turns blue litmus red)*</li> <li>• Describes properties of bases (e.g., slippery, bitter tasting, contain oxygen and hydrogen, turn litmus paper blue)*</li> <li>• Gives examples of acids and bases, using household liquids (e.g., bleach, vinegar)*</li> <li>• Compares pH of strong and weak acids and bases</li> </ul>

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NV 1.1.1

\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.



<ul style="list-style-type: none"> <li>• Describes the process of evaporation in terms of the changes to the molecules involved*</li> <li>• Describes the process of freezing</li> <li>• Describes applications of differential expansion of metals*</li> <li>• Explains that heating or cooling materials can cause their state to change*</li> <li>• Explains that matter can change from one physical state to another*</li> <li>• Predicts, using real-life data, how changes in temperature will affect the volume of a gas*</li> <li>• Explains that as heat is applied to a substance, the particles making up the substance increase their motion</li> <li>• Explains that the periodic table is organized into rows and columns*</li> <li>• Describes characteristics of each subatomic particle*</li> <li>• Explains that all matter is made of tiny particles called atoms*</li> <li>• Recognizes that atoms are composed of smaller particles (e.g., protons, neutrons, and electrons)*</li> <li>• Describes characteristics of elements*</li> <li>• Identifies elements based on their physical characteristics*</li> <li>• Recognizes symbols for elements and compounds*</li> <li>• Determines the number of atoms in a compound when given its formula*</li> <li>• Recognizes signs of a chemical reaction (e.g., formation of gas, color change, precipitate)</li> <li>• Infers that a chemical reaction has occurred*</li> </ul>	<ul style="list-style-type: none"> <li>• Gives examples of mixtures*</li> <li>• Understands that evaporation can be used to separate solutions*</li> <li>• Describes properties of gases*</li> <li>• Classifies unknown substances as liquids, based on their properties*</li> <li>• Recognizes properties of gases*</li> <li>• Describes the process of condensation*</li> <li>• Describes the process of freezing in terms of phase changes*</li> <li>• Explains that removing heat will cause a substance to change from gas to liquid or from liquid to solid form*</li> <li>• Gives examples of substances which have undergone a change of state*</li> <li>• Describes how changes in temperature affect the pressure of a gas in a container where volume is held constant*</li> <li>• Describes the relative freedom of motion of particles in solids, liquids, and gases</li> <li>• Explains that as heat is applied to a substance, the particles making up the substance move farther apart</li> <li>• Recognizes that as heat is applied to a solid, its molecules move farther and farther apart*</li> <li>• Interprets diagrams showing the relative spacing and movement of matter in different phases*</li> <li>• Describes how elements are ordered by atomic number in the periodic table*</li> <li>• Determines the number of neutrons in an atom of an element given the atomic mass of the element*</li> <li>• Names contributions of scientists to the development of the periodic table of the elements*</li> <li>• Recognizes the subatomic structure of the atom</li> <li>• Describes the locations where each atomic particle may be found</li> <li>• Understands that the nucleus consists of protons and neutrons</li> <li>• Explains that all matter is made of tiny particles called atoms*</li> <li>• Uses models to show the structure of the atom</li> <li>• Recognizes that elements do not break down under normal lab conditions*</li> <li>• Describes characteristics of elements*</li> <li>• Gives an example of an element</li> <li>• Recognizes symbols for elements and compounds*</li> </ul>	<ul style="list-style-type: none"> <li>• Draws conclusion from data related to indicators and pH of household acids, bases and neutral substances*</li> <li>• Explains that removing heat will cause a substance to change from gas to liquid or from liquid to solid form*</li> <li>• Generalizes how changes in temperature affect the behavior of gas</li> <li>• Describes changes in the pressure of gas in terms of particle behavior*</li> <li>• Describes the relative spacing of particles in solids, liquids, and gases*</li> <li>• Recognizes that atomic number represents the number of protons found in the nucleus of a particular type of element*</li> <li>• Describes the relationship between atomic number and atomic mass*</li> <li>• Determines the number of protons in an atom of an element when given that atom's atomic number*</li> <li>• Determines the number of neutrons in an atom of an element given the atomic mass of the element*</li> <li>• Determines the atomic mass of an atom, given the number of protons, electrons and neutrons for this atom*</li> <li>• Predicts properties of elements using information about their classification (e.g., metals, non-metals)*</li> <li>• Understands that elements are grouped according to similarities in their properties*</li> <li>• Describes the properties shared by specific families or groups of elements*</li> <li>• Describes the electron cloud (quantum) model of atomic structure*</li> <li>• Makes predictions of reactivity based on electron configuration*</li> <li>• Determines the electrical charge of an atom or ion</li> <li>• Describes physical properties of metals*</li> <li>• Recognizes that for an element, the number of protons and electrons remains the same, but the number of neutrons may vary*</li> <li>• Describes the law of conservation of mass*</li> <li>• Recognizes that the mass of a material remains the same when the material is divided or changes shape*</li> <li>• Understands how conservation of mass is expressed in chemical formulas and equations*</li> <li>• Balances equations to reflect conservation of mass*</li> <li>• Describes the forces which hold together the</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understands the rules of scientific nomenclature of elements and compounds</li> <li>• Determines the number of atoms in a compound when given its formula*</li> <li>• Describes characteristics of compounds</li> <li>• Describes how intermolecular forces affect the chemical properties of covalently bonded compounds</li> <li>• Recognizes that products formed by chemical reactions have different properties from the reactants*</li> <li>• Recognizes that atoms interact by transferring or sharing valence electrons*</li> <li>• Defines reactant*</li> </ul>	<ul style="list-style-type: none"> <li>• components of an ionic substance*</li> <li>• Recognizes that compounds contain two or more types of atoms bonded together*</li> <li>• Explains that coefficients may be adjusted to balance chemical equations*</li> <li>• Defines inert chemical*</li> <li>• Infers that a new compound has been formed when new properties result after combining reagents*</li> </ul>
<b>Forces and Motion</b>	<b>Forces and Motion</b>	<b>Forces and Motion</b>
<ul style="list-style-type: none"> <li>• Infers that an object thrown up from a planet will not travel as far as an object thrown with the same force from a planet with less gravity*</li> <li>• Describes how forces may create equilibrium for an object*</li> <li>• Analyzes how air resistance influences the relative motion of objects*</li> <li>• Explains how frictional forces affect motion*</li> <li>• Explains why magnets attract or repel other magnets*</li> <li>• Recognizes that like poles of magnets will repel and that unlike poles will attract*</li> <li>• Explains that a compass needle will align to Earth's magnetic north and south poles*</li> <li>• Explains why a compass can be used to find north*</li> <li>• Determines the relative gravitational attraction among planets based on mass and/or distance*</li> <li>• Relates weight to gravity (e.g., if the gravity acting on an object increases, due to a change in distance or a change in mass of the other object, the weight of an object of constant mass will also increase)*</li> <li>• Describes the effects of Earth's gravity on objects*</li> </ul>	<ul style="list-style-type: none"> <li>• Calculates the distance an object has travelled, using geometry*</li> <li>• Compares the acceleration of falling objects*</li> <li>• Recognizes that for two interacting objects, the force that the first object applies to the second object is equal to the force the second object applies to the first (equal and opposite force)*</li> <li>• Explains how frictional forces affect motion*</li> <li>• Classifies forces as caused by friction*</li> <li>• Makes comparisons related to static electricity*</li> <li>• Describes the usefulness of a compass to detect magnetic fields*</li> <li>• Describes magnetic fields*</li> <li>• Explains that gravitational force is hard to detect unless at least one of the objects has a lot of mass*</li> <li>• Explains how changes in mass and distance affect gravitational force*</li> <li>• Applies Newton's laws of motion to explain movement due to gravity*</li> </ul>	<ul style="list-style-type: none"> <li>• Calculates the weight of an object on various planets, when given the acceleration due to gravity for each planet*</li> <li>• Applies <math>F=ma</math> to calculate the magnitude of a change in motion*</li> <li>• Analyzes examples of accelerated motion using Newton's laws*</li> <li>• Explains how frictional forces affect motion*</li> <li>• Gives examples to support the idea that an object will remain at rest or move in a straight line at constant speed if it is not subjected to an unbalanced force*</li> <li>• Explains how an object that is not being subjected to an outside force will move with constant velocity in a straight line*</li> <li>• Applies Newton's first law (inertia) to real world objects*</li> <li>• Defines inertia*</li> <li>• Explains that negatively charged materials have an excess of negative charges*</li> <li>• Describes properties of magnets*</li> <li>• Determines the polarity of a magnet based on its interaction with other magnets*</li> <li>• Explains how to build a simple compass*</li> <li>• Describes the usefulness of a compass to detect magnetic fields*</li> <li>• Describes magnetic fields*</li> <li>• Describes ways to increase the strength of an electromagnet*</li> <li>• Understands that weight of an object may change due to a change in gravity, but the mass of this object will remain the same*</li> </ul>

		<ul style="list-style-type: none"> <li>• Applies Newton's laws of motion to explain movement due to gravity*</li> <li>• Calculates gravitational forces of objects in space*</li> </ul>
<b>Energy</b>	<b>Energy</b>	<b>Energy</b>
<ul style="list-style-type: none"> <li>• Analyzes direct current electrical circuits*</li> <li>• Gives examples of electrical insulators*</li> <li>• Analyzes the parts of a light bulb*</li> <li>• Distinguishes between open and closed circuits*</li> <li>• Explains how fuses are used in electrical circuits*</li> <li>• Understands that sound is a form of energy*</li> <li>• Relates kinetic energy to the speed of an object*</li> <li>• Interprets diagrams showing conversions between potential and kinetic energy*</li> <li>• Recognizes that heat can move from object to object by conduction*</li> <li>• Compares ability of materials to conduct heat</li> <li>• Predicts how well different volumes of liquid will retain heat*</li> <li>• Defines an insulator as a material that blocks the transfer of heat*</li> <li>• Makes predictions about the transformation between kinetic and potential energy*</li> <li>• Describes the transformations of energy that may occur in electrical systems*</li> <li>• Explains that a turbine is a machine that is used in the transformation of mechanical to electrical energy*</li> <li>• Understands that black objects absorb more light than lighter colored objects</li> <li>• Explains why light-colored objects feel cooler than dark colored objects*</li> <li>• Describes the order of colors produced as white light passes through a prism*</li> <li>• Defines echo*</li> <li>• Recognizes that animals may be able to sense pitch outside of human hearing ability*</li> </ul>	<ul style="list-style-type: none"> <li>• Explains that energy cannot be created or destroyed, only changed from one form to another*</li> <li>• Compares electrical conducting ability of various materials</li> <li>• Analyzes series circuits*</li> <li>• Uses analogies to explain the flow of current in an electrical wire*</li> <li>• Explains that batteries change chemical energy into electrical energy*</li> <li>• Relates the wattage of appliances to the cost of electricity*</li> <li>• Defines kinetic energy*</li> <li>• Relates kinetic energy to the speed of an object*</li> <li>• Calculates calories given mass and temperature change*</li> <li>• Describes hazards of radioactivity</li> <li>• Recognizes that heat can move from object to object by conduction*</li> <li>• Classifies examples of heat transfer as conduction*</li> <li>• Understands that heat flows from warmer to cooler objects until both reach equilibrium*</li> <li>• Gives examples of energy transfer through radiation*</li> <li>• Defines an insulator as a material that blocks the transfer of heat*</li> <li>• Analyzes applications of thermal conductors and insulators*</li> <li>• Describes ways that energy may be changed as a result of a chemical reaction*</li> <li>• Explains that when energy is converted from one form to another, heat is often produced as a by-product*</li> <li>• Recognizes that mechanical machines produce heat*</li> <li>• Understands that humans perceive differences in the wavelength of visible light as differences in color*</li> <li>• Describes ways that light interacts with matter (e.g., transmission, refraction, absorption, scattering, and reflection)*</li> <li>• Recognizes that a prism can be used to separate light into its component colors*</li> <li>• Understands that longer tubes and strings produce lower pitched sounds than shorter tubes and strings*</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates between parallel and series circuits*</li> <li>• Recognizes the major forms of energy*</li> <li>• Defines kinetic energy*</li> <li>• Gives examples of kinetic energy*</li> <li>• Gives examples of potential energy*</li> <li>• Defines a calorie as heat needed to increase the temperature of one gram of water one degree Celsius*</li> <li>• Defines an insulator as a material that blocks the transfer of heat*</li> <li>• Analyzes applications of thermal conductors and insulators*</li> <li>• Classifies examples of chemical changes that show release or absorption of energy*</li> <li>• Gives examples that show that some chemical reactions release energy while others require input of energy*</li> <li>• Recognizes that light is produced by vibrations of electrons*</li> <li>• Describes properties of ultraviolet light*</li> <li>• Explains that when light shines on a colored filter, light of the color of the filter passes through, while the other portions are absorbed*</li> <li>• Explains that opaque items may absorb some colors of light and reflect others, so that the color seen is the color reflected by the object*</li> <li>• Compares the movement of sound through air, water, and/or solids*</li> <li>• Understands that pitch of a sound is dependent on the frequency of the vibration producing the sound*</li> <li>• Recognizes that loudness of sound is measured in decibels*</li> <li>• Recognizes the types of waves which comprise the electromagnetic spectrum*</li> </ul>

	<ul style="list-style-type: none"> <li>• Relates pitch of a sound to wavelength*</li> <li>• Relates amplitude, frequency, wavelength, speed, and period of waves*</li> </ul>	
<i>New Vocabulary:</i> air resistance, atomic structure, carbon, chemical property, collide, column, compass, compass needle, conduct, conductor, convect, convector, convert, dense, distilled water, electric current, filament, flow of heat, fluctuate, generator, glucose, gravitational attraction, hardness, insulation, insulator, kilowatt hour, kinetic, litmus paper, magnesium, magnetic, material, mercury (element), minimize, mixture, molecular motion, natural gas, neutral, newton, parallel circuit, percolating, physical union, pole, positively charged, prism, radiate, radiator, radical, react, reaction, reagent, room temperature, sea level, selenium, series circuit, silver, sound energy, spectrum, stationary, sugar, sulfur/sulphur, texture, thermos jug, tin, transfer, turbine, vaporize, vertical row, vocal cords	<i>New Vocabulary:</i> acid rain, alpha particle, amplitude, area of influence, atomic mass, atomic number, average atomic mass, battery, beta particle, boiling point, brake, calcium, catalyst, centi-, change of phase, change of state, chemical bond, chemical change, chemistry, chlorine, circuit tester, closed container, corrosion, current, dimmer (electrical), Dmitri Mendeleev, dry cell battery, dry ice, electrical shock, electrical wire, electron affinity, explosion, focal length, focal point, freezing point, helium, illumination, intensity, isotope, lithium, long-range effect, mass number, measurable, melting point, metric unit, milli-, negatively charged, nuclear explosion, nuclear power, nuclear reactor, phase change, phenolphthalein, physical change, radiation, radioactive waste, reactant, reactor site, S.I. system, satellite, saturation point, sodium, solubility point, sublimate, sublimation point, transmission, valence, visible spectrum, wavelength	<i>New Vocabulary:</i> alternating circuit, basic, centrifugal force, charge, conservation of mass, decibel, electric, energy level, evacuate (container), grams, hertz, ionic, iron filings, joule, loudness, metal plate, neutralize, nuclear fission, overtone, pH, phosphorous, reaction force, sodium chloride
<i>New Signs and Symbols:</i> C <sub>6</sub> H <sub>12</sub> O <sub>6</sub> (glucose), Ca (calcium), C (carbon), CO (carbon monoxide), . decimal point, H <sub>2</sub> O (water), H (hydrogen), O (oxygen), S (sulfur)	<i>New Signs and Symbols:</i> C Celsius, Co (cobalt), CO <sub>2</sub> (carbon dioxide), Cr (chromium), Cs (cesium), ° degrees, H <sub>2</sub> (hydrogen molecule), kg kilogram, Mg (magnesium), mL milliliter/millilitre, Na (sodium), N nitrogen, O <sub>2</sub> (oxygen molecule), Pb (lead), K (potassium)	<i>New Signs and Symbols:</i> g gram, – negative, pH

**Subject: General Science**  
**Goal Strand: Physical Science**

231 - 240	241 - 250	Above 250
<b>Matter</b> <ul style="list-style-type: none"> <li>• Selects the appropriate relationship to convert units using dimensional analysis strategies*</li> <li>• Describes constancy of mass during a physical or chemical change in a system*</li> <li>• Defines chemical property*</li> <li>• Distinguishes among examples of physical and chemical properties*</li> <li>• Compares strength of strong and weak acids and bases*</li> <li>• Describes properties of bases (e.g., slippery, bitter tasting, contain oxygen and hydrogen, turn litmus paper blue)*</li> <li>• Draws conclusion from data related to indicators and pH of household acids, bases and neutral substances*</li> <li>• Classifies mixtures based on their properties*</li> <li>• Defines solute*</li> <li>• Determines the number of neutrons in an atom of an element given the atomic mass of the element*</li> <li>• Relates trends seen in the periodic table to bonding of elements*</li> <li>• Describes the properties shared by specific families or groups of elements*</li> <li>• Describes how atoms with similar numbers of valence electrons are grouped together on the periodic chart*</li> <li>• Interprets data related to electron configuration*</li> <li>• Recognizes characteristics of compounds*</li> <li>• Understands how conservation of mass is expressed in chemical formulas and equations*</li> <li>• Makes inferences from data about the formation of ionic compounds*</li> <li>• Identifies reactants and products of a combustion reaction*</li> <li>• Describes factors that can increase or decrease reaction rates*</li> </ul>	<b>Matter</b> <ul style="list-style-type: none"> <li>• Describes ductility*</li> <li>• Distinguishes between acids and bases based on their molecular composition*</li> <li>• Gives examples of acids and bases, using scientific names (e.g., sodium hydroxide)*</li> <li>• Gives examples of solutions*</li> <li>• Evaluates strategies for the qualitative analysis of a given mixture*</li> <li>• Describes the properties shared by specific families or groups of elements*</li> <li>• Utilizes classification systems for elements*</li> <li>• Recognizes that in a closed system, the total number of atoms always remains the same, regardless of how the atoms are arranged into molecules*</li> <li>• Explains that when an acid is combined in equal molar quantities with a base, a neutral solution of salt in water is obtained*</li> </ul>	<b>Matter</b> <ul style="list-style-type: none"> <li>• Analyzes data about phase changes in matter*</li> </ul>
<b>Forces and Motion</b> <ul style="list-style-type: none"> <li>• Describes the effects of gravity on Earth's motion*</li> </ul>	<b>Forces and Motion</b> <ul style="list-style-type: none"> <li>• Applies Newton's laws to examine action and reaction*</li> </ul>	<b>Forces and Motion</b>

<ul style="list-style-type: none"> <li>• Infers that a spacecraft or object attempting to leave a larger planet will require more force than when leaving a smaller planet, due to differences in gravity between the two planets*</li> <li>• Relates changes in speed or direction to unbalanced forces (2-D)*</li> <li>• Applies Coulomb's law*</li> <li>• Explains how a magnet can be used to produce electric current*</li> </ul>		
<b>Energy</b>	<b>Energy</b>	<b>Energy</b>
<ul style="list-style-type: none"> <li>• Gives examples of potential energy*</li> <li>• Recognizes that only radiation can transfer heat through empty space*</li> </ul>	<ul style="list-style-type: none"> <li>• Calculates frequency of waves when given wavelength and speed*</li> </ul>	
<i>New Vocabulary: none</i>	<i>New Vocabulary: none</i>	<i>New Vocabulary: none</i>
<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>

Lander County School District

Assessed Standards/Curriculum

Reading/Language Arts

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Lander - Grade Pre-Kindergarten - Language Arts/Reading	Introduced	Completed
PKELA1	<b>WORD KNOWLEDGE—PHONICS/STRUCTURAL ANALYSIS, CONCEPTS OF PRINT, VOCABULARY</b>		
PKELA1.1	Identify some letters in own name		
PKELA1.2	Identify the initial sound of own name		
PKELA1.3	Identify the front of the book and know how to turn the pages when reading		
PKELA2	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
PKELA2.1	Recognize environmental print and symbols		
PKELA2.2	Demonstrate an awareness that print carries a message		
PKELA2.3	Use pictures to aid comprehension		
PKELA2.4	Predict what will happen next in a story and respond		
PKELA3	<b>READING COMPREHENSION—LITERATURE</b>		
PKELA3.1	Ask questions or make comments pertinent to the story being read		
PKELA3.2	Retell a story with the aid of pictures, props, or a book		
PKELA4	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
PKELA4.1	Demonstrate an understanding that printed material provides information		
PKELA4.2	Recall information from an event, text, or picture		
PKELA4.3	Respond to or ask a question about an event, text, or picture		
PKELA4.4	Follow, with teacher assistance, a simple pictorial direction		
PKELA5	<b>WRITING—COMPOSITION</b>		
PKELA5.1	Demonstrate beginning techniques for using various writing materials		
PKELA5.2	Trace and progress to copying basic shapes (e.g. horizontal line, vertical line, X, plus sign, circle, etc.)		
PKELA6	<b>WRITING—PROCESS</b>		
PKELA6.1	Attempt, with a model, to write the first letter of first name		
PKELA6.2	Attempt to spell own first name		
PKELA6.3	Use letter-like approximation to write name and/or other words or ideas		
PKELA7	<b>WRITING—MECHANICS</b>		
PKELA7.1	Experiment with writing tools and materials in response to information		
PKELA7.2	Experiment with writing tools and materials to communicate		
PKELA7.3	Experiment with writing tools and materials in response to a familiar experience		
PKELA7.4	Experiment with writing tools and materials in response to literature		
PKELA8	<b>LISTENING</b>		
PKELA8.1	Listen and respond to stories from different cultures and eras		
PKELA8.2	Listen and respond to rhythm or rhyme		
PKELA8.3	Listen and respond to age-appropriate material for a variety of purposes		
PKELA8.4	Listen and respond to poetry and prose		
PKELA8.5	Listen for a variety of purposes		
PKELA8.6	Listen and respond appropriately to stories and group discussions		
PKELA8.7	Listen to and follow a two-step oral direction		
PKELA8.8	Listen with increasing attention span		
PKELA9	<b>SPEAKING</b>		
PKELA9.1	Use and expand vocabulary		
PKELA9.2	Speak with increasing clarity, ease, and accuracy		
PKELA9.3	Initiate conversation and respond to others		
PKELA9.4	Use language to repeat simple stories, songs or rhymes, or to relate experiences		
PKELA9.5	Give a clear direction		
PKELA9.6	Speak in complete sentences, using at least three words		
PKELA10	<b>DISCUSSION</b>		
PKELA10.1	Share ideas for class writing		
PKELA10.2	Organize ideas, through group discussion, with teacher assistance		
PKELA10.3	Dictate words, phrases, or sentences to an adult recording on paper		
PKELA10.4	Share drawings with others		
PKELA10.5	Engage in conversation and sometimes follow conversational rules		
PKELA10.6	Ask and answer simple questions		



Identifier	Lander - Grade Pre-Kindergarten - Language Arts/Reading	Introduced	Completed
PKELA10.7	Share ideas and information from personal and shared-group experiences		
PKELA10.8	Engage in dramatic play to convey experiences, feelings, ideas, or stories		
PKELA11	<b>RESEARCH AND STUDY SKILLS</b>		
PKELA11.1	Identify and explore an area of interest		
PKELA11.2	Use, with teacher assistance, a variety of sources to obtain information		

Identifier	Nevada - Kindergarten - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
K ELA 1.K.1	Use high-frequency words and environmental print to read simple texts.		
K ELA 1.K.2	Identify and use letter/sound relationships to identify some words.		
K ELA 1.K.4	Identify initial and final sounds in words. Recognize and sequence letters of the alphabet.		
K ELA 2.K.1	Use prior knowledge and picture clues as prereading strategies to aid comprehension.		
K ELA 3.K.3	Listen to stories from different cultures and eras.		
K ELA 3.K.5	Listen for rhythm, rhyme, and alliteration.		
K ELA 3.K.7	Listen and respond to poetry and prose.		
K ELA 4.K.1	Demonstrate an understanding that texts, pictures, and graphs provide information.		
K ELA 4.K.2	Recall information from texts, pictures, and graphs.		
K ELA 4.K.3	Distinguish between statements and questions.		
K ELA 4.K.6	Follow, with teacher assistance, a simple pictorial/written direction.		
	<b>WRITING</b>		
K ELA 5.K.1	Respond to information by drawing or writing with teacher assistance.		
K ELA 5.K.2	Draw or write, with teacher assistance, to communicate.		
K ELA 5.K.3	Draw or write, with teacher assistance, stories about familiar experiences and events.		
K ELA 5.K.4	Draw or write, with teacher assistance, responses to literature.		
K ELA 6.K.1	Select, with teacher assistance, ideas for writing.		
K ELA 6.K.2	Organize and sequence, with teacher assistance, ideas generated through group discussions.		
K ELA 6.K.3	Draw or write simple stories with teacher assistance.		
K ELA 6.K.7	Share drawings or writing with others.		
K ELA 7.K.4	Capitalize first letters of own first and last names.		
K ELA 7.K.5	Use correct spelling of own first and last names.		
K ELA 7.K.6	Form letters correctly.		
	<b>LISTENING AND SPEAKING</b>		
K ELA 8.K.1	Listen for a variety of purposes such as to obtain information, to solve problems, or enjoyment.		
K ELA 8.K.2	Attend to and respond to stories and group discussions.		
K ELA 8.K.4	Listen to and follow an oral direction.		
K ELA 9.K.1	Use and expand vocabulary to communicate ideas.		
K ELA 9.K.2	Speak clearly at an understandable pace.		
K ELA 9.K.3	Share and respond to ideas.		
K ELA 9.K.4	Relate experiences and retell stories.		
K ELA 9.K.5	Give clear directions to complete a simple task.		
K ELA 10.K.1	Demonstrate turn taking in conversations and group discussions.		
K ELA 10.K.2	Ask and answer questions.		
K ELA 10.K.3	Share ideas and information.		
	<b>RESEARCH</b>		
K ELA 11.K.1	Formulate questions, with teacher assistance, to explore areas of interest.		
K ELA 11.K.2	Use, with teacher assistance, reference materials and technology.		

Identifier	Lander - Kindergarten - Language Arts/Reading	Introduced	Completed
<b>OKELA1</b>	<b>WORD KNOWLEDGE—PHONICS, VOCABULARY</b>		
OKELA1.1	Identify forms of print (e.g., letters, words, sentences)		
OKELA1.2	Use high-frequency words and environmental print to read simple texts		
OKELA1.3	Identify and use letter/sound relationships		
OKELA1.4	Identify names of letters of the alphabet		
OKELA1.5	Identify alternate forms of letters (e.g., a, g, k, q)		
OKELA1.6	Identify sounds of letters of the alphabet		
OKELA1.7	Identify initial sounds in words		
OKELA1.8	Identify final sounds in words		
OKELA1.9	Identify rhyming words		
OKELA1.10	Use letters/sounds to decode words		
<b>OKELA2</b>	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
OKELA2.1	Use concepts of print (top to bottom orientation, left to right directionality, return sweep)		
OKELA2.2	Recognize that print conveys a message		
OKELA2.3	Use prior knowledge and picture clues as pre-reading strategies to aid comprehension		
OKELA2.4	Identify a purpose for reading/listening to a story		
OKELA2.5	Predict what a story will be about		
OKELA2.6	Identify real and make-believe		
OKELA2.7	Select books to read independently or with a partner		
<b>OKELA3</b>	<b>READING COMPREHENSION—LITERATURE</b>		
OKELA3.1	Retell beginning, middle, and end of familiar stories		
OKELA3.2	Listen to stories from different cultures and eras		
OKELA3.3	Listen for rhythm, rhyme, and alliteration		
OKELA3.4	Listen and respond to poetry and prose, including fiction and non-fiction selections		
OKELA3.5	Respond and retell stories in a variety of ways (e.g., verbal, pictures, puppetry, dramatics, writing)		
OKELA3.6	Recall important details in a story		
OKELA3.7	Respond to who, what, when, where, and why questions		
OKELA3.8	Use pictures/clues/words to answer questions		
OKELA3.9	Identify sequence of events in stories		
<b>OKELA4</b>	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
OKELA4.1	Demonstrate understanding that printed materials provide information		
OKELA4.2	Identify parts of a book (e.g., cover, title, author, and illustrator)		
OKELA4.3	Recall information		
OKELA4.4	Distinguish between statements and questions		
OKELA4.5	Follow, with teacher assistance, a simple written direction		
<b>OKELA5</b>	<b>WRITING—COMPOSITION</b>		
OKELA5.1	Draw or write in response to information		
OKELA5.2	Draw or write daily to communicate		
OKELA5.3	Draw or write stories about familiar experiences and events		
OKELA5.4	Draw or write responses to literature		
<b>OKELA6</b>	<b>WRITING—PROCESS</b>		
OKELA6.1	Select, with teacher assistance, ideas for writing		
OKELA6.2	Organize and sequence, with teacher assistance, ideas generated through group discussions		
OKELA6.3	Draw or write, with teacher assistance, simple stories		
<b>OKELA7</b>	<b>WRITING—MECHANICS</b>		
OKELA7.1	Write own first and last names		
OKELA7.2	Capitalize first letters of own first and last names		
OKELA7.3	Use correct spelling of own first and last names		
OKELA7.4	Form letters of the alphabet correctly		
OKELA7.5	Identify and use, with teacher assistance, end punctuation (period, question mark, exclamation point)		
<b>OKELA8</b>	<b>LISTENING</b>		
OKELA8.1	Listen for a variety of purposes such as to obtain information, to solve problems, or for enjoyment		
OKELA8.2	Attend and respond to stories and group discussions		

Identifier	Lander - Kindergarten - Language Arts/Reading	Introduced	Completed
OKELA8.3	Listen to and follow an oral direction		
OKELA9	<b>SPEAKING</b>		
OKELA9.1	Use and expand vocabulary to communicate ideas		
OKELA9.2	Speak clearly at an understandable pace		
OKELA9.3	Share and respond to ideas		
OKELA9.4	Relate experiences and retell stories		
OKELA9.5	Give clear directions to complete a simple task		
OKELA9.6	Use complete sentences to communicate ideas		
OKELA10	<b>DISCUSSION</b>		
OKELA10.1	Demonstrate turn-taking in conversations and group discussions		
OKELA10.2	Ask and answer questions		
OKELA10.3	Share ideas and information		
OKELA11	<b>RESEARCH AND STUDY SKILLS</b>		
OKELA11.1	Use, with teacher assistance, reference materials and technology		
OKELA11.2	Ask questions to explore areas of interest		

Identifier	Kamico - Grade 1 - Language Arts/Reading		Introduced	Completed
R 1	<b>READING</b>			
R 1.1.1A	Word Identification	Use structural cues to recognize words such as compounds, base words, and inflections.		
R 1.1.1B	Word Identification	Use knowledge of word order (syntax) and context to support word identification and confirm word meaning.		
R 1.1.2A	Vocabulary Development	Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words.		
R 1.1.2B	Vocabulary Development	Demonstrate knowledge of synonyms and antonyms.		
R 1.1.3A	Comprehension	Use prior knowledge to anticipate meaning and make sense of texts; draw and discuss visual images based on text descriptions.		
R 1.1.3B	Comprehension	Identify main ideas of text selections.		
R 1.1.3C	Comprehension	Produce summaries of text selections.		
R 1.1.4A	Variety of Texts	Read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information.		
R 1.2.1A	Text Structures/Literary Concepts	Analyze characters, including their traits, feelings, relationships, and changes.		
R 1.2.1B	Text Structures/Literary Concepts	Identify the importance of the setting to a story's meaning.		
R 1.2.1C	Text Structures/Literary Concepts	Recognize the story problem(s) or plot.		
R 1.3.1A	Literary Response	Describe how illustrations contribute to the text.		
R 1.3.2A	Variety of Texts	Use graphs, charts, signs, captions, and other informational texts to acquire information.		
R 1.3.3A	Inquiry/Research	Interpret graphic sources of information, including maps, charts, graphs, and diagrams.		
R 1.3.4A	Comprehension	Represent text information in different ways, including story maps, graphs, and charts.		
R 1.3.4B	Comprehension	Establish purposes for reading and listening, such as to be informed, to follow directions, and to be entertained.		
R 1.3.4C	Comprehension	Retell the order of important events in stories.		
R 1.3.4D	Comprehension	Identify similarities and differences across texts, such as in topics, characters, and problems.		
R 1.3.4E	Comprehension	Connect ideas and themes across texts.		
R 1.3.5A	Text Structures/Literary Concepts	Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve.		
R 1.3.5B	Text Structures/Literary Concepts	Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts; understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books.		
R 1.3.5C	Text Structures/Literary Concepts	Understand literary terms by distinguishing between the roles of the author and the illustrator, such as the author writes the story and the illustrator draws the pictures.		
R 1.4.1A	Comprehension	Make and explain inferences from texts such as determining causes and effects, making predictions, and drawing conclusions.		
R 1.4.1B	Comprehension	Distinguish fact from opinion in various texts, including news stories and advertisements.		
R 1.4.2A	Text Structures/Literary Concepts	Distinguish fiction from nonfiction, including fact and fantasy.		
W 1	<b>WRITING</b>			
W 1.1.1A	Purposes	Dictate messages, such as news and stories, for others to write.		
W 1.1.1B	Purposes	Write labels, notes, and captions for illustrations, possessions, charts, and centers.		
W 1.1.1C	Purposes	Write to record ideas and reflections.		
W 1.1.1D	Purposes	Write in different forms for different purposes, such as lists to record and letters to invite or thank.		
W 1.1.1E	Purposes	Write to inform, such as to explain, describe, and narrate.		
W 1.1.1F	Purposes	Write to entertain, such as to compose short stories.		
W 1.2.1A	Writing Processes	Compose complete sentences in written texts and use the appropriate end punctuation.		
W 1.2.1B	Writing Processes	Revise selected drafts by adding or deleting text.		
W 1.3.1A	Grammar/Usage	Use nouns and verbs in sentences.		
W 1.3.1B	Grammar/Usage	Use adjectives (comparative and superlative forms) appropriately to make writing vivid or precise.		
W 1.3.1C	Grammar/Usage	Recognize grammatically correct writing.		
W 1.4.1A	Capitalization/ Punctuation	Use basic capitalization and punctuation, such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points.		
W 1.4.2A	Spelling	Use conventional spelling.		
W 1.4.3A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 1 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
1 ELA 1.1.1	Use knowledge of high-frequency words to begin reading texts aloud with fluency, accuracy, and expression.		
1 ELA 1.1.2	Use phonics and knowledge of word families to decode words in context.		
1 ELA 1.1.3	Use knowledge of common prefixes, suffixes, and abbreviated words to identify words in context.		
1 ELA 1.1.4	Use knowledge of simple spelling patterns (e.g., CVC = cat, CVCe = cake, CVVC = boat), blends, and digraphs when reading; apply basic knowledge of alphabetical order.		
1 ELA 1.1.5	Identify synonyms and antonyms in context.		
1 ELA 2.1.1	Use, with teacher assistance, prereading strategies that aid comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.		
1 ELA 2.1.2	Use, with teacher assistance, self-correcting strategies, such as rereading, substituting (replacing a known word), and reading on.		
1 ELA 2.1.3	Recall details of the text while reading.		
1 ELA 2.1.4	Retell details of text.		
1 ELA 3.1.1	Identify characters, setting, and sequence in stories.		
1 ELA 3.1.2	Identify simple character traits and predict story outcome.		
1 ELA 3.1.3	Listen to and read stories from different cultures and eras.		
1 ELA 3.1.5	Identify rhythm, rhyme, and alliteration.		
1 ELA 3.1.7	Read and identify poetry and prose.		
1 ELA 4.1.1	Locate and use titles, pictures, charts, graphs, and names of author and illustrator to obtain information.		
1 ELA 4.1.2	Identify cause and effect and main idea.		
1 ELA 4.1.3	Use text, pictures, and graphs to answer questions.		
1 ELA 4.1.6	Read and follow a simple direction to perform a task.		
	<b>WRITING</b>		
1 ELA 5.1.1	Use a source to write a simple informative paper with teacher assistance.		
1 ELA 5.1.2	Write friendly notes.		
1 ELA 5.1.3	Write simple stories.		
1 ELA 5.1.4	Write, with teacher assistance, responses to literature.		
1 ELA 6.1.1	Generate and select, with teacher assistance, ideas for writing.		
1 ELA 6.1.2	Organize and sequence ideas, with teacher assistance, through activities such as drawing and discussing.		
1 ELA 6.1.3	Write stories or other compositions with teacher assistance.		
1 ELA 6.1.4	Revise writing, with teacher assistance, to include details.		
1 ELA 6.1.5	Edit, with teacher assistance, for correct word usage.		
1 ELA 6.1.6	Identify, with teacher assistance, an audience for writing.		
1 ELA 6.1.7	Read and share writing with others.		
1 ELA 7.1.1	Use nouns, verbs, and pronouns in writing.		
1 ELA 7.1.2	Write complete sentences.		
1 ELA 7.1.3	Use end punctuation, simple contractions, and singular possessives.		
1 ELA 7.1.4	Capitalize names, months, days of the week, and words at the beginning of sentences.		
1 ELA 7.1.5	Use correct spelling of CVC words and frequently used words (e.g., the, is, my).		
1 ELA 7.1.6	Print legibly using left-to-right, top-to-bottom directionality and correct spacing between letters and words.		
	<b>LISTENING AND SPEAKING</b>		
1 ELA 8.1.1	Identify purposes for listening such as to obtain information, to solve problems, or enjoyment.		
1 ELA 8.1.2	Attend to and respond to presentations.		
1 ELA 8.1.3	Recognize that different dialects exist.		
1 ELA 8.1.4	Follow simple oral directions to complete a task.		
1 ELA 9.1.1	Use varied vocabulary to communicate ideas.		
1 ELA 9.1.2	Speak clearly at an understandable pace.		
1 ELA 9.1.3	Present ideas and ask questions in small and large groups.		
1 ELA 9.1.4	Recount experiences and retell stories in sequence.		
1 ELA 9.1.5	Give clear directions to complete a simple task.		
1 ELA 10.1.1	Demonstrate turn taking in conversations and group discussions.		
1 ELA 10.1.2	Ask and answer questions to gather and provide information.		
1 ELA 10.1.3	Share ideas and information in small groups.		
	<b>RESEARCH</b>		

Identifier	Nevada - Grade 1 - Language Arts/Reading	Introduced	Completed
1 ELA 11.1.1	Formulate questions, with teacher assistance, to explore areas of interest.		
1 ELA 11.1.2	Locate and use, with teacher assistance, reference materials and technology.		
1 ELA 11.1.5	Share, with teacher assistance, research findings using various media.		

Identifier	Lander - Grade 1 - Language Arts/Reading	Introduced	Completed
1ELA1	<b>WORD KNOWLEDGE—PHONICS, VOCABULARY, SPELLING</b>		
1ELA1.1	Name all upper and lower case letters		
1ELA1.2	Use phonics (letter/sound relationships) and knowledge of word families to decode words in context		
1ELA1.3	Use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression		
1ELA1.4	Use knowledge of simple spelling patterns when reading		
1ELA1.5	Identify simple prefixes, common suffixes, root words, and abbreviated words in context		
1ELA1.6	Identify synonyms and antonyms in context		
1ELA1.7	Spell basic sight words and frequently used words correctly		
1ELA1.8	Use patterns and structure rules to correctly spell words		
1ELA1.9	Expand usage of oral and written vocabulary		
1ELA1.10	Identify beginning, middle and final sounds in single syllable words		
1ELA1.11	Distinguish long and short vowel sounds		
1ELA1.12	Add, delete, or change beginning sounds to create new words (cow to how)		
1ELA1.13	Read common irregular words		
1ELA2	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
1ELA2.1	Use concepts of print		
1ELA2.2	Use pre-reading strategies to aid comprehension		
1ELA2.3	Use knowledge of key/familiar words to comprehend		
1ELA2.4	Expand sight vocabulary to promote fluent reading		
1ELA2.5	Demonstrate fluency		
1ELA2.6	Use self-correcting strategies to aid comprehension		
1ELA2.7	Recall details of the text while reading		
1ELA2.8	Locate picture clues, words, and/or sentences to answer questions		
1ELA2.9	Retell details of text		
1ELA3	<b>READING COMPREHENSION—LITERATURE</b>		
1ELA3.1	Listen to and read stories from different cultures and eras		
1ELA3.2	Read independently/daily		
1ELA3.3	Respond to literature selections		
1ELA3.4	Identify literary elements (characters, setting, and sequence in stories)		
1ELA3.5	Distinguish between real and make-believe		
1ELA3.6	Read and identify poetry and prose		
1ELA3.7	Identify rhythm, rhyme, and alliteration		
1ELA3.8	Identify simple character traits and predict story outcome		
1ELA4	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
1ELA4.1	Read independently/daily		
1ELA4.2	Locate and use text features to obtain information		
1ELA4.3	Identify cause and effect		
1ELA4.4	Identify main idea		
1ELA4.5	Use text, pictures, and graphs to answer questions		
1ELA4.6	Respond to text information		
1ELA4.7	Read and follow a simple direction to perform a task		
1ELA5	<b>WRITING—COMPOSITION</b>		
1ELA5.1	Participate in daily writing activities		
1ELA5.2	Write notes		
1ELA5.3	Write, with teacher assistance, responses to literature		
1ELA5.4	Write stories		
1ELA5.5	Write a simple informative paper with teacher assistance		
1ELA6	<b>WRITING—PROCESS</b>		
1ELA6.1	Generate and select, with teacher assistance, ideas for writing		
1ELA6.2	Organize and sequence ideas, with teacher assistance, through drawing and discussing		
1ELA6.3	Identify an audience for writing		
1ELA6.4	Write, with teacher assistance, stories or other compositions		



Identifier	Lander - Grade 1 - Language Arts/Reading	Introduced	Completed
1ELA6.5	Ask questions to clarify ideas		
1ELA6.6	Use conferencing strategies		
1ELA6.7	Revise writing, with teacher assistance, to include details		
1ELA6.8	Edit writing, with teacher assistance, for correct word usage		
1ELA6.9	Read and share writing with others		
1ELA7	<b>WRITING—MECHANICS</b>		
1ELA7.1	Write to communicate		
1ELA7.2	Write complete sentences		
1ELA7.3	Use nouns, verbs, adjectives, and pronouns in writing		
1ELA7.4	Use capitalization		
1ELA7.5	Use end punctuation		
1ELA7.6	Use correct punctuation		
1ELA7.7	Use contractions		
1ELA7.8	Use singular possessives		
1ELA7.9	Use correct spelling		
1ELA7.10	Print legibly using left-to-right, top-to-bottom directionality, and correct spacing between letters and words		
1ELA8	<b>LISTENING</b>		
1ELA8.1	Listen for a variety of purposes		
1ELA8.2	Identify purposes for listening such as to obtain information, to solve problems, or for enjoyment		
1ELA8.3	Listen to different types of literature		
1ELA8.4	Listen to a variety of dialects		
1ELA8.5	Attend and respond to presentations		
1ELA8.6	Recall presented material in sequence		
1ELA8.7	Link new information to prior knowledge		
1ELA8.8	Follow simple oral directions to complete a task		
1ELA9	<b>SPEAKING</b>		
1ELA9.1	Participate in various forms of oral communication		
1ELA9.2	Communicate in complete sentences		
1ELA9.3	Speak clearly at an understandable pace		
1ELA9.4	Use varied vocabulary to communicate ideas		
1ELA9.5	Present ideas and ask questions in small and large groups		
1ELA9.6	Rephrase a question or problem		
1ELA9.7	Recount experiences and retell stories in sequence		
1ELA9.8	Give clear directions to complete a simple task		
1ELA10	<b>DISCUSSION</b>		
1ELA10.1	Demonstrate turn-taking in conversations and group discussions		
1ELA10.2	Ask and answer questions to gather and provide information		
1ELA10.3	Share ideas and information in small groups		
1ELA11	<b>RESEARCH AND STUDY SKILLS</b>		
1ELA11.1	Apply basic knowledge of alphabetical order		
1ELA11.2	Formulate questions, with teacher assistance, to explore areas of interest		
1ELA11.3	Locate and use, with teacher assistance, reference materials and technology		
1ELA11.4	Present, with teacher assistance, research findings using various media		
1ELA11.5	Construct a simple graphic organizer (e.g., story map, semantic web, web, chart, graph)		
1ELA11.6	Use test-taking strategies		

Identifier	<b>Kamico - Grade 2 - Language Arts/Reading</b>		Introduced	Completed
<b>R 2</b>	<b>READING</b>			
R 2.1.1A	Word Identification	Use structural cues to recognize words such as compounds, base words, and inflections; use structural cues such as prefixes and suffixes to recognize words.		
R 2.1.1B	Word Identification	Use knowledge of word order (syntax) and context to support word identification and confirm word meaning.		
R 2.1.2A	Vocabulary Development	Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words.		
R 2.1.2B	Vocabulary Development	Demonstrate knowledge of synonyms and antonyms.		
R 2.1.3A	Variety of Texts	Read from a variety of genres to acquire information.		
R 2.1.4A	Comprehension	Use prior knowledge to anticipate meaning and make sense of texts.		
R 2.1.4B	Comprehension	Identify main ideas of text selections.		
R 2.1.4C	Comprehension	Produce summaries of text selections.		
R 2.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, relationships, and changes.		
R 2.2.1B	Text Structures/ Literary Concepts	Identify the importance of the setting to a story's meaning.		
R 2.2.1C	Text Structures/ Literary Concepts	Recognize the story problem(s) or plot.		
R 2.3.1A	Comprehension	Establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained.		
R 2.3.1B	Comprehension	Retell the order of important events in stories.		
R 2.3.1C	Comprehension	Draw and discuss visual images based on text descriptions.		
R 2.3.1D	Comprehension	Represent text information in different ways, including story maps, graphs, and charts.		
R 2.3.2A	Text Structures/ Literary Concepts	Distinguish different forms of texts, including lists, newsletters, and signs, and the functions they serve.		
R 2.3.2B	Text Structures/ Literary Concepts	Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts.		
R 2.3.2C	Text Structures/ Literary Concepts	Understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts).		
R 2.3.3A	Inquiry/ Research	Interpret and use graphic sources of information such as maps, charts, graphs, and diagrams.		
R 2.4.1A	Comprehension	Make and explain inferences from texts such as determining causes and effects, making predictions, and drawing conclusions.		
R 2.4.1B	Comprehension	Identify similarities and differences across texts such as in topics, characters, and problems.		
R 2.4.1C	Comprehension	Distinguish fact from opinion in various texts.		
R 2.4.2A	Literary Response	Support interpretations or conclusions with examples drawn from text.		
R 2.4.3A	Text Structures/ Literary Concepts	Distinguish fiction from nonfiction, including fact and fantasy.		
R 2.4.3B	Text Structures/ Literary Concepts	Compare communication in different forms such as comparing story variants.		
<b>W 2</b>	<b>WRITING</b>			
W 2.1.1A	Purposes	Write to record ideas and reflections.		
W 2.1.1B	Purposes	Write in different forms for different purposes, such as lists to record and letters to invite or thank.		
W 2.1.1C	Purposes	Write to inform, such as to explain, describe, and narrate.		
W 2.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 2.2.1A	Writing Processes	Compose complete sentences in written texts and use the appropriate end punctuation.		
W 2.2.1B	Writing Processes	Revise selected drafts by adding or deleting text.		
W 2.3.1A	Grammar/ Usage	Use singular and plural forms of regular nouns.		
W 2.3.1B	Grammar/ Usage	Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts.		
W 2.3.1C	Grammar/ Usage	Replace an indefinite reference with a specific noun or noun phrase.		
W 2.3.1D	Grammar/ Usage	Recognize grammatically correct writing.		
W 2.4.1A	Capitalization/ Punctuation	Use basic capitalization and punctuation correctly, such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points.		
W 2.4.2A	Spelling	Spell proficiently.		

Identifier	<b>Kamico - Grade 2 - Language Arts/Reading</b>		Introduced	Completed
W 2.4.3A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 2 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
2 ELA 1.2.1	Use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression.		
2 ELA 1.2.2	Use knowledge of phonics and structural elements (e.g., syllables, basic prefixes, roots, and suffixes) to decode unfamiliar words of one or more syllables in context.		
2 ELA 1.2.3	Identify the meanings of common prefixes, suffixes, and abbreviated words in context.		
2 ELA 1.2.4	Identify and use knowledge of spelling patterns such as special vowel spellings when reading; apply knowledge of basic syllabication rules when reading (e.g., V/CV = su/per, VC/CV = sup/per).		
2 ELA 1.2.5	Identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text.		
2 ELA 2.2.1	Identify prereading strategies that aid comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.		
2 ELA 2.2.2	Identify self-correcting strategies, such as self-questioning and rereading.		
2 ELA 2.2.3	Formulate the main idea of the text while reading.		
2 ELA 2.2.4	Retell the main idea of text.		
2 ELA 3.2.1	Analyze simple elements of a story, such as settings, characters, and plot (e.g., restate the logical and sequential development of a story and generate alternative endings to stories).		
2 ELA 3.2.2	Make basic inferences about character traits and predict story outcomes.		
2 ELA 3.2.3	Compare and contrast different versions of the same stories from different cultures and eras.		
2 ELA 3.2.5	Compare rhythm, rhyme, and alliteration in poetry.		
2 ELA 3.2.7	Distinguish between poetry and prose.		
2 ELA 4.2.1	Locate table of contents and chapter headings and interpret information from diagrams, charts, and graphs.		
2 ELA 4.2.2	Identify and explain cause and effect and determine the main idea of a passage.		
2 ELA 4.2.3	Ask questions to gain understanding of important information in text.		
2 ELA 4.2.6	Read and follow simple directions to perform a task.		
	<b>WRITING</b>		
2 ELA 5.2.1	Use at least two sources to write an informative paper.		
2 ELA 5.2.2	Write friendly letters.		
2 ELA 5.2.3	Write stories and poems.		
2 ELA 5.2.4	Write responses to literature.		
2 ELA 6.2.1	Generate possible ideas for future writing by recalling experiences, talking, drawing, and hearing stories.		
2 ELA 6.2.2	Organize ideas through activities such as listing and clustering.		
2 ELA 6.2.3	Write stories or other compositions.		
2 ELA 6.2.4	Revise writing for detail and clarity.		
2 ELA 6.2.5	Edit, with teacher assistance, for correct word usage.		
2 ELA 6.2.6	Produce writing for given audiences.		
2 ELA 6.2.7	Share writing with others and listen to responses.		
2 ELA 7.2.1	Use nouns, verbs, pronouns, adjectives, and adverbs in writing.		
2 ELA 7.2.2	Identify complete and incomplete sentences in writing.		
2 ELA 7.2.3	Use commas in the greeting and closure of a letter and with dates and words in a series; use end punctuation, contractions, and possessives correctly.		
2 ELA 7.2.4	Capitalize proper nouns and initials.		
2 ELA 7.2.5	Use correct spelling of simple words containing short, long, and r-controlled vowels, blends, digraphs, and common irregular words (e.g., said, who, they).		
2 ELA 7.2.6	Create readable compositions that are legible.		
	<b>LISTENING AND SPEAKING</b>		
2 ELA 8.2.1	Determine the purpose(s) for listening, such as to obtain information, to solve problems, or enjoyment.		
2 ELA 8.2.2	Attend to and respond to public presentations and a variety of media.		
2 ELA 8.2.3	Recognize that different dialects exist.		
2 ELA 8.2.4	Follow two-step oral directions to complete a task.		
2 ELA 9.2.1	Select and use specific vocabulary to communicate ideas.		
2 ELA 9.2.2	Speak clearly at an understandable pace.		
2 ELA 9.2.3	Make oral presentations that maintain a clear focus.		
2 ELA 9.2.4	Recount experiences and tell stories that move through a logical sequence of events and include character and setting.		
2 ELA 9.2.5	Give clear directions to complete a simple task.		
2 ELA 10.2.1	Demonstrate turn taking and attentiveness in conversations and group discussions.		
2 ELA 10.2.2	Ask and answer questions to gather and provide information.		
2 ELA 10.2.3	Present ideas and information in groups.		

Identifier	Nevada - Grade 2 - Language Arts/Reading	Introduced	Completed
	<b>RESEARCH</b>		
2 ELA 11.2.1	Formulate questions to explore areas of interest.		
2 ELA 11.2.2	Locate and use information from reference materials and technology.		
2 ELA 11.2.5	Share research findings using various media.		

Identifier	<b>Lander - Grade 2 - Language Arts/Reading</b>	Introduced	Completed
<b>2ELA1</b>	<b>WORD KNOWLEDGE—PHONICS, VOCABULARY, SPELLING</b>		
2ELA1.1	Use knowledge of phonics to decode words of one or more syllables in context		
2ELA1.2	Use structural elements (e.g., syllables, prefixes, roots, and suffixes) to decode words of one or more syllables in context		
2ELA1.3	Read high-frequency words to build fluency and construct meaning		
2ELA1.4	Read texts aloud with fluency, accuracy, and appropriate intonation and expression		
2ELA1.5	Identify the meanings of common prefixes, and suffixes, and abbreviated words in context		
2ELA1.6	Identify and use knowledge of spelling patterns to correctly spell words		
2ELA1.7	Identify and use special vowel spellings to correctly spell words		
2ELA1.8	Identify and use knowledge of spelling patterns and special vowel spellings when reading		
2ELA1.9	Identify and use basic syllabication rules		
2ELA1.10	Apply knowledge of basic syllabication rules when reading		
2ELA1.11	Identify and use knowledge of synonyms, antonyms, homophones, and homographs to understand text		
<b>2ELA2</b>	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
2ELA2.1	Access prior knowledge, predict, preview, and set a purpose as pre-reading strategies to aid comprehension		
2ELA2.2	Identify self-correcting strategies such as self-questioning and rereading		
2ELA2.3	Recall important details/facts		
2ELA2.4	Recall sequence of events		
2ELA2.5	Recall the main idea of text		
2ELA2.6	Retell the main idea of text		
2ELA2.7	Formulate the main idea while reading		
2ELA2.8	Identify cause and effect		
2ELA2.9	Compare and contrast information		
2ELA2.10	Draw conclusions		
2ELA2.11	Respond to fiction and nonfiction selections		
2ELA2.12	Locate words and/or sentences to answer questions		
2ELA2.13	Describe, classify, compare, and contrast objects/pictures and information		
2ELA2.14	Demonstrate comprehension of various forms of literature		
<b>2ELA3</b>	<b>READING COMPREHENSION—LITERATURE</b>		
2ELA3.1	Identify simple elements of a story such as setting, characters, and plot		
2ELA3.2	Make basic inferences about characters and predict story outcomes		
2ELA3.3	Restate the logical and sequential development of a story		
2ELA3.4	Generate alternative endings to stories		
2ELA3.5	Identify simple character traits		
2ELA3.6	Compare and contrast different versions of the same stories from different cultures and eras		
2ELA3.7	Compare rhythm, rhyme, and alliteration in poetry		
2ELA3.8	Distinguish between poetry and prose		
2ELA3.9	Identify different types of literature		
2ELA3.10	Read independently/daily		
<b>2ELA4</b>	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
2ELA4.1	Locate table of contents and chapter headings		
2ELA4.2	Interpret information from diagrams, charts, and graphs		
2ELA4.3	Identify and explain cause and effect		
2ELA4.4	Determine the main idea of a passage		
2ELA4.5	Ask questions to gain understanding of important information in a text		
2ELA4.6	Read and follow simple directions to perform a task		
2ELA4.7	Read a variety of non-fiction from content areas		
<b>2ELA5</b>	<b>WRITING—COMPOSITION</b>		
2ELA5.1	Participate in daily writing activities		
2ELA5.2	Write complete sentences		
2ELA5.3	Use at least two sources to write an informative paper		
2ELA5.4	Write friendly letters		
2ELA5.5	Write stories and poems		
2ELA5.6	Write responses to literature		

Identifier	Lander - Grade 2 - Language Arts/Reading	Introduced	Completed
2ELA5.7	Write directions		
2ELA6	<b>WRITING—PROCESS</b>		
2ELA6.1	Generate possible ideas for future writing by recalling experiences, talking, drawing, and listening to stories		
2ELA6.2	Organize ideas through activities such as listing, webbing, and clustering		
2ELA6.3	Identify a purpose for writing		
2ELA6.4	Write stories or other compositions		
2ELA6.5	Ask questions to develop and clarify ideas		
2ELA6.6	Revise writing for detail and clarity		
2ELA6.7	Self-check for organization, ideas, word choice, and sentence structure		
2ELA6.8	Edit, with teacher assistance, for correct word usage		
2ELA6.9	Correct for mechanics, spelling, grammar, and punctuation		
2ELA6.10	Produce writing for given audiences		
2ELA6.11	Share writing with others and listen to responses		
2ELA6.12	Display writing through informal/formal publication		
2ELA7	<b>WRITING—MECHANICS</b>		
2ELA7.1	Use nouns, verbs, pronouns, adjectives, and adverbs in writing		
2ELA7.2	Demonstrate correct grammar usage when writing sentences		
2ELA7.3	Identify complete and incomplete sentences in writing		
2ELA7.4	Use commas in the greeting and closing of a letter		
2ELA7.5	Use commas in words in a series		
2ELA7.6	Use commas in dates		
2ELA7.7	Use a comma between city and state		
2ELA7.8	Use end punctuation		
2ELA7.9	Use periods in abbreviations		
2ELA7.10	Use periods with initials		
2ELA7.11	Use contractions correctly		
2ELA7.12	Use possessives correctly		
2ELA7.13	Capitalize proper nouns and initials		
2ELA7.14	Use correct spelling of words containing short, long, and r-controlled vowels		
2ELA7.15	Use correct spelling of words containing blends and digraphs		
2ELA7.16	Use correct spelling of irregular words (e.g., said, who, they)		
2ELA7.17	Create readable compositions that are legible		
2ELA8	<b>LISTENING</b>		
2ELA8.1	Determine the purposes for listening (e.g., to obtain information, to solve problems, or for enjoyment)		
2ELA8.2	Link prior knowledge with new information		
2ELA8.3	Activate prior knowledge		
2ELA8.4	Listen to different types of literature		
2ELA8.5	Attend and respond to public presentations and a variety of media		
2ELA8.6	Distinguish among different dialects		
2ELA8.7	Follow two-step oral directions to complete a task		
2ELA9	<b>SPEAKING</b>		
2ELA9.1	Select and use specific vocabulary to communicate ideas		
2ELA9.2	Speak clearly at an understandable pace		
2ELA9.3	Make oral presentations that maintain a clear focus		
2ELA9.4	Recount experiences and tell stories that move through a logical sequence of events and include character and setting		
2ELA9.5	Give clear directions to complete a simple task		
2ELA9.6	Participate in various forms of oral communication (i.e., informal dialogue, music, plays, book talks, oral reports, speeches)		
2ELA10	<b>DISCUSSION</b>		
2ELA10.1	Demonstrate turn-taking and eye contact in conversations and group discussions		
2ELA10.2	Ask and answer questions to gather and provide information		
2ELA10.3	Present ideas and information in groups		
2ELA11	<b>RESEARCH AND STUDY SKILLS</b>		

Identifier	Lander - Grade 2 - Language Arts/Reading	Introduced	Completed
2ELA11.1	Use parts of a book to locate information		
2ELA11.2	Alphabetize words by second letter and apply basic knowledge of alphabetical order		
2ELA11.3	Construct simple graphic organizers to show relationships of ideas (e.g., story map, semantic map, web, chart, graph, diagram)		
2ELA11.4	Formulate questions to explore areas of interest		
2ELA11.5	Locate and use information from reference materials and technology		
2ELA11.6	Present research findings using various media		
2ELA11.7	Use test-taking strategies		



Identifier	<b>Kamico - Grade 3 - Language Arts/Reading</b>		Introduced	Completed
<b>R 3</b>	<b>READING</b>			
R 3.1.1A	Word Identification	Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words.		
R 3.1.1B	Word Identification	Use knowledge of word order (syntax) and context to support word identification and confirm word meaning.		
R 3.1.2A	Vocabulary Development	Use context to build word meanings and to confirm pronunciations of words.		
R 3.1.2B	Vocabulary Development	Demonstrate knowledge of synonyms, antonyms, and multi-meaning words.		
R 3.1.3A	Variety of Texts	Read from a variety of genres to acquire information.		
R 3.1.4A	Comprehension	Identify main ideas and their supporting details in text selections.		
R 3.1.4B	Comprehension	Produce summaries of text selections.		
R 3.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, feelings, relationships, and changes.		
R 3.2.1B	Text Structures/ Literary Concepts	Identify setting and the importance of the setting to a story's meaning.		
R 3.2.1C	Text Structures/ Literary Concepts	Recognize the story problem(s) or plot.		
R 3.3.1A	Comprehension	Retell the order of important events in stories.		
R 3.3.1B	Comprehension	Represent text information in different ways, including story maps, graphs, and charts.		
R 3.3.2A	Text Structures/ Literary Concepts	Distinguish different forms of texts, including lists, newsletters, and signs, and the functions they serve.		
R 3.3.2B	Text Structures/ Literary Concepts	Recognize the distinguishing features of familiar genres, including stories and informational texts.		
R 3.4.1A	Comprehension	Use inferential thinking to determine causes and effects.		
R 3.4.1B	Comprehension	Use inferential thinking to make predictions.		
R 3.4.1C	Comprehension	Use inferential thinking to draw conclusions.		
R 3.4.1D	Comprehension	Distinguish fact from opinion in various texts, including news stories and advertisements.		
R 3.4.2A	Literary Response	Support interpretations or conclusions with examples drawn from text.		
<b>W 3</b>	<b>WRITING</b>			
W 3.1.1A	Purposes	Write to record ideas and reflections.		
W 3.1.1B	Purposes	Write in different forms for different purposes, such as lists to record, letters to invite or thank, and stories or poems to entertain.		
W 3.1.1C	Purposes	Write to inform, such as to explain, describe, and narrate.		
W 3.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 3.2.1A	Writing Processes	Compose elaborated sentences in written texts and use the appropriate end punctuation.		
W 3.2.1B	Writing Processes	Revise selected drafts by adding or deleting text.		
W 3.3.1A	Grammar/ Usage	Use correct irregular plurals, such as sheep.		
W 3.3.1B	Grammar/ Usage	Use singular and plural forms of regular nouns and adjust verbs for agreement.		
W 3.3.1C	Grammar/ Usage	Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts.		
W 3.3.1D	Grammar/ Usage	Replace an indefinite reference with a specific noun or noun phrase.		
W 3.3.1E	Grammar/ Usage	Recognize grammatically correct writing.		
W 3.4.1A	Capitalization/ Punctuation	Use capitalization and punctuation, such as commas in a series; apostrophes in contractions, such as can't, and possessives, such as Robin's; quotation marks; proper nouns; and abbreviations, with increasing accuracy.		
W 3.4.2A	Spelling	Spell proficiently.		
W 3.4.3A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 3 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
3 ELA 1.3.1	Read texts aloud with fluency, accuracy, and appropriate intonation and expression; read high-frequency words to build fluency.		
3 ELA 1.3.2	Use knowledge of phonics and structural elements to read and to determine the meaning of unfamiliar words in context.		
3 ELA 1.3.3	Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context.		
3 ELA 1.3.4	Identify and use knowledge of diphthongs when reading; determine the meanings and other features of unknown words using dictionaries and glossaries.		
3 ELA 1.3.5	Identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text.		
3 ELA 2.3.1	Identify prereading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.		
3 ELA 2.3.2	Use self-correcting strategies, such as self-questioning and rereading to gain meaning from text.		
3 ELA 2.3.3	Recall essential points in text while reading; make and revise predictions about upcoming information.		
3 ELA 2.3.4	Restate facts and details in text to share information and organize ideas.		
3 ELA 2.3.5	Adjust reading rate to suit difficulty of text.		
3 ELA 3.3.1	Compare plots, settings, and characters in a variety of works and by a variety of authors.		
3 ELA 3.3.2	Make inferences about setting and characters' traits; make predictions about plot; check text for verification.		
3 ELA 3.3.3	Compare plots, settings, characters, and perspectives in a variety of works by a variety of authors from different cultures and times.		
3 ELA 3.3.4	Identify and compare themes or messages in reading selections.		
3 ELA 3.3.5	Identify simile, metaphor, onomatopoeia, and hyperbole in text.		
3 ELA 3.3.7	Read and identify stories, plays, poetry, and nonfiction selections.		
3 ELA 4.3.1	Distinguish essential information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to locate information in texts for specific purposes.		
3 ELA 4.3.2	Distinguish between cause and effect, fact and opinion, and main idea and supporting details in text.		
3 ELA 4.3.3	Ask questions and support answers by connecting prior knowledge with literal and inferential information in text.		
3 ELA 4.3.4	Draw conclusions about text and support them with textual evidence and experience.		
3 ELA 4.3.6	Read and follow three- and four-step directions to complete a simple task.		
	<b>WRITING</b>		
3 ELA 5.3.1	Locate, acknowledge, and use at least three sources to write an informative paper.		
3 ELA 5.3.2	Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, stated purpose, and context and that include the date, proper salutation, body, closing, and signature.		
3 ELA 5.3.3	Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot.		
3 ELA 5.3.4	Write responses to literature, drawing upon experiences.		
3 ELA 5.3.5	Write compositions that retell events of a story in sequence.		
3 ELA 5.3.6	Write short expository texts.		
3 ELA 6.3.1	Generate possible ideas for future writing through group activities, such as brainstorming and discussions.		
3 ELA 6.3.2	Organize ideas using graphic organizers, such as a web or Venn diagram.		
3 ELA 6.3.3	Write simple compositions that address a single topic and include supporting sentences.		
3 ELA 6.3.4	Revise drafts, using an established rubric, to improve the coherence and logical progression of ideas.		
3 ELA 6.3.5	Edit for use of standard English.		
3 ELA 6.3.6	Produce writing with voice for given audiences.		
3 ELA 6.3.7	Share writing with others, listen to responses, and consider making revisions to drafts based upon reader responses.		
3 ELA 7.3.1	Identify and correctly use subject/verb agreement and past, present, and future verb tenses in writing simple sentences.		
3 ELA 7.3.2	Demonstrate understanding of and write complete declarative, interrogative, imperative, and exclamatory sentences.		
3 ELA 7.3.3	Use quotation marks in dialogue; punctuate city and state, dates, and titles of books.		
3 ELA 7.3.4	Use rules of capitalization.		
3 ELA 7.3.5	Use correct spelling of words containing affixes, contractions, compounds, and common homophones (e.g., bear-bare).		

Identifier	Nevada - Grade 3 - Language Arts/Reading	Introduced	Completed
3 ELA 7.3.6	Create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence.		
	<b>LISTENING AND SPEAKING</b>		
3 ELA 8.3.1	Retell and explain what has been said by a speaker.		
3 ELA 8.3.2	Listen to connect prior experiences, insights, and ideas to the message of a speaker.		
3 ELA 8.3.3	Recognize that language and sayings reflect regions and cultures.		
3 ELA 8.3.4	Follow three- and four-step oral directions to complete a simple task.		
3 ELA 9.3.1	Use specific vocabulary and apply standard English to communicate ideas.		
3 ELA 9.3.2	Use appropriate public speaking techniques such as volume control and eye contact.		
3 ELA 9.3.3	Present ideas and supporting details in a logical sequence with a beginning, middle, and ending.		
3 ELA 9.3.4	Read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation, and vocal patterns.		
3 ELA 9.3.5	Give clear three- and four-step directions to complete a simple task.		
3 ELA 10.3.1	Speak and listen attentively in conversations and group discussions.		
3 ELA 10.3.2	Ask pertinent questions; respond to questions with relevant details.		
3 ELA 10.3.3	Share ideas and information to complete a task.		
3 ELA 10.3.4	Distinguish between a speaker's opinion and verifiable facts.		
	<b>RESEARCH</b>		
3 ELA 11.3.1	Formulate questions to investigate topics.		
3 ELA 11.3.2	Use a variety of library resources, media, and technology to find information on a topic.		
3 ELA 11.3.3	Give credit for others' ideas, images, and information.		
3 ELA 11.3.4	Organize and record information from print and nonprint resources.		
3 ELA 11.3.5	Present research findings for different purposes and audiences.		

Identifier	Lander - Grade 3 - Language Arts/Reading	Introduced	Completed
3ELA1	<b>WORD KNOWLEDGE—PHONICS, VOCABULARY, SPELLING</b>		
3ELA1.1	Use knowledge of phonics to read fluently and to determine the meaning of unfamiliar words in context		
3ELA1.2	Identify beginning, middle, and ending sounds and syllables		
3ELA1.3	Use knowledge of phonics and structural elements to read fluently and to determine the meaning of unfamiliar words in context		
3ELA1.4	Use knowledge of structural analysis to determine the meaning of words in context		
3ELA1.5	Use knowledge of multiple meaning words, compound words, synonyms, antonyms, homophones, homographs, and content area words to expand vocabulary		
3ELA1.6	Read aloud with fluency, accuracy, appropriate intonation, and expression		
3ELA1.7	Use dictionaries and glossaries to determine the meanings and other features of unknown words		
3ELA1.8	Use patterns to spell correctly		
3ELA1.9	Use structure rules to spell correctly		
3ELA1.10	Use spelling strategies to spell correctly		
3ELA2	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
3ELA2.1	Use pre-reading strategies to improve comprehension		
3ELA2.2	Use self-correcting strategies to gain meaning from text		
3ELA2.3	Recall essential points in text while reading		
3ELA2.4	Make and revise predictions about text and read to verify		
3ELA2.5	Restate facts and details in text to share information and organize ideas		
3ELA2.6	Adjust reading rate to suit difficulty of text		
3ELA2.7	Interpret information in new contexts		
3ELA3	<b>READING COMPREHENSION—LITERATURE</b>		
3ELA3.1	Make inferences about plots, settings, and characters in a variety of works and by a variety of authors		
3ELA3.2	Make inferences about a character's traits and check text for verification		
3ELA3.3	Compare plots, settings, characters, and points of view in a variety of works and by a variety of authors from different cultures and times		
3ELA3.4	Identify and compare themes or messages (including author's purpose) in reading selections		
3ELA3.5	Identify simile, metaphor, onomatopoeia, and hyperbole in text		
3ELA3.6	Read and identify a variety of selections		
3ELA3.7	Demonstrate an active interest in reading		
3ELA3.8	Interpret non-literal language		
3ELA4	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
3ELA4.1	Distinguish essential information from text features to locate information for specific purposes		
3ELA4.2	Distinguish between cause and effect, fact and opinion, main idea and supporting details in text		
3ELA4.3	Ask questions and support answers by connecting prior knowledge with literal and inferential information in text		
3ELA4.4	Draw conclusions about texts and support them with textual evidence and experience		
3ELA4.5	Read and follow three and four-step directions to complete a simple task		
3ELA5	<b>WRITING—COMPOSITION</b>		
3ELA5.1	Locate, acknowledge, and use at least three sources to write an informative paper		
3ELA5.2	Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, state purpose, and context and that include the date, proper salutation, body, closing, and signature		
3ELA5.3	Write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details that develop the plot		
3ELA5.4	Write responses to literature and experiences through the use of journals and learning logs		
3ELA5.5	Write compositions that retell events of a story in sequence		
3ELA6	<b>WRITING—PROCESS</b>		
3ELA6.1	Generate possible ideas for future writing through group activities such as brainstorming and discussions		
3ELA6.2	Organize ideas through activities such as sequencing and classifying		
3ELA6.3	Write simple compositions and persuasive essays that address a single topic and include topic sentences and supporting sentences		
3ELA6.4	Revise drafts, using an established rubric, to improve the coherence and logical progression of ideas		

Identifier	Lander - Grade 3 - Language Arts/Reading	Introduced	Completed
3ELA6.5	Edit for use of standard English		
3ELA6.6	Produce writing with voice for given audiences		
3ELA6.7	Share writing with others, listen to responses, and make revisions to drafts based upon reader responses		
3ELA7	<b>WRITING—MECHANICS</b>		
3ELA7.1	Identify and correctly use grammar in writing sentences		
3ELA7.2	Demonstrate understanding of and write complete declarative, interrogative, imperative, and exclamatory sentences		
3ELA7.3	Use quotation marks in dialogue		
3ELA7.4	Punctuate correctly		
3ELA7.5	Use rules of capitalization		
3ELA7.6	Use correct spelling of words		
3ELA7.7	Create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence		
3ELA8	<b>LISTENING</b>		
3ELA8.1	Retell and explain what has been said by a speaker		
3ELA8.2	Listen to connect prior experiences, insights, and ideas to the message of a speaker		
3ELA8.3	Identify language and sayings that reflect regions and cultures		
3ELA8.4	Follow three- and four-step oral directions to complete a simple task		
3ELA9	<b>SPEAKING</b>		
3ELA9.1	Use specific vocabulary and apply standard English to communicate ideas		
3ELA9.2	Use appropriate public speaking techniques such as volume control and eye contact		
3ELA9.3	Present ideas and supporting details in a logical sequence with a beginning, middle, and ending		
3ELA9.4	Read aloud and recite prose and poetry with fluency, rhythm, pace, and appropriate intonation and vocal patterns		
3ELA9.5	Give clear three- and four-step directions to complete a simple task		
3ELA10	<b>DISCUSSION</b>		
3ELA10.1	Speak and listen attentively in conversations and group discussions		
3ELA10.2	Ask pertinent questions; respond to questions with relevant details		
3ELA10.3	Share ideas and information to complete a task		
3ELA10.4	Distinguish between a speaker's opinion and verifiable facts		
3ELA11	<b>RESEARCH AND STUDY SKILLS</b>		
3ELA11.1	Formulate questions to investigate topics		
3ELA11.2	Use a variety of library resources, media, and technology to find information on a topic		
3ELA11.3	Give credit for others' ideas, images, and information		
3ELA11.4	Organize and record information from print and non-print resources		
3ELA11.5	Present research findings for different purposes and audiences		
3ELA11.6	Use test-taking strategies		

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

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

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



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

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

Identifier	<b>Kamico - Grade 5 - Language Arts/Reading</b>		Introduced	Completed
<b>R 5</b>	<b>READING</b>			
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.		
<b>W 5</b>	<b>WRITING</b>			
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
	<b>READING</b>		
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.		
	<b>WRITING</b>		
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.		
	<b>LISTENING AND SPEAKING</b>		
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.		
	<b>RESEARCH</b>		
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	<b>WORD KNOWLEDGE—PHONICS/STRUCTURAL ANALYSIS, VOCABULARY, SPELLING</b>		
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	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
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	<b>READING COMPREHENSION—LITERATURE</b>		
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	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
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	<b>WRITING—COMPOSITION</b>		
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	<b>WRITING—PROCESS</b>		
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	<b>WRITING—MECHANICS</b>		
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	<b>LISTENING</b>		
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	<b>SPEAKING</b>		
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	<b>DISCUSSION</b>		
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	<b>RESEARCH AND STUDY SKILLS</b>		
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	<b>Kamico - Grade 6 - Language Arts/Reading</b>		Introduced	Completed
<b>R 6</b>	<b>READING</b>			
R 6.1.1A	Vocabulary Development	Draw on experiences to bring meanings to words in context such as interpreting multiple-meaning words and analogies.		
R 6.1.1B	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 6.1.1C	Vocabulary Development	Distinguish denotative and connotative meanings.		
R 6.1.2A	Comprehension	Determine a text's main (or major) ideas and how those ideas are supported with details.		
R 6.1.2B	Comprehension	Paraphrase and summarize text to recall, inform, or organize ideas.		
R 6.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.		
R 6.2.1B	Text Structures/ Literary Concepts	Recognize and analyze story plot, setting, and problem resolution.		
R 6.2.1C	Text Structures/ Literary Concepts	Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism.		
R 6.3.1A	Comprehension	Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.		
R 6.3.1B	Comprehension	Find similarities and differences across texts such as in treatment, scope, or organization.		
R 6.3.1C	Comprehension	Represent text information in different ways such as in outline, time line, or graphic organizer.		
R 6.3.2A	Text Structures/ Literary Concepts	Identify the purposes of different types of texts such as to inform, influence, express, or entertain.		
R 6.3.2B	Text Structures/ Literary Concepts	Compare communication in different forms such as comparing story variants.		
R 6.3.2C	Text Structures/ Literary Concepts	Describe how the author's perspective or point of view affects the text.		
R 6.4.1A	Comprehension	Draw inferences such as conclusions or generalizations and support them with text evidence.		
R 6.4.1B	Comprehension	Distinguish fact and opinion in various texts.		
R 6.4.2A	Literary Response	Support responses by referring to relevant aspects of text.		
R 6.4.2B	Literary Response	Connect, compare, and contrast ideas, themes, and issues across text.		
R 6.4.3A	Text Structures/ Literary Concepts	Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically.		
R 6.4.3B	Text Structures/ Literary Concepts	Recognize how style, tone, and mood contribute to the effect of the text.		
<b>W 6</b>	<b>WRITING</b>			
W 6.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 6.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 6.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 6.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 6.2.1A	Grammar/ Usage	Write in complete sentences, varying the types, such as compound and complex, and use appropriately punctuated dependent clauses.		
W 6.2.1B	Grammar/ Usage	Use conjunctions to connect ideas meaningfully.		
W 6.2.1C	Grammar/ Usage	Use prepositional phrases to elaborate written ideas.		
W 6.2.2A	Writing Process	Edit drafts to ensure varied sentence structure and appropriate word choice.		
W 6.2.2B	Writing Process	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.		
W 6.3.1A	Grammar/ Usage	Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.		
W 6.3.1B	Grammar/ Usage	Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.		
W 6.3.1C	Grammar/ Usage	Use verb tenses appropriately and consistently, such as present, past, future, perfect, and progressive.		
W 6.3.1D	Grammar/ Usage	Write with increasing accuracy when using pronoun case, such as 'He and they joined him.'		
W 6.3.2A	Writing Process	Replace an indefinite reference with a specific noun or noun phrase or replace a vague word or phrase with more precise wording.		
W 6.3.2B	Writing Process	Recognize grammatically correct writing.		
W 6.4.1A	Capitalization/ Punctuation/ Spelling	Capitalize and punctuate correctly to clarify and enhance meaning, such as capitalizing titles and using hyphens, semicolons, colons, possessives, and sentence punctuation.		



Identifier	<b>Kamico - Grade 6 - Language Arts/Reading</b>		Introduced	Completed
W 6.4.1B	Capitalization/ Punctuation/ Spelling	Spell proficiently.		
W 6.4.1C	Capitalization/ Punctuation/ Spelling	Write with increasing accuracy when using apostrophes in contractions, such as doesn't, and possessives, such as Maria's.		
W 6.4.2A	Writing Process	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 6 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
6 ELA 1.6.3	Identify and use the meanings of high frequency Greek- and Latin-derived roots and affixes to determine the meanings of words.		
6 ELA 1.6.4	Use dictionaries and glossaries to verify the meanings of unknown words and phrases, including common foreign expressions, to increase comprehension.		
6 ELA 1.6.5	Identify differences between literal and figurative language in text.		
6 ELA 2.6.1	Develop a plan for reading that includes the determination of purpose, appropriate rate for fiction vs. nonfiction, and related graphic organizers.		
6 ELA 2.6.2	Confirm and deny predictions while reading.		
6 ELA 2.6.3	Identify and explain the relationships between main ideas and supporting details in text.		
6 ELA 2.6.4	Summarize information from several sources.		
6 ELA 2.6.5	Adjust reading rate to suit the structure of content area texts.		
6 ELA 3.6.1	Analyze the influence of setting on characters and on how the problem or conflict is resolved.		
6 ELA 3.6.2	Make logical predictions about characters' actions and plot development based on evidence from the text.		
6 ELA 3.6.3	Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives.		
6 ELA 3.6.4	Compare a variety of themes generated by a single topic.		
6 ELA 3.6.5	Recognize the effect and appropriateness of the rhythm and sounds used by an author in a selection.		
6 ELA 3.6.6	Describe how an author creates mood by choosing words with specific connotations.		
6 ELA 3.6.7	Identify characteristics and elements of various literary forms.		
6 ELA 4.6.1	Identify and use text features such as newspapers, magazines, and editorials to gain meaning.		
6 ELA 4.6.2	Find similarities and differences in a text in the treatment, scope, or organization of ideas.		
6 ELA 4.6.3	Evaluate information from and differentiate between primary and secondary sources.		
6 ELA 4.6.4	Verify information from one source by consulting other sources.		
6 ELA 4.6.5	Evaluate how authors' ideas and purposes shape the content of texts, such as advertisements and public documents.		
6 ELA 4.6.6	Read and follow multistep directions to complete a complex task.		
	<b>WRITING</b>		
6 ELA 5.6.1	Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources and have a distinct beginning, middle, and ending.		
6 ELA 5.6.2	Extract and reformat information into workplace communications, such as lists and memos.		
6 ELA 5.6.3	Write narratives or short stories that include relevant and meaningful dialogue.		
6 ELA 5.6.4	Write responses to literary selections that demonstrate an understanding of character motivation and development.		
6 ELA 5.6.5	Write summaries of nonfiction text such as magazine or newspaper articles.		
6 ELA 5.6.6	Write short expository texts that propose a solution to a problem and offer simple persuasive evidence in support of the solution.		
6 ELA 6.6.1	Generate ideas for writing by responding to visual stimuli such as objects or photographs.		
6 ELA 6.6.2	Use organizing techniques appropriate to the purpose for writing.		
6 ELA 6.6.3	Write paragraphs and compositions with clear transitions between ideas.		
6 ELA 6.6.4	Revise compositions to improve organization and consistency of ideas and to meet the criteria of a rubric.		
6 ELA 6.6.5	Edit for use of standard English.		
6 ELA 6.6.6	Produce writing with a voice that shows awareness of an intended audience and purpose.		
6 ELA 6.6.7	Share final drafts with a designated audience.		
6 ELA 7.6.1	Use correct verb tense consistently in writing.		
6 ELA 7.6.2	Identify and correct fragments and run-on sentences in writing.		
6 ELA 7.6.3	Use semicolons to correct run-on sentences, use colons in business letters, and use apostrophes in contractions and possessives.		
6 ELA 7.6.4	Use rules of capitalization.		
6 ELA 7.6.5	Spell frequently misspelled words correctly (e.g., their/they're/there and you're/your).		
	<b>LISTENING AND SPEAKING</b>		
6 ELA 8.6.1	Identify the tone, mood, and emotion conveyed in both verbal and nonverbal communication.		
6 ELA 8.6.2	Identify effective speaking techniques and develop criteria for evaluating oral presentations.		
6 ELA 8.6.3	Recognize that language usage varies in formal and informal settings.		
6 ELA 8.6.4	Follow multistep oral directions to complete a task.		

Identifier	Nevada - Grade 6 - Language Arts/Reading	Introduced	Completed
6 ELA 9.6.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
6 ELA 9.6.2	Develop and deliver presentations that include media aids appropriate to audience and purpose.		
6 ELA 9.6.3	Organize and deliver a "how to" speech in a logical sequence and incorporate media aids as needed for enhancement.		
6 ELA 9.6.4	Read aloud or recite literary, dramatic, and original works.		
6 ELA 9.6.5	Give organized multistep directions to complete a task.		
6 ELA 10.6.1	Demonstrate active listening skills by participating in conversations and group discussions.		
6 ELA 10.6.2	Ask and answer questions to generate possible solutions to a problem.		
6 ELA 10.6.3	Develop criteria for evaluating effective group participation.		
6 ELA 10.6.4	Evaluate the logic and effectiveness of a speaker's argument(s).		
	<b>RESEARCH</b>		
6 ELA 11.6.1	Formulate a plan for research to answer a focused question.		
6 ELA 11.6.2	Distinguish between information from primary and secondary sources.		
6 ELA 11.6.3	Document research sources in order to prevent plagiarism.		
6 ELA 11.6.4	Record information using note-taking and organizational formats.		
6 ELA 11.6.5	Present research findings using written text or media.		

Identifier	Lander - Grade 6 - Language Arts/Reading	Introduced	Completed
6ELA1	<b>WORD KNOWLEDGE</b>		
6ELA1.1	Apply high-frequency spelling rules in writing		
6ELA1.2	Recognize and correctly spell homonyms		
6ELA1.3	Recognize multiple-meaning words		
6ELA1.4	Use word parts to determine word meaning		
6ELA1.5	Use context clues to determine word meaning		
6ELA1.6	Apply knowledge of connotation and denotation to make appropriate word choices		
6ELA1.7	Identify differences between literal and figurative language		
6ELA2	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
6ELA2.1	Use the eight parts of speech in writing		
6ELA2.2	Write using standard English grammar, usage, and mechanics		
6ELA3	<b>WRITING</b>		
6ELA3.1	Apply the five stages of the writing process		
6ELA3.2	Apply the analytic writing traits assessed by the Nevada State Proficiency Exam in writing		
6ELA3.3	Write compositions in the descriptive, narrative, expository, and persuasive modes		
6ELA3.4	Write responses to literary selections that demonstrate an understanding of character motivation and development		
6ELA3.5	Compose various letters for business and personal use		
6ELA3.6	Write with clarity and express ideas concisely		
6ELA4	<b>LITERATURE/INFORMATIONAL TEXT</b>		
6ELA4.1	Apply reading process skills and strategies		
6ELA4.2	Read and respond to various literary forms		
6ELA4.3	Identify characteristics and elements of various literary forms		
6ELA4.4	Use evidence from a story to support inferences about a character		
6ELA4.5	Compare a variety of themes generated by a single topic		
6ELA4.6	Identify elements of informational media		
6ELA4.7	Identify purpose or viewpoint		
6ELA4.8	Read and follow multi-step directions		
6ELA5	<b>RESEARCH</b>		
6ELA5.1	Narrow subjects into topics and formulate research questions		
6ELA5.2	Select pertinent information from a variety of sources		
6ELA5.3	Record information using note-taking and organizational formats		
6ELA5.4	Evaluate information from and differentiate between primary and secondary sources		
6ELA5.5	Document research sources according to a given format		
6ELA5.6	Present research findings using written text and/or media		
6ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
6ELA6.1	Speak and listen cooperatively		
6ELA6.2	Identify effective speaking techniques		
6ELA6.3	Ask and answer questions to generate possible solutions to a problem		
6ELA6.4	Develop, deliver, and evaluate oral presentations		
6ELA6.5	Follow multi-step oral directions		
6ELA6.6	Give multi-step directions to complete a task		
6ELA6.7	Organize information for a variety of purposes		
6ELA6.8	Practice test-taking strategies		
6ELA7	<b>WORD KNOWLEDGE</b>		
6ELA7.1	Use word parts to determine word meaning		
6ELA7.2	Use context clues to determine word meaning		
6ELA7.3	Identify differences between literal and figurative language in text		
6ELA8	<b>THE READING PROCESS</b>		
6ELA8.1	Apply reading process skills and strategies to literature and informational text		
6ELA8.2	Differentiate between main ideas and supporting details		
6ELA8.3	Summarize information from several sources		
6ELA8.4	Interpret non-literal language		

Identifier	Lander - Grade 6 - Language Arts/Reading	Introduced	Completed
6ELA9	<b>LITERATURE</b>		
6ELA9.1	Identify the characteristics and elements of various literary forms		
6ELA9.2	Read and respond to various forms of literature		
6ELA9.3	Describe how an author creates mood by choosing words with specific connotations		
6ELA9.4	Compare a variety of themes generated by a single topic		
6ELA10	<b>INFORMATIONAL TEXT</b>		
6ELA10.1	Identify and use text features to gain meaning		
6ELA10.2	Find similarities and differences in a text in the treatment, scope, or organization of ideas		
6ELA10.3	Evaluate how authors' ideas and purposes shape the content of texts		
6ELA10.4	Analyze the historical and cultural perspective of nonfiction		
6ELA10.5	Follow multi-step written directions to complete a task		
6ELA10.6	Practice interpreting maps, charts, and graphs		
6ELA10.7	Draw conclusions or make inferences		
6ELA10.8	Interpret information in new contexts		
6ELA10.9	Understand stated information (main ideas and details)		
6ELA10.10	Identify purpose or viewpoint		
6ELA10.11	Practice real-life reading skills		
6ELA10.12	Read independently to gather information		
6ELA11	<b>THE WRITING PROCESS</b>		
6ELA11.1	Apply the five stages of the writing process		
6ELA11.2	Analyze the influence of setting on characters		
6ELA11.3	Compare works of literature from the same historical period		
6ELA11.4	Write responses to literary selections		
6ELA11.5	Write summaries of nonfiction text		
6ELA11.6	Write with clarity and express ideas concisely		
6ELA12	<b>THE RESEARCH PROCESS</b>		
6ELA12.1	Formulate a plan for research to answer a focused question		
6ELA12.2	Differentiate and evaluate information from primary and secondary sources		
6ELA12.3	Document research sources according to a given format		
6ELA12.4	Record information using note-taking and organizational formats		
6ELA12.5	Present research findings using written text and/or media		
6ELA13	<b>COMMUNICATION/STUDY SKILLS</b>		
6ELA13.1	Speak and listen cooperatively		
6ELA13.2	Ask and answer questions to generate possible solutions to a problem		
6ELA13.3	Practice active listening skills		
6ELA13.4	Evaluate oral presentations		
6ELA13.5	Follow multi-step oral directions		
6ELA13.6	Apply techniques to aid memory		
6ELA13.7	Apply test-taking strategies		

Identifier	<b>Kamico - Grade 7 - Language Arts/Reading</b>		Introduced	Completed
<b>R 7</b>	<b>READING</b>			
R 7.1.1A	Word Identification	Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes.		
R 7.1.2A	Vocabulary Development	Draw on experiences to bring meanings to words in context such as interpreting figurative language, multiple-meaning words, and analogies.		
R 7.1.2B	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 7.1.2C	Vocabulary Development	Distinguish denotative and connotative meanings.		
R 7.1.3A	Comprehension	Determine a text's main (or major) ideas and how those ideas are supported with details.		
R 7.1.3B	Comprehension	Paraphrase and summarize text to recall, inform, or organize ideas.		
R 7.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.		
R 7.2.1B	Text Structures/ Literary Concepts	Recognize and analyze story plot, setting, and problem resolution.		
R 7.2.1C	Text Structures/ Literary Concepts	Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism.		
R 7.3.1A	Comprehension	Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.		
R 7.3.1B	Comprehension	Find similarities and differences across texts such as in treatment, scope, or organization.		
R 7.3.1C	Comprehension	Represent text information in different ways such as in outline, time line, or graphic organizer.		
R 7.3.2A	Text Structures/ Literary Concepts	Identify the purposes of different types of texts such as to inform, influence, express, or entertain.		
R 7.3.2B	Text Structures/ Literary Concepts	Compare communication in different forms such as comparing story variants.		
R 7.3.2C	Text Structures/ Literary Concepts	Describe how the author's perspective or point of view affects the text.		
R 7.4.1A	Comprehension	Draw inferences such as conclusions or generalizations and support them with text evidence.		
R 7.4.1B	Comprehension	Distinguish fact and opinion in various texts.		
R 7.4.2A	Literary Response	Support responses by referring to relevant aspects of text.		
R 7.4.2B	Literary Response	Connect, compare, and contrast ideas, themes, and issues across text.		
R 7.4.3A	Text Structures/ Literary Concepts	Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically.		
R 7.4.3B	Text Structures/ Literary Concepts	Recognize how style, tone, and mood contribute to the effect of the text.		
<b>W 7</b>	<b>WRITING</b>			
W 7.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 7.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 7.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 7.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 7.2.1A	Grammar/ Usage	Write in complete sentences, varying the types, such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses.		
W 7.2.1B	Grammar/ Usage	Use conjunctions to connect ideas meaningfully.		
W 7.2.1C	Grammar/ Usage	Use prepositional phrases to elaborate written ideas.		
W 7.2.2A	Writing Processes	Edit drafts to ensure varied sentence structure and appropriate word choice.		
W 7.2.2B	Writing Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.		
W 7.3.1A	Grammar/ Usage	Employ Standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.		
W 7.3.1B	Grammar/ Usage	Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.		
W 7.3.1C	Grammar/ Usage	Use verb tenses appropriately and consistently, such as present, past, future, perfect, and progressive.		
W 7.3.1D	Grammar/ Usage	Write with increasing accuracy when using pronoun case, such as 'She had the party.'		

Identifier	<b>Kamico - Grade 7 - Language Arts/Reading</b>		Introduced	Completed
W 7.3.2A	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 7.3.2B	Writing Processes	Recognize grammatically correct writing.		
W 7.4.1A	Capitalization/ Punctuation/ Spelling	Capitalize and punctuate correctly to clarify and enhance meaning, such as capitalizing titles and using hyphens, semicolons, colons, possessives, and sentence punctuation.		
W 7.4.1B	Capitalization/ Punctuation/ Spelling	Spell proficiently.		
W 7.4.1C	Capitalization/ Punctuation/ Spelling	Write with increasing accuracy when using apostrophes in contractions, such as won't, and possessives, such as Smith's.		
W 7.4.2A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 7 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
7 ELA 1.7.3	Apply Greek- and Latin-derived roots and affixes to determine the meaning of unknown words.		
7 ELA 1.7.4	Apply appropriate strategies to aid comprehension.		
7 ELA 1.7.5	Explain differences between literal and figurative language in text.		
7 ELA 2.7.1	Determine techniques for building background knowledge to aid comprehension.		
7 ELA 2.7.2	Confirm, deny, and revise predictions while reading.		
7 ELA 2.7.3	Make inferences from text to aid comprehension.		
7 ELA 2.7.4	Apply appropriate strategies to aid comprehension.		
7 ELA 2.7.5	Adjust reading rate to suit the structure of content area texts, newspapers, and other media.		
7 ELA 3.7.1	Distinguish between main plot and subplot and identify various types of conflict.		
7 ELA 3.7.2	Compare and contrast the actions of different characters as they react to various circumstances of the plot.		
7 ELA 3.7.3	Make inferences supported by text about an author's cultural and historical perspectives.		
7 ELA 3.7.4	Compare a variety of themes and cite textual evidence to support claims.		
7 ELA 3.7.5	Interpret examples of imagery and explain their sensory impact.		
7 ELA 3.7.6	Determine the effects of an author's use of point of view such as first vs. third, limited vs. omniscient, and subjective vs. objective.		
7 ELA 3.7.7	Identify characteristics and elements of various literary forms.		
7 ELA 4.7.1	Compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information, instructional manuals) to gain meaning from text.		
7 ELA 4.7.2	Identify and trace the development of an author's argument, viewpoint, or perspective in text.		
7 ELA 4.7.3	Paraphrase and synthesize information from several sources to demonstrate comprehension.		
7 ELA 4.7.4	Assess the reasonableness and adequacy of the evidence used to support an author's position.		
7 ELA 4.7.5	Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts.		
7 ELA 4.7.6	Read and follow multistep directions to complete a complex task.		
	<b>WRITING</b>		
7 ELA 5.7.1	Write informative papers that have a structured beginning, middle, and conclusion and draw upon a variety of sources.		
7 ELA 5.7.2	Convert text into visual formats, such as charts and graphs for a specific audience and purpose.		
7 ELA 5.7.3	Write narratives or short stories that include appropriate transitional words or phrases.		
7 ELA 5.7.4	Write responses to literary selections that demonstrate an understanding of theme supported by examples from the text.		
7 ELA 5.7.5	Write summaries of procedures such as a science lab experiment or an explanation of how to solve a math problem.		
7 ELA 5.7.6	Write position papers with a clear beginning, middle, and ending that offer persuasive evidence in support of the position.		
7 ELA 6.7.1	Generate ideas for writing by responding to stimuli such as current events and magazine articles.		
7 ELA 6.7.2	Select and use organizing techniques appropriate to the purpose for writing.		
7 ELA 6.7.3	Write compositions that focus on a main topic supported by relevant examples, anecdotes, and/or details.		
7 ELA 6.7.4	Revise writing to improve organization and word choice, to check the logic of the ideas and the precision of the vocabulary, and to meet the criteria of a rubric.		
7 ELA 6.7.5	Edit for use of standard English.		
7 ELA 6.7.6	Produce writing with a voice that addresses an intended audience and purpose.		
7 ELA 6.7.7	Share final drafts with a designated audience.		
7 ELA 7.7.1	Use correct verb tense and subject/verb agreement in writing.		
7 ELA 7.7.2	Use varied sentence structure in writing.		
7 ELA 7.7.3	Identify and correctly use hyphens and parentheses; use correct punctuation in complex sentences.		
7 ELA 7.7.4	Use rules of capitalization.		
7 ELA 7.7.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		
7 ELA 8.7.1	Interpret a speaker's verbal and nonverbal messages and identify the main ideas.		
7 ELA 8.7.2	Determine a speaker's attitude toward the subject by evaluating the use of speaking techniques.		
7 ELA 8.7.3	Recognize colloquialisms and jargon as reflections of contexts, regions, and cultures.		
7 ELA 8.7.4	Follow multistep oral directions to complete a task.		
7 ELA 9.7.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		



Identifier	Nevada - Grade 7 - Language Arts/Reading	Introduced	Completed
7 ELA 9.7.2	Develop and deliver presentations that integrate appropriate public speaking techniques and media aids.		
7 ELA 9.7.3	Organize and deliver a persuasive speech appropriate to audience and purpose.		
7 ELA 9.7.4	Read aloud or recite literary, dramatic, and original works.		
7 ELA 9.7.5	Give clear and concise multistep directions to complete a task.		
7 ELA 10.7.1	Provide constructive feedback when participating in conversations and group discussions.		
7 ELA 10.7.2	Distinguish between relevant and irrelevant information offered in support of an opinion.		
7 ELA 10.7.3	Participate in discussions in a variety of formats such as committees, panels, and debates.		
7 ELA 10.7.4	Develop logical arguments in support of opinions.		
	<b>RESEARCH</b>		
7 ELA 11.7.1	Formulate questions and statements of purpose to guide cross-curricular research.		
7 ELA 11.7.2	Locate and use primary and secondary sources to investigate a research question.		
7 ELA 11.7.3	Document research sources using a given format.		
7 ELA 11.7.4	Record information using a self-selected note-taking or organizational strategy.		
7 ELA 11.7.5	Organize and present research findings using written text and/or media.		

Identifier	Lander - Grade 7 - Language Arts/Reading	Introduced	Completed
7ELA1	<b>WORD KNOWLEDGE</b>		
7ELA1.1	Apply high-frequency spelling rules in writing		
7ELA1.2	Recognize multiple-meaning words		
7ELA1.3	Use word parts to determine word meaning		
7ELA1.4	Use context clues to determine word meaning		
7ELA1.5	Explain differences between literal and figurative language		
7ELA2	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
7ELA2.1	Use the eight parts of speech in writing		
7ELA2.2	Write using standard English grammar, usage, and mechanics		
7ELA3	<b>THE READING PROCESS</b>		
7ELA3.1	Apply reading process skills and strategies to aid comprehension		
7ELA3.2	Confirm, deny, and revise predictions while reading		
7ELA3.3	Make inferences from text		
7ELA3.4	Read and respond to various types of literature		
7ELA4	<b>LITERATURE</b>		
7ELA4.1	Identify the characteristics and elements of various literary forms		
7ELA4.2	Identify stages of plot development		
7ELA4.3	Distinguish between main plot and subplot		
7ELA4.4	Identify various types of conflict		
7ELA4.5	Determine the effects of an author's use of point of view		
7ELA4.6	Compare a variety of themes and cite textual evidence as support		
7ELA5	<b>INFORMATIONAL TEXT</b>		
7ELA5.1	Identify and use text features to gain meaning		
7ELA5.2	Identify main idea and differentiate from the supporting evidence or details		
7ELA5.3	Interpret information in new contexts		
7ELA5.4	Find similarities and differences in a text in the treatment, scope, or organization of ideas		
7ELA5.5	Evaluate how authors' ideas and purposes shape the content of texts		
7ELA5.6	Identify and trace the development of an author's viewpoint in text		
7ELA5.7	Assess the adequacy of evidence used to support an author's position		
7ELA5.8	Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts		
7ELA5.9	Analyze the historical and cultural perspective of nonfiction		
7ELA5.10	Follow multi-step written directions to complete a task		
7ELA5.11	Practice interpreting maps, charts, and graphs		
7ELA5.12	Practice real-life reading skills		
7ELA5.13	Read independently to gather information		
7ELA6	<b>THE WRITING PROCESS</b>		
7ELA6.1	Apply the five stages of the writing process		
7ELA6.2	Compare and contrast the actions of different characters		
7ELA6.3	Make inferences supported by text about an author's cultural and historical perspectives		
7ELA6.4	Compare and contrast features of consumer materials		
7ELA6.5	Write responses to literary selections		
7ELA6.6	Write responses to literature that demonstrate an understanding of theme		
7ELA6.7	Write summaries of nonfiction text		
7ELA6.8	Write with clarity and express ideas concisely		
7ELA6.9	Apply the analytic writing traits assessed by the Nevada State Proficiency Exam in writing		
7ELA6.10	Write compositions in the descriptive, narrative, expository, and persuasive modes		
7ELA6.11	Compose various letters for business and personal use		
7ELA7	<b>THE RESEARCH PROCESS</b>		
7ELA7.1	Formulate a plan for research to answer a focused question		
7ELA7.2	Locate and use primary and secondary sources		
7ELA7.3	Distinguish between information from primary and secondary sources		
7ELA7.4	Paraphrase and synthesize information from several sources		

Identifier	<b>Lander - Grade 7 - Language Arts/Reading</b>	Introduced	Completed
7ELA7.5	Record information using note-taking and organizational formats		
7ELA7.6	Document research sources according to a given format		
7ELA7.7	Present research findings using written text and/or media		
<b>7ELA8</b>	<b>COMMUNICATION/STUDY SKILLS</b>		
7ELA8.1	Speak and listen cooperatively		
7ELA8.2	Practice active listening skills		
7ELA8.3	Distinguish relevant information to support an opinion		
7ELA8.4	Develop logical arguments in support of opinions		
7ELA8.5	Evaluate effective speaking techniques		
7ELA8.6	Organize and deliver a persuasive speech appropriate to audience and purpose		
7ELA8.7	Evaluate oral presentations		
7ELA8.8	Follow multi-step oral directions		
7ELA8.9	Give clear and concise multi-step directions to complete a task		
7ELA8.10	Apply techniques to aid memory		
7ELA8.11	Practice test-taking strategies		
7ELA8.12	Apply test-taking strategies		

Identifier	<b>Kamico - Grade 8 - Language Arts/Reading</b>		Introduced	Completed
<b>R 8</b>	<b>READING</b>			
R 8.1.1A	Word Identification	Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes.		
R 8.1.2A	Vocabulary Development	Draw on experiences to bring meanings to words in context such as interpreting multiple-meaning words and analogies.		
R 8.1.2B	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 8.1.2C	Vocabulary Development	Distinguish denotative and connotative meanings.		
R 8.1.3A	Comprehension	Determine a text's main (or major) ideas and how those ideas are supported with details.		
R 8.1.3B	Comprehension	Paraphrase and summarize text to recall, inform, or organize ideas.		
R 8.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.		
R 8.2.1B	Text Structures/ Literary Concepts	Recognize and analyze story plot, setting, and problem resolution.		
R 8.2.1C	Text Structures/ Literary Concepts	Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism.		
R 8.3.1A	Comprehension	Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.		
R 8.3.1B	Comprehension	Find similarities and differences across texts such as in treatment, scope, or organization.		
R 8.3.1C	Comprehension	Represent text information in different ways such as in outline, time line, or graphic organizer.		
R 8.3.2A	Text Structures/ Literary Concepts	Identify the purposes of different types of texts such as to inform, influence, express, or entertain.		
R 8.3.2B	Text Structures/ Literary Concepts	Compare communication in different forms such as comparing story variants.		
R 8.3.2C	Text Structures/ Literary Concepts	Describe how the author's perspective or point of view affects the text.		
R 8.4.1A	Comprehension	Draw inferences such as conclusions or generalizations and support them with text evidence.		
R 8.4.1B	Comprehension	Distinguish fact and opinion in various texts.		
R 8.4.2A	Literary Response	Support responses by referring to relevant aspects of text.		
R 8.4.2B	Literary Response	Connect, compare, and contrast ideas, themes, and issues across text.		
R 8.4.3A	Text Structures/ Literary Concepts	Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically.		
R 8.4.3B	Text Structures/ Literary Concepts	Recognize how style, tone, and mood contribute to the effect of the text.		
<b>W 8</b>	<b>WRITING</b>			
W 8.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 8.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 8.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 8.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 8.2.1A	Grammar/ Usage	Write in complete sentences, varying the types, such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses.		
W 8.2.1B	Grammar/ Usage	Use conjunctions to connect ideas meaningfully.		
W 8.2.1C	Grammar/ Usage	Use prepositional phrases to elaborate written ideas.		
W 8.2.2A	Processes	Edit drafts to ensure varied sentence structure and appropriate word choice.		
W 8.2.2B	Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.		
W 8.3.1A	Grammar/ Usage	Employ Standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.		
W 8.3.1B	Grammar/ Usage	Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.		
W 8.3.1C	Grammar/ Usage	Use verb tenses appropriately and consistently, such as present, past, future, perfect, and progressive.		
W 8.3.1D	Grammar/ Usage	Write with increasing accuracy when using pronoun case, such as 'She stepped between them and us.'		
W 8.3.2A	Processes	Replace an indefinite reference with a specific noun or noun phrase, a vague word or phrase with more precise wording, or wording that is too informal with more appropriate wording.		
W 8.3.2B	Processes	Recognize grammatically correct writing.		

Identifier	<b>Kamico - Grade 8 - Language Arts/Reading</b>		Introduced	Completed
W 8.4.1A	Capitalization/ Punctuation/ Spelling	Capitalize and punctuate correctly to clarify and enhance meaning, such as capitalizing titles and using hyphens, semicolons, colons, possessives, and sentence punctuation.		
W 8.4.1B	Capitalization/ Punctuation/ Spelling	Spell proficiently.		
W 8.4.1C	Capitalization/ Punctuation/ Spelling	Write with increasing accuracy when using apostrophes in contractions, such as doesn't, and possessives, such as Texas's.		
W 8.4.2A	Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 8 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
8 ELA 1.8.3	Apply knowledge of Greek- and Latin-derived roots and affixes to determine the meaning of unknown words and to increase vocabulary.		
8 ELA 1.8.4	Apply knowledge of word origins, roots, structures, and context clues, as well as use dictionaries and glossaries, to comprehend new words in text.		
8 ELA 1.8.5	Analyze idioms, analogies, metaphors, and similes to infer literal and figurative meaning.		
8 ELA 2.8.1	Apply and analyze the use of appropriate prereading strategies that enhance comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.		
8 ELA 2.8.2	Choose reading strategies and self-correct to enhance comprehension.		
8 ELA 2.8.3	Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.		
8 ELA 2.8.4	Use outlines, maps, and graphic organizers to aid comprehension.		
8 ELA 2.8.5	Adjust reading rate to match purpose, task, and text difficulty.		
8 ELA 3.8.1	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.		
8 ELA 3.8.2	Make inferences and predictions supported by the text regarding the motives of characters and consequences of action.		
8 ELA 3.8.3	Explain an author's viewpoint and message in relation to the historical and cultural context of the author or work.		
8 ELA 3.8.4	Distinguish theme from topic, identify possible themes, and pinpoint recurring themes in several selections, citing textual evidence to support claims.		
8 ELA 3.8.5	Analyze ways authors use imagery, figurative language, and sound to elicit reader response.		
8 ELA 3.8.6	Compare stylistic elements among texts to determine effects of author choices.		
8 ELA 3.8.7	Compare characteristics and elements of various literary forms, including short stories, poetry, essays, plays, speeches, and novels.		
8 ELA 4.8.1; 4.8.2	Use knowledge of text features and common expository structures such as cause/effect and comparison/contrast to comprehend text.		
8 ELA 4.8.3	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.		
8 ELA 4.8.4	Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas.		
8 ELA 4.8.5	Summarize authors' ideas and information in texts, including advertisements and public documents.		
8 ELA 4.8.6	Read and follow multistep directions to complete a complex task.		
	<b>WRITING</b>		
8 ELA 5.8.1	Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples, and details from a variety of sources.		
8 ELA 5.8.2	Write career and workplace communications, such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs.		
8 ELA 5.8.3	Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.		
8 ELA 5.8.4	Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.		
8 ELA 5.8.5	Write summaries that present main ideas and key supporting information.		
8 ELA 5.8.6	Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counterarguments.		
8 ELA 6.8.1	Generate ideas for writing by using a variety of strategies such as interviewing; discussing with peers; or responding to literature, film, art, and other media.		
8 ELA 6.8.2	Use organizing techniques appropriate to the purpose for writing.		
8 ELA 6.8.3	Write coherent compositions with a controlling impression or thesis statement.		
8 ELA 6.8.4	Revise writing, using given criteria, such as rubrics or feedback from others, to improve word choice, organization, and point of view.		
8 ELA 6.8.5	Edit for use of standard English.		
8 ELA 6.8.6	Produce writing with a voice that is expressive and appropriate to audience and purpose.		
8 ELA 6.8.7	Share final drafts with a designated audience.		
8 ELA 7.8.1	Apply the rules of usage and grammar such as subject/verb agreement, pronoun/antecedent agreement, and verb tense usage in writing.		
8 ELA 7.8.2	Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.		
8 ELA 7.8.3	Use internal and external punctuation correctly.		
8 ELA 7.8.4	Use rules of capitalization.		
8 ELA 7.8.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		

Identifier	Nevada - Grade 8 - Language Arts/Reading	Introduced	Completed
8 ELA 8.8.1	Identify and paraphrase a speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about content and purpose of oral presentations.		
8 ELA 8.8.2	Evaluate content and delivery of oral presentations using given criteria and provide constructive feedback.		
8 ELA 8.8.3	Analyze how dialects associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles.		
8 ELA 8.8.4	Follow multistep oral directions to complete a complex task.		
8 ELA 9.8.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
8 ELA 9.8.2	Select and use vocabulary and public speaking techniques appropriate to audience and purpose.		
8 ELA 9.8.3	Organize and deliver impromptu and planned presentations appropriate to audience and purpose.		
8 ELA 9.8.4	Read aloud or recite literary, dramatic, and original works.		
8 ELA 9.8.5	Give clear and concise multistep directions to complete a complex task.		
8 ELA 10.8.1	Participate in conversations and group discussions as active listeners who provide constructive feedback.		
8 ELA 10.8.2	Ask for and provide specific evidence in support of an opinion.		
8 ELA 10.8.3	Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.		
8 ELA 10.8.4	Express supported opinions while considering divergent viewpoints.		
	<b>RESEARCH</b>		
8 ELA 11.8.1	Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics.		
8 ELA 11.8.2	Locate and select relevant information from multiple primary and secondary sources.		
8 ELA 11.8.3	Document research sources using a given format.		
8 ELA 11.8.4	Record information using a variety of note-taking and organizational strategies.		
8 ELA 11.8.5	Organize and present research findings using appropriate media.		

Identifier	Lander - Grade 8 - Language Arts/Reading	Introduced	Completed
8ELA1	<b>WORD KNOWLEDGE</b>		
8ELA1.1	Apply high-frequency spelling rules in writing		
8ELA1.2	Recognize multiple-meaning words		
8ELA1.3	Use word parts to determine word meaning		
8ELA1.4	Use context clues to determine word meaning		
8ELA1.5	Analyze idioms, analogies, metaphors, and similes		
8ELA2	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
8ELA2.1	Use the eight parts of speech in writing		
8ELA2.2	Write using standard English grammar, usage, and mechanics		
8ELA3	<b>WRITING</b>		
8ELA3.1	Apply the five stages of the writing process		
8ELA3.2	Apply the analytic writing traits assessed by the Nevada State Proficiency Exam in writing		
8ELA3.3	Write compositions in the descriptive, narrative, expository, and persuasive modes		
8ELA3.4	Write responses to literary selections that demonstrate an understanding of the work		
8ELA3.5	Compose various letters for business and personal use		
8ELA3.6	Write with clarity and express ideas concisely		
8ELA4	<b>LITERATURE/INFORMATIONAL TEXT</b>		
8ELA4.1	Apply reading process skills and strategies to aid comprehension		
8ELA4.2	Read and respond to various literary forms		
8ELA4.3	Evaluate elements of various literary forms		
8ELA4.4	Compare characteristics and elements of various literary forms		
8ELA4.5	Analyze the use of imagery, figurative language, and sound		
8ELA4.6	Assess the accuracy and adequacy of evidence that supports authors' ideas		
8ELA4.7	Read and follow multi-step directions		
8ELA5	<b>RESEARCH</b>		
8ELA5.1	Formulate questions and statements of purpose to guide cross-curricular research		
8ELA5.2	Locate and select relevant information from multiple primary and secondary sources		
8ELA5.3	Paraphrase and synthesize information from several sources		
8ELA5.4	Record information using note-taking and organizational strategies		
8ELA5.5	Document research sources according to a given format		
8ELA5.6	Present research findings using written text and appropriate media		
8ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
8ELA6.1	Practice effective speaking techniques		
8ELA6.2	Organize and deliver a planned presentation appropriate to audience and purpose		
8ELA6.3	Apply active listening skills		
8ELA6.4	Follow multi-step directions		
8ELA6.5	Give clear and concise multi-step directions to complete a complex task		
8ELA6.6	Ask for and provide specific evidence in support of an opinion		
8ELA6.7	Practice and apply study strategies and memory skills		
8ELA6.8	Practice test-taking strategies		



Identifier	<b>Kamico - Grade 9 - Language Arts/Reading</b>		Introduced	Completed
<b>R 9</b>	<b>READING</b>			
R 9.1.1A	Word Identification/ Vocabulary Development	Rely on context to determine meanings of words and phrases such as figurative language, multiple-meaning words, and technical vocabulary.		
R 9.1.1B	Word Identification/ Vocabulary Development	Apply meanings of prefixes, roots, and suffixes in order to comprehend.		
R 9.1.1C	Word Identification/ Vocabulary Development	Use reference material such as glossary, dictionary, and thesaurus to determine precise meanings and usage.		
R 9.1.1D	Word Identification/ Vocabulary Development	Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.		
R 9.1.2A	Comprehension	Identify main ideas and their supporting details.		
R 9.1.2B	Comprehension	Summarize texts.		
R 9.1.3A	Variety of Texts	Read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, and memoranda.		
R 9.2.1A	Literary Response	Use elements of text to defend responses and interpretations.		
R 9.2.2A	Literary Concepts	Recognize the theme (general observation about life or human nature) within a text.		
R 9.2.2B	Literary Concepts	Analyze the relevance of setting and time frame to text's meaning.		
R 9.2.2C	Literary Concepts	Analyze characters and identify time and point of view.		
R 9.2.2D	Literary Concepts	Identify basic conflicts.		
R 9.2.2E	Literary Concepts	Analyze the development of plot in narrative text.		
R 9.2.2F	Literary Concepts	Recognize and interpret important symbols and other literary techniques.		
R 9.2.2G	Literary Concepts	Recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning.		
R 9.2.2H	Literary Concepts	Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.		
R 9.3.1A	Comprehension	Analyze text structures such as compare and contrast, cause and effect, and chronological ordering.		
R 9.3.1B	Comprehension	Draw inferences such as conclusions, generalizations, and predictions and support them from text.		
R 9.3.2A	Variety of Texts	Interpret the possible influences of the historical context on a literary work.		
R 9.3.3A	Literary Response	Use elements of text to defend responses and interpretations.		
R 9.3.4A	Analysis/ Evaluation	Analyze characteristics of text, including its structure, word choices, and intended audience.		
R 9.3.4B	Analysis/ Evaluation	Evaluate the credibility of information sources and determine the writer's motives.		
R 9.3.4C	Analysis/ Evaluation	Analyze text to evaluate the logical argument.		
R 9.3.4D	Analysis/ Evaluation	Analyze texts such as editorials and advertisements for bias and use of common persuasive techniques.		
R 9.3.5A	Viewing/ Representing/ Interpretation	Analyze relationships and ideas as represented in various media.		
R 9.3.5B	Viewing/ Representing/ Interpretation	Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.		
R 9.3.6A	Viewing/ Representing/ Analysis	Deconstruct media to get the main idea of the message's content.		
R 9.3.6B	Viewing/ Representing/ Analysis	Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.		
<b>W 9</b>	<b>WRITING</b>			
W 9.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 9.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 9.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 9.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 9.2.1A	Writing Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text and edit drafts to ensure appropriate word choice.		
W 9.2.2A	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows correct use of the conventions of punctuation and capitalization.		
W 9.2.2B	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows accurate spelling.		
W 9.2.2C	Grammar/ Usage/ Conventions/ Spelling	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.		
W 9.2.2D	Grammar/ Usage/ Conventions/ Spelling	Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.		
W 9.2.2E	Grammar/ Usage/ Conventions/ Spelling	Recognize a sentence with correct grammar, capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 9 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
9 ELA 1.12.3	Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.		
9 ELA 1.12.4	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.		
9 ELA 1.12.5	Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.		
9 ELA 2.12.1	Refine prereading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.		
9 ELA 2.12.2	Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.		
9 ELA 2.12.3	Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.		
9 ELA 3.12.1	Analyze characters, plots, setting, themes, and points of view in any given piece of literature.		
9 ELA 3.12.2	Make inferences supported by the text regarding characters, plots, settings, and themes.		
9 ELA 3.12.3	Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature.		
9 ELA 3.12.4	Use textual evidence to analyze the theme or meaning of a selection.		
9 ELA 3.12.5	Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.		
9 ELA 3.12.6	Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.		
9 ELA 3.12.7	Analyze the effects of an author's choice of literary form.		
9 ELA 4.12.1; 4.12.2	Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.		
9 ELA 4.12.3	Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.		
9 ELA 4.12.4	Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.		
9 ELA 4.12.5	Analyze how historical and cultural contexts influence the content and validity of informational texts.		
9 ELA 4.12.6	Read and apply multistep directions to perform complex procedures and tasks.		
	<b>WRITING</b>		
9 ELA 5.12.1	Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.		
9 ELA 5.12.2	Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.		
9 ELA 5.12.3	Write reflective texts that draw comparisons between specific incidents and broader themes.		
9 ELA 5.12.4	Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.		
9 ELA 5.12.5	Write summaries or abstracts that distill large amounts of information into clear, concise prose.		
9 ELA 5.12.6	Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.		
9 ELA 6.12.1	Generate ideas for writing by selecting appropriate prewriting strategies with attention to audience, purpose, and personal style.		
9 ELA 6.12.2	Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.		
9 ELA 6.12.3	Write compositions that present complex ideas in a sustained and compelling manner.		
9 ELA 6.12.4	Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.		
9 ELA 6.12.5	Edit for use of standard English.		
9 ELA 6.12.7	Share final drafts with a designated audience.		
9 ELA 7.12.1	Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.		
9 ELA 7.12.2	Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.		
9 ELA 7.12.3	Use rules of punctuation; manipulate conventions for emphasis in writing.		
9 ELA 7.12.4	Use rules of capitalization.		
9 ELA 7.12.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		
9 ELA 8.12.1	Summarize and evaluate communications that inform, persuade, and entertain.		
9 ELA 8.12.2	Create and apply criteria for evaluating content and delivery of oral and multimedia presentations.		
9 ELA 8.12.3	Analyze the effects of language and dialect on audience response.		
9 ELA 9.12.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
9 ELA 9.12.2	Make formal oral or multimedia presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.		

Identifier	Nevada - Grade 9 - Language Arts/Reading	Introduced	Completed
9 ELA 9.12.3	Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.		
9 ELA 9.12.4	Read aloud or recite literary, dramatic, and original works.		
9 ELA 10.12.1	Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.		
9 ELA 10.12.2	Negotiate to arrive at consensus by proposing and examining possible options.		
9 ELA 10.12.3	Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.		
9 ELA 10.12.4	Justify a position using logic and refuting opposing viewpoints.		
	<b>RESEARCH</b>		
9 ELA 11.12.1	Formulate cross-curricular research questions and use an appropriate research design to gather information.		
9 ELA 11.12.2	Evaluate possible sources of information for credibility and usefulness.		
9 ELA 11.12.3	Cite sources of information using a standard method of documentation.		
9 ELA 11.12.5	Organize and present research findings using appropriate media.		

Identifier	Lander - Grade 9 - Language Arts/Reading	Introduced	Completed
9ELA1	<b>WORD KNOWLEDGE</b>		
9ELA1.1	Apply knowledge of prefixes, suffixes, and roots to determine word meaning		
9ELA1.2	Use context clues to determine word meaning		
9ELA1.3	Differentiate between abstract and concrete nouns		
9ELA1.4	Use synonyms, antonyms, and homonyms appropriately in speaking and writing		
9ELA1.5	Differentiate between denotation and connotation		
9ELA1.6	Differentiate between objective and subjective language		
9ELA1.7	Apply knowledge of syntax and literary allusions to understanding word meaning		
9ELA2	<b>THE READING PROCESS</b>		
9ELA2.1	Apply reading process skills and strategies to aid comprehension		
9ELA2.2	Understand stated information and identify the literal meaning of words or phrases		
9ELA2.3	Draw conclusions or inferences		
9ELA3	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
9ELA3.1	Write using standard English grammar, usage, and mechanics		
9ELA3.2	Construct various types of sentences		
9ELA3.3	Correct sentence errors		
9ELA3.4	Develop individual writing style by avoiding common stylistic errors		
9ELA4	<b>COMPOSITION</b>		
9ELA4.1	Apply the five stages of the writing process		
9ELA4.2	Become familiar with and apply the holistic rubric of the Nevada State Proficiency Exam in Writing		
9ELA4.3	Apply the skills required by the Nevada State Proficiency Exam in writing compositions		
9ELA4.4	Write various forms of business communication		
9ELA4.5	Write a variety of compositions appropriate to audience and purpose that contain a thesis statement, supporting details, and appropriate conclusions		
9ELA4.6	Write expository, persuasive, narrative, and descriptive compositions		
9ELA4.7	Demonstrate unity and coherence in writing		
9ELA4.8	Write with clarity and express ideas concisely		
9ELA4.9	Paraphrase and summarize passages		
9ELA4.10	Write a research paper citing sources according to a given format		
9ELA5	<b>LITERATURE/INFORMATIONAL TEXT</b>		
9ELA5.1	Read and respond to a broad range of contemporary and classic literature		
9ELA5.2	Analyze the elements of fiction		
9ELA5.3	Recognize and interpret poetic and literary devices		
9ELA5.4	Recognize argumentative techniques		
9ELA5.5	Identify author's purpose or viewpoint		
9ELA5.6	Analyze use of text features and rhetorical strategies		
9ELA5.7	Synthesize multiple primary and secondary sources to support positions		
9ELA5.8	Read and follow multi-step directions		
9ELA5.9	Differentiate between fact and opinion		
9ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
9ELA6.1	Apply standard English to communicate		
9ELA6.2	Employ appropriate and effective speaking techniques		
9ELA6.3	Coherently and concisely defend responses and opinions		
9ELA6.4	Employ constructive feedback using given criteria		
9ELA6.5	Practice effective listening skills		
9ELA6.6	Participate as a member of a team to solve problems and find solutions		
9ELA6.7	Read aloud or recite literary, dramatic, and original works		
9ELA6.8	Apply effective reading strategies for study		
9ELA6.9	Practice effective study habits		
9ELA6.10	Maintain an organized notebook and record of assignments		
9ELA6.11	Follow directions accurately		
9ELA6.12	Take organized notes from lectures, texts, and various media		
9ELA6.13	Practice effective test-taking strategies		

Identifier	<b>Kamico - Grade 10 - Language Arts/Reading</b>		Introduced	Completed
<b>R 10</b>	<b>READING</b>			
R 10.1.1A	Word Identification/ Vocabulary Development	Rely on context to determine meanings of words and phrases such as figurative language, multiple-meaning words, and technical vocabulary.		
R 10.1.1B	Word Identification/ Vocabulary Development	Apply meanings of prefixes, roots, and suffixes in order to comprehend.		
R 10.1.1C	Word Identification/ Vocabulary Development	Use reference material such as glossary and dictionary to determine precise meanings and usage.		
R 10.1.2A	Comprehension	Produce summaries of texts by identifying main ideas and their supporting details.		
R 10.1.3A	Variety of Texts	Read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, and memoranda.		
R 10.2.1A	Literary Response	Use elements of text to defend responses and interpretations.		
R 10.2.2A	Literary Concepts	Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.		
R 10.2.2B	Literary Concepts	Analyze relevance of setting and time frame to text's meaning.		
R 10.2.2C	Literary Concepts	Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.		
R 10.2.2D	Literary Concepts	Analyze literary language, including its use of evocative words and rhythms.		
R 10.2.2E	Literary Concepts	Connect literature to historical contexts and current events.		
R 10.2.2F	Literary Concepts	Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.		
R 10.3.1A	Word Identification/ Vocabulary Development	Discriminate between connotative and denotative meanings and interpret the connotative power of words.		
R 10.3.1B	Word Identification/ Vocabulary Development	Read and understand analogies.		
R 10.3.2A	Comprehension	Analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding.		
R 10.3.2B	Comprehension	Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence.		
R 10.3.3A	Variety of Texts	Interpret the possible influences of the historical context on a literary work.		
R 10.3.4A	Literary Response	Use elements of text to defend responses and interpretations.		
R 10.3.5A	Analysis/ Evaluation	Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.		
R 10.3.5B	Analysis/ Evaluation	Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.		
R 10.3.5C	Analysis/ Evaluation	Recognize logical, deceptive, and/or faulty modes of persuasion in texts.		
R 10.3.6A	Viewing/ Representing/ Interpretation	Analyze relationships and ideas as represented in various media.		
R 10.3.6B	Viewing/ Representing/ Interpretation	Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.		
R 10.3.7A	Viewing/ Representing/ Analysis	Deconstruct media to get the main idea of the message's content.		
R 10.3.7B	Viewing/ Representing/ Analysis	Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.		
<b>W 10</b>	<b>WRITING</b>			
W 10.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 10.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 10.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 10.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 10.2.1A	Writing Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text and edit drafts to ensure appropriate word choice.		
W 10.2.2A	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows correct use of the conventions of punctuation and capitalization.		
W 10.2.2B	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows accurate spelling.		
W 10.2.2C	Grammar/ Usage/ Conventions/ Spelling	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.		
W 10.2.2D	Grammar/ Usage/ Conventions/ Spelling	Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.		
W 10.2.2E	Grammar/ Usage/ Conventions/ Spelling	Recognize a sentence with correct grammar, capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 10 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
10 ELA 1.12.3	Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.		
10 ELA 1.12.4	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.		
10 ELA 1.12.5	Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.		
10 ELA 2.12.1	Refine prereading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.		
10 ELA 2.12.2	Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.		
10 ELA 2.12.3	Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.		
10 ELA 3.12.1	Analyze characters, plots, setting, themes, and points of view in any given piece of literature.		
10 ELA 3.12.2	Make inferences supported by the text regarding characters, plots, settings, and themes.		
10 ELA 3.12.3	Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature.		
10 ELA 3.12.4	Use textual evidence to analyze the theme or meaning of a selection.		
10 ELA 3.12.5	Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.		
10 ELA 3.12.6	Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.		
10 ELA 3.12.7	Analyze the effects of an author's choice of literary form.		
10 ELA 4.12.1; 4.12.2	Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.		
10 ELA 4.12.3	Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.		
10 ELA 4.12.4	Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.		
10 ELA 4.12.5	Analyze how historical and cultural contexts influence the content and validity of informational texts.		
10 ELA 4.12.6	Read and apply multistep directions to perform complex procedures and tasks.		
	<b>WRITING</b>		
10 ELA 5.12.1	Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.		
10 ELA 5.12.2	Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.		
10 ELA 5.12.3	Write reflective texts that draw comparisons between specific incidents and broader themes.		
10 ELA 5.12.4	Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.		
10 ELA 5.12.5	Write summaries or abstracts that distill large amounts of information into clear, concise prose.		
10 ELA 5.12.6	Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.		
10 ELA 6.12.1	Generate ideas for writing by selecting appropriate prewriting strategies with attention to audience, purpose, and personal style.		
10 ELA 6.12.2	Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.		
10 ELA 6.12.3	Write compositions that present complex ideas in a sustained and compelling manner.		
10 ELA 6.12.4	Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.		
10 ELA 6.12.5	Edit for use of standard English.		
10 ELA 6.12.7	Share final drafts with a designated audience.		
10 ELA 7.12.1	Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.		
10 ELA 7.12.2	Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.		
10 ELA 7.12.3	Use rules of punctuation; manipulate conventions for emphasis in writing.		
10 ELA 7.12.4	Use rules of capitalization.		
10 ELA 7.12.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		
10 ELA 8.12.1	Summarize and evaluate communications that inform, persuade, and entertain.		
10 ELA 8.12.2	Create and apply criteria for evaluating content and delivery of oral and multimedia presentations.		
10 ELA 8.12.3	Analyze the effects of language and dialect on audience response.		
10 ELA 9.12.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
10 ELA 9.12.2	Make formal oral or multimedia presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.		
10 ELA 9.12.3	Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.		

Identifier	Nevada - Grade 10 - Language Arts/Reading	Introduced	Completed
10 ELA 9.12.4	Read aloud or recite literary, dramatic, and original works.		
10 ELA 10.12.1	Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.		
10 ELA 10.12.2	Negotiate to arrive at consensus by proposing and examining possible options.		
10 ELA 10.12.3	Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.		
10 ELA 10.12.4	Justify a position using logic and refuting opposing viewpoints.		
	<b>RESEARCH</b>		
10 ELA 11.12.1	Formulate cross-curricular research questions and use an appropriate research design to gather information.		
10 ELA 11.12.2	Evaluate possible sources of information for credibility and usefulness.		
10 ELA 11.12.3	Cite sources of information using a standard method of documentation.		
10 ELA 11.12.5	Organize and present research findings using appropriate media.		

Identifier	Lander - Grade 10 - Language Arts/Reading	Introduced	Completed
10ELA1	<b>WORD KNOWLEDGE</b>		
10ELA1.1	Apply knowledge of prefixes, suffixes, and roots to determine word meaning		
10ELA1.2	Use context clues to determine word meaning		
10ELA1.3	Differentiate between objective/subjective language and connotation/denotation of words		
10ELA2	<b>THE READING PROCESS</b>		
10ELA2.1	Apply reading process skills and strategies to aid comprehension		
10ELA2.2	Determine the main idea of various types of text		
10ELA2.3	Adjust reading rate and strategies appropriate to text and purpose		
10ELA2.4	Draw conclusions and make inferences based on evidence from text		
10ELA3	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
10ELA3.1	Write using standard English grammar, usage, and mechanics		
10ELA3.2	Construct various types of sentences		
10ELA3.3	Correct sentence errors		
10ELA3.4	Develop individual writing style		
10ELA3.5	Avoid common stylistic errors		
10ELA3.6	Write using effective transitions		
10ELA3.7	Appropriately use active and passive voice in writing		
10ELA4	<b>COMPOSITION</b>		
10ELA4.1	Apply the five stages of the writing process		
10ELA4.2	Apply the holistic rubric of the Nevada State Proficiency Exam in Writing		
10ELA4.3	Write with clarity and express ideas concisely		
10ELA4.4	Write various forms of business communication		
10ELA4.5	Write a variety of compositions appropriate to audience and purpose		
10ELA4.6	Write expository, persuasive, narrative, and descriptive compositions		
10ELA4.7	Revise and edit independently		
10ELA4.8	Paraphrase information accurately		
10ELA4.9	Write a research paper citing sources according to a given format		
10ELA5	<b>LITERATURE/INFORMATIONAL TEXT</b>		
10ELA5.1	Read and respond to a broad range of classic and contemporary literature		
10ELA5.2	Analyze literary elements of various types of literature		
10ELA5.3	Recognize and interpret poetic and literary devices		
10ELA5.4	Identify author's purpose or viewpoint		
10ELA5.5	Analyze use of text features and rhetorical strategies		
10ELA5.6	Read and follow multi-step directions		
10ELA5.7	Identify the main idea and supporting details		
10ELA5.8	Differentiate between fact and opinion		
10ELA5.9	Summarize and synthesize information from primary and secondary sources		
10ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
10ELA6.1	Apply standard English to communicate		
10ELA6.2	Participate in organized verbal exchanges		
10ELA6.3	Employ appropriate speaking techniques		
10ELA6.4	Coherently and concisely defend responses and opinions		
10ELA6.5	Employ constructive feedback using given criteria		
10ELA6.6	Practice effective listening skills		
10ELA6.7	Solve problems and find solutions as a member of a team		
10ELA6.8	Recite literary, dramatic, and original works		
10ELA6.9	Summarize communications that inform, persuade, and entertain		
10ELA6.10	Apply effective reading strategies for study		
10ELA6.11	Practice effective study habits		
10ELA6.12	Practice effective test-taking strategies		



Identifier	<b>Kamico - Grade 11 - Language Arts/Reading</b>		Introduced	Completed
<b>R 11</b>	<b>READING</b>			
R 11.1.1A	Word Identification/ Vocabulary Development	Rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, and technical vocabulary.		
R 11.1.1B	Word Identification/ Vocabulary Development	Apply meanings of prefixes, roots, and suffixes in order to comprehend.		
R 11.1.1C	Word Identification/ Vocabulary Development	Use reference material such as glossary and dictionary to determine precise meanings and usage.		
R 11.1.2A	Comprehension	Produce summaries of texts by identifying main ideas and their supporting details.		
R 11.1.3A	Variety of Texts	Read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, and memoranda.		
R 11.1.3B	Variety of Texts	Read American and other world literature, including classic and contemporary works.		
R 11.2.1A	Literary Response	Use elements of text to defend, clarify, and negotiate responses and interpretations.		
R 11.2.2A	Literary Concepts	Compare and contrast varying aspects of texts such as themes, conflicts, and allusions both within and across texts.		
R 11.2.2B	Literary Concepts	Analyze relevance of setting and time frame to text's meaning.		
R 11.2.2C	Literary Concepts	Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.		
R 11.2.2D	Literary Concepts	Analyze literary language, including its use of evocative words and rhythms.		
R 11.2.2E	Literary Concepts	Connect literature to historical contexts and current events.		
R 11.2.2F	Literary Concepts	Understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.		
R 11.3.1A	Word Identification/ Vocabulary Development	Discriminate between connotative and denotative meanings and interpret the connotative power of words.		
R 11.3.1B	Word Identification/ Vocabulary Development	Read and understand analogies.		
R 11.3.2A	Comprehension	Analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding.		
R 11.3.2B	Comprehension	Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence.		
R 11.3.3A	Variety of Texts	Interpret the possible influences of the historical context on a literary work.		
R 11.3.4A	Literary Response	Use elements of text to defend, clarify, and negotiate responses and interpretations.		
R 11.3.5A	Analysis/ Evaluation	Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.		
R 11.3.5B	Analysis/ Evaluation	Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.		
R 11.3.5C	Analysis/ Evaluation	Recognize logical, deceptive, and/or faulty modes of persuasion in texts.		
R 11.3.6A	Viewing/ Representing/ Interpretation	Analyze relationships and ideas as represented in various media.		
R 11.3.6B	Viewing/ Representing/ Interpretation	Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.		
R 11.3.7A	Viewing/ Representing/ Analysis	Deconstruct media to get the main idea of the message's content.		
R 11.3.7B	Viewing/ Representing/ Analysis	Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.		
<b>W 11</b>	<b>WRITING</b>			
W 11.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 11.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 11.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 11.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 11.2.1A	Writing Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text and edit drafts to ensure appropriate word choice.		
W 11.2.2A	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows correct use of the conventions of punctuation and capitalization.		
W 11.2.2B	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows accurate spelling.		
W 11.2.2C	Grammar/ Usage/ Conventions/ Spelling	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.		
W 11.2.2D	Grammar/ Usage/ Conventions/ Spelling	Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.		
W 11.2.2E	Grammar/ Usage/ Conventions/ Spelling	Recognize a sentence with correct grammar, capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 11 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
11 ELA 1.12.3	Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.		
11 ELA 1.12.4	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.		
11 ELA 1.12.5	Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.		
11 ELA 2.12.1	Refine prereading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.		
11 ELA 2.12.2	Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.		
11 ELA 2.12.3	Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.		
11 ELA 3.12.1	Analyze characters, plots, setting, themes, and points of view in any given piece of literature.		
11 ELA 3.12.2	Make inferences supported by the text regarding characters, plots, settings, and themes.		
11 ELA 3.12.3	Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature.		
11 ELA 3.12.4	Use textual evidence to analyze the theme or meaning of a selection.		
11 ELA 3.12.5	Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.		
11 ELA 3.12.6	Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.		
11 ELA 3.12.7	Analyze the effects of an author's choice of literary form.		
11 ELA 4.12.1; 4.12.2	Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.		
11 ELA 4.12.3	Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.		
11 ELA 4.12.4	Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.		
11 ELA 4.12.5	Analyze how historical and cultural contexts influence the content and validity of informational texts.		
11 ELA 4.12.6	Read and apply multistep directions to perform complex procedures and tasks.		
	<b>WRITING</b>		
11 ELA 5.12.1	Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.		
11 ELA 5.12.2	Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.		
11 ELA 5.12.3	Write reflective texts that draw comparisons between specific incidents and broader themes.		
11 ELA 5.12.4	Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.		
11 ELA 5.12.5	Write summaries or abstracts that distill large amounts of information into clear, concise prose.		
11 ELA 5.12.6	Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.		
11 ELA 6.12.1	Generate ideas for writing by selecting appropriate prewriting strategies with attention to audience, purpose, and personal style.		
11 ELA 6.12.2	Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.		
11 ELA 6.12.3	Write compositions that present complex ideas in a sustained and compelling manner.		
11 ELA 6.12.4	Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.		
11 ELA 6.12.5	Edit for use of standard English.		
11 ELA 6.12.7	Share final drafts with a designated audience.		
11 ELA 7.12.1	Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.		
11 ELA 7.12.2	Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.		
11 ELA 7.12.3	Use rules of punctuation; manipulate conventions for emphasis in writing.		
11 ELA 7.12.4	Use rules of capitalization.		
11 ELA 7.12.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		
11 ELA 8.12.1	Summarize and evaluate communications that inform, persuade, and entertain.		
11 ELA 8.12.2	Create and apply criteria for evaluating content and delivery of oral and multimedia presentations.		
11 ELA 8.12.3	Analyze the effects of language and dialect on audience response.		
11 ELA 9.12.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
11 ELA 9.12.2	Make formal oral or multimedia presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.		
11 ELA 9.12.3	Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.		

Identifier	Nevada - Grade 11 - Language Arts/Reading	Introduced	Completed
11 ELA 9.12.4	Read aloud or recite literary, dramatic, and original works.		
11 ELA 10.12.1	Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.		
11 ELA 10.12.2	Negotiate to arrive at consensus by proposing and examining possible options.		
11 ELA 10.12.3	Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.		
11 ELA 10.12.4	Justify a position using logic and refuting opposing viewpoints.		
	<b>RESEARCH</b>		
11 ELA 11.12.1	Formulate cross-curricular research questions and use an appropriate research design to gather information.		
11 ELA 11.12.2	Evaluate possible sources of information for credibility and usefulness.		
11 ELA 11.12.3	Cite sources of information using a standard method of documentation.		
11 ELA 11.12.5	Organize and present research findings using appropriate media.		

Identifier	Lander - Grade 11 - Language Arts/Reading	Introduced	Completed
11ELA1	<b>WORD KNOWLEDGE</b>		
11ELA1.1	Manipulate words and word parts for the purpose of using words appropriately in context		
11ELA1.2	Use context clues to determine word meaning		
11ELA1.3	Use synonyms, antonyms, and homonyms appropriately and effectively in writing		
11ELA1.4	Differentiate between connotation/denotation and emotive/objective language		
11ELA1.5	Apply knowledge of syntax and literary allusions to determine word meaning		
11ELA2	<b>THE READING PROCESS</b>		
11ELA2.1	Apply reading process skills and strategies to aid comprehension		
11ELA2.2	Use a variety of strategies to repair comprehension		
11ELA2.3	Determine main ideas in various types of text		
11ELA2.4	Make inferences based on evidence from text		
11ELA3	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
11ELA3.1	Write using standard English grammar, usage, and mechanics		
11ELA3.2	Write effective sentences		
11ELA3.3	Develop individual writing style by avoiding stylistic errors		
11ELA3.4	Use transitions and active/passive voice appropriately in writing		
11ELA4	<b>COMPOSITION</b>		
11ELA4.1	Apply the five stages of the writing process		
11ELA4.2	Apply the skills required by the Nevada State Proficiency Exam in Writing		
11ELA4.3	Write with clarity and express ideas concisely		
11ELA4.4	Write various forms of business communication appropriate to purpose and audience		
11ELA4.5	Write a variety of compositions that support a thesis statement with meaningful details and an appropriate conclusion		
11ELA4.6	Write using appropriate transitions		
11ELA4.7	Demonstrate unity and coherence in writing		
11ELA4.8	Write persuasive, expository, narrative, and descriptive compositions		
11ELA4.9	Accurately paraphrase information		
11ELA4.10	Write a research paper citing sources according to a given format		
11ELA5	<b>LITERATURE/INFORMATIONAL TEXT</b>		
11ELA5.1	Read and analyze a broad range of classic and contemporary literature		
11ELA5.2	Analyze literary elements of various types of literature		
11ELA5.3	Recognize and interpret poetic and literary devices		
11ELA5.4	Identify author's purpose or viewpoint		
11ELA5.5	Analyze the use of text features and rhetorical strategies in primary source documents		
11ELA5.6	Synthesize multiple primary and secondary sources to support positions		
11ELA5.7	Critique the power, logic, and appeal of arguments advanced in texts		
11ELA5.8	Distinguish between fact and opinion		
11ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
11ELA6.1	Apply standard English to communicate		
11ELA6.2	Employ appropriate speaking and listening techniques in a variety of formal and informal speaking situations		
11ELA6.3	Coherently and concisely defend responses and opinions in a discussion		
11ELA6.4	Employ given criteria to give constructive feedback		
11ELA6.5	Participate as a member of a team to synthesize, respond, and solve problems		
11ELA6.6	Create a multi-media presentation based on research		
11ELA6.7	Review and apply effective listening skills		
11ELA6.8	Apply effective reading strategies for study		
11ELA6.9	Take organized notes from lecture, text, and various media		
11ELA6.10	Apply effective test-taking strategies		

Identifier	Nevada - Grade 12 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
12 ELA 1.12.3	Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.		
12 ELA 1.12.4	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.		
12 ELA 1.12.5	Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.		
12 ELA 2.12.1	Refine prereading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.		
12 ELA 2.12.2	Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.		
12 ELA 2.12.3	Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.		
12 ELA 3.12.1	Analyze characters, plots, setting, themes, and points of view in any given piece of literature.		
12 ELA 3.12.2	Make inferences supported by the text regarding characters, plots, settings, and themes.		
12 ELA 3.12.3	Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature.		
12 ELA 3.12.4	Use textual evidence to analyze the theme or meaning of a selection.		
12 ELA 3.12.5	Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.		
12 ELA 3.12.6	Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.		
12 ELA 3.12.7	Analyze the effects of an author's choice of literary form.		
12 ELA 4.12.1; 4.12.2	Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.		
12 ELA 4.12.3	Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.		
12 ELA 4.12.4	Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.		
12 ELA 4.12.5	Analyze how historical and cultural contexts influence the content and validity of informational texts.		
12 ELA 4.12.6	Read and apply multistep directions to perform complex procedures and tasks.		
	<b>WRITING</b>		
12 ELA 5.12.1	Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.		
12 ELA 5.12.2	Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.		
12 ELA 5.12.3	Write reflective texts that draw comparisons between specific incidents and broader themes.		
12 ELA 5.12.4	Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.		
12 ELA 5.12.5	Write summaries or abstracts that distill large amounts of information into clear, concise prose.		
12 ELA 5.12.6	Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.		
12 ELA 6.12.1	Generate ideas for writing by selecting appropriate prewriting strategies with attention to audience, purpose, and personal style.		
12 ELA 6.12.2	Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.		
12 ELA 6.12.3	Write compositions that present complex ideas in a sustained and compelling manner.		
12 ELA 6.12.4	Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.		
12 ELA 6.12.5	Edit for use of standard English.		
12 ELA 6.12.7	Share final drafts with a designated audience.		
12 ELA 7.12.1	Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.		
12 ELA 7.12.2	Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.		
12 ELA 7.12.3	Use rules of punctuation; manipulate conventions for emphasis in writing.		
12 ELA 7.12.4	Use rules of capitalization.		
12 ELA 7.12.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		
12 ELA 8.12.1	Summarize and evaluate communications that inform, persuade, and entertain.		
12 ELA 8.12.2	Create and apply criteria for evaluating content and delivery of oral and multimedia presentations.		
12 ELA 8.12.3	Analyze the effects of language and dialect on audience response.		
12 ELA 9.12.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
12 ELA 9.12.2	Make formal oral or multimedia presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.		
12 ELA 9.12.3	Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.		

Identifier	Nevada - Grade 12 - Language Arts/Reading	Introduced	Completed
12 ELA 9.12.4	Read aloud or recite literary, dramatic, and original works.		
12 ELA 10.12.1	Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.		
12 ELA 10.12.2	Negotiate to arrive at consensus by proposing and examining possible options.		
12 ELA 10.12.3	Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.		
12 ELA 10.12.4	Justify a position using logic and refuting opposing viewpoints.		
	<b>RESEARCH</b>		
12 ELA 11.12.1	Formulate cross-curricular research questions and use an appropriate research design to gather information.		
12 ELA 11.12.2	Evaluate possible sources of information for credibility and usefulness.		
12 ELA 11.12.3	Cite sources of information using a standard method of documentation.		
12 ELA 11.12.5	Organize and present research findings using appropriate media.		

Identifier	Lander - Grade 12 - Language Arts/Reading	Introduced	Completed
12ELA1	<b>WORD KNOWLEDGE</b>		
12ELA1.1	Manipulate words and word parts for the purpose of using words appropriately in context		
12ELA1.2	Use context clues to determine word meaning		
12ELA1.3	Apply knowledge of syntax and literary allusions to understand word meaning		
12ELA2	<b>THE READING PROCESS</b>		
12ELA2.1	Apply reading process skills and strategies to aid comprehension		
12ELA2.2	Evaluate main ideas and supporting details		
12ELA2.3	Make inferences and draw conclusions based on textual evidence		
12ELA2.4	Make predictions		
12ELA2.5	Interpret non-literal language		
12ELA3	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
12ELA3.1	Write using standard English grammar, usage, and mechanics		
12ELA3.2	Write sentences that demonstrate variety, interest, and emphasis		
12ELA3.3	Revise and edit for errors in syntax, usage, and mechanics		
12ELA3.4	Polish individual writing style by avoiding errors such as unclear pronoun reference, unnecessary shifts in verb tense, misplaced modifiers, wordiness, lack of parallelism, and misused words and idioms		
12ELA3.5	Use effective transitions in writing		
12ELA4	<b>COMPOSITION</b>		
12ELA4.1	Apply the five stages of the writing process		
12ELA4.2	Write with clarity and express ideas concisely		
12ELA4.3	Write various forms of technical and business communication		
12ELA4.4	Write various forms of personal communication		
12ELA4.5	Write for a variety of purposes and audiences		
12ELA4.6	Write compositions that support a thesis with sufficient meaningful details and an effective conclusion		
12ELA4.7	Write persuasive, expository, narrative, and descriptive compositions		
12ELA4.8	Paraphrase, summarize, and synthesize information in writing		
12ELA4.9	Write a research paper citing sources according to a given format		
12ELA5	<b>LITERATURE/INFORMATIONAL TEXT</b>		
12ELA5.1	Read, respond to, and analyze contemporary and classic fiction, nonfiction, drama, and poetry		
12ELA5.2	Analyze the elements of various types of literature		
12ELA5.3	Recognize and interpret poetic and literary devices		
12ELA5.4	Identify author's purpose or viewpoint		
12ELA5.5	Analyze the use of text features and rhetorical strategies in primary source documents		
12ELA5.6	Synthesize multiple primary and secondary sources to support positions		
12ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
12ELA6.1	Apply standard English to communicate		
12ELA6.2	Employ appropriate speaking and listening techniques in a variety of formal and informal speaking situations		
12ELA6.3	Coherently and concisely defend responses and opinions in a discussion		
12ELA6.4	Design and apply criteria for giving constructive feedback		
12ELA6.5	Participate as a member of a team to solve problems, find solutions, and work toward consensus		
12ELA6.6	Apply effective reading strategies, study habits, and test-taking skills		
12ELA6.7	Take organized notes from lectures, texts, and various media		
12ELA6.8	Summarize and evaluate communications that inform, persuade, and entertain		

**Subject: Reading**

**Goal Strand: Word Analysis Skills and Strategies**

Below 151	151 - 160	161 - 170
<b>Phonics, Word Patterns and Meanings</b>	<b>Phonics, Word Patterns and Meanings</b>	<b>Phonics, Word Patterns and Meanings</b>
<ul style="list-style-type: none"> <li>Chooses the word with same initial consonant sound as words that would describe given pictures*</li> <li>Identifies the initial consonant digraph (e.g., sh, th, wh, ch) of words shown in picture form</li> <li>Matches uppercase letters*</li> <li>Matches uppercase letters to lowercase letters</li> <li>Alphabetizes four letters*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies words using the same ending consonant blend as a given word*</li> <li>Uses consonant digraphs (e.g., sh, th, wh, ch) to make meaningful words from word fragments</li> </ul>	<ul style="list-style-type: none"> <li>Chooses the word with same initial consonant blend (bl, cr) as a given word*</li> <li>Identifies words with the same short vowel sound*</li> <li>Alphabetizes three words</li> <li>Alphabetizes four words</li> </ul>
<b>Word Attack</b>	<b>Word Attack</b>	<b>Word Attack</b>
	<ul style="list-style-type: none"> <li>Chooses the correct prefix (in-)*</li> </ul>	<ul style="list-style-type: none"> <li>Uses context to determine the meaning of a prefix (in-)</li> <li>Selects the correct word based on context and definition of prefix*</li> <li>Selects the correct word based on definition of a prefix and root word*</li> <li>Selects the correct definition of a prefix and root word*</li> <li>Chooses the correct suffix based on context (-ful)*</li> <li>Chooses the correct definition of a word when given the meaning of the root word and suffix*</li> </ul>
<b>Context, Syntax, and Literary Allusion</b>	<b>Context, Syntax, and Literary Allusion</b>	<b>Context, Syntax, and Literary Allusion</b>
	<ul style="list-style-type: none"> <li>Uses semantics to choose the most appropriate word to complete a sentence*</li> <li>Uses syntax to choose the phrase which best completes the given sentence*</li> <li>Uses semantics to complete a sentence by choosing the noun (term not used) that best fits the context of that sentence*</li> <li>Uses semantics and graphophonics to select a word to complete a sentence*</li> <li>Chooses the common word that best fits a given definition*</li> <li>Chooses the synonym (term not used) for a common verb*</li> <li>Identifies a word that means the same thing as a given word (noun)*</li> <li>Identifies a word that means the same thing as a given word (adjective)</li> </ul>	<ul style="list-style-type: none"> <li>Uses syntax to choose the phrase which best completes the given sentence*</li> <li>Uses semantics to complete a sentence by choosing the adjective (term not used) that best fits the context of that sentence</li> <li>Uses semantics to complete a sentence by choosing the adverb (term not used) that best fits the context of that sentence</li> <li>Uses semantics to complete a sentence by choosing the correct form of an adjective*</li> <li>Uses semantics to complete a sentence by choosing the noun (term not used) that best fits the context of that sentence*</li> <li>Uses semantics to complete a sentence by choosing the verb (term not used) that best fits the context of that sentence</li> <li>Infers the general meaning of a noun (term not used)</li> </ul>



	<ul style="list-style-type: none"> <li>Identifies a word that means the same thing as a given word (verbs)*</li> <li>Selects a preposition that will complete a pair of sentences describing opposites*</li> </ul>	<ul style="list-style-type: none"> <li>based on the real life/familiar context given in a short paragraph</li> <li>Infers the general meaning of a noun based on the real life/familiar context given in a sentence</li> <li>Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a paragraph (3 or more sentences)</li> <li>Infers the general meaning of a nonsense word (noun) based on the real life/familiar context given in a sentence*</li> <li>Uses semantics and graphophonics to select a word to complete a sentence*</li> <li>Chooses among alternate meanings for common homographs (term not used) in a sentence based on the context given in the sentence (e.g., sea, club, hand)</li> <li>Identifies the word that sounds just like a given word</li> <li>Identifies a word that means the same thing as a given word (noun)*</li> <li>Identifies a word that means the same thing as a given word (adjective)</li> <li>Identifies a word that means the same thing as a given word (verbs)*</li> <li>Identifies a word that means the opposite of a given word (adjectives)</li> <li>Identifies a word that means the opposite of a given word (prepositions)</li> </ul>
<i>New Vocabulary:</i> beginning sound	<i>New Vocabulary:</i> ending sound, prefix	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

# Subject: Reading

## Goal Strand: Word Analysis Skills and Strategies

171 - 180	181 - 190	191 - 200
<b>Phonics, Word Patterns and Meanings</b>	<b>Phonics, Word Patterns and Meanings</b>	<b>Phonics, Word Patterns and Meanings</b>
<ul style="list-style-type: none"> <li>Chooses the word with same initial consonant sound as a given word</li> <li>Identifies words with r-controlled vowels that are pronounced the same way*</li> <li>Identifies words with the same long vowel sound*</li> <li>Identifies words with the same short vowel sound*</li> <li>Compares the number of syllables in given words*</li> <li>Determines the number of parts (syllables) in a given word when examples are used</li> <li>Determines the number of syllables in a given word</li> <li>Alphabetizes three words</li> </ul>	<ul style="list-style-type: none"> <li>Identifies words with a long i vowel sound (example given)*</li> <li>Identifies words with a long vowel sound*</li> <li>Identifies words with a long e vowel sound*</li> <li>Identifies words with r-controlled vowels that are pronounced the same way*</li> <li>Identifies words with the same long vowel sound*</li> <li>Identifies words with the same vowel sound (digraph)*</li> <li>Chooses the word that rhymes with a given word (irregular pronunciation)*</li> <li>Determines which word contains a given number of syllables</li> <li>Divides a given word into syllables (VCCV rule, closed syllables)</li> <li>Divides words containing silent e plus suffix into syllables*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes words using the hard g sound</li> <li>Recognizes words with similar ending sounds (gh)</li> <li>Identifies words with a long o vowel sound*</li> <li>Identifies words with the same vowel sound (diphthong, oi)*</li> <li>Identifies words with the same vowel sound (long a)*</li> <li>Identifies words with the same vowel sound (long e)*</li> <li>Identifies words with the same vowel sound (long u, as in oo)*</li> <li>Determines which word contains a given number of syllables</li> <li>Divides a given word into syllables (double consonant)</li> <li>Divides a given word into syllables (VCCV rule, closed syllables)</li> <li>Divides words containing two adjacent vowels (pronounced separately) into syllables*</li> </ul>
<b>Word Attack</b>	<b>Word Attack</b>	<b>Word Attack</b>
<ul style="list-style-type: none"> <li>Selects the correct prefix based on the context (un-)</li> <li>Chooses the correct prefix (un-)*</li> <li>Selects the correct definition of a word based on the prefix and context*</li> <li>Uses context to determine the meaning of a prefix (re-)*</li> <li>Uses knowledge of prefix to choose the correct word based on context (re-)*</li> <li>Chooses the correct prefix (re-)*</li> <li>Uses context to determine the meaning of a prefix (dis-)</li> <li>Chooses the correct suffix based on context (-ful)*</li> <li>Chooses the correct suffix based on context (-less)*</li> <li>Chooses the correct suffix based on context (-y)*</li> <li>Chooses the correct suffix based on context (-er)*</li> <li>Selects the correct word based on suffix and context</li> <li>Selects the correct word based on context when given the definition of the suffix*</li> </ul>	<ul style="list-style-type: none"> <li>Defines a word based on its base word*</li> <li>Distinguishes between root words and words with suffixes*</li> <li>Identifies words that come from the same root or base word*</li> <li>Infers the meaning of a base word given the meaning of words containing the base plus prefixes and/or suffixes*</li> <li>Names the root word/base word found within a larger word</li> <li>Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-)</li> <li>Chooses a root word plus correct prefix to complete a given statement*</li> <li>Uses context to determine the meaning of a prefix (im-)*</li> <li>Chooses the correct prefix (re-)*</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between root words and words with suffixes*</li> <li>Identifies words that come from the same root or base word*</li> <li>Infers the meaning of a base word given the meaning of words containing the base plus prefixes and/or suffixes*</li> <li>Infers the meaning of a word given the meaning of its base word and prefixes and/or suffixes*</li> <li>Names the root word/base word found within a larger word</li> <li>Analyzes similar words to determine the meaning of a prefix</li> <li>Analyzes prefixes and root words (meaning of each part given) to construct a word with a given meaning*</li> <li>Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-)</li> </ul>

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NV 3.3.1

\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

	<ul style="list-style-type: none"> <li>• Uses knowledge of prefixes to choose the correct word based on context (non-)*</li> <li>• Selects the correct word based on suffix and context</li> <li>• Selects the correct word using knowledge of a suffix (-er)</li> <li>• Selects the correct word based on knowledge of a suffix (-iest) and superlatives*</li> <li>• Chooses the correct word based on context and knowledge of a suffix (-less)*</li> <li>• Selects the correct definition of a suffix (-er) in context*</li> <li>• Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning*</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses a root word plus correct prefix to complete a given statement*</li> <li>• Gives the meaning of words (meaning of root given) that contain the prefix il-</li> <li>• Recognizes the prefix common to a given group of words</li> <li>• Recognizes words containing prefixes*</li> <li>• Selects the correct prefix to give a root word a given meaning (un-, in-, pre-, ex-, out-)</li> <li>• Uses context to determine the meaning of a prefix (pre-)*</li> <li>• Chooses the correct word based on context and knowledge of a suffix (-ist)*</li> <li>• Selects the correct word when given the definition of the suffix*</li> <li>• Selects the correct word when given the definition of the suffix*</li> <li>• Selects the correct suffix to change the meaning of a word (-tion)*</li> <li>• Identifies the addition of a suffix (-ing)*</li> <li>• Selects the correct definition of a suffix (-or) in context*</li> <li>• Selects the correct word when given the definition of the suffix and root word*</li> <li>• Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning</li> </ul>
<b>Context, Syntax, and Literary Allusion</b>	<b>Context, Syntax, and Literary Allusion</b>	<b>Context, Syntax, and Literary Allusion</b>
<ul style="list-style-type: none"> <li>• Chooses the appropriate vocabulary word based on the description in a paragraph*</li> <li>• Uses semantics to complete a sentence by choosing the correct form of a verb</li> <li>• Uses semantics to complete a sentence by choosing the verb (term not used) that best fits the context of that sentence</li> <li>• Infers the general meaning of a noun (term not used) based on the real life/familiar context given in a short paragraph</li> <li>• Infers the general meaning of a noun based on the real life/familiar context given in a sentence</li> <li>• Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a paragraph (3 or more sentences)</li> <li>• Infers the general meaning of an adjective (term not</li> </ul>	<ul style="list-style-type: none"> <li>• Infers the general meaning of an adjective (term not used) based on the context given in a short paragraph (less than 3 sentences)</li> <li>• Infers the general meaning of an adjective (term not used) based on the context given in a paragraph (3 or more sentences)</li> <li>• Infers the general meaning of a noun (term not used) based on the context given in a sentence or paragraph</li> <li>• Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a sentence or short paragraph (less than 3 sentences)</li> <li>• Infers the meaning of nouns based on context and sentence structure</li> <li>• Infers the specific meaning of a word with multiple meanings (adjective) based on the real life/familiar context given in a sentence or paragraph*</li> </ul>	<ul style="list-style-type: none"> <li>• Infers the general meaning of an adjective (term not used) based on the context given in a short paragraph (less than 3 sentences)</li> <li>• Infers the general meaning of a noun (term not used) based on the context given in a sentence or paragraph</li> <li>• Infers the general meaning of a nonsense word (noun) based on the context given in a sentence</li> <li>• Infers the general meaning of a verb (term not used) based on the context given in a sentence or paragraph</li> <li>• Infers the meaning of adjectives based on context and sentence structure</li> <li>• Infers the meaning of participles based on context and sentence structure</li> <li>• Infers the meaning of verbs based on context and sentence structure*</li> <li>• Infers the specific meaning of a word with multiple</li> </ul>

<p>used) based on the context given in a paragraph (3 or more sentences)</p> <ul style="list-style-type: none"> <li>• Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a sentence or short paragraph (less than 3 sentences)</li> <li>• Gives definition of selected word (two syllables)*</li> <li>• Chooses among alternate meanings for common homographs (term not used) in a sentence based on the context given in the sentence (e.g., sea, club, hand)</li> <li>• Chooses the appropriate homograph (term not used) to complete two sentences with different meanings (e.g., saw, branch, force)*</li> <li>• Compares the meaning of a homograph (term not used) in different sentences*</li> <li>• Identifies the word that sounds just like a given word</li> <li>• Selects the appropriate homophone (term not used) to complete a sentence (e.g., see-sea, rode-road, here-hear)</li> <li>• Chooses the synonym (term not used) for a given word (verb, concrete)*</li> <li>• Identifies a word that means the opposite of a given word (adjectives)</li> <li>• Selects an adjective that will complete a pair of sentences describing opposites*</li> <li>• Infers the meaning of a word using context clues, then selects the word that is the opposite (sentence)*</li> </ul>	<ul style="list-style-type: none"> <li>• Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar context given in a sentence or paragraph</li> <li>• Chooses the appropriate homonym (term not used) to complete two sentences with different meanings*</li> <li>• Analyzes sentences to determine the specific meaning of a homograph (term not used) (e.g., control, matter, stand)*</li> <li>• Chooses the appropriate homograph (term not used) to complete two sentences with different meanings (e.g., saw, branch, force)*</li> <li>• Identifies pairs of words that sound alike*</li> <li>• Selects the appropriate homophone (term not used) to complete a sentence (e.g., see-sea, rode-road, here-hear)</li> <li>• Selects the appropriate homophone (term not used) to complete a sentence (e.g., they're, their, there)*</li> <li>• Chooses the synonym (term not used) for a given word (adjective, - ing form)*</li> <li>• Identifies pairs of synonyms (term not used) using context clues given in a paragraph*</li> <li>• Identifies pairs of words (verbs) that are synonyms (term defined)*</li> <li>• Identifies the word that is closest in meaning to a given word (verb)*</li> <li>• Identifies pairs of words that are antonyms (term defined)*</li> <li>• Identifies pairs of words that are opposites (adjectives)</li> <li>• Identifies words that mean the opposite of a given word (prepositions)*</li> </ul>	<p>meanings (nouns) based on the real life/familiar context given in a sentence or paragraph</p> <ul style="list-style-type: none"> <li>• Infers the specific meaning of a word with multiple meanings (verbs) based on the real life/familiar context given in a sentence or paragraph</li> <li>• Analyzes sentences to determine the specific meaning of a homograph (term not used) (e.g., control, matter, stand)*</li> <li>• Chooses among alternate meanings for a homograph (term not used) in a sentence based on the context given in the sentence (e.g., depressed, gorge, yarn)</li> <li>• Recognizes multiple meanings of homographs</li> <li>• Identifies the particular homophone that fits the meaning (definition) given*</li> <li>• Chooses the synonym (term not used) for a given word (adjective)</li> <li>• Chooses the synonym (term not used) for a given word (noun/verb)*</li> <li>• Identifies pairs of synonyms (term not used) using context clues given in a paragraph*</li> <li>• Identifies pairs of words (adjectives) that are synonyms (term defined)*</li> <li>• Identifies pairs of words (adjectives) that mean the same thing</li> <li>• Identifies the word that is a synonym for a given word (verb)*</li> <li>• Identifies the word that is closest in meaning to a given word (noun)</li> <li>• Identifies the word that is closest in meaning to a given word (verb)*</li> <li>• Infers the meaning of a nonsense word using context clues, then selects a synonym for this word*</li> <li>• Infers the meaning of a word (adjective) using context clues, then selects the word that is a synonym (sentence)</li> <li>• Infers the meaning of a word (noun) using context clues, then selects the word that has the same meaning*</li> <li>• Identifies a word that is an antonym (term defined) of a given word</li> <li>• Identifies pairs of words that are opposites (verbs)</li> <li>• Identifies words that mean the opposite of a given word (adjectives)*</li> <li>• Infers the meaning of an unknown word using context clues, then selects the word that is the opposite</li> </ul>
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		(sentence)* • Completes an analogy found in informational text*
<i>New Vocabulary:</i> sentences, suffix	<i>New Vocabulary:</i> antonym, context, magazine, multisyllabic, policy, synonym	<i>New Vocabulary:</i> word root
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Reading**

**Goal Strand: Word Analysis Skills and Strategies**

201 - 210	211 - 220	221 - 230
<b>Phonics, Word Patterns and Meanings</b>	<b>Phonics, Word Patterns and Meanings</b>	<b>Phonics, Word Patterns and Meanings</b>
<ul style="list-style-type: none"> <li>Identifies words with the same vowel sound -or, -ur, -ir*</li> <li>Divides words containing a consonant plus -le into syllables</li> <li>Divides words containing multiple adjacent consonants into syllables*</li> <li>Divides words that follow the VCV rule for short vowels into syllables</li> <li>Divides words containing the suffix -able or -ible into syllables*</li> <li>Assesses alphabetical order of a dictionary*</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates examples of words containing long u from words containing the diphthong, similar to mule*</li> <li>Divides words containing the suffix -able or -ible into syllables*</li> </ul>	<ul style="list-style-type: none"> <li>Divides words that do not follow the VCV rule for long vowels into syllables*</li> </ul>
<b>Word Attack</b>	<b>Word Attack</b>	<b>Word Attack</b>
<ul style="list-style-type: none"> <li>Analyzes similar words to determine the meaning of a prefix</li> <li>Analyzes prefixes and root words (meaning of each part given) to construct a word with a given meaning*</li> <li>Determines the meaning of a word when a prefix of given meaning is attached to that word*</li> <li>Gives the meaning of the prefix un-*</li> <li>Gives the meaning of words (meaning of root given) that contain the prefix pre-</li> <li>Selects the correct meaning of a word based on its prefix*</li> <li>Selects the correct meaning of a prefix and root word</li> <li>Uses antonym knowledge to determine the appropriate placement of the prefix ir-*</li> <li>Selects the correct word based on knowledge of a suffix (-er) and superlatives*</li> <li>Selects the correct word when given the definition of the suffix*</li> <li>Selects the correct definition of a suffix (-phobia)*</li> <li>Selects the correct word when given the definition of the suffix and root word*</li> <li>Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given</li> </ul>	<ul style="list-style-type: none"> <li>Classifies words as containing Latin roots*</li> <li>Recognizes words containing specific Latin roots given only the meaning of that root*</li> <li>Analyzes prefixes and context to determine the meaning of a word</li> <li>Selects the correct meaning of a prefix and root word</li> <li>Selects the correct prefix to give a root word a given meaning (in-)*</li> <li>Uses context to determine the meaning of a prefix (centi-)*</li> <li>Uses context to determine the meaning of a prefix (anti-)*</li> <li>Uses context to determine the meaning of a prefix (intra-)*</li> <li>Selects the correct word based on the suffix and definition*</li> <li>Uses knowledge of root words, suffixes, and prefixes to identify a word with a given meaning</li> <li>Identifies words (containing prefixes and/or suffixes) that come from the same root or base word</li> </ul>	<ul style="list-style-type: none"> <li>Identifies words (containing prefixes and/or suffixes) that come from the same root or base word</li> </ul>

<p>meaning</p> <ul style="list-style-type: none"> <li>Identifies words (containing prefixes and/or suffixes) that come from the same root or base word</li> </ul>		
<b>Context, Syntax, and Literary Allusion</b>	<b>Context, Syntax, and Literary Allusion</b>	<b>Context, Syntax, and Literary Allusion</b>
<ul style="list-style-type: none"> <li>Determines the meaning of a verb from information provided by the context of a passage</li> <li>Determines the meaning of an adjective from information provided by the context of a passage (3 or more sentences)</li> <li>Determines the meaning of an adjective from information provided by the context of a sentence or short paragraph (less than 3 sentences)</li> <li>Determines the meaning of an adverb from information provided by the context of a sentence or short paragraph</li> <li>Determines the meaning of a noun from information provided by the context of a passage</li> <li>Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar context given in a sentence or paragraph</li> <li>Infers the specific meaning of a word with multiple meanings (verbs) based on the real life/familiar context given in a sentence or paragraph</li> <li>Uses context clues to determine the meaning of a word within a paragraph*</li> <li>Locates the word in a passage that best fits a given definition*</li> <li>Recognizes multiple meanings of homographs</li> <li>Analyzes sentences for correct usage of homographs (term not used)*</li> <li>Chooses the synonym (term not used) for a given word (adjective)</li> <li>Identifies pairs of words (adjectives) that are synonyms (term defined)*</li> <li>Identifies the word that is a synonym (term defined) for a given word (adjective)</li> <li>Infers the meaning of a word (adjective) using context clues, then selects a synonym (term defined) for this word*</li> <li>Infers the meaning of a word (adjective) using context clues, then selects the word that has the same meaning</li> <li>Infers the meaning of a word (verb) using context clues, then selects the word that is a synonym*</li> <li>Defines antonym*</li> </ul>	<ul style="list-style-type: none"> <li>Determines the meaning of a verb from information provided by the context of a passage</li> <li>Determines the meaning of an adjective from information provided by the context of a passage (3 or more sentences)</li> <li>Determines the meaning of an adjective from information provided by the context of a sentence or short paragraph (less than 3 sentences)</li> <li>Determines the meaning of an adverb from information provided by the context of a sentence or short paragraph</li> <li>Determines the meaning of a noun from information provided by the context of a passage</li> <li>Infers the specific meaning of a word with multiple meanings (adjective) based on the context given in a sentence or paragraph</li> <li>Infers the specific meaning of a word with multiple meanings (noun) based on the context given in a sentence or paragraph</li> <li>Gives the meaning of words containing a given root (defined) and a prefix*</li> <li>Recognizes multiple meanings of homographs</li> <li>Chooses the synonym (term not used) for a given word (abstract verb)*</li> <li>Identifies the word that is a synonym (term defined) for a given word (adjective)</li> <li>Infers the meaning of a word (verb) using context clues, then selects the word that has the same meaning*</li> </ul>	<ul style="list-style-type: none"> <li>Uses context to determine the best meaning for a given word (adjective)</li> <li>Uses context to determine the best meaning for a given word (noun)</li> <li>Uses context to determine the best meaning for a given word (verb)</li> <li>Recognizes multiple meanings for a given word*</li> <li>Chooses the synonym (term not used) for a given word (adjective ending in -able)</li> <li>Identifies the word that is a synonym (term defined) for a given word (noun)*</li> <li>Identifies the word that is a synonym (term defined) for a given word (verb)</li> <li>Infers the meaning of a word (verb) using context clues, then selects the word that has the same meaning*</li> <li>Identifies a word that is an antonym (term not defined) of a given word*</li> <li>Infers the meaning of a word using context clues, then selects the word that is the antonym within a sentence*</li> <li>Describes the analogy found in an informational passage*</li> </ul>

<ul style="list-style-type: none"> <li>Identifies a word that is an antonym (term defined) of a given word</li> <li>Completes an analogy found in informational text*</li> </ul>		
<i>New Vocabulary:</i> acronym, homonym, middle sound, parable, secondary source	<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> archetype, paradox, pathetic fallacy
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none



**Subject: Reading****Goal Strand: Word Analysis Skills and Strategies**

231 - 240	Above 240
<b>Phonics, Word Patterns and Meanings</b>	<b>Phonics, Word Patterns and Meanings</b>
<b>Word Attack</b>	<b>Word Attack</b>
<ul style="list-style-type: none"><li>• Uses context to determine the meaning of a prefix (en-)*</li></ul>	
<b>Context, Syntax, and Literary Allusion</b>	<b>Context, Syntax, and Literary Allusion</b>
<ul style="list-style-type: none"><li>• Uses context to determine the best meaning for a given word (noun)</li><li>• Chooses the meaning of a phrase based on its use in a paragraph</li><li>• Chooses the synonym (term not used) for a given word (adjective)</li><li>• Identifies allusion in literary text*</li></ul>	<ul style="list-style-type: none"><li>• Infers the meaning of a word using context clues, then selects the word that is the opposite within a paragraph*</li></ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Reading**

**Goal Strand: Comprehend, Interpret, and Evaluate Informational Texts**

Below 161	161 - 170	171 - 180
<b>Text Features</b>	<b>Text Features</b>	<b>Text Features</b>
<ul style="list-style-type: none"> <li>Classifies words based on stated characteristics in informational text</li> <li>Locates information in text based on classification indicator (term not used)*</li> </ul>	<ul style="list-style-type: none"> <li>Explains why a specific effect (term not used) occurred using information supplied in a short informational sentence*</li> <li>Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events</li> <li>Classifies words based on stated characteristics in informational text</li> </ul>	<ul style="list-style-type: none"> <li>Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events</li> <li>Gives a possible effect for a given action in informational text*</li> </ul>
<b>Location of Information, Directions</b>	<b>Location of Information, Directions</b>	<b>Location of Information, Directions</b>
	<ul style="list-style-type: none"> <li>Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction</li> <li>Locates directions in informational text*</li> </ul>	<ul style="list-style-type: none"> <li>Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction</li> <li>Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects*</li> <li>Locates information in a table of contents or title page in informational text</li> <li>Paraphrases information in informational text*</li> <li>Identifies the main idea of informational text (3 to 6 simple sentences)</li> <li>Analyzes short passages (1-5 sentences) of informational text describing events to identify main idea (term not used) expressed as a short phrase</li> <li>Analyzes informational text to identify a title representing the main idea*</li> <li>Identifies details in an informational text*</li> <li>Follows simple directions in informational text</li> </ul>
<b>Evaluation of Logic, Author's Purpose and Context</b>	<b>Evaluation of Logic, Author's Purpose and Context</b>	<b>Evaluation of Logic, Author's Purpose and Context</b>
	<ul style="list-style-type: none"> <li>Makes predictions (term not used) about the content of books based on their titles*</li> <li>Draws conclusions from short informational text (1-3 sentences)</li> </ul>	<ul style="list-style-type: none"> <li>Classifies statements as fact or opinion in informational text*</li> <li>Locates bias in informational texts*</li> <li>Infers the author's viewpoint (term not used) in short paragraphs of informational text*</li> </ul>

		<ul style="list-style-type: none"> <li>• Determines the author's purpose (term not used) in creating an informational sign or diagram*</li> <li>• Determines an author's purpose in writing an informational passage (1-5 sentences, list or sign)</li> <li>• Infers the author's specific purpose (term not used) for an informational passage (persuasive)*</li> <li>• Makes inferences from short (3-5 simple sentences) informational texts describing real-life, age-appropriate situations</li> <li>• Draws conclusions from short informational text (1-3 sentences)</li> </ul>
<i>New Vocabulary:</i> classify	<i>New Vocabulary:</i> announcement, directions, note, schedule, sign	<i>New Vocabulary:</i> author's purpose, bias, conflict, debate, editorial, effect, label, newspaper, persuasive essay
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Reading**

**Goal Strand: Comprehend, Interpret, and Evaluate Informational Texts**

181 - 190	191 - 200	201 - 210
<b>Text Features</b>	<b>Text Features</b>	<b>Text Features</b>
<ul style="list-style-type: none"> <li>Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences)*</li> <li>Distinguishes the most logical cause for a given event from other possible reasons in informational text*</li> <li>Describes comparisons made in informational text*</li> <li>Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text (1-5 sentences)</li> <li>Describes the functions of a table of contents in informational texts*</li> <li>Locates information using a table of contents in literary text</li> <li>Uses as bibliography to locate information in informational text*</li> <li>Identifies the characteristics of a list*</li> </ul>	<ul style="list-style-type: none"> <li>Determines events as examples of cause and effect in informational text*</li> <li>Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences)*</li> <li>Explains why a specific effect (term not used) occurred using information supplied in an informational passage (1-3 paragraphs containing complex sentences) describing events</li> <li>Describes the utility of Venn diagrams in comparing and contrasting in informational text*</li> <li>Describes contrasts made in informational text</li> <li>Makes comparative judgments about characters in informational text*</li> <li>Explains how the author makes a given comparison in informational text*</li> <li>Compares arguments or assertions made in informational text*</li> <li>Locates information using a table of contents in literary text</li> <li>Recognizes the characteristics of glossaries in informational text*</li> <li>Identifies and uses structures of glossaries in informational text*</li> </ul>	<ul style="list-style-type: none"> <li>Locates the portion of a sentence that gives the effect for a given cause in informational text*</li> <li>Explains why a specific effect (term not used) occurred using information supplied in an informational passage (1-3 paragraphs containing complex sentences) describing events</li> <li>Speculates as to the cause for a given real-life effect in informational text*</li> <li>Evaluates information supplied in informational text to determine the most likely cause for a given effect*</li> <li>Explains how the author makes a given comparison in informational text*</li> <li>Compares characteristics to evaluate informational text*</li> <li>Analyzes the supporting detail that does not support the proposition*</li> <li>Identifies and uses structure of bibliographies in informational text</li> <li>Describes how an index is organized*</li> <li>Identifies and uses structures of glossaries in informational text*</li> <li>Identifies features of charts in informational text*</li> </ul>
<b>Location of Information, Directions</b>	<b>Location of Information, Directions</b>	<b>Location of Information, Directions</b>
<ul style="list-style-type: none"> <li>Locates information using an index in informational text*</li> <li>Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects*</li> <li>Locates information in short advertisements (1 to 3 paragraphs)</li> <li>Locates information in a table of contents or title page in informational text</li> </ul>	<ul style="list-style-type: none"> <li>Locates information in an informational schedule*</li> <li>Locates information not found in informational text*</li> <li>Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses</li> <li>Locates and summarizes information in informational passages containing compound subjects or objects</li> <li>Locates and paraphrases information in informational</li> </ul>	<ul style="list-style-type: none"> <li>Locates information in informational text*</li> <li>Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses</li> <li>Locates information and draws conclusions from complex informational text</li> <li>Locates and interprets information in a schedule, index, or label*</li> </ul>

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NV 3.3.1

\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

<ul style="list-style-type: none"> <li>Locates and summarizes information found in a Venn Diagram</li> <li>Paraphrases information in informational text*</li> <li>Paraphrases information found in complex informational text*</li> <li>Identifies the main idea of informational text (how-to)</li> <li>Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea in the form of a short sentence</li> <li>Analyzes short passages (1-5 sentences) of informational text describing events and rephrases the main idea (term not used) in the form of a short sentence</li> <li>Analyzes informational text to identify a title representing the main idea*</li> <li>Analyzes passages of informational text to determine the best topic sentence*</li> <li>Identifies details in an informational text*</li> <li>Restates supporting details in informational text (1 to 3 paragraphs)</li> <li>Follows directions in informational text*</li> <li>Follows directions by choosing the correct order in a passage of informational text</li> <li>Locates and paraphrases directions in informational text*</li> <li>Locates information in informational text containing directions</li> <li>Orders sentences to create a paragraph that makes sense in informational text*</li> </ul>	<ul style="list-style-type: none"> <li>text (5-6 paragraphs)</li> <li>Locates information in a simple index</li> <li>Locates information using the guide words in a dictionary</li> <li>Locates information found in a simple chart in informational text*</li> <li>Summarizes informational text (1-2 paragraphs)*</li> <li>Summarizes (1-3 complex paragraphs) informational text*</li> <li>Restates information found in informational text</li> <li>Paraphrases information found in complex informational text*</li> <li>Synthesizes information found in informational text</li> <li>Identifies the main idea of informational text</li> <li>Identifies the main idea in short informational text (1 to 3 paragraphs)</li> <li>Identifies the main idea of informational text (complex sentences and paragraphs)</li> <li>Determines which sentences in an informational passage support the main idea*</li> <li>Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea of the text</li> <li>Analyzes informational text to identify a title representing the main idea (term not used)</li> <li>Evaluates informational text (1-5 simple sentences) to identify a statement best representing the main idea of the passage</li> <li>Identifies the supporting details in short (3 to 8 sentences) passages of informational text containing one or more compound sentences</li> <li>Deletes sentences that do not support the main idea*</li> <li>Restates supporting details in informational text (1 to 3 paragraphs)</li> <li>Follows directions by choosing the correct order in a passage of informational text</li> <li>Locates and paraphrases directions in informational text*</li> <li>Locates information in informational text containing directions</li> <li>Identifies sequence of events in informational text (first)*</li> <li>Orders directions sequentially in informational text</li> </ul>	<ul style="list-style-type: none"> <li>Locates and summarizes information in informational passages containing compound subjects or objects</li> <li>Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary*</li> <li>Locates information in a table of contents that uses Roman numerals*</li> <li>Summarizes informational text (1-2 paragraphs)*</li> <li>Summarizes informational texts (1-3 paragraphs containing complex sentences)*</li> <li>Summarizes complex informational text</li> <li>Identifies the main idea in short informational text (1 to 3 paragraphs)</li> <li>Identifies the main idea of informational text (complex sentences and paragraphs)</li> <li>Determines the intended meaning of a sentence based on supporting details in informational text*</li> <li>Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea (term not used) of the text</li> <li>Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used)</li> <li>Analyzes informational text (complex paragraph) to identify a title best representing the main idea*</li> <li>Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage*</li> <li>Evaluates informational text (1-3 complex paragraphs) to determine main idea</li> <li>Identifies the supporting details in passages of informational text containing compound or incomplete sentences, or complex sentence structure (such as compound subject or object, subordinate clauses)</li> <li>Identifies sequence of events in informational text (first)*</li> <li>Identifies words used to denote sequence in informational text*</li> <li>Orders and paraphrases a sequence of events in informational text</li> <li>Evaluates to select the best order of directions to yield a specific product in informational text*</li> </ul>
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Evaluation of Logic, Author's Purpose and Context	Evaluation of Logic, Author's Purpose and Context	Evaluation of Logic, Author's Purpose and Context
<ul style="list-style-type: none"> <li>• Gives examples of informational sentences that are facts</li> <li>• Classifies statements as fact or opinion in informational text*</li> <li>• Distinguishes between facts and propaganda in advertisements*</li> <li>• Makes inferences to determine an author's bias or viewpoint (terms not used) from short paragraphs of informational text (1-4 sentences)</li> <li>• Explains that the purpose of an informational advertisement is to sell a product*</li> <li>• Selects an example of propaganda (term not used) in an advertisement*</li> <li>• Infers the author's viewpoint (term not used) in short paragraphs of informational text*</li> <li>• Evaluates the author's viewpoint or attitude in informational text*</li> <li>• Infers the author's specific purpose for writing a complex informational text*</li> <li>• Infers the author's specific purpose (term not used) for an informational passage (to inform)*</li> <li>• Makes predictions (term not used) from informational texts (1-3 paragraphs) describing situations*</li> <li>• Makes predictions from informational texts (1-5 simple sentences) describing situations*</li> <li>• Makes inferences from short informational texts (1-3 paragraphs)</li> <li>• Infers the contents of an informational book based on its title*</li> <li>• Draws conclusions using information supplied in informational text (3-5 simple sentences)</li> </ul>	<ul style="list-style-type: none"> <li>• Gives examples of informational sentences that are facts</li> <li>• Gives examples of sentences in informational text that are opinions</li> <li>• Describes characteristics of sentences that are opinions in informational text*</li> <li>• Distinguishes between fact and opinion in informational text</li> <li>• Distinguishes between examples of fact and opinion in short (4-5 sentences) passages of informational text</li> <li>• Distinguishes between examples of fact and opinion paraphrased from passages of informational text</li> <li>• Distinguishes between facts and propaganda in advertisements*</li> <li>• Infers an author's bias from short paragraphs of informational text (1-4 sentences)*</li> <li>• Identifies the use of propaganda in informational text*</li> <li>• Distinguishes between facts and propaganda in informational advertisements*</li> <li>• Analyzes persuasive language used in informational text*</li> <li>• Determines author's validity using information supplied in informational text (1-3 paragraphs containing complex sentences)*</li> <li>• Classifies the purpose of a short informational passage (1 to 3 sentences) as "to inform"</li> <li>• Infers the author's purpose (term not used) in writing an informational passage (persuasive)*</li> <li>• Infers the author's specific purpose (term not used) for an informational passage (to inform)*</li> <li>• Identifies techniques used by the author to play with the sound of words*</li> <li>• Makes predictions (term not used) from short informational texts (1-3 paragraphs containing complex sentences)*</li> <li>• Extrapolates (term not used) based on patterns described in short informational texts (1-3 paragraphs containing complex sentences)*</li> <li>• Makes predictions from informational texts (1-5 simple sentences) describing situations*</li> <li>• Makes inferences from short informational texts (1-3 paragraphs)</li> <li>• Makes inferences using information supplied in</li> </ul>	<ul style="list-style-type: none"> <li>• Gives examples of sentences in informational text that are opinions</li> <li>• Classifies statements as examples of fact and opinion in informational text</li> <li>• Distinguishes between fact and opinion in informational text</li> <li>• Distinguishes between examples of fact and opinion in short (4-5 sentences) passages of informational text</li> <li>• Distinguishes between examples of fact and opinion paraphrased from passages of informational text</li> <li>• Distinguishes between facts and generalizations (term not used) in informational text</li> <li>• Distinguishes between facts and opinions that are unsubstantiated by informational text*</li> <li>• Distinguishes characteristics of informational sentences that are opinions versus sentences that are facts*</li> <li>• Explains how one's experiences and values affect the interpretation of facts in informational text*</li> <li>• Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)*</li> <li>• Analyzes persuasive/loaded language used in informational text*</li> <li>• Analyzes examples of propaganda to determine the method of persuasion used in informational text (bandwagon--if many people do something, it must be right or good)</li> <li>• Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)</li> <li>• Analyzes examples of propaganda to determine the method of persuasion used in informational text (red herring--use of words that are irrelevant)*</li> <li>• Evaluates validity of information in informational text</li> <li>• Infers the author's viewpoint (term not used) in passages (containing one or more complex sentences) of informational text*</li> <li>• Evaluates the author's viewpoint or attitude in informational text using complex sentences and difficult vocabulary*</li> <li>• Analyzes when the author's purpose is to inform in</li> </ul>

	<p>informational text (1-3 paragraphs containing complex sentences)*</p> <ul style="list-style-type: none"> <li>• Infers meaning in informational text*</li> <li>• Infers character traits using informational text*</li> <li>• Draws conclusions using information supplied in informational text (1-3 paragraphs containing complex sentences)*</li> <li>• Evaluates conclusions from informational text*</li> </ul>	<p>informational text*</p> <ul style="list-style-type: none"> <li>• Infers the author's specific/main purpose for an informational passage (to inform)</li> <li>• Makes predictions from short informational texts (1-3 paragraphs containing complex sentences)*</li> <li>• Evaluates predictions based on content in informational text*</li> <li>• Makes inferences using information supplied in informational text (1-3 paragraphs containing complex sentences)*</li> <li>• Infers the meaning of terminology in informational text*</li> <li>• Infers information in technical text*</li> <li>• Draws conclusions based on information supplied by informational texts</li> <li>• Draws conclusions from short informational texts (1-3 paragraphs containing complex sentences)</li> <li>• Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences)*</li> </ul>
<i>New Vocabulary:</i> bibliography, catalog, characteristics, describes, encyclopedia, infer, labels, manual, order of events, persuade, poet, purpose, recipe, topic, Venn diagram	<i>New Vocabulary:</i> argue, arguments, brochure, fact and opinion, guide words, job announcement, pamphlet, reference book, review, science book, statements, summary	<i>New Vocabulary:</i> annotated bibliography, aphorism, evaluate, field guide, guide letters, instruction, memorandum, persuasion, picture book, research paper, thesis paper
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Reading**

**Goal Strand: Comprehend, Interpret, and Evaluate Informational Texts**

211 - 220	221 - 230	Above 230
<b>Text Features</b>	<b>Text Features</b>	<b>Text Features</b>
<ul style="list-style-type: none"> <li>Locates the portion of a sentence that gives the cause for a given effect in informational text*</li> <li>Makes inferences as to the possible effects for a given action based on information contained in informational text*</li> <li>Evaluates information supplied in informational text to determine the most likely cause for a given effect*</li> <li>Recognizes that compare and contrast is a useful strategy for informational texts*</li> <li>Locates examples of compare and contrast in informational text*</li> <li>Explains how the author makes a given comparison in informational text*</li> <li>Compares or contrasts (terms not used) characteristics of objects/concepts described in informational text (1-5 paragraphs)</li> <li>Identifies the organizational pattern of main idea plus supporting details in informational text</li> <li>Identifies and uses structure of bibliographies in informational text</li> <li>Describes how an index is organized*</li> <li>Understands text features of textbooks (author biography)*</li> </ul>	<ul style="list-style-type: none"> <li>Gives examples of cause and effect in informational text</li> <li>Identifies the topics being compared in informational text*</li> <li>Compares content/concepts described in informational passages (2 or more complex passages)*</li> <li>Analyzes informational text to make comparisons in informational text*</li> <li>Critiques the usefulness of diagrams, graphs, and charts*</li> </ul>	
<b>Location of Information, Directions</b>	<b>Location of Information, Directions</b>	<b>Location of Information, Directions</b>
<ul style="list-style-type: none"> <li>Locates information in informational text*</li> <li>Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses*</li> <li>Locates and interprets information in a schedule, index, or label*</li> <li>Locates and paraphrases information in complex informational text</li> <li>Locates information in an index containing multiple entries for a single topic</li> </ul>	<ul style="list-style-type: none"> <li>Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses*</li> <li>Locates, interprets, and draws conclusions from complex informational text</li> <li>Locates, interprets, and draws conclusions from charts and tables</li> <li>Locates and paraphrases information in complex informational text</li> <li>Analyzes a passage of informational text to determine</li> </ul>	<ul style="list-style-type: none"> <li>Locates, interprets, and draws conclusions from complex informational text</li> <li>Summarizes directions in complex informational text*</li> </ul>



<ul style="list-style-type: none"> <li>Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary*</li> <li>Locates information in a glossary found in informational text*</li> <li>Locates information in a table of contents that uses Roman numerals*</li> <li>Summarize informational text (complex paragraph) to identify a title*</li> <li>Summarizes complex informational text</li> <li>Distinguishes between appropriate and inappropriate main idea for a given title in informational text*</li> <li>Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used)</li> <li>Analyzes informational text (complex paragraph) to identify a title best representing the main idea*</li> <li>Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage*</li> <li>Evaluates informational text to identify a statement best representing the main idea of the passage</li> <li>Evaluates statements to choose the one which best represents the main idea of an informational paragraph (complex)*</li> <li>Locates information in informational text containing complex directions</li> <li>Identifies sequence of events in informational text (last)</li> <li>Identifies sequential or chronological order in informational text*</li> <li>Orders and paraphrases a sequence of events in informational text</li> <li>Identifies sequential order of events (more than three) in informational text*</li> </ul>	<p>how a title is supported by details within the passage*</p> <ul style="list-style-type: none"> <li>Analyzes informational text (paragraph containing complex sentence structure plus more difficult vocabulary) to identify a title best representing the main idea (term not used)</li> <li>Locates information in informational text containing complex recipe directions</li> <li>Orders and paraphrases a sequence of events in informational text</li> </ul>	
<b>Evaluation of Logic, Author's Purpose and Context</b>	<b>Evaluation of Logic, Author's Purpose and Context</b>	<b>Evaluation of Logic, Author's Purpose and Context</b>
<ul style="list-style-type: none"> <li>Classifies statements as examples of opposing opinion in informational text*</li> <li>Distinguishes between facts and opinions that are unsubstantiated by informational text*</li> <li>Classifies examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)*</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates passages to determine the bias found in informational text*</li> <li>Classifies examples of propaganda to determine the method of persuasion used in informational text (testimonial)*</li> <li>Evaluates specific examples of loaded words propaganda in informational text (glittering generalities, cliché, flag-waving)*</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates passages to determine the stereotype found in informational text*</li> <li>Describes techniques used by an author to create imagery in informational text*</li> <li>Describes techniques used by an author (level of English, person) in informational text*</li> </ul>

<ul style="list-style-type: none"> <li>Analyzes persuasive/loaded language used in informational text*</li> <li>Analyzes examples of propaganda to determine the method of persuasion used in informational text (broad generalizations--using specific examples to describe the general phenomenon)*</li> <li>Analyzes examples of propaganda to determine the method of persuasion used in informational text (loaded words--use of emotionally charged words to produce strong feelings)</li> <li>Evaluates validity of information in informational text</li> <li>Infers author's viewpoint/attitude in informational text</li> <li>Classifies the purpose of a short informational passage (3-8 sentences) as "to inform"</li> <li>Infers the author's specific purpose for an informational passage (persuasive)</li> <li>Infers the specific purpose of short informational passages (announcements/advertisements)*</li> <li>Infers the author's purpose (term not used) in writing an informational passage (advertisement)*</li> <li>Infers the author's feelings toward the subject of informational text*</li> <li>Infers the author's intended purpose for an informational passage (to inform)</li> <li>Infers the author's specific/main purpose for an informational passage (to inform)</li> <li>Evaluates the author's main purpose for an informational passage (inform)*</li> <li>Explains techniques used by an author to create a specific image in informational text*</li> <li>Interprets the mood created by the author in informational text*</li> <li>Evaluates predictions based on content in informational text*</li> <li>Evaluates to select the most valid prediction (term not used) that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary)</li> <li>Describes ideas that are implied in an informational passage*</li> <li>Makes inferences from short informational texts (1-3 paragraphs )</li> <li>Makes inferences from information found in informational text*</li> </ul>	<ul style="list-style-type: none"> <li>Describes characteristics to consider when evaluating the validity of informational text*</li> <li>Infers author's viewpoint/attitude in informational text</li> <li>Interprets assertion in informational text</li> <li>Infers the author's specific purpose for an informational passage (gather support)*</li> <li>Infers the author's specific purpose for an informational passage (persuasive)</li> <li>Evaluates to select the most valid prediction (term not used) that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary)</li> <li>Makes inferences about the genre of a sample text*</li> <li>Infers information that best contradicts a given assertion*</li> <li>Evaluates to select the most valid inference that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary)</li> <li>Evaluates to select the most valid conclusion that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and more difficult vocabulary)</li> </ul>	
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<ul style="list-style-type: none"> <li>• Makes inferences from information in complicated informational texts</li> <li>• Infers the meaning of terminology in informational text*</li> <li>• Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences)*</li> </ul>		
<i>New Vocabulary:</i> chronological, coupon, intent	<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> standard English, stereotype
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Reading**

**Goal Strand: Reading Process Skills and Strategies: Comprehension**

Below 151	151 - 160	161 - 170
<b>During Reading: Locate Info, Summarize, Paraphrase</b>	<b>During Reading: Locate Info, Summarize, Paraphrase</b>	<b>During Reading: Locate Info, Summarize, Paraphrase</b>
		<ul style="list-style-type: none"> <li>Locates information in short literary paragraphs (2 to 4 simple sentences)</li> <li>Locates information in short literary paragraphs (5 to 6 simple sentences)</li> <li>Locates information in a title page or table of contents in literary text</li> <li>Identifies main idea in short literary passages (2 to 4 simple sentences)</li> <li>Analyzes short literary passages (1-5 sentences) describing events and rephrases the main idea in the form of a short sentence</li> <li>Analyzes short literary passages (1-5 sentences) describing events to identify main idea (term not used, expressed as a short phrase) in literary text</li> <li>Identifies sequence of events in literary text (first)*</li> <li>Identifies a specific event in a literary sequence</li> </ul>
<b>During Reading: Predict, Fact, Opinions, Cause, Effects</b>	<b>During Reading: Predict, Fact, Opinions, Cause, Effects</b>	<b>During Reading: Predict, Fact, Opinions, Cause, Effects</b>
<ul style="list-style-type: none"> <li>Infers the identity of an object based on clues presented in a short literary passage (1-5 short sentences)*</li> </ul>	<ul style="list-style-type: none"> <li>Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences)</li> </ul>	<ul style="list-style-type: none"> <li>Makes predictions about what will happen next in a literary text (1-5 simple sentences)</li> <li>Makes inferences from short (3-5 simple sentences) literary texts describing situations</li> <li>Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences)</li> <li>Draws conclusions from literary text</li> </ul>
<i>New Vocabulary:</i> paragraphs	<i>New Vocabulary:</i> riddle	<i>New Vocabulary:</i> American literature, cookbook, fantasy, folk tale, main point, nursery rhyme, personal narrative, problem, question
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Reading**

**Goal Strand: Reading Process Skills and Strategies: Comprehension**

171 - 180	181 - 190	191 - 200
<b>During Reading: Locate Info, Summarize, Paraphrase</b>	<b>During Reading: Locate Info, Summarize, Paraphrase</b>	<b>During Reading: Locate Info, Summarize, Paraphrase</b>
<ul style="list-style-type: none"> <li>Locates information in short literary paragraphs (2 to 4 simple sentences)</li> <li>Locates information in short literary passages (1 to 2 simple paragraphs)</li> <li>Locates information in short literary passages (1 to 3 paragraphs, complex sentences)</li> <li>Locates information in short literary paragraphs (5 to 6 simple sentences)</li> <li>Analyzes literary text to identify a title representing the main idea (term not used) of literary text*</li> <li>Analyzes short literary passages (1-5 sentences) describing events to identify main idea (term not used, expressed as a short phrase) in literary text</li> <li>Identifies main idea (term not used) in short literary passages (1 to 3 paragraphs)*</li> <li>Identifies sequence of events in literary text (first)*</li> <li>Identifies sequence of events in literary text (second)</li> <li>Identifies sequence of events in literary text (last)</li> <li>Identifies a specific event in a literary sequence</li> <li>Paraphrases sequence of events in literary text*</li> <li>Orders sentences to create a paragraph that makes sense in literary text</li> <li>Infers sequence of events in literary text (first)*</li> </ul>	<ul style="list-style-type: none"> <li>Locates information in short literary passages (1 to 3 paragraphs, complex sentences)</li> <li>Summarizes facts and details in literary texts (short paragraph)</li> <li>Restates supporting details in literary text (1 to 3 paragraphs)</li> <li>Analyzes literary text to identify a title representing the main idea (term not used) of literary text*</li> <li>Analyzes short literary passages (1-5 sentences) describing events and expresses the main idea in the form of a phrase*</li> <li>Analyzes short literary passages (1-5 sentences) describing events and rephrases the main idea (term not used) in the form of a short sentence</li> <li>Analyzes passages (1-3 paragraphs) and rephrases the main idea (term not used) of literary text*</li> <li>Analyzes passages (5 paragraphs) and rephrases the main idea (term not used) of literary text*</li> <li>Identifies sequence of events in literary text (last)</li> <li>Identifies a missing step in a sequence of events in literary text*</li> <li>Paraphrases sequence of events in literary text*</li> </ul>	<ul style="list-style-type: none"> <li>Locates information in literary passages containing long, complex, or incomplete sentences</li> <li>Locates information in short literary passages (1 to 3 paragraphs, complex sentences)</li> <li>Summarizes information using supporting details in literary text</li> <li>Restates supporting details in literary text (1 to 3 paragraphs)</li> <li>Analyzes literary text to identify a title representing the main idea of literary text</li> <li>Analyzes short literary passages (1-5 sentences) containing complex sentences to determine the main idea (term not used, expressed as a short phrase) in literary text</li> <li>Analyzes short literary passages (1-5 sentences) describing events and expresses the main idea in the form of a phrase*</li> <li>Analyzes passages (1-3 complex paragraphs) of literary text and rephrases the main idea of the text*</li> <li>Analyzes passages (5 paragraphs) and rephrases the main idea of literary text*</li> <li>Analyzes passages (5-10 paragraphs) to identify main idea (term not used, expressed as a short phrase) in literary text*</li> <li>Analyzes passages (5-10 paragraphs) to rephrase the main idea of literary text (term not used) in the form of a short sentence*</li> <li>Recognizes details that support the main idea in literary text*</li> <li>Identifies which supporting detail does not belong in a literary paragraph*</li> </ul>
<b>During Reading: Predict, Fact, Opinions, Cause, Effects</b>	<b>During Reading: Predict, Fact, Opinions, Cause, Effects</b>	<b>During Reading: Predict, Fact, Opinions, Cause, Effects</b>
<ul style="list-style-type: none"> <li>Identifies cause and effect relationships in literary texts</li> <li>Explains why a specific effect (term not used) occurred</li> </ul>	<ul style="list-style-type: none"> <li>Identifies cause and effect relationships in literary texts</li> <li>Explains why a specific effect (term not used) occurred</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between a result of a given event and other non-related events in literary text*</li> </ul>

<p>using information supplied in a short (1 - 5 sentences) literary passage describing events</p> <ul style="list-style-type: none"> <li>• Makes predictions about what will happen next in a literary text (1-5 simple sentences)</li> <li>• Makes predictions from literary texts (1-5 simple sentences) describing situations</li> <li>• Makes predictions from literary texts (1-3 paragraphs) describing situations</li> <li>• Makes inferences about literary texts</li> <li>• Makes inferences from short (3-5 simple sentences) literary texts describing situations</li> <li>• Makes inferences from literary texts (1-3 paragraphs) describing situations</li> <li>• Makes inferences about the contents of a literary book based on the title*</li> <li>• Draws conclusions from literary text</li> <li>• Draws conclusions (term not used) based on supporting details in literary texts</li> </ul>	<p>using information supplied in a literary passage (1-3 paragraphs containing complex sentences) describing events</p> <ul style="list-style-type: none"> <li>• Distinguishes facts located in a passage of literary text</li> <li>• Makes predictions from literary texts (1-5 simple sentences) describing situations</li> <li>• Makes predictions from literary texts (1-3 paragraphs) describing situations</li> <li>• Makes predictions about what will happen next from literary texts (1-3 paragraphs)</li> <li>• Makes predictions for a given scenario using information supplied in a literary text (1-5 paragraphs)</li> <li>• Evaluates predictions about what will happen next from literary texts (1-3 paragraphs)</li> <li>• Makes inferences based upon supporting details in literary text</li> <li>• Makes inferences from literary texts (1-3 paragraphs) describing situations</li> <li>• Draws conclusions from literary text (1-3 paragraphs)</li> <li>• Draws conclusions (term not used) based on supporting details in literary texts</li> <li>• Draws conclusions based on supporting details in literary text</li> <li>• Draws conclusions based on information found in literary text*</li> </ul>	<ul style="list-style-type: none"> <li>• Explains why a specific effect (term not used) occurred using information supplied in a literary passage (1-3 paragraphs containing complex sentences) describing events</li> <li>• Distinguishes facts located in a passage of literary text</li> <li>• Distinguishes between examples of fact and opinion paraphrased from passages of literary text*</li> <li>• Makes predictions from literary texts (1-3 paragraphs)</li> <li>• Evaluates predictions about what will happen next from literary texts (1-3 paragraphs)</li> <li>• Evaluates predictions from literary texts (1-3 paragraphs)</li> <li>• Makes inferences from literary texts describing events</li> <li>• Makes inferences based upon supporting details in literary text</li> <li>• Draws conclusions from literary text (1-3 paragraphs)</li> <li>• Draws conclusions based on supporting details in literary text</li> <li>• Evaluates conclusions drawn from supporting details in literary text*</li> </ul>
<i>New Vocabulary:</i> conclusion, diary, excerpt, fable, historical fiction, legend, personal essay, persuasive essay, sequence, speaker, world literature	<i>New Vocabulary:</i> conversation, describe, fiction, infer, primary source, resolve, summarize	<i>New Vocabulary:</i> memoir
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Reading**

**Goal Strand: Reading Process Skills and Strategies: Comprehension**

201 - 210	211 - 220	221 - 230
<b>During Reading: Locate Info, Summarize, Paraphrase</b>	<b>During Reading: Locate Info, Summarize, Paraphrase</b>	<b>During Reading: Locate Info, Summarize, Paraphrase</b>
<ul style="list-style-type: none"> <li>Locates information in literary passages containing long, complex, or incomplete sentences</li> <li>Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary</li> <li>Restates supporting details in literary text (1 to 3 paragraphs)</li> <li>Evaluates literary passages to select the best summary</li> <li>Analyzes passages (1-3 complex paragraphs) of literary text and rephrases the main idea of the text*</li> <li>Recognizes details that support the main idea in literary text*</li> <li>Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences</li> <li>Identifies sequence of events in literary text (first and last)</li> <li>Identifies chronological order of events in literary text*</li> </ul>	<ul style="list-style-type: none"> <li>Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary</li> <li>Summarizes information in literary text with extensive dialogue*</li> <li>Summarizes information in literary text based on supporting details*</li> <li>Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex)</li> <li>Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences</li> <li>Analyzes how detail is used in a literary text to set the scene*</li> </ul>	<ul style="list-style-type: none"> <li>Locates information in long literary passages</li> <li>Locates and paraphrases information found in literary text*</li> <li>Summarizes the plot of a story*</li> <li>Summarizes information in literary text based on supporting details*</li> <li>Summarizes information found in poetry*</li> <li>Evaluates complex literary passages to select the best summary*</li> <li>Identifies main idea in literary passages (1 to 3 paragraphs)</li> <li>Analyzes poems to determine the main idea in literary text*</li> <li>Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex)</li> <li>Evaluates statements to choose the one which best represents the main idea of a poem (complex)*</li> </ul>
<b>During Reading: Predict, Fact, Opinions, Cause, Effects</b>	<b>During Reading: Predict, Fact, Opinions, Cause, Effects</b>	<b>During Reading: Predict, Fact, Opinions, Cause, Effects</b>
<ul style="list-style-type: none"> <li>Determines events as examples of cause and effect in literary text*</li> <li>Distinguishes between examples of fact and opinion paraphrased from passages of literary text*</li> <li>Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text</li> <li>Makes inferences from information found in literary text*</li> <li>Infers meaning in literary text (4-6 paragraphs)*</li> <li>Infers a title using information found in literary text*</li> <li>Makes inferences (term not used) from literary passages (1-3 paragraphs)*</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text</li> <li>Makes inferences from information found in literary text*</li> <li>Makes inferences from literary passages (1-3 paragraphs)</li> <li>Makes inferences from information in complicated literary texts*</li> <li>Makes inferences in long literary passages</li> <li>Infers the meaning of phrases found in literary text*</li> <li>Draws conclusions from literary text (3-5 paragraphs)*</li> </ul>	<ul style="list-style-type: none"> <li>Infers using information in literary text</li> <li>Infers a similar meaning in a literary text*</li> <li>Draws conclusions (term not used) by formulating questions using literary texts*</li> </ul>
<i>New Vocabulary:</i> autobiography	<i>New Vocabulary:</i> headline	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Reading**

**Goal Strand: Reading Process Skills and Strategies: Comprehension**

221 - 230	Above 230
<b>During Reading: Locate Info, Summarize, Paraphrase</b>	<b>During Reading: Locate Info, Summarize, Paraphrase</b>
<ul style="list-style-type: none"> <li>Locates information in long literary passages</li> <li>Locates and paraphrases information found in literary text*</li> <li>Summarizes the plot of a story*</li> <li>Summarizes information in literary text based on supporting details*</li> <li>Summarizes information found in poetry*</li> <li>Evaluates complex literary passages to select the best summary*</li> <li>Identifies main idea in literary passages (1 to 3 paragraphs)</li> <li>Analyzes poems to determine the main idea in literary text*</li> <li>Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex)</li> <li>Evaluates statements to choose the one which best represents the main idea of a poem (complex)*</li> </ul>	
<b>During Reading: Predict, Fact, Opinions, Cause, Effects</b>	<b>During Reading: Predict, Fact, Opinions, Cause, Effects</b>
<ul style="list-style-type: none"> <li>Infers using information in literary text</li> <li>Infers a similar meaning in a literary text*</li> <li>Draws conclusions (term not used) by formulating questions using literary texts*</li> </ul>	<ul style="list-style-type: none"> <li>Determines the organizational structure of a complex literary passage as cause and effect*</li> <li>Makes inference about the author's use of figurative language in literary text</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none



**Subject: Language Usage**

**Goal Strand: Development, Evaluating, Revising, and Editing**

Below 171	171 - 180	181 - 190
Prewriting, Organizing, Recognizing Audience, Drafting	Prewriting, Organizing, Recognizing Audience, Drafting	Prewriting, Organizing, Recognizing Audience, Drafting
	<ul style="list-style-type: none"> <li>• Distinguishes between main topic and supporting details (using a set of words)*</li> <li>• Brainstorms supporting details for a given topic</li> <li>• Brainstorms topics described by a given set of supporting details</li> <li>• Recognizes that topic sentences often begin paragraphs*</li> <li>• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between main topic and supporting details (using a set of words)*</li> <li>• Brainstorms supporting details for a given topic</li> <li>• Uses webs as a prewriting strategy</li> <li>• Evaluates notes used to plan a story*</li> <li>• Recognizes that sentences in a paragraph all relate to one central idea</li> <li>• Recognizes that topic sentences often begin paragraphs*</li> <li>• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> <li>• Determines which details will not support a given topic</li> <li>• Identifies sentence order to form a paragraph*</li> <li>• Orders sentences sequentially to form clear paragraphs</li> <li>• Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)</li> <li>• Uses strong concluding sentences*</li> </ul>
Revising and Editing	Revising and Editing	Revising and Editing
<ul style="list-style-type: none"> <li>• Selects appropriate adjectives to add simple details when revising and editing*</li> <li>• Arranges words into sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses the appropriate word choice to convey a particular mood or tone</li> <li>• Revises word order for fluency*</li> <li>• Arranges words into sentences</li> <li>• Identifies ending sentences for paragraphs appropriate to topic</li> <li>• Identifies beginning sentences for paragraphs appropriate to topic</li> <li>• Recognizes errors in punctuation*</li> <li>• Edits for ending punctuation (question mark)</li> <li>• Recognizes errors in spelling, capitalization, and punctuation*</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience*</li> <li>• Identifies which sentence is appropriate for a given purpose*</li> <li>• Evaluates writing samples for clarity and completeness of information</li> <li>• Revises sentences to improve more word choice*</li> <li>• Identifies revised sentences that add detail (e.g., The dog ran. The big black dog loped down the path.)*</li> <li>• Combines sentences to improve clarity by using multiple types of complex grammar (adverb, appositive, compound predicate, terms not used)*</li> <li>• Combines sentences to improve clarity using a compound subject (term not used)</li> </ul>

		<ul style="list-style-type: none"> <li>• Combines sentences to improve clarity by using an infinitive phrase (term not used; e.g., Vicki will be in Littleton tonight. She will attend a meeting. Vicki will be in Littleton tonight to attend a meeting.)*</li> <li>• Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)</li> <li>• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)*</li> <li>• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)*</li> <li>• Combines sentences to improve clarity using a compound predicate (term not used)</li> <li>• Orders sentences in directions for clarity*</li> <li>• Revises and combines sentences for clarity*</li> <li>• Arranges word order of sentences into alternate forms, deleting the use of dependent clauses (terms not used)</li> <li>• Uses indentations at the beginning of paragraphs</li> <li>• Recognizes a sentence that uses plurals correctly*</li> <li>• Edits for grade appropriate conventional spelling</li> <li>• Edits for proper spelling, punctuation, and sentence structure*</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> draft, edit, sequence, supporting detail, to describe, topic sentence, word order	<i>New Vocabulary:</i> brainstorm, classified ad, description, indent, margin, persona, persuasive writing, publish, quotation mark, revise, revision, stanza, tone, voice, writing process
<i>New Signs and Symbols:</i> ? question mark	<i>New Signs and Symbols:</i> . period, " quotation mark (left), " quotation mark (right)	<i>New Signs and Symbols:</i> ' apostrophe

**Subject: Language Usage**

**Goal Strand: Development, Evaluating, Revising, and Editing**

191 - 200	201 - 210	211 - 220
Prewriting, Organizing, Recognizing Audience, Drafting	Prewriting, Organizing, Recognizing Audience, Drafting	Prewriting, Organizing, Recognizing Audience, Drafting
<ul style="list-style-type: none"> <li>Identifies the appropriate audience for use of slang words*</li> <li>Selects appropriate vocabulary for a given audience</li> <li>Considers audience when selecting topic*</li> <li>Uses form appropriate to audience</li> <li>Chooses expository text as the appropriate form of writing for a particular purpose</li> <li>Recognizes that the writing process begins with the step of brainstorming</li> <li>Brainstorms supporting details for a given topic</li> <li>Brainstorms and evaluates topics described by a given set of supporting details*</li> <li>Uses webs as a prewriting strategy</li> <li>Records key thoughts as a prewriting strategy</li> <li>Uses note taking as a prewriting strategy</li> <li>Identifies the main topic for an outline</li> <li>Interprets outlines</li> <li>Identifies the topic sentence in a passage of content area writing*</li> <li>Identifies the topic sentence of a paragraph</li> <li>Identifies supporting details*</li> <li>Determines which details do not belong in a paragraph after inferring the main idea of the paragraph</li> <li>Determines which details will not support a given topic</li> <li>Evaluates the best way to develop a given topic with supporting details</li> <li>Orders sentences logically to form clear paragraphs</li> <li>Orders sentences sequentially to form clear paragraphs</li> <li>Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)</li> <li>Uses strong concluding sentences*</li> <li>Recognizes examples of compare and contrast essays*</li> <li>Selects cause/effect as the most appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Orders the steps of the writing process*</li> <li>Selects appropriate vocabulary for a given audience</li> <li>Explains which voice is most appropriate for writing intended for a specific audience</li> <li>Selects the appropriate tone for a given purpose*</li> <li>Chooses expository text as the appropriate form of writing for a particular purpose</li> <li>Chooses persuasive writing as the most effective form for the given purpose</li> <li>Evaluates to determine what type of language is most appropriate for a given purpose</li> <li>Recognizes that the writing process begins with the step of brainstorming</li> <li>Describes the process of brainstorming</li> <li>Brainstorms and evaluates topics described by a given set of supporting details*</li> <li>Identifies an appropriate, relevant source for research information</li> <li>Collects information from print resources</li> <li>Evaluates which graphic organizer would be most useful for a given writing task*</li> <li>Uses note taking as a prewriting strategy</li> <li>Identifies the main topic in an outline</li> <li>Interprets outlines</li> <li>Identifies the main idea for a given passage (not thesis statement)*</li> <li>Identifies the topic sentence in a passage of content area writing*</li> <li>Identifies the topic sentence of a paragraph</li> <li>Identifies supporting details*</li> <li>Determines which details do not support the topic after determining the topic of a paragraph</li> <li>Determines which details will not support a given topic</li> <li>Evaluates the best way to develop a given topic with</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the steps of the writing process*</li> <li>Identifies the process of revising*</li> <li>Uses prewriting strategies to plan written work</li> <li>Uses organizing as a prewriting strategy</li> <li>Identifies the form of writing that is most appropriate for a given purpose*</li> <li>Selects writing form appropriate to topic and purpose</li> <li>Chooses persuasive writing as the most effective form for the given purpose</li> <li>Evaluates to determine what type of language is most appropriate for a given purpose</li> <li>Identifies suitable research questions</li> <li>Gathers research information from analyzing original documents*</li> <li>Describes the writing tasks organized by a particular graphic organizer</li> <li>Identifies the appropriate style for a summary*</li> <li>Explains how and why outlines are used</li> <li>Describes the characteristics of effective multiple-paragraph compositions</li> <li>Writes an introductory paragraph to introduce the main topic*</li> <li>Selects the best topic sentence for a given paragraph</li> <li>Identifies how to make a topic sentence*</li> <li>Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph</li> <li>Identifies the topic sentence of a paragraph</li> <li>Determines which details do not support the topic after determining the topic of a paragraph</li> <li>Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph</li> <li>Recognizes transitional words and phrases</li> </ul>

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NV 3.3.1

\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

organizational form*	<ul style="list-style-type: none"> <li>supporting details</li> <li>Orders sentences logically to form clear paragraphs</li> <li>Orders sentences sequentially to form clear paragraphs</li> <li>Identifies how to develop a paragraph with a main idea and supporting details</li> <li>Identifies the method of organization used in a multi-paragraph composition (deductive, term not used)</li> <li>Describes the characteristics of paragraphs*</li> <li>Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose*</li> <li>Identifies cause/effect organizational patterns*</li> <li>Identifies how details are arranged when using sequential organization</li> <li>Chooses process/sequence essays as the most effective form to achieve the given purpose</li> </ul>	<ul style="list-style-type: none"> <li>Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing*</li> <li>Identifies the pattern of organization used in a writing sample (deductive)</li> <li>Identifies the pattern of organization used in a writing sample (inductive)</li> <li>Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose*</li> <li>Identifies cause/effect organizational patterns*</li> <li>Chooses the best transition word for cause/effect paragraphs*</li> <li>Explains how to best organize directions</li> </ul>
<b>Revising and Editing</b>	<b>Revising and Editing</b>	<b>Revising and Editing</b>
<ul style="list-style-type: none"> <li>Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience*</li> <li>Identifies writing sample that is most appropriate for a given purpose</li> <li>Identifies which sentence is appropriate for a given purpose*</li> <li>Uses appropriate word choice relative to purpose*</li> <li>Revises by adding detail*</li> <li>Revises by deleting information that does not relate to topic*</li> <li>Evaluates writing samples for clarity and completeness of information</li> <li>Identifies multiple sentences with the same meaning that vary in structure (e.g., On Saturday, Jose and Kyle went to the river to swim. Jose and Kyle went to the river to swim on Saturday. Jose and Kyle, on Saturday, went to the river to swim.)</li> <li>Combines sentences to improve clarity using a compound subject (term not used)</li> <li>Combines sentences to improve clarity by using an adjective clause (term not used; e.g., The boy who played basketball gave his coach the bottle.)</li> <li>Combines sentences to improve clarity by using an adverb clause (term not used; e.g., Joe will cook steaks. Sue will prepare salad. Joe will cook the steaks while</li> </ul>	<ul style="list-style-type: none"> <li>Understands that the process of revision includes revising for audience understanding*</li> <li>Revises by adding detail*</li> <li>Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*</li> <li>Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)*</li> <li>Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)*</li> <li>Explains how syntax (term not used) affects meaning of a sentence</li> <li>Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)</li> <li>Arranges word order of sentences by rephrasing adjective clauses (term not used)*</li> <li>Arranges word order of sentences by altering the</li> </ul>	<ul style="list-style-type: none"> <li>Revises compositions for clarity in purpose*</li> <li>Evaluates writing samples for descriptive word choice*</li> <li>Evaluates word choice for the meaning or feeling it suggests (connotation, term not used)*</li> <li>Identifies combining sentences as a revision technique*</li> <li>Combines sentences to improve clarity by using a compound sentence (term not used)*</li> <li>Rewrites sentences in question form*</li> <li>Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)*</li> <li>Revises sentences by using an adverb clause to combine sentences (terms not used; e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.)</li> <li>Revises sentence to further character development (e.g., How could you revise the sentence to provide clues about John's appearance?)*</li> <li>Changes word order of sentences from first person to third person point of view*</li> <li>Arranges word order of sentences into alternate forms by rephrasing adverb clauses (term not used)*</li> <li>Evaluates the syntax (word order, form) of sentences</li> </ul>

<p>Sue prepares salad.)*</p> <ul style="list-style-type: none"> <li>• Combines sentences to improve clarity by using an independent clause (term not used; e.g., John saw a bird. It was spotted orange and black. The bird acted strangely. John saw an orange and black spotted bird that acted strangely.)*</li> <li>• Combines sentences to improve clarity by using adjectives (term not used; e.g., A girl ran by the store. She was a young girl. The store was closed. The young girl ran by the closed store.)</li> <li>• Combines sentences to improve clarity by using a dependent clause (term not used; e.g., We read our books. It was raining. We read our books, for it was raining.)*</li> <li>• Combines sentences to improve clarity by using a compound subject in a compound sentence (terms not used; e.g., Bill plays the drums. Tom plays the drums. Henry plays the trumpet. Bill and Tom play the drums, and Henry plays the trumpet.)</li> <li>• Combines sentences to improve clarity by using a prepositional phrase (term not used; e.g., Sarah gave Kathy a book. It was Kathy's graduation day. On Kathy's graduation day, Sarah gave Kathy a book.)*</li> <li>• Revises sentence for grammar*</li> <li>• Identifies an alternate form of syntax, combining simple sentences to form a complex sentence (terms not used)</li> <li>• Identifies run-on sentences that need revision*</li> <li>• Changes word order of sentences from present to past tense*</li> <li>• Arranges word order of a sentence into an alternate form by changing verb placement (term not used)*</li> <li>• Arranges word order of sentences into alternate forms, adding dependent clauses (term not used)</li> <li>• Arranges word order of sentences by altering the placement of adverb clauses (term not used)</li> <li>• Arranges word order of sentences by reversing the subject and verb (terms not used)*</li> <li>• Evaluates the syntax (term not used) of sentences (word order, form)</li> <li>• Recognizes complete sentences</li> <li>• Edits for complete and correct sentences*</li> <li>• Edits paragraphs to show the start of new paragraphs with indentations</li> </ul>	<p>placement of adjective clauses (term not used)</p> <ul style="list-style-type: none"> <li>• Arranges word order of sentences by changing the placement of a direct quote within a sentence*</li> <li>• Arranges sentences into alternate forms with correct syntax (term not used)*</li> <li>• Replaces a word without changing the meaning of a sentence (e.g., either, otherwise, both)</li> <li>• Evaluates the syntax (term not used) of sentences (word order, form)</li> <li>• Evaluates the syntax (word order, form) of sentences</li> <li>• Determines the most appropriate thesis statement for a given scenario</li> <li>• Uses multi-paragraph organization to develop ideas*</li> <li>• Recognizes complete sentences</li> <li>• Identifies run-on sentences (term not used) while editing work</li> </ul>	<ul style="list-style-type: none"> <li>• Determines the most appropriate thesis statement for a given scenario</li> <li>• Analyzes writing to revise multiple-paragraph compositions</li> <li>• Evaluates which sentence will best serve as a topic sentence for a given subject</li> <li>• Identifies run-on sentences (term not used) while editing work</li> <li>• Edits for proper punctuation</li> <li>• Edits a paragraph for spelling</li> <li>• Edits a sentence for spelling*</li> </ul>
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<ul style="list-style-type: none"> <li>• Edits for proper capitalization*</li> <li>• Edits for ending punctuation (period)</li> <li>• Recognizes that a dictionary is a useful tool for the editing process*</li> </ul>		
<i>New Vocabulary:</i> abbreviation, book report, comparison, ending, informative essay, introduction, main heading, memo, pamphlet, resumé, slang	<i>New Vocabulary:</i> cluster, freewrite, introductory sentence, language, parallelism, process essay, rough draft, syntax, thesis statement	<i>New Vocabulary:</i> alphabetical order, compose, contrast, documentation, expository writing, organization, prewrite, prewriting, transition
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Language Usage**

**Goal Strand: Development, Evaluating, Revising, and Editing**

221 - 230	231 - 240	Above 240
<b>Prewriting, Organizing, Recognizing Audience, Drafting</b>	<b>Prewriting, Organizing, Recognizing Audience, Drafting</b>	<b>Prewriting, Organizing, Recognizing Audience, Drafting</b>
<ul style="list-style-type: none"> <li>Recognizes the last step of the writing process within a given writing scenario*</li> <li>Evaluates the level of detail and information appropriate for a given audience*</li> <li>Uses clustering as a prewriting strategy*</li> <li>Identifies the thesis statement for a given passage*</li> <li>Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph</li> <li>Recognizes transitional words and phrases</li> <li>Uses clear transitional words and phrases in writing</li> <li>Identifies the pattern of organization used in a writing sample (sequence)*</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the relevance of potential research questions*</li> <li>Describes the structure of formal outlines*</li> <li>Evaluates the format of outlines*</li> <li>Defines thesis statement*</li> <li>Identifies the method of organization used in a multi-paragraph composition (chronological)*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the four main types of forms of writing*</li> </ul>
<b>Revising and Editing</b>	<b>Revising and Editing</b>	<b>Revising and Editing</b>
<ul style="list-style-type: none"> <li>Understands that the process of revision includes revising for audience interest*</li> <li>Uses the writing process to align content with purpose</li> <li>Distinguishes examples of thesis statements from other written text*</li> <li>Recognizes examples of proofreading for grammar*</li> <li>Evaluates for pronoun and sentence revision*</li> </ul>	<ul style="list-style-type: none"> <li>Revises sentences for fluency</li> <li>Uses evidence in support of a thesis statement</li> <li>Edits for errors in usage*</li> </ul>	
<i>New Vocabulary: none</i>	<i>New Vocabulary: dash, formal outline, supporting evidence, works cited</i>	<i>New Vocabulary: none</i>
<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>	<i>New Signs and Symbols: none</i>

**Subject: Language Usage**

**Goal Strand: Write Using Standard English**

Below 171	171 - 180	181 - 190
<b>Grammar and Usage</b>	<b>Grammar and Usage</b>	<b>Grammar and Usage</b>
<ul style="list-style-type: none"> <li>Recognizes regular plurals (term not used) of nouns in written compositions*</li> <li>Uses the comparative form of an adjective to complete a sentence (terms not used)</li> <li>Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence*</li> <li>Uses the future tense of regular verbs (terms not used)</li> <li>Uses linking verbs to form the future tense (term not used; e.g., Soon it will be lunchtime.)*</li> <li>Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)*</li> <li>Uses irregular verbs (term not used) in written compositions (e.g., wake, woke, woken)*</li> <li>Uses irregular verbs (term not used) in written compositions (e.g., come, came, come)</li> <li>Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept)</li> <li>Chooses the correct action verb to complete a sentence</li> <li>Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)*</li> <li>Identifies the correct verb phrase for the content of the sentence*</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes regular plurals (term not used) of nouns in written compositions*</li> <li>Chooses a singular or plural noun (term not used), depending on the context of the sentence*</li> <li>Chooses the appropriate pronoun to replace a noun in a written composition</li> <li>Restates a sentence using pronouns (term not used) of appropriate case, gender, and number</li> <li>Uses the objective case of a pronoun (term not used) in written compositions (her, him, them)</li> <li>Uses subjective pronoun (nominative, term not used) I correctly in compound subjects</li> <li>Identifies words in a sentence that tell about a specific noun (term not used)</li> <li>Selects an adjective to modify a given noun (terms not used) in a written sentence*</li> <li>Uses the positive form of an adjective to complete a sentence (terms not used)</li> <li>Uses the comparative form of an adjective to complete a sentence (terms not used)</li> <li>Uses the superlative form of an adjective to complete a sentence (terms not used)</li> <li>Identifies the antecedent of a possessive adjective (possessive pronoun, term not used; e.g., Mary and Sam ate their lunch. To whom does the lunch belong?)*</li> <li>Chooses the appropriate demonstrative adjective (term not used, e.g., these, which, those) to complete a sentence*</li> <li>Uses possessive adjectives (term not used) in written compositions</li> <li>Identifies verbs in written compositions</li> <li>Uses the past tense of regular verbs (terms not used)</li> <li>Uses the future tense of regular verbs (terms not used)</li> <li>Uses the present perfect tense of regular verbs (terms not used)</li> </ul>	<ul style="list-style-type: none"> <li>Identifies collective nouns (term not used) in written compositions*</li> <li>Recognizes regular plurals of nouns in written compositions</li> <li>Chooses the appropriate pronoun (term not used) to replace a noun in a written composition*</li> <li>Restates a sentence using pronouns (term not used) of appropriate case, gender, and number</li> <li>Identifies the antecedent of a possessive adjective (possessive pronoun, term not used; e.g., Mary and Sam ate their lunch. To whom does the lunch belong?)*</li> <li>Uses the objective case of a pronoun (term not used) in written compositions (her, him, them)</li> <li>Uses subjective pronoun (nominative, term not used) I correctly in compound subjects</li> <li>Recognizes correct usage of indefinite pronouns (term not used)*</li> <li>Uses reflexive pronouns (term not used) correctly in written compositions</li> <li>Uses reflexive pronouns (term not used) that agree in number and gender with their antecedent</li> <li>Identifies words in a sentence that tell about a specific noun (term not used)</li> <li>Uses well and good correctly in written compositions*</li> <li>Uses the positive form of an adjective to complete a sentence (terms not used)</li> <li>Identifies verbs in written compositions</li> <li>Identifies past tense verbs (term not used)</li> <li>Uses the past tense of regular verbs (terms not used)</li> <li>Identifies the correct linking verb for the content of the sentence*</li> <li>Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.)</li> <li>Uses helping verbs to form the future tense (term not used)</li> </ul>

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NV 3.3.1

\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.



	<ul style="list-style-type: none"> <li>• Uses the past tense of irregular verbs (term not used)*</li> <li>• Uses linking verbs in sentences containing complex subjects (terms not used; e.g., The time for selling houses is now.)*</li> <li>• Uses helping verbs to form the past tense (term not used) in written compositions (e.g., I was listening to the radio.)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., break, broke, broken)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., come, came, come)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., get, got, gotten)</li> <li>• Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew, flew, knew)*</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)*</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., make, made, made; dig, dug, dug; sleep, slept, slept)</li> <li>• Identifies phrases that answer who, what, when, where, how, why</li> <li>• Chooses a pronoun of the correct case, gender, and number to complete a sentence that does not contain an antecedent (terms not used)*</li> <li>• Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent*</li> <li>• Uses coordinating conjunctions (term not used) in writing to connect ideas*</li> </ul>	<p>used) in written compositions (e.g., I will see you tomorrow.)</p> <ul style="list-style-type: none"> <li>• Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., teach, taught, taught)</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., wear, worn, worn)*</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)*</li> <li>• Uses past tense of irregular verbs (term not used) in written compositions (e.g., grew, flew, knew)*</li> <li>• Uses irregular verbs (term not used) in written compositions (e.g., drive, drove, driven; write, wrote, written; give, gave, given)*</li> <li>• Uses an irregular verb following an adverb phrase (terms not used; e.g., When I was in 7th grade, I kept my books in the locker.)*</li> <li>• Uses the irregular verb (term not used) see in written compositions</li> <li>• Identifies the past tense of irregular verbs (term not used)</li> <li>• Identifies phrases that answer who, what, when, where, how, why</li> <li>• Uses words that answer how, when, where, why, how often and how much questions (adverbs) in written compositions</li> <li>• Recognizes correct subject-verb agreement (term not used)</li> <li>• Recognizes correct subject-verb agreement for linking verbs in written compositions*</li> <li>• Uses correct subject-verb agreement (term not used)</li> <li>• Uses correct subject-verb agreement for linking verbs in written compositions (terms not used)</li> <li>• Identifies the antecedent of a subjective pronoun (nominative, term not used; e.g., We saw the rocket. It came from outer space. What word means the same as "it"?)</li> <li>• Uses pronouns of the appropriate case (subjective, objective, possessive, terms not used) that agree in number with their antecedent*</li> </ul>
<b>Sentence Structure</b>	<b>Sentence Structure</b>	<b>Sentence Structure</b>
<ul style="list-style-type: none"> <li>• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Completes a sentence by selecting a predicate (term not used) that fits the content and meaning of the sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies sentences showing the subject and predicate correctly divided*</li> </ul>

<ul style="list-style-type: none"> <li>• Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies complete sentences</li> <li>• Identifies the correct question form of a statement*</li> <li>• Selects the mark that will punctuate an interrogative sentence (term not used; e.g., Did she eat?)</li> <li>• Selects the mark that will punctuate an interrogative sentence containing an interrogative pronoun (terms not used; e.g., Who is she?)</li> <li>• Chooses the interrogative (term not used) form of a sentence as the most appropriate for a particular context</li> <li>• Classifies sentences as questions based on word order</li> <li>• Classifies sentences as questions when ending punctuation is present</li> <li>• Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies complete sentences</li> <li>• Identifies incomplete sentences</li> <li>• Completes incomplete sentences</li> <li>• Classifies sentences as statements or sentences that make a statement</li> <li>• Classifies sentences as those that tell something that happened (declarative, term not used)</li> <li>• Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?)</li> <li>• Selects the mark that will punctuate an interrogative sentence containing a relative pronoun (terms not used; e.g., Did you get the groceries that we need?)</li> <li>• Punctuates an interrogative sentence that contains a restrictive phrase (term not used; e.g., Is this the school that won the tournament?)*</li> <li>• Classifies sentences as questions based on word order</li> <li>• Completes an exclamatory sentence (term not used) using proper word order and appropriate content</li> <li>• Classifies sentences as telling you what to do (imperative sentences, term not used) based on word order and content</li> <li>• Classifies sentences as telling about more than one idea (compound sentence, term not used)*</li> <li>• Uses the conjunction "and" to create a compound sentence*</li> <li>• Uses the conjunction "but" to create a compound sentence</li> </ul>
<b>Punctuation</b>	<b>Punctuation</b>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>• Distinguishes among punctuation marks that can be used to end a sentence and those that cannot</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies declarative sentence (term not used) in need of a period</li> <li>• Identifies declarative sentences (term not used) that are punctuated correctly*</li> <li>• Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>• Uses periods to punctuate personal titles*</li> <li>• Recognizes questions that have been punctuated correctly</li> <li>• Uses a question mark to end interrogative sentences (term not used)</li> <li>• Uses an exclamation mark to end exclamatory sentences (term not used)</li> <li>• Distinguishes among punctuation marks that can be used to end a sentence and those that cannot</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies declarative sentence (term not used) in need of a period</li> <li>• Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>• Uses periods to punctuate initials</li> <li>• Recognizes questions that have been punctuated correctly</li> <li>• Recognizes sentences that need a question mark to be punctuated correctly</li> <li>• Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)*</li> <li>• Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not*</li> <li>• Uses an exclamation mark to end exclamatory sentences (term not used)</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognizes correct placement of the comma in a written date</li> <li>• Recognizes that apostrophes are used to show possession</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the correct punctuation for the greeting (term not used) of a personal letter</li> <li>• Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry)</li> <li>• Recognizes correct placement of the comma in a written date</li> <li>• Recognizes the correct punctuation for the greeting of a personal letter</li> <li>• Recognizes that commas are used to delimit items in a series</li> <li>• Recognizes the correct placement of commas to delimit items in a series</li> <li>• Uses commas to correctly punctuate locations (e.g., Columbus, Ohio)</li> <li>• Recognizes appropriate placement of apostrophes in contractions (terms not used)*</li> <li>• Recognizes correct use of apostrophes used to show singular ownership*</li> <li>• Analyzes the use of apostrophes (term not used) in written compositions*</li> </ul>
<b>Capitalization</b>	<b>Capitalization</b>	<b>Capitalization</b>
<ul style="list-style-type: none"> <li>• Explains that a sentence begins with a capital letter*</li> <li>• Recognizes correct/incorrect capitalization of the pronoun "I"</li> <li>• Recognizes that the pronoun "I" should be capitalized*</li> <li>• Recognizes that the names of the months of the year require capitalization</li> <li>• Capitalizes the names of the days of the week*</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that the first word of a sentence should be capitalized</li> <li>• Recognizes correct/incorrect capitalization of the first word of a sentence</li> <li>• Recognizes correct/incorrect capitalization of the pronoun "I"</li> <li>• Recognizes that the pronoun "I" should be capitalized*</li> <li>• Recognizes that the given names of people, things, and animals require capitalization</li> <li>• Recognizes that titles of people should be capitalized</li> <li>• Recognizes that the names of the days of the week require capitalization</li> <li>• Recognizes that the names of the months of the year require capitalization</li> <li>• Capitalizes initials correctly</li> <li>• Capitalizes names of streets*</li> <li>• Capitalizes names of towns, cities, counties, and states</li> <li>• Capitalizes titles of stories correctly*</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that the first word of a sentence should be capitalized</li> <li>• Recognizes correct/incorrect capitalization of the first word of a sentence</li> <li>• Capitalizes the pronoun "I"</li> <li>• Recognizes that the given names of people, things, and animals require capitalization</li> <li>• Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences</li> <li>• Recognizes correct/incorrect capitalization of people's titles</li> <li>• Recognizes that names of holidays should be capitalized*</li> <li>• Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states</li> <li>• Capitalizes the given names of people, things, and animals found in sentences</li> <li>• Capitalizes names of streets*</li> <li>• Capitalizes names of school subjects, when appropriate*</li> <li>• Recognizes correct capitalization of the greeting (salutation, term not used) of friendly letters*</li> </ul>

Spelling	Spelling	Spelling
<ul style="list-style-type: none"> <li>Identifies correct spelling of commonly misspelled words in written compositions</li> <li>Correctly spells contractions</li> </ul>	<ul style="list-style-type: none"> <li>Identifies commonly misspelled words in written passages</li> <li>Identifies correct spelling of commonly misspelled words in written compositions</li> <li>Identifies words that are plural (term not used)</li> <li>Identifies correctly spelled words that are made plural by adding -s*</li> <li>Forms the plural (term not used) of nouns ending in ey (such as donkey)</li> <li>Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly)</li> <li>Forms the possessive singular for irregular nouns*</li> <li>Selects the appropriate contraction (term not used) for a given word*</li> <li>Selects the appropriate contraction for a given word</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes mistakes in spelling for words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word)*</li> <li>Correctly spells words containing basic long vowel patterns (consonant-vowel-consonant with e [CVCe] word)</li> <li>Identifies correct spelling of commonly misspelled words from list of alternate spellings*</li> <li>Identifies commonly misspelled words in written passages</li> <li>Identifies the correct use of its versus it's*</li> <li>Forms the (regular) plural for nouns (term not used) ending in e or in a consonant*</li> <li>Forms the plural (term not used) of nouns ending in a consonant plus y (e.g., fly)</li> <li>Forms the possessive singular for irregular nouns*</li> <li>Correctly spells the plural of words ending in -ox or -ax</li> <li>Identifies correctly spelled words in which the silent e is dropped before -ed or -ing*</li> <li>Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing*</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions*</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list</li> <li>Correctly spells words containing the prefix (term not used) mis-*</li> </ul>
<i>New Vocabulary:</i> capital letter, capitalize, comma, exclamation mark, exclamation point, mark, period, pronoun, question mark	<i>New Vocabulary:</i> action verb, adverb, command, date, exclamation, main verb, noun, object, plural, possessive, run-on sentence, sentence fragment, subject, subordinate clause, when, where, word order	<i>New Vocabulary:</i> apostrophe, compound sentence, explanation, friendly letter, greeting, hyphen, predicate, quotation, quotation mark, salutation, semicolon, singular, singular noun
<i>New Signs and Symbols:</i> ' apostrophe, : colon, – dash, ! exclamation point, . period, ? question mark, “ quotation mark (left), ” quotation mark (right), ; semicolon	<i>New Signs and Symbols:</i> ... ellipsis	<i>New Signs and Symbols:</i> none

**Subject: Language Usage**

**Goal Strand: Write Using Standard English**

191 - 200	201 - 210	211 - 220
Grammar and Usage	Grammar and Usage	Grammar and Usage
<ul style="list-style-type: none"> <li>Identifies proper nouns in written compositions*</li> <li>Identifies nouns in written compositions</li> <li>Identifies words that tell "who" did an action*</li> <li>Classifies words as nouns*</li> <li>Recognizes irregular plurals (term not used) of nouns in written compositions</li> <li>Recognizes regular plurals of nouns in written compositions</li> <li>Recognizes irregular plurals of nouns in written compositions</li> <li>Uses appropriate form of irregular nouns (term not used)*</li> <li>Defines pronoun*</li> <li>Uses I and me correctly*</li> <li>Uses the simple possessive (term not used) "their" correctly in written compositions</li> <li>Recognizes correct usage of indefinite pronouns (term not used)*</li> <li>Uses relative pronouns (term not used) appropriately in written compositions (e.g., who, whoever, which, that, whom)*</li> <li>Distinguishes between words that describe nouns (term not used) and other words*</li> <li>Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences*</li> <li>Uses comparative form of an adjective (terms not used) ending in -y to complete a sentence</li> <li>Uses the irregular comparative and superlative forms of the adjective bad (e.g., worse, worst) to complete a sentence (terms not used)</li> <li>Uses comparative form of adjectives correctly*</li> <li>Uses predicate adjectives (term not used) in written compositions*</li> <li>Defines past tense of verbs*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies proper nouns in written compositions*</li> <li>Identifies the objective case (direct object, indirect object, object of preposition) of a noun in written compositions*</li> <li>Recognizes irregular plurals (term not used) of nouns in written compositions</li> <li>Recognizes irregular plurals of nouns in written compositions</li> <li>Differentiates between possessive singular and plural forms of nouns (terms not used)</li> <li>Differentiates between possessive singular and plural forms of nouns*</li> <li>Uses the simple possessive (term not used) "their" correctly in written compositions</li> <li>Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions</li> <li>Recognizes plural forms of objective pronouns (term not used)</li> <li>Recognizes correct usage of reflexive pronouns (term not used)</li> <li>Identifies numerical adjectives (term not used) in written compositions*</li> <li>Classifies words as adjectives</li> <li>Evaluates the usage of positive, comparative, and superlative forms of adjectives (terms not used) in written sentences*</li> <li>Uses more or less to create the comparative form of an adjective (terms not used) to complete a sentence</li> <li>Identifies superlative adjectives (term not used) (e.g., -est, most, least) in written compositions*</li> <li>Identifies present tense verbs (term not used)</li> <li>Determines correct verb form for sentences containing the pronoun "there" (term not used; e.g., There are several new houses on my street.)</li> <li>Uses future perfect tense verbs (term not used) in written compositions*</li> </ul>	<ul style="list-style-type: none"> <li>Defines proper noun*</li> <li>Classifies nouns as abstract*</li> <li>Identifies the possessive nouns in written composition*</li> <li>Defines direct object*</li> <li>Recognizes the plural of compound nouns (e.g., passersby)</li> <li>Determines whether a noun is singular or plural based on subject-verb agreement*</li> <li>Recognizes when the possessive pronoun "their" needs to be used</li> <li>Identifies subjective pronouns (nominative, term not used; e.g., I, you, he, she, it, we, they) in written compositions*</li> <li>Uses subjective pronouns (nominative, term not used) we, he, she, and they correctly in written compositions</li> <li>Uses the subjective pronouns (nominative, term not used) he, she, and we correctly in written compositions as part of a compound subject</li> <li>Uses indefinite pronouns (term not used) appropriately in written compositions*</li> <li>Recognizes correct usage of reflexive pronouns (term not used)</li> <li>Recognizes examples of verbs used as adjectives*</li> <li>Defines adjective*</li> <li>Classifies words as adjectives (term not used)</li> <li>Classifies words as adjectives</li> <li>Recognizes that the suffix -er means more when used with an adjective (term not used)*</li> <li>Uses comparative form of adjectives (terms not used) correctly</li> <li>Classifies words as verbs in written compositions*</li> <li>Identifies present participles in written compositions (e.g., is running)*</li> <li>Uses a consistent tense form in writing with irregular verbs (terms not used)*</li> </ul>

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\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

<ul style="list-style-type: none"> <li>Identifies past tense verbs (term not used)</li> <li>Identifies the future tense of regular verbs (terms not used)</li> <li>Identifies past tense verbs</li> <li>Identifies the future tense of regular verbs</li> <li>Determines correct verb form for sentences containing collective nouns (term not used; e.g., jury, team, etc.)*</li> <li>Understands the meaning of future tense verbs (term not used)*</li> <li>Classifies text as written in the past tense*</li> <li>Uses the past tense of regular verbs (terms not used)</li> <li>Uses main verbs to form the past perfect tense (term not used) in written compositions (e.g., Jane has been helping me.)*</li> <li>Uses the present tense of regular verbs (term not used)*</li> <li>Forms the past participle of regular verbs (term not used)</li> <li>Uses helping verbs to form the present perfect tense (term not used) in written compositions (e.g., I have lived here for seven years.)</li> <li>Uses irregular verbs (term not used) in written compositions (e.g., swim, swam, swum)</li> <li>Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)*</li> <li>Uses irregular verbs (term not used) in written compositions (e.g., go, went, gone)*</li> <li>Uses the irregular verb (term not used) see in written compositions</li> <li>Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)</li> <li>Identifies the past tense of irregular verbs (term not used)</li> <li>Identifies adverbs in written compositions*</li> <li>Uses well and good correctly in written compositions</li> <li>Recognizes incorrect forms of adverbs in written compositions*</li> <li>Uses adverbs (term not used) to make comparisons in written compositions*</li> <li>Uses most or least to create the superlative form of an adjective (terms not used) to complete a sentence</li> <li>Uses most plus an adverb (term not used) to make comparisons in written compositions*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the correct auxiliary verb for the content of the sentence (e.g., will, was, shall)*</li> <li>Uses a consistent tense form in writing with irregular verbs (terms not used)*</li> <li>Uses irregular verbs (term not used) in written compositions (e.g., bring, brought, brought)*</li> <li>Uses the past and present perfect forms of irregular verbs (terms not used) in written compositions (e.g., fly, flew, flown; know, knew, known)</li> <li>Uses adverbs (term not used) to make comparisons in written compositions*</li> <li>Recognizes correct subject-verb agreement for linking verbs in written compositions (terms not used)</li> <li>Recognizes correct subject-verb agreement*</li> <li>Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used)</li> <li>Identifies correct usage of pronouns and antecedents*</li> <li>Uses adverb clauses (term not used) in written compositions</li> <li>Identifies words (prepositions, term not used) that tell how, where, or which</li> <li>Recognizes the incorrect usage of double negatives in written compositions</li> <li>Uses negatives (term not used) correctly in written compositions</li> <li>Selects modifiers that complete a sentence*</li> </ul>	<ul style="list-style-type: none"> <li>Uses the irregular verb (term not used) lie in written compositions*</li> <li>Uses the past perfect and present perfect tenses of irregular verbs (terms not used) in written compositions</li> <li>Recognizes the correct use of irregular verbs*</li> <li>Recognizes examples of misplaced modifiers*</li> <li>Identifies participial phrase in written compositions (term defined)*</li> <li>Identifies prepositional phrases</li> <li>Defines verb phrase (predicate)*</li> <li>Describes the word modified by a given prepositional phrase in a written composition*</li> <li>Describes the function of a prepositional phrase in a written composition*</li> <li>Uses verb phrases (predicates, terms not used) in written compositions</li> <li>Uses verb phrases in written compositions</li> <li>Identifies the main clause in a sentence*</li> <li>Identifies prepositions in written phrases*</li> <li>Recognizes the incorrect usage of double negatives in written compositions</li> </ul>
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<ul style="list-style-type: none"> <li>• Recognizes correct subject-verb agreement (term not used)</li> <li>• Recognizes correct subject-verb agreement*</li> <li>• Uses correct subject-verb agreement (term not used)</li> <li>• Identifies correct usage (case, gender, number) of pronouns in sentences that do not contain antecedents (terms not used)</li> <li>• Identifies the antecedent of a subjective pronoun (nominative, term not used; e.g., We saw the rocket. It came from outer space. What word means the same as "it"?)</li> <li>• Uses adverb clauses (term not used) in written compositions</li> <li>• Uses negatives (term not used) correctly in written compositions</li> <li>• Uses negatives correctly in written compositions*</li> </ul>		
<b>Sentence Structure</b>	<b>Sentence Structure</b>	<b>Sentence Structure</b>
<ul style="list-style-type: none"> <li>• Identifies the subject of a sentence</li> <li>• Identifies sentences showing the subject and predicate correctly divided*</li> <li>• Completes an inverted sentence by selecting a phrase that fits the content and meaning of the sentence*</li> <li>• Identifies complete sentences</li> <li>• Identifies incomplete sentences</li> <li>• Completes incomplete sentences</li> <li>• Converts clauses/phrases/sentence fragments (terms not used) into complete sentences</li> <li>• Classifies sentences as statements or sentences that make a statement</li> <li>• Selects the mark that will punctuate an interrogative sentence that starts with a proper noun (terms not used; e.g., Mary, are you ready?)</li> <li>• Selects the mark that will punctuate an interrogative sentence containing a prepositional phrase (terms not used; e.g., Will you come with me?)</li> <li>• Completes an exclamatory sentence (term not used) using proper word order and appropriate content</li> <li>• Classifies sentences as exclamations/exclamatory (term not used) based on word order and content</li> <li>• Recognizes that commands can show strong feeling*</li> <li>• Classifies sentences as directions based on punctuation, word order, and content</li> <li>• Classifies sentences as commands based on punctuation, word order, and content</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the subject of a sentence</li> <li>• Identifies incomplete sentences</li> <li>• Identifies run-on sentences</li> <li>• Completes sentences by adding the missing parts of speech</li> <li>• Converts clauses/phrases/sentence fragments (terms not used) into complete sentences</li> <li>• Differentiates between examples of statements and other sentence types</li> <li>• Identifies statements/declarative sentences (term not used)*</li> <li>• Recognizes that an interrogative sentence asks a question*</li> <li>• Classifies sentences as interrogative (term not used)</li> <li>• Defines exclamatory sentence</li> <li>• Classifies sentences as exclamations/exclamatory based on word order and content</li> <li>• Classifies sentences as directions based on punctuation, word order, and content</li> <li>• Classifies sentences as commands based on punctuation, word order, and content</li> <li>• Identifies command/imperative statements*</li> <li>• Selects the conjunctive adverb "therefore" to create a compound sentence*</li> <li>• Classifies sentences as compound</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes examples of inverted order in written sentences*</li> <li>• Identifies the two main parts of a sentence as subject and predicate*</li> <li>• Identifies the part of speech needed to complete a sentence*</li> <li>• Identifies run-on sentences</li> <li>• Defines run-on sentence*</li> <li>• Identifies sentence fragments (term used)</li> <li>• Evaluates the use of parallel structure in writing*</li> <li>• Identifies declarative sentences*</li> <li>• Defines a statement (declarative sentence, term not used)*</li> <li>• Classifies examples of declarative complex sentences (terms not used)*</li> <li>• Classifies sentences as declarative</li> <li>• Classifies sentences as interrogative</li> <li>• Classifies sentences as simple</li> <li>• Identifies compound sentences*</li> <li>• Selects the conjunctive adverb "although" to create a compound sentence*</li> <li>• Classifies sentences as compound</li> <li>• Uses the conjunction "for" to create a compound sentence*</li> <li>• Uses the conjunction "so" to create a compound sentence*</li> </ul>

<ul style="list-style-type: none"> <li>• Uses the conjunction "and" to create a compound sentence*</li> <li>• Uses the conjunction "but" to create a compound sentence</li> </ul>		<ul style="list-style-type: none"> <li>• Identifies components of complex sentences (independent clause)*</li> </ul>
<b>Punctuation</b>	<b>Punctuation</b>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>• Recognizes appropriate placement of periods in declarative sentences (term not used)</li> <li>• Identifies the period as the correct punctuation for declarative sentences (term not used)</li> <li>• Identifies the period as the correct punctuation for an imperative sentence (term not used)*</li> <li>• Recognizes sentences that need a question mark to be punctuated correctly</li> <li>• Recognizes correct usage of exclamation marks to end exclamatory sentences (term not used)*</li> <li>• Distinguishes among sentences that convey emotion and need an exclamation mark and those that do not*</li> <li>• Uses an exclamation mark to end exclamatory sentences*</li> <li>• Recognizes the correct punctuation for the greeting (term not used) of a personal letter</li> <li>• Recognizes the correct punctuation for the closing of a letter (term not used)</li> <li>• Recognizes the correct placement of commas after introductory words (term not used, e.g., well, no, sorry)</li> <li>• Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>• Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Recognizes the correct punctuation for the closing of a letter*</li> <li>• Recognizes the correct placement of commas to delimit items in a series</li> <li>• Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>• Uses commas to punctuate dates</li> <li>• Uses commas to show items in a series*</li> <li>• Uses commas with introductory words (term not used, e.g., well, no, sorry)</li> <li>• Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> <li>• Uses commas in a direct quotation (term not used)*</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that declarative sentences end with a period</li> <li>• Identifies the period as the correct punctuation for an imperative sentence</li> <li>• Uses periods to punctuate sentences containing subordinating conjunctions (term not used)</li> <li>• Recognizes sentences that need a question mark to be punctuated correctly</li> <li>• Uses an exclamation mark to end exclamatory sentences*</li> <li>• Uses exclamation marks to punctuate exclamations beginning with what and how</li> <li>• Recognizes correct placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>• Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>• Recognizes correct placement of commas to set off unnecessary (nonrestrictive, term not used) clauses*</li> <li>• Recognizes correct placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Recognizes incorrect placement of commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Recognizes correct placement of commas to delimit appositives (term not used)</li> <li>• Recognizes the correct punctuation for the closing of a letter*</li> <li>• Recognizes correct usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>• Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>• Identifies sentences needing commas to delimit introductory clauses joined by a coordinating conjunction (term not used)*</li> <li>• Uses commas to punctuate dates</li> <li>• Uses commas to show items in a series*</li> <li>• Uses commas with introductory words (term not used, e.g., well, no, sorry)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that sentences which make a statement are declarative sentences</li> <li>• Uses periods to punctuate sentences containing subordinating conjunctions (term not used)</li> <li>• Uses periods to punctuate abbreviations*</li> <li>• Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>• Recognizes correct placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>• Recognizes the correct placement of commas to delimit explanatory words or phrases (term not used)</li> <li>• Recognizes the incorrect placement of commas to delimit explanatory words or phrases (term not used)</li> <li>• Recognizes correct placement of commas to delimit appositives (term not used)</li> <li>• Recognizes correct usage of commas in direct quotations</li> <li>• Recognizes incorrect usage of commas in punctuation of locations (e.g., Columbus, Ohio)</li> <li>• Uses commas to enclose explanatory words or phrases (term not used)</li> <li>• Uses commas to separate contrasted elements (term not used) within a sentence*</li> <li>• Uses commas to separate dependent clauses in compound, complex sentences (terms not used)</li> <li>• Uses commas to set off interruptions (term not used)*</li> <li>• Uses commas to set off unnecessary (nonrestrictive, term not used) phrases</li> <li>• Recognizes correct usage of quotation marks and ending punctuation within quotations</li> <li>• Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained)</li> <li>• Recognizes correct usage of double and single quotation marks to distinguish a quotation within a quotation (terms not used)*</li> <li>• Recognizes correct usage of quotation marks to punctuate the titles of poems, short stories, songs, and</li> </ul>



<ul style="list-style-type: none"> <li>• Uses commas to correctly punctuate locations (e.g., Columbus, Ohio)</li> <li>• Uses commas to set off appositives (term not used)*</li> <li>• Analyzes the placement of commas in sentences listing items in a series</li> <li>• Uses commas after introductory phrases and clauses</li> <li>• Recognizes correct usage of quotation marks to delimit dialogue</li> <li>• Uses quotation marks to punctuate dialogue</li> <li>• Recognizes appropriate forms of contractions (term not used)*</li> <li>• Recognizes appropriate placement of apostrophes in contractions (terms not used)*</li> <li>• Recognizes correct use of apostrophes used to show singular ownership*</li> <li>• Recognizes that alternate forms of punctuation (e.g., period or exclamation mark) may end the same sentence</li> <li>• Recognizes or selects the sentence using multiple commas correctly (e.g. dates, separate city and state, separate clauses)*</li> </ul>	<ul style="list-style-type: none"> <li>• Uses commas to delimit introductory clauses joined by a coordinating conjunction (term not used)</li> <li>• Uses commas to separate nouns of direct address (term not used) from the rest of the sentence</li> <li>• Uses commas to enclose explanatory words or phrases (term not used)</li> <li>• Uses commas to set off appositives (term not used)*</li> <li>• Analyzes the placement of commas in sentences listing items in a series</li> <li>• Uses commas after introductory phrases and clauses</li> <li>• Recognizes correct usage of quotation marks to delimit dialogue</li> <li>• Recognizes correct usage of quotation marks to delimit dialogue broken up by explanatory phrases (term not used; e.g., he said, she explained)</li> <li>• Explains how quotation marks are used in compositions to show a person's exact words*</li> <li>• Uses quotation marks to punctuate dialogue</li> <li>• Uses quotation marks to punctuate the titles of poems, songs, short stories, and chapters*</li> <li>• Recognizes appropriate forms of contractions (term not used)*</li> <li>• Recognizes appropriate forms of contractions*</li> <li>• Recognizes correct use of apostrophes used to show singular ownership*</li> <li>• Recognizes correct use of apostrophes in contractions and apostrophes to show possession</li> <li>• Analyzes the use of apostrophes in written compositions*</li> <li>• Recognizes that all words in a film's title are underlined*</li> <li>• Uses underlining (italics) in titles of books</li> <li>• Identifies correct use of parentheses in a sentence*</li> <li>• Identifies multiple punctuation marks needed in a sentence (e.g. comma, question mark, quotation marks)*</li> </ul>	<p>chapters</p> <ul style="list-style-type: none"> <li>• Recognizes that apostrophe s is not used to show pluralization</li> <li>• Discriminates between apostrophes used in contractions and apostrophes used to show possession</li> <li>• Analyzes the use of apostrophes in written compositions*</li> <li>• Uses underlining (italics) in titles of books</li> <li>• Uses underlining (italics) in titles of magazines*</li> <li>• Uses a colon to introduce a list</li> <li>• Identifies correct use of a semicolon in a sentence</li> <li>• Identifies correct use of parentheses in a sentence*</li> <li>• Recognizes incorrect use of a hyphen in a sentence*</li> <li>• Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)</li> </ul>
<b>Capitalization</b>	<b>Capitalization</b>	<b>Capitalization</b>
<ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of given names of people, things, and animals in sentences</li> <li>• Recognizes correct/incorrect capitalization of people's titles</li> <li>• Recognizes correct/incorrect capitalization of the names of the days of the week</li> <li>• Recognizes correct/incorrect capitalization of names of</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of animals, animal breeds, and plant varieties</li> <li>• Recognizes that words that are not proper names or titles (terms not used) are not capitalized</li> <li>• Recognizes correct/incorrect capitalization of the names of the days of the week</li> <li>• Recognizes correct capitalization of the months of the</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes correct/incorrect capitalization of names of companies*</li> <li>• Recognizes correct capitalization of names of organizations and groups</li> <li>• Recognizes correct/incorrect capitalization of names of schools and institutions*</li> <li>• Recognizes that names of schools and institutions</li> </ul>

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\* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

<ul style="list-style-type: none"> <li>holidays</li> <li>Recognizes correct capitalization of names of organizations and groups</li> <li>Recognizes that names of schools and institutions should be capitalized</li> <li>Recognizes correct capitalization of nationalities and languages</li> <li>Recognizes correct capitalization of addresses</li> <li>Recognizes correct/incorrect capitalization of names of countries</li> <li>Recognizes correct/incorrect capitalization of names of towns, cities, counties, and states</li> <li>Recognizes correct/incorrect capitalization of names of geographic locations</li> <li>Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately</li> <li>Describes rules for capitalizing nouns*</li> <li>Capitalizes the names of the months of the year</li> <li>Capitalizes names of schools and institutions*</li> <li>Capitalizes names of school subjects, when appropriate*</li> <li>Capitalizes titles of television shows and movies correctly</li> <li>Recognizes that the first word of a direct quotation (term not used) should be capitalized*</li> <li>Describes how direct quotations are capitalized*</li> </ul>	<ul style="list-style-type: none"> <li>year</li> <li>Recognizes correct/incorrect capitalization of names of holidays</li> <li>Recognizes correct/incorrect capitalization of names of companies*</li> <li>Recognizes that names of companies should be capitalized</li> <li>Recognizes correct capitalization of names of organizations and groups</li> <li>Recognizes correct/incorrect capitalization of names of schools and institutions*</li> <li>Recognizes that names of schools and institutions should be capitalized</li> <li>Recognizes that names of departments of government should be capitalized*</li> <li>Recognizes that names of nationalities and languages should be capitalized</li> <li>Recognizes correct capitalization of nationalities and languages</li> <li>Recognizes correct/incorrect capitalization of names of streets</li> <li>Recognizes correct/incorrect capitalization of names of countries</li> <li>Recognizes correct/incorrect capitalization of names of geographic locations</li> <li>Recognizes correct capitalization of titles of newspapers*</li> <li>Recognizes correct capitalization of titles of books*</li> <li>Distinguishes between the use of terms describing role in family (mother, uncle) and title and capitalizes appropriately</li> <li>Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately</li> <li>Capitalizes names of geographic locations</li> <li>Capitalizes titles of books correctly</li> <li>Capitalizes titles of magazines correctly</li> <li>Recognizes correct capitalization of the closing of letters (term not used)</li> <li>Recognizes correct/incorrect capitalization of direct quotations (term not used)</li> <li>Recognizes that the first word of a direct quotation (term not used) should be capitalized*</li> <li>Recognizes correct capitalization of divided quotations</li> </ul>	<ul style="list-style-type: none"> <li>should be capitalized</li> <li>Recognizes correct capitalization of names of departments of government</li> <li>Recognizes that names of monuments/works of art are capitalized*</li> <li>Recognizes that names of nationalities and languages should be capitalized</li> <li>Recognizes that names of counties should be capitalized (e.g., Boone County)*</li> <li>Recognizes correct capitalization of titles of stories*</li> <li>Distinguishes between directional words (e.g., west, south) that are used as place names and those that are used as directions, and capitalizes appropriately</li> <li>Capitalizes names of companies*</li> <li>Capitalizes titles of books correctly</li> <li>Capitalizes titles of works of art correctly</li> <li>Recognizes correct capitalization of the closing of letters (term not used)</li> <li>Recognizes correct/incorrect capitalization of direct quotations (term not used)</li> <li>Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)</li> <li>Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)</li> <li>Recognizes multiple examples of incorrect capitalization*</li> </ul>
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	<p>(term not used) when two or more complete sentences are separated</p> <ul style="list-style-type: none"> <li>Capitalizes historical periods and events</li> <li>Identifies multiple words within a sentence or passage that need capitalization (e.g., first word of a sentence, geographical locations, nationalities)</li> </ul>	
<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>
<ul style="list-style-type: none"> <li>Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)*</li> <li>Identifies sentences in which words are spelled correctly</li> <li>Identifies correct spelling of commonly misspelled words from list of alternate spellings*</li> <li>Identifies a commonly misspelled word on a word list</li> <li>Identifies correct spelling of commonly misspelled compound words (term not used)</li> <li>Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings</li> <li>Identifies commonly misspelled words containing Latin roots in written passages*</li> <li>Forms the plural (term not used) for nouns ending in x, s, ch, or sh*</li> <li>Forms the plural (term not used) for word ending in an o or an a plus -y (e.g., toy, ray)*</li> <li>Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth)</li> <li>Forms the possessive singular for a noun (terms not used)*</li> <li>Identifies correctly spelled words in which the final consonant is doubled before adding -ed or -ing*</li> <li>Identifies incorrectly spelled words in which the final consonant should be doubled before adding -ed or -ing*</li> <li>Identifies incorrectly spelled words in which the silent e should be dropped before adding -ed or -ing</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correct spelling of words in written compositions*</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -y to identify the correctly spelled word in a word list</li> <li>Applies the spelling rules for words containing roots</li> </ul>	<ul style="list-style-type: none"> <li>Identifies misspelled words that do not follow common vowel patterns (e.g. weather, routine, silent)*</li> <li>Applies the spelling rules for words containing the vowel combination ie or ei</li> <li>Identifies sentences in which words are spelled correctly</li> <li>Identifies the correct spelling of identified words within written compositions</li> <li>Identifies a commonly misspelled word on a word list</li> <li>Identifies correct spelling of commonly misspelled compound words (term not used)</li> <li>Identifies correct spelling of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear)</li> <li>Identifies incorrect use of homophones (term not used) based on context (e.g., sent-scent-cent, here-hear)*</li> <li>Identifies correct spelling of commonly misspelled words (Latin roots, term not used) in written compositions</li> <li>Identifies correct spelling of commonly misspelled words with Latin roots (term not used), scientific words, and words of foreign origin from list of alternate spellings</li> <li>Identifies commonly misspelled words containing Latin roots in written passages*</li> <li>Identifies words in which the plural and singular forms are spelled the same (e.g., deer)*</li> <li>Forms the plural of nouns (term not used)*</li> <li>Forms the plural (term not used) of nouns ending in f (e.g., calf, half, belief)</li> <li>Forms the plural of nouns ending in f (e.g., calf, half, belief)</li> <li>Forms irregular plurals (term not used) of nouns in written compositions (e.g., goose, mouse, tooth)</li> <li>Correctly spells the plural of words ending in -ch</li> <li>Applies the spelling rules for pluralization (term not</li> </ul>	<ul style="list-style-type: none"> <li>Applies the spelling rules for words containing the vowel combination ie or ei</li> <li>Identifies the correct spelling of identified words within written compositions</li> <li>Identifies the correct spelling of commonly misspelled words of foreign, medical, or scientific origin in written compositions*</li> <li>Identifies the correct use of then/than*</li> <li>Identifies proper use of the words except and accept within sentences*</li> <li>Identifies commonly misspelled word (Latin root, term not used) in a word list</li> <li>Forms the plural of nouns (term not used)*</li> <li>Forms the plural of nouns ending in f (e.g., calf, half, belief)</li> <li>Applies the spelling rules for pluralization (term not used) of words ending with -f or -few</li> <li>Recognizes correct spelling of words containing suffixes (term not used)</li> <li>Recognizes incorrect spelling of words containing suffixes (term not used)</li> </ul>

<p>(term not used) ending with -y to identify misspelled words in lists and written compositions</p> <ul style="list-style-type: none"> <li>• Correctly spells words containing the prefix (term not used) bi-*</li> </ul>	<p>used) of words ending with -f or -few</p> <ul style="list-style-type: none"> <li>• Applies the spelling rules for pluralizing compound nouns (e.g., teaspoonful)*</li> <li>• Recognizes correct spelling of words containing suffixes (term not used)</li> <li>• Correctly spells words containing the prefix (term not used) bi-*</li> </ul>	
<p><i>New Vocabulary:</i> address, clause, future tense, grammar, letter closing, proper noun, subject-verb agreement, tense</p>	<p><i>New Vocabulary:</i> antecedent, book title, comma splice, complex sentence, compound-complex sentence, declarative sentence, dependent clause, direct object, exclamatory sentence, fragment, imperative sentence, interrogative sentence, parentheses, prepositional phrase, simple sentence, verb phrase</p>	<p><i>New Vocabulary:</i> common noun, independent clause, infinitive phrase, main clause, modifier, noun clause, noun phrase, participial, participial phrase, participle, present participle, transition</p>
<p><i>New Signs and Symbols:</i> ( parenthesis (left), ) parenthesis (right)</p>	<p><i>New Signs and Symbols:</i> _ underline</p>	<p><i>New Signs and Symbols:</i> none</p>

**Subject: Language Usage**

**Goal Strand: Write Using Standard English**

221 - 230	231 - 240	Above 240
Grammar and Usage	Grammar and Usage	Grammar and Usage
<ul style="list-style-type: none"> <li>Recognizes plural nouns based on Latin and Greek roots (e.g., alga, hypothesis)</li> <li>Recognizes the plural of compound nouns (e.g., passersby)</li> <li>Recognizes the plural form of nouns, including compound nouns</li> <li>Defines reflexive pronoun*</li> <li>Recognizes correct usage of third person pronouns (term not used)*</li> <li>Uses indefinite pronouns (term not used) appropriately in written compositions*</li> <li>Uses interrogative pronouns (term not used) correctly in written compositions*</li> <li>Recognizes that good is usually used as an adjective, not as an adverb*</li> <li>Defines adjective*</li> <li>Identifies comparative adjectives (e.g., -er, more, less) in written compositions*</li> <li>Defines comparative adjective*</li> <li>Defines superlative adjectives*</li> <li>Recognizes examples of verbs used as nouns*</li> <li>Recognizes appropriate use of active verbs (term not used)</li> <li>Identifies participles (verb used as adjective, term not used) as adjectives in written compositions*</li> <li>Identifies active voice in written compositions</li> <li>Uses helping verbs to form the past tense using passive voice (terms not used) in written compositions (e.g., It was colored green.)*</li> <li>Defines adverb*</li> <li>Uses correct subject-verb agreement*</li> <li>Identifies prepositional phrases</li> <li>Identifies participial phrase in written compositions*</li> <li>Identifies appositive phrases in written compositions</li> <li>Recognizes examples of dependent clauses*</li> </ul>	<ul style="list-style-type: none"> <li>Explains how nominative and objective pronouns are used</li> <li>Uses the objective pronoun (term not used) me correctly in written compositions*</li> <li>Recognizes correct usage of third person pronouns (term not used)*</li> <li>Identifies past participles in written compositions (e.g., misspelled)*</li> <li>Identifies infinitives in written compositions*</li> <li>Identifies gerunds in written compositions*</li> <li>Defines infinitive*</li> <li>Defines gerund*</li> <li>Uses linking verbs to form the past tense (term not used; e.g., We were going to school.)</li> <li>Uses helping verbs to form the present tense (term not used) in written compositions (e.g., I am leaving now.)</li> <li>Defines adverb*</li> <li>Evaluates the clarity of pronoun/antecedent in written compositions*</li> <li>Identifies participial phrase in written compositions*</li> <li>Defines participial phrase*</li> <li>Identifies dependent clauses in written compositions*</li> <li>Identifies adverb clauses in written compositions</li> <li>Describes characteristics of clauses*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies prepositional phrases (term not used) that function as adverbs in written compositions*</li> </ul>

<ul style="list-style-type: none"> <li>Identifies dependent clauses in written compositions*</li> <li>Identifies independent clauses</li> <li>Identifies introductory clauses in written compositions*</li> <li>Identifies conjunctions (term not used) in written compositions*</li> </ul>		
<b>Sentence Structure</b>	<b>Sentence Structure</b>	<b>Sentence Structure</b>
<ul style="list-style-type: none"> <li>Identifies the predicate of a sentence</li> <li>Defines rhetorical question*</li> <li>Classifies sentences as exclamations/exclamatory (term not used) when ending punctuation is present*</li> <li>Classifies sentences as imperative based on punctuation, word order, and content*</li> <li>Defines compound sentences*</li> <li>Uses complex sentences to expand ideas*</li> </ul>	<ul style="list-style-type: none"> <li>Describes the characteristics of inverted sentences*</li> <li>Identifies parallelism in writing</li> <li>Defines parallel structure*</li> <li>Defines interrogative sentence*</li> <li>Defines complex sentence*</li> <li>Classifies sentences as complex*</li> </ul>	<ul style="list-style-type: none"> <li>Defines predicate nominative and explains its relationship to the subject of a sentence*</li> <li>Uses parallel structure correctly in writing*</li> </ul>
<b>Punctuation</b>	<b>Punctuation</b>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>Recognizes incorrect placement of commas to delimit introductory phrases and clauses (terms not used)</li> <li>Recognizes incorrect placement of commas to delimit introductory clauses joined by a coordinating conjunction (terms not used)</li> <li>Recognizes incorrect placement of commas to delimit appositives (term not used)*</li> <li>Recognizes correct placement of commas to delimit interruptions (term not used)</li> <li>Uses commas to set off dates in written compositions (e.g., On July 1, 1981, my parents visited the White House.)*</li> <li>Uses commas to separate contrasted elements (term not used) within a sentence*</li> <li>Uses commas to separate coordinate adjectives (term not used)*</li> <li>Uses commas to separate parenthetical elements (term not used) within a sentence*</li> <li>Uses commas to set off interruptions (term not used)*</li> <li>Recognizes correct usage of quotation marks and ending punctuation within quotations</li> <li>Recognizes that titles of poems, short stories, songs, and chapters are punctuated with quotation marks, not italics or underlining</li> <li>Uses underlining (italics) in titles of full-length plays*</li> <li>Recognizes or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)</li> </ul>	<ul style="list-style-type: none"> <li>Describes which type of titles are punctuated using underlining or italics</li> <li>Recognizes that a colon is used to introduce a list after an independent clause (term not used) and not a comma*</li> <li>Explains that colons can be used to introduce a list*</li> <li>Identifies use of an ellipsis in a sentence*</li> </ul>	

Capitalization	Capitalization	Capitalization
<ul style="list-style-type: none"> <li>Recognizes correct capitalization of titles of songs*</li> <li>Recognizes correct capitalization of divided quotations (term not used) in which one sentence is divided</li> <li>Capitalizes geological eras*</li> <li>Recognizes or selects the sentence that contains correct multiple capitalization rules (e.g., first word of a sentence, geographical locations, nationalities)</li> </ul>		
Spelling	Spelling	Spelling
<ul style="list-style-type: none"> <li>Identifies words that contain double consonants that are misspelled*</li> <li>Identifies commonly misspelled words (e.g., words of foreign origin) in a word list*</li> <li>Identifies commonly misspelled word (Latin root, term not used) in a word list</li> <li>Identifies the correct pluralized form of words of foreign origin (e.g., piano)*</li> <li>Forms the irregular plural of nouns (term not used) in written compositions where the plural takes the same form as the singular (e.g., fish, deer, sheep)*</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct spelling of words in written compositions*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the correctly spelled word in a list containing words of foreign, medical, or scientific origin (e.g. naive, plateau, benign)</li> <li>Forms the plural of words ending in o (e.g., hero, tomato, radio)*</li> <li>Applies the spelling rules for words containing roots (term not used) ending with -ey to identify the correct spelling of words in written compositions*</li> </ul>	
<i>New Vocabulary:</i> active voice, allegory, apostrophes, appositive, infinitive, predicate noun, reflexive pronoun, underlining	<i>New Vocabulary:</i> appositive, adjective clause, adjective phrase, adverb clause, colloquialism, ellipsis, gerund, italics, nominative pronoun, objective pronoun	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

**Subject: Language Usage**

**Goal Strand: Write a Variety of Texts, Purpose and Audience**

Below 171	171 - 180	181 - 190
<b>Information</b>	<b>Information</b>	<b>Information</b>
		<ul style="list-style-type: none"> <li>Selects an introductory sentence for a report on a given subject</li> </ul>
<b>Personal and Business</b>	<b>Personal and Business</b>	<b>Personal and Business</b>
<ul style="list-style-type: none"> <li>Recognizes the format of invitations*</li> <li>Recognizes examples of friendly letter</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the audience of personal writing*</li> <li>Recognizes the purpose of thank you notes*</li> <li>Evaluates the quality of instructions*</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the audience of personal writing*</li> <li>Recognizes the purpose of thank you notes*</li> <li>Identifies the parts of a friendly letter</li> <li>Identifies content appropriate to invitations (e.g., when, what, who, where)*</li> <li>Recognizes the format of directions*</li> <li>Selects topics appropriate for business formats*</li> </ul>
<b>Narration and Literary Analysis, Persuasion</b>	<b>Narration and Literary Analysis, Persuasion</b>	<b>Narration and Literary Analysis, Persuasion</b>
<ul style="list-style-type: none"> <li>Identifies the form of poetry*</li> </ul>	<ul style="list-style-type: none"> <li>Uses descriptive words to convey ideas in written compositions</li> <li>Classifies passages as examples of make believe*</li> </ul>	<ul style="list-style-type: none"> <li>Completes sentences to create a simile (term not used)*</li> <li>Gives examples of details in written descriptions*</li> <li>Uses descriptive words to convey ideas in written compositions</li> <li>Classifies passages as examples of fairy tales</li> <li>Identifies persuasive writing*</li> <li>Identifies advertising as persuasive writing*</li> </ul>
<i>New Vocabulary:</i> none	<i>New Vocabulary:</i> audience, essay, short story	<i>New Vocabulary:</i> closing, expository essay, form, formal essay, friendly letter, greeting, heading, signature, to entertain, to inform, to persuade
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none



**Subject: Language Usage**

**Goal Strand: Write a Variety of Texts, Purpose and Audience**

191 - 200	201 - 210	211 - 220
<b>Information</b>	<b>Information</b>	<b>Information</b>
<ul style="list-style-type: none"> <li>Analyzes writing samples to determine the author's purpose (to express thoughts and ideas)*</li> <li>Analyzes writing samples to determine the author's purpose (to inform)</li> <li>Evaluates which topic would best be described using expository text*</li> <li>Evaluates titles for expository writing*</li> <li>Identifies content appropriate for reviews (e.g., book, movie, theater review)*</li> <li>Identifies what type of information is appropriate for reports</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes writing samples to determine the author's purpose (to inform)</li> <li>Identifies the appropriate language used in expository writing*</li> <li>Describes the purpose of research papers*</li> <li>Identifies research writing*</li> <li>Recognizes ways to represent data*</li> <li>Describes the elements that are typically included in informational writing*</li> </ul>	<ul style="list-style-type: none"> <li>Chooses the most effective format for expository writing*</li> <li>Describes the characteristics of expository text</li> <li>Describes the purpose of expository writing*</li> <li>Classifies writing samples as examples of expository text*</li> <li>Describes the purposes of formal essays*</li> <li>Defines a "how to" essay*</li> <li>Defines summary*</li> <li>Identifies appropriate content for a research paper*</li> <li>Defines plagiarism*</li> <li>Describes the contents of a bibliography*</li> <li>Describes the appropriate format for citing sources</li> </ul>
<b>Personal and Business</b>	<b>Personal and Business</b>	<b>Personal and Business</b>
<ul style="list-style-type: none"> <li>Classifies examples of personal writing</li> <li>Recognizes the format and purpose of the parts of a friendly letter, including the date, address, greeting, body, and closing</li> <li>Identifies the parts of a friendly letter</li> <li>Identifies the appropriate voice for personal accounts</li> <li>Recognizes the purpose of directions*</li> <li>Contrasts formats of business and friendly letters*</li> <li>Selects topics appropriate for business formats*</li> <li>Describes the format of resumés*</li> <li>Selects an appropriate closing for a business letter</li> <li>Distinguishes among types of business letters (e.g., letter of complaint, application letter, informative letter)*</li> <li>Writes business letters with content appropriate to the purpose given*</li> </ul>	<ul style="list-style-type: none"> <li>Chooses the most effective format for personal writing*</li> <li>Describes the purposes of different personal writing formats (e.g., diaries, journals, learning logs)</li> <li>Classifies examples of personal writing</li> <li>Recognizes the format and purpose of the parts of a friendly letter, including the date, address, greeting, body, and closing</li> <li>Recognizes the purpose of friendly letters*</li> <li>Includes appropriate content in friendly letters</li> <li>Addresses envelopes of personal letters</li> <li>Identifies the appropriate point of view for personal accounts</li> <li>Selects an appropriate salutation for a business letter</li> </ul>	<ul style="list-style-type: none"> <li>Identifies addresses using appropriate punctuation and abbreviations</li> <li>Identifies content appropriate for memos*</li> <li>Describes the purpose of different forms of workplace writing (e.g., resumé, policy manual, memo)*</li> <li>Classifies examples of workplace writing (e.g., resumé, legal document, policies)</li> </ul>
<b>Narration and Literary Analysis, Persuasion</b>	<b>Narration and Literary Analysis, Persuasion</b>	<b>Narration and Literary Analysis, Persuasion</b>
<ul style="list-style-type: none"> <li>Identifies examples of similes (term not used)*</li> <li>Identifies descriptive writing as the appropriate form for a given writing purpose*</li> </ul>	<ul style="list-style-type: none"> <li>Examines the use of figurative language in written text</li> <li>Identifies descriptive writing as the appropriate form for a given writing purpose*</li> </ul>	<ul style="list-style-type: none"> <li>Defines simile*</li> <li>Examines the use of similes in written text</li> <li>Identifies the use of metaphor*</li> </ul>

<ul style="list-style-type: none"> <li>• Classifies writing as descriptive</li> <li>• Evaluates written passages for phrases that best describe a given situation or event</li> <li>• Selects the appropriate sentence to describe a specific feeling</li> <li>• Evaluates language to determine which is most appropriate to convey imagery</li> <li>• Analyzes characteristics of fictional writing*</li> <li>• Describes the characteristics of short stories*</li> <li>• Describes characteristics of fairy tales</li> <li>• Describes characteristics of science fiction*</li> <li>• Describes characteristics of poetry*</li> <li>• Describes the characteristics of poems</li> <li>• Classifies passages as examples of poems</li> <li>• Classifies poetry as a form of creative writing*</li> <li>• Differentiates between poems and stories*</li> <li>• Uses rhyming in a poem*</li> </ul>	<ul style="list-style-type: none"> <li>• Classifies writing as descriptive</li> <li>• Evaluates written passages for phrases that best describe a given situation or event</li> <li>• Explains the use of sensory images in poetry*</li> <li>• Evaluates language to determine which is most appropriate to convey imagery</li> <li>• Recognizes the use of capitalization of words in sentences to show strong feelings/emotions*</li> <li>• Analyzes writing samples to determine the author's purpose (to entertain)</li> <li>• Establishes setting in a narrative paragraph</li> <li>• Evaluates descriptive passages for the mood conveyed</li> <li>• Chooses the appropriate format for creative writing*</li> <li>• Defines personal narrative*</li> <li>• Analyzes characteristics of fictional writing*</li> <li>• Classifies writing as persuasive*</li> <li>• Evaluates titles for persuasive writing*</li> <li>• Describes characteristics of interpretive responses*</li> <li>• Describes the characteristics of poems</li> </ul>	<ul style="list-style-type: none"> <li>• Defines personification*</li> <li>• Identifies types of figurative language (e.g., simile, metaphor, personification)*</li> <li>• Describes characteristics of descriptive writing*</li> <li>• Evaluates written passages for the use of descriptive words to clarify ideas*</li> <li>• Defines imagery*</li> <li>• Analyzes writing samples to determine the author's purpose (to persuade)</li> <li>• Evaluates descriptive passages for the mood conveyed</li> <li>• Gives examples of narrative writing*</li> <li>• Classifies passages as fantasy*</li> <li>• Identifies content appropriate for a variety of persuasive forms (e.g., advertisement, editorials, essay)</li> <li>• Selects relevant topics for persuasive writing</li> <li>• Classifies examples of persuasive writing</li> <li>• Uses rhetorical questions in persuasive writing*</li> <li>• Defines poem*</li> <li>• Determines the rhyme scheme for a given poem*</li> <li>• Describes different forms of poems</li> </ul>
<i>New Vocabulary:</i> argument, argumentative essay, composition, creative writing, descriptive writing, drama, expository, informative essay, literary analysis, memo, narrative writing, parody, review, visualize	<i>New Vocabulary:</i> allusion, autobiography, book review, direct quotation, figurative language, formal language, mystery, simile	<i>New Vocabulary:</i> analysis, analyze, application, cliché, expository paragraph, expository writing, format, how-to essay, imagery, journalistic, limerick, onomatopoeia, persuasive argument, rhetorical question, to explain, verse
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> . period

**Subject: Language Usage**

**Goal Strand: Write a Variety of Texts, Purpose and Audience**

221 - 230	Above 230
<b>Information</b>	<b>Information</b>
<ul style="list-style-type: none"> <li>• Describes the purpose of expository writing*</li> <li>• Describes the format of reports*</li> <li>• Describes the purpose of thesis statements in reports</li> <li>• Describes characteristics of research papers*</li> <li>• Describes the contents of a bibliography in a research paper*</li> <li>• Recognizes MLA format for citing sources*</li> <li>• Defines citing sources*</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies circumstances in which sources may be used without citation*</li> </ul>
<b>Personal and Business</b>	<b>Personal and Business</b>
<ul style="list-style-type: none"> <li>• Identifies addresses using appropriate punctuation and abbreviations</li> <li>• Evaluates the characteristics of technical documents*</li> <li>• Recognizes the format of memos*</li> <li>• Identifies content appropriate for memos*</li> <li>• Selects a pamphlet as an appropriate format*</li> <li>• Identifies content appropriate for an employee policy manual*</li> <li>• Distinguishes between relevant and irrelevant information to include in resumés*</li> </ul>	
<b>Narration and Literary Analysis, Persuasion</b>	<b>Narration and Literary Analysis, Persuasion</b>
<ul style="list-style-type: none"> <li>• Examines the use of similes in written text</li> <li>• Examines the use of metaphor in written text</li> <li>• Examines the use of personification in written text</li> <li>• Evaluates passages for characteristics of descriptive writing</li> <li>• Examines the use of imagery in poems</li> <li>• Examines the use of alliteration in poetry</li> <li>• Examines the use of alliteration</li> <li>• Examines the use of onomatopoeia in poems*</li> <li>• Defines hyperbole*</li> <li>• Defines idiom*</li> <li>• Evaluates the use of viewpoints as a technique to convey personal style and voice</li> <li>• Defines anecdote*</li> </ul>	<ul style="list-style-type: none"> <li>• Examines the use of similes in written text</li> <li>• Defines metaphor*</li> <li>• Describes how the setting affects a story*</li> <li>• Examines the use of hyperbole in written text*</li> <li>• Defines anecdote*</li> <li>• Describes characteristics of satire*</li> <li>• Recognizes different forms of rhetoric/persuasion*</li> <li>• Determines the purpose of a persuasive writing passage*</li> <li>• Evaluates the steps necessary to organize an argument*</li> <li>• Describes the purpose of thesis statements in persuasive essays*</li> </ul>

<ul style="list-style-type: none"> <li>• Classifies text as narrative writing*</li> <li>• Uses the appropriate format for a persuasive electronic presentation*</li> <li>• Uses writing to respond to literature</li> <li>• Uses counterarguments in persuasive essays</li> <li>• Evaluates effectiveness of persuasive essays</li> <li>• Identifies when poetry is an appropriate format*</li> <li>• Describes characteristics of epic poems*</li> </ul>	
<i>New Vocabulary:</i> allegory, epic poem, literary response, plagiarize, tragedy	<i>New Vocabulary:</i> none
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> none

Lander County School District

Assessed Standards/Curriculum

Social Studies

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Lander - Grade Pre-Kindergarten - Social Studies	Introduced	Completed
PKS1	<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>		
PKS1.1	Make independent choices from diverse interest centers or activities		
PKS1.2	Select materials to use in order to express individuality		
PKS1.3	Express ideas for activities, initiate and participate in discussions with teachers or peers		
PKS1.4	Acknowledge actions and accomplishments verbally and nonverbally		
PKS1.5	Re-engage in a task or activity after experiencing disappointment, frustration, or failure		
PKS1.6	Separate easily from parent(s)/ caregiver(s)/ significant adult(s)		
PKS1.7	Move through routines and activities with minimal adult/ teacher direction		
PKS1.8	Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands)		
PKS1.9	Use toys and materials with care		
PKS1.10	Clean up or put away toys and materials when finished		
PKS1.11	Identify a range of feelings (e.g. sadness, anger, fear, and happiness)		
PKS1.12	Express feelings, needs, or wants in appropriate ways		
PKS1.13	Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad)		
PKS1.14	Demonstrate appropriate affection for teachers and friends		
PKS1.15	Express common courtesy to others (e.g., saying "thank you," "please," and "excuse me," or passing a plate of cookies)		
PKS1.16	Respect rights and belongings of others (e.g., "It is my turn to use the bike but you can have the bike when I am finished.")		
PKS1.17	Demonstrate problem-solving skills (e.g., ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions)		
PKS1.18	Be able to say and respond to first and last name		
PKS1.19	Be able to say parent or caregiver's name		
PKS1.20	Play independently		
PKS1.21	Play in pairs and small groups		
PKS1.22	Engage in dramatic play		
PKS1.23	Initiate play, or enter into play with a group of children already playing		
PKS1.24	Participate in cooperative groups to complete a task		
PKS1.25	Take turns with teacher support		
PKS1.26	Share some of the time		
PKS1.27	Attend to a task for at least 10 minutes		
PKS1.28	Move on to next activity without exhibiting signs of stress		
PKS1.29	Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.)		
PKS1.30	Demonstrate ability to delay gratification to complete a larger task		
PKS2	<b>CIVICS</b>		
PKS2.1	Follow classroom rules		
PKS2.2	Participate in group decision making		
PKS3	<b>ECONOMICS</b>		
PKS3.1	Decide between two choices		
PKS3.2	Demonstrate understanding that money is exchanged for goods and/or services		
PKS3.3	Demonstrate the role of consumers through dramatic play		
PKS4	<b>GEOGRAPHY</b>		
PKS4.1	Identify direction and location (e.g., up/down; above/below)		
PKS4.2	Share information about their family practices, customs and culture		
PKS4.3	Be exposed to diverse family practices, customs and culture		
PKS4.4	Identify familiar weather conditions (e.g., rain, sunshine, snow, fog)		

Identifier	<b>Nevada - Kindergarten - Social Studies</b>		Introduced	Completed
<b>K SS C</b>	<b>CIVICS</b>			
K SS C 1.2.1	Rules and Law	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.		
K SS C 1.2.4	Rules and Law	Participate in class decision making.		
K SS C 5.2.3	Citizenship	Name a traditional U.S. patriotic activity, holiday, or symbol, such as the Fourth of July.		
K SS C 8.2.1	International Relations	Name their school and community.		
<b>K SS E</b>	<b>ECONOMICS</b>			
K SS E 1.2.1	Economic Way of Thinking	Give examples of what is given up when choices are made.		
K SS E 1.2.3	Economic Way of Thinking	Give examples of all-or-nothing choices (e.g., choose music on or off).		
K SS E 3.2.1	Functioning of Markets	Demonstrate an understanding of trade.		
K SS E 3.2.2	Functioning of Markets	Give examples of prices people have paid when buying goods and services.		
K SS E 3.2.3	Functioning of Markets	Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high.		
K SS E 4.2.1	Private US Economic Institutions	Identify reasons people use banks.		
K SS E 5.2.1	Money	Explain what money is and how it is used.		
K SS E 6.2.2	US Economy as a Whole	Explain what a consumer does.		
K SS E 6.2.6	US Economy as a Whole	Give examples of ways people earn money by working.		
K SS E 7.2.1	Evolving Economy	Explain how tools and machinery may help a person work faster or better, or make a person's work easier.		
K SS E 7.2.4	Evolving Economy	Give examples of inventions.		
<b>K SS G</b>	<b>GEOGRAPHY</b>			
K SS GS.K.2	Geographic Skills	List and recall a geographic fact from a story.		
K SS G 1.K.1	World in Spatial Terms	Use vocabulary related to direction and location (e.g., up/down; left/right; near/far; above/below).		
K SS G 1.K.2	World in Spatial Terms	Recognize a map and a globe.		
K SS G 1.K.3	World in Spatial Terms	Recognize water and land on a map or globe.		
K SS G 3.K.1	Physical Systems	Discuss daily weather conditions (e.g., rain, sunshine, snow, fog).		
<b>K SS H</b>	<b>HISTORY</b>			
K SS H 1.2.2	Chronology	Identify past, present, and future events.		
K SS H 5.2.6	1200 to 1750	Tell why Columbus Day is celebrated.		
K SS H 5.2.8	1200 to 1750	Tell why Thanksgiving Day is celebrated.		
K SS H 6.2.4	1700 to 1865	Tell why the Fourth of July is celebrated.		
K SS H 6.2.13	1700 to 1865	Tell why Presidents' Day is celebrated.		
K SS H 7.2.11	1860 to 1920	Tell why Labor Day is celebrated.		
K SS H 7.2.17	1860 to 1920	Tell why Memorial Day and Veterans Day are celebrated.		
K SS H 9.2.8	1945 to 1990	Tell why Martin Luther King Jr. Day is celebrated.		

Identifier	<b>Lander - Kindergarten - Social Studies</b>	Introduced	Completed
<b>OKS1</b>	<b>CIVICS</b>		
OKS1.1	Know and recite full name and birthday		
OKS1.2	Know home address (street, city, state)		
OKS1.3	Recite the "Pledge of Allegiance," with teacher assistance		
OKS1.4	Follow directions and classroom rules		
OKS1.5	Demonstrate courteous and respectful behavior		
OKS1.6	Complete tasks independently		
OKS1.7	Work cooperatively in a group		
<b>OKS2</b>	<b>ECONOMICS</b>		
OKS2.1	Recognize ways money is used to buy goods and services		
OKS2.2	Develop an awareness of wants and needs		
OKS2.3	Identify types of occupations/services and describe their importance in the community		
<b>OKS3</b>	<b>GEOGRAPHY</b>		
OKS3.1	Use vocabulary related to direction and locations (e.g., up/down; left/right; near/far; above/below)		
OKS3.2	Recognize a map and a globe		
OKS3.3	Recognize water and land on a map or globe		
OKS3.4	Identify daily weather conditions (e.g., rain, sun, snow, wind)		
<b>OKS4</b>	<b>HISTORY</b>		
OKS4.1	Develop an awareness of important holidays in Nevada and the United States		



Identifier	Nevada - Grade 1 - Social Studies		Introduced	Completed
1 SS C	<b>CIVICS</b>			
1 SS C 1.2.1	Rules and Law	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.		
1 SS C 1.2.4	Rules and Law	Participate in class decision making.		
1 SS C 5.2.3	Citizenship	Name a traditional U.S. patriotic activity, holiday, or symbol, such as the Fourth of July.		
1 SS C 8.2.1	International Relations	Name their school and community.		
1 SS E	<b>ECONOMICS</b>			
1 SS E 1.2.1	Economic Way of Thinking	Give examples of what is given up when choices are made.		
1 SS E 1.2.3	Economic Way of Thinking	Give examples of all-or-nothing choices (e.g., choose music on or off).		
1 SS E 3.2.1	Functioning of Markets	Demonstrate an understanding of trade.		
1 SS E 3.2.2	Functioning of Markets	Give examples of prices people have paid when buying goods and services.		
1 SS E 3.2.3	Functioning of Markets	Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high.		
1 SS E 4.2.1	Private US Economic Institutions	Identify reasons people use banks.		
1 SS E 5.2.1	Money	Explain what money is and how it is used.		
1 SS E 6.2.2	US Economy as a Whole	Explain what a consumer does.		
1 SS E 6.2.6	US Economy as a Whole	Give examples of ways people earn money by working.		
1 SS E 7.2.1	Evolving Economy	Explain how tools and machinery may help a person work faster or better, or make a person's work easier.		
1 SS E 7.2.4	Evolving Economy	Give examples of inventions.		
1 SS G	<b>GEOGRAPHY</b>			
1 SS GS.1.1	Geographic Skills	Ask questions about another place.		
1 SS GS.1.2	Geographic Skills	Recall from memory the street on which they live.		
1 SS GS.1.3	Geographic Skills	Sort and group pictures that display similar geographic places.		
1 SS G 1.1.1	World in Spatial Terms	Locate places on a simple picture map.		
1 SS G 1.1.2	World in Spatial Terms	Recognize that a map is a representation of a place.		
1 SS G 1.1.3	World in Spatial Terms	Recognize the shape of Nevada on a U.S. map.		
1 SS G 2.1.1	Places and Regions	Identify and locate land and water using the terms continent and ocean.		
1 SS G 2.1.4	Places and Regions	Recognize the function of machines and other technologies from photographs or models.		
1 SS G 3.1.1	Physical Systems	Recall the four seasons in sequential order.		
1 SS G 3.1.3	Physical Systems	Recognize that sunlight and water are the most important elements needed to support living things.		
1 SS G 4.1.1	Human Systems	Use the classroom population to categorize demographic information.		
1 SS G 4.1.3	Human Systems	Identify ways in which people or things move from one place to another.		
1 SS G 4.1.4	Human Systems	Identify the geographic setting of a picture or story.		
1 SS G 5.1.1	Environment and Society	Identify ways students depend on their school environment.		
1 SS H	<b>HISTORY</b>			
1 SS H 1.2.2	Chronology	Identify past, present, and future events.		
1 SS H 5.2.6	1200 to 1750	Tell why Columbus Day is celebrated.		
1 SS H 5.2.8	1200 to 1750	Tell why Thanksgiving Day is celebrated.		
1 SS H 6.2.4	1700 to 1865	Tell why the Fourth of July is celebrated.		
1 SS H 6.2.13	1700 to 1865	Tell why Presidents' Day is celebrated.		
1 SS H 7.2.11	1860 to 1920	Tell why Labor Day is celebrated.		
1 SS H 7.2.17	1860 to 1920	Tell why Memorial Day and Veterans Day are celebrated.		
1 SS H 9.2.8	1945 to 1990	Tell why Martin Luther King Jr. Day is celebrated.		

Identifier	Lander - Grade 1 - Social Studies	Introduced	Completed
1S1	<b>CIVICS</b>		
1S1.1	Explain the necessity for rules at home and school		
1S1.2	Follow classroom and playground rules		
1S1.3	Name the school, city, and state		
1S1.4	Recite the "Pledge of Allegiance," with teacher assistance		
1S1.5	Participate in class discussions		
1S1.6	Develop awareness of the rights and property of others		
1S2	<b>ECONOMICS</b>		
1S2.1	Develop awareness of economic concepts: wants/needs, goods/services		
1S2.2	Develop an awareness of the value and purpose of money		
1S2.3	Identify occupations/services who help families		
1S3	<b>GEOGRAPHY</b>		
1S3.1	Locate places on a simple picture map		
1S3.2	Recognize that maps and globes are representations of the Earth's surface		
1S3.3	Recognize the shape of Nevada		
1S3.4	Recognize the function of machines and other technologies from photographs or models		
1S3.5	Recall the four seasons in order		
1S3.6	Recognize that sunlight, air, and water are the most important elements needed to support living things		
1S3.7	Recognize various groups within the classroom population (e.g., gender, birth month, height)		
1S3.8	Identify ways in which people or things move from one place to another		
1S3.9	Identify the geographic setting of a picture or story		
1S3.10	Ask questions about the neighborhood and other places		
1S3.11	Recall geographic facts from a story		
1S3.12	Sort and group pictures that display similar geographic places		
1S3.13	Recall personal geographic facts (e.g., home address, phone number)		
1S3.14	Name the cardinal directions (north, south, east, west)		
1S4	<b>HISTORY</b>		
1S4.1	Identify examples of various holidays/traditions in the United States		
1S4.2	Develop awareness of categories of time: past, present, future		
1S4.3	Read historical passages and recall details		
1S4.4	Recognize that people from many different cultures settled in the United States		

Identifier	Nevada - Grade 2 - Social Studies		Introduced	Completed
2 SS C	<b>CIVICS</b>			
2 SS C 1.2.1	Rules and Law	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.		
2 SS C 1.2.4	Rules and Law	Participate in class decision making.		
2 SS C 5.2.3	Citizenship	Name a traditional U.S. patriotic activity, holiday, or symbol, such as the Fourth of July.		
2 SS C 8.2.1	International Relations	Name their school and community.		
2 SS E	<b>ECONOMICS</b>			
2 SS E 1.2.1	Economic Way of Thinking	Give examples of what is given up when choices are made.		
2 SS E 1.2.3	Economic Way of Thinking	Give examples of all-or-nothing choices (e.g., choose music on or off).		
2 SS E 3.2.1	Functioning of Markets	Demonstrate an understanding of trade.		
2 SS E 3.2.2	Functioning of Markets	Give examples of prices people have paid when buying goods and services.		
2 SS E 3.2.3	Functioning of Markets	Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high.		
2 SS E 4.2.1	Private US Economic Institutions	Identify reasons people use banks.		
2 SS E 5.2.1	Money	Explain what money is and how it is used.		
2 SS E 6.2.2	US Economy as a Whole	Explain what a consumer does.		
2 SS E 6.2.6	US Economy as a Whole	Give examples of ways people earn money by working.		
2 SS E 7.2.1	Evolving Economy	Explain how tools and machinery may help a person work faster or better, or make a person's work easier.		
2 SS E 7.2.4	Evolving Economy	Give examples of inventions.		
2 SS G	<b>GEOGRAPHY</b>			
2 SS GS.2.1	Geographic Skills	Ask questions about location.		
2 SS GS.2.2	Geographic Skills	Gather geographic information from books and pictures.		
2 SS GS.2.3	Geographic Skills	Make lists and graphs and arrange visual materials to display geographic information.		
2 SS GS.2.4	Geographic Skills	Identify and group information from several geographic sources.		
2 SS GS.2.5	Geographic Skills	Display the results of a geographic inquiry.		
2 SS G 1.2.1	World in Spatial Terms	Identify the map title and map symbols on a variety of maps.		
2 SS G 1.2.2	World in Spatial Terms	Describe what a map or globe represents.		
2 SS G 1.2.3	World in Spatial Terms	Recognize geographic information from maps, globes, photographs, and graphs.		
2 SS G 1.2.4	World in Spatial Terms	Choose a title and construct a key from given map symbols.		
2 SS G 1.2.5	World in Spatial Terms	Identify the difference between a map and a globe.		
2 SS G 1.2.6	World in Spatial Terms	Recognize spatial patterns on a map.		
2 SS G 2.2.1	Places and Regions	Identify basic types of landforms and bodies of water.		
2 SS G 2.2.2	Places and Regions	Identify traditions and customs that families practice.		
2 SS G 2.2.4	Places and Regions	Give examples of how technology is used in the home and classroom.		
2 SS G 2.2.5	Places and Regions	Identify changes that have occurred over time at home, at school, or in the neighborhood.		
2 SS G 2.2.6	Places and Regions	Identify areas that have different purposes in the home or the classroom.		
2 SS G 3.2.1	Physical Systems	Describe the weather conditions typical to each season in the community and in other places.		
2 SS G 3.2.3	Physical Systems	Identify the basic elements of a simple ecosystem.		
2 SS G 4.2.1	Human Systems	Use a school map to construct a visual model of population distribution.		
2 SS G 4.2.2	Human Systems	Give oral directions from one location to another within your school or community.		
2 SS G 4.2.3	Human Systems	List and classify different ways to move people, goods, and ideas.		
2 SS G 4.2.4	Human Systems	Compare the differences between rural and urban communities.		
2 SS G 4.2.5	Human Systems	Distinguish between goods and services.		
2 SS G 4.2.6	Human Systems	Use a map or chart to display information about an economic product.		
2 SS G 4.2.7	Human Systems	Distinguish between wants and needs and describe how people fulfill them.		
2 SS G 4.2.8	Human Systems	List different organizations to which people belong.		
2 SS G 4.2.9	Human Systems	Identify places where cooperation and conflict take place.		
2 SS G 5.2.1	Environment and Society	Identify ways people depend on their local environments.		
2 SS G 5.2.2	Environment and Society	List typical human activities that take place in different physical environments.		
2 SS G 5.2.4	Environment and Society	Identify how people shape the physical environment at home and school.		
2 SS G 6.2.2	Geographic Applications	Discuss the location of major current events.		
2 SS G 6.2.4	Geographic Applications	Plan a geographic change for a classroom or school (e.g., changing the location of furniture or students).		
2 SS H	<b>HISTORY</b>			
2 SS H 1.2.2	Chronology	Identify past, present, and future events.		
2 SS H 5.2.6	1200 to 1750	Tell why Columbus Day is celebrated.		
2 SS H 5.2.8	1200 to 1750	Tell why Thanksgiving Day is celebrated.		
2 SS H 6.2.4	1700 to 1865	Tell why the Fourth of July is celebrated.		
2 SS H 6.2.13	1700 to 1865	Tell why Presidents' Day is celebrated.		
2 SS H 7.2.11	1860 to 1920	Tell why Labor Day is celebrated.		
2 SS H 7.2.17	1860 to 1920	Tell why Memorial Day and Veterans Day are celebrated.		
2 SS H 9.2.8	1945 to 1990	Tell why Martin Luther King Jr. Day is celebrated.		

Identifier	Lander - Grade 2 - Social Studies	Introduced	Completed
2S1	<b>CIVICS</b>		
2S1.1	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks		
2S1.2	Participate in class decision making		
2S1.3	Name a traditional U.S. patriotic activity, holiday, or symbol (e.g., Fourth of July)		
2S1.4	Name the school and community		
2S1.5	Discuss responsible citizenship, including the importance of education		
2S1.6	Demonstrate awareness of the rights and property of individuals		
2S1.7	Complete tasks independently		
2S1.8	Work cooperatively in groups		
2S1.9	Recognize differences of opinion		
2S1.10	Identify appropriate ways to make changes and resolve conflicts		
2S1.11	Recite the "Pledge of Allegiance"		
2S2	<b>ECONOMICS</b>		
2S2.1	Given up when choices are made		
2S2.2	Give examples of an all-or-nothing choice (e.g., choose to have music on or off)		
2S2.3	Demonstrate an understanding of trade		
2S2.4	Give examples of prices people have paid when buying goods and services		
2S2.5	Give reasons why consumers choose to buy more of a good or service (including when its price is low) and when they choose to buy less (including when its price is high)		
2S2.6	Identify reasons people use banks		
2S2.7	Explain what money is and how it is used		
2S2.8	Explain what a consumer does		
2S2.9	Give examples of ways people earn money by working		
2S2.10	Explain how tools and machinery may help a person work faster or better, or make a person's work easier		
2S2.11	Give examples of inventions		
2S2.12	Identify community occupations in a given job cluster (e.g., medical, educational)		
2S3	<b>GEOGRAPHY</b>		
2S3.1	Identify the map titles and map symbols on a variety of maps		
2S3.2	Describe what a map or globe represents		
2S3.3	Recognize geographic information from maps, globes, photographs, and graphs		
2S3.4	Choose a title and construct a key (legend) from given map symbols		
2S3.5	Recognize spatial patterns on a map		
2S3.6	Identify and locate land and water on a map or globe, using the terms continent and ocean		
2S3.7	Locate Nevada and the United States on a map		
2S3.8	Identify basic types of landforms and bodies of water (e.g., mountains, valleys, islands, lakes, rivers)		
2S3.9	Identify traditions and customs that families practice		
2S3.10	Give examples of how technology is used in the home and classroom		
2S3.11	Identify changes that have occurred over time at home, at school, or in the neighborhood		
2S3.12	Identify areas that have different purposes in the home or the classroom		
2S3.13	Describe the weather conditions typical to each season in the community and in other places		
2S3.14	Identify some basic elements of a simple ecosystem (e.g., plants, animals)		
2S3.15	Use a school map to construct a visual model of population distribution		
2S3.16	Give oral directions from one location to another within the school or community		
2S3.17	Categorize different ways to move people, goods, and ideas		
2S3.18	Compare and contrast rural and urban communities		
2S3.19	Distinguish between goods and services		
2S3.20	Use a map or chart to display information about an economic product		
2S3.21	Distinguish between wants and needs and describe how people fulfill them		
2S3.22	List different groups to which people belong		
2S3.23	Identify places where cooperation and conflict take place		
2S3.24	Identify how people shape the physical environment at home and school		
2S3.25	Recognize the location of major current events		
2S3.26	Plan a spatial change for a classroom or school (e.g., changing the location of furniture, redesigning the playground)		
2S3.27	Ask questions about location		
2S3.28	Gather geographic information from books and pictures		

Identifier	<b>Lander - Grade 2 - Social Studies</b>	Introduced	Completed
2S3.29	Make simple lists and graphs and arrange visual materials to display geographic information		
2S3.30	Identify and group information from several geographic sources		
2S3.31	Display the results of a geographic inquiry		
2S3.32	Name the cardinal directions: north, south, east, and west		
2S3.33	Construct simple maps		
2S3.34	Describe natural resources (e.g., water, air, trees, rocks, plants, animals, oil, gas)		
2S4	<b>HISTORY</b>		
2S4.1	Identify past, present, and future events		
2S4.2	Tell why Columbus Day is celebrated		
2S4.3	Tell why Thanksgiving Day is celebrated		
2S4.4	Tell why the Fourth of July is celebrated		
2S4.5	Tell why Presidents' Day is celebrated		
2S4.6	Tell why Labor Day is celebrated		
2S4.7	Tell why Memorial Day and Veterans' Day are celebrated		
2S4.8	Tell why Martin Luther King, Jr. Day is celebrated		
2S4.9	Describe Native American daily life prior to European colonization (e.g., housing, farming, illness) and describe Native American life of today		
2S4.10	Discuss why and from where people came to North America and the United States		
2S4.11	Discuss the courage of various Americans		
2S4.12	Read historical passages and restate details		
2S4.13	Recognize a timeline		

Identifier	Nevada - Grade 3 - Social Studies		Introduced	Completed
3 SS C	<b>CIVICS</b>			
3 SS C 1.3.1	Rules and Law	Identify examples of rules, laws, and authorities that keep people safe and property secure.		
3 SS C 1.3.4	Rules and Law	Explain that democracy involves voting, majority rule, and setting rules.		
3 SS C 2.3.4	US Government	Name the current President of the United States.		
3 SS C 4.3.3	Political Process	Discuss why people form groups.		
3 SS C 5.3.1	Citizenship	Recognize the Pledge of Allegiance.		
3 SS C 5.3.3	Citizenship	Explain why we have patriotic holidays.		
3 SS C 5.3.4	Citizenship	Identify an individual's rights within the classroom.		
3 SS C 5.3.6	Citizenship	Identify conflicts in the school and discuss peaceful resolution.		
3 SS C 6.3.1	State and Local Government	Name the current governor of Nevada.		
3 SS C 8.3.1	International Relations	Identify their county, state, and country.		
3 SS E	<b>ECONOMICS</b>			
3 SS E 1.3.1	Economic Way of Thinking	Categorize wants as goods, services, or leisure activities.		
3 SS E 1.3.2	Economic Way of Thinking	Give examples of incentives and determine whether they are positive or negative.		
3 SS E 1.3.3	Economic Way of Thinking	Identify the benefits and the costs of an all-or-nothing choice (e.g., choose music on or off).		
3 SS E 2.3.2	Measuring US Economic Performance	Identify and use per capita measures in the classroom (e.g., the number of pencils per student).		
3 SS E 2.3.6	Measuring US Economic Performance	Discuss why people seek work.		
3 SS E 3.3.1	Functioning of Markets	Differentiate between barter and monetary trade.		
3 SS E 3.3.2	Functioning of Markets	Give examples of prices received for selling goods and services.		
3 SS E 3.3.3	Functioning of Markets	Explain why producers choose to sell more when a price is high and why producers choose to sell less when a price is low.		
3 SS E 4.3.1	Private US Economic Institutions	Demonstrate an understanding of key banking terms, including saving, interest, and borrowing.		
3 SS E 4.3.3	Private US Economic Institutions	Identify a for-profit organization in the community and a service it provides.		
3 SS E 4.3.4	Private US Economic Institutions	Identify a not-for-profit organization in the community and a service it provides.		
3 SS E 4.3.5	Private US Economic Institutions	Identify reasons for saving money.		
3 SS E 5.3.1	Money	Identify forms of money.		
3 SS E 5.3.5	Money	Demonstrate an understanding that each family has a limited amount of money regardless of how it is accessed (through cash, check writing, or ATM).		
3 SS E 6.3.2	US Economy as a Whole	Explain what a producer does.		
3 SS E 6.3.4	US Economy as a Whole	Demonstrate an understanding of income and give examples of income.		
3 SS E 6.3.6	US Economy as a Whole	Demonstrate an understanding that different jobs require different skills and people receive different levels of income.		
3 SS E 7.3.1	Evolving Economy	Explain how skill training and education can enhance the ability to produce goods and services.		
3 SS E 7.3.4	Evolving Economy	List examples of entrepreneurs.		
3 SS E 7.3.5	Evolving Economy	Describe what it means to compete.		
3 SS E 9.3.1	International Economy	Give examples of goods the U.S. imports and exports.		
3 SS E 9.3.2	International Economy	Identify the countries of origin of commonly used products.		
3 SS E 9.3.4	International Economy	Identify the currencies of other countries.		
3 SS G	<b>GEOGRAPHY</b>			
3 SS GS.3.1	Geographic Skills	Ask questions about why things are located where they are.		
3 SS GS.3.2	Geographic Skills	Gather geographic information from maps, globes, and atlases.		
3 SS GS.3.3	Geographic Skills	Construct simple maps and graphs to display geographic information.		
3 SS GS.3.4	Geographic Skills	Select and explain information from several geographic sources.		
3 SS GS.3.5	Geographic Skills	Create a visual model to illustrate the results of a geographic inquiry.		
3 SS G 1.3.1	World in Spatial Terms	Identify and use the cardinal directions (N, S, E, W) on a compass rose to locate places on a map.		
3 SS G 1.3.2	World in Spatial Terms	Compare uses of maps and globes.		
3 SS G 1.3.3	World in Spatial Terms	Use maps, globes, photographs, and graphs to collect geographic information.		
3 SS G 1.3.4	World in Spatial Terms	Construct a simple map, including title, symbols, and directions.		
3 SS G 1.3.5	World in Spatial Terms	Recognize different types of maps.		
3 SS G 1.3.6	World in Spatial Terms	Identify and explain spatial patterns on a map.		
3 SS G 2.3.1	Places and Regions	Identify differences between physical and human features.		
3 SS G 2.3.2	Places and Regions	Compare how language, music, stories, and art express culture.		
3 SS G 2.3.3	Places and Regions	Discuss how people view their own communities.		
3 SS G 2.3.4	Places and Regions	Compare how communities use different types of technology.		

Identifier	Nevada - Grade 3 - Social Studies		Introduced	Completed
3 SS G 2.3.5	Places and Regions	Identify a historic landmark and describe the event that took place there.		
3 SS G 2.3.6	Places and Regions	Compare visual images of the same place over time.		
3 SS G 2.3.7	Places and Regions	Identify neighborhoods and communities as places where people live, work, and play.		
3 SS G 3.3.1	Physical Systems	Diagram and explain the water cycle.		
3 SS G 3.3.2	Physical Systems	Recognize various natural hazards.		
3 SS G 3.3.3	Physical Systems	Compare different types of ecosystems.		
3 SS G 3.3.4	Physical Systems	Locate various ecosystems on Earth.		
3 SS G 3.3.5	Physical Systems	Construct a model of an ecosystem.		
3 SS G 4.3.1	Human Systems	Construct a graph or chart to compare population distribution in different areas.		
3 SS G 4.3.2	Human Systems	Draw a simple map that illustrates how to get from one location to another.		
3 SS G 4.3.3	Human Systems	Identify transportation and communication networks in daily life.		
3 SS G 4.3.4	Human Systems	Describe the characteristics of rural, suburban, and urban communities.		
3 SS G 4.3.5	Human Systems	Locate sources of goods and services found in the community.		
3 SS G 4.3.6	Human Systems	Investigate an economic product by asking and answering geographic questions.		
3 SS G 4.3.7	Human Systems	Compare the wants and needs of people in different countries and the means used to fulfill those wants and needs.		
3 SS G 4.3.8	Human Systems	Describe the different purposes of various organizations (e.g., Scouts, organized sports, 4-H).		
3 SS G 4.3.9	Human Systems	Describe how cooperation and conflict affect people and places.		
3 SS G 5.3.1	Environment and Society	Identify ways people depend on their physical environments.		
3 SS G 5.3.2	Environment and Society	Identify opportunities that different physical environments provide for human activities.		
3 SS G 5.3.3	Environment and Society	List tools, machines, or technologies that have changed the physical environment.		
3 SS G 5.3.4	Environment and Society	Compare different ways in which people alter the physical environment.		
3 SS G 5.3.6	Environment and Society	Describe ways humans depend on natural resources.		
3 SS G 5.3.7	Environment and Society	List examples of how people use and manage natural resources within the community.		
3 SS G 6.3.1	Geographic Applications	Use visual clues to determine when and where an event took place in the past.		
3 SS G 6.3.2	Geographic Applications	Identify the location of current events on a map.		
3 SS G 6.3.3	Geographic Applications	Recognize a geographic issue or theme that affects home, school, or community.		
3 SS G 6.3.4	Geographic Applications	Brainstorm the possible geographic changes that could take place in the neighborhood or community.		
3 SS H	<b>HISTORY</b>			
3 SS H 1.3.1	Chronology	Identify the source of information for a current event.		
3 SS H 1.3.2	Chronology	Read a time line.		
3 SS H 2.3.1	History Skills	Ask history-related questions.		
3 SS H 5.3.6	1200 to 1750	Identify Native North American life prior to European contact, such as food, clothing, and shelter.		
3 SS H 6.3.4	1700 to 1865	Identify the Declaration of Independence.		
3 SS H 6.3.5	1700 to 1865	Identify patriotic symbols, including eagle, flag, and Liberty Bell.		
3 SS H 6.3.14	1700 to 1865	Identify "The Star Spangled Banner" as the national anthem.		
3 SS H 6.3.17	1700 to 1865	Describe the life of pioneers.		
3 SS H 7.3.9	1860 to 1920	Identify the Statue of Liberty as a patriotic symbol.		

Identifier	Lander - Grade 3 - Social Studies	Introduced	Completed
3S1	<b>CIVICS</b>		
3S1.1	Identify examples of rules, laws, and authorities that keep people safe and property secure		
3S1.2	Explain that democracy involves voting, majority rule, and setting rules		
3S1.3	Name the current President of the United States		
3S1.4	Discuss why people form groups		
3S1.5	Recognize and recite the "Pledge of Allegiance"		
3S1.6	Explain why we have patriotic holidays		
3S1.7	Identify an individual's rights within the classroom		
3S1.8	Identify conflicts in the school and discuss peaceful resolution		
3S1.9	Name the current Governor of Nevada		
3S1.10	Identify the county, state, and country		
3S1.11	Complete tasks independently		
3S1.12	Work cooperatively in groups		
3S1.13	Recognizes differences of opinion		
3S1.14	Recognize the causes and effects of issues and problems		
3S2	<b>ECONOMICS</b>		
3S2.1	Categorize wants as goods, services, or leisure activities		
3S2.2	Give examples of incentives and determine whether they are positive or negative		
3S2.3	Identify the benefits and the costs of an all-or-nothing choice		
3S2.4	Identify and use per capita measures in the classroom (e.g., the number of pencils per student)		
3S2.5	Discuss why people seek work		
3S2.6	Differentiate between barter and monetary trade		
3S2.7	Give examples of prices received by a business for selling goods and services		
3S2.8	Give reasons why producers choose to sell more of a good or service (including when a price is high) and when they choose to sell less (including when its price is low)		
3S2.9	Demonstrate an understanding of key banking terms (e.g., saving, interest, borrowing)		
3S2.10	Identify a for-profit organization in the community and a service it provides		
3S2.11	Identify a not-for-profit organization in the community and a service it provides		
3S2.12	Identify reasons for saving money		
3S2.13	Identify forms of money		
3S2.14	Demonstrate an understanding that each family has a limited amount of money regardless of how it is accessed (through cash, check writing, or ATM)		
3S2.15	Explain what a producer does		
3S2.16	Demonstrate an understanding of and give examples of income		
3S2.17	Demonstrate an understanding that different jobs require different skills and people receive different levels of income		
3S2.18	Explain how skill training and education can enhance the ability to produce goods and services		
3S2.19	List examples of entrepreneurs		
3S2.20	Describe what it means to compete		
3S2.21	Give examples of goods the U.S. imports and exports		
3S2.22	Identify the countries of origin of commonly used products		
3S2.23	Describe various products from animals (i.e., food, milk, leather products)		
3S2.24	Identify the currencies of other countries		
3S2.25	Identify community workers who are producers of goods and those who provide services		
3S2.26	Identify jobs and careers within a city and community		
3S3	<b>GEOGRAPHY</b>		
3S3.1	Identify and use the cardinal directions (North, South, East, West) to locate places on a map		
3S3.2	Compare uses of maps and globes		
3S3.3	Use maps, globes, photographs, and graphs to collect geographic information		
3S3.4	Construct a simple map, including title, symbols, and directions		
3S3.5	Recognize different types of maps		
3S3.6	Identify and explain simple spatial patterns on a map		
3S3.7	Explain the difference between a city and a state, using appropriate examples		
3S3.8	Locate and name states that border Nevada and countries that border the United States		
3S3.9	Identify differences between physical and human features		
3S3.10	Identify how language, music, stories, art, and customs express culture		
3S3.11	Discuss how people view their communities		
3S3.12	List examples of technology in the community		



Identifier	Lander - Grade 3 - Social Studies	Introduced	Completed
3S3.13	Identify an historic landmark and describe the event that took place there		
3S3.14	Compare visual images of the same place over time		
3S3.15	Identify neighborhoods and communities as places where people live, work, and play		
3S3.16	Recognize that plants and animals have habitats on both land and in water		
3S3.17	Identify various natural hazards (e.g., ponds, streams, fields)		
3S3.18	Locate different ecosystems in the community		
3S3.19	Identify the living and nonliving elements of an ecosystem		
3S3.20	Construct a graph or chart to compare population distribution in different areas		
3S3.21	Identify transportation and communication networks in daily life		
3S3.22	Draw a simple map that illustrates how to get from one location to another		
3S3.23	Describe the characteristics of rural, suburban, and urban communities		
3S3.24	Locate sources of goods and services found in the community		
3S3.25	Investigate an economic product by asking and answering questions about location		
3S3.26	Compare the wants and needs of people in different communities and the means used to fulfill those wants and needs		
3S3.27	Describe the different purposes of various organizations (e.g., Scouts, organized sports, 4-H)		
3S3.28	Describe how cooperation and conflict affect people and places		
3S3.29	List tools, machines, or technologies that have changed the physical environment		
3S3.30	Compare different ways in which people modify the physical environment		
3S3.31	Describe ways humans depend on natural resources		
3S3.32	List examples of how people use and manage natural resources within their communities		
3S3.33	Use visual clues to determine when and where an event took place in the past		
3S3.34	Identify the location of current events on a map		
3S3.35	Recognize a geographic issue or theme that affects home, school, or community		
3S3.36	Predict possible geographic changes that could take place in the neighborhood or community		
3S3.37	Ask questions about why things are located where they are		
3S3.38	Gather geographic information from maps, globes, and atlases		
3S3.39	Construct simple maps and graphs to display geographic information		
3S3.40	Select and explain information from several geographic sources		
3S3.41	Create a visual model to illustrate the results of a geographic inquiry		
3S3.42	Locate Las Vegas, Reno, Battle Mountain, and Austin, Nevada on world maps and globes		
3S3.43	Locate hemispheres, continents, and oceans on maps and globes		
3S3.44	Locate major lines of latitude and longitude (equator and prime meridian)		
3S3.45	Use various legends (keys) on maps to identify cities, state capitals, natural resources, and industries		
3S4	<b>HISTORY</b>		
3S4.1	Identify the source of information for a current event		
3S4.2	Read a time line		
3S4.3	Use charts, graphs, and tables to interpret historical information		
3S4.4	Ask history-related questions		
3S4.5	Identify Native North American life prior to European contact (e.g., food, clothing, shelter)		
3S4.6	Identify the Declaration of Independence		
3S4.7	Identify the purpose of historical documents		
3S4.8	Identify patriotic symbols (e.g., eagle, flag, Liberty Bell)		
3S4.9	Identify "The Star Spangled Banner" as the national anthem		
3S4.10	Describe the lives of pioneers from diverse groups		
3S4.11	Identify the Statue of Liberty as a patriotic symbol		
3S4.12	Describe various types of transportation and communication used throughout the history of the United States		
3S4.13	Discuss various Presidents of the United States		
3S4.14	Create timelines that show people and events in sequence using days, weeks, months, years, decades and centuries		
3S4.15	Read and interpret historical passages		

Identifier	Nevada - Grade 4 - Social Studies		Introduced	Completed
4 SS C	<b>CIVICS</b>			
4 SS C 1.5.1	Rules and Law	Describe the effects on society of the absence of law.		
4 SS C 1.5.2	Rules and Law	Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government.		
4 SS C 1.5.4	Rules and Law	Describe the operation of representative government, including the rights of political minorities.		
4 SS C 2.5.1	US Government	Identify the three branches of government (as set forth in the U.S. Constitution).		
4 SS C 2.5.2	US Government	Name the two houses of the U.S. Congress.		
4 SS C 2.5.3	US Government	Identify the powers of the U.S. Congress, such as power to tax, declare war, impeach the President.		
4 SS C 2.5.4	US Government	Identify the duties of the President.		
4 SS C 2.5.5	US Government	Identify the Supreme Court as the highest court in the land.		
4 SS C 2.5.6	US Government	Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.		
4 SS C 4.5.1	Political Process	List the qualities of a leader.		
4 SS C 4.5.2	Political Process	Name the two major political parties.		
4 SS C 4.5.3	Political Process	Give examples of interest groups.		
4 SS C 4.5.4	Political Process	Identify sources of information people use to form an opinion.		
4 SS C 5.5.1	Citizenship	Describe the difference between a natural-born and a naturalized citizen of the United States.		
4 SS C 5.5.3	Citizenship	Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance.		
4 SS C 5.5.4	Citizenship	Identify the Bill of Rights.		
4 SS C 5.5.6	Citizenship	Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.		
4 SS C 6.5.1	State and Local Government	Explain why local governments are created within states.		
4 SS C 6.5.3	State and Local Government	Name the three branches of state government.		
4 SS C 6.5.4	State and Local Government	Know that there are different types of courts.		
4 SS C 7.5.1	Political and Economic Systems	List the characteristics of a nation-state, including self-rule, territory, population, and organized government.		
4 SS C 8.5.1	International Relations	Identify the countries bordering the United States.		
4 SS C 8.5.2	International Relations	Explain ways in which nations interact.		
4 SS E	<b>ECONOMICS</b>			
4 SS E 1.5.1	Economic Way of Thinking	Describe how scarcity requires a person to make a choice and identify a cost associated with the decision.		
4 SS E 1.5.2	Economic Way of Thinking	Demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences.		
4 SS E 1.5.3	Economic Way of Thinking	Demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost.		
4 SS E 1.5.4	Economic Way of Thinking	Identify the benefits and costs of spending now versus saving for later.		
4 SS E 2.5.2	Measuring US Economic Performance	Identify and compare per capita measures for the U.S. for different time periods.		
4 SS E 2.5.4	Measuring US Economic Performance	Define inflation and deflation and explain how they affect individuals.		
4 SS E 2.5.6	Measuring US Economic Performance	Define employment and unemployment.		
4 SS E 2.5.8	Measuring US Economic Performance	Identify and give examples of interest rates for borrowing and saving.		
4 SS E 3.5.1	Functioning of Markets	Explain why trade must be mutually beneficial.		
4 SS E 3.5.2	Functioning of Markets	Demonstrate an understanding of supply and demand in a market.		
4 SS E 3.5.3	Functioning of Markets	Contrast the effects of price changes on the behavior of buyers and sellers.		
4 SS E 4.5.1	Private US Economic Institutions	Identify financial institutions.		
4 SS E 4.5.2	Private US Economic Institutions	Provide examples of labor unions.		
4 SS E 4.5.3	Private US Economic Institutions	Explain the purposes for establishing for-profit organizations.		
4 SS E 4.5.4	Private US Economic Institutions	Explain the purposes for establishing not-for-profit organizations.		
4 SS E 4.5.5	Private US Economic Institutions	Identify the rewards and risks of saving money in financial institutions.		
4 SS E 5.5.1	Money	Explain why it is easier for people to save and trade using money rather than using other commodities.		
4 SS E 5.5.4	Money	Identify forms of money used in the U.S. prior to the 20th century.		
4 SS E 5.5.5	Money	Give examples of purchases made using credit.		

Identifier	Nevada - Grade 4 - Social Studies		Introduced	Completed
4 SS E 6.5.1	US Economy as a Whole	Discuss the resources needed for production in households, schools, and community groups.		
4 SS E 6.5.2	US Economy as a Whole	Demonstrate an understanding that an individual can be both a consumer and a producer.		
4 SS E 6.5.3	US Economy as a Whole	Recognize the three types of productive resources: natural (e.g., minerals), human (e.g., educated workers), and capital (e.g., machinery).		
4 SS E 6.5.4	US Economy as a Whole	Illustrate how one person's spending becomes another person's income.		
4 SS E 6.5.5	US Economy as a Whole	Identify factors within an individual's control that can affect the likelihood of being employed.		
4 SS E 6.5.6	US Economy as a Whole	Describe how income reflects choices people make about education, training, skill development, lifestyle, and careers.		
4 SS E 7.5.1	Evolving Economy	Provide an example of how purchasing a tool or acquiring education can be an investment.		
4 SS E 7.5.4	Evolving Economy	Describe the characteristics of an entrepreneur.		
4 SS E 7.5.5	Evolving Economy	Give examples of ways sellers compete.		
4 SS E 7.5.6	Evolving Economy	Explain why specialization increases productivity and interdependence.		
4 SS E 7.5.7	Evolving Economy	Describe the steps an entrepreneur would take to start a business.		
4 SS E 8.5.7	Role of Government in a Market Economy	Give examples of items for which a sales tax is charged and items for which a sales tax is not charged.		
4 SS E 9.5.1	International Economy	Explain why the U.S. imports and exports goods.		
4 SS E 9.5.2	International Economy	Describe how the exchange of goods and services around the world creates interdependence among people in different places (e.g., the production of a candy bar requires ingredients from different countries around the world).		
4 SS E 9.5.4	International Economy	Give the value of the U.S. dollar in terms of the currencies of other countries.		
4 SS G	<b>GEOGRAPHY</b>			
4 SS GS.4.1	Geographic Skills	Develop questions that will aid in exploration of spatial patterns.		
4 SS GS.4.2	Geographic Skills	Gather geographic information from an electronic medium.		
4 SS GS.4.3	Geographic Skills	Classify geographic information and select a method for display.		
4 SS GS.4.4	Geographic Skills	Locate and summarize geographic information from a variety of geographic sources.		
4 SS GS.4.5	Geographic Skills	Incorporate a visual display to report facts about a geographic topic.		
4 SS G 1.4.1	World in Spatial Terms	Identify and use intermediate directions on a compass rose to locate places on a map.		
4 SS G 1.4.2	World in Spatial Terms	Compare the information found on different maps of Nevada.		
4 SS G 1.4.3	World in Spatial Terms	Use maps and photographs of Nevada to collect geographic information.		
4 SS G 1.4.4	World in Spatial Terms	Construct a map of Nevada displaying its human and physical features.		
4 SS G 1.4.5	World in Spatial Terms	Identify the purpose and content of various Nevada maps.		
4 SS G 1.4.6	World in Spatial Terms	Identify and explain spatial patterns on a map of Nevada (e.g., deserts, mountains, population).		
4 SS G 2.4.1	Places and Regions	List examples of physical and human features from their own city or region.		
4 SS G 2.4.2	Places and Regions	Recognize and discuss elements of their own cultures.		
4 SS G 2.4.3	Places and Regions	Describe the characteristics of another culture from their own perspective.		
4 SS G 2.4.4	Places and Regions	List examples of technology in their community.		
4 SS G 2.4.5	Places and Regions	Choose a historical figure and locate the place and region on which they had an impact.		
4 SS G 2.4.6	Places and Regions	Give an example of how a place where they have lived has changed in their lifetime.		
4 SS G 2.4.7	Places and Regions	Recognize differences between physical and cultural regions.		
4 SS G 3.4.1	Physical Systems	Recognize that plants and animals have habitats on both land and in water.		
4 SS G 3.4.2	Physical Systems	Describe the effects of various natural hazards.		
4 SS G 3.4.3	Physical Systems	Generate examples of various ecosystems found in the U.S.		
4 SS G 3.4.4	Physical Systems	Explain the location and distribution of a specific ecosystem throughout the world.		
4 SS G 3.4.5	Physical Systems	Identify the living and nonliving elements of an ecosystem.		
4 SS G 4.4.1	Human Systems	Define basic demographic terms (e.g., dense, sparse).		
4 SS G 4.4.2	Human Systems	List reasons why people move to or from a particular place.		
4 SS G 4.4.3	Human Systems	Describe how the student has moved from one place to another (e.g., homes, schools, cities, states).		
4 SS G 4.4.4	Human Systems	Locate and list examples of rural, suburban, and urban communities.		
4 SS G 4.4.5	Human Systems	Compile a list of both goods and services that are produced in the U.S. and abroad.		
4 SS G 4.4.6	Human Systems	Identify and discuss how economic issues are affected by geography.		
4 SS G 4.4.7	Human Systems	Compare the housing, health care, and education among the countries in North America.		
4 SS G 4.4.8	Human Systems	Discuss why different geographic regions may have different types of organizations.		
4 SS G 4.4.9	Human Systems	Describe how cooperation and conflict affect people in different communities.		
4 SS G 5.4.1	Environment and Society	Illustrate a change that has taken place in the student's local environment.		

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

Identifier	Lander - Grade 4 - Social Studies	Introduced	Completed
4S1	<b>CIVICS</b>		
4S1.1	Describe the effects on society of the presence and absence of law		
4S1.2	Identify the Supreme Court as the highest court in the land		
4S1.3	List the qualities of a leader		
4S1.4	Identify ways conflicts can be resolved in a peaceful manner that respects individual rights		
4S1.5	Explain why and how local governments are created within states		
4S1.6	Name the three branches of state government		
4S1.7	Describe the purposes of democratic government		
4S1.8	Discuss components of the democratic election process		
4S1.9	Identify the Constitution as the fundamental law of the land		
4S1.10	Identify the three levels of American government: federal, state, and local		
4S1.11	Name the head of the federal, state, and local government (e.g., President, Governor, Mayor)		
4S1.12	Complete tasks independently		
4S1.13	Work cooperatively in groups		
4S1.14	Recognize differences of opinion		
4S1.15	Evaluate the causes of issues and problems		
4S1.16	Recognize the role of mediation in problem resolution		
4S1.17	Recognize the role/duties of various civil servants (e.g., police, lawyers, military personnel)		
4S1.18	Identify the purpose of the court system		
4S2	<b>ECONOMICS</b>		
4S2.1	Define employment and unemployment		
4S2.2	Identify financial institutions		
4S2.3	Identify the rewards and risks of saving money in financial institutions		
4S2.4	Give examples of purchases made using credit		
4S2.5	Identify factors within an individual's control that can affect the likelihood of being employed		
4S2.6	Provide an example of how purchasing a tool or acquiring education can be an investment		
4S2.7	Describe the characteristics of an entrepreneur		
4S2.8	Describe the steps an entrepreneur would take to start a business		
4S2.9	Give examples of ways sellers compete		
4S2.10	Describe how the exchange of goods and services around the world creates interdependence among people in different places		
4S2.11	Describe basic economic concepts : supply, demand, production		
4S2.12	Describe employment as a source of income		
4S2.13	Describe the economic activities of Nevada (e.g., mining, tourism)		
4S2.14	Discuss types of industry in Nevada		
4S2.15	Compare job opportunities available in frontier, rural, suburban, and urban areas of Nevada		
4S3	<b>GEOGRAPHY</b>		
4S3.1	Identify and use intermediate directions on a compass rose to locate places on a map		
4S3.2	Compare the information found on different maps of Nevada (e.g., physical, political, historical)		
4S3.3	Gather geographic information from electronic sources		
4S3.4	Use maps, photographs, and graphs of Nevada to collect geographic information		
4S3.5	Construct a map of Nevada displaying its human and physical features		
4S3.6	Identify the purpose and content of various Nevada maps		
4S3.7	Identify and explain spatial patterns on a map of Nevada		
4S3.8	Recognize that states are divided into counties or their equivalents and identify the county of residence in Nevada		
4S3.9	Locate and name the major mountains, rivers, and lakes on a map of the United States		
4S3.10	List examples of physical and human features from the community or region		
4S3.11	Recognize and illustrate elements of their culture		
4S3.12	Describe the characteristics of another culture from their point of view		
4S3.13	Compare how communities use different types of technology		
4S3.14	Choose an historical figure and locate the place and region on which he/she had an impact		
4S3.15	Give examples of how places where they lived have changed in their lifetime		
4S3.16	Recognize the difference between a physical and a cultural region		
4S3.17	Diagram and explain the water cycle		
4S3.18	Describe the effects of various natural hazards on the physical environment		
4S3.19	Generate examples of various ecosystems found in Nevada and the United States		

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

Identifier	Kamico - Grade 5 - Social Studies	Introduced	Completed
SS 5.1	<b>HISTORY</b>		
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	<b>PEOPLE IN SOCIETIES</b>		
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	<b>GEOGRAPHY</b>		
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	<b>ECONOMICS</b>		
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	<b>GOVERNMENT</b>		
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	<b>CITIZENSHIP RIGHTS AND RESPONSIBILITIES</b>		
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	<b>SOCIAL STUDIES SKILLS AND METHODS</b>		
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	<b>CIVICS</b>			
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	<b>ECONOMICS</b>			
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	<b>GEOGRAPHY</b>			
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	<b>HISTORY</b>			
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.		

Identifier	Lander - Grade 5 - Social Studies	Introduced	Completed
5S1	<b>CIVICS</b>		
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	<b>ECONOMICS</b>		
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 it is 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	<b>GEOGRAPHY</b>		
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 globes		
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		

Identifier	Lander - Grade 5 - Social Studies	Introduced	Completed
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	<b>HISTORY</b>		
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		

Identifier	Lander - Grade 5 - Social Studies	Introduced	Completed
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	Nevada - Grade 6 - Social Studies		Introduced	Completed
6 SS C	<b>CIVICS</b>			
6 SS C 1.8.1	Rules and Law	Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships).		
6 SS C 1.8.2	Rules and Law	Describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy.		
6 SS C 1.8.4	Rules and Law	Explain popular sovereignty and the need for citizen involvement at all levels of U.S. government.		
6 SS C 1.8.5	Rules and Law	Describe how the U.S. Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the U.S. Constitution.		
6 SS C 2.8.1	US Government	Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. Constitution.		
6 SS C 2.8.2	US Government	Explain the historic compromises that created a two-house Congress and identify the responsibilities of each.		
6 SS C 2.8.3	US Government	Discuss enumerated and implied powers of the U.S. Congress.		
6 SS C 2.8.4	US Government	Describe the duties of the President, such as presenting a budget proposal.		
6 SS C 2.8.5	US Government	List the ways the Supreme Court determines policy, including judicial review, interpreting laws, and overruling or revising its previous decisions.		
6 SS C 2.8.6	US Government	Describe the trial process, including the selection and responsibilities of jurors.		
6 SS C 2.8.7	US Government	Explain the system of checks and balances in the design of the U.S. Constitution.		
6 SS C 3.8.1	National and State Government	Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments.		
6 SS C 3.8.2	National and State Government	Define "federalism."		
6 SS C 3.8.3	National and State Government	Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.		
6 SS C 4.8.1	Political Process	Describe the election process.		
6 SS C 4.8.2	Political Process	Provide examples of how political parties changed.		
6 SS C 4.8.3	Political Process	Identify the impact of interest groups on the political process.		
6 SS C 4.8.4	Political Process	Identify the influence of the media in forming public opinion.		
6 SS C 4.8.5	Political Process	Identify propaganda and persuasion in political advertising and literature.		
6 SS C 4.8.6	Political Process	Provide examples of contemporary public issues that may require public solutions.		
6 SS C 5.8.1	Citizenship	Identify the rights, privileges, and responsibilities associated with U.S. citizenship, including voting; holding office; jury duty; or military, community, or public service.		
6 SS C 5.8.3	Citizenship	Explain the significance of mottoes and symbols, including E Pluribus Unum, national anthem, flag, Statue of Liberty, Great Seal, oath of office, and Pledge of Allegiance.		
6 SS C 5.8.4	Citizenship	Explain the necessity of the Bill of Rights for a democratic society.		
6 SS C 5.8.6	Citizenship	Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States.		
6 SS C 6.8.1	State and Local Government	Compare the organization and purpose of state, local, and tribal government.		
6 SS C 6.8.5	State and Local Government	Describe the juvenile, civil, and criminal court systems.		
6 SS C 7.8.1	Political and Economic Systems	Define the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, and communism.		
6 SS C 7.8.2	Political and Economic Systems	Define the world's major economic systems, including capitalism, mixed economy, socialism, and command economy.		
6 SS C 8.8.1	International Relations	Identify nations that play a significant role in U.S. foreign policy.		
6 SS C 8.8.2	International Relations	Define foreign policy and describe ways nations interact diplomatically, including treaties, trade, humanitarian aid, and military intervention.		
6 SS C 8.8.3	International Relations	Describe the purpose of the United Nations.		
6 SS C 8.8.4	International Relations	List and describe nongovernmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.		
6 SS E	<b>ECONOMICS</b>			
6 SS E 1.8.1	Economic Way of Thinking	Use the concept of opportunity cost to evaluate the tradeoffs when choices occur.		
6 SS E 1.8.2	Economic Way of Thinking	Explain that self-interest is a motivational factor when people respond to incentives.		
6 SS E 1.8.3	Economic Way of Thinking	Identify the additional benefits and the additional costs that result from choosing a little more or a little less.		
6 SS E 1.8.4	Economic Way of Thinking	Evaluate career paths by comparing costs and benefits.		
6 SS E 2.8.1	Measure US Economic Performance	Explain gross domestic product (GDP) and how it is used to describe a country's economic output.		
6 SS E 2.8.2	Measure US Economic Performance	Given data on population and GDP for several countries, determine their per capita GDP, and compare with the U.S.		

Identifier	Nevada - Grade 6 - Social Studies		Introduced	Completed
6 SS E 2.8.4	Measure US Economic Performance	Use the consumer price index (CPI) to compare the buying power of the U.S. dollar in one year with its buying power in another year.		
6 SS E 2.8.6	Measure US Economic Performance	Identify the unemployment rate as the percentage of people in the labor force who are not working, but who are actively pursuing work.		
6 SS E 2.8.7	Measure US Economic Performance	Distinguish between a high rate and a low rate of unemployment for the U.S. economy over time.		
6 SS E 2.8.8	Measure US Economic Performance	Explain why riskier loans command higher interest rates than safer loans.		
6 SS E 2.8.9	Measure US Economic Performance	Distinguish between high and low interest rates for the U.S. economy over time.		
6 SS E 2.8.10	Measure US Economic Performance	Identify career fields that are experiencing growth and career fields that are experiencing decline.		
6 SS E 3.8.1	Functioning of Markets	Give examples of markets in which people benefit from trade.		
6 SS E 3.8.2	Functioning of Markets	Explain how supply and demand function to determine market prices.		
6 SS E 3.8.3	Functioning of Markets	Explain why buyers demand less yet sellers supply more when prices go up.		
6 SS E 3.8.4	Functioning of Markets	Explain why buyers demand more yet sellers supply less when prices go down.		
6 SS E 3.8.6	Functioning of Markets	Identify instances in which people might pay interest or receive interest.		
6 SS E 3.8.7	Functioning of Markets	Explain the factors that should be considered when making individual purchasing decisions, given changes in prices.		
6 SS E 4.8.1	Private US Economic Institutions	Explain the purposes and functions of financial institutions (e.g., to channel funds from savers to borrowers).		
6 SS E 4.8.2	Private US Economic Institutions	Explain the purposes and functions of labor unions (e.g., collective bargaining).		
6 SS E 4.8.3	Private US Economic Institutions	Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation.		
6 SS E 4.8.4	Private US Economic Institutions	Explain why not-for-profit organizations are tax exempt.		
6 SS E 4.8.5	Private US Economic Institutions	Compare the rewards and risks of saving and borrowing money with several types of financial institutions.		
6 SS E 4.8.6	Private US Economic Institutions	Investigate careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
6 SS E 5.8.1	Money	Illustrate how prices stated in money terms help people compare the value of products.		
6 SS E 5.8.4	Money	Describe the transition from the use of commodities as money to the use of modern forms of money.		
6 SS E 5.8.5	Money	Identify pros and cons of paying with cash versus using credit.		
6 SS E 6.8.1	US Economy as a Whole	Explain ways in which households, schools, or community groups allocate resources.		
6 SS E 6.8.2	US Economy as a Whole	Explain how consumer and producer reactions to price changes affect resource allocation.		
6 SS E 6.8.3	US Economy as a Whole	Explain how the current utilization of a productive resource affects the availability of that resource in the future.		
6 SS E 6.8.4	US Economy as a Whole	Explain the circular flow of economic activity.		
6 SS E 6.8.5	US Economy as a Whole	Identify factors that can affect an individual's likelihood of being unemployed.		
6 SS E 6.8.6	US Economy as a Whole	Explain that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces.		
6 SS E 6.8.7	US Economy as a Whole	Identify a career path of interest and explain how the associated earnings are affected by the market.		
6 SS E 7.8.1	Evolving Economy	Explain how investment improves standards of living by increasing productivity.		
6 SS E 7.8.4	Evolving Economy	Describe the advantages and disadvantages of being an entrepreneur.		
6 SS E 7.8.5	Evolving Economy	Illustrate how competition among sellers decreases prices, while competition among buyers increases prices.		
6 SS E 7.8.6	Evolving Economy	Give examples of how specialization is facilitated by trade.		
6 SS E 7.8.7	Evolving Economy	Give examples of ways investment can improve students' performance in school, sports, etc.		
6 SS E 8.8.1	Role of Government in a Market Economy	Give examples of the kinds of goods and services that government provides.		
6 SS E 8.8.2	Role of Government in a Market Economy	Give examples of activities that benefit participants, yet harm nonparticipants.		
6 SS E 8.8.3	Role of Government in a Market Economy	Identify methods by which government redistributes income.		
6 SS E 8.8.4	Role of Government in a Market Economy	Give examples of ways government protects property.		
6 SS E 8.8.7	Role of Government in a Market Economy	Describe how paying sales, property, and income taxes affects the amount of money an individual has available for spending.		
6 SS E 9.8.1	International Economy	Explain how governments use tariffs or quotas to restrict trade.		
6 SS E 9.8.2	International Economy	Describe how economic interdependence among countries affects standards of living in those countries.		
6 SS E 9.8.4	International Economy	Compute prices of U.S. products in terms of other countries' currencies.		
6 SS E 9.8.5	International Economy	Identify goods that would not be readily available in U.S. stores if there were no international trade.		

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6 SS G	<b>GEOGRAPHY</b>			
6 SS GS.6.1	Geographic Skills	Ask questions about a geographic change that is taking place in their city or region.		
6 SS GS.6.2	Geographic Skills	Collect geographic facts from a physical region in their community.		
6 SS GS.6.3	Geographic Skills	Create a diagram that will illustrate geographic information.		
6 SS GS.6.4	Geographic Skills	Outline and prioritize geographic information from a variety of geographic sources.		
6 SS GS.6.5	Geographic Skills	Utilize visual displays to support conclusions drawn about geographic information.		
6 SS G 1.6.1	World in Spatial Terms	Identify and locate Earth's major parallels and meridians.		
6 SS G 1.6.2	World in Spatial Terms	Identify different map projections (e.g., Robinson and Mercator).		
6 SS G 1.6.3	World in Spatial Terms	Use maps, graphic representations, aerial photographs, satellite images, and computer resources to identify and locate Earth's physical and human systems.		
6 SS G 1.6.4	World in Spatial Terms	Create a sketch map of geographical setting from a written narrative (e.g., Incredible Journey, Island of the Blue Dolphins).		
6 SS G 1.6.5	World in Spatial Terms	Use historical maps to discuss changes that have occurred in a place over time.		
6 SS G 1.6.6	World in Spatial Terms	Use a map of the community to discuss a local geographic issue (e.g., location of school, park, and highway).		
6 SS G 2.6.1	Places and Regions	Locate examples of landforms that define the political boundaries of their state or region.		
6 SS G 2.6.2	Places and Regions	Identify and locate examples of cultural regions found within the United States (e.g., Amish, Cajun).		
6 SS G 2.6.3	Places and Regions	Discuss how the same issue is perceived by different cultural groups.		
6 SS G 2.6.4	Places and Regions	Choose a technology and examine the different stages of its development (e.g., transportation, communication).		
6 SS G 2.6.5	Places and Regions	Describe a physical region that has had an impact on human activities.		
6 SS G 2.6.6	Places and Regions	Describe the impact that change in your community or state has had on its environment or population.		
6 SS G 2.6.7	Places and Regions	Give examples of how geographers create regions to help organize information about people and places.		
6 SS G 3.6.1	Physical Systems	Explain how conditions in the atmosphere can affect those on the lithosphere.		
6 SS G 3.6.2	Physical Systems	Characterize natural hazards into one of Earth's four basic physical systems from which they can originate.		
6 SS G 3.6.3	Physical Systems	Describe characteristics of a specific ecosystem.		
6 SS G 3.6.4	Physical Systems	Describe the biodiversity of various ecosystems on Earth.		
6 SS G 3.6.5	Physical Systems	Describe the changes that take place in an ecosystem over time (e.g., due to plant succession, fire, pollution).		
6 SS G 4.6.1	Human Systems	Recognize common demographic trends within Nevada and the United States.		
6 SS G 4.6.2	Human Systems	Describe changes that occur in a place due to human migration.		
6 SS G 4.6.3	Human Systems	Discuss changes in the historical movement of people and goods.		
6 SS G 4.6.4	Human Systems	Identify the patterns of local and state migration and settlement.		
6 SS G 4.6.5	Human Systems	Explain the geographic reasons why states and countries trade with each other.		
6 SS G 4.6.6	Human Systems	Identify regions that depend on a primary economic activity.		
6 SS G 4.6.7	Human Systems	Create a map showing the locations of both developed and developing countries and explain the pattern of human development.		
6 SS G 4.6.8	Human Systems	Use a map to locate the headquarters of various cultural, political, and economic organizations.		
6 SS G 4.6.9	Human Systems	Create a map to illustrate an example of political boundaries.		
6 SS G 5.6.1	Environment and Society	Use maps or photographs to document changes in the physical environment.		
6 SS G 5.6.2	Environment and Society	Describe a specific opportunity provided by a particular physical environment.		
6 SS G 5.6.3	Environment and Society	Explain how a local industry has accelerated change in the physical environment.		
6 SS G 5.6.4	Environment and Society	Explore the impact of human modification of the physical environment on the people who live there.		
6 SS G 5.6.5	Environment and Society	Identify natural hazards that are common to different regions of the United States or the world.		
6 SS G 5.6.6	Environment and Society	Explain how natural resources help people create other products and industries.		
6 SS G 5.6.7	Environment and Society	Describe how Earth's resources can be modified to create wealth.		
6 SS G 6.6.1	Geographic Applications	Identify resources that have played a role in historical events or movements.		
6 SS G 6.6.2	Geographic Applications	Identify resources that are playing a role in current events.		
6 SS G 6.6.3	Geographic Applications	Discuss a geographic issue from more than one point of view.		
6 SS G 6.6.4	Geographic Applications	Describe how human actions could modify future conditions on Earth.		
6 SS H	<b>HISTORY</b>			
6 SS H 1.8.1	Chronology	Describe how a current event is presented by multiple sources.		
6 SS H 1.8.2	Chronology	Create a tiered time line.		
6 SS H 2.8.1	History Skills	Frame historical questions that examine multiple viewpoints.		
6 SS H 2.8.2	History Skills	Evaluate sources of historical information based on bias, credibility, cultural context, reliability, and time period.		
6 SS H 2.8.3	History Skills	Read and use informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		



Identifier	Nevada - Grade 6 - Social Studies		Introduced	Completed
6 SS H 3.8.1	Prehistory to 400 CE	Explain the characteristics and environments of hunter-gatherer.		
6 SS H 3.8.2	Prehistory to 400 CE	Identify significant characteristics of early agricultural societies, including farming and domestication of animals.		
6 SS H 3.8.3	Prehistory to 400 CE	Locate ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome.		
6 SS H 3.8.4	Prehistory to 400 CE	Describe achievements made by ancient and classical civilizations, including the Americas, China, Egypt, Greece, India, Mesopotamia, and Rome.		
6 SS H 3.8.5	Prehistory to 400 CE	Describe the lifestyles of Nevada's Desert Archaic people.		
6 SS H 4.8.1	1 CE to 1400	Describe the Viking exploration of North America.		
6 SS H 4.8.2	1 CE to 1400	Describe contributions of and locate the Mayan, Aztec, and Incan civilizations.		
6 SS H 4.8.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
6 SS H 4.8.4	1 CE to 1400	Identify the characteristics of European feudalism.		
6 SS H 5.8.1	1200 to 1750	Define the Renaissance in terms of science and fine arts.		
6 SS H 5.8.5	1200 to 1750	Describe the lifestyles of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.		
6 SS H 5.8.6	1200 to 1750	Describe Native North American cultural regions, such as Southwest, Southeast, Northeast, Northwest, California, Great Basin, Plains, Plateau, Arctic, and Sub-Arctic.		
6 SS H 5.8.7	1200 to 1750	Describe motivations for Scandinavian and European explorations, including all-water routes to Asia, trade, and religion.		
6 SS H 5.8.8	1200 to 1750	Explain interactions among Native Americans, Europeans, and Africans.		
6 SS H 5.8.9	1200 to 1750	Compare the lifestyles of Native Americans with those of the colonists.		
6 SS H 5.8.10	1200 to 1750	Explain where and why colonies were established in the Americas by European nations and how those colonies were governed.		
6 SS H 5.8.11	1200 to 1750	Describe lifestyles in the New England, Middle, and Southern colonies.		
6 SS H 5.8.12	1200 to 1750	Describe the African slave trade.		
6 SS H 6.8.1	1700 to 1865	Describe major inventions of the Industrial Revolution, including steam engine and textile machines.		
6 SS H 6.8.3	1700 to 1865	Describe the effect of laws and taxes enacted by the British on the American colonies, including Stamp Act, Intolerable Acts, and Quartering Act.		
6 SS H 6.8.4	1700 to 1865	Explain the major ideas expressed in the Declaration of Independence, including equality; right to change government; and life, liberty, and the pursuit of happiness.		
6 SS H 6.8.5	1700 to 1865	Describe key people and events of the American Revolution, including King George III, George Washington, Lexington and Concord, Battle of Saratoga, and Valley Forge.		
6 SS H 6.8.6	1700 to 1865	Identify the Articles of Confederation.		
6 SS H 6.8.7	1700 to 1865	Explain why the Constitution was written.		
6 SS H 6.8.8	1700 to 1865	Identify the principles of the Bill of Rights.		
6 SS H 6.8.12	1700 to 1865	Define capitalism and free market economy.		
6 SS H 6.8.13	1700 to 1865	Describe the early development of the United States government, including Washington's cabinet, Marbury v. Madison, and political parties.		
6 SS H 6.8.14	1700 to 1865	Describe contributing factors in the development of a national identity, such as the cotton gin, Erie Canal, the factory system, immigration and nativism, Monroe Doctrine, railroads, telegraph, and War of 1812.		
6 SS H 6.8.15	1700 to 1865	Identify key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Horace Mann, Sojourner Truth, and Seneca Falls Declaration.		
6 SS H 6.8.16	1700 to 1865	Recognize the development of an emerging United States culture, including contributions from literature, language development, poetry, and music.		
6 SS H 6.8.17	1700 to 1865	Describe Manifest Destiny and the expansion of the United States, including Lewis and Clark and the Louisiana Purchase, Trail of Tears, the Battle of the Alamo, Treaty of Guadalupe-Hidalgo, Oregon and California Trails, Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail, Donner Party, and California gold rush.		
6 SS H 6.8.18	1700 to 1865	Describe the contributions of the explorers and settlers in preterritorial Nevada and their influences on the future, including Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, and Jedediah Smith.		
6 SS H 6.8.19	1700 to 1865	Describe the Mormon influence on the political and economic development of preterritorial Nevada.		
6 SS H 6.8.20	1700 to 1865	Define abolition and identify the key people and events of the movement, including Frederick Douglass, Harriet Tubman, Underground Railroad, and Sojourner Truth.		
6 SS H 6.8.21	1700 to 1865	Identify the causes, key people, events, and outcome of the Civil War, including states' rights and slavery, President Lincoln, Emancipation Proclamation, Vicksburg and Gettysburg, Gettysburg Address, and Generals Grant and Lee.		
6 SS H 6.8.22	1700 to 1865	Explain the events that led to Nevada statehood, including Comstock Lode and Election of 1864.		
6 SS H 7.8.1	1860 to 1920	Identify the 13th, 14th, and 15th Amendments to the Constitution.		
6 SS H 7.8.2	1860 to 1920	Identify the Black Codes and Jim Crow Laws.		

Identifier	Nevada - Grade 6 - Social Studies		Introduced	Completed
6 SS H 7.8.3	1860 to 1920	Discuss the interactions between settlers and Native Americans during the westward expansion, including Ghost Dance/Wounded Knee and Little Big Horn.		
6 SS H 7.8.4	1860 to 1920	Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States.		
6 SS H 7.8.5	1860 to 1920	Describe the western frontier, including communication (pony express and telegraph), farming and water issues, mining, ranching, and transportation.		
6 SS H 7.8.7	1860 to 1920	Describe effects of industrialization and new technologies on the transformation of the United States, including steel industry, mass production, mechanized assembly line, and communication.		
6 SS H 7.8.8	1860 to 1920	Identify American industrialists and their contributions, including Andrew Carnegie, Henry Ford, and John D. Rockefeller.		
6 SS H 7.8.9	1860 to 1920	Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States.		
6 SS H 7.8.11	1860 to 1920	Describe the goals and accomplishments of labor unions in Nevada and the United States.		
6 SS H 7.8.13	1860 to 1920	Describe the women's suffrage movement and the 19th Amendment.		
6 SS H 7.8.14	1860 to 1920	Describe United States expansion, including Alaska, Hawaii, Panama Canal, and Spanish-American War.		
6 SS H 7.8.17	1860 to 1920	Identify causes, outcome, and consequences of World War I, including Sarajevo, alliances and nationalism, weapons and tactics, and Treaty of Versailles.		
6 SS H 8.8.1	1920 to 1945	Define totalitarianism.		
6 SS H 8.8.2	1920 to 1945	Identify scientific and technological advancements and their impacts, including airplane, radio, automobile, and household appliances.		
6 SS H 8.8.4	1920 to 1945	Explain how literature, music, and visual arts were a reflection of the time.		
6 SS H 8.8.5	1920 to 1945	Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada, including stock market crash, family life, Hoover Dam, and government programs.		
6 SS H 8.8.6	1920 to 1945	Identify causes, effects, and outcome of World War II, including legacy of World War I, Pearl Harbor, Allies, Axis powers and leaders, atomic bomb, and United Nations.		
6 SS H 8.8.7	1920 to 1945	Identify key elements of the Holocaust, including "Aryan supremacy," Kristallnacht, "Final Solution," and concentration and death camps.		
6 SS H 8.8.8	1920 to 1945	Identify the effects of World War II on the home front in the United States and Nevada, including end of the Great Depression, internment camps, rationing, propaganda, and "Rosie the Riveter."		
6 SS H 9.8.1	1945 to 1990	Identify the Cold War, including Marshall Plan, Berlin Blockade, and NATO.		
6 SS H 9.8.2	1945 to 1990	Identify the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
6 SS H 9.8.3	1945 to 1990	Explain why the United Nations was involved in the Korean War and the outcome of its involvement.		
6 SS H 9.8.5	1945 to 1990	Discuss how science and technology changed life in the United States after World War II, including television, electronics and computers, and medical advances.		
6 SS H 9.8.6	1945 to 1990	Summarize the changes in the United States' demographics.		
6 SS H 9.8.7	1945 to 1990	Describe the impact of the United States military and atomic testing in Nevada.		
6 SS H 9.8.8	1945 to 1990	Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including Rosa Parks, Martin Luther King Jr., Brown v. Board of Education, voting rights, integration, Grant Sawyer, and César Chávez.		
6 SS H 9.8.9	1945 to 1990	Identify the causes and effects of the Vietnam War, including Tet Offensive, Gulf of Tonkin Resolution, antiwar movement, draft and lottery, and POWs and MIAs.		
6 SS H 9.8.10	1945 to 1990	Identify the significance to United States political culture of the following: Watergate, Iranian hostage crisis, Iran-Contra Affair.		
6 SS H 9.8.11	1945 to 1990	Identify key people and events that contributed to the end of the Cold War, including recognition of China, détente, disarmament, and Strategic Defense Initiative.		
6 SS H 9.8.12	1945 to 1990	Describe the significance of the breakup of the USSR, including fall of the Berlin Wall.		
6 SS H 9.8.13	1945 to 1990	Describe the effects of tourism and gaming on Nevada.		
6 SS H 9.8.14	1945 to 1990	Identify examples of arts, music, literature, and the media in United States society.		
6 SS H 10.8.1	1990 to Present	Describe scientific and technological developments, including personal computers, Internet, satellites, and medical advances.		
6 SS H 10.8.3	1990 to Present	Describe major world, national, and local issues, including ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation.		
6 SS H 10.8.4	1990 to Present	Identify the causes and effects of the Persian Gulf War.		
6 SS H 10.8.5	1990 to Present	Identify the role of the media in the changing political climate.		
6 SS H 10.8.6	1990 to Present	Identify how literature, music, and the visual arts are a reflection of the time.		

Identifier	<b>Lander - Grade 6 - Social Studies</b>	Introduced	Completed
6S1	<b>CIVICS</b>		
6S1.1	Know why society needs rules, laws, and governments		
6S1.2	Know the roles, rights, and responsibilities of United States citizens and the symbols of our country		
6S2	<b>ECONOMICS</b>		
6S2.1	Demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.		
6S2.2	Demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.		
6S3	<b>GEOGRAPHY</b>		
6S3.1	Use maps, globes, and other geographic tools and technologies to locate and derive information about people, places and environments.		
6S3.2	Understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.		
6S3.3	Understand how physical processes shape Earth's surface patterns and ecosystems.		
6S4	<b>HISTORY</b>		
6S4.1	Use chronology to organize and understand the sequence and relationship of events.		
6S4.2	Understand the development of human societies, civilizations, and empires through 400 CE.		

Identifier	Nevada - Grade 7 - Social Studies		Introduced	Completed
7 SS C	<b>CIVICS</b>			
7 SS C 1.8.1	Rules and Law	Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships).		
7 SS C 1.8.2	Rules and Law	Describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy.		
7 SS C 1.8.4	Rules and Law	Explain popular sovereignty and the need for citizen involvement at all levels of U.S. government.		
7 SS C 1.8.5	Rules and Law	Describe how the U.S. Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the U.S. Constitution.		
7 SS C 2.8.1	US Government	Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. Constitution.		
7 SS C 2.8.2	US Government	Explain the historic compromises that created a two-house Congress and identify the responsibilities of each.		
7 SS C 2.8.3	US Government	Discuss enumerated and implied powers of the U.S. Congress.		
7 SS C 2.8.4	US Government	Describe the duties of the President, such as presenting a budget proposal.		
7 SS C 2.8.5	US Government	List the ways the Supreme Court determines policy, including judicial review, interpreting laws, and overruling or revising its previous decisions.		
7 SS C 2.8.6	US Government	Describe the trial process, including the selection and responsibilities of jurors.		
7 SS C 2.8.7	US Government	Explain the system of checks and balances in the design of the U.S. Constitution.		
7 SS C 3.8.1	National and State Government	Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments.		
7 SS C 3.8.2	National and State Government	Define "federalism."		
7 SS C 3.8.3	National and State Government	Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.		
7 SS C 4.8.1	Political Process	Describe the election process.		
7 SS C 4.8.2	Political Process	Provide examples of how political parties changed.		
7 SS C 4.8.3	Political Process	Identify the impact of interest groups on the political process.		
7 SS C 4.8.4	Political Process	Identify the influence of the media in forming public opinion.		
7 SS C 4.8.5	Political Process	Identify propaganda and persuasion in political advertising and literature.		
7 SS C 4.8.6	Political Process	Provide examples of contemporary public issues that may require public solutions.		
7 SS C 5.8.1	Citizenship	Identify the rights, privileges, and responsibilities associated with U.S. citizenship, including voting; holding office; jury duty; or military, community, or public service.		
7 SS C 5.8.3	Citizenship	Explain the significance of mottoes and symbols, including E Pluribus Unum, national anthem, flag, Statue of Liberty, Great Seal, oath of office, and Pledge of Allegiance.		
7 SS C 5.8.4	Citizenship	Explain the necessity of the Bill of Rights for a democratic society.		
7 SS C 5.8.6	Citizenship	Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States.		
7 SS C 6.8.1	State and Local Government	Compare the organization and purpose of state, local, and tribal government.		
7 SS C 6.8.5	State and Local Government	Describe the juvenile, civil, and criminal court systems.		
7 SS C 7.8.1	Political and Economic Systems	Define the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, and communism.		
7 SS C 7.8.2	Political and Economic Systems	Define the world's major economic systems, including capitalism, mixed economy, socialism, and command economy.		
7 SS C 8.8.1	International Relations	Identify nations that play a significant role in U.S. foreign policy.		
7 SS C 8.8.2	International Relations	Define foreign policy and describe ways nations interact diplomatically, including treaties, trade, humanitarian aid, and military intervention.		
7 SS C 8.8.3	International Relations	Describe the purpose of the United Nations.		
7 SS C 8.8.4	International Relations	List and describe nongovernmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.		
7 SS E	<b>ECONOMICS</b>			
7 SS E 1.8.1	Economic Way of Thinking	Use the concept of opportunity cost to evaluate the tradeoffs when choices occur.		
7 SS E 1.8.2	Economic Way of Thinking	Explain that self-interest is a motivational factor when people respond to incentives.		
7 SS E 1.8.3	Economic Way of Thinking	Identify the additional benefits and the additional costs that result from choosing a little more or a little less.		
7 SS E 1.8.4	Economic Way of Thinking	Evaluate career paths by comparing costs and benefits.		
7 SS E 2.8.1	Measuring US Economic Performance	Explain gross domestic product (GDP) and how it is used to describe a country's economic output.		

Identifier	Nevada - Grade 7 - Social Studies		Introduced	Completed
7 SS E 2.8.2	Measuring US Economic Performance	Given data on population and GDP for several countries, determine their per capita GDP, and compare with the U.S.		
7 SS E 2.8.4	Measuring US Economic Performance	Use the consumer price index (CPI) to compare the buying power of the U.S. dollar in one year with its buying power in another year.		
7 SS E 2.8.6	Measuring US Economic Performance	Identify the unemployment rate as the percentage of people in the labor force who are not working, but who are actively pursuing work.		
7 SS E 2.8.7	Measuring US Economic Performance	Distinguish between a high rate and a low rate of unemployment for the U.S. economy over time.		
7 SS E 2.8.8	Measuring US Economic Performance	Explain why riskier loans command higher interest rates than safer loans.		
7 SS E 2.8.9	Measuring US Economic Performance	Distinguish between high and low interest rates for the U.S. economy over time.		
7 SS E 2.8.10	Measuring US Economic Performance	Identify career fields that are experiencing growth and career fields that are experiencing decline.		
7 SS E 3.8.1	Function of Markets	Give examples of markets in which people benefit from trade.		
7 SS E 3.8.2	Function of Markets	Explain how supply and demand function to determine market prices.		
7 SS E 3.8.3	Function of Markets	Explain why buyers demand less yet sellers supply more when prices go up.		
7 SS E 3.8.4	Function of Markets	Explain why buyers demand more yet sellers supply less when prices go down.		
7 SS E 3.8.6	Function of Markets	Identify instances in which people might pay interest or receive interest.		
7 SS E 3.8.7	Function of Markets	Explain the factors that should be considered when making individual purchasing decisions, given changes in prices.		
7 SS E 4.8.1	Private US Economic Institutions	Explain the purposes and functions of financial institutions (e.g., to channel funds from savers to borrowers).		
7 SS E 4.8.2	Private US Economic Institutions	Explain the purposes and functions of labor unions (e.g., collective bargaining).		
7 SS E 4.8.3	Private US Economic Institutions	Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation.		
7 SS E 4.8.4	Private US Economic Institutions	Explain why not-for-profit organizations are tax exempt.		
7 SS E 4.8.5	Private US Economic Institutions	Compare the rewards and risks of saving and borrowing money with several types of financial institutions.		
7 SS E 4.8.6	Private US Economic Institutions	Investigate careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
7 SS E 5.8.1	Money	Illustrate how prices stated in money terms help people compare the value of products.		
7 SS E 5.8.4	Money	Describe the transition from the use of commodities as money to the use of modern forms of money.		
7 SS E 5.8.5	Money	Identify pros and cons of paying with cash versus using credit.		
7 SS E 6.8.1	US Economy as a Whole	Explain ways in which households, schools, or community groups allocate resources.		
7 SS E 6.8.2	US Economy as a Whole	Explain how consumer and producer reactions to price changes affect resource allocation.		
7 SS E 6.8.3	US Economy as a Whole	Explain how the current utilization of a productive resource affects the availability of that resource in the future.		
7 SS E 6.8.4	US Economy as a Whole	Explain the circular flow of economic activity.		
7 SS E 6.8.5	US Economy as a Whole	Identify factors that can affect an individual's likelihood of being unemployed.		
7 SS E 6.8.6	US Economy as a Whole	Explain that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces.		
7 SS E 6.8.7	US Economy as a Whole	Identify a career path of interest and explain how the associated earnings are affected by the market.		
7 SS E 7.8.1	Evolving Economy	Explain how investment improves standards of living by increasing productivity.		
7 SS E 7.8.4	Evolving Economy	Describe the advantages and disadvantages of being an entrepreneur.		
7 SS E 7.8.5	Evolving Economy	Illustrate how competition among sellers decreases prices, while competition among buyers increases prices.		
7 SS E 7.8.6	Evolving Economy	Give examples of how specialization is facilitated by trade.		
7 SS E 7.8.7	Evolving Economy	Give examples of ways investment can improve students' performance in school, sports, etc.		
7 SS E 8.8.1	Role of Government in a Market Economy	Give examples of the kinds of goods and services that government provides.		
7 SS E 8.8.2	Role of Government in a Market Economy	Give examples of activities that benefit participants, yet harm nonparticipants.		
7 SS E 8.8.3	Role of Government in a Market Economy	Identify methods by which government redistributes income.		
7 SS E 8.8.4	Role of Government in a Market Economy	Give examples of ways government protects property.		
7 SS E 8.8.7	Role of Government in a Market Economy	Describe how paying sales, property, and income taxes affects the amount of money an individual has available for spending.		

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7 SS E 9.8.1	International Economy	Explain how governments use tariffs or quotas to restrict trade.		
7 SS E 9.8.2	International Economy	Describe how economic interdependence among countries affects standards of living in those countries.		
7 SS E 9.8.4	International Economy	Compute prices of U.S. products in terms of other countries' currencies.		
7 SS E 9.8.5	International Economy	Identify goods that would not be readily available in U.S. stores if there were no international trade.		
7 SS G	<b>GEOGRAPHY</b>			
7 SS GS.7.1	Geographic Skills	Write questions to promote discussion of a geographic issue.		
7 SS GS.7.2	Geographic Skills	Research information on a selected geographic topic.		
7 SS GS.7.3	Geographic Skills	Arrange geographic facts into a table for display.		
7 SS GS.7.4	Geographic Skills	Justify and defend the selection of geographic sources.		
7 SS GS.7.5	Geographic Skills	Answer questions relating to student's presentation of geographic information.		
7 SS G 1.7.1	World in Spatial Terms	Use scale to compare maps and measure distance.		
7 SS G 1.7.2	World in Spatial Terms	Identify and use maps that represent countries by criteria other than area.		
7 SS G 1.7.3	World in Spatial Terms	Use maps, graphic representations, aerial photographs, satellite images, and computer resources to describe Earth's physical and human systems.		
7 SS G 1.7.4	World in Spatial Terms	Use data and a variety of symbols and colors to create a thematic map (e.g., population, rainfall).		
7 SS G 1.7.5	World in Spatial Terms	Identify the characteristics of maps that have changed over time.		
7 SS G 1.7.6	World in Spatial Terms	Identify and describe how maps are used in different occupations.		
7 SS G 2.7.1	Places and Regions	Locate examples of imaginary lines that define the political boundaries of their state or region.		
7 SS G 2.7.2	Places and Regions	Identify and locate examples of world cultural regions (e.g., Latin America, Middle East).		
7 SS G 2.7.3	Places and Regions	Identify cultural characteristics that help define how people view a place or region.		
7 SS G 2.7.4	Places and Regions	Describe the impact of the Industrial Revolution on different regions within the U.S.		
7 SS G 2.7.5	Places and Regions	Locate and define boundaries of a historic movement.		
7 SS G 2.7.6	Places and Regions	Identify how the physical and human characteristics of a famous place can change over time.		
7 SS G 2.7.7	Places and Regions	Describe a unique cultural event that helps define a particular place or region.		
7 SS G 3.7.1	Physical Systems	Compare the amount of water found within the hydrosphere of both the eastern and western U.S.		
7 SS G 3.7.2	Physical Systems	Give an example of a place that has been altered by a natural hazard.		
7 SS G 3.7.3	Physical Systems	Compare the characteristics of Earth's four major land biomes (i.e., tundra, forest, grassland, and desert).		
7 SS G 3.7.4	Physical Systems	Investigate the productivity of various ecosystems on Earth.		
7 SS G 3.7.5	Physical Systems	Collect and organize physical samples.		
7 SS G 4.7.1	Human Systems	Identify key demographic categories used to compare populations.		
7 SS G 4.7.2	Human Systems	Describe changes that will occur in a place due to human settlement.		
7 SS G 4.7.3	Human Systems	Explain changes in the historical movement of ideas.		
7 SS G 4.7.4	Human Systems	Compare the patterns of migration and settlement within the United States.		
7 SS G 4.7.5	Human Systems	Explain how the physical and human geography of regions influences their economic activities.		
7 SS G 4.7.6	Human Systems	Create a map illustrating the source and movement of an economic product.		
7 SS G 4.7.7	Human Systems	Identify and list characteristics of both developed and developing countries.		
7 SS G 4.7.8	Human Systems	Compare and contrast the different purposes of cultural, political, and economic organizations.		
7 SS G 4.7.9	Human Systems	Compare maps that illustrate the overlapping nature of political and cultural boundaries.		
7 SS G 5.7.1	Environment and Society	Investigate changes in the physical environment that could have an impact on humans.		
7 SS G 5.7.2	Environment and Society	Explain a specific constraint on a physical environment that impacts human activity.		
7 SS G 5.7.3	Environment and Society	Give examples of how an improved technology has accelerated change in the physical environment.		
7 SS G 5.7.4	Environment and Society	Identify patterns in the physical environment caused by human activity.		
7 SS G 5.7.5	Environment and Society	Research a specific natural hazard and document its effects on human systems.		
7 SS G 5.7.6	Environment and Society	Create a map showing the distribution of a selected natural resource.		
7 SS G 5.7.7	Environment and Society	Research and document the economic impact of selected resources on a county or region.		
7 SS G 6.7.1	Geographic Applications	Identify and discuss strategic geographic locations that have played a pivotal role in historic events.		
7 SS G 6.7.2	Geographic Applications	Explain how physical geography of a place or region can influence current events.		

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7 SS G 6.7.3	Geographic Applications	Debate a geographic issue or theme that affects their state, region, or economy.		
7 SS G 6.7.4	Geographic Applications	Explain how Earth's physical systems will alter its surface in the future.		
7 SS H	<b>HISTORY</b>			
7 SS H 1.8.1	Chronology	Describe how a current event is presented by multiple sources.		
7 SS H 1.8.2	Chronology	Create a tiered time line.		
7 SS H 2.8.1	History Skills	Frame historical questions that examine multiple viewpoints.		
7 SS H 2.8.2	History Skills	Evaluate sources of historical information based on bias, credibility, cultural context, reliability, and time period.		
7 SS H 2.8.3	History Skills	Read and use informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
7 SS H 3.8.1	Prehistory to 400 CE	Explain the characteristics and environments of hunter-gatherer.		
7 SS H 3.8.2	Prehistory to 400 CE	Identify significant characteristics of early agricultural societies, including farming and domestication of animals.		
7 SS H 3.8.3	Prehistory to 400 CE	Locate ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome.		
7 SS H 3.8.4	Prehistory to 400 CE	Describe achievements made by ancient and classical civilizations, including the Americas, China, Egypt, Greece, India, Mesopotamia, and Rome.		
7 SS H 3.8.5	Prehistory to 400 CE	Describe the lifestyles of Nevada's Desert Archaic people.		
7 SS H 4.8.1	1 CE to 1400	Describe the Viking exploration of North America.		
7 SS H 4.8.2	1 CE to 1400	Describe contributions of and locate the Mayan, Aztec, and Incan civilizations.		
7 SS H 4.8.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
7 SS H 4.8.4	1 CE to 1400	Identify the characteristics of European feudalism.		
7 SS H 5.8.1	1200 to 1750	Define the Renaissance in terms of science and fine arts.		
7 SS H 5.8.5	1200 to 1750	Describe the lifestyles of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.		
7 SS H 5.8.6	1200 to 1750	Describe Native North American cultural regions, such as Southwest, Southeast, Northeast, Northwest, California, Great Basin, Plains, Plateau, Arctic, and Sub-Arctic.		
7 SS H 5.8.7	1200 to 1750	Describe motivations for Scandinavian and European explorations, including all-water routes to Asia, trade, and religion.		
7 SS H 5.8.8	1200 to 1750	Explain interactions among Native Americans, Europeans, and Africans.		
7 SS H 5.8.9	1200 to 1750	Compare the lifestyles of Native Americans with those of the colonists.		
7 SS H 5.8.10	1200 to 1750	Explain where and why colonies were established in the Americas by European nations and how those colonies were governed.		
7 SS H 5.8.11	1200 to 1750	Describe lifestyles in the New England, Middle, and Southern colonies.		
7 SS H 5.8.12	1200 to 1750	Describe the African slave trade.		
7 SS H 6.8.1	1700 to 1865	Describe major inventions of the Industrial Revolution, including steam engine and textile machines.		
7 SS H 6.8.3	1700 to 1865	Describe the effect of laws and taxes enacted by the British on the American colonies, including Stamp Act, Intolerable Acts, and Quartering Act.		
7 SS H 6.8.4	1700 to 1865	Explain the major ideas expressed in the Declaration of Independence, including equality; right to change government; and life, liberty, and the pursuit of happiness.		
7 SS H 6.8.5	1700 to 1865	Describe key people and events of the American Revolution, including King George III, George Washington, Lexington and Concord, Battle of Saratoga, and Valley Forge.		
7 SS H 6.8.6	1700 to 1865	Identify the Articles of Confederation.		
7 SS H 6.8.7	1700 to 1865	Explain why the Constitution was written.		
7 SS H 6.8.8	1700 to 1865	Identify the principles of the Bill of Rights.		
7 SS H 6.8.12	1700 to 1865	Define capitalism and free market economy.		
7 SS H 6.8.13	1700 to 1865	Describe the early development of the United States government, including Washington's cabinet, Marbury v. Madison, and political parties.		
7 SS H 6.8.14	1700 to 1865	Describe contributing factors in the development of a national identity, such as the cotton gin, Erie Canal, the factory system, immigration and nativism, Monroe Doctrine, railroads, telegraph, and War of 1812.		
7 SS H 6.8.15	1700 to 1865	Identify key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Horace Mann, Sojourner Truth, and Seneca Falls Declaration.		
7 SS H 6.8.16	1700 to 1865	Recognize the development of an emerging United States culture, including contributions from literature, language development, poetry, and music.		
7 SS H 6.8.17	1700 to 1865	Describe Manifest Destiny and the expansion of the United States, including Lewis and Clark and the Louisiana Purchase, Trail of Tears, the Battle of the Alamo, Treaty of Guadalupe-Hidalgo, Oregon and California Trails, Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail, Donner Party, and California gold rush.		

Identifier	Nevada - Grade 7 - Social Studies		Introduced	Completed
7 SS H 6.8.18	1700 to 1865	Describe the contributions of the explorers and settlers in preterritorial Nevada and their influences on the future, including Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, and Jedediah Smith.		
7 SS H 6.8.19	1700 to 1865	Describe the Mormon influence on the political and economic development of preterritorial Nevada.		
7 SS H 6.8.20	1700 to 1865	Define abolition and identify the key people and events of the movement, including Frederick Douglass, Harriet Tubman, Underground Railroad, and Sojourner Truth.		
7 SS H 6.8.21	1700 to 1865	Identify the causes, key people, events, and outcome of the Civil War, including states' rights and slavery, President Lincoln, Emancipation Proclamation, Vicksburg and Gettysburg, Gettysburg Address, and Generals Grant and Lee.		
7 SS H 6.8.22	1700 to 1865	Explain the events that led to Nevada statehood, including Comstock Lode and election of 1864.		
7 SS H 7.8.1	1860 to 1920	Identify the 13th, 14th, and 15th Amendments to the Constitution.		
7 SS H 7.8.2	1860 to 1920	Identify the Black Codes and Jim Crow Laws.		
7 SS H 7.8.3	1860 to 1920	Discuss the interactions between settlers and Native Americans during the westward expansion, including Ghost Dance/Wounded Knee and Little Big Horn.		
7 SS H 7.8.4	1860 to 1920	Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States.		
7 SS H 7.8.5	1860 to 1920	Describe the western frontier, including communication (pony express and telegraph), farming and water issues, mining, ranching, and transportation.		
7 SS H 7.8.7	1860 to 1920	Describe effects of industrialization and new technologies on the transformation of the United States, including steel industry, mass production, mechanized assembly line, and communication.		
7 SS H 7.8.8	1860 to 1920	Identify American industrialists and their contributions, including Andrew Carnegie, Henry Ford, and John D. Rockefeller.		
7 SS H 7.8.9	1860 to 1920	Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States.		
7 SS H 7.8.11	1860 to 1920	Describe the goals and accomplishments of labor unions in Nevada and the United States.		
7 SS H 7.8.13	1860 to 1920	Describe the women's suffrage movement and the 19th Amendment.		
7 SS H 7.8.14	1860 to 1920	Describe United States expansion, including Alaska, Hawaii, Panama Canal, and Spanish-American War.		
7 SS H 7.8.17	1860 to 1920	Identify causes, outcome, and consequences of World War I, including Sarajevo, alliances and nationalism, weapons and tactics, and Treaty of Versailles.		
7 SS H 8.8.1	1920 to 1945	Define totalitarianism.		
7 SS H 8.8.2	1920 to 1945	Identify scientific and technological advancements and their impacts, including airplane, radio, automobile, and household appliances.		
7 SS H 8.8.4	1920 to 1945	Explain how literature, music, and visual arts were a reflection of the time.		
7 SS H 8.8.5	1920 to 1945	Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada, including stock market crash, family life, Hoover Dam, and government programs.		
7 SS H 8.8.6	1920 to 1945	Identify causes, effects, and outcome of World War II, including legacy of World War I, Pearl Harbor, Allies, Axis powers and leaders, atomic bomb, and United Nations.		
7 SS H 8.8.7	1920 to 1945	Identify key elements of the Holocaust, including "Aryan supremacy," Kristallnacht, "Final Solution," and concentration and death camps.		
7 SS H 8.8.8	1920 to 1945	Identify the effects of World War II on the home front in the United States and Nevada, including end of the Great Depression, internment camps, rationing, propaganda, and "Rosie the Riveter."		
7 SS H 9.8.1	1945 to 1990	Identify the Cold War, including Marshall Plan, Berlin Blockade, and NATO.		
7 SS H 9.8.2	1945 to 1990	Identify the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
7 SS H 9.8.3	1945 to 1990	Explain why the United Nations was involved in the Korean War and the outcome of its involvement.		
7 SS H 9.8.5	1945 to 1990	Discuss how science and technology changed life in the United States after World War II, including television, electronics and computers, and medical advances.		
7 SS H 9.8.6	1945 to 1990	Summarize the changes in the United States' demographics.		
7 SS H 9.8.7	1945 to 1990	Describe the impact of the United States military and atomic testing in Nevada.		
7 SS H 9.8.8	1945 to 1990	Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including Rosa Parks, Martin Luther King Jr., Brown v. Board of Education, voting rights, integration, Grant Sawyer, and César Chávez.		



Identifier	Nevada - Grade 7 - Social Studies		Introduced	Completed
7 SS H 9.8.9	1945 to 1990	Identify the causes and effects of the Vietnam War, including Tet Offensive, Gulf of Tonkin Resolution, antiwar movement, draft and lottery, and POWs and MIAs.		
7 SS H 9.8.10	1945 to 1990	Identify the significance to United States political culture of the following: Watergate, Iranian hostage crisis, Iran-Contra Affair.		
7 SS H 9.8.11	1945 to 1990	Identify key people and events that contributed to the end of the Cold War, including recognition of China, détente, disarmament, and Strategic Defense Initiative.		
7 SS H 9.8.12	1945 to 1990	Describe the significance of the breakup of the USSR, including fall of the Berlin Wall.		
7 SS H 9.8.13	1945 to 1990	Describe the effects of tourism and gaming on Nevada.		
7 SS H 9.8.14	1945 to 1990	Identify examples of arts, music, literature, and the media in United States society.		
7 SS H 10.8.1	1990 to Present	Describe scientific and technological developments, including personal computers, Internet, satellites, and medical advances.		
7 SS H 10.8.3	1990 to Present	Describe major world, national, and local issues, including ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation.		
7 SS H 10.8.4	1990 to Present	Identify the causes and effects of the Persian Gulf War.		
7 SS H 10.8.5	1990 to Present	Identify the role of the media in the changing political climate.		
7 SS H 10.8.6	1990 to Present	Identify how literature, music, and the visual arts are a reflection of the time.		

Identifier	Lander - Grade 7 - Social Studies	Introduced	Completed
7S1	<b>CIVICS</b>		
7S1.1	Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships)		
7S1.2	Explain popular sovereignty and the need for citizen involvement at all levels of US government		
7S1.3	Examine the organization of the US Constitution and describe the structure it creates, including the executive, legislative, and judicial branches		
7S1.4	Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the US Constitution		
7S1.5	Describe the duties of the President, such as presenting a budget proposal		
7S1.6	Define federalism		
7S1.7	Describe the election process		
7S1.8	Provide examples of contemporary public issues that may require public solutions		
7S1.9	Explain the significance of mottoes and symbols including: e pluribus unum, national anthem, flag, Statue of Liberty, Great Seal, oath of office, Pledge of Allegiance		
7S1.10	Compare the organization and purpose of state, local, and tribal government		
7S1.11	Define the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, communism, socialism		
7S1.12	Identify nations that play a significant role in US foreign policy		
7S2	<b>ECONOMICS</b>		
7S2.1	Identify the additional benefits and the additional costs that result from choosing a little more or a little less		
7S2.2	Identify the unemployment rate as the percentage of people in the labor force who are not working, but who are actively pursuing work		
7S2.3	Explain why riskier loans command higher interest rates than safer loans		
7S2.4	Explain how supply and demand function to determine market prices		
7S2.5	Explain the purpose and functions of labor unions (e.g., collective bargaining)		
7S2.6	Describe the transition from the use of commodities as money to the use of modern forms of money		
7S2.7	Explain ways in which households, schools, or community groups allocate resources		
7S2.8	Identify factors that can affect an individual's likelihood of being unemployed		
7S2.9	Describe the advantages and disadvantages of being an entrepreneur		
7S2.10	Give examples of how specialization is facilitated by trade		
7S2.11	Identify methods by which government redistributes income		
7S2.12	Compute prices of US products in terms of other countries' currencies		
7S3	<b>GEOGRAPHY</b>		
7S3.1	Identify and define geographic problems and issues by asking geographic questions		
7S3.2	Use maps, graphic representations, aerial photographs, satellite images, and computer resources to compare Earth's physical and human systems		
7S3.3	Construct maps and charts to display information about human and physical features		
7S3.4	Describe the relationship between physical and human features, such as landforms and political boundaries		
7S3.5	Describe how and why regions change over time		
7S3.6	Describe the interdependence among soil, climate, plant life, and animal life within ecosystems		
7S3.7	Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw conclusions		
7S3.8	Define the reasons for human migration and settlement and explain the effects on places and cultures		
7S3.9	Identify the different patterns of migration and settlement in developing and developed countries		
7S3.10	Identify a regional or international economic issue and explain it from a spatial perspective		
7S3.11	Identify international alliances and organizations that influence conflict and cooperation among independent nations		
7S3.12	Describe and predict the regional or global impact of changes in the physical environment		
7S3.13	Identify and locate examples of renewable and non-renewable natural resources		
7S3.14	Explain how different characteristics of people, places, and resources have affected events and conditions in the past		
7S4	<b>HISTORY</b>		
7S4.1	Create a tiered time line		
7S4.2	Read and use informational tools, including: charts, diagrams, graphs, maps, political cartoons, photographs, tables		
7S4.3	Explain the characteristics of hunter-gatherer		
7S4.4	Describe the lifestyles of Nevada's Desert Archaic people		

Identifier	Lander - Grade 7 - Social Studies	Introduced	Completed
7S4.5	Describe the origin, traditions, customs, and spread of western and eastern world religions, including: Buddhism, Christianity, Hinduism, Islam, Judaism		
7S4.6	Describe the lifestyles of Nevada's Native American cultures, including: Northern Paiute, Southern Paiute, Washoe, Western Shoshone		
7S4.7	Describe motivations for Scandinavian and European explorations, including: all-water routes to Asia, trade, religion		
7S4.8	Explain where and why colonies were established in the Americas by European nations and how those colonies were governed		
7S4.9	Describe the effect of laws and taxes enacted by the British on the American colonies, including: Stamp Act, Intolerable Acts, Quartering Act		
7S4.10	Describe key people and events of the American Revolution including: King George III, George Washington, Lexington and Concord, Battle of Saratoga, Valley Forge		
7S4.11	Describe the early development of the United States government including: Washington's cabinet, <i>Marbury v. Madison</i> , political parties		
7S4.12	Recognize the development of an emerging United States culture, including contributions from: literature, language development, poetry, music		
7S4.13	Describe the contributions of the explorers and settlers in pre-territorial Nevada and their influences on the future, including: Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, Jedediah Smith		
7S4.14	Define abolition and identify the key people and events of the movement, including: Frederick Douglass, Harriet Tubman, Underground Railroad, Sojourner Truth		
7S4.15	Identify the Black Codes and Jim Crow Laws		
7S4.16	Describe the western frontier, including: communication (e.g., pony express, telegraph), farming and water issues, mining, ranching, transportation		
7S4.17	Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States		
7S4.18	Describe United States expansion, including: Alaska, Hawaii, Panama Canal, Spanish American War		
7S4.19	Identify scientific and technological advancements and their impacts, including: airplane, radio, automobile, household appliances		
7S4.20	Identify causes, effects, and outcome of World War II, including: legacy of WW I, Pearl Harbor, Allies, Axis Powers and leaders, atomic bomb, United Nations		
7S4.21	Identify the effects of WW II on the home front in the United States and Nevada, including: end of the Great Depression, internment camps, rationing, propaganda, "Rosie the Riveter"		
7S4.22	Identify the Cold War, including: Marshall Plan, Berlin Blockade, NATO		
7S4.23	Summarize the changes in the United States' demographics		
7S4.24	Identify the causes and effects of the Vietnam war, including: Tet Offensive, Gulf of Tonkin Resolution, anti-war movement, draft and lottery, POWs and MIAs		
7S4.25	Identify key people and events that contributed to the end of the Cold War, including: recognition of China, détente, disarmament, Strategic Defense Initiative		
7S4.26	Describe scientific and technological developments, including: personal computers, Internet, satellites, medical advances		
7S4.27	Identify how literature, music, and the visual arts are a reflection of the time		

Identifier	Kamico - Grade 8 - Social Studies		Introduced	Completed
SS 8				
SS 8.1.1.A	History	Identify the major eras in U.S. history through 1877 and describe their defining characteristics.		
SS 8.1.1.B	History	Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.		
SS 8.1.1.C	History	Explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.		
SS 8.1.2.A	History	Compare political, economic, and social reasons for the establishment of the 13 colonies.		
SS 8.1.3.A	History	Analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War.		
SS 8.1.3.B	History	Explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, Thomas Paine, and George Washington.		
SS 8.1.3.C	History	Explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris.		
SS 8.1.3.D	History	Analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.		
SS 8.1.4.A	History	Explain the origin and development of American political parties.		
SS 8.1.4.B	History	Explain the issues surrounding important events of the War of 1812.		
SS 8.1.4.C	History	Explain the impact of Washington's Farewell Address and the Monroe Doctrine.		
SS 8.1.4.D	History	Explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party.		
SS 8.1.4.E	History	Analyze federal Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.		
SS 8.1.5.A	History	Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.		
SS 8.1.5.B	History	Explain the political, economic, and social roots of Manifest Destiny.		
SS 8.1.5.C	History	Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.		
SS 8.1.5.D	History	Explain the major issues of the Mexican War and their impact on the United States.		
SS 8.1.6.A	History	Analyze the impact of tariff policies on sections of the United States before the Civil War.		
SS 8.1.6.B	History	Compare the effects of political, economic, and social factors on slaves and free blacks.		
SS 8.1.6.C	History	Analyze the impact of slavery on different sections of the United States.		
SS 8.1.6.D	History	Compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.		
SS 8.1.7.A	History	Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln.		
SS 8.1.7.B	History	Explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House.		
SS 8.1.7.C	History	Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.		
SS 8.2.1.A	History	Identify areas that were acquired to form the United States.		
SS 8.2.2.A	Geography	Answer questions about geographic distributions and patterns shown on maps, graphs, and charts.		
SS 8.2.3.A	Geography	Locate places and regions of importance in the United States during the 18th and 19th centuries.		
SS 8.2.3.B	Geography	Compare places and regions of the United States in terms of physical and human characteristics.		
SS 8.2.3.C	Geography	Analyze the effects of physical and human geographic factors on major historical events in the United States.		
SS 8.2.4.A	Geography	Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries.		
SS 8.3.1.A	History	Summarize arguments regarding protective tariffs and taxation.		
SS 8.3.2.A	Economics	Identify economic differences among different regions of the United States.		
SS 8.3.2.B	Economics	Explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery.		
SS 8.3.3.A	Economics	Identify the economic factors that brought about rapid industrialization and urbanization.		
SS 8.3.4.A	Economics	Explain why a free enterprise system of economics developed in the new nation.		
SS 8.3.5.A	Culture	Analyze the contributions of people of various racial, ethnic, and religious groups.		
SS 8.3.5.B	Culture	Identify the political, social, and economic contributions of women to American society.		
SS 8.3.6.A	Culture	Describe the historical development of the abolitionist movement.		
SS 8.3.6.B	Culture	Evaluate the impact of reform movements including public education, temperance, and women's rights.		
SS 8.3.7.A	Science, Technology, and Society	Explain the effects of technological and scientific innovations such as the steamboat and the cotton gin.		
SS 8.3.7.B	Science, Technology, and Society	Analyze the impact of transportation systems on the growth, development, and urbanization of the United States.		

Identifier	Kamico - Grade 8 - Social Studies		Introduced	Completed
SS 8.3.7.C	Science, Technology, and Society	Analyze how technological innovations changed the way goods were manufactured and marketed nationally.		
SS 8.3.7.D	Science, Technology, and Society	Explain how technological innovations led to rapid industrialization.		
SS 8.3.8.A	Science, Technology, and Society	Identify examples of how industrialization changed life in the United States.		
SS 8.4.1.A	History	Explain the reasons for the growth of representative government and institutions during the colonial period.		
SS 8.4.1.B	History	Evaluate the importance of the Mayflower Compact and the Virginia House of Burgesses to the growth of representative government.		
SS 8.4.2.A	Government	Identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, and the Federalist Papers on the U.S. system of government.		
SS 8.4.2.B	Government	Summarize the strengths and weaknesses of the Articles of Confederation.		
SS 8.4.2.C	Government	Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.		
SS 8.4.2.D	Government	Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.		
SS 8.4.3.A	Government	Summarize the purposes for and processes of changing the U.S. Constitution.		
SS 8.4.3.B	Government	Describe the impact of the 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.		
SS 8.4.4.A	Government	Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, and James Madison.		
SS 8.4.4.B	Government	Describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.		
SS 8.4.5.A	Government	Summarize the issues, decisions, and significance of landmark Supreme Court cases including Marbury v. Madison.		
SS 8.4.5.B	Government	Evaluate the impact of selected landmark Supreme Court decisions including Dred Scott v. Sandford on life in the United States.		
SS 8.4.6.A	Citizenship	Define and give examples of unalienable rights.		
SS 8.4.6.B	Citizenship	Summarize rights guaranteed in the Bill of Rights.		
SS 8.4.7.A	Citizenship	Describe the importance of free speech and press in a democratic society.		
SS 8.4.8.A	Citizenship	Describe the contributions of significant political and social leaders of the United States such as Frederick Douglass, James Monroe, and Elizabeth Cady Stanton.		
SS 8.5.1.A	Social Studies Skills	Use primary and secondary sources to acquire information about the United States.		
SS 8.5.1.B	Social Studies Skills	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions.		
SS 8.5.1.C	Social Studies Skills	Interpret information from visuals including graphs, charts, timelines, and maps.		
SS 8.5.1.D	Social Studies Skills	Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.		
SS 8.5.1.E	Social Studies Skills	Identify bias in written and visual material.		

Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS C	<b>CIVICS</b>			
8 SS C 1.8.1	Rules and Law	Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships).		
8 SS C 1.8.2	Rules and Law	Describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy.		
8 SS C 1.8.4	Rules and Law	Explain popular sovereignty and the need for citizen involvement at all levels of U.S. government.		
8 SS C 1.8.5	Rules and Law	Describe how the U.S. Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the U.S. Constitution.		
8 SS C 2.8.1	US Government	Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. Constitution.		
8 SS C 2.8.2	US Government	Explain the historic compromises that created a two-house Congress and identify the responsibilities of each.		
8 SS C 2.8.3	US Government	Discuss enumerated and implied powers of the U.S. Congress.		
8 SS C 2.8.4	US Government	Describe the duties of the President, such as presenting a budget proposal.		
8 SS C 2.8.5	US Government	List the ways the Supreme Court determines policy, including judicial review, interpreting laws, and overruling or revising its previous decisions.		
8 SS C 2.8.6	US Government	Describe the trial process, including the selection and responsibilities of jurors.		
8 SS C 2.8.7	US Government	Explain the system of checks and balances in the design of the U.S. Constitution.		
8 SS C 3.8.1	National and State Government	Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments.		
8 SS C 3.8.2	National and State Government	Define "federalism."		
8 SS C 3.8.3	National and State Government	Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.		
8 SS C 4.8.1	Political Process	Describe the election process.		
8 SS C 4.8.2	Political Process	Provide examples of how political parties changed.		
8 SS C 4.8.3	Political Process	Identify the impact of interest groups on the political process.		
8 SS C 4.8.4	Political Process	Identify the influence of the media in forming public opinion.		
8 SS C 4.8.5	Political Process	Identify propaganda and persuasion in political advertising and literature.		
8 SS C 4.8.6	Political Process	Provide examples of contemporary public issues that may require public solutions.		
8 SS C 5.8.1	Citizenship	Identify the rights, privileges, and responsibilities associated with U.S. citizenship, including voting; holding office; jury duty; or military, community, or public service.		
8 SS C 5.8.3	Citizenship	Explain the significance of mottoes and symbols, including E Pluribus Unum, national anthem, flag, Statue of Liberty, Great Seal, oath of office, and Pledge of Allegiance.		
8 SS C 5.8.4	Citizenship	Explain the necessity of the Bill of Rights for a democratic society.		
8 SS C 5.8.6	Citizenship	Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States.		
8 SS C 6.8.1	State and Local Government	Compare the organization and purpose of state, local, and tribal government.		
8 SS C 6.8.5	State and Local Government	Describe the juvenile, civil, and criminal court systems.		
8 SS C 7.8.1	Political and Economic Systems	Define the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, and communism.		
8 SS C 7.8.2	Political and Economic Systems	Define the world's major economic systems, including capitalism, mixed economy, socialism, and command economy.		
8 SS C 8.8.1	International Relations	Identify nations that play a significant role in U.S. foreign policy.		
8 SS C 8.8.2	International Relations	Define foreign policy and describe ways nations interact diplomatically, including treaties, trade, humanitarian aid, and military intervention.		
8 SS C 8.8.3	International Relations	Describe the purpose of the United Nations.		
8 SS C 8.8.4	International Relations	List and describe nongovernmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.		
8 SS E	<b>ECONOMICS</b>			
8 SS E 1.8.1	Economic Way of Thinking	Use the concept of opportunity cost to evaluate the tradeoffs when choices occur.		
8 SS E 1.8.2	Economic Way of Thinking	Explain that self-interest is a motivational factor when people respond to incentives.		
8 SS E 1.8.3	Economic Way of Thinking	Identify the additional benefits and the additional costs that result from choosing a little more or a little less.		
8 SS E 1.8.4	Economic Way of Thinking	Evaluate career paths by comparing costs and benefits.		
8 SS E 2.8.1	Measuring US Economic Performance	Explain gross domestic product (GDP) and how it is used to describe a country's economic output.		
8 SS E 2.8.2	Measuring US Economic Performance	Given data on population and GDP for several countries, determine their per capita GDP, and compare with the U.S.		

Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS E 2.8.4	Measuring US Economic Performance	Use the consumer price index (CPI) to compare the buying power of the U.S. dollar in one year with its buying power in another year.		
8 SS E 2.8.6	Measuring US Economic Performance	Identify the unemployment rate as the percentage of people in the labor force who are not working, but who are actively pursuing work.		
8 SS E 2.8.7	Measuring US Economic Performance	Distinguish between a high rate and a low rate of unemployment for the U.S. economy over time.		
8 SS E 2.8.8	Measuring US Economic Performance	Explain why riskier loans command higher interest rates than safer loans.		
8 SS E 2.8.9	Measuring US Economic Performance	Distinguish between high and low interest rates for the U.S. economy over time.		
8 SS E 2.8.10	Measuring US Economic Performance	Identify career fields that are experiencing growth and career fields that are experiencing decline.		
8 SS E 3.8.1	Functioning of Markets	Give examples of markets in which people benefit from trade.		
8 SS E 3.8.2	Functioning of Markets	Explain how supply and demand function to determine market prices.		
8 SS E 3.8.3	Functioning of Markets	Explain why buyers demand less yet sellers supply more when prices go up.		
8 SS E 3.8.4	Functioning of Markets	Explain why buyers demand more yet sellers supply less when prices go down.		
8 SS E 3.8.6	Functioning of Markets	Identify instances in which people might pay interest or receive interest.		
8 SS E 3.8.7	Functioning of Markets	Explain the factors that should be considered when making individual purchasing decisions, given changes in prices.		
8 SS E 4.8.1	Private US Economic Institutions	Explain the purposes and functions of financial institutions (e.g., to channel funds from savers to borrowers).		
8 SS E 4.8.2	Private US Economic Institutions	Explain the purposes and functions of labor unions (e.g., collective bargaining).		
8 SS E 4.8.3	Private US Economic Institutions	Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation.		
8 SS E 4.8.4	Private US Economic Institutions	Explain why not-for-profit organizations are tax exempt.		
8 SS E 4.8.5	Private US Economic Institutions	Compare the rewards and risks of saving and borrowing money with several types of financial institutions.		
8 SS E 4.8.6	Private US Economic Institutions	Investigate careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
8 SS E 5.8.1	Money	Illustrate how prices stated in money terms help people compare the value of products.		
8 SS E 5.8.4	Money	Describe the transition from the use of commodities as money to the use of modern forms of money.		
8 SS E 5.8.5	Money	Identify pros and cons of paying with cash versus using credit.		
8 SS E 6.8.1	US Economy as a Whole	Explain ways in which households, schools, or community groups allocate resources.		
8 SS E 6.8.2	US Economy as a Whole	Explain how consumer and producer reactions to price changes affect resource allocation.		
8 SS E 6.8.3	US Economy as a Whole	Explain how the current utilization of a productive resource affects the availability of that resource in the future.		
8 SS E 6.8.4	US Economy as a Whole	Explain the circular flow of economic activity.		
8 SS E 6.8.5	US Economy as a Whole	Identify factors that can affect an individual's likelihood of being unemployed.		
8 SS E 6.8.6	US Economy as a Whole	Explain that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces.		
8 SS E 6.8.7	US Economy as a Whole	Identify a career path of interest and explain how the associated earnings are affected by the market.		
8 SS E 7.8.1	Evolving Economy	Explain how investment improves standards of living by increasing productivity.		
8 SS E 7.8.4	Evolving Economy	Describe the advantages and disadvantages of being an entrepreneur.		
8 SS E 7.8.5	Evolving Economy	Illustrate how competition among sellers decreases prices, while competition among buyers increases prices.		
8 SS E 7.8.6	Evolving Economy	Give examples of how specialization is facilitated by trade.		
8 SS E 7.8.7	Evolving Economy	Give examples of ways investment can improve students' performance in school, sports, etc.		
8 SS E 8.8.1	Role of Government in a Market Economy	Give examples of the kinds of goods and services that government provides.		
8 SS E 8.8.2	Role of Government in a Market Economy	Give examples of activities that benefit participants, yet harm nonparticipants.		
8 SS E 8.8.3	Role of Government in a Market Economy	Identify methods by which government redistributes income.		

Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS E 8.8.4	Role of Government in a Market Economy	Give examples of ways government protects property.		
8 SS E 8.8.7	Role of Government in a Market Economy	Describe how paying sales, property, and income taxes affects the amount of money an individual has available for spending.		
8 SS E 9.8.1	International Economy	Explain how governments use tariffs or quotas to restrict trade.		
8 SS E 9.8.2	International Economy	Describe how economic interdependence among countries affects standards of living in those countries.		
8 SS E 9.8.4	International Economy	Compute prices of U.S. products in terms of other countries' currencies.		
8 SS E 9.8.5	International Economy	Identify goods that would not be readily available in U.S. stores if there were no international trade.		
8 SS G	<b>GEOGRAPHY</b>			
8 SS GS.8.1	Geographic Skills	Identify and define geographic problems and issues by asking geographic questions.		
8 SS GS.8.2	Geographic Skills	Use a variety of research skills, including field work and computer resources, to collect geographic information.		
8 SS GS.8.3	Geographic Skills	Create and prepare various forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		
8 SS GS.8.4	Geographic Skills	Evaluate and analyze information obtained from a variety of geographic sources.		
8 SS GS.8.5	Geographic Skills	Make generalizations by developing and presenting combinations of geographic information to answer geographic questions.		
8 SS G 1.8.1	World in Spatial Terms	Use map elements including scale, latitude and longitude, and projection, to identify and locate physical and human features in Nevada, the U.S., and regions of the world.		
8 SS G 1.8.2	World in Spatial Terms	Compare and contrast the characteristics and purposes of several types of maps, map projections, and other geographic representations.		
8 SS G 1.8.3	World in Spatial Terms	Use maps, graphic representations, aerial photographs, satellite images, and computer resources to compare Earth's physical and human systems.		
8 SS G 1.8.4	World in Spatial Terms	Construct maps and charts to display information about human and physical features.		
8 SS G 1.8.5	World in Spatial Terms	Compare and contrast maps of similar areas for purpose, accuracy, content, and design.		
8 SS G 1.8.6	World in Spatial Terms	Make and defend a spatial decision using basic geographic vocabulary and concepts.		
8 SS G 2.8.1	Places and Regions	Describe the relationship between physical and human features, such as landforms and political boundaries.		
8 SS G 2.8.2	Places and Regions	Relate how places and regions are important to the expression of cultural identity.		
8 SS G 2.8.3	Places and Regions	Compare how cultural characteristics affect different points of view with regard to places and regions.		
8 SS G 2.8.4	Places and Regions	Describe ways in which technology affects how cultural groups use places and regions.		
8 SS G 2.8.5	Places and Regions	Explain the role regions have played in selected historical events.		
8 SS G 2.8.6	Places and Regions	Describe how and why regions change over time.		
8 SS G 2.8.7	Places and Regions	Apply the concept of region to examine current events.		
8 SS G 3.8.1	Physical Systems	Explain how the physical processes within each of the four basic systems (atmosphere, lithosphere, hydrosphere, and biosphere) influence Earth's surface.		
8 SS G 3.8.2	Physical Systems	Explain how natural hazards alter Earth's environments.		
8 SS G 3.8.3	Physical Systems	Describe the interdependence among soil, climate, plant life, and animal life within ecosystems.		
8 SS G 3.8.4	Physical Systems	Compare and contrast the biodiversity and productivity of various ecosystems on Earth.		
8 SS G 3.8.5	Physical Systems	Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw conclusions.		
8 SS G 4.8.1	Human Systems	Describe the characteristics of different populations through the use of key demographic concepts.		
8 SS G 4.8.2	Human Systems	Define the reasons for human migration and settlement and explain the effects on places and cultures.		
8 SS G 4.8.3	Human Systems	Describe how history has been affected by the movement of people, goods, and ideas.		
8 SS G 4.8.4	Human Systems	Identify the different patterns of migration and settlement in developing and developed countries.		
8 SS G 4.8.5	Human Systems	Describe the factors that influence the location and distribution of economic activities.		
8 SS G 4.8.6	Human Systems	Identify a regional or international economic issue and explain it from a spatial perspective.		
8 SS G 4.8.7	Human Systems	Compare the elements of economic development and quality of life between developing and developed countries.		
8 SS G 4.8.8	Human Systems	Compare and contrast changes in cultural, political, and economic organizations over time.		
8 SS G 4.8.9	Human Systems	Compare how conflict and cooperation among people contribute to political, economic, and cultural divisions on Earth's surfaces.		
8 SS G 4.8.10	Human Systems	Identify international alliances and organizations that influence conflict and cooperation among independent nations.		
8 SS G 5.8.1	Environment and Society	Describe and predict the regional or global impact of changes in the physical environment.		
8 SS G 5.8.2	Environment and Society	Compare and contrast the opportunities and constraints that the physical environment places on human activity.		



Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS G 5.8.3	Environment and Society	Explain the role of technology in the human modification of the physical environment.		
8 SS G 5.8.4	Environment and Society	Describe the patterns of change caused by human modification of the physical environments.		
8 SS G 5.8.5	Environment and Society	Describe how humans prepare for and react to natural hazards.		
8 SS G 5.8.6	Environment and Society	Identify and locate examples of renewable and nonrenewable natural resources.		
8 SS G 5.8.7	Environment and Society	Select a resource and evaluate different viewpoints regarding its use.		
8 SS G 6.8.1	Geographic Applications	Explain how different characteristics of people, places, and resources have affected events and conditions in the past.		
8 SS G 6.8.2	Geographic Applications	Select a current event and relate it to the physical and human characteristics of place.		
8 SS G 6.8.3	Geographic Applications	Examine a contemporary issue using geographic knowledge, skills, and perspectives.		
8 SS G 6.8.4	Geographic Applications	Describe several future outcomes for a geographic issue and defend one possible solution.		
8 SS H	<b>HISTORY</b>			
8 SS H 1.8.1	Chronology	Describe how a current event is presented by multiple sources.		
8 SS H 1.8.2	Chronology	Create a tiered time line.		
8 SS H 2.8.1	History Skills	Frame historical questions that examine multiple viewpoints.		
8 SS H 2.8.2	History Skills	Evaluate sources of historical information based on bias, credibility, cultural context, reliability, and time period.		
8 SS H 2.8.3	History Skills	Read and use informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
8 SS H 3.8.1	Prehistory to 400 CE	Explain the characteristics and environments of hunter-gatherer.		
8 SS H 3.8.2	Prehistory to 400 CE	Identify significant characteristics of early agricultural societies, including farming and domestication of animals.		
8 SS H 3.8.3	Prehistory to 400 CE	Locate ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome.		
8 SS H 3.8.4	Prehistory to 400 CE	Describe achievements made by ancient and classical civilizations, including the Americas, China, Egypt, Greece, India, Mesopotamia, and Rome.		
8 SS H 3.8.5	Prehistory to 400 CE	Describe the lifestyles of Nevada's Desert Archaic people.		
8 SS H 4.8.1	1 CE to 1400	Describe the Viking exploration of North America.		
8 SS H 4.8.2	1 CE to 1400	Describe contributions of and locate the Mayan, Aztec, and Incan civilizations.		
8 SS H 4.8.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
8 SS H 4.8.4	1 CE to 1400	Identify the characteristics of European feudalism.		
8 SS H 5.8.1	1200 to 1750	Define the Renaissance in terms of science and fine arts.		
8 SS H 5.8.5	1200 to 1750	Describe the lifestyles of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.		
8 SS H 5.8.6	1200 to 1750	Describe Native North American cultural regions, such as Southwest, Southeast, Northeast, Northwest, California, Great Basin, Plains, Plateau, Arctic, and Sub-Arctic.		
8 SS H 5.8.7	1200 to 1750	Describe motivations for Scandinavian and European explorations, including all-water routes to Asia, trade, and religion.		
8 SS H 5.8.8	1200 to 1750	Explain interactions among Native Americans, Europeans, and Africans.		
8 SS H 5.8.9	1200 to 1750	Compare the lifestyles of Native Americans with those of the colonists.		
8 SS H 5.8.10	1200 to 1750	Explain where and why colonies were established in the Americas by European nations and how those colonies were governed.		
8 SS H 5.8.11	1200 to 1750	Describe lifestyles in the New England, Middle, and Southern colonies.		
8 SS H 5.8.12	1200 to 1750	Describe the African slave trade.		
8 SS H 6.8.1	1700 to 1865	Describe major inventions of the Industrial Revolution, including steam engine and textile machines.		
8 SS H 6.8.3	1700 to 1865	Describe the effect of laws and taxes enacted by the British on the American colonies, including Stamp Act, Intolerable Acts, and Quartering Act.		
8 SS H 6.8.4	1700 to 1865	Explain the major ideas expressed in the Declaration of Independence, including equality; right to change government; and life, liberty, and the pursuit of happiness.		
8 SS H 6.8.5	1700 to 1865	Describe key people and events of the American Revolution, including King George III, George Washington, Lexington and Concord, Battle of Saratoga, and Valley Forge.		
8 SS H 6.8.6	1700 to 1865	Identify the Articles of Confederation.		
8 SS H 6.8.7	1700 to 1865	Explain why the Constitution was written.		
8 SS H 6.8.8	1700 to 1865	Identify the principles of the Bill of Rights.		
8 SS H 6.8.12	1700 to 1865	Define capitalism and free market economy.		
8 SS H 6.8.13	1700 to 1865	Describe the early development of the United States government, including Washington's cabinet, Marbury v. Madison, and political parties.		
8 SS H 6.8.14	1700 to 1865	Describe contributing factors in the development of a national identity, such as the cotton gin, Erie Canal, the factory system, immigration and nativism, Monroe Doctrine, railroads, telegraph, and War of 1812.		

Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS H 6.8.15	1700 to 1865	Identify key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Horace Mann, Sojourner Truth, and Seneca Falls Declaration.		
8 SS H 6.8.16	1700 to 1865	Recognize the development of an emerging United States culture, including contributions from literature, language development, poetry, and music.		
8 SS H 6.8.17	1700 to 1865	Describe Manifest Destiny and the expansion of the United States, including Lewis and Clark and the Louisiana Purchase, Trail of Tears, the Battle of the Alamo, Treaty of Guadalupe-Hidalgo, Oregon and California Trails, Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail, Donner Party, and California gold rush.		
8 SS H 6.8.18	1700 to 1865	Describe the contributions of the explorers and settlers in preterritorial Nevada and their influences on the future, including Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, and Jedediah Smith.		
8 SS H 6.8.19	1700 to 1865	Describe the Mormon influence on the political and economic development of preterritorial Nevada.		
8 SS H 6.8.20	1700 to 1865	Define abolition and identify the key people and events of the movement, including Frederick Douglass, Harriet Tubman, Underground Railroad, and Sojourner Truth.		
8 SS H 6.8.21	1700 to 1865	Identify the causes, key people, events, and outcome of the Civil War, including states' rights and slavery, President Lincoln, Emancipation Proclamation, Vicksburg and Gettysburg, Gettysburg Address, and Generals Grant and Lee.		
8 SS H 6.8.22	1700 to 1865	Explain the events that led to Nevada statehood, including Comstock Lode and election of 1864.		
8 SS H 7.8.1	1860 to 1920	Identify the 13th, 14th, and 15th Amendments to the Constitution.		
8 SS H 7.8.2	1860 to 1920	Identify the Black Codes and Jim Crow Laws.		
8 SS H 7.8.3	1860 to 1920	Discuss the interactions between settlers and Native Americans during the westward expansion, including Ghost Dance/Wounded Knee and Little Big Horn.		
8 SS H 7.8.4	1860 to 1920	Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States.		
8 SS H 7.8.5	1860 to 1920	Describe the western frontier, including communication (pony express and telegraph), farming and water issues, mining, ranching, and transportation.		
8 SS H 7.8.7	1860 to 1920	Describe effects of industrialization and new technologies on the transformation of the United States, including steel industry, mass production, mechanized assembly line, and communication.		
8 SS H 7.8.8	1860 to 1920	Identify American industrialists and their contributions, including Andrew Carnegie, Henry Ford, and John D. Rockefeller.		
8 SS H 7.8.9	1860 to 1920	Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States.		
8 SS H 7.8.11	1860 to 1920	Describe the goals and accomplishments of labor unions in Nevada and the United States.		
8 SS H 7.8.13	1860 to 1920	Describe the women's suffrage movement and the 19th Amendment.		
8 SS H 7.8.14	1860 to 1920	Describe United States expansion, including Alaska, Hawaii, Panama Canal, and Spanish-American War.		
8 SS H 7.8.17	1860 to 1920	Identify causes, outcome, and consequences of World War I, including Sarajevo, alliances and nationalism, weapons and tactics, and Treaty of Versailles.		
8 SS H 8.8.1	1920 to 1945	Define totalitarianism.		
8 SS H 8.8.2	1920 to 1945	Identify scientific and technological advancements and their impacts, including airplane, radio, automobile, and household appliances.		
8 SS H 8.8.4	1920 to 1945	Explain how literature, music, and visual arts were a reflection of the time.		
8 SS H 8.8.5	1920 to 1945	Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada, including stock market crash, family life, Hoover Dam, and government programs.		
8 SS H 8.8.6	1920 to 1945	Identify causes, effects, and outcome of World War II, including legacy of World War I, Pearl Harbor, Allies, Axis powers and leaders, atomic bomb, and United Nations.		
8 SS H 8.8.7	1920 to 1945	Identify key elements of the Holocaust, including "Aryan supremacy," Kristallnacht, "Final Solution," and concentration and death camps.		
8 SS H 8.8.8	1920 to 1945	Identify the effects of World War II on the home front in the United States and Nevada, including end of the Great Depression, internment camps, rationing, propaganda, and "Rosie the Riveter."		
8 SS H 9.8.1	1945 to 1990	Identify the Cold War, including Marshall Plan, Berlin Blockade, and NATO.		
8 SS H 9.8.2	1945 to 1990	Identify the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
8 SS H 9.8.3	1945 to 1990	Explain why the United Nations was involved in the Korean War and the outcome of its involvement.		
8 SS H 9.8.5	1945 to 1990	Discuss how science and technology changed life in the United States after World War II, including television, electronics and computers, and medical advances.		
8 SS H 9.8.6	1945 to 1990	Summarize the changes in the United States' demographics.		
8 SS H 9.8.7	1945 to 1990	Describe the impact of the United States military and atomic testing in Nevada.		
8 SS H 9.8.8	1945 to 1990	Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including Rosa Parks, Martin Luther King Jr., Brown v. Board of Education, voting rights, integration, Grant Sawyer, and César Chávez.		
8 SS H 9.8.9	1945 to 1990	Identify the causes and effects of the Vietnam War, including Tet Offensive, Gulf of Tonkin Resolution, antiwar movement, draft and lottery, and POWs and MIAs.		
8 SS H 9.8.10	1945 to 1990	Identify the significance to United States political culture of the following: Watergate, Iranian hostage crisis, Iran-Contra Affair.		

Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS H 9.8.11	1945 to 1990	Identify key people and events that contributed to the end of the Cold War, including recognition of China, détente, disarmament, and Strategic Defense Initiative.		
8 SS H 9.8.12	1945 to 1990	Describe the significance of the breakup of the USSR, including fall of the Berlin Wall.		
8 SS H 9.8.13	1945 to 1990	Describe the effects of tourism and gaming on Nevada.		
8 SS H 9.8.14	1945 to 1990	Identify examples of arts, music, literature, and the media in United States society.		
8 SS H 10.8.1	1990 to Present	Describe scientific and technological developments, including personal computers, Internet, satellites, and medical advances.		
8 SS H 10.8.3	1990 to Present	Describe major world, national, and local issues, including ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation.		
8 SS H 10.8.4	1990 to Present	Identify the causes and effects of the Persian Gulf War.		
8 SS H 10.8.5	1990 to Present	Identify the role of the media in the changing political climate.		
8 SS H 10.8.6	1990 to Present	Identify how literature, music, and the visual arts are a reflection of the time.		

Identifier	Lander - Grade 8 - Social Studies	Introduced	Completed
8S1	<b>CIVICS</b>		
8S1.1	Describe the significance of the Declaration of Independence and the US Constitution as foundations of US democracy		
8S1.2	Describe how the US Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the US Constitution		
8S1.3	Explain the historic compromises that created a two-house Congress and identify the responsibilities of each		
8S1.4	Describe the duties of the executive branch, including: cabinet/departments, regulatory commissions, White House staff		
8S1.5	Explain how the supremacy clause of the US Constitution defines the relationship between state and national governments		
8S1.6	Provide examples of how political parties changed		
8S1.7	Describe the process by which public policy is formed and carried out		
8S1.8	Identify the rights, privileges, and responsibilities associated with US citizenship, including voting, holding office, jury duty, or military, community, or public service		
8S1.9	Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States		
8S1.10	Describe the juvenile, civil, and criminal court systems		
8S1.11	Define the world's major economic systems, including: capitalism, mixed economy, socialism, command economy		
8S1.12	Define foreign policy and describe ways nations interact diplomatically, including: treaties, trade, humanitarian aid, military intervention		
8S2	<b>ECONOMICS</b>		
8S2.1	Explain that self-interest is a motivational factor when people respond to incentives		
8S2.2	Explain gross domestic product and how it is used to describe a country's economic output		
8S2.3	Distinguish between a high rate and a low rate of un-employment for the US economy over time		
8S2.4	Distinguish between high and low interest rates for the US economy over time		
8S2.5	Give examples of markets in which people benefit from trade		
8S2.6	Explain the purposes and functions of financial institutions (e.g., to channel funds from savers to borrowers)		
8S2.7	Illustrate how prices stated in money terms help people compare the value of products		
8S2.8	Explain how consumer and producer reactions to price changes affect resource allocation		
8S2.9	Explain the circular flow of economic activity		
8S2.10	Explain how investment improves standards of living by increasing productivity		
8S2.11	Illustrate how competition among sellers decreases prices, while competition among buyers increases prices		
8S2.12	Give examples of the kinds of goods and services that government provides		
8S2.13	Give examples of ways government protects property		
8S2.14	Describe how economic interdependence among countries affects standards of living in those countries		
8S3	<b>GEOGRAPHY</b>		
8S3.1	Use a variety of research skills, including field work and computer resources, to collect geographic information		
8S3.2	Make generalizations by developing and presenting combinations of geographic information to answer geographic questions		
8S3.3	Use map elements including scale, latitude and longitude, and projection, to identify and locate physical and human features in Nevada, the US, and regions of the world		
8S3.4	Compare and contrast maps of similar areas for purpose, accuracy, content, and design		
8S3.5	Compare how cultural characteristics affect different points of view with regard to places and regions		
8S3.6	Describe ways in which technology affects how cultural groups use places and regions		
8S3.7	Explain the role regions have played in selected historical events		
8S3.8	Explain how natural hazards alter Earth's environments		
8S3.9	Compare and contrast the biodiversity and productivity of various ecosystems on Earth		
8S3.10	Describe how history has been affected by the movement of people, goods, and ideas		
8S3.11	Compare the elements of economic development and quality of life between developing and developed countries		
8S3.12	Compare and contrast changes in cultural, political, and economic organizations over time		
8S3.13	Compare how conflict and cooperation among people contribute to political, economic, and cultural divisions on Earth's surfaces		
8S3.14	Explain the role of technology in the human modification of the physical environment		
8S3.15	Describe the patterns of change caused by human modification of the physical environments		
8S3.16	Select a resource and evaluate different viewpoints regarding its use		
8S3.17	Examine a contemporary issue using geographic knowledge, skills, and perspectives		
8S3.18	Describe several future outcomes for a geographic issue and defend one possible solution		
8S4	<b>HISTORY</b>		
8S4.1	Describe how a current event is presented by multiple sources		
8S4.2	Frame historical questions that examine multiple viewpoints		
8S4.3	Identify significant characteristics of early agricultural societies, including: farming, domestication of animals		
8S4.4	Describe achievements made by ancient and classical civilizations, including: the Americas, China, Egypt, Greece, India, Mesopotamia, Rome		

Identifier	Lander - Grade 8 - Social Studies	Introduced	Completed
8S4.5	Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including: contributions, geography, political systems, religion, social structure		
8S4.6	Define the Renaissance in terms of science and fine arts		
8S4.7	Explain interactions among Native Americans, Europeans, and Africans		
8S4.8	Describe, compare and contrast lifestyles in the New England, Middle, and Southern colonies		
8S4.9	Describe the African slave trade		
8S4.10	Explain the major ideas expressed in the Declaration of Independence, including: equality, right to change government, "life, liberty, and the pursuit of happiness"		
8S4.11	Identify the Articles of Confederation		
8S4.12	Define capitalism and free market economy		
8S4.13	Describe contributing factors in the development of a national identity, such as: the cotton gin, Erie Canal, the factory system, immigration and nativism, Monroe Doctrine, railroads, telegraph, War of 1812		
8S4.14	Describe Manifest Destiny and the expansion of the United States, including: Lewis and Clark and the Louisiana Purchase, Trail of Tears, the Battle of the Alamo, Treaty of Guadalupe-Hidalgo, Oregon and California Trails, Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail, Donner Party, California Gold Rush		
8S4.15	Describe the Mormon influence on the political and economic development of pre-territorial Nevada		
8S4.16	Identify the causes, key people, events, and outcome of the Civil War, including: states' rights and slavery, President Lincoln, Emancipation Proclamation, Vicksburg and Gettysburg, Gettysburg Address, Generals Grant and Lee		
8S4.17	Identify the 13th, 14th, and 15th Amendments to the Constitution		
8S4.18	Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States		
8S4.19	Describe the goals and accomplishments of labor unions in Nevada and the United States		
8S4.20	Describe the women's suffrage movement and the 19th Amendment		
8S4.21	Identify causes, outcome, and consequences of World War I, including Sarajevo, alliances and nationalism, weapons and tactics, Treaty of Versailles		
8S4.22	Explain how literature, music, and visual arts were a reflection of the times		
8S4.23	Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada, including: stock market crash, family life, Hoover Dam, government programs		
8S4.24	Identify key elements of the Holocaust, including: "Aryan supremacy," Kristallnacht, "Final Solution," concentration and death camps		
8S4.25	Identify the effects of the Cold War on the United States, including: arms race and nuclear testing, McCarthyism, space race, Cuban Missile Crisis		
8S4.26	Discuss how science and technology changed life in the United States after WW II, including: television, electronics and computers, medical advances		
8S4.27	Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including: Rosa Parks, Martin Luther King, Jr., Brown v. Board of Education, voting rights, integration, Grant Sawyer, César Chávez		
8S4.28	Describe the effects of tourism and gaming on Nevada		
8S4.29	Describe major world, national, and local issues, including: ethnic and religious conflicts, environmental issues, gaming, health issues, water and resource allocation		
8S4.30	Identify the role of the media in the changing political climate		

Identifier	Nevada - Grade 9 - Social Studies		Introduced	Completed
9 SS C	<b>CIVICS</b>			
9 SS C 1.12.1	Rules and Law	Explain the concept of the rule of law in the establishment of the U.S. Constitution.		
9 SS C 1.12.2	Rules and Law	Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.		
9 SS C 1.12.3	Rules and Law	Describe the historic influences on early U.S. documents, such as Greek law, Magna Carta, and Iroquois League.		
9 SS C 1.12.4	Rules and Law	Analyze the role of citizen participation in U.S. civic life.		
9 SS C 1.12.5	Rules and Law	Identify and explain changes in the interpretation and application of the U.S. Constitution.		
9 SS C 2.12.1	US Government	Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.		
9 SS C 2.12.2	US Government	Describe the creation of laws through the legislative process.		
9 SS C 2.12.3	US Government	Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.		
9 SS C 2.12.4	US Government	Describe the duties of the executive branch, including cabinet/departments, regulatory commissions, and White House staff.		
9 SS C 2.12.5	US Government	Describe the jurisdiction of the federal court system and the power of judicial review.		
9 SS C 2.12.6	US Government	Explain the importance of the jury process in a democratic society.		
9 SS C 2.12.7	US Government	Analyze the effectiveness of checks and balances in maintaining the equal division of power.		
9 SS C 3.12.1	National and State Government	Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers).		
9 SS C 3.12.2	National and State Government	Provide contemporary example of federalism.		
9 SS C 3.12.3	National and State Government	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.		
9 SS C 4.12.1	Political Process	Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.		
9 SS C 4.12.2	Political Process	Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.		
9 SS C 4.12.3	Political Process	Evaluate the significance of interest groups in the political process of a democratic society.		
9 SS C 4.12.4	Political Process	Analyze the role that television and other media play in the process of political persuasion.		
9 SS C 4.12.5	Political Process	Evaluate propaganda in both historic and current political communication.		
9 SS C 4.12.6	Political Process	Describe the process by which public policy is formed and carried out.		
9 SS C 5.12.1	Citizenship	Examine the rights of citizens and how these rights may be restricted.		
9 SS C 5.12.2	Citizenship	Examine the responsibilities of U.S. citizens.		
9 SS C 5.12.3	Citizenship	Explain symbols and documents of a nation and how they represent its identity.		
9 SS C 5.12.4	Citizenship	Describe the development of the Bill of Rights and provide a contemporary application.		
9 SS C 5.12.5	Citizenship	Analyze the United States Constitution and its amendments in protecting individual rights, including the 14th Amendment's provisions for due process and equal protection.		
9 SS C 5.12.6	Citizenship	Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.		
9 SS C 5.12.7	Citizenship	Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including Brown v. Board of Education of Topeka, Gideon v. Wainwright, Miranda v. Arizona, and Tinker v. Des Moines Independent Community School District.		
9 SS C 6.12.1	State and Local Government	Explain the structure and function of state and local governments.		
9 SS C 6.12.2	State and Local Government	Describe the unique role of tribal governments within the United States.		
9 SS C 6.12.3	State and Local Government	Compare and contrast the structure of the Nevada and United States Constitutions.		
9 SS C 6.12.4	State and Local Government	Describe the differences between the local, state, and federal court systems.		
9 SS C 7.12.1	Political and Economic Systems	Summarize and evaluate the significant characteristics of the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.		
9 SS C 7.12.2	Political and Economic Systems	Define and analyze the major economic systems of the world, including capitalism, mixed economy, socialism, and command economy.		
9 SS C 8.12.1	International Relations	Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.		
9 SS C 8.12.2	International Relations	Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including diplomacy, economic policy, humanitarian aid, and military intervention.		
9 SS C 8.12.3	International Relations	Critique the role of international organizations, such as the United Nations and nongovernmental organizations, in world affairs.		
9 SS E	<b>ECONOMICS</b>			
9 SS E 1.12.1	Economic Way of Thinking	Explain why choices and their costs may differ across individuals and societies.		
9 SS E 1.12.2	Economic Way of Thinking	Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the choices made by consumers, producers, and savers.		
9 SS E 1.12.3	Economic Way of Thinking	Examine decisions made by individuals, businesses, and government by comparing the marginal benefits and marginal costs.		
9 SS E 1.12.4	Economic Way of Thinking	Give examples of and evaluate the effectiveness of incentive systems used by parents, teachers, and employers.		
9 SS E 2.12.1	Measuring US Economic Performance	Explain the difference between nominal GDP and real GDP.		

Identifier	Nevada - Grade 9 - Social Studies		Introduced	Completed
9 SS E 2.12.2	Measuring US Economic Performance	Using real GDP per capita as a measure of the standard of living, describe how living standards have changed over time.		
9 SS E 2.12.3	Measuring US Economic Performance	Using the change in real GDP, examine the U.S. economy over time, identifying recessions and high and low rates of growth.		
9 SS E 2.12.4	Measuring US Economic Performance	Using a price index to measure inflation, identify when the U.S. economy has experienced high and low rates of inflation and discuss their effects.		
9 SS E 2.12.5	Measuring US Economic Performance	Use various price indexes to determine how the prices of different types of goods and services have changed.		
9 SS E 2.12.6	Measuring US Economic Performance	Explain and give examples of the costs of unemployment to the economy as a whole (e.g., lost income, lost tax revenue, and additional welfare burdens).		
9 SS E 2.12.7	Measuring US Economic Performance	Compare the unemployment rates for groups of people who differ by age, gender, ethnic origin, occupation, and educational attainment.		
9 SS E 2.12.8	Measuring US Economic Performance	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing.		
9 SS E 2.12.9	Measuring US Economic Performance	Demonstrate knowledge of when interest rate levels have experienced relative highs and relative lows throughout U.S. history and discuss their effects.		
9 SS E 2.12.10	Measuring US Economic Performance	Characterize career paths according to the rates of growth and employment.		
9 SS E 2.12.11	Measuring US Economic Performance	Explain ways a high interest rate could be detrimental or beneficial.		
9 SS E 2.12.12	Measuring US Economic Performance	Evaluate saving and borrowing options in terms of interest and compare long- and short-term costs and benefits.		
9 SS E 3.12.1	Functioning of Markets	Demonstrate an understanding that all voluntary trade, by definition, benefits both parties.		
9 SS E 3.12.2	Functioning of Markets	Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services.		
9 SS E 3.12.3	Functioning of Markets	Use the concept of price elasticity to analyze how buyers and sellers might adjust their purchase and sales decisions in response to price changes.		
9 SS E 3.12.4	Functioning of Markets	Discuss the effects of price controls (price ceilings and price floors) (e.g., minimum wage, rent control).		
9 SS E 3.12.5	Functioning of Markets	Use supply and demand to explain how interest rates are determined.		
9 SS E 3.12.6	Functioning of Markets	Analyze and predict instances in which people pay high and low interest rates (e.g., car loans and credit cards).		
9 SS E 3.12.7	Functioning of Markets	Analyze family spending decisions, drawing conclusions about the desirability of making substitutions, given the relative prices of various substitutes.		
9 SS E 4.12.1	Private US Economic Institutions	Analyze the roles of financial institutions in creating credit.		
9 SS E 4.12.2	Private US Economic Institutions	Discuss how labor unions affect employees and employers.		
9 SS E 4.12.3	Private US Economic Institutions	Identify current or historical mergers, buyouts, and acquisitions.		
9 SS E 4.12.4	Private US Economic Institutions	Explain how the services of not-for-profit organizations impact other economic institutions.		
9 SS E 4.12.5	Private US Economic Institutions	Compare and contrast the services offered by financial institutions, evaluating their usefulness to borrowers and lenders.		
9 SS E 4.12.6	Private US Economic Institutions	Compare and contrast careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
9 SS E 5.12.1	Money	Explain the three functions of money: medium of exchange, store of value, unit of account.		
9 SS E 5.12.2	Money	Explain why the money supply increases when banks make loans.		
9 SS E 5.12.3	Money	Explain how the Federal Reserve influences bank loan activity using the reserve requirement, discount rate, and open market operations.		
9 SS E 5.12.4	Money	Describe the nation's current money supply measures, including M1 and M2.		
9 SS E 5.12.5	Money	Explain what a credit rating is and how it affects access to money.		
9 SS E 6.12.1	US Economy as a Whole	Compare the benefits and costs of allocating resources through markets or government.		
9 SS E 6.12.2	US Economy as a Whole	Discuss how an economy determines what goods and services will be produced, how they will be produced, and who will receive them.		
9 SS E 6.12.3	US Economy as a Whole	Analyze the potential production of goods and services for a nation as determined by its resources and technology.		
9 SS E 6.12.4	US Economy as a Whole	Use the multiplier concept to explain why an initial change in spending (by consumers, firms, or governments) can result in a larger change in national income.		
9 SS E 6.12.5	US Economy as a Whole	Make connections between the nation's unemployment rate and changes in seasons, changes in an industry, and changes in demographics.		
9 SS E 6.12.6	US Economy as a Whole	Explain how and why changes in product demand can affect the price of the product, which in turn can affect the wages paid to a worker.		
9 SS E 6.12.7	US Economy as a Whole	Assess the attractiveness of career paths of interest and how they might be affected by changes in the national economy.		
9 SS E 7.12.1	Evolving Economy	Describe the past, present, and future role of investment in enhancing economic growth and raising living standards.		
9 SS E 7.12.2	Evolving Economy	Identify the benefits and the costs of investing in new physical capital and human capital.		
9 SS E 7.12.3	Evolving Economy	Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies.		
9 SS E 7.12.4	Evolving Economy	Discuss how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits.		
9 SS E 7.12.5	Evolving Economy	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living.		
9 SS E 7.12.6	Evolving Economy	Discuss the pros and cons of specialization and interdependence.		
9 SS E 7.12.7	Evolving Economy	Explain why top performers in any field are specialists.		

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9 SS E 8.12.1	Role of Government in a Market Economy	Explain why government provides public goods rather than allowing the market to provide them.		
9 SS E 8.12.2	Role of Government in a Market Economy	Explain why government intervenes in markets in response to externalities.		
9 SS E 8.12.3	Role of Government in a Market Economy	Discuss whether redistributing income is an appropriate role of government.		
9 SS E 8.12.4	Role of Government in a Market Economy	Demonstrate an understanding that government must define, establish, and enforce property rights in order for markets to function.		
9 SS E 8.12.5	Role of Government in a Market Economy	Explain why it is possible that a government decision may impose costs on many, but only benefit a few.		
9 SS E 8.12.6	Role of Government in a Market Economy	Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation).		
9 SS E 8.12.7	Role of Government in a Market Economy	Give examples of mandates that increase prices of goods and services in Nevada.		
9 SS E 9.12.1	International Economy	Analyze the pros and cons of foreign trade, comparing free trade with restricted trade.		
9 SS E 9.12.2	International Economy	Describe how foreign economic events can impact the U.S. economy.		
9 SS E 9.12.3	International Economy	Describe some characteristics of non-U.S. economies that affect international trade.		
9 SS E 9.12.4	International Economy	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries.		
9 SS E 9.12.5	International Economy	Draw conclusions about how the prices of goods you purchase would change if imports were restricted.		
9 SS E 9.12.6	International Economy	Discuss how potential career paths could be affected by changes in foreign demand for U.S. products.		
9 SS G	<b>GEOGRAPHY</b>			
9 SS GS.12.1	Geographic Skills	Plan and organize a geographic research project by asking appropriate geographic questions.		
9 SS GS.12.2	Geographic Skills	Locate and acquire a variety of primary and secondary information sources and assess the value of each.		
9 SS GS.12.3	Geographic Skills	Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		
9 SS GS.12.4	Geographic Skills	Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.		
9 SS GS.12.5	Geographic Skills	Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.		
9 SS G 1.12.1	World in Spatial Terms	Use a variety of complex maps to acquire geographic information (e.g., topographic, population, and land use).		
9 SS G 1.12.2	World in Spatial Terms	Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.		
9 SS G 1.12.3	World in Spatial Terms	Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.		
9 SS G 1.12.4	World in Spatial Terms	Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.		
9 SS G 1.12.5	World in Spatial Terms	Analyze maps for similarities and differences in purpose, accuracy, content, and design.		
9 SS G 1.12.6	World in Spatial Terms	Apply concepts and models of spatial organization to make decisions about geographic information.		
9 SS G 2.12.1	Places and Regions	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.		
9 SS G 2.12.2	Places and Regions	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.		
9 SS G 2.12.3	Places and Regions	Compare and contrast the characteristics of places and regions from different points of view.		
9 SS G 2.12.4	Places and Regions	Determine how technology affects the way cultural groups perceive and use places and regions.		
9 SS G 2.12.5	Places and Regions	Analyze selected historical issues and questions using the geographic concept of regions.		
9 SS G 2.12.6	Places and Regions	Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.		
9 SS G 2.12.7	Places and Regions	Apply the concept of region to organize and study a geographic issue.		
9 SS G 3.12.1	Physical Systems	Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the U.S. and the world.		
9 SS G 3.12.2	Physical Systems	Describe the causes and consequences of natural hazards that shape features and patterns on Earth.		
9 SS G 3.12.3	Physical Systems	Analyze the effects of physical and human forces on interdependence within ecosystems.		
9 SS G 3.12.4	Physical Systems	Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface.		
9 SS G 3.12.5	Physical Systems	Propose solutions to environmental problems using the concept of ecosystems.		
9 SS G 4.12.1	Human Systems	Analyze demographic trends in world population.		
9 SS G 4.12.2	Human Systems	Evaluate the impact of migration and settlement on physical and human systems.		
9 SS G 4.12.3	Human Systems	Analyze how history has been affected by the movement of people, goods, and ideas.		
9 SS G 4.12.4	Human Systems	Compare the characteristics and patterns of migration and settlement in developing and developed countries.		
9 SS G 4.12.5	Human Systems	Analyze how location and distance connect and influence economic systems at local, national, and international levels.		
9 SS G 4.12.6	Human Systems	Analyze and evaluate international economic issues from a spatial perspective.		
9 SS G 4.12.7	Human Systems	Relate the level of economic development to the quality of life in developing and developed countries.		
9 SS G 4.12.8	Human Systems	Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.		



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9 SS G 4.12.9	Human Systems	Analyze how different cultures, points of view, and self-interests influence conflict and cooperation over territory and resources.		
9 SS G 4.12.10	Human Systems	Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.		
9 SS G 5.12.1	Environment and Society	Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.		
9 SS G 5.12.2	Environment and Society	Evaluate strategies to respond to constraints placed on human systems by the physical environment.		
9 SS G 5.12.3	Environment and Society	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.		
9 SS G 5.12.4	Environment and Society	Develop possible responses to changes caused by human modification of the physical environment.		
9 SS G 5.12.5	Environment and Society	Analyze human perception of and response to natural hazards.		
9 SS G 5.12.6	Environment and Society	Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.		
9 SS G 5.12.7	Environment and Society	Develop policies for the use and management of Earth's resources that consider the various interests involved.		
9 SS G 6.12.1	Geographic Applications	Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.		
9 SS G 6.12.2	Geographic Applications	Relate current events to the physical features and human characteristics of places and regions.		
9 SS G 6.12.3	Geographic Applications	Evaluate a contemporary issue using geographic knowledge, skills, and perspectives.		
9 SS G 6.12.4	Geographic Applications	Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.		
9 SS H	<b>HISTORY</b>			
9 SS H 1.12.1	Chronology	Analyze and develop a position on a current event.		
9 SS H 1.12.2	Chronology	Explain the sequence and relationship of events on tiered time lines.		
9 SS H 2.12.1	History Skills	Frame and evaluate historical questions from multiple viewpoints.		
9 SS H 2.12.2	History Skills	Integrate, analyze, and organize historical information from a variety of sources.		
9 SS H 2.12.3	History Skills	Analyze and interpret historical content from informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
9 SS H 3.12.1	Prehistory to 400 CE	Identify and describe the characteristics of preagricultural societies.		
9 SS H 3.12.2	Prehistory to 400 CE	Describe technological innovations of early agricultural societies, including development of agriculture, domestication of animals, and development of permanent communities.		
9 SS H 3.12.3	Prehistory to 400 CE	Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.		
9 SS H 3.12.4	Prehistory to 400 CE	Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.		
9 SS H 4.12.1	1 CE to 1400	Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.		
9 SS H 4.12.2	1 CE to 1400	Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including contributions, geography, political systems, religion, and social structure.		
9 SS H 4.12.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
9 SS H 4.12.4	1 CE to 1400	Describe the characteristics of European feudalism.		
9 SS H 4.12.5	1 CE to 1400	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions.		
9 SS H 5.12.1	1200 to 1750	Examine the impact of technological, mathematical, and artistic developments of the Renaissance.		
9 SS H 5.12.2	1200 to 1750	Explain the development of European hereditary monarchies and their effects on centralized government, commerce and trade, and religion.		
9 SS H 5.12.3	1200 to 1750	Explain the causes of the Reformation and its effects in Europe and the Americas.		
9 SS H 5.12.4	1200 to 1750	Identify the influence of the Enlightenment on the Western world, including fine arts, government, literature, philosophy, and science.		
9 SS H 5.12.6	1200 to 1750	Compare common elements of Native North American societies, including communication, economic systems, housing, political systems, social systems, and traditions.		
9 SS H 5.12.7	1200 to 1750	Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration.		
9 SS H 5.12.8	1200 to 1750	Analyze interactions among Native Americans, Europeans, and Africans.		
9 SS H 5.12.9	1200 to 1750	Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions.		
9 SS H 5.12.10	1200 to 1750	Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.		
9 SS H 5.12.11	1200 to 1750	Compare and contrast life in the New England, Middle, and Southern colonies.		
9 SS H 5.12.12	1200 to 1750	Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.		
9 SS H 5.12.13	1200 to 1750	Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations.		
9 SS H 5.12.14	1200 to 1750	Describe how Islamic empires were a link between Africa, Europe, and Asia.		
9 SS H 6.12.1	1700 to 1865	Explain the causes and results of the Industrial Revolution.		
9 SS H 6.12.2	1700 to 1865	Describe the causes and effects of wars with Europeans, including the French and Indian War.		
9 SS H 6.12.3	1700 to 1865	Explain the political and economic causes and effects of the American Revolution.		
9 SS H 6.12.4	1700 to 1865	Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States.		

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9 SS H 6.12.5	1700 to 1865	Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans.		
9 SS H 6.12.6	1700 to 1865	Explain the issues of the Confederation period, including war debts and finance, western land, trade, and taxation.		
9 SS H 6.12.7	1700 to 1865	Describe the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.		
9 SS H 6.12.8	1700 to 1865	Describe the issues involved in the ratification of the Constitution, including main ideas of the Federalist Papers, main ideas of the Anti-Federalists, and the Bill of Rights.		
9 SS H 6.12.9	1700 to 1865	Describe the influence of the American Revolution on Europe and the Americas.		
9 SS H 6.12.10	1700 to 1865	Discuss the political events, people, and ideas that influenced European politics, including Napoleon, Metternich, Marx, and Congress of Vienna.		
9 SS H 6.12.11	1700 to 1865	Describe achievements in European fine arts and literature.		
9 SS H 6.12.12	1700 to 1865	Describe the rise of national economies, the emergence of capitalism, and the free market economy.		
9 SS H 6.12.13	1700 to 1865	Explain issues, events, and the roles of key people related to the development of United States political institutions, including Washington's administration, the Marshall Court, judicial review, extension of suffrage, and political parties.		
9 SS H 6.12.14	1700 to 1865	Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts; territorial, trade, and shipping issues with Great Britain; War of 1812; the creation of a national transportation system; Monroe Doctrine; and growth and impact of immigration.		
9 SS H 6.12.15	1700 to 1865	Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including education reform, prison and mental health reform, religious revival, Utopian movement, and women's rights.		
9 SS H 6.12.16	1700 to 1865	Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including Stephen Foster, Nathaniel Hawthorne, Hudson River School of Art, and Henry David Thoreau.		
9 SS H 6.12.17	1700 to 1865	Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including Louisiana Purchase, removal of the Eastern tribes, Oregon and California Trails, Mexican War and Mexican War acquisitions, California gold rush, and Homestead Act.		
9 SS H 6.12.20	1700 to 1865	Explain abolitionism and describe the importance of abolitionists and slave revolts, including John Brown, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, and Nat Turner.		
9 SS H 6.12.21	1700 to 1865	Describe the causes, key people, events, and outcome of the Civil War, including states' rights and slavery; election of 1860; Frederick Douglass/African American troops; President Lincoln; Emancipation Proclamation; Antietam, Vicksburg, and Gettysburg; Gettysburg Address; and Generals Grant and Lee.		
9 SS H 7.12.1	1860 to 1920	Summarize the successes and failures of the Reconstruction period.		
9 SS H 7.12.2	1860 to 1920	Describe the key people and significant issues concerning African American rights, including Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow Laws, Plessy v. Ferguson, W.E.B. DuBois and the NAACP, and Ida B. Wells and the NACW.		
9 SS H 7.12.3	1860 to 1920	Describe federal policy toward Native Americans including Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, Indian Citizenship Act of 1924, Plains Wars, and reservation system.		
9 SS H 7.12.5	1860 to 1920	Describe the role of farming, railroads, and mining in the settlement of the West.		
9 SS H 7.12.6	1860 to 1920	Describe the causes, issues, and effects of the Populist Movement.		
9 SS H 7.12.7	1860 to 1920	Describe the effect of industrial technology innovations and urbanization on United States social and economic development.		
9 SS H 7.12.8	1860 to 1920	Describe the development of corporate capitalism, including J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.		
9 SS H 7.12.9	1860 to 1920	Explain the motivations for groups coming to the United States and describe their contributions to United States society.		
9 SS H 7.12.10	1860 to 1920	Describe nativism and explain the response to immigration into the United States.		
9 SS H 7.12.11	1860 to 1920	Explain the origins and issues involved in the labor movement.		
9 SS H 7.12.12	1860 to 1920	Describe the development and impact of the Progressive Movement, including government reform, Prohibition, and "trust busting."		
9 SS H 7.12.13	1860 to 1920	Describe the development of the women's suffrage movement and the passage of the 19th Amendment.		
9 SS H 7.12.14	1860 to 1920	Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including Alaska, Hawaii, Open Door Policy, Spanish-American War, Panama Canal, T. Roosevelt's foreign policy, and Dollar Diplomacy.		
9 SS H 7.12.15	1860 to 1920	Explain the causes and effects of the Mexican Revolution of 1911.		
9 SS H 7.12.16	1860 to 1920	Discuss the causes, characteristics, and consequences of European and Japanese expansion.		
9 SS H 7.12.17	1860 to 1920	Describe the causes, course, character, and effects of World War I, including imperialism, arms race and alliances, nationalism, weapons/tactics, Fourteen Points, and Treaty of Versailles.		
9 SS H 7.12.18	1860 to 1920	Describe the causes and effects of the Russian Revolution, including Romanovs, Lenin, Bolsheviks, and Russian Civil War.		
9 SS H 7.12.20	1860 to 1920	Explain how fine arts, literature, and leisure activities were a reflection of the time.		
9 SS H 8.12.1	1920 to 1945	Describe the rise of totalitarian societies in Europe, Asia, and Latin America.		
9 SS H 8.12.2	1920 to 1945	Discuss the effects on society of new technologies of this era, including communication, transportation, and manufacturing.		
9 SS H 8.12.3	1920 to 1945	Describe social tensions in the postwar era, including radical politics, immigration restrictions, religious fundamentalism, and racism.		

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9 SS H 8.12.4	1920 to 1945	Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society.		
9 SS H 8.12.5	1920 to 1945	Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions.		
9 SS H 8.12.6	1920 to 1945	Describe the causes, course, character, and effects of World War II, including legacy of World War I; campaigns and strategies; atomic bomb; significant military, political, and scientific leaders; the Big Four; United Nations; United States changing world status; and war crimes trials.		
9 SS H 8.12.7	1920 to 1945	Describe the causes, course, and effects of the Holocaust, including "Aryan supremacy," Nuremberg Laws, Kristallnacht, "Final Solution," concentration and death camps, and creation of Israel.		
9 SS H 8.12.8	1920 to 1945	Explain the effects of World War II on the home front in the United States, including internment camps, technologies, economic developments, propaganda, women/minority contributions, and GI Bill.		
9 SS H 9.12.1	1945 to 1990	Describe the causes and effects of the Cold War, including Europe (Marshall Plan, Berlin, and NATO), Middle East (Egypt, Israel, and Afghanistan), Asia (Japan, China, Korea, and Vietnam), and the Americas (Cuba and the United States).		
9 SS H 9.12.2	1945 to 1990	Describe the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
9 SS H 9.12.3	1945 to 1990	Describe the cause, course, and character of the Korean War, including United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, and 38th Parallel.		
9 SS H 9.12.4	1945 to 1990	Explain how and why African and Asian peoples achieved independence from colonial rule.		
9 SS H 9.12.5	1945 to 1990	Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.		
9 SS H 9.12.6	1945 to 1990	Describe the causes and effects of changing demographics and developing suburbanization in the United States.		
9 SS H 9.12.8	1945 to 1990	Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, Americans with Disabilities Act, and Civil Rights Act of 1964.		
9 SS H 9.12.9	1945 to 1990	Describe the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem, Gulf of Tonkin Resolution, draft and lottery, Tet Offensive, antiwar movement, Paris Peace Accord, and POWs and MIAs.		
9 SS H 9.12.10	1945 to 1990	Describe the changes in United States political culture, including the role of the media, the role of women and minorities, Watergate, Iranian hostage crisis, Iran-Contra affair, and Grenada and Panama.		
9 SS H 9.12.11	1945 to 1990	Describe how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, "Star Wars," solidarity, and glasnost.		
9 SS H 9.12.12	1945 to 1990	Describe the geopolitical changes in the world due to the disintegration of the USSR.		
9 SS H 9.12.14	1945 to 1990	Summarize the influence of art, music, literature, and the media on United States society.		
9 SS H 10.12.1	1990 to Present	Identify and explain the implications of scientific and technological achievements, including personal computers, Internet, satellites, and biotechnology.		
9 SS H 10.12.2	1990 to Present	Describe the regional and global effects of political and economic alliances.		
9 SS H 10.12.3	1990 to Present	Describe how global issues affect nations differently, including human rights, the environment, world and U.S. regional conflicts, and medical concerns.		
9 SS H 10.12.4	1990 to Present	Explain the causes and effects of the Persian Gulf War, including Kuwait invasion, world oil supply, and changing alliances.		
9 SS H 10.12.5	1990 to Present	Describe the changing political climate in the United States, including: the role of the media, and the Clinton impeachment.		
9 SS H 10.12.6	1990 to Present	Explain how literature, music, and the visual arts are reflections of the time.		

Identifier	Lander - Grade 9 - Social Studies	Introduced	Completed
9S1	<b>CIVICS</b>		
9S1.1	Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the US Constitution		
9S1.2	Describe the creation of laws through the legislative process		
9S1.3	Discuss enumerated and implied powers of the US Congress		
9S1.4	Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments		
9S1.5	Analyze the roles and function of factions within political parties and the role of parties in public policy and politics		
9S1.6	Identify the impact of interest groups on the political process		
9S1.7	Explain the necessity of the Bill of Rights for a democratic society		
9S1.8	Explain the structure and function of state and local governments		
9S1.9	Describe the purpose of the United Nations		
9S1.10	List and describe non-governmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross		
9S2	<b>ECONOMICS</b>		
9S2.1	Use the concept of opportunity cost to evaluate the tradeoffs when choices occur		
9S2.2	Given data on population and the Gross Domestic Product for several countries, determine the per capita Gross Domestic Product, and compare with the US		
9S2.3	Use the consumer price index to compare the buying power of the US dollar in one year with its buying power in another year		
9S2.4	Explain the relationship between buyers and sellers in terms of supply and demand in light of prices		
9S2.5	Explain why not-for-profit organizations are tax exempt		
9S2.6	Explain why the money supply increases when banks make loans		
9S2.7	Explain how the current utilization of a productive resource affects the availability of that resource in the future		
9S2.8	Explain that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces		
9S2.9	Identify the benefits and the costs of investing in new physical capital and new human capital		
9S2.10	Give examples of activities that benefit participants, yet harm non-participants		
9S2.11	Explain how governments use tariffs or quotas to restrict trade		
9S2.12	Describe some characteristics of non-US economies that affect international trade		
9S3	<b>GEOGRAPHY</b>		
9S3.1	Create and prepare various forms of maps, graphs, diagrams, tables, or charts to organize geographic information		
9S3.2	Evaluate and analyze information obtained from a variety of geographic sources		
9S3.3	Compare and contrast the characteristics and purposes of several types of maps, map projections, and other geographic representations		
9S3.4	Make and defend a spatial decision using basic geographic vocabulary and concepts		
9S3.5	Relate how places and regions are important to the expression of cultural identity		
9S3.6	Apply the concept of region to examine current events		
9S3.7	Apply the concept of region to organize and study a geographic issue		
9S3.8	Explain how the physical processes within each of the four basic systems (atmosphere, lithosphere, hydrosphere, and biosphere) influence the Earth's surface		
9S3.9	Describe the characteristics of different populations through the use of key demographic concepts		
9S3.10	Describe the factors that influence the location and distribution of economic activities		
9S3.11	Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations		
9S3.12	Compare and contrast the opportunities and constraints that the physical environment places on human activity		
9S3.13	Describe how humans prepare for and react to natural hazards		
9S3.14	Select a current event and relate it to the physical and human characteristics of place		
9S4	<b>HISTORY</b>		
9S4.1	Evaluate sources of historical information based on: bias, credibility, cultural context, reliability, time period		
9S4.2	Locate ancient and classical civilizations in time and place, including: China, Egypt, Greece, India, Mesopotamia, Rome		
9S4.3	Describe the Viking exploration of North America		
9S4.4	Identify and describe the characteristics of European feudalism		

Identifier	Lander - Grade 9 - Social Studies	Introduced	Completed
9S4.5	Identify the influence of the Enlightenment on the Western World, including: fine arts, government, literature, philosophy, science		
9S4.6	Describe Native North American cultural regions, such as: Southwest, Southeast, Northeast, Northwest, California, Great Basin, Plains, Plateau, Arctic, Sub-Arctic		
9S4.7	Compare the lifestyles of Native Americans with those of the colonists		
9S4.8	Describe how Islamic empires were a link between Africa, Europe, and Asia		
9S4.9	Describe major inventions of the Industrial Revolution including: steam engine, textile machines		
9S4.10	Explain why the Constitution was written		
9S4.11	Identify the principles of the Bill of Rights		
9S4.12	Explain issues, events, and the roles of key people related to the development of United States political institutions, including: Washington's administration, The Marshall Court, judicial review, extension of suffrage, political parties		
9S4.13	Identify key people and events in the social reform movements of antebellum United States, including: Dorothea Dix, Horace Mann, Sojourner Truth, Seneca Falls Declaration		
9S4.14	Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including: Louisiana Purchase, removal of the Eastern tribes, Oregon and California Trails, Mexican War and Mexican War acquisitions, California Gold Rush, Homestead Act		
9S4.15	Explain the events that led to Nevada statehood, including: Comstock Lode, Election of 1864		
9S4.16	Discuss the interactions between settlers and Native Americans during the westward expansion, including: Ghost Dance/Wounded Knee, Little Big Horn		
9S4.17	Describe the role of farming, railroads, mining in the settlement of the West		
9S4.18	Identify American industrialists and their contributions, including: Andrew Carnegie, Henry Ford, John D. Rockefeller		
9S4.19	Describe the development of the women's suffrage movement and the passage of the 19th Amendment		
9S4.20	Explain the causes and effects of the Mexican Revolution of 1911		
9S4.21	Define totalitarianism		
9S4.22	Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions		
9S4.23	Explain why the United Nations was involved in the Korean War and the outcome of its involvement		
9S4.24	Describe the impact of the United States military and atomic testing in Nevada		
9S4.25	Identify the significance to United States political culture of the following: Watergate, Iranian hostage crisis, Iran-contra Affair		
9S4.26	Describe the significance of the breakup of the USSR, including: fall of the Berlin Wall		
9S4.27	Identify the causes and effects of the Persian Gulf War		

Identifier	Kamico - Grade 10 - Social Studies		Introduced	Completed
SS 10				
SS 10.1.1A	History	Explain the significance of the following dates: 1776, 1787, and 1861-1865.		
SS 10.1.2A	History	Explain the roles played by significant individuals during the American Revolution, including Thomas Jefferson and George Washington.		
SS 10.1.2B	History	Explain the issues surrounding the American Revolution, including declaring independence and the Articles of Confederation.		
SS 10.1.3A	Government	Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.		
SS 10.2.1A	Geography	Answer questions about geographic distributions and patterns shown on maps, graphs, and charts.		
SS 10.2.2A	History	Analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today.		
SS 10.2.2B	History	Trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague and the diffusion and exchange of foods between the New and Old Worlds.		
SS 10.2.3A	Geography	Observe patterns in the size and distribution of cities using maps, graphics, and other information.		
SS 10.2.4A	Geography	Interpret historical maps to identify and explain geographic factors that have influenced people and events in the past.		
SS 10.2.5A	Science, Technology, and Society	Give examples of technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations.		
SS 10.3.1A	Geography	Analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.		
SS 10.3.2A	Economics	Compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.		
SS 10.3.3A	Culture	Describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change.		
SS 10.4.1A	History	Explain the reasons for the growth of representative government and institutions during the colonial period.		
SS 10.4.2A	Government	Identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Declaration of Independence, and the Federalist Papers on the U.S. system of government.		
SS 10.4.2B	Government	Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.		
SS 10.4.3A	Government	Describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.		
SS 10.4.4A	Government	Describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.		
SS 10.4.5A	Citizenship	Define and give examples of unalienable rights.		
SS 10.4.5B	Citizenship	Summarize rights guaranteed in the Bill of Rights.		
SS 10.4.6A	Citizenship	Describe the importance of free speech and press in a democratic society.		
SS 10.5.1A	Social Studies Skills	Use primary and secondary sources to acquire information about the United States.		
SS 10.5.1B	Social Studies Skills	Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.		
SS 10.5.1C	Social Studies Skills	Identify bias in written and visual material.		
SS 10.5.2A	Geography	Compare ways that humans depend on, adapt to, and modify the physical environment using state, national, and international human activities in a variety of cultural and technological contexts.		
SS 10.5.3A	Social Studies Skills	Interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.		
SS 10.5.4A	Social Studies Skills	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions.		
SS 10.5.5A	Social Studies Skills	Interpret visuals including graphs, charts, time lines, and maps.		

Identifier	Nevada - Grade 10 - Social Studies		Introduced	Completed
10 SS C	<b>CIVICS</b>			
10 SS C 1.12.1	Rules and Law	Explain the concept of the rule of law in the establishment of the U.S. Constitution.		
10 SS C 1.12.2	Rules and Law	Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.		
10 SS C 1.12.3	Rules and Law	Describe the historic influences on early U.S. documents, such as Greek law, Magna Carta, and Iroquois League.		
10 SS C 1.12.4	Rules and Law	Analyze the role of citizen participation in U.S. civic life.		
10 SS C 1.12.5	Rules and Law	Identify and explain changes in the interpretation and application of the U.S. Constitution.		
10 SS C 2.12.1	US Government	Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.		
10 SS C 2.12.2	US Government	Describe the creation of laws through the legislative process.		
10 SS C 2.12.3	US Government	Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.		
10 SS C 2.12.4	US Government	Describe the duties of the executive branch, including cabinet/departments, regulatory commissions, and White House staff.		
10 SS C 2.12.5	US Government	Describe the jurisdiction of the federal court system and the power of judicial review.		
10 SS C 2.12.6	US Government	Explain the importance of the jury process in a democratic society.		
10 SS C 2.12.7	US Government	Analyze the effectiveness of checks and balances in maintaining the equal division of power.		
10 SS C 3.12.1	National and State Government	Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers).		
10 SS C 3.12.2	National and State Government	Provide contemporary example of federalism.		
10 SS C 3.12.3	National and State Government	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.		
10 SS C 4.12.1	Political Process	Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.		
10 SS C 4.12.2	Political Process	Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.		
10 SS C 4.12.3	Political Process	Evaluate the significance of interest groups in the political process of a democratic society.		
10 SS C 4.12.4	Political Process	Analyze the role that television and other media play in the process of political persuasion.		
10 SS C 4.12.5	Political Process	Evaluate propaganda in both historic and current political communication.		
10 SS C 4.12.6	Political Process	Describe the process by which public policy is formed and carried out.		
10 SS C 5.12.1	Citizenship	Examine the rights of citizens and how these rights may be restricted.		
10 SS C 5.12.2	Citizenship	Examine the responsibilities of U.S. citizens.		
10 SS C 5.12.3	Citizenship	Explain symbols and documents of a nation and how they represent its identity.		
10 SS C 5.12.4	Citizenship	Describe the development of the Bill of Rights and provide a contemporary application.		
10 SS C 5.12.5	Citizenship	Analyze the United States Constitution and its amendments in protecting individual rights, including the 14th Amendment's provisions for due process and equal protection.		
10 SS C 5.12.6	Citizenship	Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.		
10 SS C 5.12.7	Citizenship	Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including Brown v. Board of Education of Topeka, Gideon v. Wainwright, Miranda v. Arizona, and Tinker v. Des Moines Independent Community School District.		
10 SS C 6.12.1	State and Local Government	Explain the structure and function of state and local governments.		
10 SS C 6.12.2	State and Local Government	Describe the unique role of tribal governments within the United States.		
10 SS C 6.12.3	State and Local Government	Compare and contrast the structure of the Nevada and United States Constitutions.		
10 SS C 6.12.4	State and Local Government	Describe the differences between the local, state, and federal court systems.		
10 SS C 7.12.1	Political and Economic Systems	Summarize and evaluate the significant characteristics of the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.		
10 SS C 7.12.2	Political and Economic Systems	Define and analyze the major economic systems of the world, including capitalism, mixed economy, socialism, and command economy.		
10 SS C 8.12.1	International Relations	Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.		
10 SS C 8.12.2	International Relations	Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including diplomacy, economic policy, humanitarian aid, and military intervention.		
10 SS C 8.12.3	International Relations	Critique the role of international organizations, such as the United Nations and nongovernmental organizations, in world affairs.		
10 SS E	<b>ECONOMICS</b>			
10 SS E 1.12.1	Economic Way of Thinking	Explain why choices and their costs may differ across individuals and societies.		
10 SS E 1.12.2	Economic Way of Thinking	Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the choices made by consumers, producers, and savers.		
10 SS E 1.12.3	Economic Way of Thinking	Examine decisions made by individuals, businesses, and government by comparing the marginal benefits and marginal costs.		
10 SS E 1.12.4	Economic Way of Thinking	Give examples of and evaluate the effectiveness of incentive systems used by parents, teachers, and employers.		
10 SS E 2.12.1	Measuring US Economic Performance	Explain the difference between nominal GDP and real GDP.		
10 SS E 2.12.2	Measuring US Economic Performance	Using real GDP per capita as a measure of the standard of living, describe how living standards have changed over time.		
10 SS E 2.12.3	Measuring US Economic Performance	Using the change in real GDP, examine the U.S. economy over time, identifying recessions and high and low rates of growth.		
10 SS E 2.12.4	Measuring US Economic Performance	Using a price index to measure inflation, identify when the U.S. economy has experienced high and low rates of inflation and discuss their effects.		
10 SS E 2.12.5	Measuring US Economic Performance	Use various price indexes to determine how the prices of different types of goods and services have changed.		
10 SS E 2.12.6	Measuring US Economic Performance	Explain and give examples of the costs of unemployment to the economy as a whole (e.g., lost income, lost tax revenue, and additional welfare burdens).		

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10 SS E 2.12.7	Measuring US Economic Performance	Compare the unemployment rates for groups of people who differ by age, gender, ethnic origin, occupation, and educational attainment.		
10 SS E 2.12.8	Measuring US Economic Performance	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing.		
10 SS E 2.12.9	Measuring US Economic Performance	Demonstrate knowledge of when interest rate levels have experienced relative highs and relative lows throughout U.S. history and discuss their effects.		
10 SS E 2.12.10	Measuring US Economic Performance	Characterize career paths according to the rates of growth and employment.		
10 SS E 2.12.11	Measuring US Economic Performance	Explain ways a high interest rate could be detrimental or beneficial.		
10 SS E 2.12.12	Measuring US Economic Performance	Evaluate saving and borrowing options in terms of interest and compare long- and short-term costs and benefits.		
10 SS E 3.12.1	Functioning of Markets	Demonstrate an understanding that all voluntary trade, by definition, benefits both parties.		
10 SS E 3.12.2	Functioning of Markets	Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services.		
10 SS E 3.12.3	Functioning of Markets	Use the concept of price elasticity to analyze how buyers and sellers might adjust their purchase and sales decisions in response to price changes.		
10 SS E 3.12.4	Functioning of Markets	Discuss the effects of price controls (price ceilings and price floors) (e.g., minimum wage, rent control).		
10 SS E 3.12.5	Functioning of Markets	Use supply and demand to explain how interest rates are determined.		
10 SS E 3.12.6	Functioning of Markets	Analyze and predict instances in which people pay high and low interest rates (e.g., car loans and credit cards).		
10 SS E 3.12.7	Functioning of Markets	Analyze family spending decisions, drawing conclusions about the desirability of making substitutions, given the relative prices of various substitutes.		
10 SS E 4.12.1	Private US Economic Institutions	Analyze the roles of financial institutions in creating credit.		
10 SS E 4.12.2	Private US Economic Institutions	Discuss how labor unions affect employees and employers.		
10 SS E 4.12.3	Private US Economic Institutions	Identify current or historical mergers, buyouts, and acquisitions.		
10 SS E 4.12.4	Private US Economic Institutions	Explain how the services of not-for-profit organizations impact other economic institutions.		
10 SS E 4.12.5	Private US Economic Institutions	Compare and contrast the services offered by financial institutions, evaluating their usefulness to borrowers and lenders.		
10 SS E 4.12.6	Private US Economic Institutions	Compare and contrast careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
10 SS E 5.12.1	Money	Explain the three functions of money: medium of exchange, store of value, unit of account.		
10 SS E 5.12.2	Money	Explain why the money supply increases when banks make loans.		
10 SS E 5.12.3	Money	Explain how the Federal Reserve influences bank loan activity using the reserve requirement, discount rate, and open market operations.		
10 SS E 5.12.4	Money	Describe the nation's current money supply measures, including M1 and M2.		
10 SS E 5.12.5	Money	Explain what a credit rating is and how it affects access to money.		
10 SS E 6.12.1	US Economy as a Whole	Compare the benefits and costs of allocating resources through markets or government.		
10 SS E 6.12.2	US Economy as a Whole	Discuss how an economy determines what goods and services will be produced, how they will be produced, and who will receive them.		
10 SS E 6.12.3	US Economy as a Whole	Analyze the potential production of goods and services for a nation as determined by its resources and technology.		
10 SS E 6.12.4	US Economy as a Whole	Use the multiplier concept to explain why an initial change in spending (by consumers, firms, or governments) can result in a larger change in national income.		
10 SS E 6.12.5	US Economy as a Whole	Make connections between the nation's unemployment rate and changes in seasons, changes in an industry, and changes in demographics.		
10 SS E 6.12.6	US Economy as a Whole	Explain how and why changes in product demand can affect the price of the product, which in turn can affect the wages paid to a worker.		
10 SS E 6.12.7	US Economy as a Whole	Assess the attractiveness of career paths of interest and how they might be affected by changes in the national economy.		
10 SS E 7.12.1	Evolving Economy	Describe the past, present, and future role of investment in enhancing economic growth and raising living standards.		
10 SS E 7.12.2	Evolving Economy	Identify the benefits and the costs of investing in new physical capital and human capital.		
10 SS E 7.12.3	Evolving Economy	Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies.		
10 SS E 7.12.4	Evolving Economy	Discuss how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits.		
10 SS E 7.12.5	Evolving Economy	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living.		
10 SS E 7.12.6	Evolving Economy	Discuss the pros and cons of specialization and interdependence.		
10 SS E 7.12.7	Evolving Economy	Explain why top performers in any field are specialists.		
10 SS E 8.12.1	Role of Government in a Market Economy	Explain why government provides public goods rather than allowing the market to provide them.		
10 SS E 8.12.2	Role of Government in a Market Economy	Explain why government intervenes in markets in response to externalities.		
10 SS E 8.12.3	Role of Government in a Market Economy	Discuss whether redistributing income is an appropriate role of government.		
10 SS E 8.12.4	Role of Government in a Market Economy	Demonstrate an understanding that government must define, establish, and enforce property rights in order for markets to function.		
10 SS E 8.12.5	Role of Government in a Market Economy	Explain why it is possible that a government decision may impose costs on many, but only benefit a few.		
10 SS E 8.12.6	Role of Government in a Market Economy	Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation).		
10 SS E 8.12.7	Role of Government in a Market Economy	Give examples of mandates that increase prices of goods and services in Nevada.		
10 SS E 9.12.1	International Economy	Analyze the pros and cons of foreign trade, comparing free trade with restricted trade.		
10 SS E 9.12.2	International Economy	Describe how foreign economic events can impact the U.S. economy.		



Identifier	Nevada - Grade 10 - Social Studies		Introduced	Completed
10 SS E 9.12.3	International Economy	Describe some characteristics of non-U.S. economies that affect international trade.		
10 SS E 9.12.4	International Economy	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries.		
10 SS E 9.12.5	International Economy	Draw conclusions about how the prices of goods you purchase would change if imports were restricted.		
10 SS E 9.12.6	International Economy	Discuss how potential career paths could be affected by changes in foreign demand for U.S. products.		
10 SS G	<b>GEOGRAPHY</b>			
10 SS GS.12.1	Geographic Skills	Plan and organize a geographic research project by asking appropriate geographic questions.		
10 SS GS.12.2	Geographic Skills	Locate and acquire a variety of primary and secondary information sources and assess the value of each.		
10 SS GS.12.3	Geographic Skills	Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		
10 SS GS.12.4	Geographic Skills	Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.		
10 SS GS.12.5	Geographic Skills	Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.		
10 SS G 1.12.1	World in Spatial Terms	Use a variety of complex maps to acquire geographic information (e.g., topographic, population, and land use).		
10 SS G 1.12.2	World in Spatial Terms	Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.		
10 SS G 1.12.3	World in Spatial Terms	Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.		
10 SS G 1.12.4	World in Spatial Terms	Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.		
10 SS G 1.12.5	World in Spatial Terms	Analyze maps for similarities and differences in purpose, accuracy, content, and design.		
10 SS G 1.12.6	World in Spatial Terms	Apply concepts and models of spatial organization to make decisions about geographic information.		
10 SS G 2.12.1	Places and Regions	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.		
10 SS G 2.12.2	Places and Regions	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.		
10 SS G 2.12.3	Places and Regions	Compare and contrast the characteristics of places and regions from different points of view.		
10 SS G 2.12.4	Places and Regions	Determine how technology affects the way cultural groups perceive and use places and regions.		
10 SS G 2.12.5	Places and Regions	Analyze selected historical issues and questions using the geographic concept of regions.		
10 SS G 2.12.6	Places and Regions	Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.		
10 SS G 2.12.7	Places and Regions	Apply the concept of region to organize and study a geographic issue.		
10 SS G 3.12.1	Physical Systems	Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the U.S. and the world.		
10 SS G 3.12.2	Physical Systems	Describe the causes and consequences of natural hazards that shape features and patterns on Earth.		
10 SS G 3.12.3	Physical Systems	Analyze the effects of physical and human forces on interdependence within ecosystems.		
10 SS G 3.12.4	Physical Systems	Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface.		
10 SS G 3.12.5	Physical Systems	Propose solutions to environmental problems using the concept of ecosystems.		
10 SS G 4.12.1	Human Systems	Analyze demographic trends in world population.		
10 SS G 4.12.2	Human Systems	Evaluate the impact of migration and settlement on physical and human systems.		
10 SS G 4.12.3	Human Systems	Analyze how history has been affected by the movement of people, goods, and ideas.		
10 SS G 4.12.4	Human Systems	Compare the characteristics and patterns of migration and settlement in developing and developed countries.		
10 SS G 4.12.5	Human Systems	Analyze how location and distance connect and influence economic systems at local, national, and international levels.		
10 SS G 4.12.6	Human Systems	Analyze and evaluate international economic issues from a spatial perspective.		
10 SS G 4.12.7	Human Systems	Relate the level of economic development to the quality of life in developing and developed countries.		
10 SS G 4.12.8	Human Systems	Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.		
10 SS G 4.12.9	Human Systems	Analyze how different cultures, points of view, and self-interests influence conflict and cooperation over territory and resources.		
10 SS G 4.12.10	Human Systems	Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.		
10 SS G 5.12.1	Environment and Society	Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.		
10 SS G 5.12.2	Environment and Society	Evaluate strategies to respond to constraints placed on human systems by the physical environment.		
10 SS G 5.12.3	Environment and Society	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.		
10 SS G 5.12.4	Environment and Society	Develop possible responses to changes caused by human modification of the physical environment.		
10 SS G 5.12.5	Environment and Society	Analyze human perception of and response to natural hazards.		
10 SS G 5.12.6	Environment and Society	Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.		
10 SS G 5.12.7	Environment and Society	Develop policies for the use and management of Earth's resources that consider the various interests involved.		
10 SS G 6.12.1	Geographic Applications	Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.		
10 SS G 6.12.2	Geographic Applications	Relate current events to the physical features and human characteristics of places and regions.		
10 SS G 6.12.3	Geographic Applications	Evaluate a contemporary issue using geographic knowledge, skills, and perspectives.		
10 SS G 6.12.4	Geographic Applications	Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.		
10 SS H	<b>HISTORY</b>			
10 SS H 1.12.1	Chronology	Analyze and develop a position on a current event.		
10 SS H 1.12.2	Chronology	Explain the sequence and relationship of events on tiered time lines.		
10 SS H 2.12.1	History Skills	Frame and evaluate historical questions from multiple viewpoints.		
10 SS H 2.12.2	History Skills	Integrate, analyze, and organize historical information from a variety of sources.		

Identifier	Nevada - Grade 10 - Social Studies		Introduced	Completed
10 SS H 2.12.3	History Skills	Analyze and interpret historical content from informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
10 SS H 3.12.1	Prehistory to 400 CE	Identify and describe the characteristics of preagricultural societies.		
10 SS H 3.12.2	Prehistory to 400 CE	Describe technological innovations of early agricultural societies, including development of agriculture, domestication of animals, and development of permanent communities.		
10 SS H 3.12.3	Prehistory to 400 CE	Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.		
10 SS H 3.12.4	Prehistory to 400 CE	Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.		
10 SS H 4.12.1	1 CE to 1400	Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.		
10 SS H 4.12.2	1 CE to 1400	Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including contributions, geography, political systems, religion, and social structure.		
10 SS H 4.12.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
10 SS H 4.12.4	1 CE to 1400	Describe the characteristics of European feudalism.		
10 SS H 4.12.5	1 CE to 1400	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions.		
10 SS H 5.12.1	1200 to 1750	Examine the impact of technological, mathematical, and artistic developments of the Renaissance.		
10 SS H 5.12.2	1200 to 1750	Explain the development of European hereditary monarchies and their effects on centralized government, commerce and trade, and religion.		
10 SS H 5.12.3	1200 to 1750	Explain the causes of the Reformation and its effects in Europe and the Americas.		
10 SS H 5.12.4	1200 to 1750	Identify the influence of the Enlightenment on the Western world, including fine arts, government, literature, philosophy, and science.		
10 SS H 5.12.6	1200 to 1750	Compare common elements of Native North American societies, including communication, economic systems, housing, political systems, social systems, and traditions.		
10 SS H 5.12.7	1200 to 1750	Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration.		
10 SS H 5.12.8	1200 to 1750	Analyze interactions among Native Americans, Europeans, and Africans.		
10 SS H 5.12.9	1200 to 1750	Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions.		
10 SS H 5.12.10	1200 to 1750	Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.		
10 SS H 5.12.11	1200 to 1750	Compare and contrast life in the New England, Middle, and Southern colonies.		
10 SS H 5.12.12	1200 to 1750	Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.		
10 SS H 5.12.13	1200 to 1750	Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations.		
10 SS H 5.12.14	1200 to 1750	Describe how Islamic empires were a link between Africa, Europe, and Asia.		
10 SS H 6.12.1	1700 to 1865	Explain the causes and results of the Industrial Revolution.		
10 SS H 6.12.2	1700 to 1865	Describe the causes and effects of wars with Europeans, including the French and Indian War.		
10 SS H 6.12.3	1700 to 1865	Explain the political and economic causes and effects of the American Revolution.		
10 SS H 6.12.4	1700 to 1865	Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States.		
10 SS H 6.12.5	1700 to 1865	Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans.		
10 SS H 6.12.6	1700 to 1865	Explain the issues of the Confederation period, including war debts and finance, western land, trade, and taxation.		
10 SS H 6.12.7	1700 to 1865	Describe the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.		
10 SS H 6.12.8	1700 to 1865	Describe the issues involved in the ratification of the Constitution, including main ideas of the Federalist Papers, main ideas of the Anti-Federalists, and the Bill of Rights.		
10 SS H 6.12.9	1700 to 1865	Describe the influence of the American Revolution on Europe and the Americas.		
10 SS H 6.12.10	1700 to 1865	Discuss the political events, people, and ideas that influenced European politics, including Napoleon, Metternich, Marx, and Congress of Vienna.		
10 SS H 6.12.11	1700 to 1865	Describe achievements in European fine arts and literature.		
10 SS H 6.12.12	1700 to 1865	Describe the rise of national economies, the emergence of capitalism, and the free market economy.		
10 SS H 6.12.13	1700 to 1865	Explain issues, events, and the roles of key people related to the development of United States political institutions, including Washington's administration, the Marshall Court, judicial review, extension of suffrage, and political parties.		
10 SS H 6.12.14	1700 to 1865	Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts; territorial, trade, and shipping issues with Great Britain; War of 1812; the creation of a national transportation system; Monroe Doctrine; and growth and impact of immigration.		
10 SS H 6.12.15	1700 to 1865	Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including education reform, prison and mental health reform, religious revival, Utopian movement, and women's rights.		
10 SS H 6.12.16	1700 to 1865	Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including Stephen Foster, Nathaniel Hawthorne, Hudson River School of Art, and Henry David Thoreau.		
10 SS H 6.12.17	1700 to 1865	Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including Louisiana Purchase, removal of the Eastern tribes, Oregon and California Trails, Mexican War and Mexican War acquisitions, California gold rush, and Homestead Act.		
10 SS H 6.12.20	1700 to 1865	Explain abolitionism and describe the importance of abolitionists and slave revolts, including John Brown, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, and Nat Turner.		
10 SS H 6.12.21	1700 to 1865	Describe the causes, key people, events, and outcome of the Civil War, including states' rights and slavery; election of 1860; Frederick Douglass/African American troops; President Lincoln; Emancipation Proclamation; Antietam, Vicksburg, and Gettysburg; Gettysburg Address; and Generals Grant and Lee.		
10 SS H 7.12.1	1860 to 1920	Summarize the successes and failures of the Reconstruction period.		

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10 SS H 7.12.2	1860 to 1920	Describe the key people and significant issues concerning African American rights, including Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow Laws, Plessy v. Ferguson, W.E.B. DuBois and the NAACP, and Ida B. Wells and the NACW.		
10 SS H 7.12.3	1860 to 1920	Describe federal policy toward Native Americans including Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, Indian Citizenship Act of 1924, Plains Wars, and reservation system.		
10 SS H 7.12.5	1860 to 1920	Describe the role of farming, railroads, and mining in the settlement of the West.		
10 SS H 7.12.6	1860 to 1920	Describe the causes, issues, and effects of the Populist Movement.		
10 SS H 7.12.7	1860 to 1920	Describe the effect of industrial technology innovations and urbanization on United States social and economic development.		
10 SS H 7.12.8	1860 to 1920	Describe the development of corporate capitalism, including J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.		
10 SS H 7.12.9	1860 to 1920	Explain the motivations for groups coming to the United States and describe their contributions to United States society.		
10 SS H 7.12.10	1860 to 1920	Describe nativism and explain the response to immigration into the United States.		
10 SS H 7.12.11	1860 to 1920	Explain the origins and issues involved in the labor movement.		
10 SS H 7.12.12	1860 to 1920	Describe the development and impact of the Progressive Movement, including government reform, Prohibition, and "trust busting."		
10 SS H 7.12.13	1860 to 1920	Describe the development of the women's suffrage movement and the passage of the 19th Amendment.		
10 SS H 7.12.14	1860 to 1920	Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including Alaska, Hawaii, Open Door Policy, Spanish-American War, Panama Canal, T. Roosevelt's foreign policy, and Dollar Diplomacy.		
10 SS H 7.12.15	1860 to 1920	Explain the causes and effects of the Mexican Revolution of 1911.		
10 SS H 7.12.16	1860 to 1920	Discuss the causes, characteristics, and consequences of European and Japanese expansion.		
10 SS H 7.12.17	1860 to 1920	Describe the causes, course, character, and effects of World War I, including imperialism, arms race and alliances, nationalism, weapons/tactics, Fourteen Points, and Treaty of Versailles.		
10 SS H 7.12.18	1860 to 1920	Describe the causes and effects of the Russian Revolution, including Romanovs, Lenin, Bolsheviks, and Russian Civil War.		
10 SS H 7.12.20	1860 to 1920	Explain how fine arts, literature, and leisure activities were a reflection of the time.		
10 SS H 8.12.1	1920 to 1945	Describe the rise of totalitarian societies in Europe, Asia, and Latin America.		
10 SS H 8.12.2	1920 to 1945	Discuss the effects on society of new technologies of this era, including communication, transportation, and manufacturing.		
10 SS H 8.12.3	1920 to 1945	Describe social tensions in the postwar era, including radical politics, immigration restrictions, religious fundamentalism, and racism.		
10 SS H 8.12.4	1920 to 1945	Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society.		
10 SS H 8.12.5	1920 to 1945	Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions.		
10 SS H 8.12.6	1920 to 1945	Describe the causes, course, character, and effects of World War II, including legacy of World War I; campaigns and strategies; atomic bomb; significant military, political, and scientific leaders; the Big Four; United Nations; United States changing world status; and war crimes trials.		
10 SS H 8.12.7	1920 to 1945	Describe the causes, course, and effects of the Holocaust, including "Aryan supremacy," Nuremberg Laws, Kristallnacht, "Final Solution," concentration and death camps, and creation of Israel.		
10 SS H 8.12.8	1920 to 1945	Explain the effects of World War II on the home front in the United States, including internment camps, technologies, economic developments, propaganda, women/minority contributions, and GI Bill.		
10 SS H 9.12.1	1945 to 1990	Describe the causes and effects of the Cold War, including Europe (Marshall Plan, Berlin, and NATO), Middle East (Egypt, Israel, and Afghanistan), Asia (Japan, China, Korea, and Vietnam), and the Americas (Cuba and the United States).		
10 SS H 9.12.2	1945 to 1990	Describe the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
10 SS H 9.12.3	1945 to 1990	Describe the cause, course, and character of the Korean War, including United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, and 38th Parallel.		
10 SS H 9.12.4	1945 to 1990	Explain how and why African and Asian peoples achieved independence from colonial rule.		
10 SS H 9.12.5	1945 to 1990	Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.		
10 SS H 9.12.6	1945 to 1990	Describe the causes and effects of changing demographics and developing suburbanization in the United States.		
10 SS H 9.12.8	1945 to 1990	Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, Americans with Disabilities Act, and Civil Rights Act of 1964.		
10 SS H 9.12.9	1945 to 1990	Describe the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem, Gulf of Tonkin Resolution, draft and lottery, Tet Offensive, antiwar movement, Paris Peace Accord, and POWs and MIAs.		
10 SS H 9.12.10	1945 to 1990	Describe the changes in United States political culture, including the role of the media, the role of women and minorities, Watergate, Iranian hostage crisis, Iran-Contra affair, and Grenada and Panama.		
10 SS H 9.12.11	1945 to 1990	Describe how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, "Star Wars," solidarity, and glasnost.		
10 SS H 9.12.12	1945 to 1990	Describe the geopolitical changes in the world due to the disintegration of the USSR.		
10 SS H 9.12.14	1945 to 1990	Summarize the influence of art, music, literature, and the media on United States society.		
10 SS H 10.12.1	1990 to Present	Identify and explain the implications of scientific and technological achievements, including personal computers, Internet, satellites, and biotechnology.		
10 SS H 10.12.2	1990 to Present	Describe the regional and global effects of political and economic alliances.		
10 SS H 10.12.3	1990 to Present	Describe how global issues affect nations differently, including human rights, the environment, world and U.S. regional conflicts, and medical concerns.		
10 SS H 10.12.4	1990 to Present	Explain the causes and effects of the Persian Gulf War, including Kuwait invasion, world oil supply, and changing alliances.		
10 SS H 10.12.5	1990 to Present	Describe the changing political climate in the United States, including: the role of the media, and the Clinton impeachment.		
10 SS H 10.12.6	1990 to Present	Explain how literature, music, and the visual arts are reflections of the time.		

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10S1	<b>CIVICS</b>		
10S1.1	Describe the historic influences on early US documents, such as: Greek law, Magna Carta, Iroquois League		
10S1.2	Explain the importance of the jury process in a democratic society		
10S1.3	Describe the jurisdiction of the federal court system and the power of judicial review		
10S1.4	Provide contemporary examples of federalism		
10S1.5	Identify the influence of the media in forming public opinion		
10S1.6	Evaluate the significance of interest groups in the political process of a democratic society		
10S1.7	Describe the development of the Bill of Rights and provide a contemporary application		
10S1.8	Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues		
10S1.9	Describe the differences between the local, state, and federal court systems		
10S1.10	Define and analyze the major economic systems of the world, including: capitalism, mixed economy, socialism, command economy		
10S1.11	Critique the role of international organizations, such as the United Nations and non-governmental organizations, in world affairs		
10S2	<b>ECONOMICS</b>		
10S2.1	Explain why choices and their costs may differ across individuals and societies		
10S2.2	Explain the difference between nominal Gross Domestic Product and real Gross Domestic Product		
10S2.3	Use various price indices to determine how the prices of different types of goods and services have changed		
10S2.4	Using a price index to measure inflation, identify when the US economy has experienced high and low rates of inflation and discuss their effects		
10S2.5	Use supply and demand to explain how interest rates are determined		
10S2.6	Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation		
10S2.7	Describe the nation's current money supply measures		
10S2.8	Discuss how an economy determines what goods and services will be produced, how they will be produced, and who will receive them		
10S2.9	Explain how and why changes in product demand can affect the price of the product, which in turn can affect the wages paid to a worker		
10S2.10	Describe the past, present, and future role of investment in enhancing economic growth and raising living standards		
10S2.11	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living		
10S2.12	Explain why government provides public goods rather than allowing the market to provide them		
10S2.13	Explain why it is possible that a government decision may impose costs on many, but only benefit a few		
10S2.14	Describe how foreign economic events can impact the US economy		
10S3	<b>GEOGRAPHY</b>		
10S3.1	Locate and acquire a variety of primary and secondary information sources and assess the value of each		
10S3.2	Use a variety of complex maps to acquire geographic information (e.g., topographic, population, and land use)		
10S3.3	Apply concepts and models of spatial organization to make decisions about geographic information		
10S3.4	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation		
10S3.5	Determine how technology affects the way cultural groups perceive and use places and regions		
10S3.6	Describe the causes and consequences of natural hazards that shape features and patterns on the Earth		
10S3.7	Analyze demographic trends in world population		
10S3.8	Analyze and evaluate international economic issues from a spatial perspective		
10S3.9	Analyze how different cultures, points of view, and self interests influence conflict and cooperation over territory and resources		
10S3.10	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact		
10S3.11	Develop possible responses to changes caused by human modification of the physical environment		
10S3.12	Relate current events to the physical features and human characteristics of places and regions		
10S4	<b>HISTORY</b>		
10S4.1	Explain the sequence and relationship of events on a tiered time line		
10S4.2	Analyze and interpret historical content from informational tools, including: charts, diagrams, graphs, maps, political cartoons, photographs, tables		
10S4.3	Identify and describe the characteristics of pre-agricultural societies		
10S4.4	Describe the characteristics of European feudalism		
10S4.5	Explain the development of European hereditary monarchies and their effects on: centralized government, commerce and trade, religion		
10S4.6	Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration		
10S4.7	Compare common elements of Native North American societies, including: communication, economic systems, housing, political systems, social systems, traditions		
10S4.8	Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations		

Identifier	Lander - Grade 10 - Social Studies	Introduced	Completed
10S4.9	Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States		
10S4.10	Explain the causes and results of the Industrial Revolution		
10S4.11	Describe the Constitution's underlying principles, including: checks and balances, federalism, limited government, popular sovereignty, separation of powers		
10S4.12	Describe achievements in European fine arts and literature		
10S4.13	Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including: education reform, prison and mental health reform, religious revival, Utopian movement, women's rights		
10S4.14	Explain abolitionism and describe the importance of abolitionists and slave revolts, including: John Brown, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, Nat Turner		
10S4.15	Describe federal policy toward Native Americans including: Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, Indian Citizenship Act of 1924, Plains Wars, reservation system		
10S4.16	Describe the causes, issues, and effects of the Populist Movement		
10S4.17	Describe the development of corporate capitalism, including: J.P. Morgan, mass production, vertical and horizontal integration/consolidation		
10S4.18	Explain the origins and issues involved in the labor movement		
10S4.19	Discuss the causes, characteristics, and consequences of European and Japanese expansion		
10S4.20	Describe the rise of totalitarian societies in Europe, Asia, and Latin America		
10S4.21	Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society		
10S4.22	Describe the cause, course, and character of the Korean War, including: United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, 38th Parallel		
10S4.23	Explain how and why African and Asian people achieved independence from colonial rule		
10S4.24	Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including: Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, Americans with Disabilities Act, Civil Rights Act of 1964		
10S4.25	Summarize the influence of art, music, literature, and the media on United States society		
10S4.26	Explain the causes and effects of the Persian Gulf War, including: Kuwait invasion, world oil supply, changing alliances		
10S4.27	Describe the changing political climate in the United States, including: the role of the media, the Clinton impeachment		

Identifier	Kamico - Grade 11 - Social Studies		Introduced	Completed
SS 11				
SS 11.1.1A	History	Explain the significance of the following dates: 1776, 1787, and 1861-1865.		
SS 11.1.2A	History	Explain the roles played by significant individuals during the American Revolution, including Thomas Jefferson and George Washington.		
SS 11.1.2B	History	Explain the issues surrounding the American Revolution, including declaring independence and the Articles of Confederation.		
SS 11.1.3A	Government	Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.		
SS 11.1.4A	History	Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.		
SS 11.1.4B	History	Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.		
SS 11.1.4C	History	Explain the significance of the following dates: 1898, 1914-1918, 1929, and 1941-1945.		
SS 11.1.5A	History	Explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, and Theodore Roosevelt, moved the United States into the position of a world power.		
SS 11.1.5B	History	Identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare.		
SS 11.1.5C	History	Analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.		
SS 11.1.6A	History	Analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women.		
SS 11.1.6B	History	Analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.		
SS 11.1.7A	History	Identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor.		
SS 11.1.7B	History	Analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb.		
SS 11.1.7C	History	Describe the U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, and the North Atlantic Treaty Organization.		
SS 11.1.7D	History	Analyze the conflicts in Korea and Vietnam and describe their domestic and international effects.		
SS 11.1.7E	History	Describe the impact of the GI Bill, McCarthyism, and Sputnik I.		
SS 11.2.1A	Geography	Answer questions about geographic distributions and patterns shown on maps, graphs, charts, and models.		
SS 11.2.2A	Geography	Analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal.		
SS 11.2.3A	Geography	Analyze the effects of changing demographic patterns resulting from migration within the United States.		
SS 11.2.3B	Geography	Analyze the effects of changing demographic patterns resulting from immigration to the United States.		
SS 11.2.4A	Geography	Identify the effects of population growth on the physical environment.		
SS 11.2.5A	History	Analyze the effects of physical and human geographic patterns and processes on events in the past.		
SS 11.2.5B	History	Trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague or the diffusion and exchange of foods between the New and Old Worlds.		
SS 11.2.6A	Geography	Observe patterns in the size and distribution of cities using maps, graphics, and other information.		
SS 11.2.7A	Science, Technology, and Society	Give examples of technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations.		
SS 11.3.1A	History	Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business.		
SS 11.3.1B	History	Analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.		
SS 11.3.2A	History	Evaluate the impact of reform leaders such as Susan B. Anthony and W.E.B. DuBois on American society.		
SS 11.3.3A	History	Identify significant leaders of the civil rights movement, including Martin Luther King, Jr.		
SS 11.3.4A	Economics	Analyze causes of economic growth and prosperity in the 1920s.		
SS 11.3.4B	Economics	Analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures.		
SS 11.3.4C	Economics	Analyze the effects of the Great Depression on the U.S. economy and government.		
SS 11.3.4D	Economics	Analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation and Social Security continue to affect the lives of U.S. citizens.		
SS 11.3.5A	Economics	Describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression.		
SS 11.3.5B	Economics	Describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system.		
SS 11.3.6A	Culture	Explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society.		
SS 11.3.6B	Culture	Identify the political, social, and economic contributions of women to American society.		
SS 11.3.7A	Science, Technology, and Society	Explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States.		

Identifier	Kamico - Grade 11 - Social Studies		Introduced	Completed
SS 11.3.7B	Science, Technology, and Society	Analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.		
SS 11.3.8A	Science, Technology, and Society	Analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States.		
SS 11.3.9A	Geography	Analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.		
SS 11.3.10A	Economics	Compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.		
SS 11.4.1A	History	Explain the reasons for the growth of representative government and institutions during the colonial period.		
SS 11.4.2A	Government	Identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Declaration of Independence, and the Federalist Papers on the U.S. system of government.		
SS 11.4.2B	Government	Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.		
SS 11.4.3A	Government	Describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.		
SS 11.4.4A	Government	Describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.		
SS 11.4.5A	Citizenship	Define and give examples of unalienable rights.		
SS 11.4.5B	Citizenship	Summarize rights guaranteed in the Bill of Rights.		
SS 11.4.6A	Citizenship	Describe the importance of free speech and press in a democratic society.		
SS 11.4.7A	History	Evaluate the impact of Progressive Era reforms including the passage of the 16th and 17th amendments.		
SS 11.4.8A	History	Trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, and 15th amendments.		
SS 11.4.8B	History	Evaluate government efforts, including the Civil Rights Act of 1964 to achieve equality in the United States.		
SS 11.4.9A	Government	Analyze the effects of 20th-century landmark U.S. Supreme Court decisions such as Brown v. Board of Education.		
SS 11.4.10A	Citizenship	Evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments.		
SS 11.5.1A	Social Studies Skills	Use primary and secondary sources to acquire information about the United States.		
SS 11.5.1B	Social Studies Skills	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions.		
SS 11.5.1C	Social Studies Skills	Explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context.		
SS 11.5.1D	Social Studies Skills	Identify bias in written and visual material.		
SS 11.5.2A	Geography	Compare ways that humans depend on, adapt to, and modify the physical environment using state, national, and international human activities in a variety of cultural and technological contexts.		
SS 11.5.3A	Social Studies Skills	Interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.		
SS 11.5.4A	Social Studies Skills	Interpret visuals including graphs, charts, time lines, and maps.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS C	<b>CIVICS</b>			
11 SS C 1.12.1	Rules and Law	Explain the concept of the rule of law in the establishment of the U.S. Constitution.		
11 SS C 1.12.2	Rules and Law	Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.		
11 SS C 1.12.3	Rules and Law	Describe the historic influences on early U.S. documents, such as Greek law, Magna Carta, and Iroquois League.		
11 SS C 1.12.4	Rules and Law	Analyze the role of citizen participation in U.S. civic life.		
11 SS C 1.12.5	Rules and Law	Identify and explain changes in the interpretation and application of the U.S. Constitution.		
11 SS C 2.12.1	US Government	Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.		
11 SS C 2.12.2	US Government	Describe the creation of laws through the legislative process.		
11 SS C 2.12.3	US Government	Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.		
11 SS C 2.12.4	US Government	Describe the duties of the executive branch, including cabinet/departments, regulatory commissions, and White House staff.		
11 SS C 2.12.5	US Government	Describe the jurisdiction of the federal court system and the power of judicial review.		
11 SS C 2.12.6	US Government	Explain the importance of the jury process in a democratic society.		
11 SS C 2.12.7	US Government	Analyze the effectiveness of checks and balances in maintaining the equal division of power.		
11 SS C 3.12.1	National and State Government	Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers).		
11 SS C 3.12.2	National and State Government	Provide contemporary example of federalism.		
11 SS C 3.12.3	National and State Government	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.		
11 SS C 4.12.1	Political Process	Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.		
11 SS C 4.12.2	Political Process	Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.		
11 SS C 4.12.3	Political Process	Evaluate the significance of interest groups in the political process of a democratic society.		
11 SS C 4.12.4	Political Process	Analyze the role that television and other media play in the process of political persuasion.		
11 SS C 4.12.5	Political Process	Evaluate propaganda in both historic and current political communication.		
11 SS C 4.12.6	Political Process	Describe the process by which public policy is formed and carried out.		
11 SS C 5.12.1	Citizenship	Examine the rights of citizens and how these rights may be restricted.		
11 SS C 5.12.2	Citizenship	Examine the responsibilities of U.S. citizens.		
11 SS C 5.12.3	Citizenship	Explain symbols and documents of a nation and how they represent its identity.		
11 SS C 5.12.4	Citizenship	Describe the development of the Bill of Rights and provide a contemporary application.		
11 SS C 5.12.5	Citizenship	Analyze the United States Constitution and its amendments in protecting individual rights, including the 14th Amendment's provisions for due process and equal protection.		
11 SS C 5.12.6	Citizenship	Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.		
11 SS C 5.12.7	Citizenship	Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including Brown v. Board of Education of Topeka, Gideon v. Wainwright, Miranda v. Arizona, and Tinker v. Des Moines Independent Community School District.		
11 SS C 6.12.1	State and Local Government	Explain the structure and function of state and local governments.		
11 SS C 6.12.2	State and Local Government	Describe the unique role of tribal governments within the United States.		
11 SS C 6.12.3	State and Local Government	Compare and contrast the structure of the Nevada and United States Constitutions.		
11 SS C 6.12.4	State and Local Government	Describe the differences between the local, state, and federal court systems.		
11 SS C 7.12.1	Political and Economic Systems	Summarize and evaluate the significant characteristics of the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.		
11 SS C 7.12.2	Political and Economic Systems	Define and analyze the major economic systems of the world, including capitalism, mixed economy, socialism, and command economy.		



Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS C 8.12.1	International Relations	Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.		
11 SS C 8.12.2	International Relations	Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including diplomacy, economic policy, humanitarian aid, and military intervention.		
11 SS C 8.12.3	International Relations	Critique the role of international organizations, such as the United Nations and nongovernmental organizations, in world affairs.		
11 SS E	<b>ECONOMICS</b>			
11 SS E 1.12.1	Economic Way of Thinking	Explain why choices and their costs may differ across individuals and societies.		
11 SS E 1.12.2	Economic Way of Thinking	Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the choices made by consumers, producers, and savers.		
11 SS E 1.12.3	Economic Way of Thinking	Examine decisions made by individuals, businesses, and government by comparing the marginal benefits and marginal costs.		
11 SS E 1.12.4	Economic Way of Thinking	Give examples of and evaluate the effectiveness of incentive systems used by parents, teachers, and employers.		
11 SS E 2.12.1	Measuring US Economic Performance	Explain the difference between nominal GDP and real GDP.		
11 SS E 2.12.2	Measuring US Economic Performance	Using real GDP per capita as a measure of the standard of living, describe how living standards have changed over time.		
11 SS E 2.12.3	Measuring US Economic Performance	Using the change in real GDP, examine the U.S. economy over time, identifying recessions and high and low rates of growth.		
11 SS E 2.12.4	Measuring US Economic Performance	Using a price index to measure inflation, identify when the U.S. economy has experienced high and low rates of inflation and discuss their effects.		
11 SS E 2.12.5	Measuring US Economic Performance	Use various price indexes to determine how the prices of different types of goods and services have changed.		
11 SS E 2.12.6	Measuring US Economic Performance	Explain and give examples of the costs of unemployment to the economy as a whole (e.g., lost income, lost tax revenue, and additional welfare burdens).		
11 SS E 2.12.7	Measuring US Economic Performance	Compare the unemployment rates for groups of people who differ by age, gender, ethnic origin, occupation, and educational attainment.		
11 SS E 2.12.8	Measuring US Economic Performance	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing.		
11 SS E 2.12.9	Measuring US Economic Performance	Demonstrate knowledge of when interest rate levels have experienced relative highs and relative lows throughout U.S. history and discuss their effects.		
11 SS E 2.12.10	Measuring US Economic Performance	Characterize career paths according to the rates of growth and employment.		
11 SS E 2.12.11	Measuring US Economic Performance	Explain ways a high interest rate could be detrimental or beneficial.		
11 SS E 2.12.12	Measuring US Economic Performance	Evaluate saving and borrowing options in terms of interest and compare long- and short-term costs and benefits.		
11 SS E 3.12.1	Functioning of Markets	Demonstrate an understanding that all voluntary trade, by definition, benefits both parties.		
11 SS E 3.12.2	Functioning of Markets	Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services.		
11 SS E 3.12.3	Functioning of Markets	Use the concept of price elasticity to analyze how buyers and sellers might adjust their purchase and sales decisions in response to price changes.		
11 SS E 3.12.4	Functioning of Markets	Discuss the effects of price controls (price ceilings and price floors) (e.g., minimum wage, rent control).		
11 SS E 3.12.5	Functioning of Markets	Use supply and demand to explain how interest rates are determined.		
11 SS E 3.12.6	Functioning of Markets	Analyze and predict instances in which people pay high and low interest rates (e.g., car loans and credit cards).		
11 SS E 3.12.7	Functioning of Markets	Analyze family spending decisions, drawing conclusions about the desirability of making substitutions, given the relative prices of various substitutes.		
11 SS E 4.12.1	Private US Economic Institutions	Analyze the roles of financial institutions in creating credit.		
11 SS E 4.12.2	Private US Economic Institutions	Discuss how labor unions affect employees and employers.		
11 SS E 4.12.3	Private US Economic Institutions	Identify current or historical mergers, buyouts, and acquisitions.		
11 SS E 4.12.4	Private US Economic Institutions	Explain how the services of not-for-profit organizations impact other economic institutions.		
11 SS E 4.12.5	Private US Economic Institutions	Compare and contrast the services offered by financial institutions, evaluating their usefulness to borrowers and lenders.		
11 SS E 4.12.6	Private US Economic Institutions	Compare and contrast careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
11 SS E 5.12.1	Money	Explain the three functions of money: medium of exchange, store of value, unit of account.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS E 5.12.2	Money	Explain why the money supply increases when banks make loans.		
11 SS E 5.12.3	Money	Explain how the Federal Reserve influences bank loan activity using the reserve requirement, discount rate, and open market operations.		
11 SS E 5.12.4	Money	Describe the nation's current money supply measures, including M1 and M2.		
11 SS E 5.12.5	Money	Explain what a credit rating is and how it affects access to money.		
11 SS E 6.12.1	US Economy as a Whole	Compare the benefits and costs of allocating resources through markets or government.		
11 SS E 6.12.2	US Economy as a Whole	Discuss how an economy determines what goods and services will be produced, how they will be produced, and who will receive them.		
11 SS E 6.12.3	US Economy as a Whole	Analyze the potential production of goods and services for a nation as determined by its resources and technology.		
11 SS E 6.12.4	US Economy as a Whole	Use the multiplier concept to explain why an initial change in spending (by consumers, firms, or governments) can result in a larger change in national income.		
11 SS E 6.12.5	US Economy as a Whole	Make connections between the nation's unemployment rate and changes in seasons, changes in an industry, and changes in demographics.		
11 SS E 6.12.6	US Economy as a Whole	Explain how and why changes in product demand can affect the price of the product, which in turn can affect the wages paid to a worker.		
11 SS E 6.12.7	US Economy as a Whole	Assess the attractiveness of career paths of interest and how they might be affected by changes in the national economy.		
11 SS E 7.12.1	Evolving Economy	Describe the past, present, and future role of investment in enhancing economic growth and raising living standards.		
11 SS E 7.12.2	Evolving Economy	Identify the benefits and the costs of investing in new physical capital and human capital.		
11 SS E 7.12.3	Evolving Economy	Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies.		
11 SS E 7.12.4	Evolving Economy	Discuss how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits.		
11 SS E 7.12.5	Evolving Economy	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living.		
11 SS E 7.12.6	Evolving Economy	Discuss the pros and cons of specialization and interdependence.		
11 SS E 7.12.7	Evolving Economy	Explain why top performers in any field are specialists.		
11 SS E 8.12.1	Role of Government in a Market Economy	Explain why government provides public goods rather than allowing the market to provide them.		
11 SS E 8.12.2	Role of Government in a Market Economy	Explain why government intervenes in markets in response to externalities.		
11 SS E 8.12.3	Role of Government in a Market Economy	Discuss whether redistributing income is an appropriate role of government.		
11 SS E 8.12.4	Role of Government in a Market Economy	Demonstrate an understanding that government must define, establish, and enforce property rights in order for markets to function.		
11 SS E 8.12.5	Role of Government in a Market Economy	Explain why it is possible that a government decision may impose costs on many, but only benefit a few.		
11 SS E 8.12.6	Role of Government in a Market Economy	Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation).		
11 SS E 8.12.7	Role of Government in a Market Economy	Give examples of mandates that increase prices of goods and services in Nevada.		
11 SS E 9.12.1	International Economy	Analyze the pros and cons of foreign trade, comparing free trade with restricted trade.		
11 SS E 9.12.2	International Economy	Describe how foreign economic events can impact the U.S. economy.		
11 SS E 9.12.3	International Economy	Describe some characteristics of non-U.S. economies that affect international trade.		
11 SS E 9.12.4	International Economy	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries.		
11 SS E 9.12.5	International Economy	Draw conclusions about how the prices of goods you purchase would change if imports were restricted.		
11 SS E 9.12.6	International Economy	Discuss how potential career paths could be affected by changes in foreign demand for U.S. products.		
11 SS G	<b>GEOGRAPHY</b>			
11 SS GS.12.1	Geographic Skills	Plan and organize a geographic research project by asking appropriate geographic questions.		
11 SS GS.12.2	Geographic Skills	Locate and acquire a variety of primary and secondary information sources and assess the value of each.		
11 SS GS.12.3	Geographic Skills	Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		
11 SS GS.12.4	Geographic Skills	Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS GS.12.5	Geographic Skills	Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.		
11 SS G 1.12.1	World in Spatial Terms	Use a variety of complex maps to acquire geographic information (e.g., topographic, population, and land use).		
11 SS G 1.12.2	World in Spatial Terms	Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.		
11 SS G 1.12.3	World in Spatial Terms	Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.		
11 SS G 1.12.4	World in Spatial Terms	Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.		
11 SS G 1.12.5	World in Spatial Terms	Analyze maps for similarities and differences in purpose, accuracy, content, and design.		
11 SS G 1.12.6	World in Spatial Terms	Apply concepts and models of spatial organization to make decisions about geographic information.		
11 SS G 2.12.1	Places and Regions	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.		
11 SS G 2.12.2	Places and Regions	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.		
11 SS G 2.12.3	Places and Regions	Compare and contrast the characteristics of places and regions from different points of view.		
11 SS G 2.12.4	Places and Regions	Determine how technology affects the way cultural groups perceive and use places and regions.		
11 SS G 2.12.5	Places and Regions	Analyze selected historical issues and questions using the geographic concept of regions.		
11 SS G 2.12.6	Places and Regions	Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.		
11 SS G 2.12.7	Places and Regions	Apply the concept of region to organize and study a geographic issue.		
11 SS G 3.12.1	Physical Systems	Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the U.S. and the world.		
11 SS G 3.12.2	Physical Systems	Describe the causes and consequences of natural hazards that shape features and patterns on Earth.		
11 SS G 3.12.3	Physical Systems	Analyze the effects of physical and human forces on interdependence within ecosystems.		
11 SS G 3.12.4	Physical Systems	Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface.		
11 SS G 3.12.5	Physical Systems	Propose solutions to environmental problems using the concept of ecosystems.		
11 SS G 4.12.1	Human Systems	Analyze demographic trends in world population.		
11 SS G 4.12.2	Human Systems	Evaluate the impact of migration and settlement on physical and human systems.		
11 SS G 4.12.3	Human Systems	Analyze how history has been affected by the movement of people, goods, and ideas.		
11 SS G 4.12.4	Human Systems	Compare the characteristics and patterns of migration and settlement in developing and developed countries.		
11 SS G 4.12.5	Human Systems	Analyze how location and distance connect and influence economic systems at local, national, and international levels.		
11 SS G 4.12.6	Human Systems	Analyze and evaluate international economic issues from a spatial perspective.		
11 SS G 4.12.7	Human Systems	Relate the level of economic development to the quality of life in developing and developed countries.		
11 SS G 4.12.8	Human Systems	Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.		
11 SS G 4.12.9	Human Systems	Analyze how different cultures, points of view, and self-interests influence conflict and cooperation over territory and resources.		
11 SS G 4.12.10	Human Systems	Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.		
11 SS G 5.12.1	Environment and Society	Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.		
11 SS G 5.12.2	Environment and Society	Evaluate strategies to respond to constraints placed on human systems by the physical environment.		
11 SS G 5.12.3	Environment and Society	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.		
11 SS G 5.12.4	Environment and Society	Develop possible responses to changes caused by human modification of the physical environment.		
11 SS G 5.12.5	Environment and Society	Analyze human perception of and response to natural hazards.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS G 5.12.6	Environment and Society	Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.		
11 SS G 5.12.7	Environment and Society	Develop policies for the use and management of Earth's resources that consider the various interests involved.		
11 SS G 6.12.1	Geographic Applications	Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.		
11 SS G 6.12.2	Geographic Applications	Relate current events to the physical features and human characteristics of places and regions.		
11 SS G 6.12.3	Geographic Applications	Evaluate a contemporary issue using geographic knowledge, skills, and perspectives.		
11 SS G 6.12.4	Geographic Applications	Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.		
11 SS H	<b>HISTORY</b>			
11 SS H 1.12.1	Chronology	Analyze and develop a position on a current event.		
11 SS H 1.12.2	Chronology	Explain the sequence and relationship of events on tiered time lines.		
11 SS H 2.12.1	History Skills	Frame and evaluate historical questions from multiple viewpoints.		
11 SS H 2.12.2	History Skills	Integrate, analyze, and organize historical information from a variety of sources.		
11 SS H 2.12.3	History Skills	Analyze and interpret historical content from informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
11 SS H 3.12.1	Prehistory to 400 CE	Identify and describe the characteristics of preagricultural societies.		
11 SS H 3.12.2	Prehistory to 400 CE	Describe technological innovations of early agricultural societies, including development of agriculture, domestication of animals, and development of permanent communities.		
11 SS H 3.12.3	Prehistory to 400 CE	Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.		
11 SS H 3.12.4	Prehistory to 400 CE	Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.		
11 SS H 4.12.1	1 CE to 1400	Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.		
11 SS H 4.12.2	1 CE to 1400	Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including contributions, geography, political systems, religion, and social structure.		
11 SS H 4.12.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
11 SS H 4.12.4	1 CE to 1400	Describe the characteristics of European feudalism.		
11 SS H 4.12.5	1 CE to 1400	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions.		
11 SS H 5.12.1	1200 to 1750	Examine the impact of technological, mathematical, and artistic developments of the Renaissance.		
11 SS H 5.12.2	1200 to 1750	Explain the development of European hereditary monarchies and their effects on centralized government, commerce and trade, and religion.		
11 SS H 5.12.3	1200 to 1750	Explain the causes of the Reformation and its effects in Europe and the Americas.		
11 SS H 5.12.4	1200 to 1750	Identify the influence of the Enlightenment on the Western world, including fine arts, government, literature, philosophy, and science.		
11 SS H 5.12.6	1200 to 1750	Compare common elements of Native North American societies, including communication, economic systems, housing, political systems, social systems, and traditions.		
11 SS H 5.12.7	1200 to 1750	Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration.		
11 SS H 5.12.8	1200 to 1750	Analyze interactions among Native Americans, Europeans, and Africans.		
11 SS H 5.12.9	1200 to 1750	Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions.		
11 SS H 5.12.10	1200 to 1750	Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.		
11 SS H 5.12.11	1200 to 1750	Compare and contrast life in the New England, Middle, and Southern colonies.		
11 SS H 5.12.12	1200 to 1750	Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.		
11 SS H 5.12.13	1200 to 1750	Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations.		
11 SS H 5.12.14	1200 to 1750	Describe how Islamic empires were a link between Africa, Europe, and Asia.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS H 6.12.1	1700 to 1865	Explain the causes and results of the Industrial Revolution.		
11 SS H 6.12.2	1700 to 1865	Describe the causes and effects of wars with Europeans, including the French and Indian War.		
11 SS H 6.12.3	1700 to 1865	Explain the political and economic causes and effects of the American Revolution.		
11 SS H 6.12.4	1700 to 1865	Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States.		
11 SS H 6.12.5	1700 to 1865	Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans.		
11 SS H 6.12.6	1700 to 1865	Explain the issues of the Confederation period, including war debts and finance, western land, trade, and taxation.		
11 SS H 6.12.7	1700 to 1865	Describe the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.		
11 SS H 6.12.8	1700 to 1865	Describe the issues involved in the ratification of the Constitution, including main ideas of the Federalist Papers, main ideas of the Anti-Federalists, and the Bill of Rights.		
11 SS H 6.12.9	1700 to 1865	Describe the influence of the American Revolution on Europe and the Americas.		
11 SS H 6.12.10	1700 to 1865	Discuss the political events, people, and ideas that influenced European politics, including Napoleon, Metternich, Marx, and Congress of Vienna.		
11 SS H 6.12.11	1700 to 1865	Describe achievements in European fine arts and literature.		
11 SS H 6.12.12	1700 to 1865	Describe the rise of national economies, the emergence of capitalism, and the free market economy.		
11 SS H 6.12.13	1700 to 1865	Explain issues, events, and the roles of key people related to the development of United States political institutions, including Washington's administration, the Marshall Court, judicial review, extension of suffrage, and political parties.		
11 SS H 6.12.14	1700 to 1865	Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts; territorial, trade, and shipping issues with Great Britain; War of 1812; the creation of a national transportation system; Monroe Doctrine; and growth and impact of immigration.		
11 SS H 6.12.15	1700 to 1865	Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including education reform, prison and mental health reform, religious revival, Utopian movement, and women's rights.		
11 SS H 6.12.16	1700 to 1865	Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including Stephen Foster, Nathaniel Hawthorne, Hudson River School of Art, and Henry David Thoreau.		
11 SS H 6.12.17	1700 to 1865	Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including Louisiana Purchase, removal of the Eastern tribes, Oregon and California Trails, Mexican War and Mexican War acquisitions, California gold rush, and Homestead Act.		
11 SS H 6.12.20	1700 to 1865	Explain abolitionism and describe the importance of abolitionists and slave revolts, including John Brown, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, and Nat Turner.		
11 SS H 6.12.21	1700 to 1865	Describe the causes, key people, events, and outcome of the Civil War, including states' rights and slavery; election of 1860; Frederick Douglass/African American troops; President Lincoln; Emancipation Proclamation; Antietam, Vicksburg, and Gettysburg; Gettysburg Address; and Generals Grant and Lee.		
11 SS H 7.12.1	1860 to 1920	Summarize the successes and failures of the Reconstruction period.		
11 SS H 7.12.2	1860 to 1920	Describe the key people and significant issues concerning African American rights, including Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow Laws, Plessy v. Ferguson, W.E.B. DuBois and the NAACP, and Ida B. Wells and the NACW.		
11 SS H 7.12.3	1860 to 1920	Describe federal policy toward Native Americans including Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, Indian Citizenship Act of 1924, Plains Wars, and reservation system.		
11 SS H 7.12.5	1860 to 1920	Describe the role of farming, railroads, and mining in the settlement of the West.		
11 SS H 7.12.6	1860 to 1920	Describe the causes, issues, and effects of the Populist Movement.		
11 SS H 7.12.7	1860 to 1920	Describe the effect of industrial technology innovations and urbanization on United States social and economic development.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS H 7.12.8	1860 to 1920	Describe the development of corporate capitalism, including J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.		
11 SS H 7.12.9	1860 to 1920	Explain the motivations for groups coming to the United States and describe their contributions to United States society.		
11 SS H 7.12.10	1860 to 1920	Describe nativism and explain the response to immigration into the United States.		
11 SS H 7.12.11	1860 to 1920	Explain the origins and issues involved in the labor movement.		
11 SS H 7.12.12	1860 to 1920	Describe the development and impact of the Progressive Movement, including government reform, Prohibition, and "trust busting."		
11 SS H 7.12.13	1860 to 1920	Describe the development of the women's suffrage movement and the passage of the 19th Amendment.		
11 SS H 7.12.14	1860 to 1920	Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including Alaska, Hawaii, Open Door Policy, Spanish-American War, Panama Canal, T. Roosevelt's foreign policy, and Dollar Diplomacy.		
11 SS H 7.12.15	1860 to 1920	Explain the causes and effects of the Mexican Revolution of 1911.		
11 SS H 7.12.16	1860 to 1920	Discuss the causes, characteristics, and consequences of European and Japanese expansion.		
11 SS H 7.12.17	1860 to 1920	Describe the causes, course, character, and effects of World War I, including imperialism, arms race and alliances, nationalism, weapons/tactics, Fourteen Points, and Treaty of Versailles.		
11 SS H 7.12.18	1860 to 1920	Describe the causes and effects of the Russian Revolution, including Romanovs, Lenin, Bolsheviks, and Russian Civil War.		
11 SS H 7.12.20	1860 to 1920	Explain how fine arts, literature, and leisure activities were a reflection of the time.		
11 SS H 8.12.1	1920 to 1945	Describe the rise of totalitarian societies in Europe, Asia, and Latin America.		
11 SS H 8.12.2	1920 to 1945	Discuss the effects on society of new technologies of this era, including communication, transportation, and manufacturing.		
11 SS H 8.12.3	1920 to 1945	Describe social tensions in the postwar era, including radical politics, immigration restrictions, religious fundamentalism, and racism.		
11 SS H 8.12.4	1920 to 1945	Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society.		
11 SS H 8.12.5	1920 to 1945	Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions.		
11 SS H 8.12.6	1920 to 1945	Describe the causes, course, character, and effects of World War II, including legacy of World War I; campaigns and strategies; atomic bomb; significant military, political, and scientific leaders; the Big Four; United Nations; United States changing world status; and war crimes trials.		
11 SS H 8.12.7	1920 to 1945	Describe the causes, course, and effects of the Holocaust, including "Aryan supremacy," Nuremberg Laws, Kristallnacht, "Final Solution," concentration and death camps, and creation of Israel.		
11 SS H 8.12.8	1920 to 1945	Explain the effects of World War II on the home front in the United States, including internment camps, technologies, economic developments, propaganda, women/minority contributions, and GI Bill.		
11 SS H 9.12.1	1945 to 1990	Describe the causes and effects of the Cold War, including Europe (Marshall Plan, Berlin, and NATO), Middle East (Egypt, Israel, and Afghanistan), Asia (Japan, China, Korea, and Vietnam), and the Americas (Cuba and the United States).		
11 SS H 9.12.2	1945 to 1990	Describe the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
11 SS H 9.12.3	1945 to 1990	Describe the cause, course, and character of the Korean War, including United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, and 38th Parallel.		
11 SS H 9.12.4	1945 to 1990	Explain how and why African and Asian peoples achieved independence from colonial rule.		
11 SS H 9.12.5	1945 to 1990	Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.		
11 SS H 9.12.6	1945 to 1990	Describe the causes and effects of changing demographics and developing suburbanization in the United States.		
11 SS H 9.12.8	1945 to 1990	Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, Americans with Disabilities Act, and Civil Rights Act of 1964.		
11 SS H 9.12.9	1945 to 1990	Describe the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem, Gulf of Tonkin Resolution, draft and lottery, Tet Offensive, antiwar movement, Paris Peace Accord, and POWs and MIAs.		

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11 SS H 9.12.10	1945 to 1990	Describe the changes in United States political culture, including the role of the media, the role of women and minorities, Watergate, Iranian hostage crisis, Iran-Contra affair, and Grenada and Panama.		
11 SS H 9.12.11	1945 to 1990	Describe how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, "Star Wars," solidarity, and glasnost.		
11 SS H 9.12.12	1945 to 1990	Describe the geopolitical changes in the world due to the disintegration of the USSR.		
11 SS H 9.12.14	1945 to 1990	Summarize the influence of art, music, literature, and the media on United States society.		
11 SS H 10.12.1	1990 to Present	Identify and explain the implications of scientific and technological achievements, including personal computers, Internet, satellites, and biotechnology.		
11 SS H 10.12.2	1990 to Present	Describe the regional and global effects of political and economic alliances.		
11 SS H 10.12.3	1990 to Present	Describe how global issues affect nations differently, including human rights, the environment, world and U.S. regional conflicts, and medical concerns.		
11 SS H 10.12.4	1990 to Present	Explain the causes and effects of the Persian Gulf War, including Kuwait invasion, world oil supply, and changing alliances.		
11 SS H 10.12.5	1990 to Present	Describe the changing political climate in the United States, including: the role of the media, and the Clinton impeachment.		
11 SS H 10.12.6	1990 to Present	Explain how literature, music, and the visual arts are reflections of the time.		

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11S1	<b>CIVICS</b>		
11S1.1	Explain the concept of the rule of law in the establishment of the US Constitution		
11S1.2	Identify and explain changes in the interpretation and application of the US Constitution		
11S1.3	Explain the system of checks and balances in the design of the US Constitution		
11S1.4	Describe the trial process including the selection and responsibilities of jurors		
11S1.5	List the ways the Supreme court determines policy, including: judicial review, interpreting laws, overruling or revising its previous decisions		
11S1.6	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments		
11S1.7	Analyze the role that television and other media play in the process of political persuasion		
11S1.8	Identify propaganda and persuasion in political advertising and literature		
11S1.9	Explain symbols and documents of a nation and how they represent its identity		
11S1.10	Describe the unique role of tribal governments within the United States		
11S1.11	Identify and analyze the effectiveness of US foreign policy in dealing with international problems and concerns including: diplomacy, economic policy, humanitarian aid, military intervention		
11S2	<b>ECONOMICS</b>		
11S2.1	Examine decisions made by individuals, businesses, and government by comparing the marginal benefits and marginal costs		
11S2.2	Using real Gross Domestic Product per capita as a measure of the standard of living, describe how living standards have changed over time		
11S2.3	Explain and give examples of the costs of unemployment to the economy as a whole (e.g., lost income, lost tax revenue, and additional welfare burdens)		
11S2.4	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing		
11S2.5	Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services		
11S2.6	Use the concept of price elasticity to analyze how buyers and sellers might adjust their purchase and sales decisions in response to price changes		
11S2.7	Discuss how labor unions affect employees and employers		
11S2.8	Identify current or historical mergers, buyouts, and acquisitions		
11S2.9	Explain how the Federal Reserve influences bank loan activity using the reserve requirement, discount rate, and open market operations		
11S2.10	Compare the benefits and costs of allocating resources through markets or government		
11S2.11	Use the multiplier concept to explain why an initial change in spending (by consumers, firms, or governments) can result in a larger change in national income		
11S2.12	Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies		
11S2.13	Explain why government intervenes in markets in response to externalities		
11S2.14	Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation)		
11S2.15	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries		
11S3	<b>GEOGRAPHY</b>		
11S3.1	Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information		
11S3.2	Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations		
11S3.3	Select appropriate maps, map projections, and other representations to analyze and interpret geographic information		
11S3.4	Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features		
11S3.5	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions		
11S3.6	Analyze selected historical issues and questions using the geographic concept of regions		
11S3.7	Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the US and the world		
11S3.8	Propose solutions to environmental problems using the concept of ecosystems		
11S3.9	Analyze how history has been affected by the movement of people, goods, and ideas		
11S3.10	Analyze how location and distance connect and influence economic systems at local, national, and international levels		
11S3.11	Relate the level of economic development to the quality of life in developing and developed countries		
11S3.12	Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity		
11S3.13	Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources		
11S3.14	Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events		
11S4	<b>HISTORY</b>		
11S4.1	Analyze and develop a position on a current event		
11S4.2	Frame and evaluate historical questions from multiple viewpoints		
11S4.3	Describe technological innovations of early agricultural societies, including: development of agriculture, domestication of animals, development of permanent communities		
11S4.4	Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including: Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, Rome		
11S4.5	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions		
11S4.6	Examine the impact of technological, mathematical, and artistic developments of the Renaissance		
11S4.7	Analyze interactions among Native Americans, Europeans, and Africans		
11S4.8	Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs		
11S4.9	Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas		
11S4.10	Describe the causes and effects of wars with Europeans, including the French and Indian War		



Identifier	Lander - Grade 11 - Social Studies	Introduced	Completed
11S4.11	Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans		
11S4.12	Describe the issues involved in the ratification of the Constitution, including: main ideas of <i>The Federalist Papers</i> , main ideas of the Anti-Federalists, the Bill of Rights		
11S4.13	Describe the influence of the American Revolution on Europe and the Americas		
11S4.14	Describe the rise of national economies, the emergence of capitalism, and the freemarket economy		
11S4.15	Describe the causes, key people, events, and outcome of the Civil War, including: states' rights and slavery, election of 1860, Frederick Douglass/African American troops, President Lincoln, Emancipation Proclamation, Antietam, Vicksburg, Gettysburg, Gettysburg Address, Generals Grant and Lee		
11S4.16	Describe the key people and significant issues concerning African American rights, including: Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow Laws, Plessy v. Ferguson, W.E.B. DuBois and the NAACP, Ida B. Wells and the NACW		
11S4.17	Describe effects of industrialization and new technologies on the transformation of the United States, including: steel industry, mass production, mechanized assembly line, communication		
11S4.18	Describe nativism and explain the response to immigration into the United States		
11S4.19	Describe the development and impact of the Progressive Movement, including: government reform, Prohibition, "trust busting"		
11S4.20	Describe the causes, course, character and effects of World War I, including: imperialism, arms race and alliances, nationalism, weapons/tactics, Fourteen Points, Treaty of Versailles		
11S4.21	Explain how fine arts, literature, and leisure activities were a reflection of the time		
11S4.22	Discuss the effects on society of new technologies of this between wars era, including: communication, transportation, manufacturing		
11S4.23	Describe the causes, course, character, and effects of World War II, including: legacy of WW I, campaigns and strategies, atomic bomb, significant military, political, and scientific leaders, the Big Four, United Nations, United States changing world status, war crimes trials		
11S4.24	Describe the causes, course, and effects of the Holocaust, including: "Aryan supremacy," Nuremberg Laws, Kristallnacht, "Final Solution," concentration and death camps, creation of Israel		
11S4.25	Describe the causes and effects of the Cold War, Including: Marshall Plan, Berlin, NATO, Egypt, Israel, Afghanistan, Japan, China, Korea, Vietnam, Cuba, United States		
11S4.26	Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics		
11S4.27	Describe the causes, course, character, and effects of the Vietnam war, including: Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem, Gulf of Tonkin Resolution, draft and lottery, Tet Offensive, anti-war movement, Paris Peace Accord, POWs and MIAs		
11S4.28	Describe how international policies contributed to the end of the Cold War, including: recognition of China, détente, disarmament treaties, "Star Wars," solidarity, glasnost		
11S4.29	Describe how global issues affect nations differently, including: human rights, the environment, world and US regional conflicts, medical concerns		
11S4.30	Describe the regional and global effects of political and economic alliances		

Identifier	Nevada - Grade 12 - Social Studies		Introduced	Completed
12 SS C	<b>CIVICS</b>			
12 SS C 1.12.1	Rules and Law	Explain the concept of the rule of law in the establishment of the U.S. Constitution.		
12 SS C 1.12.2	Rules and Law	Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.		
12 SS C 1.12.3	Rules and Law	Describe the historic influences on early U.S. documents, such as Greek law, Magna Carta, and Iroquois League.		
12 SS C 1.12.4	Rules and Law	Analyze the role of citizen participation in U.S. civic life.		
12 SS C 1.12.5	Rules and Law	Identify and explain changes in the interpretation and application of the U.S. Constitution.		
12 SS C 2.12.1	US Government	Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.		
12 SS C 2.12.2	US Government	Describe the creation of laws through the legislative process.		
12 SS C 2.12.3	US Government	Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.		
12 SS C 2.12.4	US Government	Describe the duties of the executive branch, including cabinet/departments, regulatory commissions, and White House staff.		
12 SS C 2.12.5	US Government	Describe the jurisdiction of the federal court system and the power of judicial review.		
12 SS C 2.12.6	US Government	Explain the importance of the jury process in a democratic society.		
12 SS C 2.12.7	US Government	Analyze the effectiveness of checks and balances in maintaining the equal division of power.		
12 SS C 3.12.1	National and State Government	Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers).		
12 SS C 3.12.2	National and State Government	Provide contemporary example of federalism.		
12 SS C 3.12.3	National and State Government	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.		
12 SS C 4.12.1	Political Process	Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.		
12 SS C 4.12.2	Political Process	Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.		
12 SS C 4.12.3	Political Process	Evaluate the significance of interest groups in the political process of a democratic society.		
12 SS C 4.12.4	Political Process	Analyze the role that television and other media play in the process of political persuasion.		
12 SS C 4.12.5	Political Process	Evaluate propaganda in both historic and current political communication.		
12 SS C 4.12.6	Political Process	Describe the process by which public policy is formed and carried out.		
12 SS C 5.12.1	Citizenship	Examine the rights of citizens and how these rights may be restricted.		
12 SS C 5.12.2	Citizenship	Examine the responsibilities of U.S. citizens.		
12 SS C 5.12.3	Citizenship	Explain symbols and documents of a nation and how they represent its identity.		
12 SS C 5.12.4	Citizenship	Describe the development of the Bill of Rights and provide a contemporary application.		
12 SS C 5.12.5	Citizenship	Analyze the United States Constitution and its amendments in protecting individual rights, including the 14th Amendment's provisions for due process and equal protection.		
12 SS C 5.12.6	Citizenship	Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.		
12 SS C 5.12.7	Citizenship	Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including Brown v. Board of Education of Topeka, Gideon v. Wainwright, Miranda v. Arizona, and Tinker v. Des Moines Independent Community School District.		
12 SS C 6.12.1	State and Local Government	Explain the structure and function of state and local governments.		
12 SS C 6.12.2	State and Local Government	Describe the unique role of tribal governments within the United States.		
12 SS C 6.12.3	State and Local Government	Compare and contrast the structure of the Nevada and United States Constitutions.		
12 SS C 6.12.4	State and Local Government	Describe the differences between the local, state, and federal court systems.		
12 SS C 7.12.1	Political and Economic Systems	Summarize and evaluate the significant characteristics of the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.		
12 SS C 7.12.2	Political and Economic Systems	Define and analyze the major economic systems of the world, including capitalism, mixed economy, socialism, and command economy.		
12 SS C 8.12.1	International Relations	Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.		
12 SS C 8.12.2	International Relations	Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including diplomacy, economic policy, humanitarian aid, and military intervention.		
12 SS C 8.12.3	International Relations	Critique the role of international organizations, such as the United Nations and nongovernmental organizations, in world affairs.		
12 SS E	<b>ECONOMICS</b>			

Identifier	Nevada - Grade 12 - Social Studies		Introduced	Completed
12 SS E 1.12.1	Economic Way of Thinking	Explain why choices and their costs may differ across individuals and societies.		
12 SS E 1.12.2	Economic Way of Thinking	Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the choices made by consumers, producers, and savers.		
12 SS E 1.12.3	Economic Way of Thinking	Examine decisions made by individuals, businesses, and government by comparing the marginal benefits and marginal costs.		
12 SS E 1.12.4	Economic Way of Thinking	Give examples of and evaluate the effectiveness of incentive systems used by parents, teachers, and employers.		
12 SS E 2.12.1	Measuring US Economic Performance	Explain the difference between nominal GDP and real GDP.		
12 SS E 2.12.2	Measuring US Economic Performance	Using real GDP per capita as a measure of the standard of living, describe how living standards have changed over time.		
12 SS E 2.12.3	Measuring US Economic Performance	Using the change in real GDP, examine the U.S. economy over time, identifying recessions and high and low rates of growth.		
12 SS E 2.12.4	Measuring US Economic Performance	Using a price index to measure inflation, identify when the U.S. economy has experienced high and low rates of inflation and discuss their effects.		
12 SS E 2.12.5	Measuring US Economic Performance	Use various price indexes to determine how the prices of different types of goods and services have changed.		
12 SS E 2.12.6	Measuring US Economic Performance	Explain and give examples of the costs of unemployment to the economy as a whole (e.g., lost income, lost tax revenue, and additional welfare burdens).		
12 SS E 2.12.7	Measuring US Economic Performance	Compare the unemployment rates for groups of people who differ by age, gender, ethnic origin, occupation, and educational attainment.		
12 SS E 2.12.8	Measuring US Economic Performance	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing.		
12 SS E 2.12.9	Measuring US Economic Performance	Demonstrate knowledge of when interest rate levels have experienced relative highs and relative lows throughout U.S. history and discuss their effects.		
12 SS E 2.12.10	Measuring US Economic Performance	Characterize career paths according to the rates of growth and employment.		
12 SS E 2.12.11	Measuring US Economic Performance	Explain ways a high interest rate could be detrimental or beneficial.		
12 SS E 2.12.12	Measuring US Economic Performance	Evaluate saving and borrowing options in terms of interest and compare long- and short-term costs and benefits.		
12 SS E 3.12.1	Functioning of Markets	Demonstrate an understanding that all voluntary trade, by definition, benefits both parties.		
12 SS E 3.12.2	Functioning of Markets	Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services.		
12 SS E 3.12.3	Functioning of Markets	Use the concept of price elasticity to analyze how buyers and sellers might adjust their purchase and sales decisions in response to price changes.		
12 SS E 3.12.4	Functioning of Markets	Discuss the effects of price controls (price ceilings and price floors) (e.g., minimum wage, rent control).		
12 SS E 3.12.5	Functioning of Markets	Use supply and demand to explain how interest rates are determined.		
12 SS E 3.12.6	Functioning of Markets	Analyze and predict instances in which people pay high and low interest rates (e.g., car loans and credit cards).		
12 SS E 3.12.7	Functioning of Markets	Analyze family spending decisions, drawing conclusions about the desirability of making substitutions, given the relative prices of various substitutes.		
12 SS E 4.12.1	Private US Economic Institutions	Analyze the roles of financial institutions in creating credit.		
12 SS E 4.12.2	Private US Economic Institutions	Discuss how labor unions affect employees and employers.		
12 SS E 4.12.3	Private US Economic Institutions	Identify current or historical mergers, buyouts, and acquisitions.		
12 SS E 4.12.4	Private US Economic Institutions	Explain how the services of not-for-profit organizations impact other economic institutions.		
12 SS E 4.12.5	Private US Economic Institutions	Compare and contrast the services offered by financial institutions, evaluating their usefulness to borrowers and lenders.		
12 SS E 4.12.6	Private US Economic Institutions	Compare and contrast careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
12 SS E 5.12.1	Money	Explain the three functions of money: medium of exchange, store of value, unit of account.		
12 SS E 5.12.2	Money	Explain why the money supply increases when banks make loans.		
12 SS E 5.12.3	Money	Explain how the Federal Reserve influences bank loan activity using the reserve requirement, discount rate, and open market operations.		
12 SS E 5.12.4	Money	Describe the nation's current money supply measures, including M1 and M2.		
12 SS E 5.12.5	Money	Explain what a credit rating is and how it affects access to money.		
12 SS E 6.12.1	US Economy as a Whole	Compare the benefits and costs of allocating resources through markets or government.		
12 SS E 6.12.2	US Economy as a Whole	Discuss how an economy determines what goods and services will be produced, how they will be produced, and who will receive them.		
12 SS E 6.12.3	US Economy as a Whole	Analyze the potential production of goods and services for a nation as determined by its resources and technology.		
12 SS E 6.12.4	US Economy as a Whole	Use the multiplier concept to explain why an initial change in spending (by consumers, firms, or governments) can result in a larger change in national income.		

Identifier	Nevada - Grade 12 - Social Studies		Introduced	Completed
12 SS E 6.12.5	US Economy as a Whole	Make connections between the nation's unemployment rate and changes in seasons, changes in an industry, and changes in demographics.		
12 SS E 6.12.6	US Economy as a Whole	Explain how and why changes in product demand can affect the price of the product, which in turn can affect the wages paid to a worker.		
12 SS E 6.12.7	US Economy as a Whole	Assess the attractiveness of career paths of interest and how they might be affected by changes in the national economy.		
12 SS E 7.12.1	Evolving Economy	Describe the past, present, and future role of investment in enhancing economic growth and raising living standards.		
12 SS E 7.12.2	Evolving Economy	Identify the benefits and the costs of investing in new physical capital and human capital.		
12 SS E 7.12.3	Evolving Economy	Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies.		
12 SS E 7.12.4	Evolving Economy	Discuss how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits.		
12 SS E 7.12.5	Evolving Economy	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living.		
12 SS E 7.12.6	Evolving Economy	Discuss the pros and cons of specialization and interdependence.		
12 SS E 7.12.7	Evolving Economy	Explain why top performers in any field are specialists.		
12 SS E 8.12.1	Role of Government in a Market Economy	Explain why government provides public goods rather than allowing the market to provide them.		
12 SS E 8.12.2	Role of Government in a Market Economy	Explain why government intervenes in markets in response to externalities.		
12 SS E 8.12.3	Role of Government in a Market Economy	Discuss whether redistributing income is an appropriate role of government.		
12 SS E 8.12.4	Role of Government in a Market Economy	Demonstrate an understanding that government must define, establish, and enforce property rights in order for markets to function.		
12 SS E 8.12.5	Role of Government in a Market Economy	Explain why it is possible that a government decision may impose costs on many, but only benefit a few.		
12 SS E 8.12.6	Role of Government in a Market Economy	Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation).		
12 SS E 8.12.7	Role of Government in a Market Economy	Give examples of mandates that increase prices of goods and services in Nevada.		
12 SS E 9.12.1	International Economy	Analyze the pros and cons of foreign trade, comparing free trade with restricted trade.		
12 SS E 9.12.2	International Economy	Describe how foreign economic events can impact the U.S. economy.		
12 SS E 9.12.3	International Economy	Describe some characteristics of non-U.S. economies that affect international trade.		
12 SS E 9.12.4	International Economy	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries.		
12 SS E 9.12.5	International Economy	Draw conclusions about how the prices of goods you purchase would change if imports were restricted.		
12 SS E 9.12.6	International Economy	Discuss how potential career paths could be affected by changes in foreign demand for U.S. products.		
12 SS G	<b>GEOGRAPHY</b>			
12 SS GS.12.1	Geographic Skills	Plan and organize a geographic research project by asking appropriate geographic questions.		
12 SS GS.12.2	Geographic Skills	Locate and acquire a variety of primary and secondary information sources and assess the value of each.		
12 SS GS.12.3	Geographic Skills	Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		
12 SS GS.12.4	Geographic Skills	Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.		
12 SS GS.12.5	Geographic Skills	Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.		
12 SS G 1.12.1	World in Spatial Terms	Use a variety of complex maps to acquire geographic information (e.g., topographic, population, and land use).		
12 SS G 1.12.2	World in Spatial Terms	Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.		
12 SS G 1.12.3	World in Spatial Terms	Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.		
12 SS G 1.12.4	World in Spatial Terms	Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.		
12 SS G 1.12.5	World in Spatial Terms	Analyze maps for similarities and differences in purpose, accuracy, content, and design.		
12 SS G 1.12.6	World in Spatial Terms	Apply concepts and models of spatial organization to make decisions about geographic information.		
12 SS G 2.12.1	Places and Regions	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.		
12 SS G 2.12.2	Places and Regions	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.		
12 SS G 2.12.3	Places and Regions	Compare and contrast the characteristics of places and regions from different points of view.		
12 SS G 2.12.4	Places and Regions	Determine how technology affects the way cultural groups perceive and use places and regions.		

Identifier	Nevada - Grade 12 - Social Studies		Introduced	Completed
12 SS G 2.12.5	Places and Regions	Analyze selected historical issues and questions using the geographic concept of regions.		
12 SS G 2.12.6	Places and Regions	Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.		
12 SS G 2.12.7	Places and Regions	Apply the concept of region to organize and study a geographic issue.		
12 SS G 3.12.1	Physical Systems	Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the U.S. and the world.		
12 SS G 3.12.2	Physical Systems	Describe the causes and consequences of natural hazards that shape features and patterns on Earth.		
12 SS G 3.12.3	Physical Systems	Analyze the effects of physical and human forces on interdependence within ecosystems.		
12 SS G 3.12.4	Physical Systems	Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface.		
12 SS G 3.12.5	Physical Systems	Propose solutions to environmental problems using the concept of ecosystems.		
12 SS G 4.12.1	Human Systems	Analyze demographic trends in world population.		
12 SS G 4.12.2	Human Systems	Evaluate the impact of migration and settlement on physical and human systems.		
12 SS G 4.12.3	Human Systems	Analyze how history has been affected by the movement of people, goods, and ideas.		
12 SS G 4.12.4	Human Systems	Compare the characteristics and patterns of migration and settlement in developing and developed countries.		
12 SS G 4.12.5	Human Systems	Analyze how location and distance connect and influence economic systems at local, national, and international levels.		
12 SS G 4.12.6	Human Systems	Analyze and evaluate international economic issues from a spatial perspective.		
12 SS G 4.12.7	Human Systems	Relate the level of economic development to the quality of life in developing and developed countries.		
12 SS G 4.12.8	Human Systems	Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.		
12 SS G 4.12.9	Human Systems	Analyze how different cultures, points of view, and self-interests influence conflict and cooperation over territory and resources.		
12 SS G 4.12.10	Human Systems	Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.		
12 SS G 5.12.1	Environment and Society	Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.		
12 SS G 5.12.2	Environment and Society	Evaluate strategies to respond to constraints placed on human systems by the physical environment.		
12 SS G 5.12.3	Environment and Society	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.		
12 SS G 5.12.4	Environment and Society	Develop possible responses to changes caused by human modification of the physical environment.		
12 SS G 5.12.5	Environment and Society	Analyze human perception of and response to natural hazards.		
12 SS G 5.12.6	Environment and Society	Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.		
12 SS G 5.12.7	Environment and Society	Develop policies for the use and management of Earth's resources that consider the various interests involved.		
12 SS G 6.12.1	Geographic Applications	Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.		
12 SS G 6.12.2	Geographic Applications	Relate current events to the physical features and human characteristics of places and regions.		
12 SS G 6.12.3	Geographic Applications	Evaluate a contemporary issue using geographic knowledge, skills, and perspectives.		
12 SS G 6.12.4	Geographic Applications	Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.		
12 SS H	<b>HISTORY</b>			
12 SS H 1.12.1	Chronology	Analyze and develop a position on a current event.		
12 SS H 1.12.2	Chronology	Explain the sequence and relationship of events on tiered time lines.		
12 SS H 2.12.1	History Skills	Frame and evaluate historical questions from multiple viewpoints.		
12 SS H 2.12.2	History Skills	Integrate, analyze, and organize historical information from a variety of sources.		
12 SS H 2.12.3	History Skills	Analyze and interpret historical content from informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
12 SS H 3.12.1	Prehistory to 400 CE	Identify and describe the characteristics of preagricultural societies.		
12 SS H 3.12.2	Prehistory to 400 CE	Describe technological innovations of early agricultural societies, including development of agriculture, domestication of animals, and development of permanent communities.		
12 SS H 3.12.3	Prehistory to 400 CE	Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.		
12 SS H 3.12.4	Prehistory to 400 CE	Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.		

Identifier	Nevada - Grade 12 - Social Studies		Introduced	Completed
12 SS H 4.12.1	1 CE to 1400	Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.		
12 SS H 4.12.2	1 CE to 1400	Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including contributions, geography, political systems, religion, and social structure.		
12 SS H 4.12.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
12 SS H 4.12.4	1 CE to 1400	Describe the characteristics of European feudalism.		
12 SS H 4.12.5	1 CE to 1400	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions.		
12 SS H 5.12.1	1200 to 1750	Examine the impact of technological, mathematical, and artistic developments of the Renaissance.		
12 SS H 5.12.2	1200 to 1750	Explain the development of European hereditary monarchies and their effects on centralized government, commerce and trade, and religion.		
12 SS H 5.12.3	1200 to 1750	Explain the causes of the Reformation and its effects in Europe and the Americas.		
12 SS H 5.12.4	1200 to 1750	Identify the influence of the Enlightenment on the Western world, including fine arts, government, literature, philosophy, and science.		
12 SS H 5.12.6	1200 to 1750	Compare common elements of Native North American societies, including communication, economic systems, housing, political systems, social systems, and traditions.		
12 SS H 5.12.7	1200 to 1750	Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration.		
12 SS H 5.12.8	1200 to 1750	Analyze interactions among Native Americans, Europeans, and Africans.		
12 SS H 5.12.9	1200 to 1750	Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions.		
12 SS H 5.12.10	1200 to 1750	Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.		
12 SS H 5.12.11	1200 to 1750	Compare and contrast life in the New England, Middle, and Southern colonies.		
12 SS H 5.12.12	1200 to 1750	Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.		
12 SS H 5.12.13	1200 to 1750	Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations.		
12 SS H 5.12.14	1200 to 1750	Describe how Islamic empires were a link between Africa, Europe, and Asia.		
12 SS H 6.12.1	1700 to 1865	Explain the causes and results of the Industrial Revolution.		
12 SS H 6.12.2	1700 to 1865	Describe the causes and effects of wars with Europeans, including the French and Indian War.		
12 SS H 6.12.3	1700 to 1865	Explain the political and economic causes and effects of the American Revolution.		
12 SS H 6.12.4	1700 to 1865	Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States.		
12 SS H 6.12.5	1700 to 1865	Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans.		
12 SS H 6.12.6	1700 to 1865	Explain the issues of the Confederation period, including war debts and finance, western land, trade, and taxation.		
12 SS H 6.12.7	1700 to 1865	Describe the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.		
12 SS H 6.12.8	1700 to 1865	Describe the issues involved in the ratification of the Constitution, including main ideas of the Federalist Papers, main ideas of the Anti-Federalists, and the Bill of Rights.		
12 SS H 6.12.9	1700 to 1865	Describe the influence of the American Revolution on Europe and the Americas.		
12 SS H 6.12.10	1700 to 1865	Discuss the political events, people, and ideas that influenced European politics, including Napoleon, Metternich, Marx, and Congress of Vienna.		
12 SS H 6.12.11	1700 to 1865	Describe achievements in European fine arts and literature.		
12 SS H 6.12.12	1700 to 1865	Describe the rise of national economies, the emergence of capitalism, and the free market economy.		
12 SS H 6.12.13	1700 to 1865	Explain issues, events, and the roles of key people related to the development of United States political institutions, including Washington's administration, the Marshall Court, judicial review, extension of suffrage, and political parties.		
12 SS H 6.12.14	1700 to 1865	Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts; territorial, trade, and shipping issues with Great Britain; War of 1812; the creation of a national transportation system; Monroe Doctrine; and growth and impact of immigration.		
12 SS H 6.12.15	1700 to 1865	Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including education reform, prison and mental health reform, religious revival, Utopian movement, and women's rights.		
12 SS H 6.12.16	1700 to 1865	Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including Stephen Foster, Nathaniel Hawthorne, Hudson River School of Art, and Henry David Thoreau.		
12 SS H 6.12.17	1700 to 1865	Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including Louisiana Purchase, removal of the Eastern tribes, Oregon and California Trails, Mexican War and Mexican War acquisitions, California gold rush, and Homestead Act.		

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12 SS H 6.12.20	1700 to 1865	Explain abolitionism and describe the importance of abolitionists and slave revolts, including John Brown, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, and Nat Turner.		
12 SS H 6.12.21	1700 to 1865	Describe the causes, key people, events, and outcome of the Civil War, including states' rights and slavery; election of 1860; Frederick Douglass/African American troops; President Lincoln; Emancipation Proclamation; Antietam, Vicksburg, and Gettysburg; Gettysburg Address; and Generals Grant and Lee.		
12 SS H 7.12.1	1860 to 1920	Summarize the successes and failures of the Reconstruction period.		
12 SS H 7.12.2	1860 to 1920	Describe the key people and significant issues concerning African American rights, including Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow Laws, Plessy v. Ferguson, W.E.B. DuBois and the NAACP, and Ida B. Wells and the NACW.		
12 SS H 7.12.3	1860 to 1920	Describe federal policy toward Native Americans including Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, Indian Citizenship Act of 1924, Plains Wars, and reservation system.		
12 SS H 7.12.5	1860 to 1920	Describe the role of farming, railroads, and mining in the settlement of the West.		
12 SS H 7.12.6	1860 to 1920	Describe the causes, issues, and effects of the Populist Movement.		
12 SS H 7.12.7	1860 to 1920	Describe the effect of industrial technology innovations and urbanization on United States social and economic development.		
12 SS H 7.12.8	1860 to 1920	Describe the development of corporate capitalism, including J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.		
12 SS H 7.12.9	1860 to 1920	Explain the motivations for groups coming to the United States and describe their contributions to United States society.		
12 SS H 7.12.10	1860 to 1920	Describe nativism and explain the response to immigration into the United States.		
12 SS H 7.12.11	1860 to 1920	Explain the origins and issues involved in the labor movement.		
12 SS H 7.12.12	1860 to 1920	Describe the development and impact of the Progressive Movement, including government reform, Prohibition, and "trust busting."		
12 SS H 7.12.13	1860 to 1920	Describe the development of the women's suffrage movement and the passage of the 19th Amendment.		
12 SS H 7.12.14	1860 to 1920	Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including Alaska, Hawaii, Open Door Policy, Spanish-American War, Panama Canal, T. Roosevelt's foreign policy, and Dollar Diplomacy.		
12 SS H 7.12.15	1860 to 1920	Explain the causes and effects of the Mexican Revolution of 1911.		
12 SS H 7.12.16	1860 to 1920	Discuss the causes, characteristics, and consequences of European and Japanese expansion.		
12 SS H 7.12.17	1860 to 1920	Describe the causes, course, character, and effects of World War I, including imperialism, arms race and alliances, nationalism, weapons/tactics, Fourteen Points, and Treaty of Versailles.		
12 SS H 7.12.18	1860 to 1920	Describe the causes and effects of the Russian Revolution, including Romanovs, Lenin, Bolsheviks, and Russian Civil War.		
12 SS H 7.12.20	1860 to 1920	Explain how fine arts, literature, and leisure activities were a reflection of the time.		
12 SS H 8.12.1	1920 to 1945	Describe the rise of totalitarian societies in Europe, Asia, and Latin America.		
12 SS H 8.12.2	1920 to 1945	Discuss the effects on society of new technologies of this era, including communication, transportation, and manufacturing.		
12 SS H 8.12.3	1920 to 1945	Describe social tensions in the postwar era, including radical politics, immigration restrictions, religious fundamentalism, and racism.		
12 SS H 8.12.4	1920 to 1945	Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society.		
12 SS H 8.12.5	1920 to 1945	Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions.		
12 SS H 8.12.6	1920 to 1945	Describe the causes, course, character, and effects of World War II, including legacy of World War I; campaigns and strategies; atomic bomb; significant military, political, and scientific leaders; the Big Four; United Nations; United States changing world status; and war crimes trials.		
12 SS H 8.12.7	1920 to 1945	Describe the causes, course, and effects of the Holocaust, including "Aryan supremacy," Nuremberg Laws, Kristallnacht, "Final Solution," concentration and death camps, and creation of Israel.		
12 SS H 8.12.8	1920 to 1945	Explain the effects of World War II on the home front in the United States, including internment camps, technologies, economic developments, propaganda, women/minority contributions, and GI Bill.		
12 SS H 9.12.1	1945 to 1990	Describe the causes and effects of the Cold War, including Europe (Marshall Plan, Berlin, and NATO), Middle East (Egypt, Israel, and Afghanistan), Asia (Japan, China, Korea, and Vietnam), and the Americas (Cuba and the United States).		
12 SS H 9.12.2	1945 to 1990	Describe the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
12 SS H 9.12.3	1945 to 1990	Describe the cause, course, and character of the Korean War, including United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, and 38th Parallel.		
12 SS H 9.12.4	1945 to 1990	Explain how and why African and Asian peoples achieved independence from colonial rule.		
12 SS H 9.12.5	1945 to 1990	Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.		

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12 SS H 9.12.6	1945 to 1990	Describe the causes and effects of changing demographics and developing suburbanization in the United States.		
12 SS H 9.12.8	1945 to 1990	Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, Americans with Disabilities Act, and Civil Rights Act of 1964.		
12 SS H 9.12.9	1945 to 1990	Describe the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem, Gulf of Tonkin Resolution, draft and lottery, Tet Offensive, antiwar movement, Paris Peace Accord, and POWs and MIAs.		
12 SS H 9.12.10	1945 to 1990	Describe the changes in United States political culture, including the role of the media, the role of women and minorities, Watergate, Iranian hostage crisis, Iran-Contra affair, and Grenada and Panama.		
12 SS H 9.12.11	1945 to 1990	Describe how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, "Star Wars," solidarity, and glasnost.		
12 SS H 9.12.12	1945 to 1990	Describe the geopolitical changes in the world due to the disintegration of the USSR.		
12 SS H 9.12.14	1945 to 1990	Summarize the influence of art, music, literature, and the media on United States society.		
12 SS H 10.12.1	1990 to Present	Identify and explain the implications of scientific and technological achievements, including personal computers, Internet, satellites, and biotechnology.		
12 SS H 10.12.2	1990 to Present	Describe the regional and global effects of political and economic alliances.		
12 SS H 10.12.3	1990 to Present	Describe how global issues affect nations differently, including human rights, the environment, world and U.S. regional conflicts, and medical concerns.		
12 SS H 10.12.4	1990 to Present	Explain the causes and effects of the Persian Gulf War, including Kuwait invasion, world oil supply, and changing alliances.		
12 SS H 10.12.5	1990 to Present	Describe the changing political climate in the United States, including: the role of the media, and the Clinton impeachment.		
12 SS H 10.12.6	1990 to Present	Explain how literature, music, and the visual arts are reflections of the time.		



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12S1	<b>CIVICS</b>		
12S1.1	Analyze the role of citizen participation in US civic life		
12S1.2	Analyze the effectiveness of checks and balances in maintaining the equal division of power		
12S1.3	Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers		
12S1.4	Explain the US Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers)		
12S1.5	Assess the processes by which leaders are selected in the US political system and analyze the role of the electoral college system in the election of the President		
12S1.6	Evaluate propaganda in both historic and current political communications		
12S1.7	Examine the rights of citizens and how these rights may be restricted		
12S1.8	Examine the responsibilities of US citizens		
12S1.9	Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for due process and equal protection		
12S1.10	Compare and contrast the structure of the Nevada and United States Constitutions		
12S1.11	Summarize and evaluate the significant characteristics of the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, parliamentary system, communism, socialism		
12S1.12	Analyze the conflict between US policies of isolationism versus intervention in world affairs		
12S2	<b>ECONOMICS</b>		
12S2.1	Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the choices made by consumers, producers, and savers		
12S2.2	Using the change in real Gross Domestic Product, examine the US economy over time, identifying recessions and high and low rates of growth		
12S2.3	Compare the unemployment rates for groups of people who differ by age, gender, ethnic origin, occupation, and educational attainment		
12S2.4	Demonstrate knowledge of when interest rate levels have experienced relative highs and relative lows throughout US History and discuss their effects		
12S2.5	Demonstrate an understanding that all voluntary trade, by definition, benefits both parties		
12S2.6	Discuss the effects of price controls (price ceilings and price floors) (e.g., minimum wage, rent control)		
12S2.7	Analyze the roles of financial institutions in creating credit		
12S2.8	Explain how the services of not-for-profit organizations impact other economic institutions		
12S2.9	Explain the three functions of money: medium of exchange, store of value, unit of account		
12S2.10	Analyze the potential production of goods and services for a nation as determined by its resources and technology		
12S2.11	Make connections between the nation's unemployment rate and changes in seasons, changes in an industry, and changes in demographics		
12S2.12	Discuss how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits		
12S2.13	Discuss the pros and cons of specialization and interdependence		
12S2.14	Discuss whether redistributing income is an appropriate role of government		
12S2.15	Demonstrate an understanding that government must define, establish, and enforce property rights in order for markets to function		
12S2.16	Analyze the pros and cons of foreign trade, comparing free trade with restricted trade		
12S3	<b>GEOGRAPHY</b>		
12S3.1	Plan and organize a geographic research project by asking appropriate geographic questions		
12S3.2	Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information		
12S3.3	Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems		
12S3.4	Analyze maps for similarities and differences in purpose, accuracy, content, and design		
12S3.5	Compare and contrast the characteristics of places and regions from different points of view		
12S3.6	Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes		
12S3.7	Analyze the effects of physical and human forces on interdependence within ecosystems		
12S3.8	Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface		
12S3.9	Evaluate the impact of migration and settlement on physical and human systems		
12S3.10	Compare the characteristics and patterns of migration and settlement in developing and developed countries		
12S3.11	Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations		
12S3.12	Evaluate strategies to respond to constraints placed on human systems by the physical environment		
12S3.13	Analyze human perception of and response to natural hazards		
12S3.14	Develop policies for the use and management of Earth's resources that consider the various interests involved		
12S3.15	Evaluate a contemporary issue using geographic knowledge, skills, and perspectives		
12S3.16	Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions		
12S4	<b>HISTORY</b>		
12S4.1	Integrate, analyze, and organize historical information from a variety of sources		
12S4.2	Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including: Africa, China, Greece, India, Mesopotamia, Rome		
12S4.3	Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including: African, Byzantine, Chinese, Indian, Japanese, Scandinavian		
12S4.4	Explain the causes of the Reformation and its effects in Europe and the Americas		
12S4.5	Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions		

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12S4.6	Explain the political and economic causes and effects of the American Revolution		
12S4.7	Explain the issues of the Confederation period, including: war debts and finance, western land, trade, taxation		
12S4.8	Discuss the political events, people, and ideas that influenced European politics, including: Napoleon, Metternich, Marx, Congress of Vienna		
12S4.9	Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including: development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts, territorial, trade, and shipping issues with Great Britain, War of 1812, the creation of a national transportation system, Monroe Doctrine, growth and impact of immigration		
12S4.10	Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including: Stephen Foster, Nathaniel Hawthorne, Hudson River School of Art, Henry David Thoreau		
12S4.11	Summarize the successes and failures of the Reconstruction period		
12S4.12	Describe the effect of industrial technology innovations and urbanization on United States social and economic development		
12S4.13	Explain the motivations for groups coming to the United States and describe their contributions to United States society		
12S4.14	Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including: Alaska, Hawaii, Open Door Policy, Spanish-American War, Panama Canal, T. Roosevelt's foreign policy, Dollar Diplomacy		
12S4.15	Describe the causes and effects of the Russian Revolution, including: Romanovs, Lenin, Bolsheviks, Russian Civil War		
12S4.16	Describe social tensions in the postwar era, including: radical politics, immigration restrictions, religious fundamentalism, racism		
12S4.17	Explain the effects of WW II on the homefront in the United States, including: internment camps, technologies, economic developments, propaganda, women/minority contributions, GI Bill		
12S4.18	Describe the effects of the Cold War on the United States, including: arms race and nuclear testing, McCarthyism, space race, Cuban Missile Crisis		
12S4.19	Describe the causes and effects of changing demographics and developing suburbanization in the United States		
12S4.20	Describe the changes in United States political culture, including: the role of the media, the role of women and minorities, Watergate, Iranian hostage crisis, Iran-contra affair, Grenada and Panama		
12S4.21	Describe the geopolitical changes in the world due to the disintegration of the USSR		
12S4.22	Identify and explain the implications of scientific and technological achievements, including: personal computers, Internet, satellites, biotechnology		
12S4.23	Explain how literature, music, and the visual arts are reflections of the time		

# Lander County School District

## Assessed Standards/Curriculum

### Visual Arts

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Kindergarten - Visual Arts	Introduced	Completed
K VA 1	<b>KNOWLEDGE</b>		
K VA 1.3.3	Use different media, techniques, and processes to produce works of art.		
K VA 2	<b>APPLICATION</b>		
K VA 2.3.1	Identify selected elements of design and principles of design in nature and in works of art.		
K VA 2.3.4	Use elements and principles of design to create works of art.		
K VA 3	<b>CONTENT</b>		
K VA 3.3.2	Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
K VA 4	<b>CONTEXT</b>		
K VA 4.3.2	Identify works of art as belonging to particular cultures, times, or places.		
K VA 4.3.3	Create a work of art that is influenced by a particular historical period or culture.		
K VA 5	<b>INTERPRETATION</b>		
K VA 5.3.3	Discuss possible meanings of art.		

Identifier	Nevada - Grade 1 - Visual Arts	Introduced	Completed
1 VA 1	<b>KNOWLEDGE</b>		
1 VA 1.3.3	Use different media, techniques, and processes to produce works of art.		
1 VA 2	<b>APPLICATION</b>		
1 VA 2.3.1	Identify selected elements of design and principles of design in nature and in works of art.		
1 VA 2.3.4	Use elements and principles of design to create works of art.		
1 VA 3	<b>CONTENT</b>		
1 VA 3.3.2	Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
1 VA 4	<b>CONTEXT</b>		
1 VA 4.3.2	Identify works of art as belonging to particular cultures, times, or places.		
1 VA 4.3.3	Create a work of art that is influenced by a particular historical period or culture.		
1 VA 5	<b>INTERPRETATION</b>		
1 VA 5.3.3	Discuss possible meanings of art.		

Identifier	Nevada - Grade 2 - Visual Arts	Introduced	Completed
2 VA 1	<b>KNOWLEDGE</b>		
2 VA 1.3.3	Use different media, techniques, and processes to produce works of art.		
2 VA 2	<b>APPLICATION</b>		
2 VA 2.3.1	Identify selected elements of design and principles of design in nature and in works of art.		
2 VA 2.3.4	Use elements and principles of design to create works of art.		
2 VA 3	<b>CONTENT</b>		
2 VA 3.3.2	Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
2 VA 4	<b>CONTEXT</b>		
2 VA 4.3.2	Identify works of art as belonging to particular cultures, times, or places.		
2 VA 4.3.3	Create a work of art that is influenced by a particular historical period or culture.		
2 VA 5	<b>INTERPRETATION</b>		
2 VA 5.3.3	Discuss possible meanings of art.		

Identifier	Nevada - Grade 3 - Visual Arts	Introduced	Completed
3 VA 1	<b>KNOWLEDGE</b>		
3 VA 1.3.3	Knowledge: Use different media, techniques, and processes to produce works of art.		
3 VA 2	<b>APPLICATION</b>		
3 VA 2.3.1	Application: Identify selected elements of design and principles of design in nature and in works of art.		
3 VA 2.3.4	Application: Use elements and principles of design to create works of art.		
3 VA 3	<b>CONTENT</b>		
3 VA 3.3.2	Content: Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
3 VA 4	<b>CONTEXT</b>		
3 VA 4.3.2	Context: Identify works of art as belonging to particular cultures, times, or places.		
3 VA 4.3.3	Context: Create a work of art that is influenced by a particular historical period or culture.		
3 VA 5	<b>INTERPRETATION</b>		
3 VA 5.3.3	Interpretation: Discuss possible meanings of art.		

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



Identifier	Nevada - Grade 5 - Visual Arts	Introduced	Completed
5 VA 1	<b>KNOWLEDGE</b>		
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	<b>APPLICATION</b>		
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	<b>CONTENT</b>		
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	<b>CONTEXT</b>		
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	<b>INTERPRETATION</b>		
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	Nevada - Grade 6 - Visual Arts	Introduced	Completed
6 VA 1	<b>KNOWLEDGE</b>		
6 VA 1.8.1	Compare and contrast the use of media, techniques, and processes in works of art.		
6 VA 1.8.2	Analyze one's own selection and use of media, techniques, and processes to elicit intended responses.		
6 VA 1.8.3	Use and explain why various media, techniques, and processes are used to produce works of art that communicate ideas and experiences.		
6 VA 2	<b>APPLICATION</b>		
6 VA 2.8.1	Analyze and evaluate the effects of visual characteristics in works of art.		
6 VA 2.8.2	Analyze and evaluate a variety of artworks to determine purposes and/or functions.		
6 VA 2.8.3	Discuss why visual characteristics, purposes, and/or functions may be effective in works of art.		
6 VA 2.8.4	Explain how one's own artwork employs various visual characteristics to communicate.		
6 VA 3	<b>CONTENT</b>		
6 VA 3.8.1	Explain the origins of specific subject matter, symbols, and ideas.		
6 VA 3.8.2	Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning.		
6 VA 3.8.3	Analyze the degree to which subject matter, symbols, and ideas are successfully used to communicate meaning.		
6 VA 4	<b>CONTEXT</b>		
6 VA 4.8.1	Categorize and discuss visual characteristics of selected works of art in relationship to a variety of historical and cultural contexts.		
6 VA 4.8.2	Describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places.		
6 VA 4.8.3	Research a culture and create an artwork that demonstrates how historical and cultural factors influence visual characteristics.		
6 VA 5	<b>INTERPRETATION</b>		
6 VA 5.8.1	Interpret artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
6 VA 5.8.2	Differentiate among degrees of merit in various works of art.		
6 VA 5.8.3	Analyze and generate new meaning of their artwork and the work of others.		
6 VA 5.8.4	Develop and explain a personal position of aesthetic and critical analysis of an artwork.		
6 VA 6	<b>CROSS-CURRICULAR</b>		
6 VA 6.8.1	Explain how the basic principles of art are similar to principles of other disciplines (e.g., contrast, balance, dominance).		
6 VA 6.8.2	Research and analyze the relationships between the visual arts and other arts in terms of basic principles and subject matter (e.g., rhythm and movement).		
6 VA 6.8.3	Create works of art reflecting principles common to the arts and multiple disciplines.		

Identifier	Nevada - Grade 7 - Visual Arts	Introduced	Completed
7 VA 1	<b>KNOWLEDGE</b>		
7 VA 1.8.1	Compare and contrast the use of media, techniques, and processes in works of art.		
7 VA 1.8.2	Analyze one's own selection and use of media, techniques, and processes to elicit intended responses.		
7 VA 1.8.3	Use and explain why various media, techniques, and processes are used to produce works of art that communicate ideas and experiences.		
7 VA 2	<b>APPLICATION</b>		
7 VA 2.8.1	Analyze and evaluate the effects of visual characteristics in works of art.		
7 VA 2.8.2	Analyze and evaluate a variety of artworks to determine purposes and/or functions.		
7 VA 2.8.3	Discuss why visual characteristics, purposes, and/or functions may be effective in works of art.		
7 VA 2.8.4	Explain how one's own artwork employs various visual characteristics to communicate.		
7 VA 3	<b>CONTENT</b>		
7 VA 3.8.1	Explain the origins of specific subject matter, symbols, and ideas.		
7 VA 3.8.2	Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning.		
7 VA 3.8.3	Analyze the degree to which subject matter, symbols, and ideas are successfully used to communicate meaning.		
7 VA 4	<b>CONTEXT</b>		
7 VA 4.8.1	Categorize and discuss visual characteristics of selected works of art in relationship to a variety of historical and cultural contexts.		
7 VA 4.8.2	Describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places.		
7 VA 4.8.3	Research a culture and create an artwork that demonstrates how historical and cultural factors influence visual characteristics.		
7 VA 5	<b>INTERPRETATION</b>		
7 VA 5.8.1	Interpret artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
7 VA 5.8.2	Differentiate among degrees of merit in various works of art.		
7 VA 5.8.3	Analyze and generate new meaning of their artwork and the work of others.		
7 VA 5.8.4	Develop and explain a personal position of aesthetic and critical analysis of an artwork.		
7 VA 6	<b>CROSS-CURRICULAR</b>		
7 VA 6.8.1	Explain how the basic principles of art are similar to principles of other disciplines (e.g., contrast, balance, dominance).		
7 VA 6.8.2	Research and analyze the relationships between the visual arts and other arts in terms of basic principles and subject matter (e.g., rhythm and movement).		
7 VA 6.8.3	Create works of art reflecting principles common to the arts and multiple disciplines.		

Identifier	Nevada - Grade 8 - Visual Arts	Introduced	Completed
8 VA 1	<b>KNOWLEDGE</b>		
8 VA 1.8.1	Compare and contrast the use of media, techniques, and processes in works of art.		
8 VA 1.8.2	Analyze one's own selection and use of media, techniques, and processes to elicit intended responses.		
8 VA 1.8.3	Use and explain why various media, techniques, and processes are used to produce works of art that communicate ideas and experiences.		
8 VA 2	<b>APPLICATION</b>		
8 VA 2.8.1	Analyze and evaluate the effects of visual characteristics in works of art.		
8 VA 2.8.2	Analyze and evaluate a variety of artworks to determine purposes and/or functions.		
8 VA 2.8.3	Discuss why visual characteristics, purposes, and/or functions may be effective in works of art.		
8 VA 2.8.4	Explain how one's own artwork employs various visual characteristics to communicate.		
8 VA 3	<b>CONTENT</b>		
8 VA 3.8.1	Explain the origins of specific subject matter, symbols, and ideas.		
8 VA 3.8.2	Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning.		
8 VA 3.8.3	Analyze the degree to which subject matter, symbols, and ideas are successfully used to communicate meaning.		
8 VA 4	<b>CONTEXT</b>		
8 VA 4.8.1	Categorize and discuss visual characteristics of selected works of art in relationship to a variety of historical and cultural contexts.		
8 VA 4.8.2	Describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places.		
8 VA 4.8.3	Research a culture and create an artwork that demonstrates how historical and cultural factors influence visual characteristics.		
8 VA 5	<b>INTERPRETATION</b>		
8 VA 5.8.1	Interpret artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
8 VA 5.8.2	Differentiate among degrees of merit in various works of art.		
8 VA 5.8.3	Analyze and generate new meaning of their artwork and the work of others.		
8 VA 5.8.4	Develop and explain a personal position of aesthetic and critical analysis of an artwork.		
8 VA 6	<b>CROSS-CURRICULAR</b>		
8 VA 6.8.1	Explain how the basic principles of art are similar to principles of other disciplines (e.g., contrast, balance, dominance).		
8 VA 6.8.2	Research and analyze the relationships between the visual arts and other arts in terms of basic principles and subject matter (e.g., rhythm and movement).		
8 VA 6.8.3	Create works of art reflecting principles common to the arts and multiple disciplines.		

Identifier	Nevada - Grade 9 - Visual Arts	Introduced	Completed
9 VA 1	<b>KNOWLEDGE</b>		
9 VA 1.12.1	Justify application of media, techniques, and processes in one's own work.		
9 VA 1.12.2	Evaluate responses to one's own work and apply findings to subsequent works of art.		
9 VA 1.12.3	Create works of art that demonstrate an understanding of a variety of media, tools, techniques, and processes (e.g., traditional and emerging technologies).		
9 VA 2	<b>APPLICATION</b>		
9 VA 2.12.1	Defend an interpretation of visual characteristics in works of art.		
9 VA 2.12.2	Defend interpretations of purposes and/or functions in art.		
9 VA 2.12.3	Analyze the effectiveness of and relationships among visual characteristics, purposes, and/or functions in works of art.		
9 VA 2.12.4	Create artworks that manipulate visual characteristics to convey complex ideas.		
9 VA 3	<b>CONTENT</b>		
9 VA 3.12.1	Evaluate the significance of specific subject matter, symbols, and ideas in works of art.		
9 VA 3.12.2	Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.		
9 VA 3.12.3	Evaluate and defend the validity of sources and the manner in which subject matter, symbols, and ideas are used in artworks.		
9 VA 4	<b>CONTEXT</b>		
9 VA 4.12.1	Analyze and interpret artworks from various cultures and times regarding context and purposes.		
9 VA 4.12.2	Analyze characteristics and interpret meaning of art from various times, cultures, and places.		
9 VA 4.12.3	Analyze their own artwork in relation to historical, aesthetic, and cultural influences.		
9 VA 5	<b>INTERPRETATION</b>		
9 VA 5.12.1	Evaluate artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
9 VA 5.12.2	Establish criteria and use them to assess merits of artwork.		
9 VA 5.12.3	Examine and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.		
9 VA 5.12.4	Develop a personal aesthetic position and defend its degree of success when applied to works of art.		
9 VA 6	<b>CROSS-CURRICULAR</b>		
9 VA 6.12.1	Analyze how ideas, issues, and themes of a particular period manifest themselves in the visual arts and make parallel connections with other disciplines.		
9 VA 6.12.2	Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines.		
9 VA 6.12.3	Create works of art that reflect the research of multiple disciplines.		

Identifier	Nevada - Grade 10 - Visual Arts	Introduced	Completed
10 VA 1	<b>KNOWLEDGE</b>		
10 VA 1.12.1	Justify application of media, techniques, and processes in one's own work.		
10 VA 1.12.2	Evaluate responses to one's own work and apply findings to subsequent works of art.		
10 VA 1.12.3	Create works of art that demonstrate an understanding of a variety of media, tools, techniques, and processes (e.g., traditional and emerging technologies).		
10 VA 2	<b>APPLICATION</b>		
10 VA 2.12.1	Defend an interpretation of visual characteristics in works of art.		
10 VA 2.12.2	Defend interpretations of purposes and/or functions in art.		
10 VA 2.12.3	Analyze the effectiveness of and relationships among visual characteristics, purposes, and/or functions in works of art.		
10 VA 2.12.4	Create artworks that manipulate visual characteristics to convey complex ideas.		
10 VA 3	<b>CONTENT</b>		
10 VA 3.12.1	Evaluate the significance of specific subject matter, symbols, and ideas in works of art.		
10 VA 3.12.2	Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.		
10 VA 3.12.3	Evaluate and defend the validity of sources and the manner in which subject matter, symbols, and ideas are used in artworks.		
10 VA 4	<b>CONTEXT</b>		
10 VA 4.12.1	Analyze and interpret artworks from various cultures and times regarding context and purposes.		
10 VA 4.12.2	Analyze characteristics and interpret meaning of art from various times, cultures, and places.		
10 VA 4.12.3	Analyze their own artwork in relation to historical, aesthetic, and cultural influences.		
10 VA 5	<b>INTERPRETATION</b>		
10 VA 5.12.1	Evaluate artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
10 VA 5.12.2	Establish criteria and use them to assess merits of artwork.		
10 VA 5.12.3	Examine and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.		
10 VA 5.12.4	Develop a personal aesthetic position and defend its degree of success when applied to works of art.		
10 VA 6	<b>CROSS-CURRICULAR</b>		
10 VA 6.12.1	Analyze how ideas, issues, and themes of a particular period manifest themselves in the visual arts and make parallel connections with other disciplines.		
10 VA 6.12.2	Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines.		
10 VA 6.12.3	Create works of art that reflect the research of multiple disciplines.		

Identifier	Nevada - Grade 11 - Visual Arts	Introduced	Completed
11VA 1	<b>KNOWLEDGE</b>		
11 VA 1.12.1	Justify application of media, techniques, and processes in one's own work.		
11 VA 1.12.2	Evaluate responses to one's own work and apply findings to subsequent works of art.		
11 VA 1.12.3	Create works of art that demonstrate an understanding of a variety of media, tools, techniques, and processes (e.g., traditional and emerging technologies).		
11 VA 2	<b>APPLICATION</b>		
11 VA 2.12.1	Defend an interpretation of visual characteristics in works of art.		
11 VA 2.12.2	Defend interpretations of purposes and/or functions in art.		
11 VA 2.12.3	Analyze the effectiveness of and relationships among visual characteristics, purposes, and/or functions in works of art.		
11 VA 2.12.4	Create artworks that manipulate visual characteristics to convey complex ideas.		
11 VA 3	<b>CONTENT</b>		
11 VA 3.12.1	Evaluate the significance of specific subject matter, symbols, and ideas in works of art.		
11 VA 3.12.2	Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.		
11 VA 3.12.3	Evaluate and defend the validity of sources and the manner in which subject matter, symbols, and ideas are used in artworks.		
11 VA 4	<b>CONTEXT</b>		
11 VA 4.12.1	Analyze and interpret artworks from various cultures and times regarding context and purposes.		
11 VA 4.12.2	Analyze characteristics and interpret meaning of art from various times, cultures, and places.		
11 VA 4.12.3	Analyze their own artwork in relation to historical, aesthetic, and cultural influences.		
11 VA 5	<b>INTERPRETATION</b>		
11 VA 5.12.1	Evaluate artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
11 VA 5.12.2	Establish criteria and use them to assess merits of artwork.		
11 VA 5.12.3	Examine and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.		
11 VA 5.12.4	Develop a personal aesthetic position and defend its degree of success when applied to works of art.		
11 VA 6	<b>CROSS-CURRICULAR</b>		
11 VA 6.12.1	Analyze how ideas, issues, and themes of a particular period manifest themselves in the visual arts and make parallel connections with other disciplines.		
11 VA 6.12.2	Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines.		
11 VA 6.12.3	Create works of art that reflect the research of multiple disciplines.		

Identifier	Nevada - Grade 12 - Visual Arts	Introduced	Completed
12 VA 1	<b>KNOWLEDGE</b>		
12 VA 1.12.1	Justify application of media, techniques, and processes in one's own work.		
12 VA 1.12.2	Evaluate responses to one's own work and apply findings to subsequent works of art.		
12 VA 1.12.3	Create works of art that demonstrate an understanding of a variety of media, tools, techniques, and processes (e.g., traditional and emerging technologies).		
12 VA 2	<b>APPLICATION</b>		
12 VA 2.12.1	Defend an interpretation of visual characteristics in works of art.		
12 VA 2.12.2	Defend interpretations of purposes and/or functions in art.		
12 VA 2.12.3	Analyze the effectiveness of and relationships among visual characteristics, purposes, and/or functions in works of art.		
12 VA 2.12.4	Create artworks that manipulate visual characteristics to convey complex ideas.		
12 VA 3	<b>CONTENT</b>		
12 VA 3.12.1	Evaluate the significance of specific subject matter, symbols, and ideas in works of art.		
12 VA 3.12.2	Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.		
12 VA 3.12.3	Evaluate and defend the validity of sources and the manner in which subject matter, symbols, and ideas are used in artworks.		
12 VA 4	<b>CONTEXT</b>		
12 VA 4.12.1	Analyze and interpret artworks from various cultures and times regarding context and purposes.		
12 VA 4.12.2	Analyze characteristics and interpret meaning of art from various times, cultures, and places.		
12 VA 4.12.3	Analyze their own artwork in relation to historical, aesthetic, and cultural influences.		
12 VA 5	<b>INTERPRETATION</b>		
12 VA 5.12.1	Evaluate artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
12 VA 5.12.2	Establish criteria and use them to assess merits of artwork.		
12 VA 5.12.3	Examine and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.		
12 VA 5.12.4	Develop a personal aesthetic position and defend its degree of success when applied to works of art.		
12 VA 6	<b>CROSS-CURRICULAR</b>		
12 VA 6.12.1	Analyze how ideas, issues, and themes of a particular period manifest themselves in the visual arts and make parallel connections with other disciplines.		
12 VA 6.12.2	Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines.		
12 VA 6.12.3	Create works of art that reflect the research of multiple disciplines.		



# Lander County School District

## Assessed Standards/Curriculum

### Theater

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Kindergarten - Theater	Introduced	Completed
K Th			
K Th 1.3.1	Create a simple script based on personal experience, imagination, or the retelling of a story.		
K Th 1.3.6	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
K Th 1.3.7	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
K Th 2.3.1	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
K Th 2.3.2	Imitate the traits of a given person, animal, or object.		
K Th 2.3.3	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
K Th 3.3.2	Express personal reactions to a dramatized performance.		
K Th 3.3.3	Identify the differences between fantasy and reality.		
K Th 4.3.2	Identify similarities and differences between dramatic characters and real people.		

Identifier	Nevada - Grade 1 - Theater	Introduced	Completed
1 Th			
1 Th 1.3.1	Create a simple script based on personal experience, imagination, or the retelling of a story.		
1 Th 1.3.6	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
1 Th 1.3.7	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
1 Th 2.3.1	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
1 Th 2.3.2	Imitate the traits of a given person, animal, or object.		
1 Th 2.3.3	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
1 Th 3.3.2	Express personal reactions to a dramatized performance.		
1 Th 3.3.3	Identify the differences between fantasy and reality.		
1 Th 4.3.2	Identify similarities and differences between dramatic characters and real people.		

Identifier	Nevada - Grade 2 - Theater	Introduced	Completed
2 Th			
2 Th 1.3.1	Create a simple script based on personal experience, imagination, or the retelling of a story.		
2 Th 1.3.6	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
2 Th 1.3.7	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
2 Th 2.3.1	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
2 Th 2.3.2	Imitate the traits of a given person, animal, or object.		
2 Th 2.3.3	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
2 Th 3.3.2	Express personal reactions to a dramatized performance.		
2 Th 3.3.3	Identify the differences between fantasy and reality.		
2 Th 4.3.2	Identify similarities and differences between dramatic characters and real people.		

Identifier	Nevada - Grade 3 - Theater	Introduced	Completed
3 Th			
3 Th 1.3.1	Create a simple script based on personal experience, imagination, or the retelling of a story.		
3 Th 1.3.6	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
3 Th 1.3.7	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
3 Th 2.3.1	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
3 Th 2.3.2	Imitate the traits of a given person, animal, or object.		
3 Th 2.3.3	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
3 Th 3.3.2	Express personal reactions to a dramatized performance.		
3 Th 3.3.3	Identify the differences between fantasy and reality.		
3 Th 4.3.2	Identify similarities and differences between dramatic characters and real people.		

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

Identifier	Nevada - Grade 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 6 - Theater	Introduced	Completed
6 Th			
6 Th 1.8.1	Write a script with appropriate format (i.e., acts, scenes), simple stage directions, cast of characters, and technical needs.		
6 Th 1.8.2	Direct actors or be directed by others using stage direction vocabulary.		
6 Th 1.8.3	Identify and describe the roles and responsibilities of stage production personnel.		
6 Th 1.8.4	Analyze and convey the playwright's intention.		
6 Th 1.8.5	Design and produce publicity for a production (e.g., posters, flyers).		
6 Th 1.8.6	Work collaboratively and safely to design and construct a box set for a production.		
6 Th 1.8.7	Design and create props, costumes, and make-up for characters with attention to age, culture, and overall interpretation of a script.		
6 Th 1.8.8	Identify appropriate sound and lighting effects for any dramatized event (e.g., interior, exterior).		
6 Th 1.8.9	Create appropriate sound effects and suggest lighting for a dramatized event.		
6 Th 2.8.1	Analyze a character to determine actions, intentions, and biography.		
6 Th 2.8.2	Demonstrate acting skills utilizing appropriate focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement.		
6 Th 2.8.3	Create and sustain a believable character for stage.		
6 Th 3.8.1	Evaluate the established elements of theater found in a dramatized performance.		
6 Th 3.8.2	Analyze the emotional impact of the visual, aural, and kinesthetic elements of a performance.		
6 Th 3.8.3	Identify examples of high and low comedy and tragedy.		
6 Th 4.8.1	Explain how theater reveals information about other historical periods and cultures.		
6 Th 4.8.2	Identify the sources of conflict between characters in a dramatized event.		
6 Th 5.8.1	Identify and explain how the choices of visual arts, dance, and music enhance the interpretation of a dramatic event.		
6 Th 5.8.2	Explain the roots of theater in Western civilization.		
6 Th 5.8.3	Explain how advancements in the sciences have enhanced dramatized events (e.g., special effects, sound that surrounds the audience).		



Identifier	Nevada - Grade 7 - Theater	Introduced	Completed
7 Th			
7 Th 1.8.1	Write a script with appropriate format (i.e., acts, scenes), simple stage directions, cast of characters, and technical needs.		
7 Th 1.8.2	Direct actors or be directed by others using stage direction vocabulary.		
7 Th 1.8.3	Identify and describe the roles and responsibilities of stage production personnel.		
7 Th 1.8.4	Analyze and convey the playwright's intention.		
7 Th 1.8.5	Design and produce publicity for a production (e.g., posters, flyers).		
7 Th 1.8.6	Work collaboratively and safely to design and construct a box set for a production.		
7 Th 1.8.7	Design and create props, costumes, and make-up for characters with attention to age, culture, and overall interpretation of a script.		
7 Th 1.8.8	Identify appropriate sound and lighting effects for any dramatized event (e.g., interior, exterior).		
7 Th 1.8.9	Create appropriate sound effects and suggest lighting for a dramatized event.		
7 Th 2.8.1	Analyze a character to determine actions, intentions, and biography.		
7 Th 2.8.2	Demonstrate acting skills utilizing appropriate focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement.		
7 Th 2.8.3	Create and sustain a believable character for stage.		
7 Th 3.8.1	Evaluate the established elements of theater found in a dramatized performance.		
7 Th 3.8.2	Analyze the emotional impact of the visual, aural, and kinesthetic elements of a performance.		
7 Th 3.8.3	Identify examples of high and low comedy and tragedy.		
7 Th 4.8.1	Explain how theater reveals information about other historical periods and cultures.		
7 Th 4.8.2	Identify the sources of conflict between characters in a dramatized event.		
7 Th 5.8.1	Identify and explain how the choices of visual arts, dance, and music enhance the interpretation of a dramatic event.		
7 Th 5.8.2	Explain the roots of theater in Western civilization.		
7 Th 5.8.3	Explain how advancements in the sciences have enhanced dramatized events (e.g., special effects, sound that surrounds the audience).		

Identifier	Nevada - Grade 8 - Theater	Introduced	Completed
8 Th			
8 Th 1.8.1	Write a script with appropriate format (i.e., acts, scenes), simple stage directions, cast of characters, and technical needs.		
8 Th 1.8.2	Direct actors or be directed by others using stage direction vocabulary.		
8 Th 1.8.3	Identify and describe the roles and responsibilities of stage production personnel.		
8 Th 1.8.4	Analyze and convey the playwright's intention.		
8 Th 1.8.5	Design and produce publicity for a production (e.g., posters, flyers).		
8 Th 1.8.6	Work collaboratively and safely to design and construct a box set for a production.		
8 Th 1.8.7	Design and create props, costumes, and make-up for characters with attention to age, culture, and overall interpretation of a script.		
8 Th 1.8.8	Identify appropriate sound and lighting effects for any dramatized event (e.g., interior, exterior).		
8 Th 1.8.9	Create appropriate sound effects and suggest lighting for a dramatized event.		
8 Th 2.8.1	Analyze a character to determine actions, intentions, and biography.		
8 Th 2.8.2	Demonstrate acting skills utilizing appropriate focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement.		
8 Th 2.8.3	Create and sustain a believable character for stage.		
8 Th 3.8.1	Evaluate the established elements of theater found in a dramatized performance.		
8 Th 3.8.2	Analyze the emotional impact of the visual, aural, and kinesthetic elements of a performance.		
8 Th 3.8.3	Identify examples of high and low comedy and tragedy.		
8 Th 4.8.1	Explain how theater reveals information about other historical periods and cultures.		
8 Th 4.8.2	Identify the sources of conflict between characters in a dramatized event.		
8 Th 5.8.1	Identify and explain how the choices of visual arts, dance, and music enhance the interpretation of a dramatic event.		
8 Th 5.8.2	Explain the roots of theater in Western civilization.		
8 Th 5.8.3	Explain how advancements in the sciences have enhanced dramatized events (e.g., special effects, sound that surrounds the audience).		

Identifier	Nevada - Grade 9 - Theater	Introduced	Completed
9 Th			
9 Th 1.12.1	Write a script in proper format for stage, television, film, or electronic media using historical or cultural research as a basis for the script.		
9 Th 1.12.2	Create a theatrical performance by conducting auditions, casting characters, directing scenes, and conducting production meetings.		
9 Th 1.12.3	Explain and demonstrate knowledge of varied responsibilities of technical personnel involved in television, theater, film, or electronic media production.		
9 Th 1.12.4	Develop an aesthetically unified production for theater, film, television, or electronic media.		
9 Th 1.12.5	Create a variety of materials for a media campaign for theater, film, television, or electronic media.		
9 Th 1.12.6	Work collaboratively and safely to design and/or construct a variety of scenic devices (e.g., scenic drops).		
9 Th 1.12.7	Justify choices of costumes, make-up, and props as they relate to the interpretation of a production.		
9 Th 1.12.8	Describe and demonstrate different lighting and sound techniques and equipment for film, stage, television, or electronic media.		
9 Th 1.12.9	Design and/or use a light and/or sound plot for film, stage, television, or electronic media.		
9 Th 2.12.1	Analyze and describe the physical, emotional, and social dimensions of characters found in a variety of text.		
9 Th 2.12.2	Identify, examine, and demonstrate various classical and contemporary acting techniques and methods.		
9 Th 2.12.3	Create and sustain a character within an ensemble for stage, film, television, or electronic media.		
9 Th 3.12.1	Critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.		
9 Th 3.12.2	Justify personal aesthetic criteria for critiquing a dramatized performance.		
9 Th 3.12.3	Compare and contrast classical and contemporary dramas and comedies in various media.		
9 Th 4.12.1	Compare and contrast the ways in which universal themes and archetypes in dramatized events are expressed in another culture and another historical period.		
9 Th 4.12.2	Analyze methods of conflict resolution among characters.		
9 Th 5.12.1	Analyze the ways in which common themes or stories are interpreted in works from the four arts areas.		
9 Th 5.12.2	Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.		
9 Th 5.12.3	Evaluate different ways technology is used to enhance theater, film, and television.		

Identifier	Nevada - Grade 10 - Theater	Introduced	Completed
10 Th			
10 Th 1.12.1	Write a script in proper format for stage, television, film, or electronic media using historical or cultural research as a basis for the script.		
10 Th 1.12.2	Create a theatrical performance by conducting auditions, casting characters, directing scenes, and conducting production meetings.		
10 Th 1.12.3	Explain and demonstrate knowledge of varied responsibilities of technical personnel involved in television, theater, film, or electronic media production.		
10 Th 1.12.4	Develop an aesthetically unified production for theater, film, television, or electronic media.		
10 Th 1.12.5	Create a variety of materials for a media campaign for theater, film, television, or electronic media.		
10 Th 1.12.6	Work collaboratively and safely to design and/or construct a variety of scenic devices (e.g., scenic drops).		
10 Th 1.12.7	Justify choices of costumes, make-up, and props as they relate to the interpretation of a production.		
10 Th 1.12.8	Describe and demonstrate different lighting and sound techniques and equipment for film, stage, television, or electronic media.		
10 Th 1.12.9	Design and/or use a light and/or sound plot for film, stage, television, or electronic media.		
10 Th 2.12.1	Analyze and describe the physical, emotional, and social dimensions of characters found in a variety of text.		
10 Th 2.12.2	Identify, examine, and demonstrate various classical and contemporary acting techniques and methods.		
10 Th 2.12.3	Create and sustain a character within an ensemble for stage, film, television, or electronic media.		
10 Th 3.12.1	Critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.		
10 Th 3.12.2	Justify personal aesthetic criteria for critiquing a dramatized performance.		
10 Th 3.12.3	Compare and contrast classical and contemporary dramas and comedies in various media.		
10 Th 4.12.1	Compare and contrast the ways in which universal themes and archetypes in dramatized events are expressed in another culture and another historical period.		
10 Th 4.12.2	Analyze methods of conflict resolution among characters.		
10 Th 5.12.1	Analyze the ways in which common themes or stories are interpreted in works from the four arts areas.		
10 Th 5.12.2	Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.		
10 Th 5.12.3	Evaluate different ways technology is used to enhance theater, film, and television.		

Identifier	Nevada - Grade 11 - Theater	Introduced	Completed
11 Th			
11 Th 1.12.1	Write a script in proper format for stage, television, film, or electronic media using historical or cultural research as a basis for the script.		
11 Th 1.12.2	Create a theatrical performance by conducting auditions, casting characters, directing scenes, and conducting production meetings.		
11 Th 1.12.3	Explain and demonstrate knowledge of varied responsibilities of technical personnel involved in television, theater, film, or electronic media production.		
11 Th 1.12.4	Develop an aesthetically unified production for theater, film, television, or electronic media.		
11 Th 1.12.5	Create a variety of materials for a media campaign for theater, film, television, or electronic media.		
11 Th 1.12.6	Work collaboratively and safely to design and/or construct a variety of scenic devices (e.g., scenic drops).		
11 Th 1.12.7	Justify choices of costumes, make-up, and props as they relate to the interpretation of a production.		
11 Th 1.12.8	Describe and demonstrate different lighting and sound techniques and equipment for film, stage, television, or electronic media.		
11 Th 1.12.9	Design and/or use a light and/or sound plot for film, stage, television, or electronic media.		
11 Th 2.12.1	Analyze and describe the physical, emotional, and social dimensions of characters found in a variety of text.		
11 Th 2.12.2	Identify, examine, and demonstrate various classical and contemporary acting techniques and methods.		
11 Th 2.12.3	Create and sustain a character within an ensemble for stage, film, television, or electronic media.		
11 Th 3.12.1	Critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.		
11 Th 3.12.2	Justify personal aesthetic criteria for critiquing a dramatized performance.		
11 Th 3.12.3	Compare and contrast classical and contemporary dramas and comedies in various media.		
11 Th 4.12.1	Compare and contrast the ways in which universal themes and archetypes in dramatized events are expressed in another culture and another historical period.		
11 Th 4.12.2	Analyze methods of conflict resolution among characters.		
11 Th 5.12.1	Analyze the ways in which common themes or stories are interpreted in works from the four arts areas.		
11 Th 5.12.2	Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.		
11 Th 5.12.3	Evaluate different ways technology is used to enhance theater, film, and television.		

Identifier	Nevada - Grade 12 - Theater	Introduced	Completed
12 Th			
12 Th 1.12.1	Write a script in proper format for stage, television, film, or electronic media using historical or cultural research as a basis for the script.		
12 Th 1.12.2	Create a theatrical performance by conducting auditions, casting characters, directing scenes, and conducting production meetings.		
12 Th 1.12.3	Explain and demonstrate knowledge of varied responsibilities of technical personnel involved in television, theater, film, or electronic media production.		
12 Th 1.12.4	Develop an aesthetically unified production for theater, film, television, or electronic media.		
12 Th 1.12.5	Create a variety of materials for a media campaign for theater, film, television, or electronic media.		
12 Th 1.12.6	Work collaboratively and safely to design and/or construct a variety of scenic devices (e.g., scenic drops).		
12 Th 1.12.7	Justify choices of costumes, make-up, and props as they relate to the interpretation of a production.		
12 Th 1.12.8	Describe and demonstrate different lighting and sound techniques and equipment for film, stage, television, or electronic media.		
12 Th 1.12.9	Design and/or use a light and/or sound plot for film, stage, television, or electronic media.		
12 Th 2.12.1	Analyze and describe the physical, emotional, and social dimensions of characters found in a variety of text.		
12 Th 2.12.2	Identify, examine, and demonstrate various classical and contemporary acting techniques and methods.		
12 Th 2.12.3	Create and sustain a character within an ensemble for stage, film, television, or electronic media.		
12 Th 3.12.1	Critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.		
12 Th 3.12.2	Justify personal aesthetic criteria for critiquing a dramatized performance.		
12 Th 3.12.3	Compare and contrast classical and contemporary dramas and comedies in various media.		
12 Th 4.12.1	Compare and contrast the ways in which universal themes and archetypes in dramatized events are expressed in another culture and another historical period.		
12 Th 4.12.2	Analyze methods of conflict resolution among characters.		
12 Th 5.12.1	Analyze the ways in which common themes or stories are interpreted in works from the four arts areas.		
12 Th 5.12.2	Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.		
12 Th 5.12.3	Evaluate different ways technology is used to enhance theater, film, and television.		

# Lander County School District

## Assessed Standards/Curriculum

### Physical Education

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Kindergarten - Physical Education	Introduced	Completed
K PE			
K PE 1.2.1	Understand the vocabulary of simple movement patterns.		
K PE 1.2.2	Identify the basic elements (i.e., opposition) of movement forms.		
K PE 1.2.3	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
K PE 1.2.4	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
K PE 2.2.1	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
K PE 2.2.2	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
K PE 2.2.3	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
K PE 3.2.1A	Create shapes at high, medium, and low levels in a movement sequence.		
K PE 3.2.1B	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
K PE 3.2.1C	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
K PE 3.2.2A	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
K PE 3.2.2B	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
K PE 3.2.3	Discuss and demonstrate how movement in dance is used to communicate.		
K PE 3.2.4A	Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e., lummi sticks, jump ropes, and streamers).		
K PE 4.2.1	Identify health-related fitness components addressed in selected exercises.		
K PE 4.2.2	Engage in daily moderate to vigorous structured physical activity.		
K PE 4.2.3	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
K PE 4.2.4	Perform various structured exercises in a safe manner.		
K PE 4.2.5	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
K PE 5.2.1	Apply class rules, procedures, and safe practices with teacher reinforcement.		
K PE 5.2.2	Engage in physical activity involving cooperation and sharing to complete assigned task.		
K PE 5.2.3	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
K PE 5.2.4	Participate in multicultural activities (dance, games, and activities).		



Identifier	Nevada - Grade 1 - Physical Education	Introduced	Completed
1 PE			
1 PE 1.2.1	Understand the vocabulary of simple movement patterns.		
1 PE 1.2.2	Identify the basic elements (i.e., opposition) of movement forms.		
1 PE 1.2.3	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
1 PE 1.2.4	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
1 PE 2.2.1	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
1 PE 2.2.2	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
1 PE 2.2.3	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
1 PE 3.2.1A	Create shapes at high, medium, and low levels in a movement sequence.		
1 PE 3.2.1B	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
1 PE 3.2.1C	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
1 PE 3.2.2A	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
1 PE 3.2.2B	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
1 PE 3.2.3	Discuss and demonstrate how movement in dance is used to communicate.		
1 PE 3.2.4A	Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e., lummi sticks, jump ropes, and streamers).		
1 PE 4.2.1	Identify health-related fitness components addressed in selected exercises.		
1 PE 4.2.2	Engage in daily moderate to vigorous structured physical activity.		
1 PE 4.2.3	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
1 PE 4.2.4	Perform various structured exercises in a safe manner.		
1 PE 4.2.5	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
1 PE 5.2.1	Apply class rules, procedures, and safe practices with teacher reinforcement.		
1 PE 5.2.2	Engage in physical activity involving cooperation and sharing to complete assigned task.		
1 PE 5.2.3	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
1 PE 5.2.4	Participate in multicultural activities (dance, games, and activities).		

Identifier	Nevada - Grade 2 - Physical Education	Introduced	Completed
2 PE			
2 PE 1.2.1	Understand the vocabulary of simple movement patterns.		
2 PE 1.2.2	Identify the basic elements (i.e., opposition) of movement forms.		
2 PE 1.2.3	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
2 PE 1.2.4	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
2 PE 2.2.1	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
2 PE 2.2.2	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
2 PE 2.2.3	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
2 PE 3.2.1A	Create shapes at high, medium, and low levels in a movement sequence.		
2 PE 3.2.1B	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
2 PE 3.2.1C	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
2 PE 3.2.2A	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
2 PE 3.2.2B	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
2 PE 3.2.3	Discuss and demonstrate how movement in dance is used to communicate.		
2 PE 3.2.4A	Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e., lummi sticks, jump ropes, and streamers).		
2 PE 4.2.1	Identify health-related fitness components addressed in selected exercises.		
2 PE 4.2.2	Engage in daily moderate to vigorous structured physical activity.		
2 PE 4.2.3	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
2 PE 4.2.4	Perform various structured exercises in a safe manner.		
2 PE 4.2.5	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
2 PE 5.2.1	Apply class rules, procedures, and safe practices with teacher reinforcement.		
2 PE 5.2.2	Engage in physical activity involving cooperation and sharing to complete assigned task.		
2 PE 5.2.3	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
2 PE 5.2.4	Participate in multicultural activities (dance, games, and activities).		

Identifier	Nevada - Grade 3 - Physical Education	Introduced	Completed
3 PE			
3 PE 1.3.1	Utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities.		
3 PE 1.3.2A	Apply basic elements to improve personal performance.		
3 PE 1.3.2B	Apply the basic elements of a movement form in a dynamic environment.		
3 PE 1.3.3	Identify simple cues in the performance of peers.		
3 PE 1.3.4	Know how to monitor the physiological changes occurring during moderate physical activity (i.e., heavy and muscular breathing fatigue).		
3 PE 2.3.1	Demonstrate a mature form in most locomotor and nonlocomotor movements.		
3 PE 2.3.2A	Combine manipulative skills in simple combinations (i.e., catch and throw, dribbling while running).		
3 PE 2.3.2B	Perform a variety of manipulative skills in an uncomplicated yet changing environment.		
3 PE 2.3.3	Sequence combinations of more complex weight transfer and balance movements (i.e., balance to a roll).		
3 PE 3.3.1A	Create shapes at high, medium, and low levels in a movement sequence with a partner.		
3 PE 3.3.1B	Demonstrate locomotor movements in varying directions and pathways with a partner.		
3 PE 3.3.1C	Demonstrate qualities of movement with a partner.		
3 PE 3.3.2A	Create a movement sequence with a beginning, middle, and end with a partner with or without a prop (i.e., lummi sticks, streamers).		
3 PE 3.3.2B	Demonstrate partner skills (i.e., copying, leading, following, and/or mirroring).		
3 PE 3.3.3A	Express emotions through movement (i.e., happy, sad, angry).		
3 PE 3.3.3B	Observe and discuss how dance differs from and/or is the same as sports and everyday actions.		
3 PE 3.3.4A	Perform various movements to a steady beat with or without a prop with a partner.		
3 PE 3.3.4B	Move to a steady beat at various tempos.		
3 PE 3.3.5	Perform folk and/or social dances from various cultures.		
3 PE 4.3.1	Describe implications of the results of formal health-related fitness assessment.		
3 PE 4.3.2	Sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness.		
3 PE 4.3.3	Engage in activity that results in the development of health-related components.		
3 PE 4.3.4	Identify proper warm-up, conditioning, and cool-down techniques and the reason for using them.		
3 PE 5.3.1	Apply class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.		
3 PE 5.3.2	Identify positive responses to challenges, successes, and failures in physical activity (i.e., sportsmanship).		
3 PE 5.3.3	Understand and accept purpose for modifying activities with regard to diversity and physical ability.		
3 PE 5.3.4	Understand the connection between a dance, game, or sport and the culture in which it originates.		

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

Identifier	Nevada - Grade 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 6 - Physical Education	Introduced	Completed
6 PE			
6 PE 1.8.1	Describe a strategy for a sport utilizing appropriate vocabulary.		
6 PE 1.8.2	Describe and apply the advanced elements (i.e., speed) of movement forms and game strategies (i.e., softball game situation).		
6 PE 1.8.3	Evaluate movement forms for skill improvement (i.e., checklists, rubrics).		
6 PE 1.8.4	Recognize physiological benefits of exercise during and after physical activity.		
6 PE 2.8.1	Refine locomotor and nonlocomotor movements in a sport setting.		
6 PE 2.8.2	Refine previously learned manipulative skills.		
6 PE 2.8.2B	Demonstrate the elements of more advanced manipulative skills (i.e., overhand serve).		
6 PE 2.8.3	Explain how scientific principles (i.e., force and speed) apply to weight transfer and balance movements.		
6 PE 3.8.1A	Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical styles and/or traditional styles of dance.		
6 PE 3.8.1B	Observe and describe (i.e., breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary.		
6 PE 3.8.4	Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e., perform simple rhythmic dance sequences).		
6 PE 3.8.5	Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles.		
6 PE 4.8.1	Design a personal health-related fitness program based on an accurately assessed fitness profile.		
6 PE 4.8.2	Understand and apply principles of training/conditioning (i.e., threshold, overload, and specificity) to regular fitness activities.		
6 PE 4.8.3	Identify and/or participate in a variety of health-related fitness activities in both school and community.		
6 PE 4.8.4	Compare safe and unsafe exercises and demonstrate safe exercise alternatives.		
6 PE 5.8.1	Analyze potential consequences when confronted with a behavior choice.		
6 PE 5.8.2	Work cooperatively within a group to achieve goals in cooperative or competitive situations.		
6 PE 5.8.3	Demonstrate behavior which is supportive and inclusive in physical activity settings.		
6 PE 5.8.4	Demonstrate a multicultural physical activity to others (i.e., dance, games, and sports).		

Identifier	Nevada - Grade 7 - Physical Education	Introduced	Completed
7 PE			
7 PE 1.8.1	Describe a strategy for a sport utilizing appropriate vocabulary.		
7 PE 1.8.2	Describe and apply the advanced elements (i.e., speed) of movement forms and game strategies (i.e., softball game situation).		
7 PE 1.8.3	Evaluate movement forms for skill improvement (i.e., checklists, rubrics).		
7 PE 1.8.4	Recognize physiological benefits of exercise during and after physical activity.		
7 PE 2.8.1	Refine locomotor and nonlocomotor movements in a sport setting.		
7 PE 2.8.2	Refine previously learned manipulative skills.		
7 PE 2.8.2B	Demonstrate the elements of more advanced manipulative skills (i.e., overhand serve).		
7 PE 2.8.3	Explain how scientific principles (i.e., force and speed) apply to weight transfer and balance movements.		
7 PE 3.8.1A	Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical styles and/or traditional styles of dance.		
7 PE 3.8.1B	Observe and describe (i.e., breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary.		
7 PE 3.8.4	Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e., perform simple rhythmic dance sequences).		
7 PE 3.8.5	Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles.		
7 PE 4.8.1	Design a personal health-related fitness program based on an accurately assessed fitness profile.		
7 PE 4.8.2	Understand and apply principles of training/conditioning (i.e., threshold, overload, and specificity) to regular fitness activities.		
7 PE 4.8.3	Identify and/or participate in a variety of health-related fitness activities in both school and community.		
7 PE 4.8.4	Compare safe and unsafe exercises and demonstrate safe exercise alternatives.		
7 PE 5.8.1	Analyze potential consequences when confronted with a behavior choice.		
7 PE 5.8.2	Work cooperatively within a group to achieve goals in cooperative or competitive situations.		
7 PE 5.8.3	Demonstrate behavior which is supportive and inclusive in physical activity settings.		
7 PE 5.8.4	Demonstrate a multicultural physical activity to others (i.e., dance, games, and sports).		

Identifier	Nevada - Grade 8 - Physical Education	Introduced	Completed
8ELA1			
8 PE 1.8.1	Describe a strategy for a sport utilizing appropriate vocabulary.		
8 PE 1.8.2	Describe and apply the advanced elements (i.e., speed) of movement forms and game strategies (i.e., softball game situation).		
8 PE 1.8.3	Evaluate movement forms for skill improvement (i.e., checklists, rubrics).		
8 PE 1.8.4	Recognize physiological benefits of exercise during and after physical activity.		
8 PE 2.8.1	Refine locomotor and nonlocomotor movements in a sport setting.		
8 PE 2.8.2	Refine previously learned manipulative skills.		
8 PE 2.8.2B	Demonstrate the elements of more advanced manipulative skills (i.e., overhand serve).		
8 PE 2.8.3	Explain how scientific principles (i.e., force and speed) apply to weight transfer and balance movements.		
8 PE 3.8.1A	Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical styles and/or traditional styles of dance.		
8 PE 3.8.1B	Observe and describe (i.e., breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary.		
8 PE 3.8.4	Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e., perform simple rhythmic dance sequences).		
8 PE 3.8.5	Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles.		
8 PE 4.8.1	Design a personal health-related fitness program based on an accurately assessed fitness profile.		
8 PE 4.8.2	Understand and apply principles of training/conditioning (i.e., threshold, overload, and specificity) to regular fitness activities.		
8 PE 4.8.3	Identify and/or participate in a variety of health-related fitness activities in both school and community.		
8 PE 4.8.4	Compare safe and unsafe exercises and demonstrate safe exercise alternatives.		
8 PE 5.8.1	Analyze potential consequences when confronted with a behavior choice.		
8 PE 5.8.2	Work cooperatively within a group to achieve goals in cooperative or competitive situations.		
8 PE 5.8.3	Demonstrate behavior which is supportive and inclusive in physical activity settings.		
8 PE 5.8.4	Demonstrate a multicultural physical activity to others (i.e., dance, games, and sports).		



Identifier	Nevada - Grade 9 - Physical Education	Introduced	Completed
9 PE			
9 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
9 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
9 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
9 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
9 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
9 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
9 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
9 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
9 PE 3.12.4	Demonstrate rhythmic acuity.		
9 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
9 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
9 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
9 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
9 PE 4.12.4	Evaluate physical activity for injury potential.		
9 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
9 PE 5.12.2	Accept leadership responsibility in a group setting.		
9 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		

Identifier	Nevada - Grade 10 - Physical Education	Introduced	Completed
10 PE			
10 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
10 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
10 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
10 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
10 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
10 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
10 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
10 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
10 PE 3.12.4	Demonstrate rhythmic acuity.		
10 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
10 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
10 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
10 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
10 PE 4.12.4	Evaluate physical activity for injury potential.		
10 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
10 PE 5.12.2	Accept leadership responsibility in a group setting.		
10 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		

Identifier	Nevada - Grade 11 - Physical Education	Introduced	Completed
11 PE			
11 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
11 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
11 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
11 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
11 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
11 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
11 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
11 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
11 PE 3.12.4	Demonstrate rhythmic acuity.		
11 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
11 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
11 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
11 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
11 PE 4.12.4	Evaluate physical activity for injury potential.		
11 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
11 PE 5.12.2	Accept leadership responsibility in a group setting.		
11 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		

Identifier	Nevada - Grade 12 - Physical Education	Introduced	Completed
12 PE			
12 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
12 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
12 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
12 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
12 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
12 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
12 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
12 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
12 PE 3.12.4	Demonstrate rhythmic acuity.		
12 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
12 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
12 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
12 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
12 PE 4.12.4	Evaluate physical activity for injury potential.		
12 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
12 PE 5.12.2	Accept leadership responsibility in a group setting.		
12 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		

# Lander County School District

## Assessed Standards/Curriculum

### Music

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Kindergarten - Music	Introduced	Completed
K Mus 1	<b>SINGING</b>		
K Mus 1.3.1	Sing a simple melody with accurate pitch.		
K Mus 1.3.3	Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
K Mus 1.3.4	Sing patriotic songs, folk songs, and multicultural selections.		
K Mus 2	<b>PLAYING INSTRUMENTS</b>		
K Mus 2.3.1	Play classroom instruments using proper technique.		
K Mus 2.3.4	Accompany simple folk, traditional, and multicultural music.		
K Mus 3	<b>IMPROVISATION</b>		
K Mus 3.3.1	Improvise short melodic and rhythmic patterns.		
K Mus 4	<b>WRITING</b>		
K Mus 4.3.1	Create music to interpret stories, rhymes, and poetry.		
K Mus 4.3.2	Create short songs and instrumental pieces.		
K Mus 4.3.3	Organize pieces using a variety of sound sources.		
K Mus 5	<b>READING</b>		
K Mus 5.3.1	Read quarter notes, quarter rests, and eighth notes in duple meter.		
K Mus 5.3.2	Read melodic patterns using solfege, numbers, and/or letters.		
K Mus 5.3.3	Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
K Mus 5.3.5	Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
K Mus 6	<b>LISTENING</b>		
K Mus 6.3.1	Identify simple elements of music.		
K Mus 7	<b>EVALUATION</b>		
K Mus 7.3.1	Use criteria to evaluate performances and compositions.		
K Mus 7.3.2	Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
K Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
K Mus 9.3.1	Identify several styles of music from various cultures.		
K Mus 9.3.2	Identify various uses for music in daily experience.		
K Mus 10	<b>CROSS-CURRICULAR</b>		
K Mus 10.3.1	Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 1 - Music	Introduced	Completed
1 Mus 1	<b>SINGING</b>		
1 Mus 1.3.1	Singing: Sing a simple melody with accurate pitch.		
1 Mus 1.3.3	Singing: Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
1 Mus 1.3.4	Singing: Sing patriotic songs, folk songs, and multicultural selections.		
1 Mus 2	<b>PLAYING INSTRUMENTS</b>		
1 Mus 2.3.1	Playing Instruments: Play classroom instruments using proper technique.		
1 Mus 2.3.4	Playing Instruments: Accompany simple folk, traditional, and multicultural music.		
1 Mus 3	<b>IMPROVISATION</b>		
1 Mus 3.3.1	Improvisation: Improvise short melodic and rhythmic patterns.		
1 Mus 4	<b>WRITING</b>		
1 Mus 4.3.1	Writing: Create music to interpret stories, rhymes, and poetry.		
1 Mus 4.3.2	Writing: Create short songs and instrumental pieces.		
1 Mus 4.3.3	Writing: Organize pieces using a variety of sound sources.		
1 Mus 5	<b>READING</b>		
1 Mus 5.3.1	Reading: Read quarter notes, quarter rests, and eighth notes in duple meter.		
1 Mus 5.3.2	Reading: Read melodic patterns using solfege, numbers, and/or letters.		
1 Mus 5.3.3	Reading: Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
1 Mus 5.3.5	Reading: Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
1 Mus 6	<b>LISTENING</b>		
1 Mus 6.3.1	Listening: Identify simple elements of music.		
1 Mus 7	<b>EVALUATION</b>		
1 Mus 7.3.1	Evaluation: Use criteria to evaluate performances and compositions.		
1 Mus 7.3.2	Evaluation: Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
1 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
1 Mus 9.3.1	Cultural and Historical Connections: Identify several styles of music from various cultures.		
1 Mus 9.3.2	Cultural and Historical Connections: Identify various uses for music in daily experience.		
1 Mus 10	<b>CROSS-CURRICULAR</b>		
1 Mus 10.3.1	Cross-curricular: Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 2 - Music	Introduced	Completed
2 Mus 1	<b>SINGING</b>		
2 Mus 1.3.1	Sing a simple melody with accurate pitch.		
2 Mus 1.3.3	Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
2 Mus 1.3.4	Sing patriotic songs, folk songs, and multicultural selections.		
2 Mus 2	<b>PLAYING INSTRUMENTS</b>		
2 Mus 2.3.1	Play classroom instruments using proper technique.		
2 Mus 2.3.4	Accompany simple folk, traditional, and multicultural music.		
2 Mus 3	<b>IMPROVISATION</b>		
2 Mus 3.3.1	Improvise short melodic and rhythmic patterns.		
2 Mus 4	<b>WRITING</b>		
2 Mus 4.3.1	Create music to interpret stories, rhymes, and poetry.		
2 Mus 4.3.2	Create short songs and instrumental pieces.		
2 Mus 4.3.3	Organize pieces using a variety of sound sources.		
2 Mus 5	<b>READING</b>		
2 Mus 5.3.1	Read quarter notes, quarter rests, and eighth notes in duple meter.		
2 Mus 5.3.2	Read melodic patterns using solfege, numbers, and/or letters.		
2 Mus 5.3.3	Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
2 Mus 5.3.5	Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
2 Mus 6	<b>LISTENING</b>		
2 Mus 6.3.1	Identify simple elements of music.		
2 Mus 7	<b>EVALUATION</b>		
2 Mus 7.3.1	Use criteria to evaluate performances and compositions.		
2 Mus 7.3.2	Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
2 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
2 Mus 9.3.1	Identify several styles of music from various cultures.		
2 Mus 9.3.2	Identify various uses for music in daily experience.		
2 Mus 10	<b>CROSS-CURRICULAR</b>		
2 Mus 10.3.1	Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		



Identifier	Nevada - Grade 3 - Music	Introduced	Completed
3 Mus 1	<b>SINGING</b>		
3 Mus 1.3.1	Sing a simple melody with accurate pitch.		
3 Mus 1.3.3	Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
3 Mus 1.3.4	Sing patriotic songs, folk songs, and multicultural selections.		
3 Mus 2	<b>PLAYING INSTRUMENTS</b>		
3 Mus 2.3.1	Play classroom instruments using proper technique.		
3 Mus 2.3.4	Accompany simple folk, traditional, and multicultural music.		
3 Mus 3	<b>IMPROVISATION</b>		
3 Mus 3.3.1	Improvise short melodic and rhythmic patterns.		
3 Mus 4	<b>WRITING</b>		
3 Mus 4.3.1	Create music to interpret stories, rhymes, and poetry.		
3 Mus 4.3.2	Create short songs and instrumental pieces.		
3 Mus 4.3.3	Organize pieces using a variety of sound sources.		
3 Mus 5	<b>READING</b>		
3 Mus 5.3.1	Read quarter notes, quarter rests, and eighth notes in duple meter.		
3 Mus 5.3.2	Read melodic patterns using solfege, numbers, and/or letters.		
3 Mus 5.3.3	Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
3 Mus 5.3.5	Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
3 Mus 6	<b>LISTENING</b>		
3 Mus 6.3.1	Identify simple elements of music.		
3 Mus 7	<b>EVALUATION</b>		
3 Mus 7.3.1	Use criteria to evaluate performances and compositions.		
3 Mus 7.3.2	Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
3 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
3 Mus 9.3.1	Identify several styles of music from various cultures.		
3 Mus 9.3.2	Identify various uses for music in daily experience.		
3 Mus 10	<b>CROSS-CURRICULAR</b>		
3 Mus 10.3.1	Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

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

Identifier	Nevada - Grade 5 - Music	Introduced	Completed
5 Mus 1	<b>SINGING</b>		
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	<b>PLAYING INSTRUMENTS</b>		
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	<b>IMPROVISATION</b>		
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	<b>WRITING</b>		
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	<b>READING</b>		
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	<b>LISTENING</b>		
5 Mus 6.5.1	Compare and contrast simple elements of music when presented aurally.		
5 Mus 7	<b>EVALUATION</b>		
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	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
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	<b>CROSS-CURRICULAR</b>		
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 6 - Music	Introduced	Completed
6 Mus 1	<b>SINGING</b>		
6 Mus 1.8.1	Sing with technical accuracy and good breath control throughout their singing ranges.		
6 Mus 1.8.2	Sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control.		
6 Mus 1.8.3	Sing choral literature written in two and three parts with and without accompaniment.		
6 Mus 1.8.4	Sing music representing diverse genres and styles (e.g., baroque, classical).		
6 Mus 2	<b>PLAYING INSTRUMENTS</b>		
6 Mus 2.8.1	Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
6 Mus 2.8.2	Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.		
6 Mus 2.8.3	Perform multiple-part ensemble literature.		
6 Mus 2.8.4	Play a varied repertoire of instrumental literature representing diverse genres and styles.		
6 Mus 3	<b>IMPROVISATION</b>		
6 Mus 3.8.1	Improvise simple melodies.		
6 Mus 3.8.2	Improvise simple harmonies in a given key.		
6 Mus 3.8.3	Improvise melodic and rhythmic embellishments on given pentatonic melodies.		
6 Mus 4	<b>WRITING</b>		
6 Mus 4.8.2	Compose short pieces using the elements of music.		
6 Mus 4.8.3	Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.		
6 Mus 5	<b>READING</b>		
6 Mus 5.8.1	Read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.		
6 Mus 5.8.2	Read simple melodies in the student's appropriate clef.		
6 Mus 5.8.3	Apply music symbols to the repertoire.		
6 Mus 5.8.4	Sight read in unison with technical accuracy and expression.		
6 Mus 5.8.5	Notate simple musical phrases using standard symbols.		
6 Mus 6	<b>LISTENING</b>		
6 Mus 6.8.1	Apply knowledge of the elements of music in aural examples.		
6 Mus 6.8.2	Describe the uses of the elements of music in aural examples representing diverse genres and cultures.		
6 Mus 7	<b>EVALUATION</b>		
6 Mus 7.8.1	Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.		
6 Mus 7.8.2	Evaluate the quality of their own and others' performances and compositions, justifying their opinions.		
6 Mus 8	<b>APPLICATION TO LIFE</b>		
6 Mus 8.8.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g., motion, inspiration).		
6 Mus 8.8.2	Compare concepts common to music and other disciplines outside the arts that are interrelated with those of music (e.g., the Underground Railroad and the use of spirituals for coded escape messages).		
6 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
6 Mus 9.8.1	Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.		
6 Mus 9.8.2	Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.		

Identifier	Nevada - Grade 7 - Music	Introduced	Completed
7 Mus 1	<b>SINGING</b>		
7 Mus 1.8.1	Sing with technical accuracy and good breath control throughout their singing ranges.		
7 Mus 1.8.2	Sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control.		
7 Mus 1.8.3	Sing choral literature written in two and three parts with and without accompaniment.		
7 Mus 1.8.4	Sing music representing diverse genres and styles (e.g., baroque, classical).		
7 Mus 2	<b>PLAYING INSTRUMENTS</b>		
7 Mus 2.8.1	Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
7 Mus 2.8.2	Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.		
7 Mus 2.8.3	Perform multiple-part ensemble literature.		
7 Mus 2.8.4	Play a varied repertoire of instrumental literature representing diverse genres and styles.		
7 Mus 3	<b>IMPROVISATION</b>		
7 Mus 3.8.1	Improvise simple melodies.		
7 Mus 3.8.2	Improvise simple harmonies in a given key.		
7 Mus 3.8.3	Improvise melodic and rhythmic embellishments on given pentatonic melodies.		
7 Mus 4	<b>WRITING</b>		
7 Mus 4.8.2	Compose short pieces using the elements of music.		
7 Mus 4.8.3	Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.		
7 Mus 5	<b>READING</b>		
7 Mus 5.8.1	Read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.		
7 Mus 5.8.2	Read simple melodies in the student's appropriate clef.		
7 Mus 5.8.3	Apply music symbols to the repertoire.		
7 Mus 5.8.4	Sight read in unison with technical accuracy and expression.		
7 Mus 5.8.5	Notate simple musical phrases using standard symbols.		
7 Mus 6	<b>LISTENING</b>		
7 Mus 6.8.1	Apply knowledge of the elements of music in aural examples.		
7 Mus 6.8.2	Describe the uses of the elements of music in aural examples representing diverse genres and cultures.		
7 Mus 7	<b>EVALUATION</b>		
7 Mus 7.8.1	Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.		
7 Mus 7.8.2	Evaluate the quality of their own and others' performances and compositions, justifying their opinions.		
7 Mus 8	<b>APPLICATION TO LIFE</b>		
7 Mus 8.8.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g., motion, inspiration).		
7 Mus 8.8.2	Compare concepts common to music and other disciplines outside the arts that are interrelated with those of music (e.g., the Underground Railroad and the use of spirituals for coded escape messages).		
7 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
7 Mus 9.8.1	Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.		
7 Mus 9.8.2	Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.		

Identifier	Nevada - Grade 8 - Music	Introduced	Completed
8 Mus 1	<b>SINGING</b>		
8 Mus 1.8.1	Sing with technical accuracy and good breath control throughout their singing ranges.		
8 Mus 1.8.2	Sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control.		
8 Mus 1.8.3	Sing choral literature written in two and three parts with and without accompaniment.		
8 Mus 1.8.4	Sing music representing diverse genres and styles (e.g., baroque, classical).		
8 Mus 2	<b>PLAYING INSTRUMENTS</b>		
8 Mus 2.8.1	Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
8 Mus 2.8.2	Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.		
8 Mus 2.8.3	Perform multiple-part ensemble literature.		
8 Mus 2.8.4	Play a varied repertoire of instrumental literature representing diverse genres and styles.		
8 Mus 3	<b>IMPROVISATION</b>		
8 Mus 3.8.1	Improvise simple melodies.		
8 Mus 3.8.2	Improvise simple harmonies in a given key.		
8 Mus 3.8.3	Improvise melodic and rhythmic embellishments on given pentatonic melodies.		
8 Mus 4	<b>WRITING</b>		
8 Mus 4.8.2	Compose short pieces using the elements of music.		
8 Mus 4.8.3	Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.		
8 Mus 5	<b>READING</b>		
8 Mus 5.8.1	Read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.		
8 Mus 5.8.2	Read simple melodies in the student's appropriate clef.		
8 Mus 5.8.3	Apply music symbols to the repertoire.		
8 Mus 5.8.4	Sight read in unison with technical accuracy and expression.		
8 Mus 5.8.5	Notate simple musical phrases using standard symbols.		
8 Mus 6	<b>LISTENING</b>		
8 Mus 6.8.1	Apply knowledge of the elements of music in aural examples.		
8 Mus 6.8.2	Describe the uses of the elements of music in aural examples representing diverse genres and cultures.		
8 Mus 7	<b>EVALUATION</b>		
8 Mus 7.8.1	Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.		
8 Mus 7.8.2	Evaluate the quality of their own and others' performances and compositions, justifying their opinions.		
8 Mus 8	<b>APPLICATION TO LIFE</b>		
8 Mus 8.8.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g., motion, inspiration).		
8 Mus 8.8.2	Compare concepts common to music and other disciplines outside the arts that are interrelated with those of music (e.g., the Underground Railroad and the use of spirituals for coded escape messages).		
8 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
8 Mus 9.8.1	Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.		
8 Mus 9.8.2	Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.		

Identifier	Nevada - Grade 9 - Music	Introduced	Completed
9 Mus 1	<b>SINGING</b>		
9 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
9 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
9 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
9 Mus 1.12.5	Perform music representing diverse genres and styles.		
9 Mus 2	<b>PLAYING INSTRUMENTS</b>		
9 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
9 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
9 Mus 2.12.3	Perform contrapuntal ensemble literature.		
9 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
9 Mus 3	<b>IMPROVISATION</b>		
9 Mus 3.12.1	Improvise complex melodies in a given key.		
9 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
9 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
9 Mus 4	<b>WRITING</b>		
9 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
9 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
9 Mus 5	<b>READING</b>		
9 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
9 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
9 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
9 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
9 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
9 Mus 6	<b>LISTENING</b>		
9 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
9 Mus 6.12.2	Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.		
9 Mus 7	<b>EVALUATION</b>		
9 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
9 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
9 Mus 8	<b>APPLICATION TO LIFE</b>		
9 Mus 8.12.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g., emotion, intensity).		
9 Mus 8.12.2	Analyze concepts common to music and other disciplines outside the arts (e.g., conflict resolution: English - "Romeo and Juliet"; History - The Civil War; Science - chemical reactions; Music - tension and release).		
9 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
9 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
9 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		

Identifier	Nevada - Grade 10 - Music	Introduced	Completed
10 Mus 1	<b>SINGING</b>		
10 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
10 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
10 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
10 Mus 1.12.5	Perform music representing diverse genres and styles.		
10 Mus 2	<b>PLAYING INSTRUMENTS</b>		
10 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
10 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
10 Mus 2.12.3	Perform contrapuntal ensemble literature.		
10 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
10 Mus 3	<b>IMPROVISATION</b>		
10 Mus 3.12.1	Improvise complex melodies in a given key.		
10 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
10 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
10 Mus 4	<b>WRITING</b>		
10 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
10 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
10 Mus 5	<b>READING</b>		
10 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
10 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
10 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
10 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
10 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
10 Mus 6	<b>LISTENING</b>		
10 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
10 Mus 6.12.2	Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.		
10 Mus 7	<b>EVALUATION</b>		
10 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
10 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
10 Mus 8	<b>APPLICATION TO LIFE</b>		
10 Mus 8.12.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g., emotion, intensity).		
10 Mus 8.12.2	Analyze concepts common to music and other disciplines outside the arts (e.g., conflict resolution: English - "Romeo and Juliet"; History - The Civil War; Science - chemical reactions; Music - tension and release).		
10 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
10 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
10 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		



Identifier	Nevada - Grade 11 - Music	Introduced	Completed
11 Mus 1	<b>SINGING</b>		
11 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
11 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
11 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
11 Mus 1.12.5	Perform music representing diverse genres and styles.		
11 Mus 2	<b>PLAYING INSTRUMENTS</b>		
11 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
11 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
11 Mus 2.12.3	Perform contrapuntal ensemble literature.		
11 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
11 Mus 3	<b>IMPROVISATION</b>		
11 Mus 3.12.1	Improvise complex melodies in a given key.		
11 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
11 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
11 Mus 4	<b>WRITING</b>		
11 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
11 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
11 Mus 5	<b>READING</b>		
11 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
11 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
11 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
11 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
11 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
11 Mus 6	<b>LISTENING</b>		
11 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
11 Mus 6.12.2	Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.		
11 Mus 7	<b>EVALUATION</b>		
11 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
11 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
11 Mus 8	<b>APPLICATION TO LIFE</b>		
11 Mus 8.12.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g., emotion, intensity).		
11 Mus 8.12.2	Analyze concepts common to music and other disciplines outside the arts (e.g., conflict resolution: English - "Romeo and Juliet"; History - The Civil War; Science - chemical reactions; Music - tension and release).		
11 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
11 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
11 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		

Identifier	Nevada - Grade 12 - Music	Introduced	Completed
12 Mus 1	<b>SINGING</b>		
12 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
12 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
12 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
12 Mus 1.12.5	Perform music representing diverse genres and styles.		
12 Mus 2	<b>PLAYING INSTRUMENTS</b>		
12 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
12 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
12 Mus 2.12.3	Perform contrapuntal ensemble literature.		
12 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
12 Mus 3	<b>IMPROVISATION</b>		
12 Mus 3.12.1	Improvise complex melodies in a given key.		
12 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
12 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
12 Mus 4	<b>WRITING</b>		
12 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
12 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
12 Mus 5	<b>READING</b>		
12 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
12 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
12 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
12 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
12 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
12 Mus 6	<b>LISTENING</b>		
12 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
12 Mus 6.12.2	Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.		
12 Mus 7	<b>EVALUATION</b>		
12 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
12 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
12 Mus 8	<b>APPLICATION TO LIFE</b>		
12 Mus 8.12.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g., emotion, intensity).		
12 Mus 8.12.2	Analyze concepts common to music and other disciplines outside the arts (e.g., conflict resolution: English - "Romeo and Juliet"; History - The Civil War; Science - chemical reactions; Music - tension and release).		
12 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
12 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
12 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		

# Lander County School District

## Assessed Standards/Curriculum

### Health

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Kindergarten - Health	Introduced	Completed
K H			
K H 1.2.1	Identify personal health practices that promote physical, mental, and social health (sleep, diet, fitness, and personal hygiene).		
K H 1.2.2	Identify basic anatomy (i.e., eyes, nose, ears, etc.).		
K H 1.2.3	Describe how healthy eating promotes growth and well-being.		
K H 1.2.4	Identify and differentiate between helpful and harmful drugs.		
K H 1.2.5	Identify hazardous conditions related to personal health and safety.		
K H 1.2.6	Recognize basic prevention strategies for common illnesses.		
K H 1.2.7	Demonstrate the ability to locate school and community health helpers.		
K H 1.2.8	Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).		
K H 2.2.2	Identify positive and negative behaviors with need for health care.		
K H 3.2.1	Identify characteristics of bullies and victims.		
K H 3.2.2	Identify basic refusal skills.		
K H 3.2.3	Demonstrate basic injury prevention and management strategies for personal health.		
K H 3.2.4	Identify stress.		
K H 4.2.1	Identify foods of various cultures.		
K H 4.2.3	Identify health advertising in a variety of forms.		
K H 5.2.1	Name basic verbal and nonverbal communication techniques.		
K H 5.2.2	Describe ways to communicate care, consideration, and respect for self and others.		
K H 6.2.1	Identify a decision-making process model.		
K H 7.2.1	Identify positive health choices.		

Identifier	Nevada - Grade 1 - Health	Introduced	Completed
1 H			
1 H 1.2.1	Identify personal health practices that promote physical, mental, and social health (sleep, diet, fitness, and personal hygiene).		
1 H 1.2.2	Identify basic anatomy (i.e., eyes, nose, ears, etc.).		
1 H 1.2.3	Describe how healthy eating promotes growth and well-being.		
1 H 1.2.4	Identify and differentiate between helpful and harmful drugs.		
1 H 1.2.5	Identify hazardous conditions related to personal health and safety.		
1 H 1.2.6	Recognize basic prevention strategies for common illnesses.		
1 H 1.2.7	Demonstrate the ability to locate school and community health helpers.		
1 H 1.2.8	Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).		
1 H 2.2.2	Identify positive and negative behaviors with need for health care.		
1 H 3.2.1	Identify characteristics of bullies and victims.		
1 H 3.2.2	Identify basic refusal skills.		
1 H 3.2.3	Demonstrate basic injury prevention and management strategies for personal health.		
1 H 3.2.4	Identify stress.		
1 H 4.2.1	Identify foods of various cultures.		
1 H 4.2.3	Identify health advertising in a variety of forms.		
1 H 5.2.1	Name basic verbal and nonverbal communication techniques.		
1 H 5.2.2	Describe ways to communicate care, consideration, and respect for self and others.		
1 H 6.2.1	Identify a decision-making process model.		
1 H 7.2.1	Identify positive health choices.		

Identifier	Nevada - Grade 2 - Health	Introduced	Completed
2 H			
2 H 1.2.1	Identify personal health practices that promote physical, mental, and social health (sleep, diet, fitness, and personal hygiene).		
2 H 1.2.2	Identify basic anatomy (i.e., eyes, nose, ears, etc.).		
2 H 1.2.3	Describe how healthy eating promotes growth and well-being.		
2 H 1.2.4	Identify and differentiate between helpful and harmful drugs.		
2 H 1.2.5	Identify hazardous conditions related to personal health and safety.		
2 H 1.2.6	Recognize basic prevention strategies for common illnesses.		
2 H 1.2.7	Demonstrate the ability to locate school and community health helpers.		
2 H 1.2.8	Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).		
2 H 2.2.2	Identify positive and negative behaviors with need for health care.		
2 H 3.2.1	Identify characteristics of bullies and victims.		
2 H 3.2.2	Identify basic refusal skills.		
2 H 3.2.3	Demonstrate basic injury prevention and management strategies for personal health.		
2 H 3.2.4	Identify stress.		
2 H 4.2.1	Identify foods of various cultures.		
2 H 4.2.3	Identify health advertising in a variety of forms.		
2 H 5.2.1	Name basic verbal and nonverbal communication techniques.		
2 H 5.2.2	Describe ways to communicate care, consideration, and respect for self and others.		
2 H 6.2.1	Identify a decision-making process model.		
2 H 7.2.1	Identify positive health choices.		

Identifier	Nevada - Grade 3 - Health	Introduced	Completed
3 H			
3 H 1.3.1	Identify indicators of mental, emotional, social, and physical health during childhood.		
3 H 1.3.2	Describe the basic structure and function of human body systems.		
3 H 1.3.3	Identify essential components of a balanced diet and recognize their importance to growth and good health.		
3 H 1.3.4	Explain how drugs can affect the way people make decisions and perform tasks.		
3 H 1.3.5	Explain how childhood injuries can be prevented or treated.		
3 H 1.3.6	Differentiate between communicable and noncommunicable diseases.		
3 H 1.3.7	Explain how appropriate health care can prevent premature death and disability.		
3 H 1.3.8	Describe how physical, social, and emotional environments influence personal health.		
3 H 2.3.1	Examine the consequences of positive and negative health behaviors.		
3 H 2.3.2	Identify health care workers.		
3 H 3.3.1	Describe where to go and what to do in an unsafe situation.		
3 H 3.3.2	Practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.		
3 H 3.3.3A	Identify hazards found in the home, school, and community and intervention strategies.		
3 H 3.3.3B	Demonstrate safe behavior when encountering potentially dangerous objects/weapons.		
3 H 3.3.4	Identify basic skills for managing stress.		
3 H 3.3.5	Demonstrate basic first aid procedures and responses to common emergencies in the home, school, and community.		
3 H 4.3.1	Discuss nutrition and exercise habits in different cultures.		
3 H 4.3.3	Explain how media influences decisions on health products and services.		
3 H 5.3.1A	Discuss the need for acceptable social skills with others.		
3 H 5.3.1B	Discuss acceptable social skills with others.		
3 H 5.3.2	Identify behaviors exhibited in conflict situations and strategies for mediation.		
3 H 6.3.1A	Apply a decision-making process to resolve class identified health issues and problems.		
3 H 6.3.1B	Set an individual health goal and record progress.		
3 H 6.3.2	Explain the consequences of individual health care decisions.		
3 H 6.3.3	Identify the importance of asking for assistance in making health-related decisions and setting health goals.		
3 H 7.3.1A	Demonstrate the ability to work cooperatively and productively with others.		
3 H 7.3.1B	Examine how individuals accept responsibility for taking care of the school.		

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



Identifier	Nevada - Grade 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 6 - Health	Introduced	Completed
6 H			
6 H 1.8.1	Explain the impact of personal health behaviors on the functioning of body systems.		
6 H 1.8.2	Describe how growth and development relate to personal health decisions.		
6 H 1.8.3	Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs.		
6 H 1.8.4	Analyze the physiological and psychological effects of drug usage.		
6 H 1.8.5	Demonstrate knowledge and strategies for personal safety.		
6 H 1.8.6	Describe ways to reduce risk factors and increase resiliency related to adolescent health.		
6 H 1.8.7	Identify laws and regulations made to protect the health of the community.		
6 H 1.8.8	Identify personal actions that contribute to the deterioration of the environment.		
6 H 2.8.1	Differentiate health concerns as personal responsibility or professional responsibility.		
6 H 2.8.2	Identify characteristics of scientifically valid health information.		
6 H 3.8.1A	Apply conflict resolution techniques including peer mediation within the school environment.		
6 H 3.8.1B	Analyze the school environment for personal safety and security.		
6 H 3.8.2	Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs.		
6 H 3.8.3A	Describe and follow rules prohibiting possession of weapons at school and in the community.		
6 H 3.8.3B	Demonstrate compliance with school safety procedures including emergency drills.		
6 H 3.8.4	Evaluate the role others play in stress.		
6 H 3.8.5	Perform advanced first aid procedures.		
6 H 4.8.1	Analyze how different cultures enrich and challenge health practices.		
6 H 4.8.2	Evaluate the impact of technology on health and disease prevention.		
6 H 4.8.3	Critique a variety of consumer influences that affect health decisions.		
6 H 5.8.1	Role play decision-making and problem-solving skills, which enhance interpersonal relationships.		
6 H 5.8.2	Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.		
6 H 6.8.1A	Apply a decision-making process to a significant health issue or problem.		
6 H 6.8.1B	Develop a personal health plan that addresses personal strengths, needs, and health risks.		
6 H 6.8.2	Compare and contrast the short- and long-term impact of health decisions on the individual and society.		
6 H 6.8.3	Determine contacts for assistance with health issues.		
6 H 7.8.1	Identify and research a community health issue and develop a plan of action.		

Identifier	Nevada - Grade 7 - Health	Introduced	Completed
7 H			
7 H 1.8.1	Explain the impact of personal health behaviors on the functioning of body systems.		
7 H 1.8.2	Describe how growth and development relate to personal health decisions.		
7 H 1.8.3	Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs.		
7 H 1.8.4	Analyze the physiological and psychological effects of drug usage.		
7 H 1.8.5	Demonstrate knowledge and strategies for personal safety.		
7 H 1.8.6	Describe ways to reduce risk factors and increase resiliency related to adolescent health.		
7 H 1.8.7	Identify laws and regulations made to protect the health of the community.		
7 H 1.8.8	Identify personal actions that contribute to the deterioration of the environment.		
7 H 2.8.1	Differentiate health concerns as personal responsibility or professional responsibility.		
7 H 2.8.2	Identify characteristics of scientifically valid health information.		
7 H 3.8.1A	Apply conflict resolution techniques including peer mediation within the school environment.		
7 H 3.8.1B	Analyze the school environment for personal safety and security.		
7 H 3.8.2	Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs.		
7 H 3.8.3A	Describe and follow rules prohibiting possession of weapons at school and in the community.		
7 H 3.8.3B	Demonstrate compliance with school safety procedures including emergency drills.		
7 H 3.8.4	Evaluate the role others play in stress.		
7 H 3.8.5	Perform advanced first aid procedures.		
7 H 4.8.1	Analyze how different cultures enrich and challenge health practices.		
7 H 4.8.2	Evaluate the impact of technology on health and disease prevention.		
7 H 4.8.3	Critique a variety of consumer influences that affect health decisions.		
7 H 5.8.1	Role play decision-making and problem-solving skills, which enhance interpersonal relationships.		
7 H 5.8.2	Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.		
7 H 6.8.1A	Apply a decision-making process to a significant health issue or problem.		
7 H 6.8.1B	Develop a personal health plan that addresses personal strengths, needs, and health risks.		
7 H 6.8.2	Compare and contrast the short- and long-term impact of health decisions on the individual and society.		
7 H 6.8.3	Determine contacts for assistance with health issues.		
7 H 7.8.1	Identify and research a community health issue and develop a plan of action.		

Identifier	Nevada - Grade 8 - Health	Introduced	Completed
8 H			
8 H 1.8.1	Explain the impact of personal health behaviors on the functioning of body systems.		
8 H 1.8.2	Describe how growth and development relate to personal health decisions.		
8 H 1.8.3	Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs.		
8 H 1.8.4	Analyze the physiological and psychological effects of drug usage.		
8 H 1.8.5	Demonstrate knowledge and strategies for personal safety.		
8 H 1.8.6	Describe ways to reduce risk factors and increase resiliency related to adolescent health.		
8 H 1.8.7	Identify laws and regulations made to protect the health of the community.		
8 H 1.8.8	Identify personal actions that contribute to the deterioration of the environment.		
8 H 2.8.1	Differentiate health concerns as personal responsibility or professional responsibility.		
8 H 2.8.2	Identify characteristics of scientifically valid health information.		
8 H 3.8.1A	Apply conflict resolution techniques including peer mediation within the school environment.		
8 H 3.8.1B	Analyze the school environment for personal safety and security.		
8 H 3.8.2	Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs.		
8 H 3.8.3A	Describe and follow rules prohibiting possession of weapons at school and in the community.		
8 H 3.8.3B	Demonstrate compliance with school safety procedures including emergency drills.		
8 H 3.8.4	Evaluate the role others play in stress.		
8 H 3.8.5	Perform advanced first aid procedures.		
8 H 4.8.1	Analyze how different cultures enrich and challenge health practices.		
8 H 4.8.2	Evaluate the impact of technology on health and disease prevention.		
8 H 4.8.3	Critique a variety of consumer influences that affect health decisions.		
8 H 5.8.1	Role play decision-making and problem-solving skills, which enhance interpersonal relationships.		
8 H 5.8.2	Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.		
8 H 6.8.1A	Apply a decision-making process to a significant health issue or problem.		
8 H 6.8.1B	Develop a personal health plan that addresses personal strengths, needs, and health risks.		
8 H 6.8.2	Compare and contrast the short- and long-term impact of health decisions on the individual and society.		
8 H 6.8.3	Determine contacts for assistance with health issues.		
8 H 7.8.1	Identify and research a community health issue and develop a plan of action.		

Identifier	Nevada - Grade 9 - Health	Introduced	Completed
9 H			
9 H 1.12.1	Assess the impact of personal history, health care choices, and the aging process on individual health.		
9 H 1.12.2	Examine the health implications of the aging process.		
9 H 1.12.3	Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.		
9 H 1.12.4	Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.		
9 H 1.12.5	Identify hazardous conditions and develop appropriate intervention strategies.		
9 H 1.12.6	Analyze how research and medical advances influence the prevention and control of disease.		
9 H 1.12.7	Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.		
9 H 1.12.8	Analyze how the environment influences the health of the community.		
9 H 2.12.1	Analyze health promotion and disease prevention efforts.		
9 H 2.12.2	Critique sources of health information for accuracy.		
9 H 3.12.1	Create a school-wide plan providing for individual security and safety utilizing school and community resources.		
9 H 3.12.2	Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.		
9 H 3.12.3	Apply injury prevention and management strategies to improve and maintain personal, family, and community health.		
9 H 3.12.4	Compare and contrast stress management techniques.		
9 H 4.12.1	Evaluate cultural similarities and differences and effects on health.		
9 H 4.12.2	Explore how technology is used to enhance health.		
9 H 4.12.3	Assess the impact of promotion and distribution of products and services on consumer health.		
9 H 5.12.1	Utilize skills for communicating effectively.		
9 H 5.12.2	Analyze a school plan for conflict management.		
9 H 6.12.1	Formulate an effective plan for lifelong health enhancement.		
9 H 6.12.2	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.		
9 H 6.12.3	Utilize the decision-making process to address complex community health issues.		
9 H 7.12.1A	Identify the methods for being a responsible voice for self and others when promoting health practices in the community.		
9 H 7.12.1B	Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.		

Identifier	Nevada - Grade 10 - Health	Introduced	Completed
10 H			
10 H 1.12.1	Assess the impact of personal history, health care choices, and the aging process on individual health.		
10 H 1.12.2	Examine the health implications of the aging process.		
10 H 1.12.3	Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.		
10 H 1.12.4	Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.		
10 H 1.12.5	Identify hazardous conditions and develop appropriate intervention strategies.		
10 H 1.12.6	Analyze how research and medical advances influence the prevention and control of disease.		
10 H 1.12.7	Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.		
10 H 1.12.8	Analyze how the environment influences the health of the community.		
10 H 2.12.1	Analyze health promotion and disease prevention efforts.		
10 H 2.12.2	Critique sources of health information for accuracy.		
10 H 3.12.1	Create a school-wide plan providing for individual security and safety utilizing school and community resources.		
10 H 3.12.2	Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.		
10 H 3.12.3	Apply injury prevention and management strategies to improve and maintain personal, family, and community health.		
10 H 3.12.4	Compare and contrast stress management techniques.		
10 H 4.12.1	Evaluate cultural similarities and differences and effects on health.		
10 H 4.12.2	Explore how technology is used to enhance health.		
10 H 4.12.3	Assess the impact of promotion and distribution of products and services on consumer health.		
10 H 5.12.1	Utilize skills for communicating effectively.		
10 H 5.12.2	Analyze a school plan for conflict management.		
10 H 6.12.1	Formulate an effective plan for lifelong health enhancement.		
10 H 6.12.2	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.		
10 H 6.12.3	Utilize the decision-making process to address complex community health issues.		
10 H 7.12.1A	Identify the methods for being a responsible voice for self and others when promoting health practices in the community.		
10 H 7.12.1B	Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.		

Identifier	Nevada - Grade 11 - Health	Introduced	Completed
11 H			
11 H 1.12.1	Assess the impact of personal history, health care choices, and the aging process on individual health.		
11 H 1.12.2	Examine the health implications of the aging process.		
11 H 1.12.3	Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.		
11 H 1.12.4	Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.		
11 H 1.12.5	Identify hazardous conditions and develop appropriate intervention strategies.		
11 H 1.12.6	Analyze how research and medical advances influence the prevention and control of disease.		
11 H 1.12.7	Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.		
11 H 1.12.8	Analyze how the environment influences the health of the community.		
11 H 2.12.1	Analyze health promotion and disease prevention efforts.		
11 H 2.12.2	Critique sources of health information for accuracy.		
11 H 3.12.1	Create a school-wide plan providing for individual security and safety utilizing school and community resources.		
11 H 3.12.2	Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.		
11 H 3.12.3	Apply injury prevention and management strategies to improve and maintain personal, family, and community health.		
11 H 3.12.4	Compare and contrast stress management techniques.		
11 H 4.12.1	Evaluate cultural similarities and differences and effects on health.		
11 H 4.12.2	Explore how technology is used to enhance health.		
11 H 4.12.3	Assess the impact of promotion and distribution of products and services on consumer health.		
11 H 5.12.1	Utilize skills for communicating effectively.		
11 H 5.12.2	Analyze a school plan for conflict management.		
11 H 6.12.1	Formulate an effective plan for lifelong health enhancement.		
11 H 6.12.2	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.		
11 H 6.12.3	Utilize the decision-making process to address complex community health issues.		
11 H 7.12.1A	Identify the methods for being a responsible voice for self and others when promoting health practices in the community.		
11 H 7.12.1B	Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.		

Identifier	Nevada - Grade 12 - Health	Introduced	Completed
12 H			
12 H 1.12.1	Assess the impact of personal history, health care choices, and the aging process on individual health.		
12 H 1.12.2	Examine the health implications of the aging process.		
12 H 1.12.3	Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.		
12 H 1.12.4	Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.		
12 H 1.12.5	Identify hazardous conditions and develop appropriate intervention strategies.		
12 H 1.12.6	Analyze how research and medical advances influence the prevention and control of disease.		
12 H 1.12.7	Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.		
12 H 1.12.8	Analyze how the environment influences the health of the community.		
12 H 2.12.1	Analyze health promotion and disease prevention efforts.		
12 H 2.12.2	Critique sources of health information for accuracy.		
12 H 3.12.1	Create a school-wide plan providing for individual security and safety utilizing school and community resources.		
12 H 3.12.2	Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.		
12 H 3.12.3	Apply injury prevention and management strategies to improve and maintain personal, family, and community health.		
12 H 3.12.4	Compare and contrast stress management techniques.		
12 H 4.12.1	Evaluate cultural similarities and differences and effects on health.		
12 H 4.12.2	Explore how technology is used to enhance health.		
12 H 4.12.3	Assess the impact of promotion and distribution of products and services on consumer health.		
12 H 5.12.1	Utilize skills for communicating effectively.		
12 H 5.12.2	Analyze a school plan for conflict management.		
12 H 6.12.1	Formulate an effective plan for lifelong health enhancement.		
12 H 6.12.2	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.		
12 H 6.12.3	Utilize the decision-making process to address complex community health issues.		
12 H 7.12.1A	Identify the methods for being a responsible voice for self and others when promoting health practices in the community.		
12 H 7.12.1B	Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.		



Lander County School District

Assessed Standards/Curriculum

Computer/Technology

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Kindergarten - Computer and Technology	Introduced	Completed
K CT 2	<b>PRODUCTIVITY TOOLS</b>		
K CT 2.3.1	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
K CT 2.3.2	Create a document that demonstrates simple typing and editing skills.		
K CT 2.3.3	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
K CT 2.3.4	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
K CT 2.3.5	Explain the purpose of a multimedia presentation using multimedia software.		
K CT 2.3.6	Create and save files on various storage media.		
K CT 2.3.7.1	Identify electronic communication devices.		
K CT 2.3.7.2	Identify devices that require connectivity.		
K CT 3	<b>RESEARCH TOOLS</b>		
K CT 3.3.1	Select a research topic or define a problem using technology tools.		
K CT 3.3.3	Select information for a research topic or problem from a remote resource.		
K CT 3.3.4	Identify and examine organizational formats using a technology tool to arrange information.		
K CT 4	<b>TOOLS AND PROCESSES</b>		
K CT 4.3.1	Identify the appropriateness and uses of resources and tools in technology based activities.		
K CT 4.3.2	Select and use applicable tools for tasks.		
K CT 4.3.3	Recognize the importance of safety in computer and technology applications.		
K CT 4.3.4	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
K CT 5	<b>SYSTEMS</b>		
K CT 5.3.1	Define a system.		
K CT 5.3.2	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
K CT 5.3.3	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
K CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
K CT 6.3.1	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
K CT 6.3.2	Practice etiquette using technology. Describe changes in the local community because of technology.		
K CT 6.3.4	Describe common uses of technology in daily life and how environments are changed.		

Identifier	Nevada - Grade 1 - Computer and Technology	Introduced	Completed
1CT 2	<b>PRODUCTIVITY TOOLS</b>		
1 CT 2.3.1	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
1 CT 2.3.2	Create a document that demonstrates simple typing and editing skills.		
1 CT 2.3.3	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
1 CT 2.3.4	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
1 CT 2.3.5	Explain the purpose of a multimedia presentation using multimedia software.		
1 CT 2.3.6	Create and save files on various storage media.		
1 CT 2.3.7.1	Identify electronic communication devices.		
1 CT 2.3.7.2	Identify devices that require connectivity.		
1 CT 3	<b>RESEARCH TOOLS</b>		
1 CT 3.3.1	Select a research topic or define a problem using technology tools.		
1 CT 3.3.3	Select information for a research topic or problem from a remote resource.		
1 CT 3.3.4	Identify and examine organizational formats using a technology tool to arrange information.		
1 CT 4	<b>TOOLS AND PROCESSES</b>		
1 CT 4.3.1	Identify the appropriateness and uses of resources and tools in technology based activities.		
1 CT 4.3.2	Select and use applicable tools for tasks.		
1 CT 4.3.3	Recognize the importance of safety in computer and technology applications.		
1 CT 4.3.4	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
1 CT 5	<b>SYSTEMS</b>		
1 CT 5.3.1	Define a system.		
1 CT 5.3.2	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
1 CT 5.3.3	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
1 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
1 CT 6.3.1	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
1 CT 6.3.2	Practice etiquette using technology. Describe changes in the local community because of technology.		
1 CT 6.3.4	Describe common uses of technology in daily life and how environments are changed.		

Identifier	Nevada - Grade 2 - Computer and Technology	Introduced	Completed
2 CT 2	<b>PRODUCTIVITY TOOLS</b>		
2 CT 2.3.1	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
2 CT 2.3.2	Create a document that demonstrates simple typing and editing skills.		
2 CT 2.3.3	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
2 CT 2.3.4	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
2 CT 2.3.5	Explain the purpose of a multimedia presentation using multimedia software.		
2 CT 2.3.6	Create and save files on various storage media.		
2 CT 2.3.7.1	Identify electronic communication devices.		
2 CT 2.3.7.2	Identify devices that require connectivity.		
2 CT 3	<b>RESEARCH TOOLS</b>		
2 CT 3.3.1	Select a research topic or define a problem using technology tools.		
2 CT 3.3.3	Select information for a research topic or problem from a remote resource.		
2 CT 3.3.4	Identify and examine organizational formats using a technology tool to arrange information.		
2 CT 4	<b>TOOLS AND PROCESSES</b>		
2 CT 4.3.1	Identify the appropriateness and uses of resources and tools in technology based activities.		
2 CT 4.3.2	Select and use applicable tools for tasks.		
2 CT 4.3.3	Recognize the importance of safety in computer and technology applications.		
2 CT 4.3.4	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
2 CT 5	<b>SYSTEMS</b>		
2 CT 5.3.1	Define a system.		
2 CT 5.3.2	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
2 CT 5.3.3	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
2 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
2 CT 6.3.1	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
2 CT 6.3.2	Practice etiquette using technology. Describe changes in the local community because of technology.		
2 CT 6.3.4	Describe common uses of technology in daily life and how environments are changed.		

Identifier	Nevada - Grade 3 - Computer and Technology	Introduced	Completed
3 CT 2	<b>PRODUCTIVITY TOOLS</b>		
3 CT 2.3.1	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
3 CT 2.3.2	Create a document that demonstrates simple typing and editing skills.		
3 CT 2.3.3	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
3 CT 2.3.4	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
3 CT 2.3.5	Explain the purpose of a multimedia presentation using multimedia software.		
3 CT 2.3.6	Create and save files on various storage media.		
3 CT 2.3.7.1	Identify electronic communication devices.		
3 CT 2.3.7.2	Identify devices that require connectivity.		
3 CT 3	<b>RESEARCH TOOLS</b>		
3 CT 3.3.1	Select a research topic or define a problem using technology tools.		
3 CT 3.3.3	Select information for a research topic or problem from a remote resource.		
3 CT 3.3.4	Identify and examine organizational formats using a technology tool to arrange information.		
3 CT 4	<b>TOOLS AND PROCESSES</b>		
3 CT 4.3.1	Identify the appropriateness and uses of resources and tools in technology based activities.		
3 CT 4.3.2	Select and use applicable tools for tasks.		
3 CT 4.3.3	Recognize the importance of safety in computer and technology applications.		
3 CT 4.3.4	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
3 CT 5	<b>SYSTEMS</b>		
3 CT 5.3.1	Define a system.		
3 CT 5.3.2	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
3 CT 5.3.3	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
3 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
3 CT 6.3.1	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
3 CT 6.3.2	Practice etiquette using technology. Describe changes in the local community because of technology.		
3 CT 6.3.4	Describe common uses of technology in daily life and how environments are changed.		

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

Identifier	Nevada - Grade 5 - Computer and Technology	Introduced	Completed
5 CT 2	<b>PRODUCTIVITY TOOLS</b>		
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	<b>RESEARCH TOOLS</b>		
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	<b>TOOLS AND PROCESSES</b>		
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	<b>SYSTEMS</b>		
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	<b>IMPLICATIONS ON SOCIETY</b>		
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 6 - Computer and Technology	Introduced	Completed
6 CT 1	<b>PROBLEM SOLVING</b>		
6 CT 1.8.1	Differentiate design/problem-solving methods and components of technology using accurate terminology.		
6 CT 1.8.2	Select and evaluate appropriate designs requiring optimization and making trade-offs.		
6 CT 1.8.3	Select and apply a design/problem-solving method to reach a desired outcome.		
6 CT 2	<b>PRODUCTIVITY TOOLS</b>		
6 CT 2.8.1	Demonstrate proficiency and accuracy in keyboarding skills.		
6 CT 2.8.2	Create a document using advanced formatting techniques that demonstrate the ability to import a graphic, type, edit, and print.		
6 CT 2.8.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query.		
6 CT 2.8.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Print a spreadsheet showing formulas.		
6 CT 2.8.5	Create a multipage multimedia presentation using text, graphics, and sound to effectively communicate a concept.		
6 CT 2.8.6	Organize files on a computer disk, drive, server, or other storage device.		
6 CT 2.8.7.1	Explain the advantages of connectivity with various systems to share information and resources.		
6 CT 2.8.7.2	Employ the use of electronic communication.		
6 CT 3	<b>RESEARCH TOOLS</b>		
6 CT 3.8.1	Select a research topic or a statement of a problem identifying its elements, its scope, and the expected outcomes using technology tools.		
6 CT 3.8.2	Generate a list of keywords for a research topic or problem and conduct a search of electronic-based sources.		
6 CT 3.8.3	Select and evaluate information from a variety of remote resources for a research topic or problem exploring hyperlinks.		
6 CT 3.8.4	Use an organizational format to arrange information for presentation or decision making.		
6 CT 3.8.5	Check collected information for reliability, authenticity, and timeliness, citing sources of copyrighted materials in papers, projects, and multimedia presentations.		
6 CT 3.8.6	Generate a bibliography.		
6 CT 4	<b>TOOLS AND PROCESSES</b>		
6 CT 4.8.1	Explain how technology skills and tools enhance productivity in creating projects, building prototypes and modeling (e.g., measuring, shaping, forming, and fastening materials).		
6 CT 4.8.2	Use tools, instrumentation, equipment, materials, and processes to make designs, simulations, and prototypes.		
6 CT 4.8.3	Compare and contrast the safe use of technology tools, hand and power tools, processes, and materials in diverse computer and technology applications.		
6 CT 4.8.4	Demonstrate an understanding of the operation and maintenance of technology tools such as hand tools, power tools, lasers, hydraulics, pneumatics, electronics, hardware, software, CNC machines, computers, robotics, and fiber optics.		
6 CT 5	<b>SYSTEMS</b>		
6 CT 5.8.1	Interpret resources that are essential and those that must be used effectively to produce a desired outcome; an output from one system may be input to another system.		
6 CT 5.8.2	Differentiate among various systems, explain capabilities and limitations, and identify the ways in which they are controlled to produce a desired outcome (e.g., limitations of the components of a computer system).		
6 CT 5.8.3	Use a system to achieve a desired outcome in the areas of construction, communication, manufacturing, energy, power, transportation, and biotechnology.		
6 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
6 CT 6.8.1	Practice legal and ethical behaviors when using information and technology. Discuss the consequences of misuse on society and the environment.		
6 CT 6.8.2	Evaluate the effect technology has on society and the environment.		
6 CT 6.8.3	Examine the role of technology in the workplace and explore careers that use technology.		
6 CT 6.8.4	Explain how people can control the technologies they develop and use, and why people are responsible for the effects these have on society, the environment, and careers.		



Identifier	Nevada - Grade 7 - Computer and Technology	Introduced	Completed
7 CT 1	<b>PROBLEM SOLVING</b>		
7 CT 1.8.1	Differentiate design/problem-solving methods and components of technology using accurate terminology.		
7 CT 1.8.2	Select and evaluate appropriate designs requiring optimization and making trade-offs.		
7 CT 1.8.3	Select and apply a design/problem-solving method to reach a desired outcome.		
7 CT 2	<b>PRODUCTIVITY TOOLS</b>		
7 CT 2.8.1	Demonstrate proficiency and accuracy in keyboarding skills.		
7 CT 2.8.2	Create a document using advanced formatting techniques that demonstrate the ability to import a graphic, type, edit, and print.		
7 CT 2.8.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query.		
7 CT 2.8.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Print a spreadsheet showing formulas.		
7 CT 2.8.5	Create a multipage multimedia presentation using text, graphics, and sound to effectively communicate a concept.		
7 CT 2.8.6	Organize files on a computer disk, drive, server, or other storage device.		
7 CT 2.8.7.1	Explain the advantages of connectivity with various systems to share information and resources.		
7 CT 2.8.7.2	Employ the use of electronic communication.		
7 CT 3	<b>RESEARCH TOOLS</b>		
7 CT 3.8.1	Select a research topic or a statement of a problem identifying its elements, its scope, and the expected outcomes using technology tools.		
7 CT 3.8.2	Generate a list of keywords for a research topic or problem and conduct a search of electronic-based sources.		
7 CT 3.8.3	Select and evaluate information from a variety of remote resources for a research topic or problem exploring hyperlinks.		
7 CT 3.8.4	Use an organizational format to arrange information for presentation or decision making.		
7 CT 3.8.5	Check collected information for reliability, authenticity, and timeliness, citing sources of copyrighted materials in papers, projects, and multimedia presentations.		
7 CT 3.8.6	Generate a bibliography.		
7 CT 4	<b>TOOLS AND PROCESSES</b>		
7 CT 4.8.1	Explain how technology skills and tools enhance productivity in creating projects, building prototypes and modeling (e.g., measuring, shaping, forming, and fastening materials).		
7 CT 4.8.2	Use tools, instrumentation, equipment, materials, and processes to make designs, simulations, and prototypes.		
7 CT 4.8.3	Compare and contrast the safe use of technology tools, hand and power tools, processes, and materials in diverse computer and technology applications.		
7 CT 4.8.4	Demonstrate an understanding of the operation and maintenance of technology tools such as hand tools, power tools, lasers, hydraulics, pneumatics, electronics, hardware, software, CNC machines, computers, robotics, and fiber optics.		
7 CT 5	<b>SYSTEMS</b>		
7 CT 5.8.1	Interpret resources that are essential and those that must be used effectively to produce a desired outcome; an output from one system may be input to another system.		
7 CT 5.8.2	Differentiate among various systems, explain capabilities and limitations, and identify the ways in which they are controlled to produce a desired outcome (e.g., limitations of the components of a computer system).		
7 CT 5.8.3	Use a system to achieve a desired outcome in the areas of construction, communication, manufacturing, energy, power, transportation, and biotechnology.		
7 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
7 CT 6.8.1	Practice legal and ethical behaviors when using information and technology. Discuss the consequences of misuse on society and the environment.		
7 CT 6.8.2	Evaluate the effect technology has on society and the environment.		
7 CT 6.8.3	Examine the role of technology in the workplace and explore careers that use technology.		
7 CT 6.8.4	Explain how people can control the technologies they develop and use, and why people are responsible for the effects these have on society, the environment, and careers.		

Identifier	Nevada - Grade 8 - Computer and Technology	Introduced	Completed
8 CT 1	<b>PROBLEM SOLVING</b>		
8 CT 1.8.1	Differentiate design/problem-solving methods and components of technology using accurate terminology.		
8 CT 1.8.2	Select and evaluate appropriate designs requiring optimization and making trade-offs.		
8 CT 1.8.3	Select and apply a design/problem-solving method to reach a desired outcome.		
8 CT 2	<b>PRODUCTIVITY TOOLS</b>		
8 CT 2.8.1	Demonstrate proficiency and accuracy in keyboarding skills.		
8 CT 2.8.2	Create a document using advanced formatting techniques that demonstrate the ability to import a graphic, type, edit, and print.		
8 CT 2.8.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query.		
8 CT 2.8.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Print a spreadsheet showing formulas.		
8 CT 2.8.5	Create a multipage multimedia presentation using text, graphics, and sound to effectively communicate a concept.		
8 CT 2.8.6	Organize files on a computer disk, drive, server, or other storage device.		
8 CT 2.8.7.1	Explain the advantages of connectivity with various systems to share information and resources.		
8 CT 2.8.7.2	Employ the use of electronic communication.		
8 CT 3	<b>RESEARCH TOOLS</b>		
8 CT 3.8.1	Select a research topic or a statement of a problem identifying its elements, its scope, and the expected outcomes using technology tools.		
8 CT 3.8.2	Generate a list of keywords for a research topic or problem and conduct a search of electronic-based sources.		
8 CT 3.8.3	Select and evaluate information from a variety of remote resources for a research topic or problem exploring hyperlinks.		
8 CT 3.8.4	Use an organizational format to arrange information for presentation or decision making.		
8 CT 3.8.5	Check collected information for reliability, authenticity, and timeliness, citing sources of copyrighted materials in papers, projects, and multimedia presentations.		
8 CT 3.8.6	Generate a bibliography.		
8 CT 4	<b>TOOLS AND PROCESSES</b>		
8 CT 4.8.1	Explain how technology skills and tools enhance productivity in creating projects, building prototypes and modeling (e.g., measuring, shaping, forming, and fastening materials).		
8 CT 4.8.2	Use tools, instrumentation, equipment, materials, and processes to make designs, simulations, and prototypes.		
8 CT 4.8.3	Compare and contrast the safe use of technology tools, hand and power tools, processes, and materials in diverse computer and technology applications.		
8 CT 4.8.4	Demonstrate an understanding of the operation and maintenance of technology tools such as hand tools, power tools, lasers, hydraulics, pneumatics, electronics, hardware, software, CNC machines, computers, robotics, and fiber optics.		
8 CT 5	<b>SYSTEMS</b>		
8 CT 5.8.1	Interpret resources that are essential and those that must be used effectively to produce a desired outcome; an output from one system may be input to another system.		
8 CT 5.8.2	Differentiate among various systems, explain capabilities and limitations, and identify the ways in which they are controlled to produce a desired outcome (e.g., limitations of the components of a computer system).		
8 CT 5.8.3	Use a system to achieve a desired outcome in the areas of construction, communication, manufacturing, energy, power, transportation, and biotechnology.		
8 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
8 CT 6.8.1	Practice legal and ethical behaviors when using information and technology. Discuss the consequences of misuse on society and the environment.		
8 CT 6.8.2	Evaluate the effect technology has on society and the environment.		
8 CT 6.8.3	Examine the role of technology in the workplace and explore careers that use technology.		
8 CT 6.8.4	Explain how people can control the technologies they develop and use, and why people are responsible for the effects these have on society, the environment, and careers.		

Identifier	Nevada - Grade 9 - Computer and Technology	Introduced	Completed
9 CT 1	<b>PROBLEM SOLVING</b>		
9 CT 1.12.1	Analyze a variety of problem-solving approaches, which can be used and combined in seeking solutions.		
9 CT 1.12.2	Develop and implement a design/problem-solving method based on a need or want.		
9 CT 2	<b>PRODUCTIVITY TOOLS</b>		
9 CT 2.12.1	Demonstrate advanced proficiency and accuracy in keyboarding skills.		
9 CT 2.12.2	Create a multipage document in conjunction with other tools that demonstrate the ability to type, format, edit, and print.		
9 CT 2.12.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query. Interpret report based on data.		
9 CT 2.12.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Analyze the significance of the data. Print a spreadsheet showing formulas.		
9 CT 2.12.5	Create and present a multipage, multimedia presentation incorporating three or more of the following: text, graphics, sound, animation, digital video, or linking. Analyze and critique a multimedia presentation.		
9 CT 2.12.7	Locate and evaluate sources of distance learning, telecommuting, and teleconferencing and analyze the uses of these electronic communications.		
9 CT 3	<b>RESEARCH TOOLS</b>		
9 CT 3.12.1	Independently identify a research topic or state a problem that clearly identifies its elements, its scope, and the expected outcomes using technology tools.		
9 CT 3.12.2	Generate a list of keywords for a research topic or problem with qualifying modifiers and conduct a search of electronic-based sources.		
9 CT 3.12.3	Utilizing different search strategies, conduct research using hyperlinks to select information for a specific topic or problem.		
9 CT 3.12.4	Organize information logically for presentation or decision making.		
9 CT 3.12.5	Compare and contrast collected information to validate its reliability, authenticity, and timeliness.		
9 CT 3.12.6	Demonstrate the ability to document all sources using an accepted standard citation format.		
9 CT 3.12.7	Given a rubric, evaluate the research process and its outcome.		
9 CT 4	<b>TOOLS AND PROCESSES</b>		
9 CT 4.12.1	Analyze how the development of new tools, materials, and processes is necessary to maintain and improve high productivity and quality.		
9 CT 4.12.2	Use tools to design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, and have value greater than the investment of time, energy, effort, and other resources.		
9 CT 4.12.3	Evaluate the available tools and select the appropriate tool and process that would safely accomplish the task.		
9 CT 4.12.4	Evaluate and then correct nonfunctioning technology system/subsystem areas needed to accomplish required tasks.		
9 CT 5	<b>SYSTEMS</b>		
9 CT 5.12.1	Interpret the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires.		
9 CT 5.12.2	Demonstrate how systems are planned, organized, designed, built, and controlled.		
9 CT 5.12.3	Evaluate systems model(s) including the stages of input, processes, output, feedback, and consequences.		
9 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
9 CT 6.12.1	Analyze the impact of new and improved products and services on the quality of life.		
9 CT 6.12.2	Analyze how the effects of a given technology may be unacceptable under a certain set of circumstances, but acceptable under another set of circumstances.		
9 CT 6.12.3	Research and select a career choice, develop a career plan, and select the courses/program for entry-level skills (e.g., career information system).		
9 CT 6.12.4	Analyze significant events, inventions, and discoveries in the history of technology and their effects on beliefs, attitudes, and behavior in business, society, or culture.		

Identifier	Nevada - Grade 10 - Computer and Technology	Introduced	Completed
10 CT 1	<b>PROBLEM SOLVING</b>		
10 CT 1.12.1	Analyze a variety of problem-solving approaches, which can be used and combined in seeking solutions.		
10 CT 1.12.2	Develop and implement a design/problem-solving method based on a need or want.		
10 CT 2	<b>PRODUCTIVITY TOOLS</b>		
10 CT 2.12.1	Demonstrate advanced proficiency and accuracy in keyboarding skills.		
10 CT 2.12.2	Create a multipage document in conjunction with other tools that demonstrate the ability to type, format, edit, and print.		
10 CT 2.12.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query. Interpret report based on data.		
10 CT 2.12.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Analyze the significance of the data. Print a spreadsheet showing formulas.		
10 CT 2.12.5	Create and present a multipage, multimedia presentation incorporating three or more of the following: text, graphics, sound, animation, digital video, or linking. Analyze and critique a multimedia presentation.		
10 CT 2.12.7	Locate and evaluate sources of distance learning, telecommuting, and teleconferencing and analyze the uses of these electronic communications.		
10 CT 3	<b>RESEARCH TOOLS</b>		
10 CT 3.12.1	Independently identify a research topic or state a problem that clearly identifies its elements, its scope, and the expected outcomes using technology tools.		
10 CT 3.12.2	Generate a list of keywords for a research topic or problem with qualifying modifiers and conduct a search of electronic-based sources.		
10 CT 3.12.3	Utilizing different search strategies, conduct research using hyperlinks to select information for a specific topic or problem.		
10 CT 3.12.4	Organize information logically for presentation or decision making.		
10 CT 3.12.5	Compare and contrast collected information to validate its reliability, authenticity, and timeliness.		
10 CT 3.12.6	Demonstrate the ability to document all sources using an accepted standard citation format.		
10 CT 3.12.7	Given a rubric, evaluate the research process and its outcome.		
10 CT 4	<b>TOOLS AND PROCESSES</b>		
10 CT 4.12.1	Analyze how the development of new tools, materials, and processes is necessary to maintain and improve high productivity and quality.		
10 CT 4.12.2	Use tools to design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, and have value greater than the investment of time, energy, effort, and other resources.		
10 CT 4.12.3	Evaluate the available tools and select the appropriate tool and process that would safely accomplish the task.		
10 CT 4.12.4	Evaluate and then correct nonfunctioning technology system/subsystem areas needed to accomplish required tasks.		
10 CT 5	<b>SYSTEMS</b>		
10 CT 5.12.1	Interpret the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires.		
10 CT 5.12.2	Demonstrate how systems are planned, organized, designed, built, and controlled.		
10 CT 5.12.3	Evaluate systems model(s) including the stages of input, processes, output, feedback, and consequences.		
10 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
10 CT 6.12.1	Analyze the impact of new and improved products and services on the quality of life.		
10 CT 6.12.2	Analyze how the effects of a given technology may be unacceptable under a certain set of circumstances, but acceptable under another set of circumstances.		
10 CT 6.12.3	Research and select a career choice, develop a career plan, and select the courses/program for entry-level skills (e.g., career information system).		
10 CT 6.12.4	Analyze significant events, inventions, and discoveries in the history of technology and their effects on beliefs, attitudes, and behavior in business, society, or culture.		

Identifier	Nevada - Grade 11 - Computer and Technology	Introduced	Completed
11 CT 1	<b>PROBLEM SOLVING</b>		
11 CT 1.12.1	Analyze a variety of problem-solving approaches, which can be used and combined in seeking solutions.		
11 CT 1.12.2	Develop and implement a design/problem-solving method based on a need or want.		
11 CT 2	<b>PRODUCTIVITY TOOLS</b>		
11 CT 2.12.1	Demonstrate advanced proficiency and accuracy in keyboarding skills.		
11 CT 2.12.2	Create a multipage document in conjunction with other tools that demonstrate the ability to type, format, edit, and print.		
11 CT 2.12.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query. Interpret report based on data.		
11 CT 2.12.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Analyze the significance of the data. Print a spreadsheet showing formulas.		
11 CT 2.12.5	Create and present a multipage, multimedia presentation incorporating three or more of the following: text, graphics, sound, animation, digital video, or linking. Analyze and critique a multimedia presentation.		
11 CT 2.12.7	Locate and evaluate sources of distance learning, telecommuting, and teleconferencing and analyze the uses of these electronic communications.		
11 CT 3	<b>RESEARCH TOOLS</b>		
11 CT 3.12.1	Independently identify a research topic or state a problem that clearly identifies its elements, its scope, and the expected outcomes using technology tools.		
11 CT 3.12.2	Generate a list of keywords for a research topic or problem with qualifying modifiers and conduct a search of electronic-based sources.		
11 CT 3.12.3	Utilizing different search strategies, conduct research using hyperlinks to select information for a specific topic or problem.		
11 CT 3.12.4	Organize information logically for presentation or decision making.		
11 CT 3.12.5	Compare and contrast collected information to validate its reliability, authenticity, and timeliness.		
11 CT 3.12.6	Demonstrate the ability to document all sources using an accepted standard citation format.		
11 CT 3.12.7	Given a rubric, evaluate the research process and its outcome.		
11 CT 4	<b>TOOLS AND PROCESSES</b>		
11 CT 4.12.1	Analyze how the development of new tools, materials, and processes is necessary to maintain and improve high productivity and quality.		
11 CT 4.12.2	Use tools to design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, and have value greater than the investment of time, energy, effort, and other resources.		
11 CT 4.12.3	Evaluate the available tools and select the appropriate tool and process that would safely accomplish the task.		
11 CT 4.12.4	Evaluate and then correct nonfunctioning technology system/subsystem areas needed to accomplish required tasks.		
11 CT 5	<b>SYSTEMS</b>		
11 CT 5.12.1	Interpret the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires.		
11 CT 5.12.2	Demonstrate how systems are planned, organized, designed, built, and controlled.		
11 CT 5.12.3	Evaluate systems model(s) including the stages of input, processes, output, feedback, and consequences.		
11 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
11 CT 6.12.1	Analyze the impact of new and improved products and services on the quality of life.		
11 CT 6.12.2	Analyze how the effects of a given technology may be unacceptable under a certain set of circumstances, but acceptable under another set of circumstances.		
11 CT 6.12.3	Research and select a career choice, develop a career plan, and select the courses/program for entry-level skills (e.g., career information system).		
11 CT 6.12.4	Analyze significant events, inventions, and discoveries in the history of technology and their effects on beliefs, attitudes, and behavior in business, society, or culture.		

Identifier	Nevada - Grade 12 - Computer and Technology	Introduced	Completed
12 CT 1	<b>PROBLEM SOLVING</b>		
12 CT 1.12.1	Analyze a variety of problem-solving approaches, which can be used and combined in seeking solutions.		
12 CT 1.12.2	Develop and implement a design/problem-solving method based on a need or want.		
12 CT 2	<b>PRODUCTIVITY TOOLS</b>		
12 CT 2.12.1	Demonstrate advanced proficiency and accuracy in keyboarding skills.		
12 CT 2.12.2	Create a multipage document in conjunction with other tools that demonstrate the ability to type, format, edit, and print.		
12 CT 2.12.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query. Interpret report based on data.		
12 CT 2.12.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Analyze the significance of the data. Print a spreadsheet showing formulas.		
12 CT 2.12.5	Create and present a multipage, multimedia presentation incorporating three or more of the following: text, graphics, sound, animation, digital video, or linking. Analyze and critique a multimedia presentation.		
12 CT 2.12.7	Locate and evaluate sources of distance learning, telecommuting, and teleconferencing and analyze the uses of these electronic communications.		
12 CT 3	<b>RESEARCH TOOLS</b>		
12 CT 3.12.1	Independently identify a research topic or state a problem that clearly identifies its elements, its scope, and the expected outcomes using technology tools.		
12 CT 3.12.2	Generate a list of keywords for a research topic or problem with qualifying modifiers and conduct a search of electronic-based sources.		
12 CT 3.12.3	Utilizing different search strategies, conduct research using hyperlinks to select information for a specific topic or problem.		
12 CT 3.12.4	Organize information logically for presentation or decision making.		
12 CT 3.12.5	Compare and contrast collected information to validate its reliability, authenticity, and timeliness.		
12 CT 3.12.6	Demonstrate the ability to document all sources using an accepted standard citation format.		
12 CT 3.12.7	Given a rubric, evaluate the research process and its outcome.		
12 CT 4	<b>TOOLS AND PROCESSES</b>		
12 CT 4.12.1	Analyze how the development of new tools, materials, and processes is necessary to maintain and improve high productivity and quality.		
12 CT 4.12.2	Use tools to design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, and have value greater than the investment of time, energy, effort, and other resources.		
12 CT 4.12.3	Evaluate the available tools and select the appropriate tool and process that would safely accomplish the task.		
12 CT 4.12.4	Evaluate and then correct nonfunctioning technology system/subsystem areas needed to accomplish required tasks.		
12 CT 5	<b>SYSTEMS</b>		
12 CT 5.12.1	Interpret the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires.		
12 CT 5.12.2	Demonstrate how systems are planned, organized, designed, built, and controlled.		
12 CT 5.12.3	Evaluate systems model(s) including the stages of input, processes, output, feedback, and consequences.		
12 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
12 CT 6.12.1	Analyze the impact of new and improved products and services on the quality of life.		
12 CT 6.12.2	Analyze how the effects of a given technology may be unacceptable under a certain set of circumstances, but acceptable under another set of circumstances.		
12 CT 6.12.3	Research and select a career choice, develop a career plan, and select the courses/program for entry-level skills (e.g., career information system).		
12 CT 6.12.4	Analyze significant events, inventions, and discoveries in the history of technology and their effects on beliefs, attitudes, and behavior in business, society, or culture.		

Lander County School District

Assessed Standards/Curriculum

Guidance/Affective Domain

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

## ADOLESCENT

- I: Beginning Social Skills
  - 1. Listening
  - 2. Starting a Conversation
  - 3. Having a Conversation
  - 4. Asking a Question
  - 5. Saying Thank You
  - 6. Introducing Yourself
  - 7. Introducing Other People
  - 8. Giving a Compliment
- II: Advanced Social Skills
  - 9. Asking for Help
  - 10. Joining In
  - 11. Giving Instructions
  - 12. Following Instructions
  - 13. Apologizing
  - 14. Convincing Others
- III: Skills for Dealing with Feelings
  - 15. Knowing Your Feelings
  - 16. Expressing Your Feelings
  - 17. Understanding the Feelings of Others
  - 18. Dealing with Someone Else's Anger
  - 19. Expressing Affection
  - 20. Dealing with Fear
  - 21. Rewarding Yourself
- IV: Skill Alternatives to Aggression
  - 22. Asking Permission
  - 23. Sharing Something
  - 24. Helping Others
  - 25. Negotiating
  - 26. Using Self-Control
  - 27. Standing Up for Your Rights
  - 28. Responding to Teasing
  - 29. Avoiding Trouble with Others
  - 30. Keeping Out of Fights
- V: Skills for Dealing with Stress
  - 31. Making a Complaint
  - 32. Answering a Complaint
  - 33. Being a Good Sport
  - 34. Dealing with Embarrassment
  - 35. Dealing with Being Left Out
  - 36. Standing Up for a Friend
  - 37. Responding to Persuasion
  - 38. Responding to Failure
  - 39. Dealing with Contradictory Messages
  - 40. Dealing with an Accusation
  - 41. Getting Ready for a Difficult Conversation
  - 42. Dealing with Group Pressure
- VI: Planning Skills
  - 43. Deciding on Something to Do
  - 44. Deciding What Caused a Problem
  - 45. Setting a Goal
  - 46. Deciding on Your Abilities
  - 47. Gathering Information
  - 48. Arranging Problems by Importance
  - 49. Making a Decision
  - 50. Concentrating on a Task



# Lander County School District

## Assessed Standards/Curriculum

By Grade Level

Pre-Kindergarten

Kindergarten

Grade 1

Grade 7

Grade 2

Grade 8

Grade 3

Grade 9

Grade 4

Grade 10

Grade 5

Grade 11

Grade 6

Grade 12

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
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# Lander County School District

## Assessed Standards/Curriculum

### Pre-Kindergarten

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Lander - Grade Pre-Kindergarten - Language Arts/Reading	Introduced	Completed
PKELA1	<b>WORD KNOWLEDGE—PHONICS/STRUCTURAL ANALYSIS, CONCEPTS OF PRINT, VOCABULARY</b>		
PKELA1.1	Identify some letters in own name		
PKELA1.2	Identify the initial sound of own name		
PKELA1.3	Identify the front of the book and know how to turn the pages when reading		
PKELA2	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
PKELA2.1	Recognize environmental print and symbols		
PKELA2.2	Demonstrate an awareness that print carries a message		
PKELA2.3	Use pictures to aid comprehension		
PKELA2.4	Predict what will happen next in a story and respond		
PKELA3	<b>READING COMPREHENSION—LITERATURE</b>		
PKELA3.1	Ask questions or make comments pertinent to the story being read		
PKELA3.2	Retell a story with the aid of pictures, props, or a book		
PKELA4	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
PKELA4.1	Demonstrate an understanding that printed material provides information		
PKELA4.2	Recall information from an event, text, or picture		
PKELA4.3	Respond to or ask a question about an event, text, or picture		
PKELA4.4	Follow, with teacher assistance, a simple pictorial direction		
PKELA5	<b>WRITING—COMPOSITION</b>		
PKELA5.1	Demonstrate beginning techniques for using various writing materials		
PKELA5.2	Trace and progress to copying basic shapes (e.g. horizontal line, vertical line, X, plus sign, circle, etc.)		
PKELA6	<b>WRITING—PROCESS</b>		
PKELA6.1	Attempt, with a model, to write the first letter of first name		
PKELA6.2	Attempt to spell own first name		
PKELA6.3	Use letter-like approximation to write name and/or other words or ideas		
PKELA7	<b>WRITING—MECHANICS</b>		
PKELA7.1	Experiment with writing tools and materials in response to information		
PKELA7.2	Experiment with writing tools and materials to communicate		
PKELA7.3	Experiment with writing tools and materials in response to a familiar experience		
PKELA7.4	Experiment with writing tools and materials in response to literature		
PKELA8	<b>LISTENING</b>		
PKELA8.1	Listen and respond to stories from different cultures and eras		
PKELA8.2	Listen and respond to rhythm or rhyme		
PKELA8.3	Listen and respond to age-appropriate material for a variety of purposes		
PKELA8.4	Listen and respond to poetry and prose		
PKELA8.5	Listen for a variety of purposes		
PKELA8.6	Listen and respond appropriately to stories and group discussions		
PKELA8.7	Listen to and follow a two-step oral direction		
PKELA8.8	Listen with increasing attention span		
PKELA9	<b>SPEAKING</b>		
PKELA9.1	Use and expand vocabulary		
PKELA9.2	Speak with increasing clarity, ease, and accuracy		
PKELA9.3	Initiate conversation and respond to others		
PKELA9.4	Use language to repeat simple stories, songs or rhymes, or to relate experiences		
PKELA9.5	Give a clear direction		
PKELA9.6	Speak in complete sentences, using at least three words		
PKELA10	<b>DISCUSSION</b>		
PKELA10.1	Share ideas for class writing		
PKELA10.2	Organize ideas, through group discussion, with teacher assistance		
PKELA10.3	Dictate words, phrases, or sentences to an adult recording on paper		
PKELA10.4	Share drawings with others		
PKELA10.5	Engage in conversation and sometimes follow conversational rules		
PKELA10.6	Ask and answer simple questions		

Identifier	Lander - Grade Pre-Kindergarten - Language Arts/Reading	Introduced	Completed
PKELA10.7	Share ideas and information from personal and shared-group experiences		
PKELA10.8	Engage in dramatic play to convey experiences, feelings, ideas, or stories		
PKELA11	<b>RESEARCH AND STUDY SKILLS</b>		
PKELA11.1	Identify and explore an area of interest		
PKELA11.2	Use, with teacher assistance, a variety of sources to obtain information		

Identifier	<b>Lander - Grade Pre-Kindergarten - Mathematics</b>	Introduced	Completed
<b>PKM1</b>	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
PKM1.1	Use concrete objects to combine and separate groups up to 5		
PKM1.2	Count to 10		
PKM1.3	Recognize and read numerals 0-5		
PKM1.4	Estimate the number of objects in a set to 5 and verify by counting		
PKM1.5	Match the number of objects to the correct numeral 0-5		
<b>PKM2</b>	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
PKM2.1	Sort objects by similar attributes (e.g., size, shape, and color)		
PKM2.2	Recognize and replicate simple patterns (e.g. ABAB)		
PKM2.3	Compare sets of objects; determine which set has more or less.		
<b>PKM3</b>	<b>MEASUREMENT</b>		
PKM3.1	Compare objects by size to determine smaller and larger		
PKM3.2	Sort pennies and nickels		
PKM3.3	Identify day and night		
<b>PKM4</b>	<b>SPATIAL SENSE AND GEOMETRY</b>		
PKM4.1	Identify circles, triangles, and squares		
PKM4.2	Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top)		
<b>PKM5</b>	<b>DATA ANALYSIS</b>		
PKM5.1	Identify and sort data (e.g., interpret quantity in pictures)		
<b>PKM6</b>	<b>PROBLEM SOLVING</b>		
PKM6.1	Apply previous experience and knowledge to new problem-solving situations		
PKM6.2	Explain and verify results with respect to the original problem		
PKM6.3	Try more than one strategy when the first strategy proves to be unproductive		
PKM6.4	Apply solutions and strategies from earlier problems to new problem situations		
<b>PKM7</b>	<b>MATHEMATICAL COMMUNICATION</b>		
PKM7.1	Discuss and exchange ideas about mathematics as a part of learning		
PKM7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
PKM7.3	Use pictorial representations to identify mathematical operations and concepts		
PKM7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
PKM7.5	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
PKM7.6	Explain and justify thinking about mathematical ideas and solutions		
PKM7.7	Use mathematical notation to communicate and explain mathematical situations		
<b>PKM8</b>	<b>MATHEMATICAL REASONING</b>		
PKM8.1	Justify and explain the solutions to problems using manipulatives and physical models		
PKM8.2	Ask questions to reflect on, clarify, and extend thinking		
<b>PKM9</b>	<b>MATHEMATICAL CONNECTIONS</b>		
PKM9.1	Link new concepts to prior knowledge		

Identifier	Lander - Grade Pre-Kindergarten - Social Studies	Introduced	Completed
PKS1	<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>		
PKS1.1	Make independent choices from diverse interest centers or activities		
PKS1.2	Select materials to use in order to express individuality		
PKS1.3	Express ideas for activities, initiate and participate in discussions with teachers or peers		
PKS1.4	Acknowledge actions and accomplishments verbally and nonverbally		
PKS1.5	Re-engage in a task or activity after experiencing disappointment, frustration, or failure		
PKS1.6	Separate easily from parent(s)/ caregiver(s)/ significant adult(s)		
PKS1.7	Move through routines and activities with minimal adult/ teacher direction		
PKS1.8	Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands)		
PKS1.9	Use toys and materials with care		
PKS1.10	Clean up or put away toys and materials when finished		
PKS1.11	Identify a range of feelings (e.g. sadness, anger, fear, and happiness)		
PKS1.12	Express feelings, needs, or wants in appropriate ways		
PKS1.13	Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad)		
PKS1.14	Demonstrate appropriate affection for teachers and friends		
PKS1.15	Express common courtesy to others (e.g., saying "thank you," "please," and "excuse me," or passing a plate of cookies)		
PKS1.16	Respect rights and belongings of others (e.g., "It is my turn to use the bike but you can have the bike when I am finished.")		
PKS1.17	Demonstrate problem-solving skills (e.g., ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions)		
PKS1.18	Be able to say and respond to first and last name		
PKS1.19	Be able to say parent or caregiver's name		
PKS1.20	Play independently		
PKS1.21	Play in pairs and small groups		
PKS1.22	Engage in dramatic play		
PKS1.23	Initiate play, or enter into play with a group of children already playing		
PKS1.24	Participate in cooperative groups to complete a task		
PKS1.25	Take turns with teacher support		
PKS1.26	Share some of the time		
PKS1.27	Attend to a task for at least 10 minutes		
PKS1.28	Move on to next activity without exhibiting signs of stress		
PKS1.29	Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.)		
PKS1.30	Demonstrate ability to delay gratification to complete a larger task		
PKS2	<b>CIVICS</b>		
PKS2.1	Follow classroom rules		
PKS2.2	Participate in group decision making		
PKS3	<b>ECONOMICS</b>		
PKS3.1	Decide between two choices		
PKS3.2	Demonstrate understanding that money is exchanged for goods and/or services		
PKS3.3	Demonstrate the role of consumers through dramatic play		
PKS4	<b>GEOGRAPHY</b>		
PKS4.1	Identify direction and location (e.g., up/down; above/below)		
PKS4.2	Share information about their family practices, customs and culture		
PKS4.3	Be exposed to diverse family practices, customs and culture		
PKS4.4	Identify familiar weather conditions (e.g., rain, sunshine, snow, fog)		

Identifier	<b>Lander - Grade Pre-Kindergarten - Science</b>	Introduced	Completed
PKSc1	<b>PHYSICAL SCIENCE</b>		
PKSc1.1	Explore and demonstrate how objects move		
PKSc1.2	Investigate how objects react when placed in water		
PKSc1.3	Sort objects according to observable properties (e.g., by shape and color)		
PKSc1.4	Identify hot and cold		
PKSc2	<b>LIFE SCIENCE</b>		
PKSc2.1	Identify humans, animals, and plants		
PKSc2.2	Use the five senses to explore and investigate the natural world		
PKSc2.3	Identify the basic need for air, water and food		
PKSc2.4	Investigate animals and their offspring		
PKSc2.5	Explore and identify a variety of animals and plants		
PKSc3	<b>EARTH AND SPACE SCIENCES</b>		
PKSc3.1	Observe and identify weather from day to day		
PKSc4	<b>ENVIRONMENTAL SCIENCES</b>		
PKSc4.1	Identify animals and their homes		
PKSc5	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
PKSc5.1	Observe their world		
PKSc5.2	Ask questions about their world		
PKSc5.3	Share ideas with others		

# Lander County School District

## Assessed Standards/Curriculum

### Kindergarten

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence



Identifier	Nevada - Kindergarten - Computer and Technology	Introduced	Completed
K CT 2	<b>PRODUCTIVITY TOOLS</b>		
K CT 2.3.1	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
K CT 2.3.2	Create a document that demonstrates simple typing and editing skills.		
K CT 2.3.3	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
K CT 2.3.4	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
K CT 2.3.5	Explain the purpose of a multimedia presentation using multimedia software.		
K CT 2.3.6	Create and save files on various storage media.		
K CT 2.3.7.1	Identify electronic communication devices.		
K CT 2.3.7.2	Identify devices that require connectivity.		
K CT 3	<b>RESEARCH TOOLS</b>		
K CT 3.3.1	Select a research topic or define a problem using technology tools.		
K CT 3.3.3	Select information for a research topic or problem from a remote resource.		
K CT 3.3.4	Identify and examine organizational formats using a technology tool to arrange information.		
K CT 4	<b>TOOLS AND PROCESSES</b>		
K CT 4.3.1	Identify the appropriateness and uses of resources and tools in technology based activities.		
K CT 4.3.2	Select and use applicable tools for tasks.		
K CT 4.3.3	Recognize the importance of safety in computer and technology applications.		
K CT 4.3.4	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
K CT 5	<b>SYSTEMS</b>		
K CT 5.3.1	Define a system.		
K CT 5.3.2	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
K CT 5.3.3	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
K CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
K CT 6.3.1	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
K CT 6.3.2	Practice etiquette using technology. Describe changes in the local community because of technology.		
K CT 6.3.4	Describe common uses of technology in daily life and how environments are changed.		

Identifier	Nevada - Kindergarten - Health	Introduced	Completed
K H			
K H 1.2.1	Identify personal health practices that promote physical, mental, and social health (sleep, diet, fitness, and personal hygiene).		
K H 1.2.2	Identify basic anatomy (i.e., eyes, nose, ears, etc.).		
K H 1.2.3	Describe how healthy eating promotes growth and well-being.		
K H 1.2.4	Identify and differentiate between helpful and harmful drugs.		
K H 1.2.5	Identify hazardous conditions related to personal health and safety.		
K H 1.2.6	Recognize basic prevention strategies for common illnesses.		
K H 1.2.7	Demonstrate the ability to locate school and community health helpers.		
K H 1.2.8	Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).		
K H 2.2.2	Identify positive and negative behaviors with need for health care.		
K H 3.2.1	Identify characteristics of bullies and victims.		
K H 3.2.2	Identify basic refusal skills.		
K H 3.2.3	Demonstrate basic injury prevention and management strategies for personal health.		
K H 3.2.4	Identify stress.		
K H 4.2.1	Identify foods of various cultures.		
K H 4.2.3	Identify health advertising in a variety of forms.		
K H 5.2.1	Name basic verbal and nonverbal communication techniques.		
K H 5.2.2	Describe ways to communicate care, consideration, and respect for self and others.		
K H 6.2.1	Identify a decision-making process model.		
K H 7.2.1	Identify positive health choices.		

Identifier	Nevada - Kindergarten - Music	Introduced	Completed
K Mus 1	<b>SINGING</b>		
K Mus 1.3.1	Sing a simple melody with accurate pitch.		
K Mus 1.3.3	Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
K Mus 1.3.4	Sing patriotic songs, folk songs, and multicultural selections.		
K Mus 2	<b>PLAYING INSTRUMENTS</b>		
K Mus 2.3.1	Play classroom instruments using proper technique.		
K Mus 2.3.4	Accompany simple folk, traditional, and multicultural music.		
K Mus 3	<b>IMPROVISATION</b>		
K Mus 3.3.1	Improvise short melodic and rhythmic patterns.		
K Mus 4	<b>WRITING</b>		
K Mus 4.3.1	Create music to interpret stories, rhymes, and poetry.		
K Mus 4.3.2	Create short songs and instrumental pieces.		
K Mus 4.3.3	Organize pieces using a variety of sound sources.		
K Mus 5	<b>READING</b>		
K Mus 5.3.1	Read quarter notes, quarter rests, and eighth notes in duple meter.		
K Mus 5.3.2	Read melodic patterns using solfege, numbers, and/or letters.		
K Mus 5.3.3	Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
K Mus 5.3.5	Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
K Mus 6	<b>LISTENING</b>		
K Mus 6.3.1	Identify simple elements of music.		
K Mus 7	<b>EVALUATION</b>		
K Mus 7.3.1	Use criteria to evaluate performances and compositions.		
K Mus 7.3.2	Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
K Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
K Mus 9.3.1	Identify several styles of music from various cultures.		
K Mus 9.3.2	Identify various uses for music in daily experience.		
K Mus 10	<b>CROSS-CURRICULAR</b>		
K Mus 10.3.1	Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Kindergarten - Physical Education	Introduced	Completed
K PE			
K PE 1.2.1	Understand the vocabulary of simple movement patterns.		
K PE 1.2.2	Identify the basic elements (i.e., opposition) of movement forms.		
K PE 1.2.3	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
K PE 1.2.4	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
K PE 2.2.1	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
K PE 2.2.2	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
K PE 2.2.3	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
K PE 3.2.1A	Create shapes at high, medium, and low levels in a movement sequence.		
K PE 3.2.1B	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
K PE 3.2.1C	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
K PE 3.2.2A	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
K PE 3.2.2B	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
K PE 3.2.3	Discuss and demonstrate how movement in dance is used to communicate.		
K PE 3.2.4A	Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e., lummi sticks, jump ropes, and streamers).		
K PE 4.2.1	Identify health-related fitness components addressed in selected exercises.		
K PE 4.2.2	Engage in daily moderate to vigorous structured physical activity.		
K PE 4.2.3	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
K PE 4.2.4	Perform various structured exercises in a safe manner.		
K PE 4.2.5	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
K PE 5.2.1	Apply class rules, procedures, and safe practices with teacher reinforcement.		
K PE 5.2.2	Engage in physical activity involving cooperation and sharing to complete assigned task.		
K PE 5.2.3	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
K PE 5.2.4	Participate in multicultural activities (dance, games, and activities).		

Identifier	Nevada - Kindergarten - Theater	Introduced	Completed
K Th			
K Th 1.3.1	Create a simple script based on personal experience, imagination, or the retelling of a story.		
K Th 1.3.6	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
K Th 1.3.7	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
K Th 2.3.1	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
K Th 2.3.2	Imitate the traits of a given person, animal, or object.		
K Th 2.3.3	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
K Th 3.3.2	Express personal reactions to a dramatized performance.		
K Th 3.3.3	Identify the differences between fantasy and reality.		
K Th 4.3.2	Identify similarities and differences between dramatic characters and real people.		

Identifier	Nevada - Kindergarten - Visual Arts	Introduced	Completed
K VA 1	<b>KNOWLEDGE</b>		
K VA 1.3.3	Use different media, techniques, and processes to produce works of art.		
K VA 2	<b>APPLICATION</b>		
K VA 2.3.1	Identify selected elements of design and principles of design in nature and in works of art.		
K VA 2.3.4	Use elements and principles of design to create works of art.		
K VA 3	<b>CONTENT</b>		
K VA 3.3.2	Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
K VA 4	<b>CONTEXT</b>		
K VA 4.3.2	Identify works of art as belonging to particular cultures, times, or places.		
K VA 4.3.3	Create a work of art that is influenced by a particular historical period or culture.		
K VA 5	<b>INTERPRETATION</b>		
K VA 5.3.3	Discuss possible meanings of art.		

Identifier	Nevada - Kindergarten - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
K ELA 1.K.1	Use high-frequency words and environmental print to read simple texts.		
K ELA 1.K.2	Identify and use letter/sound relationships to identify some words.		
K ELA 1.K.4	Identify initial and final sounds in words. Recognize and sequence letters of the alphabet.		
K ELA 2.K.1	Use prior knowledge and picture clues as prereading strategies to aid comprehension.		
K ELA 3.K.3	Listen to stories from different cultures and eras.		
K ELA 3.K.5	Listen for rhythm, rhyme, and alliteration.		
K ELA 3.K.7	Listen and respond to poetry and prose.		
K ELA 4.K.1	Demonstrate an understanding that texts, pictures, and graphs provide information.		
K ELA 4.K.2	Recall information from texts, pictures, and graphs.		
K ELA 4.K.3	Distinguish between statements and questions.		
K ELA 4.K.6	Follow, with teacher assistance, a simple pictorial/written direction.		
	<b>WRITING</b>		
K ELA 5.K.1	Respond to information by drawing or writing with teacher assistance.		
K ELA 5.K.2	Draw or write, with teacher assistance, to communicate.		
K ELA 5.K.3	Draw or write, with teacher assistance, stories about familiar experiences and events.		
K ELA 5.K.4	Draw or write, with teacher assistance, responses to literature.		
K ELA 6.K.1	Select, with teacher assistance, ideas for writing.		
K ELA 6.K.2	Organize and sequence, with teacher assistance, ideas generated through group discussions.		
K ELA 6.K.3	Draw or write simple stories with teacher assistance.		
K ELA 6.K.7	Share drawings or writing with others.		
K ELA 7.K.4	Capitalize first letters of own first and last names.		
K ELA 7.K.5	Use correct spelling of own first and last names.		
K ELA 7.K.6	Form letters correctly.		
	<b>LISTENING AND SPEAKING</b>		
K ELA 8.K.1	Listen for a variety of purposes such as to obtain information, to solve problems, or enjoyment.		
K ELA 8.K.2	Attend to and respond to stories and group discussions.		
K ELA 8.K.4	Listen to and follow an oral direction.		
K ELA 9.K.1	Use and expand vocabulary to communicate ideas.		
K ELA 9.K.2	Speak clearly at an understandable pace.		
K ELA 9.K.3	Share and respond to ideas.		
K ELA 9.K.4	Relate experiences and retell stories.		
K ELA 9.K.5	Give clear directions to complete a simple task.		
K ELA 10.K.1	Demonstrate turn taking in conversations and group discussions.		
K ELA 10.K.2	Ask and answer questions.		
K ELA 10.K.3	Share ideas and information.		
	<b>RESEARCH</b>		
K ELA 11.K.1	Formulate questions, with teacher assistance, to explore areas of interest.		
K ELA 11.K.2	Use, with teacher assistance, reference materials and technology.		

Identifier	Lander - Kindergarten - Language Arts/Reading	Introduced	Completed
<b>OKELA1</b>	<b>WORD KNOWLEDGE—PHONICS, VOCABULARY</b>		
OKELA1.1	Identify forms of print (e.g., letters, words, sentences)		
OKELA1.2	Use high-frequency words and environmental print to read simple texts		
OKELA1.3	Identify and use letter/sound relationships		
OKELA1.4	Identify names of letters of the alphabet		
OKELA1.5	Identify alternate forms of letters (e.g., a, g, k, q)		
OKELA1.6	Identify sounds of letters of the alphabet		
OKELA1.7	Identify initial sounds in words		
OKELA1.8	Identify final sounds in words		
OKELA1.9	Identify rhyming words		
OKELA1.10	Use letters/sounds to decode words		
<b>OKELA2</b>	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
OKELA2.1	Use concepts of print (top to bottom orientation, left to right directionality, return sweep)		
OKELA2.2	Recognize that print conveys a message		
OKELA2.3	Use prior knowledge and picture clues as pre-reading strategies to aid comprehension		
OKELA2.4	Identify a purpose for reading/listening to a story		
OKELA2.5	Predict what a story will be about		
OKELA2.6	Identify real and make-believe		
OKELA2.7	Select books to read independently or with a partner		
<b>OKELA3</b>	<b>READING COMPREHENSION—LITERATURE</b>		
OKELA3.1	Retell beginning, middle, and end of familiar stories		
OKELA3.2	Listen to stories from different cultures and eras		
OKELA3.3	Listen for rhythm, rhyme, and alliteration		
OKELA3.4	Listen and respond to poetry and prose, including fiction and non-fiction selections		
OKELA3.5	Respond and retell stories in a variety of ways (e.g., verbal, pictures, puppetry, dramatics, writing)		
OKELA3.6	Recall important details in a story		
OKELA3.7	Respond to who, what, when, where, and why questions		
OKELA3.8	Use pictures/clues/words to answer questions		
OKELA3.9	Identify sequence of events in stories		
<b>OKELA4</b>	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
OKELA4.1	Demonstrate understanding that printed materials provide information		
OKELA4.2	Identify parts of a book (e.g., cover, title, author, and illustrator)		
OKELA4.3	Recall information		
OKELA4.4	Distinguish between statements and questions		
OKELA4.5	Follow, with teacher assistance, a simple written direction		
<b>OKELA5</b>	<b>WRITING—COMPOSITION</b>		
OKELA5.1	Draw or write in response to information		
OKELA5.2	Draw or write daily to communicate		
OKELA5.3	Draw or write stories about familiar experiences and events		
OKELA5.4	Draw or write responses to literature		
<b>OKELA6</b>	<b>WRITING—PROCESS</b>		
OKELA6.1	Select, with teacher assistance, ideas for writing		
OKELA6.2	Organize and sequence, with teacher assistance, ideas generated through group discussions		
OKELA6.3	Draw or write, with teacher assistance, simple stories		
<b>OKELA7</b>	<b>WRITING—MECHANICS</b>		
OKELA7.1	Write own first and last names		
OKELA7.2	Capitalize first letters of own first and last names		
OKELA7.3	Use correct spelling of own first and last names		
OKELA7.4	Form letters of the alphabet correctly		
OKELA7.5	Identify and use, with teacher assistance, end punctuation (period, question mark, exclamation point)		
<b>OKELA8</b>	<b>LISTENING</b>		
OKELA8.1	Listen for a variety of purposes such as to obtain information, to solve problems, or for enjoyment		
OKELA8.2	Attend and respond to stories and group discussions		



Identifier	Lander - Kindergarten - Language Arts/Reading	Introduced	Completed
OKELA8.3	Listen to and follow an oral direction		
OKELA9	<b>SPEAKING</b>		
OKELA9.1	Use and expand vocabulary to communicate ideas		
OKELA9.2	Speak clearly at an understandable pace		
OKELA9.3	Share and respond to ideas		
OKELA9.4	Relate experiences and retell stories		
OKELA9.5	Give clear directions to complete a simple task		
OKELA9.6	Use complete sentences to communicate ideas		
OKELA10	<b>DISCUSSION</b>		
OKELA10.1	Demonstrate turn-taking in conversations and group discussions		
OKELA10.2	Ask and answer questions		
OKELA10.3	Share ideas and information		
OKELA11	<b>RESEARCH AND STUDY SKILLS</b>		
OKELA11.1	Use, with teacher assistance, reference materials and technology		
OKELA11.2	Ask questions to explore areas of interest		

Identifier	Nevada - Kindergarten - Mathematics	Introduced	Completed
K M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
K M 1.K.1	Use concrete objects to model simple sums and differences.		
K M 1.K.5	Count to 20.		
K M 1.K.6	Recognize, read, and write numbers from 0-10.		
K M 1.K.7	Estimate the number of objects in a set to 10 and verify by counting; use ordinal positions first to third.		
K M 1.K.8	Match the number of objects to the correct numeral, 0-10.		
K M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
K M 2.K.1	Sort and describe objects by similar attributes; recognize and replicate a pattern.		
K M 2.K.4	Identify and create sets of objects with unequal amounts, describing them as more or less.		
K M 3	<b>MEASUREMENT</b>		
K M 3.K.1	Compare and order objects by size communicating their similarities and differences.		
K M 3.K.4	Identify and sort pennies, nickels, and dimes.		
K M 3.K.6	Recite, in order, the days of the week.		
K M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
K M 4.K.1	Identify two-dimensional shapes (circles, triangles, rectangles including squares) regardless of position.		
K M 4.K.2	Use position words (e.g., middle, before, down) to place objects.		
K M 4.K.3	Identify two-dimensional figures (e.g., windows are shaped like rectangles) as they appear in the environment.		
K M 5	<b>DATA ANALYSIS</b>		
K M 5.K.1	Collect and describe data.		
K M 6	<b>PROBLEM SOLVING</b>		
K M 6.K.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
K M 6.K.2	Apply previous experience and knowledge to new problem-solving situations.		
K M 6.K.3	Formulate (own) problems; use various approaches to investigate and solve problems.		
K M 6.K.4	Explain and verify results with respect to the original problem.		
K M 6.K.6	Try more than one strategy when the first strategy proves to be unproductive.		
K M 6.K.8	Apply solutions and strategies from earlier problems to new problem situations.		
K M 6.K.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
K M 7	<b>MATHEMATICAL COMMUNICATION</b>		
K M 7.K.1	Discuss and exchange ideas about mathematics as a part of learning.		
K M 7.K.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
K M 7.K.4	Use pictorial representations to identify mathematical operations and concepts.		
K M 7.K.7	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.		
K M 7.K.12	Explain and justify thinking about mathematical ideas and solutions.		
K M 7.K.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
K M 7.K.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
K M 7.K.17	Use mathematical notation to communicate and explain mathematical situations.		
K M 8	<b>MATHEMATICAL REASONING</b>		
K M 8.K.1	Justify and explain the solutions to problems using manipulative and physical models.		
K M 8.K.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
K M 8.K.8	Ask questions to reflect on, clarify, and extend thinking.		
K M 8.K.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
K M 8.K.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
K M 9	<b>MATHEMATICAL CONNECTIONS</b>		
K M 9.K.1	Link new concepts to prior knowledge.		
K M 9.K.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
K M 9.K.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
K M 9.K.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Kindergarten - Mathematics	Introduced	Completed
OKM1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
OKM1.1	Count up to 20 objects to determine quantity		
OKM1.2	Count to 20		
OKM1.3	Compare sets of objects and describe more/less/equal		
OKM1.4	Match the number of objects to the correct numeral, 0 – 10		
OKM1.5	Recognize, read, and write numbers, 0 — 10		
OKM1.6	Recognize number words, 0 — 10		
OKM1.7	Use ordinal positions, first to third		
OKM1.8	Estimate the number of objects in a set to 10 and verify by counting		
OKM1.9	Use concrete objects to model simple sums and differences		
OKM1.10	Add and subtract whole numbers to 10, using objects		
OKM1.11	Use number sense, computation, and estimation to solve mathematical and real-world problems		
OKM2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
OKM2.1	Sort and describe objects by similar characteristics (attributes)		
OKM2.2	Create and describe patterns using objects, words, and numbers		
OKM2.3	Recognize, and replicate patterns		
OKM2.4	Identify and create sets of objects with unequal amounts, describing them as more or less		
OKM3	<b>MEASUREMENT</b>		
OKM3.1	Compare and order objects by length and weight, communicating their similarities and differences		
OKM3.2	Compare and order objects by size and weight, communicating their similarities and differences		
OKM3.3	Identify and sort pennies, nickels, and dimes		
OKM3.4	Recite, in order, the days of the week		
OKM4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
OKM4.1	Identify and describe geometric figures (sphere, cylinder, rectangular prism, cube, cone)		
OKM4.2	Identify two-dimensional shapes (circles, triangles, rectangles, including squares) regardless of position		
OKM4.3	Use position words (e.g., middle, before, down) to place and describe location of objects		
OKM4.4	Identify two-dimensional figures as they appear in the environment (e.g., windows are shaped like rectangles)		
OKM5	<b>DATA ANALYSIS</b>		
OKM5.1	Collect and describe data		
OKM5.2	Describe and compare information (data) on graphs made with objects, pictures, or numbers		
OKM6	<b>PROBLEM SOLVING</b>		
OKM6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
OKM6.2	Formulate own problems; use various approaches to investigate and solve problems		
OKM6.3	Explain and verify results with respect to the original problem		
OKM6.4	Apply solutions and strategies from earlier problems to new problem situations		
OKM7	<b>MATHEMATICAL COMMUNICATION</b>		
OKM7.1	Discuss and exchange ideas about mathematics as a part of learning		
OKM7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
OKM7.3	Use pictorial representations to identify mathematical operations and concepts		
OKM7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
OKM7.5	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
OKM7.6	Explain and justify thinking about mathematical ideas and solutions		
OKM7.7	Use mathematical notation to communicate and explain mathematical situations		
OKM8	<b>MATHEMATICAL REASONING</b>		
OKM8.1	Justify and explain the solutions to problems using manipulatives and physical models		
OKM8.2	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
OKM8.3	Ask questions to reflect on, clarify, and extend thinking		
OKM9	<b>MATHEMATICAL CONNECTIONS</b>		
OKM9.1	Link new concepts to prior knowledge		
OKM9.2	Identify practical applications of mathematical principles that can be applied to other disciplines		
OKM9.3	Identify, explain, and use mathematics in everyday life		

Identifier	<b>Nevada - Kindergarten - Social Studies</b>		Introduced	Completed
<b>K SS C</b>	<b>CIVICS</b>			
K SS C 1.2.1	Rules and Law	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.		
K SS C 1.2.4	Rules and Law	Participate in class decision making.		
K SS C 5.2.3	Citizenship	Name a traditional U.S. patriotic activity, holiday, or symbol, such as the Fourth of July.		
K SS C 8.2.1	International Relations	Name their school and community.		
<b>K SS E</b>	<b>ECONOMICS</b>			
K SS E 1.2.1	Economic Way of Thinking	Give examples of what is given up when choices are made.		
K SS E 1.2.3	Economic Way of Thinking	Give examples of all-or-nothing choices (e.g., choose music on or off).		
K SS E 3.2.1	Functioning of Markets	Demonstrate an understanding of trade.		
K SS E 3.2.2	Functioning of Markets	Give examples of prices people have paid when buying goods and services.		
K SS E 3.2.3	Functioning of Markets	Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high.		
K SS E 4.2.1	Private US Economic Institutions	Identify reasons people use banks.		
K SS E 5.2.1	Money	Explain what money is and how it is used.		
K SS E 6.2.2	US Economy as a Whole	Explain what a consumer does.		
K SS E 6.2.6	US Economy as a Whole	Give examples of ways people earn money by working.		
K SS E 7.2.1	Evolving Economy	Explain how tools and machinery may help a person work faster or better, or make a person's work easier.		
K SS E 7.2.4	Evolving Economy	Give examples of inventions.		
<b>K SS G</b>	<b>GEOGRAPHY</b>			
K SS GS.K.2	Geographic Skills	List and recall a geographic fact from a story.		
K SS G 1.K.1	World in Spatial Terms	Use vocabulary related to direction and location (e.g., up/down; left/right; near/far; above/below).		
K SS G 1.K.2	World in Spatial Terms	Recognize a map and a globe.		
K SS G 1.K.3	World in Spatial Terms	Recognize water and land on a map or globe.		
K SS G 3.K.1	Physical Systems	Discuss daily weather conditions (e.g., rain, sunshine, snow, fog).		
<b>K SS H</b>	<b>HISTORY</b>			
K SS H 1.2.2	Chronology	Identify past, present, and future events.		
K SS H 5.2.6	1200 to 1750	Tell why Columbus Day is celebrated.		
K SS H 5.2.8	1200 to 1750	Tell why Thanksgiving Day is celebrated.		
K SS H 6.2.4	1700 to 1865	Tell why the Fourth of July is celebrated.		
K SS H 6.2.13	1700 to 1865	Tell why Presidents' Day is celebrated.		
K SS H 7.2.11	1860 to 1920	Tell why Labor Day is celebrated.		
K SS H 7.2.17	1860 to 1920	Tell why Memorial Day and Veterans Day are celebrated.		
K SS H 9.2.8	1945 to 1990	Tell why Martin Luther King Jr. Day is celebrated.		

Identifier	<b>Lander - Kindergarten - Social Studies</b>	Introduced	Completed
OKS1	<b>CIVICS</b>		
OKS1.1	Know and recite full name and birthday		
OKS1.2	Know home address (street, city, state)		
OKS1.3	Recite the "Pledge of Allegiance," with teacher assistance		
OKS1.4	Follow directions and classroom rules		
OKS1.5	Demonstrate courteous and respectful behavior		
OKS1.6	Complete tasks independently		
OKS1.7	Work cooperatively in a group		
OKS2	<b>ECONOMICS</b>		
OKS2.1	Recognize ways money is used to buy goods and services		
OKS2.2	Develop an awareness of wants and needs		
OKS2.3	Identify types of occupations/services and describe their importance in the community		
OKS3	<b>GEOGRAPHY</b>		
OKS3.1	Use vocabulary related to direction and locations (e.g., up/down; left/right; near/far; above/below)		
OKS3.2	Recognize a map and a globe		
OKS3.3	Recognize water and land on a map or globe		
OKS3.4	Identify daily weather conditions (e.g., rain, sun, snow, wind)		
OKS4	<b>HISTORY</b>		
OKS4.1	Develop an awareness of important holidays in Nevada and the United States		

Identifier	<b>Nevada - Kindergarten - Science</b>		Introduced	Completed
<b>K S PS</b>	<b>PHYSICAL SCIENCE</b>			
K S PS 1.K.1	Forces and Motion	Investigate and describe how objects move.		
K S PS 1.K.4	Forces and Motion	Observe and describe how objects behave when placed in water.		
<b>K S LS</b>	<b>LIFE SCIENCE</b>			
K S LS 6.K.1	Structure and Function	Observe and describe animal attributes.		
K S LS 6.K.2	Structure and Function	Compare and contrast how humans and animals use their senses.		
K S LS 8.K.1	Heredity and Diversity	Observe and describe how animals have offspring that are the same kind of animal.		
K S LS 8.K.2	Heredity and Diversity	Sort animals by observable characteristics.		
<b>K S ESS</b>	<b>EARTH AND SPACE SCIENCES</b>			
K S ESS 13.K.2	Cycles of Matter and Energy	Observe and record weather from day to day.		
<b>K S ES</b>	<b>ENVIRONMENTAL SCIENCES</b>			
K S ES 15.K.1	Ecosystems	Recognize that animals live in different places.		
<b>K S SI</b>	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
K S SI 21.K.1	Scientific Values and Attitudes	Ask questions about the world.		
K S SI 22.K.3	Communication Skills	Share information and ideas with others.		

Identifier	<b>Lander - Kindergarten - Science</b>	Introduced	Completed
OKSc1	<b>PHYSICAL SCIENCE</b>		
OKSc1.1	Investigate, observe, and describe how objects move		
OKSc1.2	Observe and describe how objects react when placed in water		
OKSc1.3	Describe observable materials and properties of objects		
OKSc2	<b>LIFE SCIENCE</b>		
OKSc2.1	Observe and describe attributes of animals		
OKSc2.2	Compare and contrast how humans and animals use their senses		
OKSc2.3	Observe and explain that animals have offspring that are the same kind of animal		
OKSc2.4	Sort animals by observable characteristics		
OKSc3	<b>EARTH AND SPACE SCIENCES</b>		
OKSc3.1	Observe and record weather from day to day		
OKSc3.2	Observe patterns in nature (e.g., leaves and feathers, night and day, weather conditions)		
OKSc4	<b>ENVIRONMENTAL SCIENCES</b>		
OKSc4.1	Recognize and explain that animals live in different places		
OKSc5	<b>THE NATURE AND HISTORY OF SCIENCE</b>		
OKSc5.1	Compare objects/ products made of different materials		
OKSc5.2	Build simple structures		
OKSc6	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
OKSc6.1	Ask questions about the world		
OKSc6.2	Conduct investigations independently and with a partner		
OKSc6.3	Use simple equipment, tools, and resources to gather information		
OKSc6.4	Share information and ideas with others		

# Lander County School District

## Assessed Standards/Curriculum

### Grade 1

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence



Identifier	Nevada - Grade 1 - Computer and Technology	Introduced	Completed
1CT 2	<b>PRODUCTIVITY TOOLS</b>		
1 CT 2.3.1	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
1 CT 2.3.2	Create a document that demonstrates simple typing and editing skills.		
1 CT 2.3.3	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
1 CT 2.3.4	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
1 CT 2.3.5	Explain the purpose of a multimedia presentation using multimedia software.		
1 CT 2.3.6	Create and save files on various storage media.		
1 CT 2.3.7.1	Identify electronic communication devices.		
1 CT 2.3.7.2	Identify devices that require connectivity.		
1 CT 3	<b>RESEARCH TOOLS</b>		
1 CT 3.3.1	Select a research topic or define a problem using technology tools.		
1 CT 3.3.3	Select information for a research topic or problem from a remote resource.		
1 CT 3.3.4	Identify and examine organizational formats using a technology tool to arrange information.		
1 CT 4	<b>TOOLS AND PROCESSES</b>		
1 CT 4.3.1	Identify the appropriateness and uses of resources and tools in technology based activities.		
1 CT 4.3.2	Select and use applicable tools for tasks.		
1 CT 4.3.3	Recognize the importance of safety in computer and technology applications.		
1 CT 4.3.4	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
1 CT 5	<b>SYSTEMS</b>		
1 CT 5.3.1	Define a system.		
1 CT 5.3.2	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
1 CT 5.3.3	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
1 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
1 CT 6.3.1	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
1 CT 6.3.2	Practice etiquette using technology. Describe changes in the local community because of technology.		
1 CT 6.3.4	Describe common uses of technology in daily life and how environments are changed.		

Identifier	Nevada - Grade 1 - Health	Introduced	Completed
1 H			
1 H 1.2.1	Identify personal health practices that promote physical, mental, and social health (sleep, diet, fitness, and personal hygiene).		
1 H 1.2.2	Identify basic anatomy (i.e., eyes, nose, ears, etc.).		
1 H 1.2.3	Describe how healthy eating promotes growth and well-being.		
1 H 1.2.4	Identify and differentiate between helpful and harmful drugs.		
1 H 1.2.5	Identify hazardous conditions related to personal health and safety.		
1 H 1.2.6	Recognize basic prevention strategies for common illnesses.		
1 H 1.2.7	Demonstrate the ability to locate school and community health helpers.		
1 H 1.2.8	Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).		
1 H 2.2.2	Identify positive and negative behaviors with need for health care.		
1 H 3.2.1	Identify characteristics of bullies and victims.		
1 H 3.2.2	Identify basic refusal skills.		
1 H 3.2.3	Demonstrate basic injury prevention and management strategies for personal health.		
1 H 3.2.4	Identify stress.		
1 H 4.2.1	Identify foods of various cultures.		
1 H 4.2.3	Identify health advertising in a variety of forms.		
1 H 5.2.1	Name basic verbal and nonverbal communication techniques.		
1 H 5.2.2	Describe ways to communicate care, consideration, and respect for self and others.		
1 H 6.2.1	Identify a decision-making process model.		
1 H 7.2.1	Identify positive health choices.		

Identifier	Nevada - Grade 1 - Music	Introduced	Completed
1 Mus 1	<b>SINGING</b>		
1 Mus 1.3.1	Singing: Sing a simple melody with accurate pitch.		
1 Mus 1.3.3	Singing: Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
1 Mus 1.3.4	Singing: Sing patriotic songs, folk songs, and multicultural selections.		
1 Mus 2	<b>PLAYING INSTRUMENTS</b>		
1 Mus 2.3.1	Playing Instruments: Play classroom instruments using proper technique.		
1 Mus 2.3.4	Playing Instruments: Accompany simple folk, traditional, and multicultural music.		
1 Mus 3	<b>IMPROVISATION</b>		
1 Mus 3.3.1	Improvisation: Improvise short melodic and rhythmic patterns.		
1 Mus 4	<b>WRITING</b>		
1 Mus 4.3.1	Writing: Create music to interpret stories, rhymes, and poetry.		
1 Mus 4.3.2	Writing: Create short songs and instrumental pieces.		
1 Mus 4.3.3	Writing: Organize pieces using a variety of sound sources.		
1 Mus 5	<b>READING</b>		
1 Mus 5.3.1	Reading: Read quarter notes, quarter rests, and eighth notes in duple meter.		
1 Mus 5.3.2	Reading: Read melodic patterns using solfege, numbers, and/or letters.		
1 Mus 5.3.3	Reading: Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
1 Mus 5.3.5	Reading: Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
1 Mus 6	<b>LISTENING</b>		
1 Mus 6.3.1	Listening: Identify simple elements of music.		
1 Mus 7	<b>EVALUATION</b>		
1 Mus 7.3.1	Evaluation: Use criteria to evaluate performances and compositions.		
1 Mus 7.3.2	Evaluation: Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
1 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
1 Mus 9.3.1	Cultural and Historical Connections: Identify several styles of music from various cultures.		
1 Mus 9.3.2	Cultural and Historical Connections: Identify various uses for music in daily experience.		
1 Mus 10	<b>CROSS-CURRICULAR</b>		
1 Mus 10.3.1	Cross-curricular: Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 1 - Physical Education	Introduced	Completed
1 PE			
1 PE 1.2.1	Understand the vocabulary of simple movement patterns.		
1 PE 1.2.2	Identify the basic elements (i.e., opposition) of movement forms.		
1 PE 1.2.3	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
1 PE 1.2.4	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
1 PE 2.2.1	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
1 PE 2.2.2	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
1 PE 2.2.3	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
1 PE 3.2.1A	Create shapes at high, medium, and low levels in a movement sequence.		
1 PE 3.2.1B	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
1 PE 3.2.1C	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
1 PE 3.2.2A	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
1 PE 3.2.2B	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
1 PE 3.2.3	Discuss and demonstrate how movement in dance is used to communicate.		
1 PE 3.2.4A	Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e., lummi sticks, jump ropes, and streamers).		
1 PE 4.2.1	Identify health-related fitness components addressed in selected exercises.		
1 PE 4.2.2	Engage in daily moderate to vigorous structured physical activity.		
1 PE 4.2.3	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
1 PE 4.2.4	Perform various structured exercises in a safe manner.		
1 PE 4.2.5	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
1 PE 5.2.1	Apply class rules, procedures, and safe practices with teacher reinforcement.		
1 PE 5.2.2	Engage in physical activity involving cooperation and sharing to complete assigned task.		
1 PE 5.2.3	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
1 PE 5.2.4	Participate in multicultural activities (dance, games, and activities).		

Identifier	Nevada - Grade 1 - Theater	Introduced	Completed
1 Th			
1 Th 1.3.1	Create a simple script based on personal experience, imagination, or the retelling of a story.		
1 Th 1.3.6	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
1 Th 1.3.7	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
1 Th 2.3.1	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
1 Th 2.3.2	Imitate the traits of a given person, animal, or object.		
1 Th 2.3.3	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
1 Th 3.3.2	Express personal reactions to a dramatized performance.		
1 Th 3.3.3	Identify the differences between fantasy and reality.		
1 Th 4.3.2	Identify similarities and differences between dramatic characters and real people.		

Identifier	Nevada - Grade 1 - Visual Arts	Introduced	Completed
1 VA 1	<b>KNOWLEDGE</b>		
1 VA 1.3.3	Use different media, techniques, and processes to produce works of art.		
1 VA 2	<b>APPLICATION</b>		
1 VA 2.3.1	Identify selected elements of design and principles of design in nature and in works of art.		
1 VA 2.3.4	Use elements and principles of design to create works of art.		
1 VA 3	<b>CONTENT</b>		
1 VA 3.3.2	Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
1 VA 4	<b>CONTEXT</b>		
1 VA 4.3.2	Identify works of art as belonging to particular cultures, times, or places.		
1 VA 4.3.3	Create a work of art that is influenced by a particular historical period or culture.		
1 VA 5	<b>INTERPRETATION</b>		
1 VA 5.3.3	Discuss possible meanings of art.		

Identifier	Kamico - Grade 1 - Language Arts/Reading		Introduced	Completed
<b>R 1</b>	<b>READING</b>			
R 1.1.1A	Word Identification	Use structural cues to recognize words such as compounds, base words, and inflections.		
R 1.1.1B	Word Identification	Use knowledge of word order (syntax) and context to support word identification and confirm word meaning.		
R 1.1.2A	Vocabulary Development	Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words.		
R 1.1.2B	Vocabulary Development	Demonstrate knowledge of synonyms and antonyms.		
R 1.1.3A	Comprehension	Use prior knowledge to anticipate meaning and make sense of texts; draw and discuss visual images based on text descriptions.		
R 1.1.3B	Comprehension	Identify main ideas of text selections.		
R 1.1.3C	Comprehension	Produce summaries of text selections.		
R 1.1.4A	Variety of Texts	Read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information.		
R 1.2.1A	Text Structures/Literary Concepts	Analyze characters, including their traits, feelings, relationships, and changes.		
R 1.2.1B	Text Structures/Literary Concepts	Identify the importance of the setting to a story's meaning.		
R 1.2.1C	Text Structures/Literary Concepts	Recognize the story problem(s) or plot.		
R 1.3.1A	Literary Response	Describe how illustrations contribute to the text.		
R 1.3.2A	Variety of Texts	Use graphs, charts, signs, captions, and other informational texts to acquire information.		
R 1.3.3A	Inquiry/Research	Interpret graphic sources of information, including maps, charts, graphs, and diagrams.		
R 1.3.4A	Comprehension	Represent text information in different ways, including story maps, graphs, and charts.		
R 1.3.4B	Comprehension	Establish purposes for reading and listening, such as to be informed, to follow directions, and to be entertained.		
R 1.3.4C	Comprehension	Retell the order of important events in stories.		
R 1.3.4D	Comprehension	Identify similarities and differences across texts, such as in topics, characters, and problems.		
R 1.3.4E	Comprehension	Connect ideas and themes across texts.		
R 1.3.5A	Text Structures/Literary Concepts	Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve.		
R 1.3.5B	Text Structures/Literary Concepts	Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts; understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books.		
R 1.3.5C	Text Structures/Literary Concepts	Understand literary terms by distinguishing between the roles of the author and the illustrator, such as the author writes the story and the illustrator draws the pictures.		
R 1.4.1A	Comprehension	Make and explain inferences from texts such as determining causes and effects, making predictions, and drawing conclusions.		
R 1.4.1B	Comprehension	Distinguish fact from opinion in various texts, including news stories and advertisements.		
R 1.4.2A	Text Structures/Literary Concepts	Distinguish fiction from nonfiction, including fact and fantasy.		
<b>W 1</b>	<b>WRITING</b>			
W 1.1.1A	Purposes	Dictate messages, such as news and stories, for others to write.		
W 1.1.1B	Purposes	Write labels, notes, and captions for illustrations, possessions, charts, and centers.		
W 1.1.1C	Purposes	Write to record ideas and reflections.		
W 1.1.1D	Purposes	Write in different forms for different purposes, such as lists to record and letters to invite or thank.		
W 1.1.1E	Purposes	Write to inform, such as to explain, describe, and narrate.		
W 1.1.1F	Purposes	Write to entertain, such as to compose short stories.		
W 1.2.1A	Writing Processes	Compose complete sentences in written texts and use the appropriate end punctuation.		
W 1.2.1B	Writing Processes	Revise selected drafts by adding or deleting text.		
W 1.3.1A	Grammar/Usage	Use nouns and verbs in sentences.		
W 1.3.1B	Grammar/Usage	Use adjectives (comparative and superlative forms) appropriately to make writing vivid or precise.		
W 1.3.1C	Grammar/Usage	Recognize grammatically correct writing.		
W 1.4.1A	Capitalization/ Punctuation	Use basic capitalization and punctuation, such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points.		
W 1.4.2A	Spelling	Use conventional spelling.		
W 1.4.3A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 1 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
1 ELA 1.1.1	Use knowledge of high-frequency words to begin reading texts aloud with fluency, accuracy, and expression.		
1 ELA 1.1.2	Use phonics and knowledge of word families to decode words in context.		
1 ELA 1.1.3	Use knowledge of common prefixes, suffixes, and abbreviated words to identify words in context.		
1 ELA 1.1.4	Use knowledge of simple spelling patterns (e.g., CVC = cat, CVCe = cake, CVVC = boat), blends, and digraphs when reading; apply basic knowledge of alphabetical order.		
1 ELA 1.1.5	Identify synonyms and antonyms in context.		
1 ELA 2.1.1	Use, with teacher assistance, prereading strategies that aid comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.		
1 ELA 2.1.2	Use, with teacher assistance, self-correcting strategies, such as rereading, substituting (replacing a known word), and reading on.		
1 ELA 2.1.3	Recall details of the text while reading.		
1 ELA 2.1.4	Retell details of text.		
1 ELA 3.1.1	Identify characters, setting, and sequence in stories.		
1 ELA 3.1.2	Identify simple character traits and predict story outcome.		
1 ELA 3.1.3	Listen to and read stories from different cultures and eras.		
1 ELA 3.1.5	Identify rhythm, rhyme, and alliteration.		
1 ELA 3.1.7	Read and identify poetry and prose.		
1 ELA 4.1.1	Locate and use titles, pictures, charts, graphs, and names of author and illustrator to obtain information.		
1 ELA 4.1.2	Identify cause and effect and main idea.		
1 ELA 4.1.3	Use text, pictures, and graphs to answer questions.		
1 ELA 4.1.6	Read and follow a simple direction to perform a task.		
	<b>WRITING</b>		
1 ELA 5.1.1	Use a source to write a simple informative paper with teacher assistance.		
1 ELA 5.1.2	Write friendly notes.		
1 ELA 5.1.3	Write simple stories.		
1 ELA 5.1.4	Write, with teacher assistance, responses to literature.		
1 ELA 6.1.1	Generate and select, with teacher assistance, ideas for writing.		
1 ELA 6.1.2	Organize and sequence ideas, with teacher assistance, through activities such as drawing and discussing.		
1 ELA 6.1.3	Write stories or other compositions with teacher assistance.		
1 ELA 6.1.4	Revise writing, with teacher assistance, to include details.		
1 ELA 6.1.5	Edit, with teacher assistance, for correct word usage.		
1 ELA 6.1.6	Identify, with teacher assistance, an audience for writing.		
1 ELA 6.1.7	Read and share writing with others.		
1 ELA 7.1.1	Use nouns, verbs, and pronouns in writing.		
1 ELA 7.1.2	Write complete sentences.		
1 ELA 7.1.3	Use end punctuation, simple contractions, and singular possessives.		
1 ELA 7.1.4	Capitalize names, months, days of the week, and words at the beginning of sentences.		
1 ELA 7.1.5	Use correct spelling of CVC words and frequently used words (e.g., the, is, my).		
1 ELA 7.1.6	Print legibly using left-to-right, top-to-bottom directionality and correct spacing between letters and words.		
	<b>LISTENING AND SPEAKING</b>		
1 ELA 8.1.1	Identify purposes for listening such as to obtain information, to solve problems, or enjoyment.		
1 ELA 8.1.2	Attend to and respond to presentations.		
1 ELA 8.1.3	Recognize that different dialects exist.		
1 ELA 8.1.4	Follow simple oral directions to complete a task.		
1 ELA 9.1.1	Use varied vocabulary to communicate ideas.		
1 ELA 9.1.2	Speak clearly at an understandable pace.		
1 ELA 9.1.3	Present ideas and ask questions in small and large groups.		
1 ELA 9.1.4	Recount experiences and retell stories in sequence.		
1 ELA 9.1.5	Give clear directions to complete a simple task.		
1 ELA 10.1.1	Demonstrate turn taking in conversations and group discussions.		
1 ELA 10.1.2	Ask and answer questions to gather and provide information.		
1 ELA 10.1.3	Share ideas and information in small groups.		
	<b>RESEARCH</b>		
1 ELA 11.1.1	Formulate questions, with teacher assistance, to explore areas of interest.		
1 ELA 11.1.2	Locate and use, with teacher assistance, reference materials and technology.		
1 ELA 11.1.5	Share, with teacher assistance, research findings using various media.		



Identifier	Lander - Grade 1 - Language Arts/Reading	Introduced	Completed
1ELA1	<b>WORD KNOWLEDGE—PHONICS, VOCABULARY, SPELLING</b>		
1ELA1.1	Name all upper and lower case letters		
1ELA1.2	Use phonics (letter/sound relationships) and knowledge of word families to decode words in context		
1ELA1.3	Use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression		
1ELA1.4	Use knowledge of simple spelling patterns when reading		
1ELA1.5	Identify simple prefixes, common suffixes, root words, and abbreviated words in context		
1ELA1.6	Identify synonyms and antonyms in context		
1ELA1.7	Spell basic sight words and frequently used words correctly		
1ELA1.8	Use patterns and structure rules to correctly spell words		
1ELA1.9	Expand usage of oral and written vocabulary		
1ELA1.10	Identify beginning, middle and final sounds in single syllable words		
1ELA1.11	Distinguish long and short vowel sounds		
1ELA1.12	Add, delete, or change beginning sounds to create new words (cow to how)		
1ELA1.13	Read common irregular words		
1ELA2	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
1ELA2.1	Use concepts of print		
1ELA2.2	Use pre-reading strategies to aid comprehension		
1ELA2.3	Use knowledge of key/familiar words to comprehend		
1ELA2.4	Expand sight vocabulary to promote fluent reading		
1ELA2.5	Demonstrate fluency		
1ELA2.6	Use self-correcting strategies to aid comprehension		
1ELA2.7	Recall details of the text while reading		
1ELA2.8	Locate picture clues, words, and/or sentences to answer questions		
1ELA2.9	Retell details of text		
1ELA3	<b>READING COMPREHENSION—LITERATURE</b>		
1ELA3.1	Listen to and read stories from different cultures and eras		
1ELA3.2	Read independently/daily		
1ELA3.3	Respond to literature selections		
1ELA3.4	Identify literary elements (characters, setting, and sequence in stories)		
1ELA3.5	Distinguish between real and make-believe		
1ELA3.6	Read and identify poetry and prose		
1ELA3.7	Identify rhythm, rhyme, and alliteration		
1ELA3.8	Identify simple character traits and predict story outcome		
1ELA4	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
1ELA4.1	Read independently/daily		
1ELA4.2	Locate and use text features to obtain information		
1ELA4.3	Identify cause and effect		
1ELA4.4	Identify main idea		
1ELA4.5	Use text, pictures, and graphs to answer questions		
1ELA4.6	Respond to text information		
1ELA4.7	Read and follow a simple direction to perform a task		
1ELA5	<b>WRITING—COMPOSITION</b>		
1ELA5.1	Participate in daily writing activities		
1ELA5.2	Write notes		
1ELA5.3	Write, with teacher assistance, responses to literature		
1ELA5.4	Write stories		
1ELA5.5	Write a simple informative paper with teacher assistance		
1ELA6	<b>WRITING—PROCESS</b>		
1ELA6.1	Generate and select, with teacher assistance, ideas for writing		
1ELA6.2	Organize and sequence ideas, with teacher assistance, through drawing and discussing		
1ELA6.3	Identify an audience for writing		
1ELA6.4	Write, with teacher assistance, stories or other compositions		
1ELA6.5	Ask questions to clarify ideas		
1ELA6.6	Use conferencing strategies		
1ELA6.7	Revise writing, with teacher assistance, to include details		
1ELA6.8	Edit writing, with teacher assistance, for correct word usage		
1ELA6.9	Read and share writing with others		

Identifier	Lander - Grade 1 - Language Arts/Reading	Introduced	Completed
1ELA7	<b>WRITING—MECHANICS</b>		
1ELA7.1	Write to communicate		
1ELA7.2	Write complete sentences		
1ELA7.3	Use nouns, verbs, adjectives, and pronouns in writing		
1ELA7.4	Use capitalization		
1ELA7.5	Use end punctuation		
1ELA7.6	Use correct punctuation		
1ELA7.7	Use contractions		
1ELA7.8	Use singular possessives		
1ELA7.9	Use correct spelling		
1ELA7.10	Print legibly using left-to-right, top-to-bottom directionality, and correct spacing between letters and words		
1ELA8	<b>LISTENING</b>		
1ELA8.1	Listen for a variety of purposes		
1ELA8.2	Identify purposes for listening such as to obtain information, to solve problems, or for enjoyment		
1ELA8.3	Listen to different types of literature		
1ELA8.4	Listen to a variety of dialects		
1ELA8.5	Attend and respond to presentations		
1ELA8.6	Recall presented material in sequence		
1ELA8.7	Link new information to prior knowledge		
1ELA8.8	Follow simple oral directions to complete a task		
1ELA9	<b>SPEAKING</b>		
1ELA9.1	Participate in various forms of oral communication		
1ELA9.2	Communicate in complete sentences		
1ELA9.3	Speak clearly at an understandable pace		
1ELA9.4	Use varied vocabulary to communicate ideas		
1ELA9.5	Present ideas and ask questions in small and large groups		
1ELA9.6	Rephrase a question or problem		
1ELA9.7	Recount experiences and retell stories in sequence		
1ELA9.8	Give clear directions to complete a simple task		
1ELA10	<b>DISCUSSION</b>		
1ELA10.1	Demonstrate turn-taking in conversations and group discussions		
1ELA10.2	Ask and answer questions to gather and provide information		
1ELA10.3	Share ideas and information in small groups		
1ELA11	<b>RESEARCH AND STUDY SKILLS</b>		
1ELA11.1	Apply basic knowledge of alphabetical order		
1ELA11.2	Formulate questions, with teacher assistance, to explore areas of interest		
1ELA11.3	Locate and use, with teacher assistance, reference materials and technology		
1ELA11.4	Present, with teacher assistance, research findings using various media		
1ELA11.5	Construct a simple graphic organizer (e.g., story map, semantic web, web, chart, graph)		
1ELA11.6	Use test-taking strategies		

Identifier	Kamico - Grade 1 - Mathematics	Introduced	Completed
M 1.1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 1.1.1A	Compare and order whole numbers up to 99 using sets of concrete objects and pictorial models.		
M 1.1.1B	Use words and numbers to describe the values of individual coins such as penny, nickel, dime, and quarter and their relationships.		
M 1.1.1C	Read and write numbers to 99 to describe sets of concrete objects.		
M 1.1.2A	Share a whole by separating it into equal parts and use appropriate language to describe the parts; use appropriate language to describe part of a set.		
M 1.1.3A	Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.		
M 1.1.4A	Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined.		
M 1.1.4B	Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.		
M 1.1.5A	Round two-digit numbers to the nearest ten.		
M 1.2	<b>PATTERNS, RELATIONSHIPS AND ALGEBRAIC THINKING</b>		
M 1.2.1A	Identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.		
M 1.2.1B	Use patterns to skip count by twos, fives, and tens.		
M 1.2.1C	Generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels.		
M 1.2.1D	Identify patterns in a list of related number pairs based on a real-life situation and extend the list.		
M 1.2.2A	Find patterns in numbers, including odd and even.		
M 1.2.2B	Identify patterns in related addition and subtraction sentences.		
M 1.3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 1.3.1A	Describe and identify objects in order to sort them according to a given attribute using informal language; identify circles, triangles, and rectangles, including squares, and describe the shape of balls, boxes, cans, and cones.		
M 1.3.1B	Combine geometric shapes to make new geometric shapes using concrete models.		
M 1.3.2A	Identify congruent shapes.		
M 1.3.2B	Identify lines of symmetry.		
M 1.3.3A	Locate and name points on a line using whole numbers.		
M 1.4	<b>MEASUREMENT</b>		
M 1.4.1A	Estimate and measure length, capacity, and weight using nonstandard units; describe the relationship between the size of the unit and the number of units needed in a measurement.		
M 1.4.2A	Use linear measure to find the perimeter of a shape.		
M 1.4.2B	Use models of square units to determine the area of shapes.		
M 1.4.3A	Use a thermometer to measure temperature and recognize temperatures such as a hot day or a cold day.		
M 1.4.3B	Describe time on a clock using hours and half hours.		
M 1.4.3C	Order three or more events by how much time they take.		
M 1.5	<b>PROBABILITY AND STATISTICS</b>		
M 1.5.1A	Collect and sort data; use organized data to construct real-object graphs, picture graphs, and bar-type graphs.		
M 1.5.2A	Draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs.		
M 1.5.2B	Identify events as certain or impossible.		
M 1.6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 1.6.1A	Identify mathematics in everyday situations.		
M 1.6.1B	Use a problem-solving model, with guidance as needed, that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 1.6.1C	Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.		
M 1.6.2A	Explain and record observations using objects, words, pictures, numbers, and technology.		
M 1.6.2B	Relate informal language to mathematical language and symbols.		
M 1.6.3A	Make generalizations from patterns or sets of examples and nonexamples.		

Identifier	Nevada - Grade 1 - Mathematics	Introduced	Completed
1 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
1 M 1.1.1	Identify and model basic addition facts (sums through 10) and the corresponding subtraction facts.		
1 M 1.1.3	Write, model, and describe one-step addition and subtraction problems.		
1 M 1.1.5	Use the inherent patterns in numbers to skip count by 1's, 2's, 5's, and 10's to 100.		
1 M 1.1.6	Read, write, order, and compare numbers from 0-100.		
1 M 1.1.7	Estimate the number of objects in a set to 10; read and write number words to 10 and use ordinal positions first to tenth.		
1 M 1.1.8	Use, model, and identify place-value positions of 1's and 10's.		
1 M 1.1.9	Identify and model a whole; identify and model $\frac{1}{2}$ .		
1M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
1 M 2.1.1	Recognize, describe, extend, and create simple repeating patterns using symbols, objects, and manipulatives.		
1 M 2.1.4	Create, compare, and describe sets of objects as more, less, or equal (amounts).		
1M 3	<b>MEASUREMENT</b>		
1 M 3.1.1	Compare and order objects by length and weight, communicating their similarities and differences.		
1 M 3.1.2	Compare and measure length and weight, using nonstandard measurement.		
1 M 3.1.4	Determine the value of any set of pennies, nickels, and dimes.		
1 M 3.1.6	Recite the months of the year in order; use a calendar to identify days, weeks, months, and year; read time to the nearest hour; distinguish between day and night.		
1M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
1 M 4.1.1	Name, sort, and sketch two-dimensional shapes (circles, triangles, rectangles including squares) regardless of position.		
1 M 4.1.2	Use position words (e.g., between, left, near) to describe location of objects.		
1 M 4.1.3	Identify and replicate two-dimensional designs that contain a line of symmetry.		
1M 5	<b>DATA ANALYSIS</b>		
1 M 5.1.1	Collect, organize, and describe data.		
1M 6	<b>PROBLEM SOLVING</b>		
1 M 6.1.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
1 M 6.1.2	Apply previous experience and knowledge to new problem-solving situations.		
1 M 6.1.3	Formulate (own) problems; use various approaches to investigate and solve problems.		
1 M 6.1.4	Explain and verify results with respect to the original problem.		
1 M 6.1.6	Try more than one strategy when the first strategy proves to be unproductive.		
1 M 6.1.8	Apply solutions and strategies from earlier problems to new problem situations.		
1 M 6.1.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
1M 7	<b>MATHEMATICAL COMMUNICATION</b>		
1 M 7.1.1	Discuss and exchange ideas about mathematics as a part of learning.		
1 M 7.1.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
1 M 7.1.4	Use pictorial representations to identify mathematical operations and concepts.		
1 M 7.1.7	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.		
1 M 7.1.12	Explain and justify thinking about mathematical ideas and solutions.		
1 M 7.1.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
1 M 7.1.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
1 M 7.1.17	Use mathematical notation to communicate and explain mathematical situations.		
1M 8	<b>MATHEMATICAL REASONING</b>		
1 M 8.1.1	Justify and explain the solutions to problems using manipulative and physical models.		
1 M 8.1.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
1 M 8.1.8	Ask questions to reflect on, clarify, and extend thinking.		
1 M 8.1.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
1 M 8.1.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
1M 9	<b>MATHEMATICAL CONNECTIONS</b>		
1 M 9.1.1	Link new concepts to prior knowledge.		
1 M 9.1.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
1 M 9.1.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
1 M 9.1.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
1 M 9.1.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 1 - Mathematics	Introduced	Completed
1M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
1M1.1	Use the inherent patterns in numbers to count by 1's, 2's, 5's, and 10's to 100		
1M1.2	Read, write, order, and compare numbers from 0 —100		
1M1.3	Read and write number words, 0 —10		
1M1.4	Use ordinal positions first through tenth		
1M1.5	Use, model, and identify place value positions of 1's and 10's		
1M1.6	Explain and model the meaning of addition and subtraction		
1M1.7	Identify and model a whole		
1M1.8	Identify and model $\frac{1}{2}$		
1M1.9	Identify and model basic addition facts (sums to 10) and the corresponding subtraction facts		
1M1.10	Write number sentences for the basic addition and subtraction facts (sums to 10 or less) and corresponding subtraction facts		
1M1.11	Add and subtract one- and two-digit numbers, with no regrouping, with and without objects		
1M1.12	Estimate the number of objects in a set to 10		
1M1.13	Use mental computation in appropriate situations to solve problems		
1M1.14	Use number sense, computation, and estimation to solve mathematical and real-world problems		
1M1.15	Write, model, and describe one-step addition and subtraction problems		
1M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
1M2.1	Sort and categorize objects, shapes, and numbers in a variety of ways		
1M2.2	Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives		
1M2.3	Determine possible combinations for a given number (0 —10)		
1M2.4	Create, compare, and describe sets of objects as having more, less, or equal amounts		
1M3	<b>MEASUREMENT</b>		
1M3.1	Compare and order objects by length and weight, communicating their similarities and differences		
1M3.2	Compare and measure length and weight using non-standard units of measure		
1M3.3	Distinguish between day and night (i.e., between A.M. and P.M.)		
1M3.4	Read time to the nearest hour and half-hour		
1M3.5	Use a calendar to identify months, weeks, days, and years		
1M3.6	Identify and sort coins and bills		
1M3.7	Identify values of pennies, nickels, dimes, and quarters		
1M3.8	Determine the value of any set of pennies, nickels, and dimes		
1M3.9	Recite the months of the year in order		
1M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
1M4.1	Use position words (e.g., middle, before, down) to place objects		
1M4.2	Identify and describe geometric figures (sphere, cylinder, cube, cone)		
1M4.3	Name, sort, and sketch two-dimensional geometric shapes (circles, triangles, rectangles, including squares) regardless of position		
1M4.4	Identify and replicate two-dimensional designs that contain a line of symmetry		
1M4.5	Recognize and describe different shapes in the environment		
1M5	<b>DATA ANALYSIS</b>		
1M5.1	Collect, organize and describe data		
1M5.2	Read and interpret information (data) on graphs made with objects, pictures, or numbers		
1M5.3	Use data to make decisions and solve problems		
1M6	<b>PROBLEM SOLVING</b>		
1M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
1M6.2	Apply previous experience and knowledge to new problem-solving situations		
1M6.3	Formulate own problems; use various approaches to investigate and solve problems		
1M6.4	Explain and verify results with respect to the original problem		
1M6.5	Try more than one strategy when the first strategy proves to be unproductive		
1M6.6	Apply solutions and strategies from earlier problems to new problem situations		
1M6.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
1M7	<b>MATHEMATICAL COMMUNICATION</b>		
1M7.1	Discuss and exchange ideas about mathematics as a part of learning		
1M7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
1M7.3	Use pictorial representations to identify mathematical operations and concepts		

Identifier	Lander - Grade 1 - Mathematics	Introduced	Completed
1M7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
1M7.5	Explain and justify thinking about mathematical ideas and solutions		
1M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
1M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
1M7.8	Use mathematical notation to communicate and explain mathematical situations		
1M7.9	Use patterns and relationships to analyze mathematical situations		
1M8	<b>MATHEMATICAL REASONING</b>		
1M8.1	Justify and explain the solutions to problems using manipulatives and physical models		
1M8.2	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
1M8.3	Ask questions to reflect on, clarify, and extend thinking		
1M8.4	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments		
1M9	<b>MATHEMATICAL CONNECTIONS</b>		
1M9.1	Link new concepts to prior knowledge		
1M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
1M9.3	Identify, explain, and use mathematics in everyday life		

Identifier	Nevada - Grade 1 - Social Studies		Introduced	Completed
1 SS C	<b>CIVICS</b>			
1 SS C 1.2.1	Rules and Law	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.		
1 SS C 1.2.4	Rules and Law	Participate in class decision making.		
1 SS C 5.2.3	Citizenship	Name a traditional U.S. patriotic activity, holiday, or symbol, such as the Fourth of July.		
1 SS C 8.2.1	International Relations	Name their school and community.		
1 SS E	<b>ECONOMICS</b>			
1 SS E 1.2.1	Economic Way of Thinking	Give examples of what is given up when choices are made.		
1 SS E 1.2.3	Economic Way of Thinking	Give examples of all-or-nothing choices (e.g., choose music on or off).		
1 SS E 3.2.1	Functioning of Markets	Demonstrate an understanding of trade.		
1 SS E 3.2.2	Functioning of Markets	Give examples of prices people have paid when buying goods and services.		
1 SS E 3.2.3	Functioning of Markets	Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high.		
1 SS E 4.2.1	Private US Economic Institutions	Identify reasons people use banks.		
1 SS E 5.2.1	Money	Explain what money is and how it is used.		
1 SS E 6.2.2	US Economy as a Whole	Explain what a consumer does.		
1 SS E 6.2.6	US Economy as a Whole	Give examples of ways people earn money by working.		
1 SS E 7.2.1	Evolving Economy	Explain how tools and machinery may help a person work faster or better, or make a person's work easier.		
1 SS E 7.2.4	Evolving Economy	Give examples of inventions.		
1 SS G	<b>GEOGRAPHY</b>			
1 SS GS.1.1	Geographic Skills	Ask questions about another place.		
1 SS GS.1.2	Geographic Skills	Recall from memory the street on which they live.		
1 SS GS.1.3	Geographic Skills	Sort and group pictures that display similar geographic places.		
1 SS G 1.1.1	World in Spatial Terms	Locate places on a simple picture map.		
1 SS G 1.1.2	World in Spatial Terms	Recognize that a map is a representation of a place.		
1 SS G 1.1.3	World in Spatial Terms	Recognize the shape of Nevada on a U.S. map.		
1 SS G 2.1.1	Places and Regions	Identify and locate land and water using the terms continent and ocean.		
1 SS G 2.1.4	Places and Regions	Recognize the function of machines and other technologies from photographs or models.		
1 SS G 3.1.1	Physical Systems	Recall the four seasons in sequential order.		
1 SS G 3.1.3	Physical Systems	Recognize that sunlight and water are the most important elements needed to support living things.		
1 SS G 4.1.1	Human Systems	Use the classroom population to categorize demographic information.		
1 SS G 4.1.3	Human Systems	Identify ways in which people or things move from one place to another.		
1 SS G 4.1.4	Human Systems	Identify the geographic setting of a picture or story.		
1 SS G 5.1.1	Environment and Society	Identify ways students depend on their school environment.		
1 SS H	<b>HISTORY</b>			
1 SS H 1.2.2	Chronology	Identify past, present, and future events.		
1 SS H 5.2.6	1200 to 1750	Tell why Columbus Day is celebrated.		
1 SS H 5.2.8	1200 to 1750	Tell why Thanksgiving Day is celebrated.		
1 SS H 6.2.4	1700 to 1865	Tell why the Fourth of July is celebrated.		
1 SS H 6.2.13	1700 to 1865	Tell why Presidents' Day is celebrated.		
1 SS H 7.2.11	1860 to 1920	Tell why Labor Day is celebrated.		
1 SS H 7.2.17	1860 to 1920	Tell why Memorial Day and Veterans Day are celebrated.		
1 SS H 9.2.8	1945 to 1990	Tell why Martin Luther King Jr. Day is celebrated.		

Identifier	<b>Lander - Grade 1 - Social Studies</b>	Introduced	Completed
1S1	<b>CIVICS</b>		
1S1.1	Explain the necessity for rules at home and school		
1S1.2	Follow classroom and playground rules		
1S1.3	Name the school, city, and state		
1S1.4	Recite the "Pledge of Allegiance," with teacher assistance		
1S1.5	Participate in class discussions		
1S1.6	Develop awareness of the rights and property of others		
1S2	<b>ECONOMICS</b>		
1S2.1	Develop awareness of economic concepts: wants/needs, goods/services		
1S2.2	Develop an awareness of the value and purpose of money		
1S2.3	Identify occupations/services who help families		
1S3	<b>GEOGRAPHY</b>		
1S3.1	Locate places on a simple picture map		
1S3.2	Recognize that maps and globes are representations of the Earth's surface		
1S3.3	Recognize the shape of Nevada		
1S3.4	Recognize the function of machines and other technologies from photographs or models		
1S3.5	Recall the four seasons in order		
1S3.6	Recognize that sunlight, air, and water are the most important elements needed to support living things		
1S3.7	Recognize various groups within the classroom population (e.g., gender, birth month, height)		
1S3.8	Identify ways in which people or things move from one place to another		
1S3.9	Identify the geographic setting of a picture or story		
1S3.10	Ask questions about the neighborhood and other places		
1S3.11	Recall geographic facts from a story		
1S3.12	Sort and group pictures that display similar geographic places		
1S3.13	Recall personal geographic facts (e.g., home address, phone number)		
1S3.14	Name the cardinal directions (north, south, east, west)		
1S4	<b>HISTORY</b>		
1S4.1	Identify examples of various holidays/traditions in the United States		
1S4.2	Develop awareness of categories of time: past, present, future		
1S4.3	Read historical passages and recall details		
1S4.4	Recognize that people from many different cultures settled in the United States		



Identifier	Kamico - Grade 1 - Science	Introduced	Completed
	<b>SCIENTIFIC PROCESSES</b>		
S 1.1.1A	Demonstrate safe practices during classroom and field investigations.		
S 1.1.1B	Learn how to use and conserve resources and materials.		
S 1.1.2A	Ask questions about organisms, objects, and events.		
S 1.1.2B	Plan and conduct simple descriptive investigations.		
S 1.1.2C	Gather information using simple equipment and tools to extend the senses.		
S 1.1.2D	Construct reasonable explanations and draw conclusions.		
S 1.1.2E	Communicate explanations about investigations.		
S 1.1.3A	Make decisions using information.		
S 1.1.3B	Discuss and justify the merits of decisions.		
S 1.1.3C	Explain a problem in his/her own words and identify a task and solution related to the problem.		
S 1.1.4A	Collect information using tools including hand lenses, clocks, computers, thermometers, and balances.		
S 1.1.4B	Record and compare collected information.		
S 1.1.4C	Measure organisms and objects and parts of organisms and objects, using nonstandard units such as paper clips, hands, and pencils.		
	<b>SCIENCE CONCEPTS</b>		
S 1.1.5A	Sort objects and events based on properties and patterns.		
S 1.1.5B	Identify, predict, and create patterns including those seen in charts, graphs, and numbers.		
S 1.1.6A	Sort organisms and objects according to their parts and characteristics.		
S 1.1.6B	Observe and describe the parts of plants and animals.		
S 1.1.6C	Manipulate objects such as toys, vehicles, or construction sets so that the parts are separated from the whole, which may result in the part or the whole not working.		
S 1.1.6D	Identify parts that, when put together, can do things they cannot do by themselves, such as a working camera with film, a car moving with a motor, and an airplane flying with fuel.		
S 1.1.7A	Observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement.		
S 1.1.7B	Identify and test ways that heat may cause change such as when ice melts.		
S 1.1.7C	Observe and record changes in weather from day to day and over seasons.		
S 1.1.7D	Observe and record changes in the life cycle of organisms.		
S 1.1.8A	Group living organisms and nonliving objects.		
S 1.1.8B	Compare living organisms and nonliving objects.		
S 1.1.9A	Identify characteristics of living organisms that allow their basic needs to be met.		
S 1.1.9B	Compare and give examples of the ways living organisms depend on each other for their basic needs.		
S 1.1.10A	Identify and describe a variety of natural sources of water including streams, lakes, and oceans.		
S 1.1.10B	Observe and describe differences in rocks and soil samples.		
S 1.1.10C	Identify how rocks, soil, and water are used and how they can be recycled.		

Identifier	Nevada - Grade 1 - Science		Introduced	Completed
1 S PS	<b>PHYSICAL SCIENCE</b>			
1 S PS 1.1.5	Forces and Motion	Observe and describe how magnets can be used to make objects move without being touched.		
1 S PS 3.1.2	Energy and Matter	Observe and describe materials in different states (i.e., solids and liquids).		
1 S LS	<b>LIFE SCIENCE</b>			
1 S LS 6.1.1	Structure and Function	Observe and describe plant attributes.		
1 S LS 6.1.2	Structure and Function	Use the five senses to investigate the natural world.		
1 S LS 8.1.1	Heredity and Diversity	Investigate and describe how particular plants have seeds that produce the same kind of plant.		
1 S LS 8.1.2	Heredity and Diversity	Sort plants by observable characteristics.		
1 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
1 S ESS 13.1.2	Cycles of Matter and Energy	Observe and record seasonal changes.		
1 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
1 S ES 15.1.1	Ecosystems	Recognize that plants grow in different places.		
1 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
1 S NHS 20.1.1	Systems, Models, Risk, and Predictions	Use toy models (e.g., miniature cars, toy animals) to explain the things they represent.		
1 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
1 S SI 21.1.1	Scientific Values and Attitudes	Make observations and give descriptions.		
1 S SI 22.1.2	Communication Skills	Draw pictures that describe observations.		
1 S SI 22.1.3	Communication Skills	Respect ideas and contributions of others.		
1 S SI 23.1.5	Scientific Applications of Mathematics	Make predictions based on observed patterns.		
1 S SI 24.1.4	Laboratory Skills and Safety	Record observations.		

Identifier	<b>Lander - Grade 1 - Science</b>	Introduced	Completed
1Sc1	<b>PHYSICAL SCIENCE</b>		
1Sc1.1	Make objects move, stop, change direction, or balance		
1Sc1.2	Observe and describe how magnets can be used to make objects move without being touched		
1Sc1.3	Observe and describe materials in different states (e.g., solids and liquids)		
1Sc2	<b>LIFE SCIENCE</b>		
1Sc2.1	Observe, compare, and describe attributes of plants		
1Sc2.2	Use the five senses to investigate the natural world		
1Sc2.3	Identify and compare needs common to most living things (e.g., air, water, light)		
1Sc2.4	Investigate and describe how particular plants have seeds that produce the same kind of plant		
1Sc2.5	Sort plants by observable characteristics		
1Sc3	<b>EARTH AND SPACE SCIENCES</b>		
1Sc3.1	Observe, describe, and record seasonal changes over time		
1Sc3.2	Observe and describe basic properties of soil and rocks		
1Sc4	<b>ENVIRONMENTAL SCIENCES</b>		
1Sc4.1	Recognize that plants grow in different places		
1Sc5	<b>THE NATURE AND HISTORY OF SCIENCE</b>		
1Sc5.1	Design and build structures		
1Sc5.2	Use models (e.g., miniature toy cars, toy animals) to explain the things they represent		
1Sc6	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
1Sc6.1	Conduct investigations independently and with a partner		
1Sc6.2	Use simple equipment, tools, and resources to gather information		
1Sc6.3	Make observations and give descriptions		
1Sc6.4	Draw pictures that describe observations and explanations		
1Sc6.5	Record observations using pictures and words in a science notebook/journal		
1Sc6.6	Make predictions based on observed patterns		
1Sc6.7	Raise new questions based on observations and interactions		
1Sc6.8	Respect ideas and contributions of others		

# Lander County School District

## Assessed Standards/Curriculum

### Grade 2

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Grade 2 - Computer and Technology	Introduced	Completed
2 CT 2	<b>PRODUCTIVITY TOOLS</b>		
2 CT 2.3.1	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
2 CT 2.3.2	Create a document that demonstrates simple typing and editing skills.		
2 CT 2.3.3	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
2 CT 2.3.4	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
2 CT 2.3.5	Explain the purpose of a multimedia presentation using multimedia software.		
2 CT 2.3.6	Create and save files on various storage media.		
2 CT 2.3.7.1	Identify electronic communication devices.		
2 CT 2.3.7.2	Identify devices that require connectivity.		
2 CT 3	<b>RESEARCH TOOLS</b>		
2 CT 3.3.1	Select a research topic or define a problem using technology tools.		
2 CT 3.3.3	Select information for a research topic or problem from a remote resource.		
2 CT 3.3.4	Identify and examine organizational formats using a technology tool to arrange information.		
2 CT 4	<b>TOOLS AND PROCESSES</b>		
2 CT 4.3.1	Identify the appropriateness and uses of resources and tools in technology based activities.		
2 CT 4.3.2	Select and use applicable tools for tasks.		
2 CT 4.3.3	Recognize the importance of safety in computer and technology applications.		
2 CT 4.3.4	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
2 CT 5	<b>SYSTEMS</b>		
2 CT 5.3.1	Define a system.		
2 CT 5.3.2	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
2 CT 5.3.3	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
2 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
2 CT 6.3.1	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
2 CT 6.3.2	Practice etiquette using technology. Describe changes in the local community because of technology.		
2 CT 6.3.4	Describe common uses of technology in daily life and how environments are changed.		

Identifier	Nevada - Grade 2 - Health	Introduced	Completed
2 H			
2 H 1.2.1	Identify personal health practices that promote physical, mental, and social health (sleep, diet, fitness, and personal hygiene).		
2 H 1.2.2	Identify basic anatomy (i.e., eyes, nose, ears, etc.).		
2 H 1.2.3	Describe how healthy eating promotes growth and well-being.		
2 H 1.2.4	Identify and differentiate between helpful and harmful drugs.		
2 H 1.2.5	Identify hazardous conditions related to personal health and safety.		
2 H 1.2.6	Recognize basic prevention strategies for common illnesses.		
2 H 1.2.7	Demonstrate the ability to locate school and community health helpers.		
2 H 1.2.8	Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).		
2 H 2.2.2	Identify positive and negative behaviors with need for health care.		
2 H 3.2.1	Identify characteristics of bullies and victims.		
2 H 3.2.2	Identify basic refusal skills.		
2 H 3.2.3	Demonstrate basic injury prevention and management strategies for personal health.		
2 H 3.2.4	Identify stress.		
2 H 4.2.1	Identify foods of various cultures.		
2 H 4.2.3	Identify health advertising in a variety of forms.		
2 H 5.2.1	Name basic verbal and nonverbal communication techniques.		
2 H 5.2.2	Describe ways to communicate care, consideration, and respect for self and others.		
2 H 6.2.1	Identify a decision-making process model.		
2 H 7.2.1	Identify positive health choices.		

Identifier	Nevada - Grade 2 - Music	Introduced	Completed
2 Mus 1	<b>SINGING</b>		
2 Mus 1.3.1	Sing a simple melody with accurate pitch.		
2 Mus 1.3.3	Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
2 Mus 1.3.4	Sing patriotic songs, folk songs, and multicultural selections.		
2 Mus 2	<b>PLAYING INSTRUMENTS</b>		
2 Mus 2.3.1	Play classroom instruments using proper technique.		
2 Mus 2.3.4	Accompany simple folk, traditional, and multicultural music.		
2 Mus 3	<b>IMPROVISATION</b>		
2 Mus 3.3.1	Improvise short melodic and rhythmic patterns.		
2 Mus 4	<b>WRITING</b>		
2 Mus 4.3.1	Create music to interpret stories, rhymes, and poetry.		
2 Mus 4.3.2	Create short songs and instrumental pieces.		
2 Mus 4.3.3	Organize pieces using a variety of sound sources.		
2 Mus 5	<b>READING</b>		
2 Mus 5.3.1	Read quarter notes, quarter rests, and eighth notes in duple meter.		
2 Mus 5.3.2	Read melodic patterns using solfege, numbers, and/or letters.		
2 Mus 5.3.3	Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
2 Mus 5.3.5	Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
2 Mus 6	<b>LISTENING</b>		
2 Mus 6.3.1	Identify simple elements of music.		
2 Mus 7	<b>EVALUATION</b>		
2 Mus 7.3.1	Use criteria to evaluate performances and compositions.		
2 Mus 7.3.2	Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
2 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
2 Mus 9.3.1	Identify several styles of music from various cultures.		
2 Mus 9.3.2	Identify various uses for music in daily experience.		
2 Mus 10	<b>CROSS-CURRICULAR</b>		
2 Mus 10.3.1	Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 2 - Physical Education	Introduced	Completed
2 PE			
2 PE 1.2.1	Understand the vocabulary of simple movement patterns.		
2 PE 1.2.2	Identify the basic elements (i.e., opposition) of movement forms.		
2 PE 1.2.3	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
2 PE 1.2.4	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
2 PE 2.2.1	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
2 PE 2.2.2	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
2 PE 2.2.3	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
2 PE 3.2.1A	Create shapes at high, medium, and low levels in a movement sequence.		
2 PE 3.2.1B	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
2 PE 3.2.1C	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
2 PE 3.2.2A	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
2 PE 3.2.2B	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
2 PE 3.2.3	Discuss and demonstrate how movement in dance is used to communicate.		
2 PE 3.2.4A	Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e., lummi sticks, jump ropes, and streamers).		
2 PE 4.2.1	Identify health-related fitness components addressed in selected exercises.		
2 PE 4.2.2	Engage in daily moderate to vigorous structured physical activity.		
2 PE 4.2.3	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
2 PE 4.2.4	Perform various structured exercises in a safe manner.		
2 PE 4.2.5	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
2 PE 5.2.1	Apply class rules, procedures, and safe practices with teacher reinforcement.		
2 PE 5.2.2	Engage in physical activity involving cooperation and sharing to complete assigned task.		
2 PE 5.2.3	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
2 PE 5.2.4	Participate in multicultural activities (dance, games, and activities).		



Identifier	Nevada - Grade 2 - Theater	Introduced	Completed
2 Th			
2 Th 1.3.1	Create a simple script based on personal experience, imagination, or the retelling of a story.		
2 Th 1.3.6	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
2 Th 1.3.7	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
2 Th 2.3.1	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
2 Th 2.3.2	Imitate the traits of a given person, animal, or object.		
2 Th 2.3.3	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
2 Th 3.3.2	Express personal reactions to a dramatized performance.		
2 Th 3.3.3	Identify the differences between fantasy and reality.		
2 Th 4.3.2	Identify similarities and differences between dramatic characters and real people.		

Identifier	Nevada - Grade 2 - Visual Arts	Introduced	Completed
2 VA 1	<b>KNOWLEDGE</b>		
2 VA 1.3.3	Use different media, techniques, and processes to produce works of art.		
2 VA 2	<b>APPLICATION</b>		
2 VA 2.3.1	Identify selected elements of design and principles of design in nature and in works of art.		
2 VA 2.3.4	Use elements and principles of design to create works of art.		
2 VA 3	<b>CONTENT</b>		
2 VA 3.3.2	Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
2 VA 4	<b>CONTEXT</b>		
2 VA 4.3.2	Identify works of art as belonging to particular cultures, times, or places.		
2 VA 4.3.3	Create a work of art that is influenced by a particular historical period or culture.		
2 VA 5	<b>INTERPRETATION</b>		
2 VA 5.3.3	Discuss possible meanings of art.		

Identifier	Kamico - Grade 2 - Language Arts/Reading		Introduced	Completed
<b>R 2</b>	<b>READING</b>			
R 2.1.1A	Word Identification	Use structural cues to recognize words such as compounds, base words, and inflections; use structural cues such as prefixes and suffixes to recognize words.		
R 2.1.1B	Word Identification	Use knowledge of word order (syntax) and context to support word identification and confirm word meaning.		
R 2.1.2A	Vocabulary Development	Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words.		
R 2.1.2B	Vocabulary Development	Demonstrate knowledge of synonyms and antonyms.		
R 2.1.3A	Variety of Texts	Read from a variety of genres to acquire information.		
R 2.1.4A	Comprehension	Use prior knowledge to anticipate meaning and make sense of texts.		
R 2.1.4B	Comprehension	Identify main ideas of text selections.		
R 2.1.4C	Comprehension	Produce summaries of text selections.		
R 2.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, relationships, and changes.		
R 2.2.1B	Text Structures/ Literary Concepts	Identify the importance of the setting to a story's meaning.		
R 2.2.1C	Text Structures/ Literary Concepts	Recognize the story problem(s) or plot.		
R 2.3.1A	Comprehension	Establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained.		
R 2.3.1B	Comprehension	Retell the order of important events in stories.		
R 2.3.1C	Comprehension	Draw and discuss visual images based on text descriptions.		
R 2.3.1D	Comprehension	Represent text information in different ways, including story maps, graphs, and charts.		
R 2.3.2A	Text Structures/ Literary Concepts	Distinguish different forms of texts, including lists, newsletters, and signs, and the functions they serve.		
R 2.3.2B	Text Structures/ Literary Concepts	Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts.		
R 2.3.2C	Text Structures/ Literary Concepts	Understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts).		
R 2.3.3A	Inquiry/ Research	Interpret and use graphic sources of information such as maps, charts, graphs, and diagrams.		
R 2.4.1A	Comprehension	Make and explain inferences from texts such as determining causes and effects, making predictions, and drawing conclusions.		
R 2.4.1B	Comprehension	Identify similarities and differences across texts such as in topics, characters, and problems.		
R 2.4.1C	Comprehension	Distinguish fact from opinion in various texts.		
R 2.4.2A	Literary Response	Support interpretations or conclusions with examples drawn from text.		
R 2.4.3A	Text Structures/ Literary Concepts	Distinguish fiction from nonfiction, including fact and fantasy.		
R 2.4.3B	Text Structures/ Literary Concepts	Compare communication in different forms such as comparing story variants.		
<b>W 2</b>	<b>WRITING</b>			
W 2.1.1A	Purposes	Write to record ideas and reflections.		
W 2.1.1B	Purposes	Write in different forms for different purposes, such as lists to record and letters to invite or thank.		
W 2.1.1C	Purposes	Write to inform, such as to explain, describe, and narrate.		
W 2.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 2.2.1A	Writing Processes	Compose complete sentences in written texts and use the appropriate end punctuation.		
W 2.2.1B	Writing Processes	Revise selected drafts by adding or deleting text.		
W 2.3.1A	Grammar/ Usage	Use singular and plural forms of regular nouns.		
W 2.3.1B	Grammar/ Usage	Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts.		
W 2.3.1C	Grammar/ Usage	Replace an indefinite reference with a specific noun or noun phrase.		
W 2.3.1D	Grammar/ Usage	Recognize grammatically correct writing.		
W 2.4.1A	Capitalization/ Punctuation	Use basic capitalization and punctuation correctly, such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points.		
W 2.4.2A	Spelling	Spell proficiently.		
W 2.4.3A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 2 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
2 ELA 1.2.1	Use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression.		
2 ELA 1.2.2	Use knowledge of phonics and structural elements (e.g., syllables, basic prefixes, roots, and suffixes) to decode unfamiliar words of one or more syllables in context.		
2 ELA 1.2.3	Identify the meanings of common prefixes, suffixes, and abbreviated words in context.		
2 ELA 1.2.4	Identify and use knowledge of spelling patterns such as special vowel spellings when reading; apply knowledge of basic syllabication rules when reading (e.g., V/CV = su/per, VC/CV = sup/per).		
2 ELA 1.2.5	Identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text.		
2 ELA 2.2.1	Identify prereading strategies that aid comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.		
2 ELA 2.2.2	Identify self-correcting strategies, such as self-questioning and rereading.		
2 ELA 2.2.3	Formulate the main idea of the text while reading.		
2 ELA 2.2.4	Retell the main idea of text.		
2 ELA 3.2.1	Analyze simple elements of a story, such as settings, characters, and plot (e.g., restate the logical and sequential development of a story and generate alternative endings to stories).		
2 ELA 3.2.2	Make basic inferences about character traits and predict story outcomes.		
2 ELA 3.2.3	Compare and contrast different versions of the same stories from different cultures and eras.		
2 ELA 3.2.5	Compare rhythm, rhyme, and alliteration in poetry.		
2 ELA 3.2.7	Distinguish between poetry and prose.		
2 ELA 4.2.1	Locate table of contents and chapter headings and interpret information from diagrams, charts, and graphs.		
2 ELA 4.2.2	Identify and explain cause and effect and determine the main idea of a passage.		
2 ELA 4.2.3	Ask questions to gain understanding of important information in text.		
2 ELA 4.2.6	Read and follow simple directions to perform a task.		
	<b>WRITING</b>		
2 ELA 5.2.1	Use at least two sources to write an informative paper.		
2 ELA 5.2.2	Write friendly letters.		
2 ELA 5.2.3	Write stories and poems.		
2 ELA 5.2.4	Write responses to literature.		
2 ELA 6.2.1	Generate possible ideas for future writing by recalling experiences, talking, drawing, and hearing stories.		
2 ELA 6.2.2	Organize ideas through activities such as listing and clustering.		
2 ELA 6.2.3	Write stories or other compositions.		
2 ELA 6.2.4	Revise writing for detail and clarity.		
2 ELA 6.2.5	Edit, with teacher assistance, for correct word usage.		
2 ELA 6.2.6	Produce writing for given audiences.		
2 ELA 6.2.7	Share writing with others and listen to responses.		
2 ELA 7.2.1	Use nouns, verbs, pronouns, adjectives, and adverbs in writing.		
2 ELA 7.2.2	Identify complete and incomplete sentences in writing.		
2 ELA 7.2.3	Use commas in the greeting and closure of a letter and with dates and words in a series; use end punctuation, contractions, and possessives correctly.		
2 ELA 7.2.4	Capitalize proper nouns and initials.		
2 ELA 7.2.5	Use correct spelling of simple words containing short, long, and r-controlled vowels, blends, digraphs, and common irregular words (e.g., said, who, they).		
2 ELA 7.2.6	Create readable compositions that are legible.		
	<b>LISTENING AND SPEAKING</b>		
2 ELA 8.2.1	Determine the purpose(s) for listening, such as to obtain information, to solve problems, or enjoyment.		
2 ELA 8.2.2	Attend to and respond to public presentations and a variety of media.		
2 ELA 8.2.3	Recognize that different dialects exist.		
2 ELA 8.2.4	Follow two-step oral directions to complete a task.		
2 ELA 9.2.1	Select and use specific vocabulary to communicate ideas.		
2 ELA 9.2.2	Speak clearly at an understandable pace.		
2 ELA 9.2.3	Make oral presentations that maintain a clear focus.		
2 ELA 9.2.4	Recount experiences and tell stories that move through a logical sequence of events and include character and setting.		
2 ELA 9.2.5	Give clear directions to complete a simple task.		
2 ELA 10.2.1	Demonstrate turn taking and attentiveness in conversations and group discussions.		
2 ELA 10.2.2	Ask and answer questions to gather and provide information.		
2 ELA 10.2.3	Present ideas and information in groups.		
	<b>RESEARCH</b>		
2 ELA 11.2.1	Formulate questions to explore areas of interest.		
2 ELA 11.2.2	Locate and use information from reference materials and technology.		
2 ELA 11.2.5	Share research findings using various media.		

Identifier	Lander - Grade 2 - Language Arts/Reading	Introduced	Completed
2ELA1	<b>WORD KNOWLEDGE—PHONICS, VOCABULARY, SPELLING</b>		
2ELA1.1	Use knowledge of phonics to decode words of one or more syllables in context		
2ELA1.2	Use structural elements (e.g., syllables, prefixes, roots, and suffixes) to decode words of one or more syllables in context		
2ELA1.3	Read high-frequency words to build fluency and construct meaning		
2ELA1.4	Read texts aloud with fluency, accuracy, and appropriate intonation and expression		
2ELA1.5	Identify the meanings of common prefixes, and suffixes, and abbreviated words in context		
2ELA1.6	Identify and use knowledge of spelling patterns to correctly spell words		
2ELA1.7	Identify and use special vowel spellings to correctly spell words		
2ELA1.8	Identify and use knowledge of spelling patterns and special vowel spellings when reading		
2ELA1.9	Identify and use basic syllabication rules		
2ELA1.10	Apply knowledge of basic syllabication rules when reading		
2ELA1.11	Identify and use knowledge of synonyms, antonyms, homophones, and homographs to understand text		
2ELA2	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
2ELA2.1	Access prior knowledge, predict, preview, and set a purpose as pre-reading strategies to aid comprehension		
2ELA2.2	Identify self-correcting strategies such as self-questioning and rereading		
2ELA2.3	Recall important details/facts		
2ELA2.4	Recall sequence of events		
2ELA2.5	Recall the main idea of text		
2ELA2.6	Retell the main idea of text		
2ELA2.7	Formulate the main idea while reading		
2ELA2.8	Identify cause and effect		
2ELA2.9	Compare and contrast information		
2ELA2.10	Draw conclusions		
2ELA2.11	Respond to fiction and nonfiction selections		
2ELA2.12	Locate words and/or sentences to answer questions		
2ELA2.13	Describe, classify, compare, and contrast objects/pictures and information		
2ELA2.14	Demonstrate comprehension of various forms of literature		
2ELA3	<b>READING COMPREHENSION—LITERATURE</b>		
2ELA3.1	Identify simple elements of a story such as setting, characters, and plot		
2ELA3.2	Make basic inferences about characters and predict story outcomes		
2ELA3.3	Restate the logical and sequential development of a story		
2ELA3.4	Generate alternative endings to stories		
2ELA3.5	Identify simple character traits		
2ELA3.6	Compare and contrast different versions of the same stories from different cultures and eras		
2ELA3.7	Compare rhythm, rhyme, and alliteration in poetry		
2ELA3.8	Distinguish between poetry and prose		
2ELA3.9	Identify different types of literature		
2ELA3.10	Read independently/daily		
2ELA4	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
2ELA4.1	Locate table of contents and chapter headings		
2ELA4.2	Interpret information from diagrams, charts, and graphs		
2ELA4.3	Identify and explain cause and effect		
2ELA4.4	Determine the main idea of a passage		
2ELA4.5	Ask questions to gain understanding of important information in a text		
2ELA4.6	Read and follow simple directions to perform a task		
2ELA4.7	Read a variety of non-fiction from content areas		
2ELA5	<b>WRITING—COMPOSITION</b>		
2ELA5.1	Participate in daily writing activities		
2ELA5.2	Write complete sentences		
2ELA5.3	Use at least two sources to write an informative paper		
2ELA5.4	Write friendly letters		
2ELA5.5	Write stories and poems		
2ELA5.6	Write responses to literature		
2ELA5.7	Write directions		
2ELA6	<b>WRITING—PROCESS</b>		
2ELA6.1	Generate possible ideas for future writing by recalling experiences, talking, drawing, and listening to stories		
2ELA6.2	Organize ideas through activities such as listing, webbing, and clustering		
2ELA6.3	Identify a purpose for writing		

Identifier	Lander - Grade 2 - Language Arts/Reading	Introduced	Completed
2ELA6.4	Write stories or other compositions		
2ELA6.5	Ask questions to develop and clarify ideas		
2ELA6.6	Revise writing for detail and clarity		
2ELA6.7	Self-check for organization, ideas, word choice, and sentence structure		
2ELA6.8	Edit, with teacher assistance, for correct word usage		
2ELA6.9	Correct for mechanics, spelling, grammar, and punctuation		
2ELA6.10	Produce writing for given audiences		
2ELA6.11	Share writing with others and listen to responses		
2ELA6.12	Display writing through informal/formal publication		
2ELA7	<b>WRITING—MECHANICS</b>		
2ELA7.1	Use nouns, verbs, pronouns, adjectives, and adverbs in writing		
2ELA7.2	Demonstrate correct grammar usage when writing sentences		
2ELA7.3	Identify complete and incomplete sentences in writing		
2ELA7.4	Use commas in the greeting and closing of a letter		
2ELA7.5	Use commas in words in a series		
2ELA7.6	Use commas in dates		
2ELA7.7	Use a comma between city and state		
2ELA7.8	Use end punctuation		
2ELA7.9	Use periods in abbreviations		
2ELA7.10	Use periods with initials		
2ELA7.11	Use contractions correctly		
2ELA7.12	Use possessives correctly		
2ELA7.13	Capitalize proper nouns and initials		
2ELA7.14	Use correct spelling of words containing short, long, and r-controlled vowels		
2ELA7.15	Use correct spelling of words containing blends and digraphs		
2ELA7.16	Use correct spelling of irregular words (e.g., said, who, they)		
2ELA7.17	Create readable compositions that are legible		
2ELA8	<b>LISTENING</b>		
2ELA8.1	Determine the purposes for listening (e.g., to obtain information, to solve problems, or for enjoyment)		
2ELA8.2	Link prior knowledge with new information		
2ELA8.3	Activate prior knowledge		
2ELA8.4	Listen to different types of literature		
2ELA8.5	Attend and respond to public presentations and a variety of media		
2ELA8.6	Distinguish among different dialects		
2ELA8.7	Follow two-step oral directions to complete a task		
2ELA9	<b>SPEAKING</b>		
2ELA9.1	Select and use specific vocabulary to communicate ideas		
2ELA9.2	Speak clearly at an understandable pace		
2ELA9.3	Make oral presentations that maintain a clear focus		
2ELA9.4	Recount experiences and tell stories that move through a logical sequence of events and include character and setting		
2ELA9.5	Give clear directions to complete a simple task		
2ELA9.6	Participate in various forms of oral communication (i.e., informal dialogue, music, plays, book talks, oral reports, speeches)		
2ELA10	<b>DISCUSSION</b>		
2ELA10.1	Demonstrate turn-taking and eye contact in conversations and group discussions		
2ELA10.2	Ask and answer questions to gather and provide information		
2ELA10.3	Present ideas and information in groups		
2ELA11	<b>RESEARCH AND STUDY SKILLS</b>		
2ELA11.1	Use parts of a book to locate information		
2ELA11.2	Alphabetize words by second letter and apply basic knowledge of alphabetical order		
2ELA11.3	Construct simple graphic organizers to show relationships of ideas (e.g., story map, semantic map, web, chart, graph, diagram)		
2ELA11.4	Formulate questions to explore areas of interest		
2ELA11.5	Locate and use information from reference materials and technology		
2ELA11.6	Present research findings using various media		
2ELA11.7	Use test-taking strategies		

Identifier	Kamico - Grade 2 - Mathematics	Introduced	Completed
M 2.1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 2.1.1A	Use concrete models to represent whole numbers, and use place value to read and write whole numbers.		
M 2.1.1B	Use place value to compare and order whole numbers.		
M 2.1.1C	Use place value to describe the value of whole numbers.		
M 2.1.2A	Name fractional parts of a whole object when given a concrete representation.		
M 2.1.2B	Name fractional parts of a set of objects when given a concrete representation.		
M 2.1.3A	Recall and apply basic addition facts.		
M 2.1.3B	Select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary.		
M 2.1.3C	Determine the value of a collection of coins.		
M 2.1.4A	Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined.		
M 2.1.4B	Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.		
M 2.1.5A	Round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.		
M 2.1.5B	Estimate sums and differences.		
M 2.2	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 2.2.1A	Solve subtraction problems related to addition facts (fact families).		
M 2.2.2A	Generate a list of paired numbers based on a real-life situation.		
M 2.2.2B	Identify patterns in a list of related number pairs based on a real-life situation and extend the list.		
M 2.2.2C	Identify, describe, and extend patterns to make predictions and solve problems.		
M 2.3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 2.3.1A	Identify attributes of any shape or solid.		
M 2.3.1B	Use attributes to describe how two shapes or two solids are alike or different, and cut geometric shapes apart and identify the new shapes made.		
M 2.3.2A	Identify congruent shapes.		
M 2.3.2B	Identify lines of symmetry in shapes.		
M 2.3.3A	Use whole numbers to locate and name points on a line.		
M 2.4	<b>MEASUREMENT</b>		
M 2.4.1A	Identify concrete models that approximate standard units of length, capacity, and weight; measure length, capacity, and weight using concrete models that approximate standard units.		
M 2.4.1B	Describe activities that take approximately one second, one minute, and one hour.		
M 2.4.2A	Use linear measure to find the perimeter of a shape.		
M 2.4.2B	Use models of square units to determine the area of shapes.		
M 2.4.3A	Read a thermometer to gather data.		
M 2.4.3B	Describe time on a clock using hours and minutes.		
M 2.5	<b>PROBABILITY AND STATISTICS</b>		
M 2.5.1A	Construct picture graphs and bar-type graphs.		
M 2.5.1B	Draw conclusions and answer questions based on picture graphs and bar-type graphs.		
M 2.5.1C	Use data to describe events as more likely or less likely.		
M 2.6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 2.6.1A	Identify the mathematics in everyday situations.		
M 2.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 2.6.1C	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 2.6.2A	Explain and record observations using objects, words, pictures, numbers, and technology.		
M 2.6.2B	Relate informal language to mathematical language and symbols.		
M 2.6.3A	Reason and support his or her thinking using objects, words, pictures, numbers, and technology.		
M 2.6.4A	Make generalizations from patterns or sets of examples and nonexamples.		

Identifier	Nevada - Grade 2 - Mathematics	Introduced	Completed
2 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
2 M 1.2.1	Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts; immediately recall basic addition facts (sums through 10) and the corresponding subtraction facts.		
2 M 1.2.2	Add and subtract multidigit numbers without regrouping.		
2 M 1.2.3	Generate and solve one-step addition and subtraction problems based on practical situations.		
2 M 1.2.4	Use decimals to show money amounts.		
2 M 1.2.5	Use the patterns in numbers to skip count.		
2 M 1.2.7	Estimate the number of objects in a set to 20; read and write number words to 20 and use ordinal positions first to twentieth.		
2 M 1.2.8	Use, model, and identify place-value positions of 1's, 10's, and 100's.		
2 M 1.2.9	Identify, model, and label $\frac{1}{2}$ and $\frac{1}{4}$ as parts of a whole.		
2 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
2 M 2.2.1	Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives; use patterns and their extensions to solve problems.		
2 M 2.2.2	Generate and solve problems based on various numerical sentences; represent mathematical situations using numbers, symbols, and words.		
2 M 2.2.3	Use variables and open sentences to express relationships.		
2 M 2.2.4	Generate and solve problems based on various numerical sentences; represent mathematical situations using numbers, symbols, and words.		
2 M 2.2.7	Model, explain, and solve a number sentence involving addition and subtraction.		
2 M 3	<b>MEASUREMENT</b>		
2 M 3.2.1	Compare and order objects by various measurable attributes (e.g., time, temperature, length, weight, capacity, and area) communicating their similarities and differences.		
2 M 3.2.2	Measurement: Compare objects to standard whole units to find objects that are greater than, less than, and/or equal to a given unit (e.g., inch, yard, centimeter, meter).		
2 M 3.2.4	Determine the value of any given set of coins.		
2 M 3.2.6	Read time to the nearest quarter hour; distinguish between A.M. and P.M.		
2 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
2 M 4.2.1	Describe and compare two-dimensional shapes (circles, triangles, rectangles including squares) regardless of position.		
2 M 4.2.2	Compare the size (larger and smaller) of similar two-dimensional figures (e.g., circles, triangles); identify congruent shapes.		
2 M 4.2.3	Identify figures with symmetry as they appear in the environment; create two-dimensional designs that contain a line of symmetry.		
2 M 4.2.4	Identify, name, sort, describe, two- and three-dimensional geometric figures and objects (e.g., circle/sphere, square/cube).		
2 M 5	<b>DATA ANALYSIS</b>		
2 M 5.2.1	Collect, organize, record, and explain classification of data using concrete materials.		
2 M 6	<b>PROBLEM SOLVING</b>		
2 M 6.2.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
2 M 6.2.2	Apply previous experience and knowledge to new problem-solving situations.		
2 M 6.2.3	Formulate (own) problems; use various approaches to investigate and solve problems.		
2 M 6.2.4	Explain and verify results with respect to the original problem.		
2 M 6.2.6	Try more than one strategy when the first strategy proves to be unproductive.		
2 M 6.2.8	Apply solutions and strategies from earlier problems to new problem situations.		
2 M 6.2.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
2 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
2 M 7.2.1	Discuss and exchange ideas about mathematics as a part of learning.		
2 M 7.2.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
2 M 7.2.4	Use pictorial representations to identify mathematical operations and concepts.		
2 M 7.2.7	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.		
2 M 7.2.12	Explain and justify thinking about mathematical ideas and solutions.		
2 M 7.2.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
2 M 7.2.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
2 M 7.2.17	Use mathematical notation to communicate and explain mathematical situations.		
2 M 8	<b>MATHEMATICAL REASONING</b>		
2 M 8.2.1	Justify and explain the solutions to problems using manipulative and physical models.		
2 M 8.2.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
2 M 8.2.8	Ask questions to reflect on, clarify, and extend thinking.		
2 M 8.2.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		



Identifier	Nevada - Grade 2 - Mathematics	Introduced	Completed
2 M 8.2.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
2 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
2 M 9.2.1	Link new concepts to prior knowledge.		
2 M 9.2.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
2 M 9.2.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
2 M 9.2.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
2 M 9.2.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 2 - Mathematics	Introduced	Completed
2M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
2M1.1	Compare and order groups of objects and numerals less than 1,000		
2M1.2	Use ordinal positions first through twentieth		
2M1.3	Use the inherent patterns in numbers to skip count by 2's, 3's, 5's, and 10's to 100 and beyond		
2M1.4	Use, model, and identify place value positions (ones, tens, and hundreds)		
2M1.5	Read, write, and use number words (0—20)		
2M1.6	Demonstrate understanding of the processes of addition and subtraction		
2M1.7	Use decimals to show money amounts		
2M1.8	Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts		
2M1.9	Immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts		
2M1.10	Add and subtract multi-digit numbers without regrouping		
2M1.11	Add and subtract two-digit numbers with regrouping		
2M1.12	Add and subtract money amounts		
2M1.13	Describe and explain sequence of steps in addition and subtraction algorithms		
2M1.14	Use a variety of appropriate strategies to compute and solve problems with whole numbers		
2M1.15	Estimate the number of objects in a set to 20; verify by counting, and revise estimate, as needed, based on results		
2M1.16	Generate and solve one-step addition and subtraction problems based on practical situations		
2M1.17	Use estimation and mental computation in appropriate situations to solve problems		
2M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
2M2.1	Compare and contrast attributes of objects, shapes, and numbers		
2M2.2	Recognize and describe repeating and increasing patterns using symbols, objects, manipulatives, and calculators		
2M2.3	Use patterns and their extensions to solve problems		
2M2.4	Use variables and open sentences to express relationships		
2M2.5	Generate and solve problems based on various numerical sentences		
2M2.6	Model, explain, and solve a number sentence involving addition and subtraction		
2M2.7	Represent mathematical situations using numbers, symbols, and words		
2M3	<b>MEASUREMENT</b>		
2M3.1	Compare and order objects by various measurable attributes including time, temperature, length, weight, capacity, and area, and communicate their similarities and differences		
2M3.2	Compare objects to standard whole units such as inches, yards, centimeters, and meters to identify the objects as greater than, less than, or equal to the given units		
2M3.3	Estimate and measure length, weight, and capacity of objects, using a standard or non standard unit of measure		
2M3.4	Read time to nearest quarter hour; distinguish between day and night (i.e., A.M. and P.M.)		
2M3.5	Determine the value of any given set of coins and bills		
2M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
2M4.1	Describe and compare and contrast two-dimensional shapes (circles, triangles, rectangles [squares]) regardless of position		
2M4.2	Use position words such as before, far, below, left to describe location of objects and to place objects		
2M4.3	Identify congruent shapes		
2M4.4	Compare the size (larger and smaller) or similar two-dimensional figures such as circles, triangles		
2M4.5	Recognize and describe position of shapes after transformation (flip, turn, slide), using models		
2M4.6	Identify figures with symmetry as they appear in the environment		
2M4.7	Create two-dimensional designs that contain a line of symmetry		
2M4.8	Identify, name, sort, describe, compare, and contrast two- and three-dimensional geometric figures and objects such as circle/sphere, square/cube, triangle/pyramid		
2M5	<b>DATA ANALYSIS</b>		
2M5.1	Collect, organize, record and explain classification of data using concrete materials		
2M5.2	Collect, organize, tally, display, and interpret data in charts, tables, and graphs		
2M5.3	Read and interpret simple picture and bar graphs to solve problems		
2M6	<b>PROBLEM SOLVING</b>		
2M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
2M6.2	Apply previous experience and knowledge to new problem-solving situations		
2M6.3	Formulate own problems; use various approaches to investigate and solve problems		
2M6.4	Explain and verify results with respect to the original problem		
2M6.5	Try more than one strategy when the first strategy proves to be unproductive		
2M6.6	Apply solutions and strategies from earlier problems to new problem situations		

Identifier	<b>Lander - Grade 2 - Mathematics</b>	Introduced	Completed
2M6.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
<b>2M7</b>	<b>MATHEMATICAL COMMUNICATION</b>		
2M7.1	Discuss and exchange ideas about mathematics as a part of learning		
2M7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
2M7.3	Use pictorial representations to identify mathematical operations and concepts		
2M7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
2M7.5	Explain and justify thinking about mathematical ideas and solutions		
2M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
2M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
2M7.8	Use mathematical notation to communicate and explain mathematical situations		
<b>2M8</b>	<b>MATHEMATICAL REASONING</b>		
2M8.1	Justify and explain the solutions to problems using manipulatives and physical models		
2M8.2	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
2M8.3	Ask questions to reflect on, clarify, and extend thinking		
2M8.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
<b>2M9</b>	<b>MATHEMATICAL CONNECTIONS</b>		
2M9.1	Link new concepts to prior knowledge		
2M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
2M9.3	Identify practical applications of mathematical principles that can be applied to other disciplines		
2M9.4	Identify, explain, and use mathematics in everyday life		

Identifier	Nevada - Grade 2 - Social Studies		Introduced	Completed
2 SS C	<b>CIVICS</b>			
2 SS C 1.2.1	Rules and Law	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.		
2 SS C 1.2.4	Rules and Law	Participate in class decision making.		
2 SS C 5.2.3	Citizenship	Name a traditional U.S. patriotic activity, holiday, or symbol, such as the Fourth of July.		
2 SS C 8.2.1	International Relations	Name their school and community.		
2 SS E	<b>ECONOMICS</b>			
2 SS E 1.2.1	Economic Way of Thinking	Give examples of what is given up when choices are made.		
2 SS E 1.2.3	Economic Way of Thinking	Give examples of all-or-nothing choices (e.g., choose music on or off).		
2 SS E 3.2.1	Functioning of Markets	Demonstrate an understanding of trade.		
2 SS E 3.2.2	Functioning of Markets	Give examples of prices people have paid when buying goods and services.		
2 SS E 3.2.3	Functioning of Markets	Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high.		
2 SS E 4.2.1	Private US Economic Institutions	Identify reasons people use banks.		
2 SS E 5.2.1	Money	Explain what money is and how it is used.		
2 SS E 6.2.2	US Economy as a Whole	Explain what a consumer does.		
2 SS E 6.2.6	US Economy as a Whole	Give examples of ways people earn money by working.		
2 SS E 7.2.1	Evolving Economy	Explain how tools and machinery may help a person work faster or better, or make a person's work easier.		
2 SS E 7.2.4	Evolving Economy	Give examples of inventions.		
2 SS G	<b>GEOGRAPHY</b>			
2 SS GS.2.1	Geographic Skills	Ask questions about location.		
2 SS GS.2.2	Geographic Skills	Gather geographic information from books and pictures.		
2 SS GS.2.3	Geographic Skills	Make lists and graphs and arrange visual materials to display geographic information.		
2 SS GS.2.4	Geographic Skills	Identify and group information from several geographic sources.		
2 SS GS.2.5	Geographic Skills	Display the results of a geographic inquiry.		
2 SS G 1.2.1	World in Spatial Terms	Identify the map title and map symbols on a variety of maps.		
2 SS G 1.2.2	World in Spatial Terms	Describe what a map or globe represents.		
2 SS G 1.2.3	World in Spatial Terms	Recognize geographic information from maps, globes, photographs, and graphs.		
2 SS G 1.2.4	World in Spatial Terms	Choose a title and construct a key from given map symbols.		
2 SS G 1.2.5	World in Spatial Terms	Identify the difference between a map and a globe.		
2 SS G 1.2.6	World in Spatial Terms	Recognize spatial patterns on a map.		
2 SS G 2.2.1	Places and Regions	Identify basic types of landforms and bodies of water.		
2 SS G 2.2.2	Places and Regions	Identify traditions and customs that families practice.		
2 SS G 2.2.4	Places and Regions	Give examples of how technology is used in the home and classroom.		
2 SS G 2.2.5	Places and Regions	Identify changes that have occurred over time at home, at school, or in the neighborhood.		
2 SS G 2.2.6	Places and Regions	Identify areas that have different purposes in the home or the classroom.		
2 SS G 3.2.1	Physical Systems	Describe the weather conditions typical to each season in the community and in other places.		
2 SS G 3.2.3	Physical Systems	Identify the basic elements of a simple ecosystem.		
2 SS G 4.2.1	Human Systems	Use a school map to construct a visual model of population distribution.		
2 SS G 4.2.2	Human Systems	Give oral directions from one location to another within your school or community.		
2 SS G 4.2.3	Human Systems	List and classify different ways to move people, goods, and ideas.		
2 SS G 4.2.4	Human Systems	Compare the differences between rural and urban communities.		
2 SS G 4.2.5	Human Systems	Distinguish between goods and services.		
2 SS G 4.2.6	Human Systems	Use a map or chart to display information about an economic product.		
2 SS G 4.2.7	Human Systems	Distinguish between wants and needs and describe how people fulfill them.		
2 SS G 4.2.8	Human Systems	List different organizations to which people belong.		
2 SS G 4.2.9	Human Systems	Identify places where cooperation and conflict take place.		
2 SS G 5.2.1	Environment and Society	Identify ways people depend on their local environments.		
2 SS G 5.2.2	Environment and Society	List typical human activities that take place in different physical environments.		
2 SS G 5.2.4	Environment and Society	Identify how people shape the physical environment at home and school.		
2 SS G 6.2.2	Geographic Applications	Discuss the location of major current events.		
2 SS G 6.2.4	Geographic Applications	Plan a geographic change for a classroom or school (e.g., changing the location of furniture or students).		
2 SS H	<b>HISTORY</b>			
2 SS H 1.2.2	Chronology	Identify past, present, and future events.		
2 SS H 5.2.6	1200 to 1750	Tell why Columbus Day is celebrated.		
2 SS H 5.2.8	1200 to 1750	Tell why Thanksgiving Day is celebrated.		
2 SS H 6.2.4	1700 to 1865	Tell why the Fourth of July is celebrated.		

Identifier	Nevada - Grade 2 - Social Studies		Introduced	Completed
2 SS H 6.2.13	1700 to 1865	Tell why Presidents' Day is celebrated.		
2 SS H 7.2.11	1860 to 1920	Tell why Labor Day is celebrated.		
2 SS H 7.2.17	1860 to 1920	Tell why Memorial Day and Veterans Day are celebrated.		
2 SS H 9.2.8	1945 to 1990	Tell why Martin Luther King Jr. Day is celebrated.		

Identifier	Lander - Grade 2 - Social Studies	Introduced	Completed
2S1	<b>CIVICS</b>		
2S1.1	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks		
2S1.2	Participate in class decision making		
2S1.3	Name a traditional U.S. patriotic activity, holiday, or symbol (e.g., Fourth of July)		
2S1.4	Name the school and community		
2S1.5	Discuss responsible citizenship, including the importance of education		
2S1.6	Demonstrate awareness of the rights and property of individuals		
2S1.7	Complete tasks independently		
2S1.8	Work cooperatively in groups		
2S1.9	Recognize differences of opinion		
2S1.10	Identify appropriate ways to make changes and resolve conflicts		
2S1.11	Recite the "Pledge of Allegiance"		
2S2	<b>ECONOMICS</b>		
2S2.1	Given up when choices are made		
2S2.2	Give examples of an all-or-nothing choice (e.g., choose to have music on or off)		
2S2.3	Demonstrate an understanding of trade		
2S2.4	Give examples of prices people have paid when buying goods and services		
2S2.5	Give reasons why consumers choose to buy more of a good or service (including when its price is low) and when they choose to buy less (including when its price is high)		
2S2.6	Identify reasons people use banks		
2S2.7	Explain what money is and how it is used		
2S2.8	Explain what a consumer does		
2S2.9	Give examples of ways people earn money by working		
2S2.10	Explain how tools and machinery may help a person work faster or better, or make a person's work easier		
2S2.11	Give examples of inventions		
2S2.12	Identify community occupations in a given job cluster (e.g., medical, educational)		
2S3	<b>GEOGRAPHY</b>		
2S3.1	Identify the map titles and map symbols on a variety of maps		
2S3.2	Describe what a map or globe represents		
2S3.3	Recognize geographic information from maps, globes, photographs, and graphs		
2S3.4	Choose a title and construct a key (legend) from given map symbols		
2S3.5	Recognize spatial patterns on a map		
2S3.6	Identify and locate land and water on a map or globe, using the terms continent and ocean		
2S3.7	Locate Nevada and the United States on a map		
2S3.8	Identify basic types of landforms and bodies of water (e.g., mountains, valleys, islands, lakes, rivers)		
2S3.9	Identify traditions and customs that families practice		
2S3.10	Give examples of how technology is used in the home and classroom		
2S3.11	Identify changes that have occurred over time at home, at school, or in the neighborhood		
2S3.12	Identify areas that have different purposes in the home or the classroom		
2S3.13	Describe the weather conditions typical to each season in the community and in other places		
2S3.14	Identify some basic elements of a simple ecosystem (e.g., plants, animals)		
2S3.15	Use a school map to construct a visual model of population distribution		
2S3.16	Give oral directions from one location to another within the school or community		
2S3.17	Categorize different ways to move people, goods, and ideas		
2S3.18	Compare and contrast rural and urban communities		
2S3.19	Distinguish between goods and services		
2S3.20	Use a map or chart to display information about an economic product		
2S3.21	Distinguish between wants and needs and describe how people fulfill them		
2S3.22	List different groups to which people belong		
2S3.23	Identify places where cooperation and conflict take place		
2S3.24	Identify how people shape the physical environment at home and school		
2S3.25	Recognize the location of major current events		

Identifier	<b>Lander - Grade 2 - Social Studies</b>	Introduced	Completed
2S3.26	Plan a spatial change for a classroom or school (e.g., changing the location of furniture, redesigning the playground)		
2S3.27	Ask questions about location		
2S3.28	Gather geographic information from books and pictures		
2S3.29	Make simple lists and graphs and arrange visual materials to display geographic information		
2S3.30	Identify and group information from several geographic sources		
2S3.31	Display the results of a geographic inquiry		
2S3.32	Name the cardinal directions: north, south, east, and west		
2S3.33	Construct simple maps		
2S3.34	Describe natural resources (e.g., water, air, trees, rocks, plants, animals, oil, gas)		
<b>2S4</b>	<b>HISTORY</b>		
2S4.1	Identify past, present, and future events		
2S4.2	Tell why Columbus Day is celebrated		
2S4.3	Tell why Thanksgiving Day is celebrated		
2S4.4	Tell why the Fourth of July is celebrated		
2S4.5	Tell why Presidents' Day is celebrated		
2S4.6	Tell why Labor Day is celebrated		
2S4.7	Tell why Memorial Day and Veterans' Day are celebrated		
2S4.8	Tell why Martin Luther King, Jr. Day is celebrated		
2S4.9	Describe Native American daily life prior to European colonization (e.g., housing, farming, illness) and describe Native American life of today		
2S4.10	Discuss why and from where people came to North America and the United States		
2S4.11	Discuss the courage of various Americans		
2S4.12	Read historical passages and restate details		
2S4.13	Recognize a timeline		

Identifier	Kamico - Grade 2 - Science	Introduced	Completed
	<b>SCIENTIFIC PROCESSES</b>		
S 2.1.1A	Demonstrate safe practices during classroom and field investigations.		
S 2.1.1B	Learn how to use and conserve resources and dispose of materials.		
S 2.1.2A	Ask questions about organisms, objects, and events.		
S 2.1.2B	Plan and conduct simple descriptive investigations.		
S 2.1.2C	Compare results of investigations with what students and scientists know about the world.		
S 2.1.2D	Gather information using simple equipment and tools to extend the senses.		
S 2.1.2E	Construct reasonable explanations and draw conclusions using information and prior knowledge.		
S 2.1.2F	Communicate explanations about investigations.		
S 2.1.3A	Make decisions using information.		
S 2.1.3B	Discuss and justify the merits of decisions.		
S 2.1.3C	Explain a problem in his/her own words and identify a task and solution related to the problem.		
S 2.1.4A	Collect information using tools including rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, and balances.		
S 2.1.4B	Measure and compare organisms and objects and parts of organisms and objects, using standard and nonstandard units.		
	<b>SCIENCE CONCEPTS</b>		
S 2.1.5A	Classify and sequence organisms, objects, and events based on properties and patterns.		
S 2.1.5B	Identify, predict, replicate, and create patterns including those seen in charts, graphs, and numbers.		
S 2.1.6A	Manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working, such as flashlights without batteries and plants without leaves.		
S 2.1.6B	Manipulate, predict, and identify parts that, when put together, can do things they cannot do by themselves, such as a guitar and guitar strings.		
S 2.1.6C	Observe and record the functions of plant parts.		
S 2.1.6D	Observe and record the functions of animal parts.		
S 2.1.7A	Observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement.		
S 2.1.7B	Identify, predict, and test uses of heat to cause change such as melting and evaporation.		
S 2.1.7C	Demonstrate a change in the motion of an object by giving the object a push or a pull.		
S 2.1.7D	Observe, measure, and record changes in weather, the night sky, and seasons.		
S 2.1.8A	Identify characteristics of living organisms.		
S 2.1.8B	Identify characteristics of nonliving objects.		
S 2.1.9A	Identify the external characteristics of different kinds of plants and animals that allow their needs to be met.		
S 2.1.9B	Compare and give examples of the ways living organisms depend on each other and on their environments.		
S 2.1.10A	Describe and illustrate the water cycle.		
S 2.1.10B	Identify uses of natural resources.		



Identifier	Nevada - Grade 2 - Science		Introduced	Completed
2 S PS	<b>PHYSICAL SCIENCE</b>			
2 S PS 1.2.1	Forces and Motion	Observe and describe objects moving at different speeds.		
2 S PS 1.2.3	Forces and Motion	Assemble, take apart, and reassemble constructions using interlocking blocks, erector sets, and the like.		
2 S PS 2.2.1	Structure and Properties of Matter	Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color, texture).		
2 S PS 2.2.3	Structure and Properties of Matter	Put small objects together to form bigger objects.		
2 S PS 3.2.1	Energy and Matter	Describe an object as hot or cold.		
2 S PS 3.2.2	Energy and Matter	Investigate and describe how objects can change state (e.g., melting ice cube).		
2 S PS 3.2.3	Energy and Matter	Investigate and describe how sound can be produced by vibrating objects and how it has different properties (e.g., high-low, soft-loud).		
2 S LS	<b>LIFE SCIENCE</b>			
2 S LS 6.2.1	Structure and Function	Investigate and describe how living things grow and change.		
2 S LS 6.2.2	Structure and Function	Distinguish living from nonliving things using established criteria.		
2 S LS 7.2.4	Internal and External Influences on Organisms	Explain that some diseases are caused by germs and some are not; diseases caused by germs may be spread by people who have them.		
2 S LS 8.2.1	Heredity and Diversity	Investigate and describe how particular animals have offspring that are the same kind of animal.		
2 S LS 8.2.2	Heredity and Diversity	Investigate and describe how some living things look alike and others do not.		
2 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
2 S ESS 10.2.1	Earth Structures and Composition	Describe that rocks come in many sizes and shapes and have interesting textures, colors, and patterns.		
2 S ESS 12.2.1	Earth History	Investigate and describe how changes happen to many things (e.g., weather).		
2 S ESS 13.2.1	Cycles of Matter and Energy	Investigate and describe how the sun warms the land, air, and water.		
2 S ESS 13.2.2	Cycles of Matter and Energy	Investigate and describe how weather changes from day to day and throughout the year.		
2 S ESS 14.2.1	Solar System and Universe	Observe and describe the sun, moon, planets, and stars.		
2 S ESS 14.2.2	Solar System and Universe	Describe the movement of some of the objects in the sky.		
2 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
2 S ES 15.2.1	Ecosystems	Investigate and describe the roles of plants as producers and animals as consumers and how living things may depend on each other.		
2 S ES 15.2.2	Ecosystems	Investigate and describe how animals eat plants or other animals for food and may also use plants or even other animals (for shelter and nesting).		
2 S ES 16.2.1	Natural Resources	Investigate and describe how some resources can be used and reused.		
2 S ES 16.2.2	Natural Resources	Describe the various resources that provide the necessary things that are used by people in their daily lives.		
2 S ES 17.2.1	Conservation	Describe how people live in different places in different ways.		
2 S ES 17.2.2	Conservation	Describe how some things in students' daily lives change and other things stay the same.		
2 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
2 S NHS 18.2.1	Scientific, Historical, and Technological Perspectives	Explain that everybody can invent things and ideas.		
2 S NHS 20.2.3	Systems, Models, Risk, and Predictions	Explain that something may not work if some of its parts are missing.		
2 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
2 S SI 21.2.1	Scientific Values and Attitudes	Make observations and give descriptions using words, numbers, and drawings.		
2 S SI 21.2.2	Scientific Values and Attitudes	Record observations of investigations over time in a notebook or journal (e.g., growth of a plant, changes in weather).		
2 S SI 22.2.1	Communication Skills	Follow verbal instructions accurately.		
2 S SI 22.2.2	Communication Skills	Produce simple pictographs to describe observations.		
2 S SI 22.2.3	Communication Skills	Cooperate and contribute ideas within a group.		
2 S SI 23.2.3	Scientific Applications of Mathematics	Give rough estimates of numerical answers to problems before calculating.		
2 S SI 23.2.5	Scientific Applications of Mathematics	Recognize unexpected or unusual results in activities.		
2 S SI 24.2.4	Laboratory Skills and Safety	Keep a record of observations and measurements taken over time.		

Identifier	Lander - Grade 2 - Science	Introduced	Completed
2Sc1	<b>PHYSICAL SCIENCE</b>		
2Sc1.1	Investigate, observe, and describe objects moving at different speeds		
2Sc1.2	Build, take apart, and reassemble constructions using materials such as interlocking blocks, erector sets, etc.		
2Sc1.3	Describe and sort objects in terms of their observable properties (e.g., state of matter, shape, color, texture)		
2Sc1.4	Combine small objects to form larger objects		
2Sc1.5	Sort solids and liquids according to similarities and differences		
2Sc1.6	Observe and describe the interactions of solids mixed with water and liquids mixed with water		
2Sc1.7	Describe an object as hot or cold		
2Sc1.8	Investigate and describe how objects can change state (e.g., melting ice cube)		
2Sc1.9	Investigate and describe how sound can be produced by vibrating objects and how it has different properties (e.g., high-low, soft-loud)		
2Sc2	<b>LIFE SCIENCE</b>		
2Sc2.1	Investigate, observe, and describe how animals grow and change through their life cycles		
2Sc2.2	Investigate, observe, and describe how plants grow and change through their life cycles		
2Sc2.3	Distinguish living from non-living things using established criteria		
2Sc2.4	Explain that some diseases are caused by germs and some are not; diseases caused by germs may be spread by people who have them		
2Sc2.5	Investigate and describe how particular animals have offspring that are the same kind of animal		
2Sc2.6	Investigate and describe how some living things look alike and others do not		
2Sc3	<b>EARTH AND SPACE SCIENCES</b>		
2Sc3.1	Describe that rocks come in many sizes and shapes and have interesting textures, colors, and patterns		
2Sc3.2	Investigate and describe how changes happen to many things (e.g., weather)		
2Sc3.3	Investigate and describe how the sun warms the land, air, and water		
2Sc3.4	Investigate and describe how weather changes from day to day and throughout the year		
2Sc3.5	Observe and describe the sun, moon, planets, and stars		
2Sc3.6	Describe the movement of some of the objects in the sky		
2Sc4	<b>ENVIRONMENTAL SCIENCES</b>		
2Sc4.1	Investigate and describe the roles of plants as producers and animals as consumers and how living things may depend on each other		
2Sc4.2	Investigate and describe how animals eat plants or other animals for food and may also use plants or even other animals (for shelter and nesting)		
2Sc4.3	Investigate and describe how some resources can be used and reused		
2Sc4.4	Describe the various resources that provide the necessary things that are used by people in their daily lives		
2Sc4.5	Describe how people live in different places in different ways		
2Sc4.6	Describe how some things in students' daily lives change and other things stay the same		
2Sc5	<b>THE NATURE AND HISTORY OF SCIENCE</b>		
2Sc5.1	Explain that everyone can invent things and ideas		
2Sc5.2	Construct models of useful things		
2Sc5.3	Explain that something may not work if some of its parts are missing		
2Sc6	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
2Sc6.1	Conduct investigations and experiments independently or with a partner		
2Sc6.2	Use simple equipment, tools, and resources (e.g., books, technology) to gather information		
2Sc6.3	Make observations and give descriptions using words, numbers, and drawings		
2Sc6.4	Record observations of investigations over time in a science notebook/journal (e.g., growth of a plant, changes in weather)		
2Sc6.5	Follow verbal instructions accurately		
2Sc6.6	Produce simple pictographs to describe observations and explanations		
2Sc6.7	Cooperate and contribute ideas within a group		
2Sc6.8	Estimate numerical answers to problems before calculating		
2Sc6.9	Recognize unexpected or unusual results in activities		
2Sc6.10	Keep a record of observations and measurements taken over time		
2Sc6.11	Raise new questions based on observations and interactions		

# Lander County School District

## Assessed Standards/Curriculum

### Grade 3

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Grade 3 - Computer and Technology	Introduced	Completed
3 CT 2	<b>PRODUCTIVITY TOOLS</b>		
3 CT 2.3.1	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
3 CT 2.3.2	Create a document that demonstrates simple typing and editing skills.		
3 CT 2.3.3	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
3 CT 2.3.4	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
3 CT 2.3.5	Explain the purpose of a multimedia presentation using multimedia software.		
3 CT 2.3.6	Create and save files on various storage media.		
3 CT 2.3.7.1	Identify electronic communication devices.		
3 CT 2.3.7.2	Identify devices that require connectivity.		
3 CT 3	<b>RESEARCH TOOLS</b>		
3 CT 3.3.1	Select a research topic or define a problem using technology tools.		
3 CT 3.3.3	Select information for a research topic or problem from a remote resource.		
3 CT 3.3.4	Identify and examine organizational formats using a technology tool to arrange information.		
3 CT 4	<b>TOOLS AND PROCESSES</b>		
3 CT 4.3.1	Identify the appropriateness and uses of resources and tools in technology based activities.		
3 CT 4.3.2	Select and use applicable tools for tasks.		
3 CT 4.3.3	Recognize the importance of safety in computer and technology applications.		
3 CT 4.3.4	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
3 CT 5	<b>SYSTEMS</b>		
3 CT 5.3.1	Define a system.		
3 CT 5.3.2	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
3 CT 5.3.3	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
3 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
3 CT 6.3.1	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
3 CT 6.3.2	Practice etiquette using technology. Describe changes in the local community because of technology.		
3 CT 6.3.4	Describe common uses of technology in daily life and how environments are changed.		

Identifier	Nevada - Grade 3 - Health	Introduced	Completed
3 H			
3 H 1.3.1	Identify indicators of mental, emotional, social, and physical health during childhood.		
3 H 1.3.2	Describe the basic structure and function of human body systems.		
3 H 1.3.3	Identify essential components of a balanced diet and recognize their importance to growth and good health.		
3 H 1.3.4	Explain how drugs can affect the way people make decisions and perform tasks.		
3 H 1.3.5	Explain how childhood injuries can be prevented or treated.		
3 H 1.3.6	Differentiate between communicable and noncommunicable diseases.		
3 H 1.3.7	Explain how appropriate health care can prevent premature death and disability.		
3 H 1.3.8	Describe how physical, social, and emotional environments influence personal health.		
3 H 2.3.1	Examine the consequences of positive and negative health behaviors.		
3 H 2.3.2	Identify health care workers.		
3 H 3.3.1	Describe where to go and what to do in an unsafe situation.		
3 H 3.3.2	Practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.		
3 H 3.3.3A	Identify hazards found in the home, school, and community and intervention strategies.		
3 H 3.3.3B	Demonstrate safe behavior when encountering potentially dangerous objects/weapons.		
3 H 3.3.4	Identify basic skills for managing stress.		
3 H 3.3.5	Demonstrate basic first aid procedures and responses to common emergencies in the home, school, and community.		
3 H 4.3.1	Discuss nutrition and exercise habits in different cultures.		
3 H 4.3.3	Explain how media influences decisions on health products and services.		
3 H 5.3.1A	Discuss the need for acceptable social skills with others.		
3 H 5.3.1B	Discuss acceptable social skills with others.		
3 H 5.3.2	Identify behaviors exhibited in conflict situations and strategies for mediation.		
3 H 6.3.1A	Apply a decision-making process to resolve class identified health issues and problems.		
3 H 6.3.1B	Set an individual health goal and record progress.		
3 H 6.3.2	Explain the consequences of individual health care decisions.		
3 H 6.3.3	Identify the importance of asking for assistance in making health-related decisions and setting health goals.		
3 H 7.3.1A	Demonstrate the ability to work cooperatively and productively with others.		
3 H 7.3.1B	Examine how individuals accept responsibility for taking care of the school.		

Identifier	Nevada - Grade 3 - Music	Introduced	Completed
3 Mus 1	<b>SINGING</b>		
3 Mus 1.3.1	Sing a simple melody with accurate pitch.		
3 Mus 1.3.3	Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
3 Mus 1.3.4	Sing patriotic songs, folk songs, and multicultural selections.		
3 Mus 2	<b>PLAYING INSTRUMENTS</b>		
3 Mus 2.3.1	Play classroom instruments using proper technique.		
3 Mus 2.3.4	Accompany simple folk, traditional, and multicultural music.		
3 Mus 3	<b>IMPROVISATION</b>		
3 Mus 3.3.1	Improvise short melodic and rhythmic patterns.		
3 Mus 4	<b>WRITING</b>		
3 Mus 4.3.1	Create music to interpret stories, rhymes, and poetry.		
3 Mus 4.3.2	Create short songs and instrumental pieces.		
3 Mus 4.3.3	Organize pieces using a variety of sound sources.		
3 Mus 5	<b>READING</b>		
3 Mus 5.3.1	Read quarter notes, quarter rests, and eighth notes in duple meter.		
3 Mus 5.3.2	Read melodic patterns using solfege, numbers, and/or letters.		
3 Mus 5.3.3	Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
3 Mus 5.3.5	Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
3 Mus 6	<b>LISTENING</b>		
3 Mus 6.3.1	Identify simple elements of music.		
3 Mus 7	<b>EVALUATION</b>		
3 Mus 7.3.1	Use criteria to evaluate performances and compositions.		
3 Mus 7.3.2	Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
3 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
3 Mus 9.3.1	Identify several styles of music from various cultures.		
3 Mus 9.3.2	Identify various uses for music in daily experience.		
3 Mus 10	<b>CROSS-CURRICULAR</b>		
3 Mus 10.3.1	Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 3 - Physical Education	Introduced	Completed
3 PE			
3 PE 1.3.1	Utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities.		
3 PE 1.3.2A	Apply basic elements to improve personal performance.		
3 PE 1.3.2B	Apply the basic elements of a movement form in a dynamic environment.		
3 PE 1.3.3	Identify simple cues in the performance of peers.		
3 PE 1.3.4	Know how to monitor the physiological changes occurring during moderate physical activity (i.e., heavy and muscular breathing fatigue).		
3 PE 2.3.1	Demonstrate a mature form in most locomotor and nonlocomotor movements.		
3 PE 2.3.2A	Combine manipulative skills in simple combinations (i.e., catch and throw, dribbling while running).		
3 PE 2.3.2B	Perform a variety of manipulative skills in an uncomplicated yet changing environment.		
3 PE 2.3.3	Sequence combinations of more complex weight transfer and balance movements (i.e., balance to a roll).		
3 PE 3.3.1A	Create shapes at high, medium, and low levels in a movement sequence with a partner.		
3 PE 3.3.1B	Demonstrate locomotor movements in varying directions and pathways with a partner.		
3 PE 3.3.1C	Demonstrate qualities of movement with a partner.		
3 PE 3.3.2A	Create a movement sequence with a beginning, middle, and end with a partner with or without a prop (i.e., lummi sticks, streamers).		
3 PE 3.3.2B	Demonstrate partner skills (i.e., copying, leading, following, and/or mirroring).		
3 PE 3.3.3A	Express emotions through movement (i.e., happy, sad, angry).		
3 PE 3.3.3B	Observe and discuss how dance differs from and/or is the same as sports and everyday actions.		
3 PE 3.3.4A	Perform various movements to a steady beat with or without a prop with a partner.		
3 PE 3.3.4B	Move to a steady beat at various tempos.		
3 PE 3.3.5	Perform folk and/or social dances from various cultures.		
3 PE 4.3.1	Describe implications of the results of formal health-related fitness assessment.		
3 PE 4.3.2	Sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness.		
3 PE 4.3.3	Engage in activity that results in the development of health-related components.		
3 PE 4.3.4	Identify proper warm-up, conditioning, and cool-down techniques and the reason for using them.		
3 PE 5.3.1	Apply class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.		
3 PE 5.3.2	Identify positive responses to challenges, successes, and failures in physical activity (i.e., sportsmanship).		
3 PE 5.3.3	Understand and accept purpose for modifying activities with regard to diversity and physical ability.		
3 PE 5.3.4	Understand the connection between a dance, game, or sport and the culture in which it originates.		

Identifier	Nevada - Grade 3 - Theater	Introduced	Completed
3 Th			
3 Th 1.3.1	Create a simple script based on personal experience, imagination, or the retelling of a story.		
3 Th 1.3.6	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
3 Th 1.3.7	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
3 Th 2.3.1	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
3 Th 2.3.2	Imitate the traits of a given person, animal, or object.		
3 Th 2.3.3	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
3 Th 3.3.2	Express personal reactions to a dramatized performance.		
3 Th 3.3.3	Identify the differences between fantasy and reality.		
3 Th 4.3.2	Identify similarities and differences between dramatic characters and real people.		



Identifier	Nevada - Grade 3 - Visual Arts	Introduced	Completed
3 VA 1	<b>KNOWLEDGE</b>		
3 VA 1.3.3	Knowledge: Use different media, techniques, and processes to produce works of art.		
3 VA 2	<b>APPLICATION</b>		
3 VA 2.3.1	Application: Identify selected elements of design and principles of design in nature and in works of art.		
3 VA 2.3.4	Application: Use elements and principles of design to create works of art.		
3 VA 3	<b>CONTENT</b>		
3 VA 3.3.2	Content: Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
3 VA 4	<b>CONTEXT</b>		
3 VA 4.3.2	Context: Identify works of art as belonging to particular cultures, times, or places.		
3 VA 4.3.3	Context: Create a work of art that is influenced by a particular historical period or culture.		
3 VA 5	<b>INTERPRETATION</b>		
3 VA 5.3.3	Interpretation: Discuss possible meanings of art.		

Identifier	<b>Kamico - Grade 3 - Language Arts/Reading</b>		Introduced	Completed
<b>R 3</b>	<b>READING</b>			
R 3.1.1A	Word Identification	Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words.		
R 3.1.1B	Word Identification	Use knowledge of word order (syntax) and context to support word identification and confirm word meaning.		
R 3.1.2A	Vocabulary Development	Use context to build word meanings and to confirm pronunciations of words.		
R 3.1.2B	Vocabulary Development	Demonstrate knowledge of synonyms, antonyms, and multi-meaning words.		
R 3.1.3A	Variety of Texts	Read from a variety of genres to acquire information.		
R 3.1.4A	Comprehension	Identify main ideas and their supporting details in text selections.		
R 3.1.4B	Comprehension	Produce summaries of text selections.		
R 3.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, feelings, relationships, and changes.		
R 3.2.1B	Text Structures/ Literary Concepts	Identify setting and the importance of the setting to a story's meaning.		
R 3.2.1C	Text Structures/ Literary Concepts	Recognize the story problem(s) or plot.		
R 3.3.1A	Comprehension	Retell the order of important events in stories.		
R 3.3.1B	Comprehension	Represent text information in different ways, including story maps, graphs, and charts.		
R 3.3.2A	Text Structures/ Literary Concepts	Distinguish different forms of texts, including lists, newsletters, and signs, and the functions they serve.		
R 3.3.2B	Text Structures/ Literary Concepts	Recognize the distinguishing features of familiar genres, including stories and informational texts.		
R 3.4.1A	Comprehension	Use inferential thinking to determine causes and effects.		
R 3.4.1B	Comprehension	Use inferential thinking to make predictions.		
R 3.4.1C	Comprehension	Use inferential thinking to draw conclusions.		
R 3.4.1D	Comprehension	Distinguish fact from opinion in various texts, including news stories and advertisements.		
R 3.4.2A	Literary Response	Support interpretations or conclusions with examples drawn from text.		
<b>W 3</b>	<b>WRITING</b>			
W 3.1.1A	Purposes	Write to record ideas and reflections.		
W 3.1.1B	Purposes	Write in different forms for different purposes, such as lists to record, letters to invite or thank, and stories or poems to entertain.		
W 3.1.1C	Purposes	Write to inform, such as to explain, describe, and narrate.		
W 3.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 3.2.1A	Writing Processes	Compose elaborated sentences in written texts and use the appropriate end punctuation.		
W 3.2.1B	Writing Processes	Revise selected drafts by adding or deleting text.		
W 3.3.1A	Grammar/ Usage	Use correct irregular plurals, such as sheep.		
W 3.3.1B	Grammar/ Usage	Use singular and plural forms of regular nouns and adjust verbs for agreement.		
W 3.3.1C	Grammar/ Usage	Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts.		
W 3.3.1D	Grammar/ Usage	Replace an indefinite reference with a specific noun or noun phrase.		
W 3.3.1E	Grammar/ Usage	Recognize grammatically correct writing.		
W 3.4.1A	Capitalization/ Punctuation	Use capitalization and punctuation, such as commas in a series; apostrophes in contractions, such as can't, and possessives, such as Robin's; quotation marks; proper nouns; and abbreviations, with increasing accuracy.		
W 3.4.2A	Spelling	Spell proficiently.		
W 3.4.3A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 3 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
3 ELA 1.3.1	Read texts aloud with fluency, accuracy, and appropriate intonation and expression; read high-frequency words to build fluency.		
3 ELA 1.3.2	Use knowledge of phonics and structural elements to read and to determine the meaning of unfamiliar words in context.		
3 ELA 1.3.3	Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context.		
3 ELA 1.3.4	Identify and use knowledge of diphthongs when reading; determine the meanings and other features of unknown words using dictionaries and glossaries.		
3 ELA 1.3.5	Identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text.		
3 ELA 2.3.1	Identify prereading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.		
3 ELA 2.3.2	Use self-correcting strategies, such as self-questioning and rereading to gain meaning from text.		
3 ELA 2.3.3	Recall essential points in text while reading; make and revise predictions about upcoming information.		
3 ELA 2.3.4	Restate facts and details in text to share information and organize ideas.		
3 ELA 2.3.5	Adjust reading rate to suit difficulty of text.		
3 ELA 3.3.1	Compare plots, settings, and characters in a variety of works and by a variety of authors.		
3 ELA 3.3.2	Make inferences about setting and characters' traits; make predictions about plot; check text for verification.		
3 ELA 3.3.3	Compare plots, settings, characters, and perspectives in a variety of works by a variety of authors from different cultures and times.		
3 ELA 3.3.4	Identify and compare themes or messages in reading selections.		
3 ELA 3.3.5	Identify simile, metaphor, onomatopoeia, and hyperbole in text.		
3 ELA 3.3.7	Read and identify stories, plays, poetry, and nonfiction selections.		
3 ELA 4.3.1	Distinguish essential information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to locate information in texts for specific purposes.		
3 ELA 4.3.2	Distinguish between cause and effect, fact and opinion, and main idea and supporting details in text.		
3 ELA 4.3.3	Ask questions and support answers by connecting prior knowledge with literal and inferential information in text.		
3 ELA 4.3.4	Draw conclusions about text and support them with textual evidence and experience.		
3 ELA 4.3.6	Read and follow three- and four-step directions to complete a simple task.		
	<b>WRITING</b>		
3 ELA 5.3.1	Locate, acknowledge, and use at least three sources to write an informative paper.		
3 ELA 5.3.2	Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, stated purpose, and context and that include the date, proper salutation, body, closing, and signature.		
3 ELA 5.3.3	Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot.		
3 ELA 5.3.4	Write responses to literature, drawing upon experiences.		
3 ELA 5.3.5	Write compositions that retell events of a story in sequence.		
3 ELA 5.3.6	Write short expository texts.		
3 ELA 6.3.1	Generate possible ideas for future writing through group activities, such as brainstorming and discussions.		
3 ELA 6.3.2	Organize ideas using graphic organizers, such as a web or Venn diagram.		
3 ELA 6.3.3	Write simple compositions that address a single topic and include supporting sentences.		
3 ELA 6.3.4	Revise drafts, using an established rubric, to improve the coherence and logical progression of ideas.		
3 ELA 6.3.5	Edit for use of standard English.		
3 ELA 6.3.6	Produce writing with voice for given audiences.		
3 ELA 6.3.7	Share writing with others, listen to responses, and consider making revisions to drafts based upon reader responses.		
3 ELA 7.3.1	Identify and correctly use subject/verb agreement and past, present, and future verb tenses in writing simple sentences.		
3 ELA 7.3.2	Demonstrate understanding of and write complete declarative, interrogative, imperative, and exclamatory sentences.		
3 ELA 7.3.3	Use quotation marks in dialogue; punctuate city and state, dates, and titles of books.		
3 ELA 7.3.4	Use rules of capitalization.		
3 ELA 7.3.5	Use correct spelling of words containing affixes, contractions, compounds, and common homophones (e.g., bear-bare).		

Identifier	Nevada - Grade 3 - Language Arts/Reading	Introduced	Completed
3 ELA 7.3.6	Create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence.		
	<b>LISTENING AND SPEAKING</b>		
3 ELA 8.3.1	Retell and explain what has been said by a speaker.		
3 ELA 8.3.2	Listen to connect prior experiences, insights, and ideas to the message of a speaker.		
3 ELA 8.3.3	Recognize that language and sayings reflect regions and cultures.		
3 ELA 8.3.4	Follow three- and four-step oral directions to complete a simple task.		
3 ELA 9.3.1	Use specific vocabulary and apply standard English to communicate ideas.		
3 ELA 9.3.2	Use appropriate public speaking techniques such as volume control and eye contact.		
3 ELA 9.3.3	Present ideas and supporting details in a logical sequence with a beginning, middle, and ending.		
3 ELA 9.3.4	Read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation, and vocal patterns.		
3 ELA 9.3.5	Give clear three- and four-step directions to complete a simple task.		
3 ELA 10.3.1	Speak and listen attentively in conversations and group discussions.		
3 ELA 10.3.2	Ask pertinent questions; respond to questions with relevant details.		
3 ELA 10.3.3	Share ideas and information to complete a task.		
3 ELA 10.3.4	Distinguish between a speaker's opinion and verifiable facts.		
	<b>RESEARCH</b>		
3 ELA 11.3.1	Formulate questions to investigate topics.		
3 ELA 11.3.2	Use a variety of library resources, media, and technology to find information on a topic.		
3 ELA 11.3.3	Give credit for others' ideas, images, and information.		
3 ELA 11.3.4	Organize and record information from print and nonprint resources.		
3 ELA 11.3.5	Present research findings for different purposes and audiences.		

Identifier	Lander - Grade 3 - Language Arts/Reading	Introduced	Completed
3ELA1	<b>WORD KNOWLEDGE—PHONICS, VOCABULARY, SPELLING</b>		
3ELA1.1	Use knowledge of phonics to read fluently and to determine the meaning of unfamiliar words in context		
3ELA1.2	Identify beginning, middle, and ending sounds and syllables		
3ELA1.3	Use knowledge of phonics and structural elements to read fluently and to determine the meaning of unfamiliar words in context		
3ELA1.4	Use knowledge of structural analysis to determine the meaning of words in context		
3ELA1.5	Use knowledge of multiple meaning words, compound words, synonyms, antonyms, homophones, homographs, and content area words to expand vocabulary		
3ELA1.6	Read aloud with fluency, accuracy, appropriate intonation, and expression		
3ELA1.7	Use dictionaries and glossaries to determine the meanings and other features of unknown words		
3ELA1.8	Use patterns to spell correctly		
3ELA1.9	Use structure rules to spell correctly		
3ELA1.10	Use spelling strategies to spell correctly		
3ELA2	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
3ELA2.1	Use pre-reading strategies to improve comprehension		
3ELA2.2	Use self-correcting strategies to gain meaning from text		
3ELA2.3	Recall essential points in text while reading		
3ELA2.4	Make and revise predictions about text and read to verify		
3ELA2.5	Restate facts and details in text to share information and organize ideas		
3ELA2.6	Adjust reading rate to suit difficulty of text		
3ELA2.7	Interpret information in new contexts		
3ELA3	<b>READING COMPREHENSION—LITERATURE</b>		
3ELA3.1	Make inferences about plots, settings, and characters in a variety of works and by a variety of authors		
3ELA3.2	Make inferences about a character's traits and check text for verification		
3ELA3.3	Compare plots, settings, characters, and points of view in a variety of works and by a variety of authors from different cultures and times		
3ELA3.4	Identify and compare themes or messages (including author's purpose) in reading selections		
3ELA3.5	Identify simile, metaphor, onomatopoeia, and hyperbole in text		
3ELA3.6	Read and identify a variety of selections		
3ELA3.7	Demonstrate an active interest in reading		
3ELA3.8	Interpret non-literal language		
3ELA4	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
3ELA4.1	Distinguish essential information from text features to locate information for specific purposes		
3ELA4.2	Distinguish between cause and effect, fact and opinion, main idea and supporting details in text		
3ELA4.3	Ask questions and support answers by connecting prior knowledge with literal and inferential information in text		
3ELA4.4	Draw conclusions about texts and support them with textual evidence and experience		
3ELA4.5	Read and follow three and four-step directions to complete a simple task		
3ELA5	<b>WRITING—COMPOSITION</b>		
3ELA5.1	Locate, acknowledge, and use at least three sources to write an informative paper		
3ELA5.2	Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, state purpose, and context and that include the date, proper salutation, body, closing, and signature		
3ELA5.3	Write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details that develop the plot		
3ELA5.4	Write responses to literature and experiences through the use of journals and learning logs		
3ELA5.5	Write compositions that retell events of a story in sequence		
3ELA6	<b>WRITING—PROCESS</b>		
3ELA6.1	Generate possible ideas for future writing through group activities such as brainstorming and discussions		
3ELA6.2	Organize ideas through activities such as sequencing and classifying		
3ELA6.3	Write simple compositions and persuasive essays that address a single topic and include topic sentences and supporting sentences		
3ELA6.4	Revise drafts, using an established rubric, to improve the coherence and logical progression of ideas		

Identifier	Lander - Grade 3 - Language Arts/Reading	Introduced	Completed
3ELA6.5	Edit for use of standard English		
3ELA6.6	Produce writing with voice for given audiences		
3ELA6.7	Share writing with others, listen to responses, and make revisions to drafts based upon reader responses		
3ELA7	<b>WRITING—MECHANICS</b>		
3ELA7.1	Identify and correctly use grammar in writing sentences		
3ELA7.2	Demonstrate understanding of and write complete declarative, interrogative, imperative, and exclamatory sentences		
3ELA7.3	Use quotation marks in dialogue		
3ELA7.4	Punctuate correctly		
3ELA7.5	Use rules of capitalization		
3ELA7.6	Use correct spelling of words		
3ELA7.7	Create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence		
3ELA8	<b>LISTENING</b>		
3ELA8.1	Retell and explain what has been said by a speaker		
3ELA8.2	Listen to connect prior experiences, insights, and ideas to the message of a speaker		
3ELA8.3	Identify language and sayings that reflect regions and cultures		
3ELA8.4	Follow three- and four-step oral directions to complete a simple task		
3ELA9	<b>SPEAKING</b>		
3ELA9.1	Use specific vocabulary and apply standard English to communicate ideas		
3ELA9.2	Use appropriate public speaking techniques such as volume control and eye contact		
3ELA9.3	Present ideas and supporting details in a logical sequence with a beginning, middle, and ending		
3ELA9.4	Read aloud and recite prose and poetry with fluency, rhythm, pace, and appropriate intonation and vocal patterns		
3ELA9.5	Give clear three- and four-step directions to complete a simple task		
3ELA10	<b>DISCUSSION</b>		
3ELA10.1	Speak and listen attentively in conversations and group discussions		
3ELA10.2	Ask pertinent questions; respond to questions with relevant details		
3ELA10.3	Share ideas and information to complete a task		
3ELA10.4	Distinguish between a speaker's opinion and verifiable facts		
3ELA11	<b>RESEARCH AND STUDY SKILLS</b>		
3ELA11.1	Formulate questions to investigate topics		
3ELA11.2	Use a variety of library resources, media, and technology to find information on a topic		
3ELA11.3	Give credit for others' ideas, images, and information		
3ELA11.4	Organize and record information from print and non-print resources		
3ELA11.5	Present research findings for different purposes and audiences		
3ELA11.6	Use test-taking strategies		

Identifier	Kamico - Grade 3 - Mathematics	Introduced	Completed
M 3.1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 3.1.1A	Use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999.		
M 3.1.1B	Use place value to compare and order whole numbers through 9,999.		
M 3.1.1C	Determine the value of a collection of coins and bills.		
M 3.1.2A	Compare fractional parts of whole objects or sets of objects in a problem situation using models.		
M 3.1.2B	Use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less.		
M 3.1.3A	Model addition and subtraction using pictures, words, and numbers.		
M 3.1.3B	Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.		
M 3.1.4A	Solve and record multiplication problems (one-digit multiplier).		
M 3.1.4B	Use models to solve division problems and use number sentences to record the solutions.		
M 3.1.5A	Round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.		
M 3.1.5B	Estimate sums and differences beyond basic facts.		
M 3.2	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 3.2.1A	Identify and extend whole-number and geometric patterns to make predictions and solve problems.		
M 3.2.1B	Identify patterns in multiplication facts using pictorial models.		
M 3.2.1C	Identify patterns in related multiplication and division sentences (fact families), such as $2 \times 3 = 6$ , $3 \times 2 = 6$ , $6 \div 2 = 3$ , $6 \div 3 = 2$ .		
M 3.2.2A	Generate a table of paired numbers based on a real-life situation, such as insects and legs.		
M 3.2.2B	Identify patterns in a table of related number pairs based on a real-life situation and extend the table.		
M 3.3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 3.3.1A	Name, describe, and compare shapes and solids using formal geometric vocabulary.		
M 3.3.2A	Identify congruent shapes.		
M 3.3.2B	Identify lines of symmetry in shapes.		
M 3.3.3A	Locate and name points on a line using whole numbers.		
M 3.4	<b>MEASUREMENT</b>		
M 3.4.1A	Estimate and measure lengths using standard units such as inch, foot, yard, centimeter, and meter.		
M 3.4.1B	Use linear measure to find the perimeter of a shape.		
M 3.4.1C	Use models of square units to determine the area of shapes.		
M 3.4.2A	Tell and write time shown on traditional and digital clocks.		
M 3.4.2B	Use a thermometer to measure temperature.		
M 3.4.3A	Measure to solve problems involving length, temperature, and time.		
M 3.5	<b>PROBABILITY AND STATISTICS</b>		
M 3.5.1A	Organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data.		
M 3.5.1B	Interpret information from pictographs and bar graphs.		
M 3.5.1C	Use data to describe events as more likely, less likely, or equally likely.		
M 3.6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 3.6.1A	Identify the mathematics in everyday situations.		
M 3.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 3.6.1C	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 3.6.2A	Relate informal language to mathematical language and symbols.		
M 3.6.3A	Make generalizations from patterns or sets of examples and nonexamples.		

Identifier	Nevada - Grade 3 - Mathematics	Introduced	Completed
3 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
3 M 1.3.1	Immediately recall and use addition, subtraction, and multiplication facts to 81.		
3 M 1.3.2	Add and subtract multidigit numbers with regrouping.		
3 M 1.3.3	Generate and solve two-step addition and subtraction and one-step multiplication problems based on practical situations using pencil and paper, mental computation, and estimation.		
3 M 1.3.4	Add and subtract decimals using money as a model.		
3 M 1.3.5	Model and explain multiplication, including as repeated addition.		
3 M 1.3.6	Read, write, order, and compare numbers from 0-999; read and write number words.		
3 M 1.3.7	Round to nearest tens and hundreds to determine reasonableness of the answer; read and write number words.		
3 M 1.3.8	Use, model, and identify place-value positions up to 10,000.		
3 M 1.3.9	Model, sketch, and label fractions with denominators to 10; write fractions with numbers and words.		
3 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
3 M 2.3.1	Recognize, describe, and create patterns using numbers; use number patterns and their extensions to solve problems.		
3 M 2.3.3	Identify missing terms and missing numbers in open number sentences involving number facts in addition and subtraction.		
3 M 2.3.4	Complete number sentences with the appropriate words and symbols for addition, subtraction, less than, greater than, and equal to (+, -, <, >, =).		
3 M 3	<b>MEASUREMENT</b>		
3 M 3.3.2	Select and use appropriate units of measurement; measure to a required degree of accuracy and record results.		
3 M 3.3.3	Estimate and use measuring devices with standard and nonstandard units to measure length, surface area, liquid volume, capacity, temperature, and weight, communicating the concepts of more, less, and equivalent.		
3 M 3.3.4	Read, write, and use money notation determining possible combinations of coins and bills to equal given amounts.		
3 M 3.3.6	Tell time to the nearest minute, using analog and digital clocks, and identify elapsed time.		
3 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
3 M 4.3.1	Describe, sketch, compare, and contrast plane geometric figures.		
3 M 4.3.2	Demonstrate and describe the motion (transformation) of geometric figures as a slide, rotation, or a flip.		
3 M 4.3.4	Compare, contrast, sketch, model, and build two- and three-dimensional geometric figures and objects.		
3 M 5	<b>DATA ANALYSIS</b>		
3 M 5.3.1	Collect, organize, display, and describe simple data using number lines, pictographs, bar graphs, and frequency tables.		
3 M 5.3.2	Use concepts of probability (e.g., impossible, likely, certain) to make predictions about future events.		
3 M 6	<b>PROBLEM SOLVING</b>		
3 M 6.3.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
3 M 6.3.2	Apply previous experience and knowledge to new problem-solving situations.		
3 M 6.3.4	Explain and verify results with respect to the original problem.		
3 M 6.3.6	Try more than one strategy when the first strategy proves to be unproductive.		
3 M 6.3.8	Apply solutions and strategies from earlier problems to new problem situations.		
3 M 6.3.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
3 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
3 M 7.3.1	Discuss and exchange ideas about mathematics as a part of learning.		
3 M 7.3.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
3 M 7.3.5	Identify and translate key words and phrases that imply mathematical operations.		
3 M 7.3.7	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.		
3 M 7.3.12	Explain and justify thinking about mathematical ideas and solutions.		
3 M 7.3.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
3 M 7.3.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
3 M 7.3.17	Use mathematical notation to communicate and explain mathematical situations.		
3 M 8	<b>MATHEMATICAL REASONING</b>		
3 M 8.3.1	Justify and explain the solutions to problems using manipulative and physical models.		
3 M 8.3.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
3 M 8.3.8	Ask questions to reflect on, clarify, and extend thinking.		



Identifier	Nevada - Grade 3 - Mathematics	Introduced	Completed
3 M 8.3.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
3 M 8.3.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
3 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
3 M 9.3.1	Link new concepts to prior knowledge.		
3 M 9.3.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
3 M 9.3.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
3 M 9.3.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
3 M 9.3.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 3 - Mathematics	Introduced	Completed
3M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
3M1.1	Read, write, order and compare whole numbers (0-999)		
3M1.2	Read and write number words		
3M1.3	Use ordinal positions first through hundredth		
3M1.4	Identify odd and even numbers		
3M1.5	Use, model, and identify place value positions up to 10,000		
3M1.6	Round numbers to nearest tens and hundreds to determine reasonableness of answers		
3M1.7	Explain and use the processes and properties of addition, subtraction, multiplication, and division, including correct notations and representations		
3M1.8	Model concepts of multiplication and division, including groupings and arrays model and explain multiplication as repeated addition		
3M1.9	Use subtraction to model and explain division		
3M1.10	Model, sketch, and label fractions with denominators to 10		
3M1.11	Write fractions with numbers and words		
3M1.12	Name and write fractions represented by drawings or models		
3M1.13	Identify the part of a set and/or region that represents a given fraction and write the corresponding fraction		
3M1.14	Identify and compare fractions with like denominators, using numbers, models, and drawings		
3M1.15	Identify the number of equal parts needed to make a whole or a fractional part of a whole, with and without models		
3M1.16	Read and write decimals (tenths and hundredths place)		
3M1.17	Immediately recall and use addition and subtraction facts		
3M1.18	Immediately recall and use multiplication facts, products to 81		
3M1.19	Recall division facts through the 10's		
3M1.20	Add and subtract multi-digit numbers, with regrouping		
3M1.21	Multiply a two- or three-digit number by a one-digit number, with and without regrouping		
3M1.22	Multiply three one-digit numbers		
3M1.23	Multiply a two- or three-digit number by a multiple of ten		
3M1.24	Divide a two-digit number by a one-digit number, without remainder		
3M1.25	Divide a three-digit multiple of ten by a two-digit multiple of ten		
3M1.26	Use estimation and mental computation in appropriate situations to solve problems		
3M1.27	Add and subtract proper fractions and mixed numbers with like denominators (without regrouping or simplifying), with and without models		
3M1.28	Add and subtract decimals, using money as a model		
3M1.29	Add and subtract decimals, tenths and hundredths		
3M1.30	Generate and solve two-step addition and subtraction and one-step multiplication problems based on practical situations using pencil and paper, mental computation, and estimation		
3M1.31	Use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems		
3M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
3M2.1	Compare and categorize shapes and numbers		
3M2.2	Recognize, describe, and create repeating and increasing patterns using numbers		
3M2.3	Describe and label with letters, words, and numbers the patterns observed in models of repeating and increasing patterns		
3M2.4	Use number patterns and their extensions to solve problems		
3M2.5	Identify missing terms and missing numbers in open number sentences involving addition and subtraction number facts		
3M2.6	Compare number sentences with the appropriate words and symbols for addition, subtraction, less than, greater than, and equal to (+, -, <, >, =)		
3M3	<b>MEASUREMENT</b>		
3M3.1	Measure to a required degree of accuracy, and record results		
3M3.2	Select and use appropriate units of measure		
3M3.3	Estimate and use measuring devices with standard and non-standard units to measure length, surface area, liquid volume (capacity), temperature, and weight		
3M3.4	Communicate the relationships of more, less, and equivalent when measuring		
3M3.5	Identify perimeter and area of regular and irregular figures by counting units		
3M3.6	Identify dimensions and volume of rectangular prisms by counting cubes		
3M3.7	Use the calendar to identify year/month/week/day(date)		
3M3.8	Tell time to nearest minute using digital and analog clocks		
3M3.9	Identify elapsed time using a clock		
3M3.10	Read thermometers and compare results		

Identifier	Lander - Grade 3 - Mathematics	Introduced	Completed
3M3.11	Read, write and use money notation determining possible combinations of coins and bills to equal given monetary amounts		
3M3.12	Determine totals for monetary amounts in problem solving and real-world situations		
3M3.13	Solve problems involving measurements		
3M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
3M4.1	Describe, sketch, compare, and contrast plane geometric figures		
3M4.2	Compare, contrast, sketch, model, and build two- and three-dimensional geometric figures and objects		
3M4.3	Identify and draw open and closed curves		
3M4.4	Describe and sketch intersecting and parallel lines		
3M4.5	Identify lines of symmetry		
3M4.6	Demonstrate and describe the transformation (motion) of geometric figures as a slide, turn (rotation), or a flip		
3M4.7	Identify a figure after transformation (flips, turns, slides)		
3M4.8	Describe results of combining and subdividing shapes		
3M4.9	Recognize and describe similar and congruent figures		
3M5	<b>DATA ANALYSIS</b>		
3M5.1	Collect, organize, display, and describe simple data using number lines, pictographs, bar graphs, and frequency tables		
3M5.2	Read and interpret displays of data; draw conclusions from charts, tables, and graphs to solve problems		
3M5.3	Use concepts of probability (e.g., impossible, likely, and certain) to make predictions about future events		
3M5.4	Conduct simple probability experiments using spinners, number cubes, and random drawings		
3M6	<b>PROBLEM SOLVING</b>		
3M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
3M6.2	Apply previous experience and knowledge to new problem-solving situations		
3M6.3	Formulate own problems; use various approaches to investigate and solve problems		
3M6.4	Explain and verify results with respect to the original problem		
3M6.5	Try more than one strategy when the first strategy proves to be unproductive		
3M6.6	Apply solutions and strategies from earlier problems to new problem situations		
3M6.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
3M7	<b>MATHEMATICAL COMMUNICATION</b>		
3M7.1	Discuss and exchange ideas about mathematics as a part of learning		
3M7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
3M7.3	Identify and translate key words and phrases that imply mathematical operations		
3M7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
3M7.5	Explain and justify thinking about mathematical ideas and solutions		
3M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
3M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
3M7.8	Use mathematical notation to communicate and explain mathematical situations		
3M8	<b>MATHEMATICAL REASONING</b>		
3M8.1	Justify and explain the solutions to problems using manipulative and physical models		
3M8.2	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
3M8.3	Ask questions to reflect on, clarify, and extend thinking		
3M8.4	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments		
3M8.5	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
3M9	<b>MATHEMATICAL CONNECTIONS</b>		
3M9.1	Link new concepts to prior knowledge		
3M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
3M9.3	Identify practical applications of mathematical principles that can be applied to other disciplines		
3M9.4	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
3M9.5	Identify, explain, and use mathematics in everyday life		

Identifier	Nevada - Grade 3 - Social Studies		Introduced	Completed
3 SS C	<b>CIVICS</b>			
3 SS C 1.3.1	Rules and Law	Identify examples of rules, laws, and authorities that keep people safe and property secure.		
3 SS C 1.3.4	Rules and Law	Explain that democracy involves voting, majority rule, and setting rules.		
3 SS C 2.3.4	US Government	Name the current President of the United States.		
3 SS C 4.3.3	Political Process	Discuss why people form groups.		
3 SS C 5.3.1	Citizenship	Recognize the Pledge of Allegiance.		
3 SS C 5.3.3	Citizenship	Explain why we have patriotic holidays.		
3 SS C 5.3.4	Citizenship	Identify an individual's rights within the classroom.		
3 SS C 5.3.6	Citizenship	Identify conflicts in the school and discuss peaceful resolution.		
3 SS C 6.3.1	State and Local Government	Name the current governor of Nevada.		
3 SS C 8.3.1	International Relations	Identify their county, state, and country.		
3 SS E	<b>ECONOMICS</b>			
3 SS E 1.3.1	Economic Way of Thinking	Categorize wants as goods, services, or leisure activities.		
3 SS E 1.3.2	Economic Way of Thinking	Give examples of incentives and determine whether they are positive or negative.		
3 SS E 1.3.3	Economic Way of Thinking	Identify the benefits and the costs of an all-or-nothing choice (e.g., choose music on or off).		
3 SS E 2.3.2	Measuring US Economic Performance	Identify and use per capita measures in the classroom (e.g., the number of pencils per student).		
3 SS E 2.3.6	Measuring US Economic Performance	Discuss why people seek work.		
3 SS E 3.3.1	Functioning of Markets	Differentiate between barter and monetary trade.		
3 SS E 3.3.2	Functioning of Markets	Give examples of prices received for selling goods and services.		
3 SS E 3.3.3	Functioning of Markets	Explain why producers choose to sell more when a price is high and why producers choose to sell less when a price is low.		
3 SS E 4.3.1	Private US Economic Institutions	Demonstrate an understanding of key banking terms, including saving, interest, and borrowing.		
3 SS E 4.3.3	Private US Economic Institutions	Identify a for-profit organization in the community and a service it provides.		
3 SS E 4.3.4	Private US Economic Institutions	Identify a not-for-profit organization in the community and a service it provides.		
3 SS E 4.3.5	Private US Economic Institutions	Identify reasons for saving money.		
3 SS E 5.3.1	Money	Identify forms of money.		
3 SS E 5.3.5	Money	Demonstrate an understanding that each family has a limited amount of money regardless of how it is accessed (through cash, check writing, or ATM).		
3 SS E 6.3.2	US Economy as a Whole	Explain what a producer does.		
3 SS E 6.3.4	US Economy as a Whole	Demonstrate an understanding of income and give examples of income.		
3 SS E 6.3.6	US Economy as a Whole	Demonstrate an understanding that different jobs require different skills and people receive different levels of income.		
3 SS E 7.3.1	Evolving Economy	Explain how skill training and education can enhance the ability to produce goods and services.		
3 SS E 7.3.4	Evolving Economy	List examples of entrepreneurs.		
3 SS E 7.3.5	Evolving Economy	Describe what it means to compete.		
3 SS E 9.3.1	International Economy	Give examples of goods the U.S. imports and exports.		
3 SS E 9.3.2	International Economy	Identify the countries of origin of commonly used products.		
3 SS E 9.3.4	International Economy	Identify the currencies of other countries.		
3 SS G	<b>GEOGRAPHY</b>			
3 SS GS.3.1	Geographic Skills	Ask questions about why things are located where they are.		
3 SS GS.3.2	Geographic Skills	Gather geographic information from maps, globes, and atlases.		
3 SS GS.3.3	Geographic Skills	Construct simple maps and graphs to display geographic information.		
3 SS GS.3.4	Geographic Skills	Select and explain information from several geographic sources.		
3 SS GS.3.5	Geographic Skills	Create a visual model to illustrate the results of a geographic inquiry.		
3 SS G 1.3.1	World in Spatial Terms	Identify and use the cardinal directions (N, S, E, W) on a compass rose to locate places on a map.		
3 SS G 1.3.2	World in Spatial Terms	Compare uses of maps and globes.		
3 SS G 1.3.3	World in Spatial Terms	Use maps, globes, photographs, and graphs to collect geographic information.		
3 SS G 1.3.4	World in Spatial Terms	Construct a simple map, including title, symbols, and directions.		
3 SS G 1.3.5	World in Spatial Terms	Recognize different types of maps.		
3 SS G 1.3.6	World in Spatial Terms	Identify and explain spatial patterns on a map.		
3 SS G 2.3.1	Places and Regions	Identify differences between physical and human features.		
3 SS G 2.3.2	Places and Regions	Compare how language, music, stories, and art express culture.		
3 SS G 2.3.3	Places and Regions	Discuss how people view their own communities.		
3 SS G 2.3.4	Places and Regions	Compare how communities use different types of technology.		

Identifier	Nevada - Grade 3 - Social Studies		Introduced	Completed
3 SS G 2.3.5	Places and Regions	Identify a historic landmark and describe the event that took place there.		
3 SS G 2.3.6	Places and Regions	Compare visual images of the same place over time.		
3 SS G 2.3.7	Places and Regions	Identify neighborhoods and communities as places where people live, work, and play.		
3 SS G 3.3.1	Physical Systems	Diagram and explain the water cycle.		
3 SS G 3.3.2	Physical Systems	Recognize various natural hazards.		
3 SS G 3.3.3	Physical Systems	Compare different types of ecosystems.		
3 SS G 3.3.4	Physical Systems	Locate various ecosystems on Earth.		
3 SS G 3.3.5	Physical Systems	Construct a model of an ecosystem.		
3 SS G 4.3.1	Human Systems	Construct a graph or chart to compare population distribution in different areas.		
3 SS G 4.3.2	Human Systems	Draw a simple map that illustrates how to get from one location to another.		
3 SS G 4.3.3	Human Systems	Identify transportation and communication networks in daily life.		
3 SS G 4.3.4	Human Systems	Describe the characteristics of rural, suburban, and urban communities.		
3 SS G 4.3.5	Human Systems	Locate sources of goods and services found in the community.		
3 SS G 4.3.6	Human Systems	Investigate an economic product by asking and answering geographic questions.		
3 SS G 4.3.7	Human Systems	Compare the wants and needs of people in different countries and the means used to fulfill those wants and needs.		
3 SS G 4.3.8	Human Systems	Describe the different purposes of various organizations (e.g., Scouts, organized sports, 4-H).		
3 SS G 4.3.9	Human Systems	Describe how cooperation and conflict affect people and places.		
3 SS G 5.3.1	Environment and Society	Identify ways people depend on their physical environments.		
3 SS G 5.3.2	Environment and Society	Identify opportunities that different physical environments provide for human activities.		
3 SS G 5.3.3	Environment and Society	List tools, machines, or technologies that have changed the physical environment.		
3 SS G 5.3.4	Environment and Society	Compare different ways in which people alter the physical environment.		
3 SS G 5.3.6	Environment and Society	Describe ways humans depend on natural resources.		
3 SS G 5.3.7	Environment and Society	List examples of how people use and manage natural resources within the community.		
3 SS G 6.3.1	Geographic Applications	Use visual clues to determine when and where an event took place in the past.		
3 SS G 6.3.2	Geographic Applications	Identify the location of current events on a map.		
3 SS G 6.3.3	Geographic Applications	Recognize a geographic issue or theme that affects home, school, or community.		
3 SS G 6.3.4	Geographic Applications	Brainstorm the possible geographic changes that could take place in the neighborhood or community.		
3 SS H	<b>HISTORY</b>			
3 SS H 1.3.1	Chronology	Identify the source of information for a current event.		
3 SS H 1.3.2	Chronology	Read a time line.		
3 SS H 2.3.1	History Skills	Ask history-related questions.		
3 SS H 5.3.6	1200 to 1750	Identify Native North American life prior to European contact, such as food, clothing, and shelter.		
3 SS H 6.3.4	1700 to 1865	Identify the Declaration of Independence.		
3 SS H 6.3.5	1700 to 1865	Identify patriotic symbols, including eagle, flag, and Liberty Bell.		
3 SS H 6.3.14	1700 to 1865	Identify "The Star Spangled Banner" as the national anthem.		
3 SS H 6.3.17	1700 to 1865	Describe the life of pioneers.		
3 SS H 7.3.9	1860 to 1920	Identify the Statue of Liberty as a patriotic symbol.		

Identifier	Lander - Grade 3 - Social Studies	Introduced	Completed
3S1	<b>CIVICS</b>		
3S1.1	Identify examples of rules, laws, and authorities that keep people safe and property secure		
3S1.2	Explain that democracy involves voting, majority rule, and setting rules		
3S1.3	Name the current President of the United States		
3S1.4	Discuss why people form groups		
3S1.5	Recognize and recite the "Pledge of Allegiance"		
3S1.6	Explain why we have patriotic holidays		
3S1.7	Identify an individual's rights within the classroom		
3S1.8	Identify conflicts in the school and discuss peaceful resolution		
3S1.9	Name the current Governor of Nevada		
3S1.10	Identify the county, state, and country		
3S1.11	Complete tasks independently		
3S1.12	Work cooperatively in groups		
3S1.13	Recognizes differences of opinion		
3S1.14	Recognize the causes and effects of issues and problems		
3S2	<b>ECONOMICS</b>		
3S2.1	Categorize wants as goods, services, or leisure activities		
3S2.2	Give examples of incentives and determine whether they are positive or negative		
3S2.3	Identify the benefits and the costs of an all-or-nothing choice		
3S2.4	Identify and use per capita measures in the classroom (e.g., the number of pencils per student)		
3S2.5	Discuss why people seek work		
3S2.6	Differentiate between barter and monetary trade		
3S2.7	Give examples of prices received by a business for selling goods and services		
3S2.8	Give reasons why producers choose to sell more of a good or service (including when a price is high) and when they choose to sell less (including when its price is low)		
3S2.9	Demonstrate an understanding of key banking terms (e.g., saving, interest, borrowing)		
3S2.10	Identify a for-profit organization in the community and a service it provides		
3S2.11	Identify a not-for-profit organization in the community and a service it provides		
3S2.12	Identify reasons for saving money		
3S2.13	Identify forms of money		
3S2.14	Demonstrate an understanding that each family has a limited amount of money regardless of how it is accessed (through cash, check writing, or ATM)		
3S2.15	Explain what a producer does		
3S2.16	Demonstrate an understanding of and give examples of income		
3S2.17	Demonstrate an understanding that different jobs require different skills and people receive different levels of income		
3S2.18	Explain how skill training and education can enhance the ability to produce goods and services		
3S2.19	List examples of entrepreneurs		
3S2.20	Describe what it means to compete		
3S2.21	Give examples of goods the U.S. imports and exports		
3S2.22	Identify the countries of origin of commonly used products		
3S2.23	Describe various products from animals (i.e., food, milk, leather products)		
3S2.24	Identify the currencies of other countries		
3S2.25	Identify community workers who are producers of goods and those who provide services		
3S2.26	Identify jobs and careers within a city and community		
3S3	<b>GEOGRAPHY</b>		
3S3.1	Identify and use the cardinal directions (North, South, East, West) to locate places on a map		
3S3.2	Compare uses of maps and globes		
3S3.3	Use maps, globes, photographs, and graphs to collect geographic information		
3S3.4	Construct a simple map, including title, symbols, and directions		
3S3.5	Recognize different types of maps		
3S3.6	Identify and explain simple spatial patterns on a map		
3S3.7	Explain the difference between a city and a state, using appropriate examples		
3S3.8	Locate and name states that border Nevada and countries that border the United States		
3S3.9	Identify differences between physical and human features		
3S3.10	Identify how language, music, stories, art, and customs express culture		
3S3.11	Discuss how people view their communities		
3S3.12	List examples of technology in the community		

Identifier	Lander - Grade 3 - Social Studies	Introduced	Completed
3S3.13	Identify an historic landmark and describe the event that took place there		
3S3.14	Compare visual images of the same place over time		
3S3.15	Identify neighborhoods and communities as places where people live, work, and play		
3S3.16	Recognize that plants and animals have habitats on both land and in water		
3S3.17	Identify various natural hazards (e.g., ponds, streams, fields)		
3S3.18	Locate different ecosystems in the community		
3S3.19	Identify the living and nonliving elements of an ecosystem		
3S3.20	Construct a graph or chart to compare population distribution in different areas		
3S3.21	Identify transportation and communication networks in daily life		
3S3.22	Draw a simple map that illustrates how to get from one location to another		
3S3.23	Describe the characteristics of rural, suburban, and urban communities		
3S3.24	Locate sources of goods and services found in the community		
3S3.25	Investigate an economic product by asking and answering questions about location		
3S3.26	Compare the wants and needs of people in different communities and the means used to fulfill those wants and needs		
3S3.27	Describe the different purposes of various organizations (e.g., Scouts, organized sports, 4-H)		
3S3.28	Describe how cooperation and conflict affect people and places		
3S3.29	List tools, machines, or technologies that have changed the physical environment		
3S3.30	Compare different ways in which people modify the physical environment		
3S3.31	Describe ways humans depend on natural resources		
3S3.32	List examples of how people use and manage natural resources within their communities		
3S3.33	Use visual clues to determine when and where an event took place in the past		
3S3.34	Identify the location of current events on a map		
3S3.35	Recognize a geographic issue or theme that affects home, school, or community		
3S3.36	Predict possible geographic changes that could take place in the neighborhood or community		
3S3.37	Ask questions about why things are located where they are		
3S3.38	Gather geographic information from maps, globes, and atlases		
3S3.39	Construct simple maps and graphs to display geographic information		
3S3.40	Select and explain information from several geographic sources		
3S3.41	Create a visual model to illustrate the results of a geographic inquiry		
3S3.42	Locate Las Vegas, Reno, Battle Mountain, and Austin, Nevada on world maps and globes		
3S3.43	Locate hemispheres, continents, and oceans on maps and globes		
3S3.44	Locate major lines of latitude and longitude (equator and prime meridian)		
3S3.45	Use various legends (keys) on maps to identify cities, state capitals, natural resources, and industries		
3S4	<b>HISTORY</b>		
3S4.1	Identify the source of information for a current event		
3S4.2	Read a time line		
3S4.3	Use charts, graphs, and tables to interpret historical information		
3S4.4	Ask history-related questions		
3S4.5	Identify Native North American life prior to European contact (e.g., food, clothing, shelter)		
3S4.6	Identify the Declaration of Independence		
3S4.7	Identify the purpose of historical documents		
3S4.8	Identify patriotic symbols (e.g., eagle, flag, Liberty Bell)		
3S4.9	Identify "The Star Spangled Banner" as the national anthem		
3S4.10	Describe the lives of pioneers from diverse groups		
3S4.11	Identify the Statue of Liberty as a patriotic symbol		
3S4.12	Describe various types of transportation and communication used throughout the history of the United States		
3S4.13	Discuss various Presidents of the United States		
3S4.14	Create timelines that show people and events in sequence using days, weeks, months, years, decades and centuries		
3S4.15	Read and interpret historical passages		

Identifier	Kamico - Grade 3 - Science	Introduced	Completed
	<b>SCIENTIFIC PROCESSES</b>		
S 3.1.1A	Demonstrate safe practices during field and laboratory investigations.		
S 3.1.1B	Make wise choices in the use and conservation of resources and the disposal or recycling of materials.		
S 3.1.2A	Plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.		
S 3.1.2B	Collect information by observing and measuring.		
S 3.1.2C	Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.		
S 3.1.2D	Communicate valid conclusions.		
S 3.1.2E	Construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information.		
S 3.1.3A	Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.		
S 3.1.3B	Draw inferences based on information related to promotional materials for products and services.		
S 3.1.3C	Represent the natural world using models and identify their limitations.		
S 3.1.3D	Evaluate the impact of research on scientific thought, society, and the environment.		
S 3.1.3E	Connect Grade 3 science concepts with the history of science and contributions of scientists.		
S 3.1.4A	Collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses.		
S 3.1.4B	Demonstrate that repeated investigations may increase the reliability of results.		
	<b>SCIENCE CONCEPTS</b>		
S 3.1.5A	Observe and identify simple systems such as a sprouted seed and a wooden toy car.		
S 3.1.5B	Observe a simple system and describe the role of various parts such as a yo-yo and string.		
S 3.1.6A	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 3.1.6B	Identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers.		
S 3.1.7A	Gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter.		
S 3.1.7B	Identify matter as liquids, solids, and gases.		
S 3.1.8A	Observe and describe the habitats of organisms within an ecosystem.		
S 3.1.8B	Observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space.		
S 3.1.8C	Describe environmental changes in which some organisms would thrive, become ill, or perish.		
S 3.1.8D	Describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.		
S 3.1.9A	Observe and identify characteristics among species that allow each to survive and reproduce.		
S 3.1.9B	Analyze how adaptive characteristics help individuals within a species to survive and reproduce.		
S 3.1.10A	Identify some inherited traits of plants.		
S 3.1.10B	Identify some inherited traits of animals.		
S 3.1.11A	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 3.1.11B	Identify and record properties of soils such as color and texture, capacity to retain water, and ability to support the growth of plants.		
S 3.1.11C	Identify the planets in our solar system and their position in relation to the sun.		
S 3.1.11D	Describe the characteristics of the sun.		



Identifier	Nevada - Grade 3 - Science		Introduced	Completed
3 S PS	<b>PHYSICAL SCIENCE</b>			
3 S PS 1.3.1	Forces and Motion	Apply unbalanced forces (a push or pull) to cause objects to change their motion (e.g., speed, direction, or both).		
3 S PS 1.3.2	Forces and Motion	Investigate and describe the ways that different objects may balance or topple in various situations.		
3 S PS 1.3.3	Forces and Motion	Manipulate hammers and nails, screwdrivers and screws, scissors, and other simple tools.		
3 S PS 2.3.1	Structure and Properties of Matter	Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color, texture).		
3 S PS 2.3.2	Structure and Properties of Matter	Sort and classify objects according to observable properties (e.g., size, weight, shape, color).		
3 S PS 3.3.1	Energy and Matter - Interactions and Forms	Describe how hot or cold an object is by expressing its temperature.		
3 S PS 3.3.2	Energy and Matter - Interactions and Forms	Investigate and describe how solid ice can melt and liquid water will disappear if allowed to stand in an open container.		
3 S LS	<b>LIFE SCIENCE</b>			
3 S LS 6.3.1	Structure and Function	Investigate and describe how plants and animals have life cycles and require food, water, air, and space.		
3 S LS 6.3.2	Structure and Function	Investigate, compare, and contrast identifiable characteristics of plants and animals.		
3 S LS 6.3.3	Structure and Function	Investigate and describe how plants and animals require certain conditions to survive.		
3 S LS 7.3.1	Internal and External Influences on Organisms	Investigate and describe how various living things behave differently under diverse conditions.		
3 S LS 7.3.4	Internal and External Influences on Organisms	Explain that if germs are able to get inside one's body, they may keep it from working properly.		
3 S LS 8.3.1	Heredity and Diversity	Investigate and describe how offspring may resemble parents and siblings may resemble each other.		
3 S LS 8.3.2	Heredity and Diversity	Investigate and describe how some living things are alike in their appearance and behaviors; others are not.		
3 S LS 9.3.1	Process of Biological Change - Evolution	Explain that many different kinds of living things exist on Earth.		
3 S LS 9.3.2	Process of Biological Change - Evolution	Explain how particular features of plants and animals help them live in different kinds of places.		
3 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
3 S ESS 10.3.1	Earth Structures and Composition	Investigate and describe how Earth is composed of different kinds of materials (e.g., rocks and soils, water, and the atmosphere).		
3 S ESS 10.3.2	Earth Structures and Composition	Describe how Earth is composed of different landforms.		
3 S ESS 10.3.3	Earth Structures and Composition	Investigate and describe how Earth is nearly spherical and covered with more water than land.		
3 S ESS 11.3.1	Earth Models	Describe that directions on Earth can be represented by north, south, east, and west.		
3 S ESS 11.3.2	Earth Models	Locate the state of Nevada on a national map and their own city on a Nevada state map.		
3 S ESS 12.3.1	Earth History	Investigate and describe how some changes are so slow (e.g., seasons) or so fast (e.g., lightning strikes) that they are hard to see.		
3 S ESS 13.3.1	Cycles of Matter and Energy	Investigate and describe how things that give off light also often give off heat.		
3 S ESS 13.3.2	Cycles of Matter and Energy	Observe, record, and describe seasonal differences using words, numbers, and drawings.		
3 S ESS 13.3.3	Cycles of Matter and Energy	Investigate and describe how water can be a liquid or a solid and can go back and forth from one form to the other.		
3 S ESS 14.3.1	Solar System and Universe	Identify the sun, moon, and Earth as components of our solar system.		
3 S ESS 14.3.3	Solar System and Universe	Explain that there are more stars in the sky than anyone can easily count.		
3 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
3 S ES 15.3.1	Ecosystems	Investigate and describe how animals and plants that live in different places have similarities and differences.		
3 S ES 15.3.2	Ecosystems	Investigate and describe the interactions of organisms within an ecosystem.		
3 S ES 16.3.1	Natural Resources	Explain that natural resources are used for many purposes.		
3 S ES 16.3.2	Natural Resources	Describe how humans have obtained natural resources for thousands of years through farming, mining, and hunting and gathering.		
3 S ES 17.3.1	Conservation	Explain that many materials can be recycled and used again, sometimes in different forms.		
3 S ES 17.3.2	Conservation	Investigate and describe how patterns of change may be observable and predictable.		
3 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
3 S NHS 18.3.1	Scientific, Historical and Technological Perspectives	Explain that science is a process that involves observing and asking questions about the natural world and seeking answers to those questions.		

Identifier	Nevada - Grade 3 - Science		Introduced	Completed
3 S NHS 18.3.2	Scientific, Historical and Technological Perspectives	Explain that accurate descriptions in science are important because they enable people to compare their observations with those of others.		
3 S NHS 18.3.3	Scientific, Historical and Technological Perspectives	Recognize that science engages men and women of all ages and backgrounds.		
3 S NHS 18.3.4	Scientific, Historical and Technological Perspectives	Give examples of the benefits of working with a team and sharing findings.		
3 S NHS 18.3.5	Scientific, Historical and Technological Perspectives	Explain that tools are used to do things better or more easily (e.g., observe, measure, and make things) and to do some things that could not be done at all (e.g., see things that are too small to be seen unaided).		
3 S NHS 20.3.1	Systems, Models, Risk, and Predictions	Compare a model with what it represents (e.g., a model of Earth to Earth itself).		
3 S NHS 20.3.2	Systems, Models, Risk, and Predictions	Identify observable patterns and predict future events based on those patterns (e.g., seasonal weather patterns).		
3 S NHS 20.3.3	Systems, Models, Risk, and Predictions	Demonstrate that when parts are put together, they can do things together they could not have done by themselves.		
3 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
3 S SI 21.3.1	Scientific Values and Attitudes	Observe and raise questions about the world, then seek answers through investigation.		
3 S SI 21.3.2	Scientific Values and Attitudes	Record observations of investigations over time in a notebook or journal (e.g., changes in an aquarium or terrarium).		
3 S SI 22.3.1	Communication Skills	Follow verbal and written instructions to complete a procedure.		
3 S SI 22.3.2	Communication Skills	Create illustrations, graphs, and charts to convey ideas and record observations.		
3 S SI 22.3.3	Communication Skills	Cooperate and contribute ideas within a group.		
3 S SI 23.3.3	Scientific Applications of Mathematics	Give rough estimates of numerical answers to problems before calculating.		
3 S SI 23.3.5	Scientific Applications of Mathematics	Determine whether measurements and descriptions are reasonably accurate.		
3 S SI 24.3.1	Laboratory Skills and Safety	Use equipment properly and safely in all science activities.		
3 S SI 24.3.3	Laboratory Skills and Safety	Identify and gather tools and materials needed in an investigation.		
3 S SI 24.3.4	Laboratory Skills and Safety	Keep a record of observations and measurements taken over time.		

Identifier	Lander - Grade 3 - Science	Introduced	Completed
3Sc1	<b>PHYSICAL SCIENCE</b>		
3Sc1.1	Apply unbalanced forces (a push or pull) to cause objects to change their motion (e.g., speed, direction, or both)		
3Sc1.2	Investigate and describe the ways that different objects may balance in various situations		
3Sc1.3	Manipulate hammers and nails, screwdrivers and crews, scissors, and other simple tools		
3Sc1.4	Investigate changes of state of matter (solids, liquids, gases)		
3Sc1.5	Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color texture)		
3Sc1.6	Sort and classify objects according to observable properties (e.g., size weight, shape, color)		
3Sc1.7	Describe how hot or cold an object is by expressing its temperature		
3Sc1.8	Investigate and explain that ice will melt and water will disappear if allowed to stand in an open container		
3Sc1.9	Determine and describe how sound is produced		
3Sc1.10	Compare and describe how sound travels through different materials (e.g., solids, air)		
3Sc2	<b>LIFE SCIENCE</b>		
3Sc2.1	Investigate and describe how plants and animals have life cycles and require food, water, air, and space		
3Sc2.2	Investigate, compare, and contrast identifiable characteristics of plants and animals		
3Sc2.3	Investigate and describe how plants and animals require certain conditions to survive		
3Sc2.4	Investigate and describe how various living things behave differently under diverse conditions		
3Sc2.5	Describe the ways plants and animals adapt to their changing environments		
3Sc2.6	Explain that if germs are able to get inside one's body, they may keep it from working properly		
3Sc2.7	Investigate and describe ways that offspring may resemble parents and siblings may resemble each other		
3Sc2.8	Investigate and describe how some living things are alike in their appearance and behaviors; others are not		
3Sc2.9	Explain that many different kinds of living things exist on Earth		
3Sc2.10	Explain how particular features of plants and animals help them live in different kinds of places		
3Sc3	<b>EARTH AND SPACE SCIENCES</b>		
3Sc3.1	Investigate and describe how the Earth is composed of different kinds of materials (e.g., rocks and soils, water, and the atmosphere)		
3Sc3.2	Compare, test, measure, record, and describe observable properties of rocks and minerals		
3Sc3.3	Describe how the Earth is composed of different landforms		
3Sc3.4	Investigate and describe how the Earth is nearly spherical and covered with more water than land		
3Sc3.5	Investigate and describe the water cycle		
3Sc3.6	Describe that directions on the Earth can be represented by north, south, east, and west		
3Sc3.7	Locate the state of Nevada on a United States map		
3Sc3.8	Locate Las Vegas, Reno, Battle Mountain, Austin, Nevada on a Nevada state map		
3Sc3.9	Investigate and describe how some changes are so slow (e.g., seasons) and so fast (e.g., lightning strikes) that they are hard to see		
3Sc3.10	Investigate and explain that things that give off light also often give off heat		
3Sc3.11	Observe, record and describe seasonal differences using words, numbers, and drawings		
3Sc3.12	Investigate and explain that water can be a liquid or a solid and can go back and forth from one form to the other		
3Sc3.13	Identify the sun, moon, stars, and the Earth as components of our solar system		
3Sc3.14	Explain that there are more stars in the sky than anyone can easily count		
3Sc4	<b>ENVIRONMENTAL SCIENCES</b>		
3Sc4.1	Investigate and describe how animals and plants that live in different places have similarities and differences		
3Sc4.2	Investigate and describe the interactions of organisms within an ecosystem		
3Sc4.3	Explain that natural resources are used for many purposes		
3Sc4.4	Describe how humans have obtained natural resources for thousands of years through farming, mining, and hunting and gathering		
3Sc4.5	Identify ways to conserve natural resources		

Identifier	Lander - Grade 3 - Science	Introduced	Completed
3Sc4.6	Explain that many materials can be recycled and used again, sometimes in different forms		
3Sc4.7	Investigate and describe how patterns of change may be observable and predictable		
3Sc5	<b>THE NATURE AND HISTORY OF SCIENCE</b>		
3Sc5.1	Explain that science is a process that involves observing and asking questions about the natural world and seeking answers to those questions		
3Sc5.2	Explain that accurate descriptions in science are important because they enable people to compare their observations with those of others		
3Sc5.3	Recognize that science engages men and women of all ages and backgrounds		
3Sc5.4	Give examples of the benefits of working with a team and sharing findings		
3Sc5.5	Explain that tools are used to do things better or more easily (e.g., observe, measure, and make things) and to do some things that could not be done at all (e.g., see things that are too small to be seen unaided)		
3Sc5.6	Compare a model with what it represents (e.g., a model of the Earth to the Earth itself)		
3Sc5.7	Identify observable patterns and predict future events based on those patterns (e.g., seasonal weather patterns)		
3Sc5.8	Demonstrate that when parts of objects or systems are put together, the combined parts can do things that they could not have done by themselves		
3Sc6	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
3Sc6.1	Observe and raise questions about the world and seek answers through investigations and experiments		
3Sc6.2	Conduct investigations and experiments independently, with a partner, or with a small group		
3Sc6.3	Identify and gather tools and materials needed in an investigation		
3Sc6.4	Record observations of investigations over time in a science notebook/journal (e.g., changes in an aquarium or terrarium)		
3Sc6.5	Follow verbal or written instructions to complete a procedure		
3Sc6.6	Develop and communicate descriptions, explanations, and predictions, based on evidence		
3Sc6.7	Create illustrations, graphs, and charts to convey ideas and record observations		
3Sc6.8	Cooperate and contribute ideas within a group		
3Sc6.9	Estimate numerical answers to problems before calculating		
3Sc6.10	Determine whether measurements and descriptions are reasonably accurate		
3Sc6.11	Use equipment properly and safely in all science activities		
3Sc6.12	Keep a record of observations and measurements taken over time		
3Sc6.13	Generate new questions based on results of investigations		

# Lander County School District

## Assessed Standards/Curriculum

### Grade 4

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

Lander County School District

Assessed Standards/Curriculum

Grade 5

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Grade 5 - Computer and Technology	Introduced	Completed
5 CT 2	<b>PRODUCTIVITY TOOLS</b>		
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	<b>RESEARCH TOOLS</b>		
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	<b>TOOLS AND PROCESSES</b>		
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	<b>SYSTEMS</b>		
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	<b>IMPLICATIONS ON SOCIETY</b>		
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	<b>SINGING</b>		
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	<b>PLAYING INSTRUMENTS</b>		
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	<b>IMPROVISATION</b>		
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	<b>WRITING</b>		
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	<b>READING</b>		
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 solfège, 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	<b>LISTENING</b>		
5 Mus 6.5.1	Compare and contrast simple elements of music when presented aurally.		
5 Mus 7	<b>EVALUATION</b>		
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/decelcendo; rondo form).		
5 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
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	<b>CROSS-CURRICULAR</b>		
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	<b>KNOWLEDGE</b>		
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	<b>APPLICATION</b>		
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	<b>CONTENT</b>		
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	<b>CONTEXT</b>		
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	<b>INTERPRETATION</b>		
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	<b>Kamico - Grade 5 - Language Arts/Reading</b>		Introduced	Completed
<b>R 5</b>	<b>READING</b>			
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.		
<b>W 5</b>	<b>WRITING</b>			
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
	<b>READING</b>		
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.		
	<b>WRITING</b>		
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.		
	<b>LISTENING AND SPEAKING</b>		
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.		
	<b>RESEARCH</b>		
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	<b>WORD KNOWLEDGE—PHONICS/STRUCTURAL ANALYSIS, VOCABULARY, SPELLING</b>		
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	<b>READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES</b>		
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	<b>READING COMPREHENSION—LITERATURE</b>		
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	<b>READING COMPREHENSION—INFORMATIONAL TEXTS</b>		
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	<b>WRITING—COMPOSITION</b>		
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	<b>WRITING—PROCESS</b>		
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	<b>WRITING—MECHANICS</b>		
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	<b>LISTENING</b>		
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	<b>SPEAKING</b>		
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	<b>DISCUSSION</b>		
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	<b>RESEARCH AND STUDY SKILLS</b>		
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	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
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	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
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	<b>GEOMETRY AND SPATIAL REASONING</b>		
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	<b>MEASUREMENT</b>		
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	<b>PROBABILITY AND STATISTICS</b>		
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	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
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.		

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5 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
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	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
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	<b>MEASUREMENT</b>		
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	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
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	<b>DATA ANALYSIS</b>		
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	<b>PROBLEM SOLVING</b>		
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	<b>MATHEMATICAL COMMUNICATION</b>		
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	<b>MATHEMATICAL REASONING</b>		
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	<b>MATHEMATICAL CONNECTIONS</b>		
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.		

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5M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
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	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
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	<b>MEASUREMENT</b>		
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 $60 \text{ sec.} = 1 \text{ min.}$		
5M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
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	<b>DATA ANALYSIS</b>		
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 of central tendency including mean, median, and mode.		
5M6	<b>PROBLEM SOLVING</b>		
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	<b>MATHEMATICAL COMMUNICATION</b>		
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	<b>MATHEMATICAL REASONING</b>		
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	<b>MATHEMATICAL CONNECTIONS</b>		
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	<b>HISTORY</b>		
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	<b>PEOPLE IN SOCIETIES</b>		
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	<b>GEOGRAPHY</b>		
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	<b>ECONOMICS</b>		
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	<b>GOVERNMENT</b>		
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	<b>CITIZENSHIP RIGHTS AND RESPONSIBILITIES</b>		
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	<b>SOCIAL STUDIES SKILLS AND METHODS</b>		
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	<b>CIVICS</b>			
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	<b>ECONOMICS</b>			
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	<b>GEOGRAPHY</b>			
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	<b>HISTORY</b>			
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.		

Identifier	Lander - Grade 5 - Social Studies	Introduced	Completed
5S1	<b>CIVICS</b>		
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	<b>ECONOMICS</b>		
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 it is 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	<b>GEOGRAPHY</b>		
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 globes		
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		

Identifier	Lander - Grade 5 - Social Studies	Introduced	Completed
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	<b>HISTORY</b>		
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		

Identifier	Lander - Grade 5 - Social Studies	Introduced	Completed
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	<b>NATURE OF SCIENCE - SCIENTIFIC PROCESSES</b>		
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	<b>LIFE SCIENCES - SCIENCE CONCEPTS</b>		
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	<b>PHYSICAL SCIENCES - SCIENCE CONCEPTS</b>		
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	<b>EARTH SCIENCES - SCIENCE CONCEPTS</b>		
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	<b>PHYSICAL SCIENCE</b>			
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	<b>LIFE SCIENCE</b>			
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	<b>EARTH AND SPACE SCIENCES</b>			
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	<b>ENVIRONMENTAL SCIENCES</b>			
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	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
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	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
5 S SI 20.5.1	Systems, Models, Risk, and Predictions	Develop a physical model to explain how something works or how something is constructed.		
5 S SI 20.5.2	Systems, Models, Risk, and Predictions	Predict that some events are more likely to happen than others.		
5 S SI 20.5.3	Systems, Models, Risk, and Predictions	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	Laboratory Skills and Safety	Use safety equipment and attire.		
5 S SI 24.5.2	Laboratory Skills and Safety	Measure and mix dry and liquid materials safely in prescribed amounts.		
5 S SI 24.5.3	Laboratory Skills and Safety	Use provided materials to construct objects for a particular task.		
5 S SI 24.5.4	Laboratory Skills and Safety	Label measurements and diagrams properly.		
5 S SI 24.5.5	Laboratory Skills and Safety	Use appropriate technology in lab procedures for measuring and recording.		
5 S SI 24.5.6	Laboratory Skills and Safety	Manipulate objects and observe events in an experiment.		

Identifier	Lander - Grade 5 - Science	Introduced	Completed
5Sc1	<b>PHYSICAL SCIENCE</b>		
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	<b>LIFE SCIENCE</b>		
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	<b>EARTH AND SPACE SCIENCES</b>		
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	<b>ENVIRONMENTAL SCIENCES</b>		
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		

Identifier	Lander - Grade 5 - Science	Introduced	Completed
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	<b>THE NATURE AND HISTORY OF SCIENCE</b>		
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	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>		
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 tools, 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		

# Lander County School District

## Assessed Standards/Curriculum

### Grade 6

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Grade 6 - Computer and Technology	Introduced	Completed
6 CT 1	<b>PROBLEM SOLVING</b>		
6 CT 1.8.1	Differentiate design/problem-solving methods and components of technology using accurate terminology.		
6 CT 1.8.2	Select and evaluate appropriate designs requiring optimization and making trade-offs.		
6 CT 1.8.3	Select and apply a design/problem-solving method to reach a desired outcome.		
6 CT 2	<b>PRODUCTIVITY TOOLS</b>		
6 CT 2.8.1	Demonstrate proficiency and accuracy in keyboarding skills.		
6 CT 2.8.2	Create a document using advanced formatting techniques that demonstrate the ability to import a graphic, type, edit, and print.		
6 CT 2.8.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query.		
6 CT 2.8.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Print a spreadsheet showing formulas.		
6 CT 2.8.5	Create a multipage multimedia presentation using text, graphics, and sound to effectively communicate a concept.		
6 CT 2.8.6	Organize files on a computer disk, drive, server, or other storage device.		
6 CT 2.8.7.1	Explain the advantages of connectivity with various systems to share information and resources.		
6 CT 2.8.7.2	Employ the use of electronic communication.		
6 CT 3	<b>RESEARCH TOOLS</b>		
6 CT 3.8.1	Select a research topic or a statement of a problem identifying its elements, its scope, and the expected outcomes using technology tools.		
6 CT 3.8.2	Generate a list of keywords for a research topic or problem and conduct a search of electronic-based sources.		
6 CT 3.8.3	Select and evaluate information from a variety of remote resources for a research topic or problem exploring hyperlinks.		
6 CT 3.8.4	Use an organizational format to arrange information for presentation or decision making.		
6 CT 3.8.5	Check collected information for reliability, authenticity, and timeliness, citing sources of copyrighted materials in papers, projects, and multimedia presentations.		
6 CT 3.8.6	Generate a bibliography.		
6 CT 4	<b>TOOLS AND PROCESSES</b>		
6 CT 4.8.1	Explain how technology skills and tools enhance productivity in creating projects, building prototypes and modeling (e.g., measuring, shaping, forming, and fastening materials).		
6 CT 4.8.2	Use tools, instrumentation, equipment, materials, and processes to make designs, simulations, and prototypes.		
6 CT 4.8.3	Compare and contrast the safe use of technology tools, hand and power tools, processes, and materials in diverse computer and technology applications.		
6 CT 4.8.4	Demonstrate an understanding of the operation and maintenance of technology tools such as hand tools, power tools, lasers, hydraulics, pneumatics, electronics, hardware, software, CNC machines, computers, robotics, and fiber optics.		
6 CT 5	<b>SYSTEMS</b>		
6 CT 5.8.1	Interpret resources that are essential and those that must be used effectively to produce a desired outcome; an output from one system may be input to another system.		
6 CT 5.8.2	Differentiate among various systems, explain capabilities and limitations, and identify the ways in which they are controlled to produce a desired outcome (e.g., limitations of the components of a computer system).		
6 CT 5.8.3	Use a system to achieve a desired outcome in the areas of construction, communication, manufacturing, energy, power, transportation, and biotechnology.		
6 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
6 CT 6.8.1	Practice legal and ethical behaviors when using information and technology. Discuss the consequences of misuse on society and the environment.		
6 CT 6.8.2	Evaluate the effect technology has on society and the environment.		
6 CT 6.8.3	Examine the role of technology in the workplace and explore careers that use technology.		
6 CT 6.8.4	Explain how people can control the technologies they develop and use, and why people are responsible for the effects these have on society, the environment, and careers.		

Identifier	Nevada - Grade 6 - Health	Introduced	Completed
6 H			
6 H 1.8.1	Explain the impact of personal health behaviors on the functioning of body systems.		
6 H 1.8.2	Describe how growth and development relate to personal health decisions.		
6 H 1.8.3	Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs.		
6 H 1.8.4	Analyze the physiological and psychological effects of drug usage.		
6 H 1.8.5	Demonstrate knowledge and strategies for personal safety.		
6 H 1.8.6	Describe ways to reduce risk factors and increase resiliency related to adolescent health.		
6 H 1.8.7	Identify laws and regulations made to protect the health of the community.		
6 H 1.8.8	Identify personal actions that contribute to the deterioration of the environment.		
6 H 2.8.1	Differentiate health concerns as personal responsibility or professional responsibility.		
6 H 2.8.2	Identify characteristics of scientifically valid health information.		
6 H 3.8.1A	Apply conflict resolution techniques including peer mediation within the school environment.		
6 H 3.8.1B	Analyze the school environment for personal safety and security.		
6 H 3.8.2	Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs.		
6 H 3.8.3A	Describe and follow rules prohibiting possession of weapons at school and in the community.		
6 H 3.8.3B	Demonstrate compliance with school safety procedures including emergency drills.		
6 H 3.8.4	Evaluate the role others play in stress.		
6 H 3.8.5	Perform advanced first aid procedures.		
6 H 4.8.1	Analyze how different cultures enrich and challenge health practices.		
6 H 4.8.2	Evaluate the impact of technology on health and disease prevention.		
6 H 4.8.3	Critique a variety of consumer influences that affect health decisions.		
6 H 5.8.1	Role play decision-making and problem-solving skills, which enhance interpersonal relationships.		
6 H 5.8.2	Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.		
6 H 6.8.1A	Apply a decision-making process to a significant health issue or problem.		
6 H 6.8.1B	Develop a personal health plan that addresses personal strengths, needs, and health risks.		
6 H 6.8.2	Compare and contrast the short- and long-term impact of health decisions on the individual and society.		
6 H 6.8.3	Determine contacts for assistance with health issues.		
6 H 7.8.1	Identify and research a community health issue and develop a plan of action.		

Identifier	Nevada - Grade 6 - Music	Introduced	Completed
6 Mus 1	<b>SINGING</b>		
6 Mus 1.8.1	Sing with technical accuracy and good breath control throughout their singing ranges.		
6 Mus 1.8.2	Sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control.		
6 Mus 1.8.3	Sing choral literature written in two and three parts with and without accompaniment.		
6 Mus 1.8.4	Sing music representing diverse genres and styles (e.g., baroque, classical).		
6 Mus 2	<b>PLAYING INSTRUMENTS</b>		
6 Mus 2.8.1	Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
6 Mus 2.8.2	Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.		
6 Mus 2.8.3	Perform multiple-part ensemble literature.		
6 Mus 2.8.4	Play a varied repertoire of instrumental literature representing diverse genres and styles.		
6 Mus 3	<b>IMPROVISATION</b>		
6 Mus 3.8.1	Improvise simple melodies.		
6 Mus 3.8.2	Improvise simple harmonies in a given key.		
6 Mus 3.8.3	Improvise melodic and rhythmic embellishments on given pentatonic melodies.		
6 Mus 4	<b>WRITING</b>		
6 Mus 4.8.2	Compose short pieces using the elements of music.		
6 Mus 4.8.3	Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.		
6 Mus 5	<b>READING</b>		
6 Mus 5.8.1	Read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.		
6 Mus 5.8.2	Read simple melodies in the student's appropriate clef.		
6 Mus 5.8.3	Apply music symbols to the repertoire.		
6 Mus 5.8.4	Sight read in unison with technical accuracy and expression.		
6 Mus 5.8.5	Notate simple musical phrases using standard symbols.		
6 Mus 6	<b>LISTENING</b>		
6 Mus 6.8.1	Apply knowledge of the elements of music in aural examples.		
6 Mus 6.8.2	Describe the uses of the elements of music in aural examples representing diverse genres and cultures.		
6 Mus 7	<b>EVALUATION</b>		
6 Mus 7.8.1	Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.		
6 Mus 7.8.2	Evaluate the quality of their own and others' performances and compositions, justifying their opinions.		
6 Mus 8	<b>APPLICATION TO LIFE</b>		
6 Mus 8.8.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g., motion, inspiration).		
6 Mus 8.8.2	Compare concepts common to music and other disciplines outside the arts that are interrelated with those of music (e.g., the Underground Railroad and the use of spirituals for coded escape messages).		
6 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
6 Mus 9.8.1	Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.		
6 Mus 9.8.2	Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.		



Identifier	Nevada - Grade 6 - Physical Education	Introduced	Completed
6 PE			
6 PE 1.8.1	Describe a strategy for a sport utilizing appropriate vocabulary.		
6 PE 1.8.2	Describe and apply the advanced elements (i.e., speed) of movement forms and game strategies (i.e., softball game situation).		
6 PE 1.8.3	Evaluate movement forms for skill improvement (i.e., checklists, rubrics).		
6 PE 1.8.4	Recognize physiological benefits of exercise during and after physical activity.		
6 PE 2.8.1	Refine locomotor and nonlocomotor movements in a sport setting.		
6 PE 2.8.2	Refine previously learned manipulative skills.		
6 PE 2.8.2B	Demonstrate the elements of more advanced manipulative skills (i.e., overhand serve).		
6 PE 2.8.3	Explain how scientific principles (i.e., force and speed) apply to weight transfer and balance movements.		
6 PE 3.8.1A	Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical styles and/or traditional styles of dance.		
6 PE 3.8.1B	Observe and describe (i.e., breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary.		
6 PE 3.8.4	Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e., perform simple rhythmic dance sequences).		
6 PE 3.8.5	Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles.		
6 PE 4.8.1	Design a personal health-related fitness program based on an accurately assessed fitness profile.		
6 PE 4.8.2	Understand and apply principles of training/conditioning (i.e., threshold, overload, and specificity) to regular fitness activities.		
6 PE 4.8.3	Identify and/or participate in a variety of health-related fitness activities in both school and community.		
6 PE 4.8.4	Compare safe and unsafe exercises and demonstrate safe exercise alternatives.		
6 PE 5.8.1	Analyze potential consequences when confronted with a behavior choice.		
6 PE 5.8.2	Work cooperatively within a group to achieve goals in cooperative or competitive situations.		
6 PE 5.8.3	Demonstrate behavior which is supportive and inclusive in physical activity settings.		
6 PE 5.8.4	Demonstrate a multicultural physical activity to others (i.e., dance, games, and sports).		

Identifier	Nevada - Grade 6 - Theater	Introduced	Completed
6 Th			
6 Th 1.8.1	Write a script with appropriate format (i.e., acts, scenes), simple stage directions, cast of characters, and technical needs.		
6 Th 1.8.2	Direct actors or be directed by others using stage direction vocabulary.		
6 Th 1.8.3	Identify and describe the roles and responsibilities of stage production personnel.		
6 Th 1.8.4	Analyze and convey the playwright's intention.		
6 Th 1.8.5	Design and produce publicity for a production (e.g., posters, flyers).		
6 Th 1.8.6	Work collaboratively and safely to design and construct a box set for a production.		
6 Th 1.8.7	Design and create props, costumes, and make-up for characters with attention to age, culture, and overall interpretation of a script.		
6 Th 1.8.8	Identify appropriate sound and lighting effects for any dramatized event (e.g., interior, exterior).		
6 Th 1.8.9	Create appropriate sound effects and suggest lighting for a dramatized event.		
6 Th 2.8.1	Analyze a character to determine actions, intentions, and biography.		
6 Th 2.8.2	Demonstrate acting skills utilizing appropriate focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement.		
6 Th 2.8.3	Create and sustain a believable character for stage.		
6 Th 3.8.1	Evaluate the established elements of theater found in a dramatized performance.		
6 Th 3.8.2	Analyze the emotional impact of the visual, aural, and kinesthetic elements of a performance.		
6 Th 3.8.3	Identify examples of high and low comedy and tragedy.		
6 Th 4.8.1	Explain how theater reveals information about other historical periods and cultures.		
6 Th 4.8.2	Identify the sources of conflict between characters in a dramatized event.		
6 Th 5.8.1	Identify and explain how the choices of visual arts, dance, and music enhance the interpretation of a dramatic event.		
6 Th 5.8.2	Explain the roots of theater in Western civilization.		
6 Th 5.8.3	Explain how advancements in the sciences have enhanced dramatized events (e.g., special effects, sound that surrounds the audience).		

Identifier	Nevada - Grade 6 - Visual Arts	Introduced	Completed
6 VA 1	<b>KNOWLEDGE</b>		
6 VA 1.8.1	Compare and contrast the use of media, techniques, and processes in works of art.		
6 VA 1.8.2	Analyze one's own selection and use of media, techniques, and processes to elicit intended responses.		
6 VA 1.8.3	Use and explain why various media, techniques, and processes are used to produce works of art that communicate ideas and experiences.		
6 VA 2	<b>APPLICATION</b>		
6 VA 2.8.1	Analyze and evaluate the effects of visual characteristics in works of art.		
6 VA 2.8.2	Analyze and evaluate a variety of artworks to determine purposes and/or functions.		
6 VA 2.8.3	Discuss why visual characteristics, purposes, and/or functions may be effective in works of art.		
6 VA 2.8.4	Explain how one's own artwork employs various visual characteristics to communicate.		
6 VA 3	<b>CONTENT</b>		
6 VA 3.8.1	Explain the origins of specific subject matter, symbols, and ideas.		
6 VA 3.8.2	Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning.		
6 VA 3.8.3	Analyze the degree to which subject matter, symbols, and ideas are successfully used to communicate meaning.		
6 VA 4	<b>CONTEXT</b>		
6 VA 4.8.1	Categorize and discuss visual characteristics of selected works of art in relationship to a variety of historical and cultural contexts.		
6 VA 4.8.2	Describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places.		
6 VA 4.8.3	Research a culture and create an artwork that demonstrates how historical and cultural factors influence visual characteristics.		
6 VA 5	<b>INTERPRETATION</b>		
6 VA 5.8.1	Interpret artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
6 VA 5.8.2	Differentiate among degrees of merit in various works of art.		
6 VA 5.8.3	Analyze and generate new meaning of their artwork and the work of others.		
6 VA 5.8.4	Develop and explain a personal position of aesthetic and critical analysis of an artwork.		
6 VA 6	<b>CROSS-CURRICULAR</b>		
6 VA 6.8.1	Explain how the basic principles of art are similar to principles of other disciplines (e.g., contrast, balance, dominance).		
6 VA 6.8.2	Research and analyze the relationships between the visual arts and other arts in terms of basic principles and subject matter (e.g., rhythm and movement).		
6 VA 6.8.3	Create works of art reflecting principles common to the arts and multiple disciplines.		

Identifier	Kamico - Grade 6 - Language Arts/Reading		Introduced	Completed
<b>R 6</b>	<b>READING</b>			
R 6.1.1A	Vocabulary Development	Draw on experiences to bring meanings to words in context such as interpreting multiple-meaning words and analogies.		
R 6.1.1B	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 6.1.1C	Vocabulary Development	Distinguish denotative and connotative meanings.		
R 6.1.2A	Comprehension	Determine a text's main (or major) ideas and how those ideas are supported with details.		
R 6.1.2B	Comprehension	Paraphrase and summarize text to recall, inform, or organize ideas.		
R 6.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.		
R 6.2.1B	Text Structures/ Literary Concepts	Recognize and analyze story plot, setting, and problem resolution.		
R 6.2.1C	Text Structures/ Literary Concepts	Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism.		
R 6.3.1A	Comprehension	Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.		
R 6.3.1B	Comprehension	Find similarities and differences across texts such as in treatment, scope, or organization.		
R 6.3.1C	Comprehension	Represent text information in different ways such as in outline, time line, or graphic organizer.		
R 6.3.2A	Text Structures/ Literary Concepts	Identify the purposes of different types of texts such as to inform, influence, express, or entertain.		
R 6.3.2B	Text Structures/ Literary Concepts	Compare communication in different forms such as comparing story variants.		
R 6.3.2C	Text Structures/ Literary Concepts	Describe how the author's perspective or point of view affects the text.		
R 6.4.1A	Comprehension	Draw inferences such as conclusions or generalizations and support them with text evidence.		
R 6.4.1B	Comprehension	Distinguish fact and opinion in various texts.		
R 6.4.2A	Literary Response	Support responses by referring to relevant aspects of text.		
R 6.4.2B	Literary Response	Connect, compare, and contrast ideas, themes, and issues across text.		
R 6.4.3A	Text Structures/ Literary Concepts	Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically.		
R 6.4.3B	Text Structures/ Literary Concepts	Recognize how style, tone, and mood contribute to the effect of the text.		
<b>W 6</b>	<b>WRITING</b>			
W 6.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 6.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 6.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 6.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 6.2.1A	Grammar/ Usage	Write in complete sentences, varying the types, such as compound and complex, and use appropriately punctuated dependent clauses.		
W 6.2.1B	Grammar/ Usage	Use conjunctions to connect ideas meaningfully.		
W 6.2.1C	Grammar/ Usage	Use prepositional phrases to elaborate written ideas.		
W 6.2.2A	Writing Process	Edit drafts to ensure varied sentence structure and appropriate word choice.		
W 6.2.2B	Writing Process	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.		
W 6.3.1A	Grammar/ Usage	Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.		
W 6.3.1B	Grammar/ Usage	Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.		
W 6.3.1C	Grammar/ Usage	Use verb tenses appropriately and consistently, such as present, past, future, perfect, and progressive.		
W 6.3.1D	Grammar/ Usage	Write with increasing accuracy when using pronoun case, such as 'He and they joined him.'		
W 6.3.2A	Writing Process	Replace an indefinite reference with a specific noun or noun phrase or replace a vague word or phrase with more precise wording.		
W 6.3.2B	Writing Process	Recognize grammatically correct writing.		
W 6.4.1A	Capitalization/ Punctuation/ Spelling	Capitalize and punctuate correctly to clarify and enhance meaning, such as capitalizing titles and using hyphens, semicolons, colons, possessives, and sentence punctuation.		
W 6.4.1B	Capitalization/ Punctuation/ Spelling	Spell proficiently.		
W 6.4.1C	Capitalization/ Punctuation/ Spelling	Write with increasing accuracy when using apostrophes in contractions, such as doesn't, and possessives, such as Maria's.		
W 6.4.2A	Writing Process	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 6 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
6 ELA 1.6.3	Identify and use the meanings of high frequency Greek- and Latin-derived roots and affixes to determine the meanings of words.		
6 ELA 1.6.4	Use dictionaries and glossaries to verify the meanings of unknown words and phrases, including common foreign expressions, to increase comprehension.		
6 ELA 1.6.5	Identify differences between literal and figurative language in text.		
6 ELA 2.6.1	Develop a plan for reading that includes the determination of purpose, appropriate rate for fiction vs. nonfiction, and related graphic organizers.		
6 ELA 2.6.2	Confirm and deny predictions while reading.		
6 ELA 2.6.3	Identify and explain the relationships between main ideas and supporting details in text.		
6 ELA 2.6.4	Summarize information from several sources.		
6 ELA 2.6.5	Adjust reading rate to suit the structure of content area texts.		
6 ELA 3.6.1	Analyze the influence of setting on characters and on how the problem or conflict is resolved.		
6 ELA 3.6.2	Make logical predictions about characters' actions and plot development based on evidence from the text.		
6 ELA 3.6.3	Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives.		
6 ELA 3.6.4	Compare a variety of themes generated by a single topic.		
6 ELA 3.6.5	Recognize the effect and appropriateness of the rhythm and sounds used by an author in a selection.		
6 ELA 3.6.6	Describe how an author creates mood by choosing words with specific connotations.		
6 ELA 3.6.7	Identify characteristics and elements of various literary forms.		
6 ELA 4.6.1	Identify and use text features such as newspapers, magazines, and editorials to gain meaning.		
6 ELA 4.6.2	Find similarities and differences in a text in the treatment, scope, or organization of ideas.		
6 ELA 4.6.3	Evaluate information from and differentiate between primary and secondary sources.		
6 ELA 4.6.4	Verify information from one source by consulting other sources.		
6 ELA 4.6.5	Evaluate how authors' ideas and purposes shape the content of texts, such as advertisements and public documents.		
6 ELA 4.6.6	Read and follow multistep directions to complete a complex task.		
	<b>WRITING</b>		
6 ELA 5.6.1	Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources and have a distinct beginning, middle, and ending.		
6 ELA 5.6.2	Extract and reformat information into workplace communications, such as lists and memos.		
6 ELA 5.6.3	Write narratives or short stories that include relevant and meaningful dialogue.		
6 ELA 5.6.4	Write responses to literary selections that demonstrate an understanding of character motivation and development.		
6 ELA 5.6.5	Write summaries of nonfiction text such as magazine or newspaper articles.		
6 ELA 5.6.6	Write short expository texts that propose a solution to a problem and offer simple persuasive evidence in support of the solution.		
6 ELA 6.6.1	Generate ideas for writing by responding to visual stimuli such as objects or photographs.		
6 ELA 6.6.2	Use organizing techniques appropriate to the purpose for writing.		
6 ELA 6.6.3	Write paragraphs and compositions with clear transitions between ideas.		
6 ELA 6.6.4	Revise compositions to improve organization and consistency of ideas and to meet the criteria of a rubric.		
6 ELA 6.6.5	Edit for use of standard English.		
6 ELA 6.6.6	Produce writing with a voice that shows awareness of an intended audience and purpose.		
6 ELA 6.6.7	Share final drafts with a designated audience.		
6 ELA 7.6.1	Use correct verb tense consistently in writing.		
6 ELA 7.6.2	Identify and correct fragments and run-on sentences in writing.		
6 ELA 7.6.3	Use semicolons to correct run-on sentences, use colons in business letters, and use apostrophes in contractions and possessives.		
6 ELA 7.6.4	Use rules of capitalization.		
6 ELA 7.6.5	Spell frequently misspelled words correctly (e.g., their/they're/there and you're/your).		
	<b>LISTENING AND SPEAKING</b>		
6 ELA 8.6.1	Identify the tone, mood, and emotion conveyed in both verbal and nonverbal communication.		
6 ELA 8.6.2	Identify effective speaking techniques and develop criteria for evaluating oral presentations.		
6 ELA 8.6.3	Recognize that language usage varies in formal and informal settings.		
6 ELA 8.6.4	Follow multistep oral directions to complete a task.		
6 ELA 9.6.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
6 ELA 9.6.2	Develop and deliver presentations that include media aids appropriate to audience and purpose.		
6 ELA 9.6.3	Organize and deliver a "how to" speech in a logical sequence and incorporate media aids as needed for enhancement.		
6 ELA 9.6.4	Read aloud or recite literary, dramatic, and original works.		

Identifier	Nevada - Grade 6 - Language Arts/Reading	Introduced	Completed
6 ELA 9.6.5	Give organized multistep directions to complete a task.		
6 ELA 10.6.1	Demonstrate active listening skills by participating in conversations and group discussions.		
6 ELA 10.6.2	Ask and answer questions to generate possible solutions to a problem.		
6 ELA 10.6.3	Develop criteria for evaluating effective group participation.		
6 ELA 10.6.4	Evaluate the logic and effectiveness of a speaker's argument(s).		
	<b>RESEARCH</b>		
6 ELA 11.6.1	Formulate a plan for research to answer a focused question.		
6 ELA 11.6.2	Distinguish between information from primary and secondary sources.		
6 ELA 11.6.3	Document research sources in order to prevent plagiarism.		
6 ELA 11.6.4	Record information using note-taking and organizational formats.		
6 ELA 11.6.5	Present research findings using written text or media.		

Identifier	Lander - Grade 6 - Language Arts/Reading	Introduced	Completed
6ELA1	<b>WORD KNOWLEDGE</b>		
6ELA1.1	Apply high-frequency spelling rules in writing		
6ELA1.2	Recognize and correctly spell homonyms		
6ELA1.3	Recognize multiple-meaning words		
6ELA1.4	Use word parts to determine word meaning		
6ELA1.5	Use context clues to determine word meaning		
6ELA1.6	Apply knowledge of connotation and denotation to make appropriate word choices		
6ELA1.7	Identify differences between literal and figurative language		
6ELA2	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
6ELA2.1	Use the eight parts of speech in writing		
6ELA2.2	Write using standard English grammar, usage, and mechanics		
6ELA3	<b>WRITING</b>		
6ELA3.1	Apply the five stages of the writing process		
6ELA3.2	Apply the analytic writing traits assessed by the Nevada State Proficiency Exam in writing		
6ELA3.3	Write compositions in the descriptive, narrative, expository, and persuasive modes		
6ELA3.4	Write responses to literary selections that demonstrate an understanding of character motivation and development		
6ELA3.5	Compose various letters for business and personal use		
6ELA3.6	Write with clarity and express ideas concisely		
6ELA4	<b>LITERATURE/INFORMATIONAL TEXT</b>		
6ELA4.1	Apply reading process skills and strategies		
6ELA4.2	Read and respond to various literary forms		
6ELA4.3	Identify characteristics and elements of various literary forms		
6ELA4.4	Use evidence from a story to support inferences about a character		
6ELA4.5	Compare a variety of themes generated by a single topic		
6ELA4.6	Identify elements of informational media		
6ELA4.7	Identify purpose or viewpoint		
6ELA4.8	Read and follow multi-step directions		
6ELA5	<b>RESEARCH</b>		
6ELA5.1	Narrow subjects into topics and formulate research questions		
6ELA5.2	Select pertinent information from a variety of sources		
6ELA5.3	Record information using note-taking and organizational formats		
6ELA5.4	Evaluate information from and differentiate between primary and secondary sources		
6ELA5.5	Document research sources according to a given format		
6ELA5.6	Present research findings using written text and/or media		
6ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
6ELA6.1	Speak and listen cooperatively		
6ELA6.2	Identify effective speaking techniques		
6ELA6.3	Ask and answer questions to generate possible solutions to a problem		
6ELA6.4	Develop, deliver, and evaluate oral presentations		
6ELA6.5	Follow multi-step oral directions		
6ELA6.6	Give multi-step directions to complete a task		
6ELA6.7	Organize information for a variety of purposes		
6ELA6.8	Practice test-taking strategies		
6ELA7	<b>WORD KNOWLEDGE</b>		
6ELA7.1	Use word parts to determine word meaning		
6ELA7.2	Use context clues to determine word meaning		
6ELA7.3	Identify differences between literal and figurative language in text		
6ELA8	<b>THE READING PROCESS</b>		
6ELA8.1	Apply reading process skills and strategies to literature and informational text		
6ELA8.2	Differentiate between main ideas and supporting details		
6ELA8.3	Summarize information from several sources		
6ELA8.4	Interpret non-literal language		
6ELA9	<b>LITERATURE</b>		
6ELA9.1	Identify the characteristics and elements of various literary forms		
6ELA9.2	Read and respond to various forms of literature		
6ELA9.3	Describe how an author creates mood by choosing words with specific connotations		
6ELA9.4	Compare a variety of themes generated by a single topic		

Identifier	Lander - Grade 6 - Language Arts/Reading	Introduced	Completed
6ELA10	<b>INFORMATIONAL TEXT</b>		
6ELA10.1	Identify and use text features to gain meaning		
6ELA10.2	Find similarities and differences in a text in the treatment, scope, or organization of ideas		
6ELA10.3	Evaluate how authors' ideas and purposes shape the content of texts		
6ELA10.4	Analyze the historical and cultural perspective of nonfiction		
6ELA10.5	Follow multi-step written directions to complete a task		
6ELA10.6	Practice interpreting maps, charts, and graphs		
6ELA10.7	Draw conclusions or make inferences		
6ELA10.8	Interpret information in new contexts		
6ELA10.9	Understand stated information (main ideas and details)		
6ELA10.10	Identify purpose or viewpoint		
6ELA10.11	Practice real-life reading skills		
6ELA10.12	Read independently to gather information		
6ELA11	<b>THE WRITING PROCESS</b>		
6ELA11.1	Apply the five stages of the writing process		
6ELA11.2	Analyze the influence of setting on characters		
6ELA11.3	Compare works of literature from the same historical period		
6ELA11.4	Write responses to literary selections		
6ELA11.5	Write summaries of nonfiction text		
6ELA11.6	Write with clarity and express ideas concisely		
6ELA12	<b>THE RESEARCH PROCESS</b>		
6ELA12.1	Formulate a plan for research to answer a focused question		
6ELA12.2	Differentiate and evaluate information from primary and secondary sources		
6ELA12.3	Document research sources according to a given format		
6ELA12.4	Record information using note-taking and organizational formats		
6ELA12.5	Present research findings using written text and/or media		
6ELA13	<b>COMMUNICATION/STUDY SKILLS</b>		
6ELA13.1	Speak and listen cooperatively		
6ELA13.2	Ask and answer questions to generate possible solutions to a problem		
6ELA13.3	Practice active listening skills		
6ELA13.4	Evaluate oral presentations		
6ELA13.5	Follow multi-step oral directions		
6ELA13.6	Apply techniques to aid memory		
6ELA13.7	Apply test-taking strategies		



Identifier	Kamico - Grade 6 - Mathematics	Introduced	Completed
M 6.1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 6.1.1A	Compare and order nonnegative rational numbers.		
M 6.1.1B	Generate equivalent forms of rational numbers including whole numbers, fractions, and decimals.		
M 6.1.1C	Use integers to represent real-life situations.		
M 6.1.1D	Write prime factorizations using exponents.		
M 6.1.1E	Identify factors and multiples including common factors and common multiples.		
M 6.1.2A	Model addition and subtraction situations involving fractions with pictures, words, and numbers.		
M 6.1.2B	Use addition and subtraction to solve problems involving fractions and decimals.		
M 6.1.2C	Use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates.		
M 6.1.2D	Estimate and round to approximate reasonable results and to solve problems where exact answers are not required.		
M 6.2	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 6.2.1A	Use ratios to describe proportional situations.		
M 6.2.1B	Represent ratios and percents with models, fractions, and decimals.		
M 6.2.1C	Use ratios to make predictions in proportional situations.		
M 6.2.2A	Use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.		
M 6.2.2B	Generate formulas to represent relationships involving perimeter, area, volume of a rectangular prism, etc., from a table of data.		
M 6.2.3A	Formulate an equation from a problem situation.		
M 6.3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 6.3.1A	Use angle measurements to classify angles as acute, obtuse, or right.		
M 6.3.1B	Identify relationships involving angles in triangles and quadrilaterals.		
M 6.3.1C	Describe the relationship between radius, diameter, and circumference of a circle.		
M 6.3.2A	Locate and name points on a coordinate plane using ordered pairs of nonnegative rational numbers.		
M 6.4	<b>MEASUREMENT</b>		
M 6.4.1A	Estimate measurements and evaluate reasonableness of results.		
M 6.4.1B	Select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter and circumference), area, time, temperature, capacity, and weight.		
M 6.4.1C	Measure angles.		
M 6.4.1D	Convert measurements within the same measurement system (customary and metric) based on relationships between units.		
M 6.5	<b>PROBABILITY AND STATISTICS</b>		
M 6.5.1A	Construct sample spaces using lists, tree diagrams, and combinations.		
M 6.5.1B	Find the probabilities of a simple event and its complement and describe the relationship between the two.		
M 6.5.2A	Compare different graphical representations of the same data.		
M 6.5.2B	Use median, mode, and range to describe data.		
M 6.5.2C	Sketch circle graphs to display data.		
M 6.5.2D	Solve problems by collecting, organizing, displaying, and interpreting data.		
M 6.6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 6.6.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.		
M 6.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 6.6.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 6.6.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.		
M 6.6.3A	Make conjectures from patterns or sets of examples and nonexamples.		
M 6.6.3B	Validate his/her conclusions using mathematical properties and relationships.		

Identifier	Nevada - Grade 6 - Mathematics	Introduced	Completed
6 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
6 M 1.6.1	Read, write, add, subtract, multiply, and divide using decimals, fractions, and percents.		
6 M 1.6.2	Apply decimals, fractions, and percents to solve mathematical and practical problems.		
6 M 1.6.3	Use the concepts of number theory, including prime and composite numbers, factors, multiples, and the rules of divisibility.		
6 M 1.6.6	Compare and order groups of fractions and groups of decimals (e.g., on a number line).		
6 M 1.6.7	Round to a given decimal place value; estimate using decimals, fractions, and percents.		
6 M 1.6.9	Use models and drawings to identify, compare, add, and subtract fractions with unlike denominators; use models to translate among fractions, decimals, and percents.		
6 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
6 M 2.6.1	Use and create tables and charts to extend a pattern in order to describe a rule.		
6 M 2.6.2	Identify, model, describe, and evaluate relationships using charts and tables, with and without technology.		
6 M 2.6.7	Use a rule to create a table and represent the ordered pairs on a coordinate grid.		
6 M 3	<b>MEASUREMENT</b>		
6 M 3.6.1	Estimate and convert units of measure for length, weight, and capacity, within the same measurement system (customary or metric).		
6 M 3.6.2	Explain how the size of the unit used affects the precision; given two measurements of the same object, select the one that is more precise.		
6 M 3.6.3	Estimate, measure to the required degree of accuracy, derive, and apply formulas to find the perimeter, circumference, and area of plane figures.		
6 M 3.6.5	Use ratios to describe and compare relationships between various objects.		
6 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
6 M 4.6.1	Measure angles; identify, describe by properties, classify, compare, and draw regular and irregular quadrilaterals; find the sum of the interior angles of triangles and quadrilaterals.		
6 M 4.6.2	Determine actual measurements represented on scale drawings (e.g., maps, blueprints, house plans).		
6 M 4.6.3	Using a coordinate grid, identify coordinates for a given point and locate points of given coordinates; plot geometric shapes in all four quadrants.		
6 M 4.6.4	Make a model of a three-dimensional prism from a two-dimensional drawing and make a two-dimensional drawing of a three-dimensional prism.		
6 M 4.6.5	Model slope (pitch, angle of inclination) using concrete objects and practical examples.		
6 M 4.6.6	Draw complementary and supplementary angles; identify and find measures of complementary and supplementary angles using arithmetic and geometric methods.		
6 M 4.6.7	Determine the measures of missing angles of triangles based on the triangle sum theorem (the sum of the interior angles of a triangle equals 180 degrees).		
6 M 4.6.8	Construct circles, angles, and triangles based on given measurements using a variety of methods (e.g., protractor, paper folding).		
6 M 5	<b>DATA ANALYSIS</b>		
6 M 5.6.1	Interpret data using various formats including circle graphs.		
6 M 5.6.2	Conduct simple probability experiments using concrete materials and represent the results using decimals, percents, and ratios.		
6 M 5.6.3	Solve probability problems using a variety of methods including constructing sample spaces and tree diagrams.		
6 M 5.6.5	Analyze the effect a change of format will have on interpretation of statistical charts and graphs.		
6 M 5.6.6	Analyze data in a variety of formats to draw conclusions and make predictions.		
6 M 6	<b>PROBLEM SOLVING</b>		
6 M 6.6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
6 M 6.6.2	Apply previous experience and knowledge to new problem-solving situations.		
6 M 6.6.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
6 M 6.6.6	Try more than one strategy when the first strategy proves to be unproductive.		
6 M 6.6.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
6 M 6.6.9	Generalize solutions and strategies from earlier problems to new problem situations.		
6 M 6.6.10	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.		
6 M 6.6.13	Use technology, including calculators, to solve problems and verify solutions.		
6 M 6.6.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
6 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
6 M 7.6.1	Discuss and exchange ideas about mathematics as a part of learning.		
6 M 7.6.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
6 M 7.6.3	Read expository text to learn about mathematics.		

Identifier	Nevada - Grade 6 - Mathematics	Introduced	Completed
6 M 7.6.6	Interpret and solve word problems without the necessity of key words or phrases.		
6 M 7.6.8	Use physical material, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats.		
6 M 7.6.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
6 M 7.6.11	Make conjectures and present arguments in discussions of mathematical ideas.		
6 M 7.6.13	Explain and evaluate thinking about mathematical ideas and solutions.		
6 M 7.6.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
6 M 7.6.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
6 M 7.6.17	Use mathematical notation to communicate and explain mathematical situations.		
6 M 8	<b>MATHEMATICAL REASONING</b>		
6 M 8.6.2	Justify answers and the steps taken to solve problems, with and without manipulatives and physical models.		
6 M 8.6.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
6 M 8.6.5	Follow a logical argument and judge its validity.		
6 M 8.6.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
6 M 8.6.8	Ask questions to reflect on, clarify, and extend thinking.		
6 M 8.6.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
6 M 8.6.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
6 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
6 M 9.6.1	Link new concepts to prior knowledge.		
6 M 9.6.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
6 M 9.6.3	Use models to explain the relationship of concepts to procedures.		
6 M 9.6.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
6 M 9.6.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
6 M 9.6.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
6 M 9.6.8	Identify, explain, and use mathematics in everyday life.		

Identifier	<b>Lander - Grade 6 - Mathematics</b>	Introduced	Completed
6M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
6M1.1	Compute, model and translate among forms of rational numbers		
6M1.2	Develop accuracy in modeling and computing with fractions, decimals and percents		
6M1.3	Develop estimation and rounding skills		
6M1.4	Develop strategies for solving application problems using decimals, ratios and percents		
6M1.5	Apply the concept of number theory to solve problems		
6M1.6	Compare and order fractions and decimals		
6M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
6M2.1	Describe and evaluate relationships using charts and tables		
6M2.2	Create tables and charts to extend patterns		
6M2.3	Create tables and charts to represent ordered pairs on a coordinate grid		
6M2.4	Model situations using algebraic expressions		
6M3	<b>MEASUREMENT</b>		
6M3.1	Estimate and convert units of measure for length, weight, and capacity		
6M3.2	Determine the most precise unit of measurement for a particular situation		
6M3.3	Estimate and use formulas to find the perimeter, circumference and area of plane figures		
6M3.4	Use ratios to compare relationships between objects		
6M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
6M4.1	Measure angles and find the sum of interior angles		
6M4.2	Classify and compare geometric figures		
6M4.3	Identify actual measurements from scale drawings		
6M4.4	Locate and plot points on a coordinate grid		
6M4.5	Build a 3-dimensional model from a 2-dimensional drawing		
6M4.6	Model slope		
6M4.7	Draw and measure angles; find the missing angle of a triangle		
6M4.8	Construct circles, angles and triangles using geometry tools		
6M7	<b>DATA ANALYSIS</b>		
6M7.1	Interpret data from graphs, including circle graphs		
6M7.2	Conduct probability experiments		
6M7.3	Solve probability problems		
6M7.4	Analyze different forms of statistical charts and graphs to draw conclusions and make predictions		

Identifier	Nevada - Grade 6 - Social Studies		Introduced	Completed
6 SS C	<b>CIVICS</b>			
6 SS C 1.8.1	Rules and Law	Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships).		
6 SS C 1.8.2	Rules and Law	Describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy.		
6 SS C 1.8.4	Rules and Law	Explain popular sovereignty and the need for citizen involvement at all levels of U.S. government.		
6 SS C 1.8.5	Rules and Law	Describe how the U.S. Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the U.S. Constitution.		
6 SS C 2.8.1	US Government	Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. Constitution.		
6 SS C 2.8.2	US Government	Explain the historic compromises that created a two-house Congress and identify the responsibilities of each.		
6 SS C 2.8.3	US Government	Discuss enumerated and implied powers of the U.S. Congress.		
6 SS C 2.8.4	US Government	Describe the duties of the President, such as presenting a budget proposal.		
6 SS C 2.8.5	US Government	List the ways the Supreme Court determines policy, including judicial review, interpreting laws, and overruling or revising its previous decisions.		
6 SS C 2.8.6	US Government	Describe the trial process, including the selection and responsibilities of jurors.		
6 SS C 2.8.7	US Government	Explain the system of checks and balances in the design of the U.S. Constitution.		
6 SS C 3.8.1	National and State Government	Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments.		
6 SS C 3.8.2	National and State Government	Define "federalism."		
6 SS C 3.8.3	National and State Government	Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.		
6 SS C 4.8.1	Political Process	Describe the election process.		
6 SS C 4.8.2	Political Process	Provide examples of how political parties changed.		
6 SS C 4.8.3	Political Process	Identify the impact of interest groups on the political process.		
6 SS C 4.8.4	Political Process	Identify the influence of the media in forming public opinion.		
6 SS C 4.8.5	Political Process	Identify propaganda and persuasion in political advertising and literature.		
6 SS C 4.8.6	Political Process	Provide examples of contemporary public issues that may require public solutions.		
6 SS C 5.8.1	Citizenship	Identify the rights, privileges, and responsibilities associated with U.S. citizenship, including voting; holding office; jury duty; or military, community, or public service.		
6 SS C 5.8.3	Citizenship	Explain the significance of mottoes and symbols, including E Pluribus Unum, national anthem, flag, Statue of Liberty, Great Seal, oath of office, and Pledge of Allegiance.		
6 SS C 5.8.4	Citizenship	Explain the necessity of the Bill of Rights for a democratic society.		
6 SS C 5.8.6	Citizenship	Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States.		
6 SS C 6.8.1	State and Local Government	Compare the organization and purpose of state, local, and tribal government.		
6 SS C 6.8.5	State and Local Government	Describe the juvenile, civil, and criminal court systems.		
6 SS C 7.8.1	Political and Economic Systems	Define the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, and communism.		
6 SS C 7.8.2	Political and Economic Systems	Define the world's major economic systems, including capitalism, mixed economy, socialism, and command economy.		
6 SS C 8.8.1	International Relations	Identify nations that play a significant role in U.S. foreign policy.		
6 SS C 8.8.2	International Relations	Define foreign policy and describe ways nations interact diplomatically, including treaties, trade, humanitarian aid, and military intervention.		
6 SS C 8.8.3	International Relations	Describe the purpose of the United Nations.		
6 SS C 8.8.4	International Relations	List and describe nongovernmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.		
6 SS E	<b>ECONOMICS</b>			
6 SS E 1.8.1	Economic Way of Thinking	Use the concept of opportunity cost to evaluate the tradeoffs when choices occur.		
6 SS E 1.8.2	Economic Way of Thinking	Explain that self-interest is a motivational factor when people respond to incentives.		
6 SS E 1.8.3	Economic Way of Thinking	Identify the additional benefits and the additional costs that result from choosing a little more or a little less.		
6 SS E 1.8.4	Economic Way of Thinking	Evaluate career paths by comparing costs and benefits.		

Identifier	Nevada - Grade 6 - Social Studies		Introduced	Completed
6 SS E 2.8.1	Measure US Economic Performance	Explain gross domestic product (GDP) and how it is used to describe a country's economic output.		
6 SS E 2.8.2	Measure US Economic Performance	Given data on population and GDP for several countries, determine their per capita GDP, and compare with the U.S.		
6 SS E 2.8.4	Measure US Economic Performance	Use the consumer price index (CPI) to compare the buying power of the U.S. dollar in one year with its buying power in another year.		
6 SS E 2.8.6	Measure US Economic Performance	Identify the unemployment rate as the percentage of people in the labor force who are not working, but who are actively pursuing work.		
6 SS E 2.8.7	Measure US Economic Performance	Distinguish between a high rate and a low rate of unemployment for the U.S. economy over time.		
6 SS E 2.8.8	Measure US Economic Performance	Explain why riskier loans command higher interest rates than safer loans.		
6 SS E 2.8.9	Measure US Economic Performance	Distinguish between high and low interest rates for the U.S. economy over time.		
6 SS E 2.8.10	Measure US Economic Performance	Identify career fields that are experiencing growth and career fields that are experiencing decline.		
6 SS E 3.8.1	Functioning of Markets	Give examples of markets in which people benefit from trade.		
6 SS E 3.8.2	Functioning of Markets	Explain how supply and demand function to determine market prices.		
6 SS E 3.8.3	Functioning of Markets	Explain why buyers demand less yet sellers supply more when prices go up.		
6 SS E 3.8.4	Functioning of Markets	Explain why buyers demand more yet sellers supply less when prices go down.		
6 SS E 3.8.6	Functioning of Markets	Identify instances in which people might pay interest or receive interest.		
6 SS E 3.8.7	Functioning of Markets	Explain the factors that should be considered when making individual purchasing decisions, given changes in prices.		
6 SS E 4.8.1	Private US Economic Institutions	Explain the purposes and functions of financial institutions (e.g., to channel funds from savers to borrowers).		
6 SS E 4.8.2	Private US Economic Institutions	Explain the purposes and functions of labor unions (e.g., collective bargaining).		
6 SS E 4.8.3	Private US Economic Institutions	Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation.		
6 SS E 4.8.4	Private US Economic Institutions	Explain why not-for-profit organizations are tax exempt.		
6 SS E 4.8.5	Private US Economic Institutions	Compare the rewards and risks of saving and borrowing money with several types of financial institutions.		
6 SS E 4.8.6	Private US Economic Institutions	Investigate careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
6 SS E 5.8.1	Money	Illustrate how prices stated in money terms help people compare the value of products.		
6 SS E 5.8.4	Money	Describe the transition from the use of commodities as money to the use of modern forms of money.		
6 SS E 5.8.5	Money	Identify pros and cons of paying with cash versus using credit.		
6 SS E 6.8.1	US Economy as a Whole	Explain ways in which households, schools, or community groups allocate resources.		
6 SS E 6.8.2	US Economy as a Whole	Explain how consumer and producer reactions to price changes affect resource allocation.		
6 SS E 6.8.3	US Economy as a Whole	Explain how the current utilization of a productive resource affects the availability of that resource in the future.		
6 SS E 6.8.4	US Economy as a Whole	Explain the circular flow of economic activity.		
6 SS E 6.8.5	US Economy as a Whole	Identify factors that can affect an individual's likelihood of being unemployed.		
6 SS E 6.8.6	US Economy as a Whole	Explain that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces.		
6 SS E 6.8.7	US Economy as a Whole	Identify a career path of interest and explain how the associated earnings are affected by the market.		
6 SS E 7.8.1	Evolving Economy	Explain how investment improves standards of living by increasing productivity.		
6 SS E 7.8.4	Evolving Economy	Describe the advantages and disadvantages of being an entrepreneur.		
6 SS E 7.8.5	Evolving Economy	Illustrate how competition among sellers decreases prices, while competition among buyers increases prices.		
6 SS E 7.8.6	Evolving Economy	Give examples of how specialization is facilitated by trade.		
6 SS E 7.8.7	Evolving Economy	Give examples of ways investment can improve students' performance in school, sports, etc.		
6 SS E 8.8.1	Role of Government in a Market Economy	Give examples of the kinds of goods and services that government provides.		
6 SS E 8.8.2	Role of Government in a Market Economy	Give examples of activities that benefit participants, yet harm nonparticipants.		
6 SS E 8.8.3	Role of Government in a Market Economy	Identify methods by which government redistributes income.		

Identifier	Nevada - Grade 6 - Social Studies		Introduced	Completed
6 SS E 8.8.4	Role of Government in a Market Economy	Give examples of ways government protects property.		
6 SS E 8.8.7	Role of Government in a Market Economy	Describe how paying sales, property, and income taxes affects the amount of money an individual has available for spending.		
6 SS E 9.8.1	International Economy	Explain how governments use tariffs or quotas to restrict trade.		
6 SS E 9.8.2	International Economy	Describe how economic interdependence among countries affects standards of living in those countries.		
6 SS E 9.8.4	International Economy	Compute prices of U.S. products in terms of other countries' currencies.		
6 SS E 9.8.5	International Economy	Identify goods that would not be readily available in U.S. stores if there were no international trade.		
6 SS G	<b>GEOGRAPHY</b>			
6 SS GS.6.1	Geographic Skills	Ask questions about a geographic change that is taking place in their city or region.		
6 SS GS.6.2	Geographic Skills	Collect geographic facts from a physical region in their community.		
6 SS GS.6.3	Geographic Skills	Create a diagram that will illustrate geographic information.		
6 SS GS.6.4	Geographic Skills	Outline and prioritize geographic information from a variety of geographic sources.		
6 SS GS.6.5	Geographic Skills	Utilize visual displays to support conclusions drawn about geographic information.		
6 SS G 1.6.1	World in Spatial Terms	Identify and locate Earth's major parallels and meridians.		
6 SS G 1.6.2	World in Spatial Terms	Identify different map projections (e.g., Robinson and Mercator).		
6 SS G 1.6.3	World in Spatial Terms	Use maps, graphic representations, aerial photographs, satellite images, and computer resources to identify and locate Earth's physical and human systems.		
6 SS G 1.6.4	World in Spatial Terms	Create a sketch map of geographical setting from a written narrative (e.g., Incredible Journey, Island of the Blue Dolphins).		
6 SS G 1.6.5	World in Spatial Terms	Use historical maps to discuss changes that have occurred in a place over time.		
6 SS G 1.6.6	World in Spatial Terms	Use a map of the community to discuss a local geographic issue (e.g., location of school, park, and highway).		
6 SS G 2.6.1	Places and Regions	Locate examples of landforms that define the political boundaries of their state or region.		
6 SS G 2.6.2	Places and Regions	Identify and locate examples of cultural regions found within the United States (e.g., Amish, Cajun).		
6 SS G 2.6.3	Places and Regions	Discuss how the same issue is perceived by different cultural groups.		
6 SS G 2.6.4	Places and Regions	Choose a technology and examine the different stages of its development (e.g., transportation, communication).		
6 SS G 2.6.5	Places and Regions	Describe a physical region that has had an impact on human activities.		
6 SS G 2.6.6	Places and Regions	Describe the impact that change in your community or state has had on its environment or population.		
6 SS G 2.6.7	Places and Regions	Give examples of how geographers create regions to help organize information about people and places.		
6 SS G 3.6.1	Physical Systems	Explain how conditions in the atmosphere can affect those on the lithosphere.		
6 SS G 3.6.2	Physical Systems	Characterize natural hazards into one of Earth's four basic physical systems from which they can originate.		
6 SS G 3.6.3	Physical Systems	Describe characteristics of a specific ecosystem.		
6 SS G 3.6.4	Physical Systems	Describe the biodiversity of various ecosystems on Earth.		
6 SS G 3.6.5	Physical Systems	Describe the changes that take place in an ecosystem over time (e.g., due to plant succession, fire, pollution).		
6 SS G 4.6.1	Human Systems	Recognize common demographic trends within Nevada and the United States.		
6 SS G 4.6.2	Human Systems	Describe changes that occur in a place due to human migration.		
6 SS G 4.6.3	Human Systems	Discuss changes in the historical movement of people and goods.		
6 SS G 4.6.4	Human Systems	Identify the patterns of local and state migration and settlement.		
6 SS G 4.6.5	Human Systems	Explain the geographic reasons why states and countries trade with each other.		
6 SS G 4.6.6	Human Systems	Identify regions that depend on a primary economic activity.		
6 SS G 4.6.7	Human Systems	Create a map showing the locations of both developed and developing countries and explain the pattern of human development.		
6 SS G 4.6.8	Human Systems	Use a map to locate the headquarters of various cultural, political, and economic organizations.		
6 SS G 4.6.9	Human Systems	Create a map to illustrate an example of political boundaries.		
6 SS G 5.6.1	Environment and Society	Use maps or photographs to document changes in the physical environment.		
6 SS G 5.6.2	Environment and Society	Describe a specific opportunity provided by a particular physical environment.		
6 SS G 5.6.3	Environment and Society	Explain how a local industry has accelerated change in the physical environment.		
6 SS G 5.6.4	Environment and Society	Explore the impact of human modification of the physical environment on the people who live there.		

Identifier	Nevada - Grade 6 - Social Studies		Introduced	Completed
6 SS G 5.6.5	Environment and Society	Identify natural hazards that are common to different regions of the United States or the world.		
6 SS G 5.6.6	Environment and Society	Explain how natural resources help people create other products and industries.		
6 SS G 5.6.7	Environment and Society	Describe how Earth's resources can be modified to create wealth.		
6 SS G 6.6.1	Geographic Applications	Identify resources that have played a role in historical events or movements.		
6 SS G 6.6.2	Geographic Applications	Identify resources that are playing a role in current events.		
6 SS G 6.6.3	Geographic Applications	Discuss a geographic issue from more than one point of view.		
6 SS G 6.6.4	Geographic Applications	Describe how human actions could modify future conditions on Earth.		
6 SS H	<b>HISTORY</b>			
6 SS H 1.8.1	Chronology	Describe how a current event is presented by multiple sources.		
6 SS H 1.8.2	Chronology	Create a tiered time line.		
6 SS H 2.8.1	History Skills	Frame historical questions that examine multiple viewpoints.		
6 SS H 2.8.2	History Skills	Evaluate sources of historical information based on bias, credibility, cultural context, reliability, and time period.		
6 SS H 2.8.3	History Skills	Read and use informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
6 SS H 3.8.1	Prehistory to 400 CE	Explain the characteristics and environments of hunter-gatherer.		
6 SS H 3.8.2	Prehistory to 400 CE	Identify significant characteristics of early agricultural societies, including farming and domestication of animals.		
6 SS H 3.8.3	Prehistory to 400 CE	Locate ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome.		
6 SS H 3.8.4	Prehistory to 400 CE	Describe achievements made by ancient and classical civilizations, including the Americas, China, Egypt, Greece, India, Mesopotamia, and Rome.		
6 SS H 3.8.5	Prehistory to 400 CE	Describe the lifestyles of Nevada's Desert Archaic people.		
6 SS H 4.8.1	1 CE to 1400	Describe the Viking exploration of North America.		
6 SS H 4.8.2	1 CE to 1400	Describe contributions of and locate the Mayan, Aztec, and Incan civilizations.		
6 SS H 4.8.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
6 SS H 4.8.4	1 CE to 1400	Identify the characteristics of European feudalism.		
6 SS H 5.8.1	1200 to 1750	Define the Renaissance in terms of science and fine arts.		
6 SS H 5.8.5	1200 to 1750	Describe the lifestyles of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.		
6 SS H 5.8.6	1200 to 1750	Describe Native North American cultural regions, such as Southwest, Southeast, Northeast, Northwest, California, Great Basin, Plains, Plateau, Arctic, and Sub-Arctic.		
6 SS H 5.8.7	1200 to 1750	Describe motivations for Scandinavian and European explorations, including all-water routes to Asia, trade, and religion.		
6 SS H 5.8.8	1200 to 1750	Explain interactions among Native Americans, Europeans, and Africans.		
6 SS H 5.8.9	1200 to 1750	Compare the lifestyles of Native Americans with those of the colonists.		
6 SS H 5.8.10	1200 to 1750	Explain where and why colonies were established in the Americas by European nations and how those colonies were governed.		
6 SS H 5.8.11	1200 to 1750	Describe lifestyles in the New England, Middle, and Southern colonies.		
6 SS H 5.8.12	1200 to 1750	Describe the African slave trade.		
6 SS H 6.8.1	1700 to 1865	Describe major inventions of the Industrial Revolution, including steam engine and textile machines.		
6 SS H 6.8.3	1700 to 1865	Describe the effect of laws and taxes enacted by the British on the American colonies, including Stamp Act, Intolerable Acts, and Quartering Act.		
6 SS H 6.8.4	1700 to 1865	Explain the major ideas expressed in the Declaration of Independence, including equality; right to change government; and life, liberty, and the pursuit of happiness.		
6 SS H 6.8.5	1700 to 1865	Describe key people and events of the American Revolution, including King George III, George Washington, Lexington and Concord, Battle of Saratoga, and Valley Forge.		
6 SS H 6.8.6	1700 to 1865	Identify the Articles of Confederation.		
6 SS H 6.8.7	1700 to 1865	Explain why the Constitution was written.		
6 SS H 6.8.8	1700 to 1865	Identify the principles of the Bill of Rights.		
6 SS H 6.8.12	1700 to 1865	Define capitalism and free market economy.		
6 SS H 6.8.13	1700 to 1865	Describe the early development of the United States government, including Washington's cabinet, Marbury v. Madison, and political parties.		
6 SS H 6.8.14	1700 to 1865	Describe contributing factors in the development of a national identity, such as the cotton gin, Erie Canal, the factory system, immigration and nativism, Monroe Doctrine, railroads, telegraph, and War of 1812.		
6 SS H 6.8.15	1700 to 1865	Identify key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Horace Mann, Sojourner Truth, and Seneca Falls Declaration.		



Identifier	Nevada - Grade 6 - Social Studies		Introduced	Completed
6 SS H 6.8.16	1700 to 1865	Recognize the development of an emerging United States culture, including contributions from literature, language development, poetry, and music.		
6 SS H 6.8.17	1700 to 1865	Describe Manifest Destiny and the expansion of the United States, including Lewis and Clark and the Louisiana Purchase, Trail of Tears, the Battle of the Alamo, Treaty of Guadalupe-Hidalgo, Oregon and California Trails, Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail, Donner Party, and California gold rush.		
6 SS H 6.8.18	1700 to 1865	Describe the contributions of the explorers and settlers in preterritorial Nevada and their influences on the future, including Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, and Jedediah Smith.		
6 SS H 6.8.19	1700 to 1865	Describe the Mormon influence on the political and economic development of preterritorial Nevada.		
6 SS H 6.8.20	1700 to 1865	Define abolition and identify the key people and events of the movement, including Frederick Douglass, Harriet Tubman, Underground Railroad, and Sojourner Truth.		
6 SS H 6.8.21	1700 to 1865	Identify the causes, key people, events, and outcome of the Civil War, including states' rights and slavery, President Lincoln, Emancipation Proclamation, Vicksburg and Gettysburg, Gettysburg Address, and Generals Grant and Lee.		
6 SS H 6.8.22	1700 to 1865	Explain the events that led to Nevada statehood, including Comstock Lode and Election of 1864.		
6 SS H 7.8.1	1860 to 1920	Identify the 13th, 14th, and 15th Amendments to the Constitution.		
6 SS H 7.8.2	1860 to 1920	Identify the Black Codes and Jim Crow Laws.		
6 SS H 7.8.3	1860 to 1920	Discuss the interactions between settlers and Native Americans during the westward expansion, including Ghost Dance/Wounded Knee and Little Big Horn.		
6 SS H 7.8.4	1860 to 1920	Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States.		
6 SS H 7.8.5	1860 to 1920	Describe the western frontier, including communication (pony express and telegraph), farming and water issues, mining, ranching, and transportation.		
6 SS H 7.8.7	1860 to 1920	Describe effects of industrialization and new technologies on the transformation of the United States, including steel industry, mass production, mechanized assembly line, and communication.		
6 SS H 7.8.8	1860 to 1920	Identify American industrialists and their contributions, including Andrew Carnegie, Henry Ford, and John D. Rockefeller.		
6 SS H 7.8.9	1860 to 1920	Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States.		
6 SS H 7.8.11	1860 to 1920	Describe the goals and accomplishments of labor unions in Nevada and the United States.		
6 SS H 7.8.13	1860 to 1920	Describe the women's suffrage movement and the 19th Amendment.		
6 SS H 7.8.14	1860 to 1920	Describe United States expansion, including Alaska, Hawaii, Panama Canal, and Spanish-American War.		
6 SS H 7.8.17	1860 to 1920	Identify causes, outcome, and consequences of World War I, including Sarajevo, alliances and nationalism, weapons and tactics, and Treaty of Versailles.		
6 SS H 8.8.1	1920 to 1945	Define totalitarianism.		
6 SS H 8.8.2	1920 to 1945	Identify scientific and technological advancements and their impacts, including airplane, radio, automobile, and household appliances.		
6 SS H 8.8.4	1920 to 1945	Explain how literature, music, and visual arts were a reflection of the time.		
6 SS H 8.8.5	1920 to 1945	Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada, including stock market crash, family life, Hoover Dam, and government programs.		
6 SS H 8.8.6	1920 to 1945	Identify causes, effects, and outcome of World War II, including legacy of World War I, Pearl Harbor, Allies, Axis powers and leaders, atomic bomb, and United Nations.		
6 SS H 8.8.7	1920 to 1945	Identify key elements of the Holocaust, including "Aryan supremacy," Kristallnacht, "Final Solution," and concentration and death camps.		
6 SS H 8.8.8	1920 to 1945	Identify the effects of World War II on the home front in the United States and Nevada, including end of the Great Depression, internment camps, rationing, propaganda, and "Rosie the Riveter."		
6 SS H 9.8.1	1945 to 1990	Identify the Cold War, including Marshall Plan, Berlin Blockade, and NATO.		
6 SS H 9.8.2	1945 to 1990	Identify the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
6 SS H 9.8.3	1945 to 1990	Explain why the United Nations was involved in the Korean War and the outcome of its involvement.		
6 SS H 9.8.5	1945 to 1990	Discuss how science and technology changed life in the United States after World War II, including television, electronics and computers, and medical advances.		
6 SS H 9.8.6	1945 to 1990	Summarize the changes in the United States' demographics.		

Identifier	Nevada - Grade 6 - Social Studies		Introduced	Completed
6 SS H 9.8.7	1945 to 1990	Describe the impact of the United States military and atomic testing in Nevada.		
6 SS H 9.8.8	1945 to 1990	Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including Rosa Parks, Martin Luther King Jr., Brown v. Board of Education, voting rights, integration, Grant Sawyer, and César Chávez.		
6 SS H 9.8.9	1945 to 1990	Identify the causes and effects of the Vietnam War, including Tet Offensive, Gulf of Tonkin Resolution, antiwar movement, draft and lottery, and POWs and MIAs.		
6 SS H 9.8.10	1945 to 1990	Identify the significance to United States political culture of the following: Watergate, Iranian hostage crisis, Iran-Contra Affair.		
6 SS H 9.8.11	1945 to 1990	Identify key people and events that contributed to the end of the Cold War, including recognition of China, détente, disarmament, and Strategic Defense Initiative.		
6 SS H 9.8.12	1945 to 1990	Describe the significance of the breakup of the USSR, including fall of the Berlin Wall.		
6 SS H 9.8.13	1945 to 1990	Describe the effects of tourism and gaming on Nevada.		
6 SS H 9.8.14	1945 to 1990	Identify examples of arts, music, literature, and the media in United States society.		
6 SS H 10.8.1	1990 to Present	Describe scientific and technological developments, including personal computers, Internet, satellites, and medical advances.		
6 SS H 10.8.3	1990 to Present	Describe major world, national, and local issues, including ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation.		
6 SS H 10.8.4	1990 to Present	Identify the causes and effects of the Persian Gulf War.		
6 SS H 10.8.5	1990 to Present	Identify the role of the media in the changing political climate.		
6 SS H 10.8.6	1990 to Present	Identify how literature, music, and the visual arts are a reflection of the time.		

Identifier	<b>Lander - Grade 6 - Social Studies</b>	Introduced	Completed
6S1	<b>CIVICS</b>		
6S1.1	Know why society needs rules, laws, and governments		
6S1.2	Know the roles, rights, and responsibilities of United States citizens and the symbols of our country		
6S2	<b>ECONOMICS</b>		
6S2.1	Demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.		
6S2.2	Demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.		
6S3	<b>GEOGRAPHY</b>		
6S3.1	Use maps, globes, and other geographic tools and technologies to locate and derive information about people, places and environments.		
6S3.2	Understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.		
6S3.3	Understand how physical processes shape Earth's surface patterns and ecosystems.		
6S4	<b>HISTORY</b>		
6S4.1	Use chronology to organize and understand the sequence and relationship of events.		
6S4.2	Understand the development of human societies, civilizations, and empires through 400 CE.		

Identifier	Nevada - Grade 6 - Science		Introduced	Completed
6 S PS	<b>PHYSICAL SCIENCE</b>			
6 S PS 1.6.1	Forces and Motion	Investigate and describe the concept that some objects move so slowly or so rapidly that their motion is difficult to detect.		
6 S PS 1.6.3	Forces and Motion	Investigate and describe how machines can use motion to do work.		
6 S PS 1.6.4	Forces and Motion	Investigate and describe the relationship between the mass and the volume of various objects.		
6 S PS 2.6.4	Structure and Properties of Matter	Explain that all matter is composed of atoms, and atoms are composed of smaller particles.		
6 S PS 2.6.6	Structure and Properties of Matter	Investigate and describe how elements can combine to form new substances which often have different properties.		
6 S PS 3.6.4	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how electrical energy can be transferred through various materials.		
6 S PS 3.6.5	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how energy exists in different forms (e.g., heat, light, chemical, electrical, and others).		
6 S PS 4.6.2	Chemical Reaction	Investigate and describe how chemical reactions may be fast or slow.		
6 S PS 5.6.1	Nuclear Energy and Electromagnetic Energy	Describe light in terms of simple properties (e.g., color, brightness).		
6 S ESS	<b>EARTH AND SPACE SCIENCE</b>			
6 S ESS 11.6.3	Earth Models	Investigate, design, and use various kinds of maps.		
6 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
6 S NHS 18.6.5	Scientific, Historical, and Technological Perspectives	Identify and describe various technological tools that scientists use to help them do their work.		
6 S NHS 19.6.3	Reasoning and Critical Response Skills	Investigate and describe the components of systems (including processes or parts).		
6 S NHS 19.6.4	Reasoning and Critical Response Skills	Distinguish between fact and opinion when responding to information.		
6 S SI	<b>SCIENTIFIC INQUIRY, PROCESSES AND SKILLS</b>			
6 S SI 20.6.2	Systems, Models, Risk, and Predictions	Analyze data to predict likely outcomes (e.g., how temperature range can affect the survival rate of a species).		
6 S SI 24.6.1	Laboratory Skills and Safety	Use safety equipment and attire.		

Identifier	<b>Lander - Grade 6 - Science</b>	Introduced	Completed
6Sc1	<b>FOUNDATIONS OF SCIENCE</b>		
6Sc1.1	Describe the steps of the scientific method		
6Sc1.2	Use the appropriate metric measurement for length, mass, volume, and temperature		
6Sc1.3	Practice safety measures in the laboratory		
6Sc2	<b>THE CELL</b>		
6Sc2.1	Distinguish between living and non-living matter		
6Sc2.2	Compare plant and animal cells		
6Sc2.3	Discuss the relationships among cells, tissues, organs, systems, and organisms		
6Sc3	<b>HUMANS AND ENVIRONMENT</b>		
6Sc3.1	Explain how human populations interact with the environment		
6Sc3.2	Distinguish between renewable and nonrenewable resources		
6Sc3.3	Diagram various natural cycles		
6Sc4	<b>DIVERSITY OF LIFE</b>		
6Sc4.1	Explore the major groups of animals		
6Sc4.2	Explore the major groups of plants		
6Sc4.3	Analyze the characteristics of organisms that do not fit the description of plants or animals		
6Sc5	<b>TAXONOMY</b>		
6Sc5.1	Describe characteristics scientists use to classify organisms		
6Sc5.2	Distinguish between common names and scientific names		
6Sc5.3	Use a key to identify organisms		
6Sc6	<b>CELLULAR REPRODUCTION AND GENETICS</b>		
6Sc6.1	Explore cells as the structural foundation for all living things		
6Sc6.2	Describe how traits are passed from one generation to the next		
6Sc6.3	Explain how natural selection leads to new and varied species		

# Lander County School District

## Assessed Standards/Curriculum

### Grade 7

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Grade 7 - Computer and Technology	Introduced	Completed
7 CT 1	<b>PROBLEM SOLVING</b>		
7 CT 1.8.1	Differentiate design/problem-solving methods and components of technology using accurate terminology.		
7 CT 1.8.2	Select and evaluate appropriate designs requiring optimization and making trade-offs.		
7 CT 1.8.3	Select and apply a design/problem-solving method to reach a desired outcome.		
7 CT 2	<b>PRODUCTIVITY TOOLS</b>		
7 CT 2.8.1	Demonstrate proficiency and accuracy in keyboarding skills.		
7 CT 2.8.2	Create a document using advanced formatting techniques that demonstrate the ability to import a graphic, type, edit, and print.		
7 CT 2.8.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query.		
7 CT 2.8.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Print a spreadsheet showing formulas.		
7 CT 2.8.5	Create a multipage multimedia presentation using text, graphics, and sound to effectively communicate a concept.		
7 CT 2.8.6	Organize files on a computer disk, drive, server, or other storage device.		
7 CT 2.8.7.1	Explain the advantages of connectivity with various systems to share information and resources.		
7 CT 2.8.7.2	Employ the use of electronic communication.		
7 CT 3	<b>RESEARCH TOOLS</b>		
7 CT 3.8.1	Select a research topic or a statement of a problem identifying its elements, its scope, and the expected outcomes using technology tools.		
7 CT 3.8.2	Generate a list of keywords for a research topic or problem and conduct a search of electronic-based sources.		
7 CT 3.8.3	Select and evaluate information from a variety of remote resources for a research topic or problem exploring hyperlinks.		
7 CT 3.8.4	Use an organizational format to arrange information for presentation or decision making.		
7 CT 3.8.5	Check collected information for reliability, authenticity, and timeliness, citing sources of copyrighted materials in papers, projects, and multimedia presentations.		
7 CT 3.8.6	Generate a bibliography.		
7 CT 4	<b>TOOLS AND PROCESSES</b>		
7 CT 4.8.1	Explain how technology skills and tools enhance productivity in creating projects, building prototypes and modeling (e.g., measuring, shaping, forming, and fastening materials).		
7 CT 4.8.2	Use tools, instrumentation, equipment, materials, and processes to make designs, simulations, and prototypes.		
7 CT 4.8.3	Compare and contrast the safe use of technology tools, hand and power tools, processes, and materials in diverse computer and technology applications.		
7 CT 4.8.4	Demonstrate an understanding of the operation and maintenance of technology tools such as hand tools, power tools, lasers, hydraulics, pneumatics, electronics, hardware, software, CNC machines, computers, robotics, and fiber optics.		
7 CT 5	<b>SYSTEMS</b>		
7 CT 5.8.1	Interpret resources that are essential and those that must be used effectively to produce a desired outcome; an output from one system may be input to another system.		
7 CT 5.8.2	Differentiate among various systems, explain capabilities and limitations, and identify the ways in which they are controlled to produce a desired outcome (e.g., limitations of the components of a computer system).		
7 CT 5.8.3	Use a system to achieve a desired outcome in the areas of construction, communication, manufacturing, energy, power, transportation, and biotechnology.		
7 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
7 CT 6.8.1	Practice legal and ethical behaviors when using information and technology. Discuss the consequences of misuse on society and the environment.		
7 CT 6.8.2	Evaluate the effect technology has on society and the environment.		
7 CT 6.8.3	Examine the role of technology in the workplace and explore careers that use technology.		
7 CT 6.8.4	Explain how people can control the technologies they develop and use, and why people are responsible for the effects these have on society, the environment, and careers.		

Identifier	Nevada - Grade 7 - Health	Introduced	Completed
7 H			
7 H 1.8.1	Explain the impact of personal health behaviors on the functioning of body systems.		
7 H 1.8.2	Describe how growth and development relate to personal health decisions.		
7 H 1.8.3	Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs.		
7 H 1.8.4	Analyze the physiological and psychological effects of drug usage.		
7 H 1.8.5	Demonstrate knowledge and strategies for personal safety.		
7 H 1.8.6	Describe ways to reduce risk factors and increase resiliency related to adolescent health.		
7 H 1.8.7	Identify laws and regulations made to protect the health of the community.		
7 H 1.8.8	Identify personal actions that contribute to the deterioration of the environment.		
7 H 2.8.1	Differentiate health concerns as personal responsibility or professional responsibility.		
7 H 2.8.2	Identify characteristics of scientifically valid health information.		
7 H 3.8.1A	Apply conflict resolution techniques including peer mediation within the school environment.		
7 H 3.8.1B	Analyze the school environment for personal safety and security.		
7 H 3.8.2	Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs.		
7 H 3.8.3A	Describe and follow rules prohibiting possession of weapons at school and in the community.		
7 H 3.8.3B	Demonstrate compliance with school safety procedures including emergency drills.		
7 H 3.8.4	Evaluate the role others play in stress.		
7 H 3.8.5	Perform advanced first aid procedures.		
7 H 4.8.1	Analyze how different cultures enrich and challenge health practices.		
7 H 4.8.2	Evaluate the impact of technology on health and disease prevention.		
7 H 4.8.3	Critique a variety of consumer influences that affect health decisions.		
7 H 5.8.1	Role play decision-making and problem-solving skills, which enhance interpersonal relationships.		
7 H 5.8.2	Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.		
7 H 6.8.1A	Apply a decision-making process to a significant health issue or problem.		
7 H 6.8.1B	Develop a personal health plan that addresses personal strengths, needs, and health risks.		
7 H 6.8.2	Compare and contrast the short- and long-term impact of health decisions on the individual and society.		
7 H 6.8.3	Determine contacts for assistance with health issues.		
7 H 7.8.1	Identify and research a community health issue and develop a plan of action.		



Identifier	Nevada - Grade 7 - Music	Introduced	Completed
7 Mus 1	<b>SINGING</b>		
7 Mus 1.8.1	Sing with technical accuracy and good breath control throughout their singing ranges.		
7 Mus 1.8.2	Sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control.		
7 Mus 1.8.3	Sing choral literature written in two and three parts with and without accompaniment.		
7 Mus 1.8.4	Sing music representing diverse genres and styles (e.g., baroque, classical).		
7 Mus 2	<b>PLAYING INSTRUMENTS</b>		
7 Mus 2.8.1	Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
7 Mus 2.8.2	Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.		
7 Mus 2.8.3	Perform multiple-part ensemble literature.		
7 Mus 2.8.4	Play a varied repertoire of instrumental literature representing diverse genres and styles.		
7 Mus 3	<b>IMPROVISATION</b>		
7 Mus 3.8.1	Improvise simple melodies.		
7 Mus 3.8.2	Improvise simple harmonies in a given key.		
7 Mus 3.8.3	Improvise melodic and rhythmic embellishments on given pentatonic melodies.		
7 Mus 4	<b>WRITING</b>		
7 Mus 4.8.2	Compose short pieces using the elements of music.		
7 Mus 4.8.3	Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.		
7 Mus 5	<b>READING</b>		
7 Mus 5.8.1	Read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.		
7 Mus 5.8.2	Read simple melodies in the student's appropriate clef.		
7 Mus 5.8.3	Apply music symbols to the repertoire.		
7 Mus 5.8.4	Sight read in unison with technical accuracy and expression.		
7 Mus 5.8.5	Notate simple musical phrases using standard symbols.		
7 Mus 6	<b>LISTENING</b>		
7 Mus 6.8.1	Apply knowledge of the elements of music in aural examples.		
7 Mus 6.8.2	Describe the uses of the elements of music in aural examples representing diverse genres and cultures.		
7 Mus 7	<b>EVALUATION</b>		
7 Mus 7.8.1	Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.		
7 Mus 7.8.2	Evaluate the quality of their own and others' performances and compositions, justifying their opinions.		
7 Mus 8	<b>APPLICATION TO LIFE</b>		
7 Mus 8.8.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g., motion, inspiration).		
7 Mus 8.8.2	Compare concepts common to music and other disciplines outside the arts that are interrelated with those of music (e.g., the Underground Railroad and the use of spirituals for coded escape messages).		
7 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
7 Mus 9.8.1	Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.		
7 Mus 9.8.2	Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.		

Identifier	Nevada - Grade 7 - Physical Education	Introduced	Completed
7 PE			
7 PE 1.8.1	Describe a strategy for a sport utilizing appropriate vocabulary.		
7 PE 1.8.2	Describe and apply the advanced elements (i.e., speed) of movement forms and game strategies (i.e., softball game situation).		
7 PE 1.8.3	Evaluate movement forms for skill improvement (i.e., checklists, rubrics).		
7 PE 1.8.4	Recognize physiological benefits of exercise during and after physical activity.		
7 PE 2.8.1	Refine locomotor and nonlocomotor movements in a sport setting.		
7 PE 2.8.2	Refine previously learned manipulative skills.		
7 PE 2.8.2B	Demonstrate the elements of more advanced manipulative skills (i.e., overhand serve).		
7 PE 2.8.3	Explain how scientific principles (i.e., force and speed) apply to weight transfer and balance movements.		
7 PE 3.8.1A	Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical styles and/or traditional styles of dance.		
7 PE 3.8.1B	Observe and describe (i.e., breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary.		
7 PE 3.8.4	Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e., perform simple rhythmic dance sequences).		
7 PE 3.8.5	Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles.		
7 PE 4.8.1	Design a personal health-related fitness program based on an accurately assessed fitness profile.		
7 PE 4.8.2	Understand and apply principles of training/conditioning (i.e., threshold, overload, and specificity) to regular fitness activities.		
7 PE 4.8.3	Identify and/or participate in a variety of health-related fitness activities in both school and community.		
7 PE 4.8.4	Compare safe and unsafe exercises and demonstrate safe exercise alternatives.		
7 PE 5.8.1	Analyze potential consequences when confronted with a behavior choice.		
7 PE 5.8.2	Work cooperatively within a group to achieve goals in cooperative or competitive situations.		
7 PE 5.8.3	Demonstrate behavior which is supportive and inclusive in physical activity settings.		
7 PE 5.8.4	Demonstrate a multicultural physical activity to others (i.e., dance, games, and sports).		

Identifier	Nevada - Grade 7 - Theater	Introduced	Completed
7 Th			
7 Th 1.8.1	Write a script with appropriate format (i.e., acts, scenes), simple stage directions, cast of characters, and technical needs.		
7 Th 1.8.2	Direct actors or be directed by others using stage direction vocabulary.		
7 Th 1.8.3	Identify and describe the roles and responsibilities of stage production personnel.		
7 Th 1.8.4	Analyze and convey the playwright's intention.		
7 Th 1.8.5	Design and produce publicity for a production (e.g., posters, flyers).		
7 Th 1.8.6	Work collaboratively and safely to design and construct a box set for a production.		
7 Th 1.8.7	Design and create props, costumes, and make-up for characters with attention to age, culture, and overall interpretation of a script.		
7 Th 1.8.8	Identify appropriate sound and lighting effects for any dramatized event (e.g., interior, exterior).		
7 Th 1.8.9	Create appropriate sound effects and suggest lighting for a dramatized event.		
7 Th 2.8.1	Analyze a character to determine actions, intentions, and biography.		
7 Th 2.8.2	Demonstrate acting skills utilizing appropriate focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement.		
7 Th 2.8.3	Create and sustain a believable character for stage.		
7 Th 3.8.1	Evaluate the established elements of theater found in a dramatized performance.		
7 Th 3.8.2	Analyze the emotional impact of the visual, aural, and kinesthetic elements of a performance.		
7 Th 3.8.3	Identify examples of high and low comedy and tragedy.		
7 Th 4.8.1	Explain how theater reveals information about other historical periods and cultures.		
7 Th 4.8.2	Identify the sources of conflict between characters in a dramatized event.		
7 Th 5.8.1	Identify and explain how the choices of visual arts, dance, and music enhance the interpretation of a dramatic event.		
7 Th 5.8.2	Explain the roots of theater in Western civilization.		
7 Th 5.8.3	Explain how advancements in the sciences have enhanced dramatized events (e.g., special effects, sound that surrounds the audience).		

Identifier	Nevada - Grade 7 - Visual Arts	Introduced	Completed
7 VA 1	<b>KNOWLEDGE</b>		
7 VA 1.8.1	Compare and contrast the use of media, techniques, and processes in works of art.		
7 VA 1.8.2	Analyze one's own selection and use of media, techniques, and processes to elicit intended responses.		
7 VA 1.8.3	Use and explain why various media, techniques, and processes are used to produce works of art that communicate ideas and experiences.		
7 VA 2	<b>APPLICATION</b>		
7 VA 2.8.1	Analyze and evaluate the effects of visual characteristics in works of art.		
7 VA 2.8.2	Analyze and evaluate a variety of artworks to determine purposes and/or functions.		
7 VA 2.8.3	Discuss why visual characteristics, purposes, and/or functions may be effective in works of art.		
7 VA 2.8.4	Explain how one's own artwork employs various visual characteristics to communicate.		
7 VA 3	<b>CONTENT</b>		
7 VA 3.8.1	Explain the origins of specific subject matter, symbols, and ideas.		
7 VA 3.8.2	Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning.		
7 VA 3.8.3	Analyze the degree to which subject matter, symbols, and ideas are successfully used to communicate meaning.		
7 VA 4	<b>CONTEXT</b>		
7 VA 4.8.1	Categorize and discuss visual characteristics of selected works of art in relationship to a variety of historical and cultural contexts.		
7 VA 4.8.2	Describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places.		
7 VA 4.8.3	Research a culture and create an artwork that demonstrates how historical and cultural factors influence visual characteristics.		
7 VA 5	<b>INTERPRETATION</b>		
7 VA 5.8.1	Interpret artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
7 VA 5.8.2	Differentiate among degrees of merit in various works of art.		
7 VA 5.8.3	Analyze and generate new meaning of their artwork and the work of others.		
7 VA 5.8.4	Develop and explain a personal position of aesthetic and critical analysis of an artwork.		
7 VA 6	<b>CROSS-CURRICULAR</b>		
7 VA 6.8.1	Explain how the basic principles of art are similar to principles of other disciplines (e.g., contrast, balance, dominance).		
7 VA 6.8.2	Research and analyze the relationships between the visual arts and other arts in terms of basic principles and subject matter (e.g., rhythm and movement).		
7 VA 6.8.3	Create works of art reflecting principles common to the arts and multiple disciplines.		

Identifier	<b>Kamico - Grade 7 - Language Arts/Reading</b>		Introduced	Completed
<b>R 7</b>	<b>READING</b>			
R 7.1.1A	Word Identification	Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes.		
R 7.1.2A	Vocabulary Development	Draw on experiences to bring meanings to words in context such as interpreting figurative language, multiple-meaning words, and analogies.		
R 7.1.2B	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 7.1.2C	Vocabulary Development	Distinguish denotative and connotative meanings.		
R 7.1.3A	Comprehension	Determine a text's main (or major) ideas and how those ideas are supported with details.		
R 7.1.3B	Comprehension	Paraphrase and summarize text to recall, inform, or organize ideas.		
R 7.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.		
R 7.2.1B	Text Structures/ Literary Concepts	Recognize and analyze story plot, setting, and problem resolution.		
R 7.2.1C	Text Structures/ Literary Concepts	Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism.		
R 7.3.1A	Comprehension	Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.		
R 7.3.1B	Comprehension	Find similarities and differences across texts such as in treatment, scope, or organization.		
R 7.3.1C	Comprehension	Represent text information in different ways such as in outline, time line, or graphic organizer.		
R 7.3.2A	Text Structures/ Literary Concepts	Identify the purposes of different types of texts such as to inform, influence, express, or entertain.		
R 7.3.2B	Text Structures/ Literary Concepts	Compare communication in different forms such as comparing story variants.		
R 7.3.2C	Text Structures/ Literary Concepts	Describe how the author's perspective or point of view affects the text.		
R 7.4.1A	Comprehension	Draw inferences such as conclusions or generalizations and support them with text evidence.		
R 7.4.1B	Comprehension	Distinguish fact and opinion in various texts.		
R 7.4.2A	Literary Response	Support responses by referring to relevant aspects of text.		
R 7.4.2B	Literary Response	Connect, compare, and contrast ideas, themes, and issues across text.		
R 7.4.3A	Text Structures/ Literary Concepts	Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically.		
R 7.4.3B	Text Structures/ Literary Concepts	Recognize how style, tone, and mood contribute to the effect of the text.		
<b>W 7</b>	<b>WRITING</b>			
W 7.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 7.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 7.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 7.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 7.2.1A	Grammar/ Usage	Write in complete sentences, varying the types, such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses.		
W 7.2.1B	Grammar/ Usage	Use conjunctions to connect ideas meaningfully.		
W 7.2.1C	Grammar/ Usage	Use prepositional phrases to elaborate written ideas.		
W 7.2.2A	Writing Processes	Edit drafts to ensure varied sentence structure and appropriate word choice.		
W 7.2.2B	Writing Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.		
W 7.3.1A	Grammar/ Usage	Employ Standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.		
W 7.3.1B	Grammar/ Usage	Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.		
W 7.3.1C	Grammar/ Usage	Use verb tenses appropriately and consistently, such as present, past, future, perfect, and progressive.		
W 7.3.1D	Grammar/ Usage	Write with increasing accuracy when using pronoun case, such as 'She had the party.'		

Identifier	<b>Kamico - Grade 7 - Language Arts/Reading</b>		Introduced	Completed
W 7.3.2A	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 7.3.2B	Writing Processes	Recognize grammatically correct writing.		
W 7.4.1A	Capitalization/ Punctuation/ Spelling	Capitalize and punctuate correctly to clarify and enhance meaning, such as capitalizing titles and using hyphens, semicolons, colons, possessives, and sentence punctuation.		
W 7.4.1B	Capitalization/ Punctuation/ Spelling	Spell proficiently.		
W 7.4.1C	Capitalization/ Punctuation/ Spelling	Write with increasing accuracy when using apostrophes in contractions, such as won't, and possessives, such as Smith's.		
W 7.4.2A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 7 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
7 ELA 1.7.3	Apply Greek- and Latin-derived roots and affixes to determine the meaning of unknown words.		
7 ELA 1.7.4	Apply appropriate strategies to aid comprehension.		
7 ELA 1.7.5	Explain differences between literal and figurative language in text.		
7 ELA 2.7.1	Determine techniques for building background knowledge to aid comprehension.		
7 ELA 2.7.2	Confirm, deny, and revise predictions while reading.		
7 ELA 2.7.3	Make inferences from text to aid comprehension.		
7 ELA 2.7.4	Apply appropriate strategies to aid comprehension.		
7 ELA 2.7.5	Adjust reading rate to suit the structure of content area texts, newspapers, and other media.		
7 ELA 3.7.1	Distinguish between main plot and subplot and identify various types of conflict.		
7 ELA 3.7.2	Compare and contrast the actions of different characters as they react to various circumstances of the plot.		
7 ELA 3.7.3	Make inferences supported by text about an author's cultural and historical perspectives.		
7 ELA 3.7.4	Compare a variety of themes and cite textual evidence to support claims.		
7 ELA 3.7.5	Interpret examples of imagery and explain their sensory impact.		
7 ELA 3.7.6	Determine the effects of an author's use of point of view such as first vs. third, limited vs. omniscient, and subjective vs. objective.		
7 ELA 3.7.7	Identify characteristics and elements of various literary forms.		
7 ELA 4.7.1	Compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information, instructional manuals) to gain meaning from text.		
7 ELA 4.7.2	Identify and trace the development of an author's argument, viewpoint, or perspective in text.		
7 ELA 4.7.3	Paraphrase and synthesize information from several sources to demonstrate comprehension.		
7 ELA 4.7.4	Assess the reasonableness and adequacy of the evidence used to support an author's position.		
7 ELA 4.7.5	Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts.		
7 ELA 4.7.6	Read and follow multistep directions to complete a complex task.		
	<b>WRITING</b>		
7 ELA 5.7.1	Write informative papers that have a structured beginning, middle, and conclusion and draw upon a variety of sources.		
7 ELA 5.7.2	Convert text into visual formats, such as charts and graphs for a specific audience and purpose.		
7 ELA 5.7.3	Write narratives or short stories that include appropriate transitional words or phrases.		
7 ELA 5.7.4	Write responses to literary selections that demonstrate an understanding of theme supported by examples from the text.		
7 ELA 5.7.5	Write summaries of procedures such as a science lab experiment or an explanation of how to solve a math problem.		
7 ELA 5.7.6	Write position papers with a clear beginning, middle, and ending that offer persuasive evidence in support of the position.		
7 ELA 6.7.1	Generate ideas for writing by responding to stimuli such as current events and magazine articles.		
7 ELA 6.7.2	Select and use organizing techniques appropriate to the purpose for writing.		
7 ELA 6.7.3	Write compositions that focus on a main topic supported by relevant examples, anecdotes, and/or details.		
7 ELA 6.7.4	Revise writing to improve organization and word choice, to check the logic of the ideas and the precision of the vocabulary, and to meet the criteria of a rubric.		
7 ELA 6.7.5	Edit for use of standard English.		
7 ELA 6.7.6	Produce writing with a voice that addresses an intended audience and purpose.		
7 ELA 6.7.7	Share final drafts with a designated audience.		
7 ELA 7.7.1	Use correct verb tense and subject/verb agreement in writing.		
7 ELA 7.7.2	Use varied sentence structure in writing.		
7 ELA 7.7.3	Identify and correctly use hyphens and parentheses; use correct punctuation in complex sentences.		
7 ELA 7.7.4	Use rules of capitalization.		
7 ELA 7.7.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		
7 ELA 8.7.1	Interpret a speaker's verbal and nonverbal messages and identify the main ideas.		
7 ELA 8.7.2	Determine a speaker's attitude toward the subject by evaluating the use of speaking techniques.		
7 ELA 8.7.3	Recognize colloquialisms and jargon as reflections of contexts, regions, and cultures.		
7 ELA 8.7.4	Follow multistep oral directions to complete a task.		
7 ELA 9.7.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		

Identifier	Nevada - Grade 7 - Language Arts/Reading	Introduced	Completed
7 ELA 9.7.2	Develop and deliver presentations that integrate appropriate public speaking techniques and media aids.		
7 ELA 9.7.3	Organize and deliver a persuasive speech appropriate to audience and purpose.		
7 ELA 9.7.4	Read aloud or recite literary, dramatic, and original works.		
7 ELA 9.7.5	Give clear and concise multistep directions to complete a task.		
7 ELA 10.7.1	Provide constructive feedback when participating in conversations and group discussions.		
7 ELA 10.7.2	Distinguish between relevant and irrelevant information offered in support of an opinion.		
7 ELA 10.7.3	Participate in discussions in a variety of formats such as committees, panels, and debates.		
7 ELA 10.7.4	Develop logical arguments in support of opinions.		
	<b>RESEARCH</b>		
7 ELA 11.7.1	Formulate questions and statements of purpose to guide cross-curricular research.		
7 ELA 11.7.2	Locate and use primary and secondary sources to investigate a research question.		
7 ELA 11.7.3	Document research sources using a given format.		
7 ELA 11.7.4	Record information using a self-selected note-taking or organizational strategy.		
7 ELA 11.7.5	Organize and present research findings using written text and/or media.		



Identifier	Lander - Grade 7 - Language Arts/Reading	Introduced	Completed
7ELA1	<b>WORD KNOWLEDGE</b>		
7ELA1.1	Apply high-frequency spelling rules in writing		
7ELA1.2	Recognize multiple-meaning words		
7ELA1.3	Use word parts to determine word meaning		
7ELA1.4	Use context clues to determine word meaning		
7ELA1.5	Explain differences between literal and figurative language		
7ELA2	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
7ELA2.1	Use the eight parts of speech in writing		
7ELA2.2	Write using standard English grammar, usage, and mechanics		
7ELA3	<b>THE READING PROCESS</b>		
7ELA3.1	Apply reading process skills and strategies to aid comprehension		
7ELA3.2	Confirm, deny, and revise predictions while reading		
7ELA3.3	Make inferences from text		
7ELA3.4	Read and respond to various types of literature		
7ELA4	<b>LITERATURE</b>		
7ELA4.1	Identify the characteristics and elements of various literary forms		
7ELA4.2	Identify stages of plot development		
7ELA4.3	Distinguish between main plot and subplot		
7ELA4.4	Identify various types of conflict		
7ELA4.5	Determine the effects of an author's use of point of view		
7ELA4.6	Compare a variety of themes and cite textual evidence as support		
7ELA5	<b>INFORMATIONAL TEXT</b>		
7ELA5.1	Identify and use text features to gain meaning		
7ELA5.2	Identify main idea and differentiate from the supporting evidence or details		
7ELA5.3	Interpret information in new contexts		
7ELA5.4	Find similarities and differences in a text in the treatment, scope, or organization of ideas		
7ELA5.5	Evaluate how authors' ideas and purposes shape the content of texts		
7ELA5.6	Identify and trace the development of an author's viewpoint in text		
7ELA5.7	Assess the adequacy of evidence used to support an author's position		
7ELA5.8	Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts		
7ELA5.9	Analyze the historical and cultural perspective of nonfiction		
7ELA5.10	Follow multi-step written directions to complete a task		
7ELA5.11	Practice interpreting maps, charts, and graphs		
7ELA5.12	Practice real-life reading skills		
7ELA5.13	Read independently to gather information		
7ELA6	<b>THE WRITING PROCESS</b>		
7ELA6.1	Apply the five stages of the writing process		
7ELA6.2	Compare and contrast the actions of different characters		
7ELA6.3	Make inferences supported by text about an author's cultural and historical perspectives		
7ELA6.4	Compare and contrast features of consumer materials		
7ELA6.5	Write responses to literary selections		
7ELA6.6	Write responses to literature that demonstrate an understanding of theme		
7ELA6.7	Write summaries of nonfiction text		
7ELA6.8	Write with clarity and express ideas concisely		
7ELA6.9	Apply the analytic writing traits assessed by the Nevada State Proficiency Exam in writing		
7ELA6.10	Write compositions in the descriptive, narrative, expository, and persuasive modes		
7ELA6.11	Compose various letters for business and personal use		
7ELA7	<b>THE RESEARCH PROCESS</b>		
7ELA7.1	Formulate a plan for research to answer a focused question		
7ELA7.2	Locate and use primary and secondary sources		
7ELA7.3	Distinguish between information from primary and secondary sources		
7ELA7.4	Paraphrase and synthesize information from several sources		

Identifier	<b>Lander - Grade 7 - Language Arts/Reading</b>	Introduced	Completed
7ELA7.5	Record information using note-taking and organizational formats		
7ELA7.6	Document research sources according to a given format		
7ELA7.7	Present research findings using written text and/or media		
<b>7ELA8</b>	<b>COMMUNICATION/STUDY SKILLS</b>		
7ELA8.1	Speak and listen cooperatively		
7ELA8.2	Practice active listening skills		
7ELA8.3	Distinguish relevant information to support an opinion		
7ELA8.4	Develop logical arguments in support of opinions		
7ELA8.5	Evaluate effective speaking techniques		
7ELA8.6	Organize and deliver a persuasive speech appropriate to audience and purpose		
7ELA8.7	Evaluate oral presentations		
7ELA8.8	Follow multi-step oral directions		
7ELA8.9	Give clear and concise multi-step directions to complete a task		
7ELA8.10	Apply techniques to aid memory		
7ELA8.11	Practice test-taking strategies		
7ELA8.12	Apply test-taking strategies		

Identifier	Kamico - Grade 7 - Mathematics	Introduced	Completed
M 7.1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 7.1.1A	Compare and order integers and positive rational numbers.		
M 7.1.1B	Convert between fractions, decimals, whole numbers, and percents mentally and on paper.		
M 7.1.1C	Represent squares and square roots using geometric models.		
M 7.1.2A	Represent multiplication and division situations involving fractions and decimals with models, pictures, words, and numbers.		
M 7.1.2B	Use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.		
M 7.1.2C	Use models to add, subtract, multiply, and divide integers and connect the actions to algorithms.		
M 7.1.2D	Use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio.		
M 7.1.2E	Simplify numerical expressions involving order of operations and exponents.		
M 7.1.2F	Select and use appropriate operations to solve problems and justify the selections.		
M 7.1.2G	Determine the reasonableness of a solution to a problem.		
M 7.2	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 7.2.1A	Estimate and find solutions to application problems involving percent.		
M 7.2.1B	Estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.		
M 7.2.2A	Generate formulas involving conversions, perimeter, area, circumference, volume, and scaling.		
M 7.2.2B	Graph data to demonstrate relationships in familiar concepts such as conversions, perimeter, area, circumference, volume, and scaling.		
M 7.2.2C	Describe the relationship between the terms in a sequence and their positions in the sequence.		
M 7.2.3A	Use models to solve equations and use symbols to record the actions.		
M 7.2.3B	Formulate a possible problem situation when given a simple equation.		
M 7.3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 7.3.1A	Use angle measurements to classify pairs of angles as complementary or supplementary.		
M 7.3.1B	Use properties to classify shapes including triangles, quadrilaterals, pentagons, and circles.		
M 7.3.1C	Use properties to classify solids, including pyramids, cones, prisms, and cylinders.		
M 7.3.1D	Use critical attributes to define similarity.		
M 7.3.2A	Locate and name points on a coordinate plane using ordered pairs of integers.		
M 7.3.2B	Graph translations on a coordinate plane.		
M 7.3.3A	Sketch a solid when given the top, side, and front views.		
M 7.3.3B	Make a net (two-dimensional model) of the surface area of a solid.		
M 7.3.3C	Use geometric concepts and properties to solve problems in fields such as art and architecture.		
M 7.4	<b>MEASUREMENT</b>		
M 7.4.1A	Estimate measurements and solve application problems involving length (including perimeter and circumference), area, and volume.		
M 7.5	<b>PROBABILITY AND STATISTICS</b>		
M 7.5.1A	Construct sample spaces for compound events (dependent and independent).		
M 7.5.2A	Select and use an appropriate representation for presenting collected data and justify the selection.		
M 7.5.2B	Make inferences and convincing arguments based on an analysis of given or collected data.		
M 7.5.3A	Describe a set of data using mean, median, mode, and range.		
M 7.5.3B	Choose among mean, median, mode, or range to describe a set of data and justify the choice for a particular situation.		
M 7.6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 7.6.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.		
M 7.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 7.6.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 7.6.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.		
M 7.6.3A	Make conjectures from patterns or sets of examples and nonexamples.		
M 7.6.3B	Validate conclusions using mathematical properties and relationships.		

Identifier	Nevada - Grade 7 - Mathematics	Introduced	Completed
7 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
7 M 1.7.1	Read, write, and compute ratios and proportions; read, write, add, subtract, multiply, and divide positive and negative numbers.		
7 M 1.7.2	Apply positive and negative numbers, ratios, and proportions to solve mathematical and practical problems.		
7 M 1.7.3	Use absolute value and the properties of real numbers including distributive, commutative, and associative to solve problems.		
7 M 1.7.6	Compare and order groups containing a mix of fractions, percents, and decimals (e.g., on a number line).		
7 M 1.7.7	Select and round to the appropriate significant digit; estimate using a variety of methods.		
7 M 1.7.9	Translate among fractions, decimals, and percents.		
7 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
7 M 2.7.1	Use and create coordinate graphs (i.e., linear, geometric, and exponential) to represent and/or interpret patterns and relationships, with and without calculators.		
7 M 2.7.2	Identify, model, describe, and evaluate relationships using graphs, with and without technology.		
7 M 2.7.3	Evaluate formulas and algebraic expressions for given values of a variable (e.g., $A = lw$ ; given $l = 6$ , $w = 2$ , then $A = 12$ ).		
7 M 2.7.4	Represent mathematical situations using algebraic language and symbols.		
7 M 2.7.5	Combine like terms in variable expressions (e.g., $2a + 3a = 5a$ ).		
7 M 2.7.6	Model, identify, and solve linear equations and inequalities using concrete and informal methods; relate this process to the order of operations.		
7 M 2.7.7	Generate and graph a set of ordered pairs to solve a linear equation.		
7 M 3	<b>MEASUREMENT</b>		
7 M 3.7.1	Estimate and convert units of measure for mass and volume within the same measurement system; compare corresponding units of the two systems.		
7 M 3.7.2	Given a measurement, determine the greatest possible error.		
7 M 3.7.3	Estimate, measure to the required degree of accuracy, derive, and apply standard formulas to find the volume and surface area of solid figures (e.g., cylinders, triangular solids).		
7 M 3.7.5	Write, solve, and apply proportions.		
7 M 3.7.6	Use elapsed time to solve practical problems (e.g., develop schedules, plan trips).		
7 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
7 M 4.7.1	Identify, describe by properties, classify, compare, and draw regular and irregular polygons; find the sum of the interior angles.		
7 M 4.7.2	Use ratio and proportions to create scale drawings.		
7 M 4.7.3	Use coordinate geometry and models to demonstrate geometric transformations including rotate/turn, translate/slide, reflect/flip by finding the ordered pairs that describe the location of the original and the transformed figures.		
7 M 4.7.4	Make a model of a three-dimensional figure from a two-dimensional drawing and make a two-dimensional drawing of a three-dimensional object.		
7 M 4.7.5	Use coordinate geometry to represent slope, midpoint, and horizontal and vertical distance.		
7 M 4.7.6	Describe the properties of geometric relationships including parallel lines, perpendicular lines, bisectors, triangles, and quadrilaterals (e.g., properties of angles formed by a transversal of parallel lines).		
7 M 4.7.7	Model the Pythagorean theorem; solve for the hypotenuse using the theorem.		
7 M 4.7.8	Construct and verify congruent angles and parallel and perpendicular lines using hand tools.		
7 M 5	<b>DATA ANALYSIS</b>		
7 M 5.7.1	Organize, display, read, and analyze data, with and without technology, using a variety of displays including frequency distributions and circle graphs.		
7 M 5.7.4	Select, use, and graph (when possible) measures of variability including range, distribution, and possible outliers.		
7 M 5.7.6	Given a set of data, interpolate and extrapolate to make and explain predictions.		
7 M 6	<b>PROBLEM SOLVING</b>		
7 M 6.7.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
7 M 6.7.2	Apply previous experience and knowledge to new problem-solving situations.		
7 M 6.7.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
7 M 6.7.6	Try more than one strategy when the first strategy proves to be unproductive.		

Identifier	Nevada - Grade 7 - Mathematics	Introduced	Completed
7 M 6.7.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
7 M 6.7.9	Generalize solutions and strategies from earlier problems to new problem situations.		
7 M 6.7.10	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.		
7 M 6.7.13	Use technology, including calculators, to solve problems and verify solutions.		
7 M 6.7.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
7 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
7 M 7.7.1	Discuss and exchange ideas about mathematics as a part of learning.		
7 M 7.7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
7 M 7.7.3	Read expository text to learn about mathematics.		
7 M 7.7.6	Interpret and solve word problems without the necessity of key words or phrases.		
7 M 7.7.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
7 M 7.7.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
7 M 7.7.11	Make conjectures and present arguments in discussions of mathematical ideas.		
7 M 7.7.13	Explain and evaluate thinking about mathematical ideas and solutions.		
7 M 7.7.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
7 M 7.7.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
7 M 7.7.17	Use mathematical notation to communicate and explain mathematical situations.		
7 M 8	<b>MATHEMATICAL REASONING</b>		
7 M 8.7.2	Justify answers and the steps taken to solve problems, with and without manipulatives and physical models.		
7 M 8.7.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
7 M 8.7.5	Follow a logical argument and judge its validity.		
7 M 8.7.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
7 M 8.7.8	Ask questions to reflect on, clarify, and extend thinking.		
7 M 8.7.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
7 M 8.7.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
7 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
7 M 9.7.1	Link new concepts to prior knowledge.		
7 M 9.7.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
7 M 9.7.3	Use models to explain the relationship of concepts to procedures.		
7 M 9.7.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
7 M 9.7.6	Use and analyze the connections between mathematics and other disciplines.		
7 M 9.7.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
7 M 9.7.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 7 - Mathematics	Introduced	Completed
7M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
7M1.1	Compute, read and write integers, ratios, and proportions		
7M1.2	Solve problems by applying integers, ratios, proportions, absolute value and the properties of real numbers		
7M1.3	Estimate and round		
7M1.4	Compute with decimals and fractions		
7M1.5	Compare, order and translate among fractions, decimals and percents		
7M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
7M2.1	Create and use coordinate graphs to identify, model and evaluate patterns and relationships		
7M2.2	Evaluate algebraic expressions for given values of a variable		
7M2.3	Use algebra to represent mathematical situations		
7M2.4	Combine like terms in algebraic expressions		
7M2.5	Solve linear equations and inequalities using order of operations		
7M2.6	Solve linear equations by graphing ordered pairs		
7M3	<b>MEASUREMENT</b>		
7M3.1	Estimate, convert, and compare units of mass and volume		
7M3.2	Develop accuracy and precision in measurement using customary and metric measurements		
7M3.3	Estimate and use formulas to find volume and surface area		
7M3.4	Solve proportions and problems involving elapsed time		
7M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
7M4.1	Classify and compare polygons; find the sum of the interior angles		
7M4.2	Solve perimeter, area and volume problems		
7M4.3	Create scale drawings		
7M4.4	Demonstrate geometric transformations		
7M4.5	Model 3-dimensional figures from 2-dimensional drawings		
7M4.6	Find the slope and midpoint of a line		
7M4.7	Describe geometric properties and use geometric tools to construct angles and parallel and perpendicular lines		
7M4.8	Solve problems using the Pythagorean Theorem		
7M5	<b>DATA ANALYSIS</b>		
7M5.1	Organize, display, read and analyze data		
7M5.2	Select and use multiple measures of variability; such as, range, distribution, and outliers		
7M5.3	Estimate and explain predictions of y-values from a set of data		
7M6	<b>PROBLEM SOLVING</b>		
7M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
7M6.2	Apply previous experience and knowledge to new problem-solving situations		
7M6.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
7M6.4	Try more than one strategy when the first strategy proves to be unproductive		
7M6.5	Generalize solutions and strategies from earlier problems to new problem situations		
7M6.6	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable		
7M6.7	Use technology to understand quantitative relationships		
7M6.8	Use technology to investigate, define, and describe qualitative relationships such as patterns and functions		
7M7	<b>MATHEMATICAL COMMUNICATION</b>		
7M7.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
7M7.2	Identify and translate key words and phrases that imply mathematical operations		
7M7.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
7M7.4	Explain and justify thinking about mathematical ideas and solutions		
7M7.5	Make conjectures and present arguments in discussions of mathematical ideas		

Identifier	Lander - Grade 7 - Mathematics	Introduced	Completed
7M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
7M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
7M7.8	Use mathematical notation to communicate and explain mathematical situations		
7M8	<b>MATHEMATICAL REASONING</b>		
7M8.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
7M8.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
7M8.3	Ask questions to reflect on, clarify, and extend thinking		
7M8.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
7M9	<b>MATHEMATICAL CONNECTIONS</b>		
7M9.1	Link new concepts to prior knowledge		
7M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
7M9.3	Use models to explain the relationship of concepts to procedures		
7M9.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
7M9.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
7M9.6	Identify, explain, and use mathematics in everyday life		

Identifier	Nevada - Grade 7 - Social Studies		Introduced	Completed
7 SS C	<b>CIVICS</b>			
7 SS C 1.8.1	Rules and Law	Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships).		
7 SS C 1.8.2	Rules and Law	Describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy.		
7 SS C 1.8.4	Rules and Law	Explain popular sovereignty and the need for citizen involvement at all levels of U.S. government.		
7 SS C 1.8.5	Rules and Law	Describe how the U.S. Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the U.S. Constitution.		
7 SS C 2.8.1	US Government	Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. Constitution.		
7 SS C 2.8.2	US Government	Explain the historic compromises that created a two-house Congress and identify the responsibilities of each.		
7 SS C 2.8.3	US Government	Discuss enumerated and implied powers of the U.S. Congress.		
7 SS C 2.8.4	US Government	Describe the duties of the President, such as presenting a budget proposal.		
7 SS C 2.8.5	US Government	List the ways the Supreme Court determines policy, including judicial review, interpreting laws, and overruling or revising its previous decisions.		
7 SS C 2.8.6	US Government	Describe the trial process, including the selection and responsibilities of jurors.		
7 SS C 2.8.7	US Government	Explain the system of checks and balances in the design of the U.S. Constitution.		
7 SS C 3.8.1	National and State Government	Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments.		
7 SS C 3.8.2	National and State Government	Define "federalism."		
7 SS C 3.8.3	National and State Government	Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.		
7 SS C 4.8.1	Political Process	Describe the election process.		
7 SS C 4.8.2	Political Process	Provide examples of how political parties changed.		
7 SS C 4.8.3	Political Process	Identify the impact of interest groups on the political process.		
7 SS C 4.8.4	Political Process	Identify the influence of the media in forming public opinion.		
7 SS C 4.8.5	Political Process	Identify propaganda and persuasion in political advertising and literature.		
7 SS C 4.8.6	Political Process	Provide examples of contemporary public issues that may require public solutions.		
7 SS C 5.8.1	Citizenship	Identify the rights, privileges, and responsibilities associated with U.S. citizenship, including voting; holding office; jury duty; or military, community, or public service.		
7 SS C 5.8.3	Citizenship	Explain the significance of mottoes and symbols, including E Pluribus Unum, national anthem, flag, Statue of Liberty, Great Seal, oath of office, and Pledge of Allegiance.		
7 SS C 5.8.4	Citizenship	Explain the necessity of the Bill of Rights for a democratic society.		
7 SS C 5.8.6	Citizenship	Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States.		
7 SS C 6.8.1	State and Local Government	Compare the organization and purpose of state, local, and tribal government.		
7 SS C 6.8.5	State and Local Government	Describe the juvenile, civil, and criminal court systems.		
7 SS C 7.8.1	Political and Economic Systems	Define the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, and communism.		
7 SS C 7.8.2	Political and Economic Systems	Define the world's major economic systems, including capitalism, mixed economy, socialism, and command economy.		
7 SS C 8.8.1	International Relations	Identify nations that play a significant role in U.S. foreign policy.		
7 SS C 8.8.2	International Relations	Define foreign policy and describe ways nations interact diplomatically, including treaties, trade, humanitarian aid, and military intervention.		
7 SS C 8.8.3	International Relations	Describe the purpose of the United Nations.		
7 SS C 8.8.4	International Relations	List and describe nongovernmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.		
7 SS E	<b>ECONOMICS</b>			
7 SS E 1.8.1	Economic Way of Thinking	Use the concept of opportunity cost to evaluate the tradeoffs when choices occur.		
7 SS E 1.8.2	Economic Way of Thinking	Explain that self-interest is a motivational factor when people respond to incentives.		
7 SS E 1.8.3	Economic Way of Thinking	Identify the additional benefits and the additional costs that result from choosing a little more or a little less.		
7 SS E 1.8.4	Economic Way of Thinking	Evaluate career paths by comparing costs and benefits.		
7 SS E 2.8.1	Measuring US Economic Performance	Explain gross domestic product (GDP) and how it is used to describe a country's economic output.		



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7 SS E 2.8.2	Measuring US Economic Performance	Given data on population and GDP for several countries, determine their per capita GDP, and compare with the U.S.		
7 SS E 2.8.4	Measuring US Economic Performance	Use the consumer price index (CPI) to compare the buying power of the U.S. dollar in one year with its buying power in another year.		
7 SS E 2.8.6	Measuring US Economic Performance	Identify the unemployment rate as the percentage of people in the labor force who are not working, but who are actively pursuing work.		
7 SS E 2.8.7	Measuring US Economic Performance	Distinguish between a high rate and a low rate of unemployment for the U.S. economy over time.		
7 SS E 2.8.8	Measuring US Economic Performance	Explain why riskier loans command higher interest rates than safer loans.		
7 SS E 2.8.9	Measuring US Economic Performance	Distinguish between high and low interest rates for the U.S. economy over time.		
7 SS E 2.8.10	Measuring US Economic Performance	Identify career fields that are experiencing growth and career fields that are experiencing decline.		
7 SS E 3.8.1	Function of Markets	Give examples of markets in which people benefit from trade.		
7 SS E 3.8.2	Function of Markets	Explain how supply and demand function to determine market prices.		
7 SS E 3.8.3	Function of Markets	Explain why buyers demand less yet sellers supply more when prices go up.		
7 SS E 3.8.4	Function of Markets	Explain why buyers demand more yet sellers supply less when prices go down.		
7 SS E 3.8.6	Function of Markets	Identify instances in which people might pay interest or receive interest.		
7 SS E 3.8.7	Function of Markets	Explain the factors that should be considered when making individual purchasing decisions, given changes in prices.		
7 SS E 4.8.1	Private US Economic Institutions	Explain the purposes and functions of financial institutions (e.g., to channel funds from savers to borrowers).		
7 SS E 4.8.2	Private US Economic Institutions	Explain the purposes and functions of labor unions (e.g., collective bargaining).		
7 SS E 4.8.3	Private US Economic Institutions	Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation.		
7 SS E 4.8.4	Private US Economic Institutions	Explain why not-for-profit organizations are tax exempt.		
7 SS E 4.8.5	Private US Economic Institutions	Compare the rewards and risks of saving and borrowing money with several types of financial institutions.		
7 SS E 4.8.6	Private US Economic Institutions	Investigate careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
7 SS E 5.8.1	Money	Illustrate how prices stated in money terms help people compare the value of products.		
7 SS E 5.8.4	Money	Describe the transition from the use of commodities as money to the use of modern forms of money.		
7 SS E 5.8.5	Money	Identify pros and cons of paying with cash versus using credit.		
7 SS E 6.8.1	US Economy as a Whole	Explain ways in which households, schools, or community groups allocate resources.		
7 SS E 6.8.2	US Economy as a Whole	Explain how consumer and producer reactions to price changes affect resource allocation.		
7 SS E 6.8.3	US Economy as a Whole	Explain how the current utilization of a productive resource affects the availability of that resource in the future.		
7 SS E 6.8.4	US Economy as a Whole	Explain the circular flow of economic activity.		
7 SS E 6.8.5	US Economy as a Whole	Identify factors that can affect an individual's likelihood of being unemployed.		
7 SS E 6.8.6	US Economy as a Whole	Explain that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces.		
7 SS E 6.8.7	US Economy as a Whole	Identify a career path of interest and explain how the associated earnings are affected by the market.		
7 SS E 7.8.1	Evolving Economy	Explain how investment improves standards of living by increasing productivity.		
7 SS E 7.8.4	Evolving Economy	Describe the advantages and disadvantages of being an entrepreneur.		
7 SS E 7.8.5	Evolving Economy	Illustrate how competition among sellers decreases prices, while competition among buyers increases prices.		
7 SS E 7.8.6	Evolving Economy	Give examples of how specialization is facilitated by trade.		
7 SS E 7.8.7	Evolving Economy	Give examples of ways investment can improve students' performance in school, sports, etc.		
7 SS E 8.8.1	Role of Government in a Market Economy	Give examples of the kinds of goods and services that government provides.		
7 SS E 8.8.2	Role of Government in a Market Economy	Give examples of activities that benefit participants, yet harm nonparticipants.		
7 SS E 8.8.3	Role of Government in a Market Economy	Identify methods by which government redistributes income.		
7 SS E 8.8.4	Role of Government in a Market Economy	Give examples of ways government protects property.		
7 SS E 8.8.7	Role of Government in a Market Economy	Describe how paying sales, property, and income taxes affects the amount of money an individual has available for spending.		

Identifier	Nevada - Grade 7 - Social Studies		Introduced	Completed
7 SS E 9.8.1	International Economy	Explain how governments use tariffs or quotas to restrict trade.		
7 SS E 9.8.2	International Economy	Describe how economic interdependence among countries affects standards of living in those countries.		
7 SS E 9.8.4	International Economy	Compute prices of U.S. products in terms of other countries' currencies.		
7 SS E 9.8.5	International Economy	Identify goods that would not be readily available in U.S. stores if there were no international trade.		
7 SS G	<b>GEOGRAPHY</b>			
7 SS GS.7.1	Geographic Skills	Write questions to promote discussion of a geographic issue.		
7 SS GS.7.2	Geographic Skills	Research information on a selected geographic topic.		
7 SS GS.7.3	Geographic Skills	Arrange geographic facts into a table for display.		
7 SS GS.7.4	Geographic Skills	Justify and defend the selection of geographic sources.		
7 SS GS.7.5	Geographic Skills	Answer questions relating to student's presentation of geographic information.		
7 SS G 1.7.1	World in Spatial Terms	Use scale to compare maps and measure distance.		
7 SS G 1.7.2	World in Spatial Terms	Identify and use maps that represent countries by criteria other than area.		
7 SS G 1.7.3	World in Spatial Terms	Use maps, graphic representations, aerial photographs, satellite images, and computer resources to describe Earth's physical and human systems.		
7 SS G 1.7.4	World in Spatial Terms	Use data and a variety of symbols and colors to create a thematic map (e.g., population, rainfall).		
7 SS G 1.7.5	World in Spatial Terms	Identify the characteristics of maps that have changed over time.		
7 SS G 1.7.6	World in Spatial Terms	Identify and describe how maps are used in different occupations.		
7 SS G 2.7.1	Places and Regions	Locate examples of imaginary lines that define the political boundaries of their state or region.		
7 SS G 2.7.2	Places and Regions	Identify and locate examples of world cultural regions (e.g., Latin America, Middle East).		
7 SS G 2.7.3	Places and Regions	Identify cultural characteristics that help define how people view a place or region.		
7 SS G 2.7.4	Places and Regions	Describe the impact of the Industrial Revolution on different regions within the U.S.		
7 SS G 2.7.5	Places and Regions	Locate and define boundaries of a historic movement.		
7 SS G 2.7.6	Places and Regions	Identify how the physical and human characteristics of a famous place can change over time.		
7 SS G 2.7.7	Places and Regions	Describe a unique cultural event that helps define a particular place or region.		
7 SS G 3.7.1	Physical Systems	Compare the amount of water found within the hydrosphere of both the eastern and western U.S.		
7 SS G 3.7.2	Physical Systems	Give an example of a place that has been altered by a natural hazard.		
7 SS G 3.7.3	Physical Systems	Compare the characteristics of Earth's four major land biomes (i.e., tundra, forest, grassland, and desert).		
7 SS G 3.7.4	Physical Systems	Investigate the productivity of various ecosystems on Earth.		
7 SS G 3.7.5	Physical Systems	Collect and organize physical samples.		
7 SS G 4.7.1	Human Systems	Identify key demographic categories used to compare populations.		
7 SS G 4.7.2	Human Systems	Describe changes that will occur in a place due to human settlement.		
7 SS G 4.7.3	Human Systems	Explain changes in the historical movement of ideas.		
7 SS G 4.7.4	Human Systems	Compare the patterns of migration and settlement within the United States.		
7 SS G 4.7.5	Human Systems	Explain how the physical and human geography of regions influences their economic activities.		
7 SS G 4.7.6	Human Systems	Create a map illustrating the source and movement of an economic product.		
7 SS G 4.7.7	Human Systems	Identify and list characteristics of both developed and developing countries.		
7 SS G 4.7.8	Human Systems	Compare and contrast the different purposes of cultural, political, and economic organizations.		
7 SS G 4.7.9	Human Systems	Compare maps that illustrate the overlapping nature of political and cultural boundaries.		
7 SS G 5.7.1	Environment and Society	Investigate changes in the physical environment that could have an impact on humans.		
7 SS G 5.7.2	Environment and Society	Explain a specific constraint on a physical environment that impacts human activity.		
7 SS G 5.7.3	Environment and Society	Give examples of how an improved technology has accelerated change in the physical environment.		
7 SS G 5.7.4	Environment and Society	Identify patterns in the physical environment caused by human activity.		
7 SS G 5.7.5	Environment and Society	Research a specific natural hazard and document its effects on human systems.		
7 SS G 5.7.6	Environment and Society	Create a map showing the distribution of a selected natural resource.		
7 SS G 5.7.7	Environment and Society	Research and document the economic impact of selected resources on a county or region.		
7 SS G 6.7.1	Geographic Applications	Identify and discuss strategic geographic locations that have played a pivotal role in historic events.		
7 SS G 6.7.2	Geographic Applications	Explain how physical geography of a place or region can influence current events.		

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7 SS G 6.7.3	Geographic Applications	Debate a geographic issue or theme that affects their state, region, or economy.		
7 SS G 6.7.4	Geographic Applications	Explain how Earth's physical systems will alter its surface in the future.		
7 SS H	<b>HISTORY</b>			
7 SS H 1.8.1	Chronology	Describe how a current event is presented by multiple sources.		
7 SS H 1.8.2	Chronology	Create a tiered time line.		
7 SS H 2.8.1	History Skills	Frame historical questions that examine multiple viewpoints.		
7 SS H 2.8.2	History Skills	Evaluate sources of historical information based on bias, credibility, cultural context, reliability, and time period.		
7 SS H 2.8.3	History Skills	Read and use informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
7 SS H 3.8.1	Prehistory to 400 CE	Explain the characteristics and environments of hunter-gatherer.		
7 SS H 3.8.2	Prehistory to 400 CE	Identify significant characteristics of early agricultural societies, including farming and domestication of animals.		
7 SS H 3.8.3	Prehistory to 400 CE	Locate ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome.		
7 SS H 3.8.4	Prehistory to 400 CE	Describe achievements made by ancient and classical civilizations, including the Americas, China, Egypt, Greece, India, Mesopotamia, and Rome.		
7 SS H 3.8.5	Prehistory to 400 CE	Describe the lifestyles of Nevada's Desert Archaic people.		
7 SS H 4.8.1	1 CE to 1400	Describe the Viking exploration of North America.		
7 SS H 4.8.2	1 CE to 1400	Describe contributions of and locate the Mayan, Aztec, and Incan civilizations.		
7 SS H 4.8.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
7 SS H 4.8.4	1 CE to 1400	Identify the characteristics of European feudalism.		
7 SS H 5.8.1	1200 to 1750	Define the Renaissance in terms of science and fine arts.		
7 SS H 5.8.5	1200 to 1750	Describe the lifestyles of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.		
7 SS H 5.8.6	1200 to 1750	Describe Native North American cultural regions, such as Southwest, Southeast, Northeast, Northwest, California, Great Basin, Plains, Plateau, Arctic, and Sub-Arctic.		
7 SS H 5.8.7	1200 to 1750	Describe motivations for Scandinavian and European explorations, including all-water routes to Asia, trade, and religion.		
7 SS H 5.8.8	1200 to 1750	Explain interactions among Native Americans, Europeans, and Africans.		
7 SS H 5.8.9	1200 to 1750	Compare the lifestyles of Native Americans with those of the colonists.		
7 SS H 5.8.10	1200 to 1750	Explain where and why colonies were established in the Americas by European nations and how those colonies were governed.		
7 SS H 5.8.11	1200 to 1750	Describe lifestyles in the New England, Middle, and Southern colonies.		
7 SS H 5.8.12	1200 to 1750	Describe the African slave trade.		
7 SS H 6.8.1	1700 to 1865	Describe major inventions of the Industrial Revolution, including steam engine and textile machines.		
7 SS H 6.8.3	1700 to 1865	Describe the effect of laws and taxes enacted by the British on the American colonies, including Stamp Act, Intolerable Acts, and Quartering Act.		
7 SS H 6.8.4	1700 to 1865	Explain the major ideas expressed in the Declaration of Independence, including equality; right to change government; and life, liberty, and the pursuit of happiness.		
7 SS H 6.8.5	1700 to 1865	Describe key people and events of the American Revolution, including King George III, George Washington, Lexington and Concord, Battle of Saratoga, and Valley Forge.		
7 SS H 6.8.6	1700 to 1865	Identify the Articles of Confederation.		
7 SS H 6.8.7	1700 to 1865	Explain why the Constitution was written.		
7 SS H 6.8.8	1700 to 1865	Identify the principles of the Bill of Rights.		
7 SS H 6.8.12	1700 to 1865	Define capitalism and free market economy.		
7 SS H 6.8.13	1700 to 1865	Describe the early development of the United States government, including Washington's cabinet, Marbury v. Madison, and political parties.		
7 SS H 6.8.14	1700 to 1865	Describe contributing factors in the development of a national identity, such as the cotton gin, Erie Canal, the factory system, immigration and nativism, Monroe Doctrine, railroads, telegraph, and War of 1812.		
7 SS H 6.8.15	1700 to 1865	Identify key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Horace Mann, Sojourner Truth, and Seneca Falls Declaration.		
7 SS H 6.8.16	1700 to 1865	Recognize the development of an emerging United States culture, including contributions from literature, language development, poetry, and music.		
7 SS H 6.8.17	1700 to 1865	Describe Manifest Destiny and the expansion of the United States, including Lewis and Clark and the Louisiana Purchase, Trail of Tears, the Battle of the Alamo, Treaty of Guadalupe-Hidalgo, Oregon and California Trails, Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail, Donner Party, and California gold rush.		

Identifier	Nevada - Grade 7 - Social Studies		Introduced	Completed
7 SS H 6.8.18	1700 to 1865	Describe the contributions of the explorers and settlers in preterritorial Nevada and their influences on the future, including Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, and Jedediah Smith.		
7 SS H 6.8.19	1700 to 1865	Describe the Mormon influence on the political and economic development of preterritorial Nevada.		
7 SS H 6.8.20	1700 to 1865	Define abolition and identify the key people and events of the movement, including Frederick Douglass, Harriet Tubman, Underground Railroad, and Sojourner Truth.		
7 SS H 6.8.21	1700 to 1865	Identify the causes, key people, events, and outcome of the Civil War, including states' rights and slavery, President Lincoln, Emancipation Proclamation, Vicksburg and Gettysburg, Gettysburg Address, and Generals Grant and Lee.		
7 SS H 6.8.22	1700 to 1865	Explain the events that led to Nevada statehood, including Comstock Lode and election of 1864.		
7 SS H 7.8.1	1860 to 1920	Identify the 13th, 14th, and 15th Amendments to the Constitution.		
7 SS H 7.8.2	1860 to 1920	Identify the Black Codes and Jim Crow Laws.		
7 SS H 7.8.3	1860 to 1920	Discuss the interactions between settlers and Native Americans during the westward expansion, including Ghost Dance/Wounded Knee and Little Big Horn.		
7 SS H 7.8.4	1860 to 1920	Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States.		
7 SS H 7.8.5	1860 to 1920	Describe the western frontier, including communication (pony express and telegraph), farming and water issues, mining, ranching, and transportation.		
7 SS H 7.8.7	1860 to 1920	Describe effects of industrialization and new technologies on the transformation of the United States, including steel industry, mass production, mechanized assembly line, and communication.		
7 SS H 7.8.8	1860 to 1920	Identify American industrialists and their contributions, including Andrew Carnegie, Henry Ford, and John D. Rockefeller.		
7 SS H 7.8.9	1860 to 1920	Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States.		
7 SS H 7.8.11	1860 to 1920	Describe the goals and accomplishments of labor unions in Nevada and the United States.		
7 SS H 7.8.13	1860 to 1920	Describe the women's suffrage movement and the 19th Amendment.		
7 SS H 7.8.14	1860 to 1920	Describe United States expansion, including Alaska, Hawaii, Panama Canal, and Spanish-American War.		
7 SS H 7.8.17	1860 to 1920	Identify causes, outcome, and consequences of World War I, including Sarajevo, alliances and nationalism, weapons and tactics, and Treaty of Versailles.		
7 SS H 8.8.1	1920 to 1945	Define totalitarianism.		
7 SS H 8.8.2	1920 to 1945	Identify scientific and technological advancements and their impacts, including airplane, radio, automobile, and household appliances.		
7 SS H 8.8.4	1920 to 1945	Explain how literature, music, and visual arts were a reflection of the time.		
7 SS H 8.8.5	1920 to 1945	Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada, including stock market crash, family life, Hoover Dam, and government programs.		
7 SS H 8.8.6	1920 to 1945	Identify causes, effects, and outcome of World War II, including legacy of World War I, Pearl Harbor, Allies, Axis powers and leaders, atomic bomb, and United Nations.		
7 SS H 8.8.7	1920 to 1945	Identify key elements of the Holocaust, including "Aryan supremacy," Kristallnacht, "Final Solution," and concentration and death camps.		
7 SS H 8.8.8	1920 to 1945	Identify the effects of World War II on the home front in the United States and Nevada, including end of the Great Depression, internment camps, rationing, propaganda, and "Rosie the Riveter."		
7 SS H 9.8.1	1945 to 1990	Identify the Cold War, including Marshall Plan, Berlin Blockade, and NATO.		
7 SS H 9.8.2	1945 to 1990	Identify the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
7 SS H 9.8.3	1945 to 1990	Explain why the United Nations was involved in the Korean War and the outcome of its involvement.		
7 SS H 9.8.5	1945 to 1990	Discuss how science and technology changed life in the United States after World War II, including television, electronics and computers, and medical advances.		
7 SS H 9.8.6	1945 to 1990	Summarize the changes in the United States' demographics.		
7 SS H 9.8.7	1945 to 1990	Describe the impact of the United States military and atomic testing in Nevada.		
7 SS H 9.8.8	1945 to 1990	Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including Rosa Parks, Martin Luther King Jr., Brown v. Board of Education, voting rights, integration, Grant Sawyer, and César Chávez.		

Identifier	Nevada - Grade 7 - Social Studies		Introduced	Completed
7 SS H 9.8.9	1945 to 1990	Identify the causes and effects of the Vietnam War, including Tet Offensive, Gulf of Tonkin Resolution, antiwar movement, draft and lottery, and POWs and MIAs.		
7 SS H 9.8.10	1945 to 1990	Identify the significance to United States political culture of the following: Watergate, Iranian hostage crisis, Iran-Contra Affair.		
7 SS H 9.8.11	1945 to 1990	Identify key people and events that contributed to the end of the Cold War, including recognition of China, détente, disarmament, and Strategic Defense Initiative.		
7 SS H 9.8.12	1945 to 1990	Describe the significance of the breakup of the USSR, including fall of the Berlin Wall.		
7 SS H 9.8.13	1945 to 1990	Describe the effects of tourism and gaming on Nevada.		
7 SS H 9.8.14	1945 to 1990	Identify examples of arts, music, literature, and the media in United States society.		
7 SS H 10.8.1	1990 to Present	Describe scientific and technological developments, including personal computers, Internet, satellites, and medical advances.		
7 SS H 10.8.3	1990 to Present	Describe major world, national, and local issues, including ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation.		
7 SS H 10.8.4	1990 to Present	Identify the causes and effects of the Persian Gulf War.		
7 SS H 10.8.5	1990 to Present	Identify the role of the media in the changing political climate.		
7 SS H 10.8.6	1990 to Present	Identify how literature, music, and the visual arts are a reflection of the time.		

Identifier	Lander - Grade 7 - Social Studies	Introduced	Completed
7S1	<b>CIVICS</b>		
7S1.1	Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships)		
7S1.2	Explain popular sovereignty and the need for citizen involvement at all levels of US government		
7S1.3	Examine the organization of the US Constitution and describe the structure it creates, including the executive, legislative, and judicial branches		
7S1.4	Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the US Constitution		
7S1.5	Describe the duties of the President, such as presenting a budget proposal		
7S1.6	Define federalism		
7S1.7	Describe the election process		
7S1.8	Provide examples of contemporary public issues that may require public solutions		
7S1.9	Explain the significance of mottoes and symbols including: e pluribus unum, national anthem, flag, Statue of Liberty, Great Seal, oath of office, Pledge of Allegiance		
7S1.10	Compare the organization and purpose of state, local, and tribal government		
7S1.11	Define the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, communism, socialism		
7S1.12	Identify nations that play a significant role in US foreign policy		
7S2	<b>ECONOMICS</b>		
7S2.1	Identify the additional benefits and the additional costs that result from choosing a little more or a little less		
7S2.2	Identify the unemployment rate as the percentage of people in the labor force who are not working, but who are actively pursuing work		
7S2.3	Explain why riskier loans command higher interest rates than safer loans		
7S2.4	Explain how supply and demand function to determine market prices		
7S2.5	Explain the purpose and functions of labor unions (e.g., collective bargaining)		
7S2.6	Describe the transition from the use of commodities as money to the use of modern forms of money		
7S2.7	Explain ways in which households, schools, or community groups allocate resources		
7S2.8	Identify factors that can affect an individual's likelihood of being unemployed		
7S2.9	Describe the advantages and disadvantages of being an entrepreneur		
7S2.10	Give examples of how specialization is facilitated by trade		
7S2.11	Identify methods by which government redistributes income		
7S2.12	Compute prices of US products in terms of other countries' currencies		
7S3	<b>GEOGRAPHY</b>		
7S3.1	Identify and define geographic problems and issues by asking geographic questions		
7S3.2	Use maps, graphic representations, aerial photographs, satellite images, and computer resources to compare Earth's physical and human systems		
7S3.3	Construct maps and charts to display information about human and physical features		
7S3.4	Describe the relationship between physical and human features, such as landforms and political boundaries		
7S3.5	Describe how and why regions change over time		
7S3.6	Describe the interdependence among soil, climate, plant life, and animal life within ecosystems		
7S3.7	Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw conclusions		
7S3.8	Define the reasons for human migration and settlement and explain the effects on places and cultures		
7S3.9	Identify the different patterns of migration and settlement in developing and developed countries		
7S3.10	Identify a regional or international economic issue and explain it from a spatial perspective		
7S3.11	Identify international alliances and organizations that influence conflict and cooperation among independent nations		
7S3.12	Describe and predict the regional or global impact of changes in the physical environment		
7S3.13	Identify and locate examples of renewable and non-renewable natural resources		
7S3.14	Explain how different characteristics of people, places, and resources have affected events and conditions in the past		
7S4	<b>HISTORY</b>		
7S4.1	Create a tiered time line		
7S4.2	Read and use informational tools, including: charts, diagrams, graphs, maps, political cartoons, photographs, tables		
7S4.3	Explain the characteristics of hunter-gatherer		
7S4.4	Describe the lifestyles of Nevada's Desert Archaic people		

Identifier	Lander - Grade 7 - Social Studies	Introduced	Completed
7S4.5	Describe the origin, traditions, customs, and spread of western and eastern world religions, including: Buddhism, Christianity, Hinduism, Islam, Judaism		
7S4.6	Describe the lifestyles of Nevada's Native American cultures, including: Northern Paiute, Southern Paiute, Washoe, Western Shoshone		
7S4.7	Describe motivations for Scandinavian and European explorations, including: all-water routes to Asia, trade, religion		
7S4.8	Explain where and why colonies were established in the Americas by European nations and how those colonies were governed		
7S4.9	Describe the effect of laws and taxes enacted by the British on the American colonies, including: Stamp Act, Intolerable Acts, Quartering Act		
7S4.10	Describe key people and events of the American Revolution including: King George III, George Washington, Lexington and Concord, Battle of Saratoga, Valley Forge		
7S4.11	Describe the early development of the United States government including: Washington's cabinet, <i>Marbury v. Madison</i> , political parties		
7S4.12	Recognize the development of an emerging United States culture, including contributions from: literature, language development, poetry, music		
7S4.13	Describe the contributions of the explorers and settlers in pre-territorial Nevada and their influences on the future, including: Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, Jedediah Smith		
7S4.14	Define abolition and identify the key people and events of the movement, including: Frederick Douglass, Harriet Tubman, Underground Railroad, Sojourner Truth		
7S4.15	Identify the Black Codes and Jim Crow Laws		
7S4.16	Describe the western frontier, including: communication (e.g., pony express, telegraph), farming and water issues, mining, ranching, transportation		
7S4.17	Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States		
7S4.18	Describe United States expansion, including: Alaska, Hawaii, Panama Canal, Spanish American War		
7S4.19	Identify scientific and technological advancements and their impacts, including: airplane, radio, automobile, household appliances		
7S4.20	Identify causes, effects, and outcome of World War II, including: legacy of WW I, Pearl Harbor, Allies, Axis Powers and leaders, atomic bomb, United Nations		
7S4.21	Identify the effects of WW II on the home front in the United States and Nevada, including: end of the Great Depression, internment camps, rationing, propaganda, "Rosie the Riveter"		
7S4.22	Identify the Cold War, including: Marshall Plan, Berlin Blockade, NATO		
7S4.23	Summarize the changes in the United States' demographics		
7S4.24	Identify the causes and effects of the Vietnam war, including: Tet Offensive, Gulf of Tonkin Resolution, anti-war movement, draft and lottery, POWs and MIAs		
7S4.25	Identify key people and events that contributed to the end of the Cold War, including: recognition of China, détente, disarmament, Strategic Defense Initiative		
7S4.26	Describe scientific and technological developments, including: personal computers, Internet, satellites, medical advances		
7S4.27	Identify how literature, music, and the visual arts are a reflection of the time		

Identifier	<b>Nevada - Grade 7 - Science</b>		Introduced	Completed
7 S PS	<b>PHYSICAL SCIENCE</b>			
7 S PS 1.7.1	Forces and Motion	Investigate and describe the effect of retarding forces such as friction on the motion of objects.		
7 S PS 1.7.2	Forces and Motion	Investigate and describe the gravitational relationship that exists between the masses of objects and how far apart they are.		
7 S PS 1.7.4	Forces and Motion	Investigate and describe the density of solids, liquids, and gases.		
7 S PS 2.7.1	Structure and Properties of Matter	Investigate and describe the differences between homogeneous and heterogeneous mixtures.		
7 S PS 2.7.4	Structure and Properties of Matter	Describe atomic structure by using various historic models of the atom.		
7 S PS 3.7.3	Energy and Matter - Interactions and Forms	Investigate and describe that forms of energy can travel in waves (e.g., seismic, light, radio, TV).		
7 S LS	<b>LIFE SCIENCE</b>			
7 S LS 8.7.7	Heredity and Diversity	Explain how the experiences an organism has during its lifetime can affect it.		
7 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
7 S ES 17.7.1	Conservation	Investigate and explain that Nevada has a variety of useful resources.		
7 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
7 S NHS 18.7.3	Scientific, Historical, and Technological Perspectives	Investigate and describe how people create models to explain the world as scientific knowledge has increased, and that these models are modified or discarded.		
7 S NHS 19.7.3	Reasoning and Critical Response Skills	Identify and describe how the parts of a system relate to one another and/or to other systems.		
7 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
7 S SI 24.7.1	Laboratory Skills and Safety	Use safety equipment and attire.		



Identifier	Lander - Grade 7 - Science	Introduced	Completed
7Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
7Sc1.1	List and construct charts and graphs by gathering data and statistics		
7Sc1.2	Compare and distinguish between various forms of fact and opinion examining the characteristics of data		
7Sc1.3	Organize and manipulate data to illustrate a pattern of relationship and connection		
7Sc1.4	Classify, distinguish and examine relationships through investigation methods		
7Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
7Sc2.1	Define and identify the components of an interactive ecosystem		
7Sc2.2	Explain how perceptions have changed with the inclusion of new information		
7Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
7Sc3.1	Define different arrangements of particles within substances		
7Sc3.2	Explain how the periodic table is constructed		
7Sc3.3	Identify and explain various properties of mixtures		
7Sc3.4	Define the properties and observations of scientists explaining chemical and atomic bonding		
7Sc3.5	Define and outline the basic ideas of atomic theory		
7Sc3.6	Observe and define various forms of matter, sorting items by their similarities and differences		
7Sc3.7	Define the properties of electrons, protons and neutrons		
7Sc3.8	Define and sort differences and characteristics of various elements		
7Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
7Sc4.1	Explain the characteristics of various electrical forces		
7Sc4.2	Explain observations of gravitational force and magnetic properties		
7Sc4.3	Explain, predict and organize a set of observations regarding balanced and unbalanced forces		
7Sc4.4	Define and label different object movement patterns and possibilities		
7Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
7Sc5.1	Explain, sort and characterize various seasonal differences across the Earth's surface		
7Sc5.2	Define the electromagnetic spectrum		
7Sc5.3	Observe and define vibration energy		
7Sc5.4	Define different reactions and observe the transfer of energy that occurs through them		
7Sc5.5	Define the properties of energy and reactions; define the elements of transformation		
7Sc5.6	Define and observe the properties that separate kinetic and potential energy		
7Sc5.7	Explain the ideas of heat flow; define conduction, convection and radiation		
7Sc5.8	Explain the theory of the flow of electricity through various circuits		
7Sc6	<b>LIFE SCIENCE - Heredity</b>		
7Sc6.1	Identify and explain genetic coding		
7Sc6.2	Identify and sort the different roles of genes and their combination		
7Sc6.3	Explain and document characteristics that can be shared in a species; explain and document characteristics that separate within a species		
7Sc6.4	Define characteristics that delineate environment and genetic information		
7Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
7Sc7.1	Identify various infections; separate intrusive from symbiotic		
7Sc7.2	Observe and define different types of cells		
7Sc7.3	Describe and identify different types of cells in higher order life forms		
7Sc7.4	Explain how various cells specialize in function and their role in a higher level life form		
7Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
7Sc8.1	Document and explain the roles of matter and energy in an ecosystem		
7Sc8.2	Explain how an ecosystem is sustained by the functions of the organisms involved		
7Sc8.3	Speculate and draw conclusions regarding the effects of altering various environments		
7Sc8.4	Explain and observe the uses and roles of technological advances in altering environmental conditions		
7Sc8.5	Demonstrate a symbiotic inter-dependent ecosystem; test out elements of the system; explain flaws and potential hazards of the design		
7Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
7Sc9.1	Identify those characteristics that are shared by a species		

Identifier	<b>Lander - Grade 7 - Science</b>	Introduced	Completed
7Sc9.2	Describe genetic passage		
7Sc9.3	Label and sort possible genetic alterations and their connection to inherited characteristics		
7Sc9.4	Show how fossil evidence illuminates environmental conditions through Earth's geological cycles		
7Sc9.5	Define and describe how an organism's behavior is connected to its species history		
7Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
7Sc10.1	Illustrate the causal relationship between sun and the Earth		
7Sc10.2	Observe and record the role of water on the Earth		
7Sc10.3	Define the elements of atmospheric conditions; define various extreme weather conditions; map possible causes of these conditions		
7Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
7Sc11.1	Define and sort the various components of the universe		
7Sc11.2	Define the characteristics that make up a planet as contrasted with other objects		
7Sc11.3	Define and sort the various objects in the universe and the placement of the earth and the solar system in relationship to them		
7Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
7Sc12.1	Define and observe the difference between rocks and fossils		
7Sc12.2	Define the elements that identify the age of rocks and fossils		
7Sc12.3	Define the differences between layers of rock		
7Sc12.4	Define the various forces that interact with the Earth's surface; sort and list the various landforms on the Earth's surface		
7Sc12.5	Define and observe the content of soil		
7Sc12.6	Define the properties of resources; sort them by their stability and life span		
7Sc12.7	Define the essential elements of a supporting environment		
7Sc12.8	Observe and list technological advances through the history of man		
7Sc12.9	List the elements that would influence cultures and progress; recount events in the Earth's environment that have changed a culture		
7Sc12.10	Define the different available energy resources available on Earth		

# Lander County School District

## Assessed Standards/Curriculum

### Grade 8

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Grade 8 - Computer and Technology	Introduced	Completed
8 CT 1	<b>PROBLEM SOLVING</b>		
8 CT 1.8.1	Differentiate design/problem-solving methods and components of technology using accurate terminology.		
8 CT 1.8.2	Select and evaluate appropriate designs requiring optimization and making trade-offs.		
8 CT 1.8.3	Select and apply a design/problem-solving method to reach a desired outcome.		
8 CT 2	<b>PRODUCTIVITY TOOLS</b>		
8 CT 2.8.1	Demonstrate proficiency and accuracy in keyboarding skills.		
8 CT 2.8.2	Create a document using advanced formatting techniques that demonstrate the ability to import a graphic, type, edit, and print.		
8 CT 2.8.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query.		
8 CT 2.8.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Print a spreadsheet showing formulas.		
8 CT 2.8.5	Create a multipage multimedia presentation using text, graphics, and sound to effectively communicate a concept.		
8 CT 2.8.6	Organize files on a computer disk, drive, server, or other storage device.		
8 CT 2.8.7.1	Explain the advantages of connectivity with various systems to share information and resources.		
8 CT 2.8.7.2	Employ the use of electronic communication.		
8 CT 3	<b>RESEARCH TOOLS</b>		
8 CT 3.8.1	Select a research topic or a statement of a problem identifying its elements, its scope, and the expected outcomes using technology tools.		
8 CT 3.8.2	Generate a list of keywords for a research topic or problem and conduct a search of electronic-based sources.		
8 CT 3.8.3	Select and evaluate information from a variety of remote resources for a research topic or problem exploring hyperlinks.		
8 CT 3.8.4	Use an organizational format to arrange information for presentation or decision making.		
8 CT 3.8.5	Check collected information for reliability, authenticity, and timeliness, citing sources of copyrighted materials in papers, projects, and multimedia presentations.		
8 CT 3.8.6	Generate a bibliography.		
8 CT 4	<b>TOOLS AND PROCESSES</b>		
8 CT 4.8.1	Explain how technology skills and tools enhance productivity in creating projects, building prototypes and modeling (e.g., measuring, shaping, forming, and fastening materials).		
8 CT 4.8.2	Use tools, instrumentation, equipment, materials, and processes to make designs, simulations, and prototypes.		
8 CT 4.8.3	Compare and contrast the safe use of technology tools, hand and power tools, processes, and materials in diverse computer and technology applications.		
8 CT 4.8.4	Demonstrate an understanding of the operation and maintenance of technology tools such as hand tools, power tools, lasers, hydraulics, pneumatics, electronics, hardware, software, CNC machines, computers, robotics, and fiber optics.		
8 CT 5	<b>SYSTEMS</b>		
8 CT 5.8.1	Interpret resources that are essential and those that must be used effectively to produce a desired outcome; an output from one system may be input to another system.		
8 CT 5.8.2	Differentiate among various systems, explain capabilities and limitations, and identify the ways in which they are controlled to produce a desired outcome (e.g., limitations of the components of a computer system).		
8 CT 5.8.3	Use a system to achieve a desired outcome in the areas of construction, communication, manufacturing, energy, power, transportation, and biotechnology.		
8 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
8 CT 6.8.1	Practice legal and ethical behaviors when using information and technology. Discuss the consequences of misuse on society and the environment.		
8 CT 6.8.2	Evaluate the effect technology has on society and the environment.		
8 CT 6.8.3	Examine the role of technology in the workplace and explore careers that use technology.		
8 CT 6.8.4	Explain how people can control the technologies they develop and use, and why people are responsible for the effects these have on society, the environment, and careers.		

Identifier	Nevada - Grade 8 - Health	Introduced	Completed
8 H			
8 H 1.8.1	Explain the impact of personal health behaviors on the functioning of body systems.		
8 H 1.8.2	Describe how growth and development relate to personal health decisions.		
8 H 1.8.3	Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs.		
8 H 1.8.4	Analyze the physiological and psychological effects of drug usage.		
8 H 1.8.5	Demonstrate knowledge and strategies for personal safety.		
8 H 1.8.6	Describe ways to reduce risk factors and increase resiliency related to adolescent health.		
8 H 1.8.7	Identify laws and regulations made to protect the health of the community.		
8 H 1.8.8	Identify personal actions that contribute to the deterioration of the environment.		
8 H 2.8.1	Differentiate health concerns as personal responsibility or professional responsibility.		
8 H 2.8.2	Identify characteristics of scientifically valid health information.		
8 H 3.8.1A	Apply conflict resolution techniques including peer mediation within the school environment.		
8 H 3.8.1B	Analyze the school environment for personal safety and security.		
8 H 3.8.2	Use appropriate methods of response to negative risk-taking behaviors including suicide, alcohol, tobacco, and other drugs.		
8 H 3.8.3A	Describe and follow rules prohibiting possession of weapons at school and in the community.		
8 H 3.8.3B	Demonstrate compliance with school safety procedures including emergency drills.		
8 H 3.8.4	Evaluate the role others play in stress.		
8 H 3.8.5	Perform advanced first aid procedures.		
8 H 4.8.1	Analyze how different cultures enrich and challenge health practices.		
8 H 4.8.2	Evaluate the impact of technology on health and disease prevention.		
8 H 4.8.3	Critique a variety of consumer influences that affect health decisions.		
8 H 5.8.1	Role play decision-making and problem-solving skills, which enhance interpersonal relationships.		
8 H 5.8.2	Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.		
8 H 6.8.1A	Apply a decision-making process to a significant health issue or problem.		
8 H 6.8.1B	Develop a personal health plan that addresses personal strengths, needs, and health risks.		
8 H 6.8.2	Compare and contrast the short- and long-term impact of health decisions on the individual and society.		
8 H 6.8.3	Determine contacts for assistance with health issues.		
8 H 7.8.1	Identify and research a community health issue and develop a plan of action.		

Identifier	Nevada - Grade 8 - Music	Introduced	Completed
8 Mus 1	<b>SINGING</b>		
8 Mus 1.8.1	Sing with technical accuracy and good breath control throughout their singing ranges.		
8 Mus 1.8.2	Sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control.		
8 Mus 1.8.3	Sing choral literature written in two and three parts with and without accompaniment.		
8 Mus 1.8.4	Sing music representing diverse genres and styles (e.g., baroque, classical).		
8 Mus 2	<b>PLAYING INSTRUMENTS</b>		
8 Mus 2.8.1	Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
8 Mus 2.8.2	Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.		
8 Mus 2.8.3	Perform multiple-part ensemble literature.		
8 Mus 2.8.4	Play a varied repertoire of instrumental literature representing diverse genres and styles.		
8 Mus 3	<b>IMPROVISATION</b>		
8 Mus 3.8.1	Improvise simple melodies.		
8 Mus 3.8.2	Improvise simple harmonies in a given key.		
8 Mus 3.8.3	Improvise melodic and rhythmic embellishments on given pentatonic melodies.		
8 Mus 4	<b>WRITING</b>		
8 Mus 4.8.2	Compose short pieces using the elements of music.		
8 Mus 4.8.3	Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.		
8 Mus 5	<b>READING</b>		
8 Mus 5.8.1	Read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.		
8 Mus 5.8.2	Read simple melodies in the student's appropriate clef.		
8 Mus 5.8.3	Apply music symbols to the repertoire.		
8 Mus 5.8.4	Sight read in unison with technical accuracy and expression.		
8 Mus 5.8.5	Notate simple musical phrases using standard symbols.		
8 Mus 6	<b>LISTENING</b>		
8 Mus 6.8.1	Apply knowledge of the elements of music in aural examples.		
8 Mus 6.8.2	Describe the uses of the elements of music in aural examples representing diverse genres and cultures.		
8 Mus 7	<b>EVALUATION</b>		
8 Mus 7.8.1	Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.		
8 Mus 7.8.2	Evaluate the quality of their own and others' performances and compositions, justifying their opinions.		
8 Mus 8	<b>APPLICATION TO LIFE</b>		
8 Mus 8.8.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g., motion, inspiration).		
8 Mus 8.8.2	Compare concepts common to music and other disciplines outside the arts that are interrelated with those of music (e.g., the Underground Railroad and the use of spirituals for coded escape messages).		
8 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
8 Mus 9.8.1	Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.		
8 Mus 9.8.2	Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.		

Identifier	Nevada - Grade 8 - Physical Education	Introduced	Completed
8ELA1			
8 PE 1.8.1	Describe a strategy for a sport utilizing appropriate vocabulary.		
8 PE 1.8.2	Describe and apply the advanced elements (i.e., speed) of movement forms and game strategies (i.e., softball game situation).		
8 PE 1.8.3	Evaluate movement forms for skill improvement (i.e., checklists, rubrics).		
8 PE 1.8.4	Recognize physiological benefits of exercise during and after physical activity.		
8 PE 2.8.1	Refine locomotor and nonlocomotor movements in a sport setting.		
8 PE 2.8.2	Refine previously learned manipulative skills.		
8 PE 2.8.2B	Demonstrate the elements of more advanced manipulative skills (i.e., overhand serve).		
8 PE 2.8.3	Explain how scientific principles (i.e., force and speed) apply to weight transfer and balance movements.		
8 PE 3.8.1A	Identify and demonstrate basic dance steps, positions, and patterns from two different theatrical styles and/or traditional styles of dance.		
8 PE 3.8.1B	Observe and describe (i.e., breakdown/analyze movements) the actions and qualities of movement in a dance sequence using appropriate dance vocabulary.		
8 PE 3.8.4	Accurately transfer a rhythmic pattern from the aural, verbal and/or visual to the kinesthetic (i.e., perform simple rhythmic dance sequences).		
8 PE 3.8.5	Perform traditional and/or theatrical style dances of different time periods or cultures and describe differences in steps and movement styles.		
8 PE 4.8.1	Design a personal health-related fitness program based on an accurately assessed fitness profile.		
8 PE 4.8.2	Understand and apply principles of training/conditioning (i.e., threshold, overload, and specificity) to regular fitness activities.		
8 PE 4.8.3	Identify and/or participate in a variety of health-related fitness activities in both school and community.		
8 PE 4.8.4	Compare safe and unsafe exercises and demonstrate safe exercise alternatives.		
8 PE 5.8.1	Analyze potential consequences when confronted with a behavior choice.		
8 PE 5.8.2	Work cooperatively within a group to achieve goals in cooperative or competitive situations.		
8 PE 5.8.3	Demonstrate behavior which is supportive and inclusive in physical activity settings.		
8 PE 5.8.4	Demonstrate a multicultural physical activity to others (i.e., dance, games, and sports).		

Identifier	Nevada - Grade 8 - Theater	Introduced	Completed
8 Th			
8 Th 1.8.1	Write a script with appropriate format (i.e., acts, scenes), simple stage directions, cast of characters, and technical needs.		
8 Th 1.8.2	Direct actors or be directed by others using stage direction vocabulary.		
8 Th 1.8.3	Identify and describe the roles and responsibilities of stage production personnel.		
8 Th 1.8.4	Analyze and convey the playwright's intention.		
8 Th 1.8.5	Design and produce publicity for a production (e.g., posters, flyers).		
8 Th 1.8.6	Work collaboratively and safely to design and construct a box set for a production.		
8 Th 1.8.7	Design and create props, costumes, and make-up for characters with attention to age, culture, and overall interpretation of a script.		
8 Th 1.8.8	Identify appropriate sound and lighting effects for any dramatized event (e.g., interior, exterior).		
8 Th 1.8.9	Create appropriate sound effects and suggest lighting for a dramatized event.		
8 Th 2.8.1	Analyze a character to determine actions, intentions, and biography.		
8 Th 2.8.2	Demonstrate acting skills utilizing appropriate focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement.		
8 Th 2.8.3	Create and sustain a believable character for stage.		
8 Th 3.8.1	Evaluate the established elements of theater found in a dramatized performance.		
8 Th 3.8.2	Analyze the emotional impact of the visual, aural, and kinesthetic elements of a performance.		
8 Th 3.8.3	Identify examples of high and low comedy and tragedy.		
8 Th 4.8.1	Explain how theater reveals information about other historical periods and cultures.		
8 Th 4.8.2	Identify the sources of conflict between characters in a dramatized event.		
8 Th 5.8.1	Identify and explain how the choices of visual arts, dance, and music enhance the interpretation of a dramatic event.		
8 Th 5.8.2	Explain the roots of theater in Western civilization.		
8 Th 5.8.3	Explain how advancements in the sciences have enhanced dramatized events (e.g., special effects, sound that surrounds the audience).		



Identifier	Nevada - Grade 8 - Visual Arts	Introduced	Completed
8 VA 1	<b>KNOWLEDGE</b>		
8 VA 1.8.1	Compare and contrast the use of media, techniques, and processes in works of art.		
8 VA 1.8.2	Analyze one's own selection and use of media, techniques, and processes to elicit intended responses.		
8 VA 1.8.3	Use and explain why various media, techniques, and processes are used to produce works of art that communicate ideas and experiences.		
8 VA 2	<b>APPLICATION</b>		
8 VA 2.8.1	Analyze and evaluate the effects of visual characteristics in works of art.		
8 VA 2.8.2	Analyze and evaluate a variety of artworks to determine purposes and/or functions.		
8 VA 2.8.3	Discuss why visual characteristics, purposes, and/or functions may be effective in works of art.		
8 VA 2.8.4	Explain how one's own artwork employs various visual characteristics to communicate.		
8 VA 3	<b>CONTENT</b>		
8 VA 3.8.1	Explain the origins of specific subject matter, symbols, and ideas.		
8 VA 3.8.2	Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning.		
8 VA 3.8.3	Analyze the degree to which subject matter, symbols, and ideas are successfully used to communicate meaning.		
8 VA 4	<b>CONTEXT</b>		
8 VA 4.8.1	Categorize and discuss visual characteristics of selected works of art in relationship to a variety of historical and cultural contexts.		
8 VA 4.8.2	Describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places.		
8 VA 4.8.3	Research a culture and create an artwork that demonstrates how historical and cultural factors influence visual characteristics.		
8 VA 5	<b>INTERPRETATION</b>		
8 VA 5.8.1	Interpret artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
8 VA 5.8.2	Differentiate among degrees of merit in various works of art.		
8 VA 5.8.3	Analyze and generate new meaning of their artwork and the work of others.		
8 VA 5.8.4	Develop and explain a personal position of aesthetic and critical analysis of an artwork.		
8 VA 6	<b>CROSS-CURRICULAR</b>		
8 VA 6.8.1	Explain how the basic principles of art are similar to principles of other disciplines (e.g., contrast, balance, dominance).		
8 VA 6.8.2	Research and analyze the relationships between the visual arts and other arts in terms of basic principles and subject matter (e.g., rhythm and movement).		
8 VA 6.8.3	Create works of art reflecting principles common to the arts and multiple disciplines.		

Identifier	Kamico - Grade 8 - Language Arts/Reading		Introduced	Completed
<b>R 8</b>	<b>READING</b>			
R 8.1.1A	Word Identification	Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes.		
R 8.1.2A	Vocabulary Development	Draw on experiences to bring meanings to words in context such as interpreting multiple-meaning words and analogies.		
R 8.1.2B	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 8.1.2C	Vocabulary Development	Distinguish denotative and connotative meanings.		
R 8.1.3A	Comprehension	Determine a text's main (or major) ideas and how those ideas are supported with details.		
R 8.1.3B	Comprehension	Paraphrase and summarize text to recall, inform, or organize ideas.		
R 8.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.		
R 8.2.1B	Text Structures/ Literary Concepts	Recognize and analyze story plot, setting, and problem resolution.		
R 8.2.1C	Text Structures/ Literary Concepts	Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism.		
R 8.3.1A	Comprehension	Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.		
R 8.3.1B	Comprehension	Find similarities and differences across texts such as in treatment, scope, or organization.		
R 8.3.1C	Comprehension	Represent text information in different ways such as in outline, time line, or graphic organizer.		
R 8.3.2A	Text Structures/ Literary Concepts	Identify the purposes of different types of texts such as to inform, influence, express, or entertain.		
R 8.3.2B	Text Structures/ Literary Concepts	Compare communication in different forms such as comparing story variants.		
R 8.3.2C	Text Structures/ Literary Concepts	Describe how the author's perspective or point of view affects the text.		
R 8.4.1A	Comprehension	Draw inferences such as conclusions or generalizations and support them with text evidence.		
R 8.4.1B	Comprehension	Distinguish fact and opinion in various texts.		
R 8.4.2A	Literary Response	Support responses by referring to relevant aspects of text.		
R 8.4.2B	Literary Response	Connect, compare, and contrast ideas, themes, and issues across text.		
R 8.4.3A	Text Structures/ Literary Concepts	Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically.		
R 8.4.3B	Text Structures/ Literary Concepts	Recognize how style, tone, and mood contribute to the effect of the text.		
<b>W 8</b>	<b>WRITING</b>			
W 8.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 8.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 8.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 8.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 8.2.1A	Grammar/ Usage	Write in complete sentences, varying the types, such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses.		
W 8.2.1B	Grammar/ Usage	Use conjunctions to connect ideas meaningfully.		
W 8.2.1C	Grammar/ Usage	Use prepositional phrases to elaborate written ideas.		
W 8.2.2A	Processes	Edit drafts to ensure varied sentence structure and appropriate word choice.		
W 8.2.2B	Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.		
W 8.3.1A	Grammar/ Usage	Employ Standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.		
W 8.3.1B	Grammar/ Usage	Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.		
W 8.3.1C	Grammar/ Usage	Use verb tenses appropriately and consistently, such as present, past, future, perfect, and progressive.		
W 8.3.1D	Grammar/ Usage	Write with increasing accuracy when using pronoun case, such as 'She stepped between them and us.'		
W 8.3.2A	Processes	Replace an indefinite reference with a specific noun or noun phrase, a vague word or phrase with more precise wording, or wording that is too informal with more appropriate wording.		
W 8.3.2B	Processes	Recognize grammatically correct writing.		

Identifier	<b>Kamico - Grade 8 - Language Arts/Reading</b>		Introduced	Completed
W 8.4.1A	Capitalization/ Punctuation/ Spelling	Capitalize and punctuate correctly to clarify and enhance meaning, such as capitalizing titles and using hyphens, semicolons, colons, possessives, and sentence punctuation.		
W 8.4.1B	Capitalization/ Punctuation/ Spelling	Spell proficiently.		
W 8.4.1C	Capitalization/ Punctuation/ Spelling	Write with increasing accuracy when using apostrophes in contractions, such as doesn't, and possessives, such as Texas's.		
W 8.4.2A	Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 8 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
8 ELA 1.8.3	Apply knowledge of Greek- and Latin-derived roots and affixes to determine the meaning of unknown words and to increase vocabulary.		
8 ELA 1.8.4	Apply knowledge of word origins, roots, structures, and context clues, as well as use dictionaries and glossaries, to comprehend new words in text.		
8 ELA 1.8.5	Analyze idioms, analogies, metaphors, and similes to infer literal and figurative meaning.		
8 ELA 2.8.1	Apply and analyze the use of appropriate prereading strategies that enhance comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.		
8 ELA 2.8.2	Choose reading strategies and self-correct to enhance comprehension.		
8 ELA 2.8.3	Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.		
8 ELA 2.8.4	Use outlines, maps, and graphic organizers to aid comprehension.		
8 ELA 2.8.5	Adjust reading rate to match purpose, task, and text difficulty.		
8 ELA 3.8.1	Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.		
8 ELA 3.8.2	Make inferences and predictions supported by the text regarding the motives of characters and consequences of action.		
8 ELA 3.8.3	Explain an author's viewpoint and message in relation to the historical and cultural context of the author or work.		
8 ELA 3.8.4	Distinguish theme from topic, identify possible themes, and pinpoint recurring themes in several selections, citing textual evidence to support claims.		
8 ELA 3.8.5	Analyze ways authors use imagery, figurative language, and sound to elicit reader response.		
8 ELA 3.8.6	Compare stylistic elements among texts to determine effects of author choices.		
8 ELA 3.8.7	Compare characteristics and elements of various literary forms, including short stories, poetry, essays, plays, speeches, and novels.		
8 ELA 4.8.1; 4.8.2	Use knowledge of text features and common expository structures such as cause/effect and comparison/contrast to comprehend text.		
8 ELA 4.8.3	Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.		
8 ELA 4.8.4	Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas.		
8 ELA 4.8.5	Summarize authors' ideas and information in texts, including advertisements and public documents.		
8 ELA 4.8.6	Read and follow multistep directions to complete a complex task.		
	<b>WRITING</b>		
8 ELA 5.8.1	Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples, and details from a variety of sources.		
8 ELA 5.8.2	Write career and workplace communications, such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs.		
8 ELA 5.8.3	Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.		
8 ELA 5.8.4	Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.		
8 ELA 5.8.5	Write summaries that present main ideas and key supporting information.		
8 ELA 5.8.6	Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counterarguments.		
8 ELA 6.8.1	Generate ideas for writing by using a variety of strategies such as interviewing; discussing with peers; or responding to literature, film, art, and other media.		
8 ELA 6.8.2	Use organizing techniques appropriate to the purpose for writing.		
8 ELA 6.8.3	Write coherent compositions with a controlling impression or thesis statement.		
8 ELA 6.8.4	Revise writing, using given criteria, such as rubrics or feedback from others, to improve word choice, organization, and point of view.		
8 ELA 6.8.5	Edit for use of standard English.		
8 ELA 6.8.6	Produce writing with a voice that is expressive and appropriate to audience and purpose.		
8 ELA 6.8.7	Share final drafts with a designated audience.		
8 ELA 7.8.1	Apply the rules of usage and grammar such as subject/verb agreement, pronoun/antecedent agreement, and verb tense usage in writing.		
8 ELA 7.8.2	Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.		
8 ELA 7.8.3	Use internal and external punctuation correctly.		
8 ELA 7.8.4	Use rules of capitalization.		
8 ELA 7.8.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		

Identifier	Nevada - Grade 8 - Language Arts/Reading	Introduced	Completed
8 ELA 8.8.1	Identify and paraphrase a speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about content and purpose of oral presentations.		
8 ELA 8.8.2	Evaluate content and delivery of oral presentations using given criteria and provide constructive feedback.		
8 ELA 8.8.3	Analyze how dialects associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles.		
8 ELA 8.8.4	Follow multistep oral directions to complete a complex task.		
8 ELA 9.8.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
8 ELA 9.8.2	Select and use vocabulary and public speaking techniques appropriate to audience and purpose.		
8 ELA 9.8.3	Organize and deliver impromptu and planned presentations appropriate to audience and purpose.		
8 ELA 9.8.4	Read aloud or recite literary, dramatic, and original works.		
8 ELA 9.8.5	Give clear and concise multistep directions to complete a complex task.		
8 ELA 10.8.1	Participate in conversations and group discussions as active listeners who provide constructive feedback.		
8 ELA 10.8.2	Ask for and provide specific evidence in support of an opinion.		
8 ELA 10.8.3	Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.		
8 ELA 10.8.4	Express supported opinions while considering divergent viewpoints.		
	<b>RESEARCH</b>		
8 ELA 11.8.1	Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics.		
8 ELA 11.8.2	Locate and select relevant information from multiple primary and secondary sources.		
8 ELA 11.8.3	Document research sources using a given format.		
8 ELA 11.8.4	Record information using a variety of note-taking and organizational strategies.		
8 ELA 11.8.5	Organize and present research findings using appropriate media.		

Identifier	Lander - Grade 8 - Language Arts/Reading	Introduced	Completed
8ELA1	<b>WORD KNOWLEDGE</b>		
8ELA1.1	Apply high-frequency spelling rules in writing		
8ELA1.2	Recognize multiple-meaning words		
8ELA1.3	Use word parts to determine word meaning		
8ELA1.4	Use context clues to determine word meaning		
8ELA1.5	Analyze idioms, analogies, metaphors, and similes		
8ELA2	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
8ELA2.1	Use the eight parts of speech in writing		
8ELA2.2	Write using standard English grammar, usage, and mechanics		
8ELA3	<b>WRITING</b>		
8ELA3.1	Apply the five stages of the writing process		
8ELA3.2	Apply the analytic writing traits assessed by the Nevada State Proficiency Exam in writing		
8ELA3.3	Write compositions in the descriptive, narrative, expository, and persuasive modes		
8ELA3.4	Write responses to literary selections that demonstrate an understanding of the work		
8ELA3.5	Compose various letters for business and personal use		
8ELA3.6	Write with clarity and express ideas concisely		
8ELA4	<b>LITERATURE/INFORMATIONAL TEXT</b>		
8ELA4.1	Apply reading process skills and strategies to aid comprehension		
8ELA4.2	Read and respond to various literary forms		
8ELA4.3	Evaluate elements of various literary forms		
8ELA4.4	Compare characteristics and elements of various literary forms		
8ELA4.5	Analyze the use of imagery, figurative language, and sound		
8ELA4.6	Assess the accuracy and adequacy of evidence that supports authors' ideas		
8ELA4.7	Read and follow multi-step directions		
8ELA5	<b>RESEARCH</b>		
8ELA5.1	Formulate questions and statements of purpose to guide cross-curricular research		
8ELA5.2	Locate and select relevant information from multiple primary and secondary sources		
8ELA5.3	Paraphrase and synthesize information from several sources		
8ELA5.4	Record information using note-taking and organizational strategies		
8ELA5.5	Document research sources according to a given format		
8ELA5.6	Present research findings using written text and appropriate media		
8ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
8ELA6.1	Practice effective speaking techniques		
8ELA6.2	Organize and deliver a planned presentation appropriate to audience and purpose		
8ELA6.3	Apply active listening skills		
8ELA6.4	Follow multi-step directions		
8ELA6.5	Give clear and concise multi-step directions to complete a complex task		
8ELA6.6	Ask for and provide specific evidence in support of an opinion		
8ELA6.7	Practice and apply study strategies and memory skills		
8ELA6.8	Practice test-taking strategies		

Identifier	Kamico - Grade 8 - Mathematics	Introduced	Completed
M 8 1	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 8.1.1A	Compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals.		
M 8.1.1B	Select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships.		
M 8.1.1C	Approximate mentally the value of irrational numbers as they arise from problem situations.		
M 8.1.1D	Express numbers in scientific notation, including negative exponents, in appropriate problem situations.		
M 8.1.2A	Select and use appropriate operations to solve problems and justify the selections.		
M 8.1.2B	Add, subtract, multiply, and divide rational numbers in problem situations.		
M 8.1.2C	Evaluate a solution for reasonableness.		
M 8.1.2D	Use multiplication by a constant factor (unit rate) to represent proportional relationships; for example, the arm span of a gibbon is about 1.4 times its height, $a = 1.4h$ .		
M 8 2	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 8.2.1A	Compare and contrast proportional and nonproportional relationships.		
M 8.2.1B	Estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates.		
M 8.2.2A	Generate a different representation given one representation of data such as a table, graph, equation, or verbal description.		
M 8.2.3A	Estimate, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations.		
M 8.2.3B	Use an algebraic expression to find any term in a sequence.		
M 8 3	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 8.3.1A	Generate similar shapes using dilations including enlargements and reductions.		
M 8.3.1B	Graph dilations, reflections, and translations on a coordinate plane.		
M 8.3.2A	Draw solids from different perspectives.		
M 8.3.2B	Use geometric concepts and properties to solve problems in fields such as art and architecture.		
M 8.3.2C	Use pictures or models to demonstrate the Pythagorean theorem.		
M 8.3.2D	Locate and name points on a coordinate plane using ordered pairs of rational numbers.		
M 8 4	<b>MEASUREMENT</b>		
M 8.4.1A	Find surface area of prisms and cylinders using models and nets (two-dimensional models).		
M 8.4.1B	Estimate answers and use formulas to solve application problems involving surface area and volume.		
M 8.4.2A	Use the Pythagorean theorem to solve real-life problems.		
M 8.4.2B	Use proportional relationships in similar shapes to find missing measurements.		
M 8.4.3A	Describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally.		
M 8.4.3B	Describe the resulting effect on volume when dimensions of a solid are changed proportionally.		
M 8 5	<b>PROBABILITY AND STATISTICS</b>		
M 8.5.1A	Find the probabilities of compound events (dependent and independent).		
M 8.5.1B	Use theoretical probabilities and experimental results to make predictions and decisions.		
M 8.5.2A	Select the appropriate measure of central tendency to describe a set of data for a particular purpose.		
M 8.5.2B	Draw conclusions and make predictions by analyzing trends in scatterplots.		
M 8.5.2C	Construct circle graphs, bar graphs, and histograms, without technology.		
M 8.5.3A	Evaluate methods of sampling to determine validity of an inference made from a set of data.		
M 8.5.3B	Recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.		
M 8 6	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 8.6.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.		
M 8.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 8.6.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 8.6.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.		
M 8.6.3A	Make conjectures from patterns or sets of examples and nonexamples.		

Identifier	Kamico - Grade 8 - Mathematics	Introduced	Completed
M 8.6.3B	Validate conclusions using mathematical properties and relationships.		



Identifier	Nevada - Grade 8 - Mathematics	Introduced	Completed
8 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
8 M 1.8.1	Read, write, add, subtract, multiply, and divide real numbers in various forms including radical, exponential, and scientific notation.		
8 M 1.8.2	Compute with rational and irrational numbers to solve a variety of problems including rates, recipes, unit costs, and percents (e.g., discounts, interest, sale, prices, commissions, taxes).		
8 M 1.8.3	Explain and apply number theory and the properties of real numbers to solve problems.		
8 M 1.8.6	Compare and order rational numbers.		
8 M 1.8.7	Estimate in problem-solving situations and in practical applications; determine the reasonableness of the answer and verify the results.		
8 M 1.8.9	Explain the relationship among fractions, decimals, and percents; translate among various representations of equal numbers (e.g., from fractions to decimals to percents, various forms of "1" such as 3/3 or 16/16) to solve problems efficiently.		
8 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
8 M 2.8.1	Use inductive reasoning to find the missing term in number and geometric patterns and to generalize basic patterns to the $n$ th term, with and without calculators; use written, oral, and symbolic language to identify and describe patterns, sequences, and functions.		
8 M 2.8.2	Translate among verbal descriptions, graphic, tabular, and algebraic representations of mathematical situations.		
8 M 2.8.3	Identify, model, describe, and evaluate relationships, including functions, using a variety of methods with and without technology.		
8 M 2.8.4	Add and subtract binomials; describe the connection between the algebraic process and the arithmetic process.		
8 M 2.8.5	Describe how a change in one variable of a mathematical relationship affects the remaining variables using various tools and methods.		
8 M 2.8.6	Model, identify, and solve linear equations and inequalities; relate this process to the order of operations.		
8 M 2.8.7	Solve simple linear equations and connect that process to the order of operations.		
8 M 3	<b>MEASUREMENT</b>		
8 M 3.8.2	Demonstrate an understanding of precision, error, and tolerance in measurement using the appropriate measurement tool to the required degree of accuracy.		
8 M 3.8.3	Select and apply appropriate formulas to solve problems; identify the relationship between changes in area and volume and changes in linear measures of figures.		
8 M 3.8.5	Apply ratios and proportions to calculate rates and as a method of indirect measure (e.g., miles per hour, cost per unit).		
8 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
8 M 4.8.2	Apply the properties of equality and proportionality to solve problems involving congruent or similar shapes.		
8 M 4.8.3	Use coordinate geometry and models to change scale (enlarge and reduce).		
8 M 4.8.5	Use coordinate geometry to represent and interpret relationships defined by equations and formulas (including distance, midpoint, and slope), with and without technology.		
8 M 4.8.6	Form generalizations and validate conclusions about properties of geometric shapes including parallel lines, perpendicular lines, bisectors, triangles, and quadrilaterals.		
8 M 4.8.7	Verify and explain the Pythagorean theorem using various methods (e.g., using grid paper, applying it to a missing side of a right triangle); determine missing sides and angles of triangles based on properties of their sides and angles.		
8 M 4.8.8	Use hand tools, technology, and models to construct figures and bisect angles and line segments; distinguish among constructions, sketches, and drawings.		
8 M 5	<b>DATA ANALYSIS</b>		
8 M 5.8.1	Organize, display, read, and analyze data, with and without technology, using a variety of displays including box-and-whisker plots.		
8 M 5.8.2	Find the theoretical probability of an event using different counting methods (e.g., tree diagrams, sample spaces, and organized lists) and compare those results with actual (experimental) results, differentiating between the probability of an event and the odds of an event.		
8 M 5.8.3	Find the number of combinations possible in given situations using a variety of counting methods.		
8 M 5.8.5	Evaluate arguments that are based on data analysis for accuracy and validity; analyze the effect a change of scale or a change of format will have on statistical charts and graphs.		
8 M 5.8.6	Formulate reasonable inferences and projections based on interpolations and extrapolations of data to solve problems.		
8 M 6	<b>PROBLEM SOLVING</b>		

Identifier	Nevada - Grade 8 - Mathematics	Introduced	Completed
8 M 6.8.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
8 M 6.8.2	Apply previous experience and knowledge to new problem-solving situations.		
8 M 6.8.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
8 M 6.8.6	Try more than one strategy when the first strategy proves to be unproductive.		
8 M 6.8.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
8 M 6.8.9	Generalize solutions and strategies from earlier problems to new problem situations.		
8 M 6.8.10	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.		
8 M 6.8.11	Apply combinations of proven strategies and previous knowledge to solve nonroutine problems.		
8 M 6.8.13	Use technology, including calculators, to solve problems and verify solutions.		
8 M 6.8.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
8 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
8 M 7.8.1	Discuss and exchange ideas about mathematics as a part of learning.		
8 M 7.8.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
8 M 7.8.3	Read expository text to learn about mathematics.		
8 M 7.8.6	Interpret and solve word problems without the necessity of key words or phrases.		
8 M 7.8.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
8 M 7.8.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
8 M 7.8.11	Make conjectures and present arguments in discussions of mathematical ideas.		
8 M 7.8.14	Explain and evaluate thinking about mathematical ideas and solutions based on the roles of definitions, properties, common rules, and symbols in solving problems.		
8 M 7.8.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
8 M 7.8.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
8 M 7.8.17	Use mathematical notation to communicate and explain mathematical situations.		
8 M 8	<b>MATHEMATICAL REASONING</b>		
8 M 8.8.3	Construct, justify, and defend mathematical conclusions, using logical arguments, in situations related to mathematics, science, and technology.		
8 M 8.8.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
8 M 8.8.5	Follow a logical argument and judge its validity.		
8 M 8.8.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
8 M 8.8.8	Ask questions to reflect on, clarify, and extend thinking.		
8 M 8.8.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
8 M 8.8.10	Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.		
8 M 8.8.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
8 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
8 M 9.8.1	Link new concepts to prior knowledge.		
8 M 9.8.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
8 M 9.8.3	Use models to explain the relationship of concepts to procedures.		
8 M 9.8.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
8 M 9.8.6	Use and analyze the connections between mathematics and other disciplines.		
8 M 9.8.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
8 M 9.8.8	Identify, explain, and use mathematics in everyday life.		

Identifier	<b>Lander - Grade 8 - Mathematics</b>	Introduced	Completed
8M1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
8M1.1	Develop accuracy in computation using integers, exponents, and scientific notation		
8M1.2	Solve problems applying number theory and the properties of real numbers		
8M1.3	Solve problems using rates, ratios, and percents		
8M1.4	Compare, order, and find relationships between fractions decimals and percents		
8M1.5	Compute with whole numbers, fractions, and decimals		
8M2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
8M2.1	Analyze and generalize patterns to find the missing term in arithmetic and geometric patterns		
8M2.2	Evaluate function relationships		
8M2.3	Add and subtract binomials		
8M2.4	Model and solve linear equations and inequalities using order of operations		
8M2.5	Evaluate formulas and algebraic expressions		
8M2.6	Add, subtract, multiply, divide, and factor polynomials		
8M2.7	Simplify rational algebraic expressions		
8M2.8	Solve quadratic equations and inequalities using the quadratic formula, zero product property, and completing the square		
8M2.9	Solve systems of equations, linear and quadratic, using graphing, substitution, and linear elimination methods		
8M3	<b>MEASUREMENT</b>		
8M3.1	Use appropriate tools to measure precisely and accurately		
8M3.2	Solve problems using formulas and identify relationships between area, volume and distance		
8M3.3	Formulate conclusions about properties of geometric shapes		
8M3.4	Apply concepts to solve problems involving perimeter, area, and volume		
8M3.5	Solve problems using rates, ratios, and proportions		
8M4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
8M4.1	Use models, properties and coordinate geometry to solve problems		
8M4.2	Solve problems involving coordinate geometry including finding the slope, midpoint, and distance		
8M4.3	Formulate conclusions about properties of geometric shapes		
8M4.4	Solve problems using the Pythagorean Theorem		
8M4.5	Construct geometric figures and bisect angles and line segments		
8M4.6	Apply concepts to solve problems involving perimeter, area, and volume		
8M5	<b>DATA ANALYSIS</b>		
8M5.1	Display, read, organize, and analyze data		
8M5.2	Find the theoretical probability of an event		
8M5.3	Analyze, evaluate, and make reasonable inferences based on sets of data		
8M6	<b>PROBLEM SOLVING</b>		
8M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
8M6.2	Apply previous experience and knowledge to new problem-solving situations		
8M6.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
8M6.4	Try more than one strategy when the first strategy proves to be unproductive		
8M6.5	Generalize solutions and strategies from earlier problems to new problem situations		
8M6.6	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable		
8M6.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
8M6.8	Use technology, including calculators, to investigate, define, and describe qualitative relationships such as patterns and functions		
8M7	<b>MATHEMATICAL COMMUNICATION</b>		
8M7.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
8M7.2	Identify and translate key words and phrases that imply mathematical operations		

Identifier	<b>Lander - Grade 8 - Mathematics</b>	Introduced	Completed
8M7.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
8M7.4	Explain and justify thinking about mathematical ideas and solutions		
8M7.5	Make conjectures and present arguments in discussions of mathematical ideas		
8M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
8M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
8M7.8	Use mathematical notation to communicate and explain mathematical situations		
<b>8M8</b>	<b>MATHEMATICAL REASONING</b>		
8M8.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
8M8.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
8M8.3	Ask questions to reflect on, clarify, and extend thinking		
8M8.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
<b>8M9</b>	<b>MATHEMATICAL CONNECTIONS</b>		
8M9.1	Link new concepts to prior knowledge		
8M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
8M9.3	Use models to explain the relationship of concepts to procedures		
8M9.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
8M9.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
8M9.6	Identify, explain, and use mathematics in everyday life		

Identifier	Kamico - Grade 8 - Social Studies		Introduced	Completed
SS 8				
SS 8.1.1.A	History	Identify the major eras in U.S. history through 1877 and describe their defining characteristics.		
SS 8.1.1.B	History	Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.		
SS 8.1.1.C	History	Explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.		
SS 8.1.2.A	History	Compare political, economic, and social reasons for the establishment of the 13 colonies.		
SS 8.1.3.A	History	Analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War.		
SS 8.1.3.B	History	Explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, Thomas Paine, and George Washington.		
SS 8.1.3.C	History	Explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris.		
SS 8.1.3.D	History	Analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.		
SS 8.1.4.A	History	Explain the origin and development of American political parties.		
SS 8.1.4.B	History	Explain the issues surrounding important events of the War of 1812.		
SS 8.1.4.C	History	Explain the impact of Washington's Farewell Address and the Monroe Doctrine.		
SS 8.1.4.D	History	Explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party.		
SS 8.1.4.E	History	Analyze federal Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.		
SS 8.1.5.A	History	Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.		
SS 8.1.5.B	History	Explain the political, economic, and social roots of Manifest Destiny.		
SS 8.1.5.C	History	Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.		
SS 8.1.5.D	History	Explain the major issues of the Mexican War and their impact on the United States.		
SS 8.1.6.A	History	Analyze the impact of tariff policies on sections of the United States before the Civil War.		
SS 8.1.6.B	History	Compare the effects of political, economic, and social factors on slaves and free blacks.		
SS 8.1.6.C	History	Analyze the impact of slavery on different sections of the United States.		
SS 8.1.6.D	History	Compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.		
SS 8.1.7.A	History	Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln.		
SS 8.1.7.B	History	Explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House.		
SS 8.1.7.C	History	Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.		
SS 8.2.1.A	History	Identify areas that were acquired to form the United States.		
SS 8.2.2.A	Geography	Answer questions about geographic distributions and patterns shown on maps, graphs, and charts.		
SS 8.2.3.A	Geography	Locate places and regions of importance in the United States during the 18th and 19th centuries.		
SS 8.2.3.B	Geography	Compare places and regions of the United States in terms of physical and human characteristics.		
SS 8.2.3.C	Geography	Analyze the effects of physical and human geographic factors on major historical events in the United States.		
SS 8.2.4.A	Geography	Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries.		
SS 8.3.1.A	History	Summarize arguments regarding protective tariffs and taxation.		
SS 8.3.2.A	Economics	Identify economic differences among different regions of the United States.		
SS 8.3.2.B	Economics	Explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery.		
SS 8.3.3.A	Economics	Identify the economic factors that brought about rapid industrialization and urbanization.		
SS 8.3.4.A	Economics	Explain why a free enterprise system of economics developed in the new nation.		
SS 8.3.5.A	Culture	Analyze the contributions of people of various racial, ethnic, and religious groups.		
SS 8.3.5.B	Culture	Identify the political, social, and economic contributions of women to American society.		
SS 8.3.6.A	Culture	Describe the historical development of the abolitionist movement.		
SS 8.3.6.B	Culture	Evaluate the impact of reform movements including public education, temperance, and women's rights.		
SS 8.3.7.A	Science, Technology, and Society	Explain the effects of technological and scientific innovations such as the steamboat and the cotton gin.		
SS 8.3.7.B	Science, Technology, and Society	Analyze the impact of transportation systems on the growth, development, and urbanization of the United States.		

Identifier	Kamico - Grade 8 - Social Studies		Introduced	Completed
SS 8.3.7.C	Science, Technology, and Society	Analyze how technological innovations changed the way goods were manufactured and marketed nationally.		
SS 8.3.7.D	Science, Technology, and Society	Explain how technological innovations led to rapid industrialization.		
SS 8.3.8.A	Science, Technology, and Society	Identify examples of how industrialization changed life in the United States.		
SS 8.4.1.A	History	Explain the reasons for the growth of representative government and institutions during the colonial period.		
SS 8.4.1.B	History	Evaluate the importance of the Mayflower Compact and the Virginia House of Burgesses to the growth of representative government.		
SS 8.4.2.A	Government	Identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, and the Federalist Papers on the U.S. system of government.		
SS 8.4.2.B	Government	Summarize the strengths and weaknesses of the Articles of Confederation.		
SS 8.4.2.C	Government	Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.		
SS 8.4.2.D	Government	Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.		
SS 8.4.3.A	Government	Summarize the purposes for and processes of changing the U.S. Constitution.		
SS 8.4.3.B	Government	Describe the impact of the 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.		
SS 8.4.4.A	Government	Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, and James Madison.		
SS 8.4.4.B	Government	Describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.		
SS 8.4.5.A	Government	Summarize the issues, decisions, and significance of landmark Supreme Court cases including Marbury v. Madison.		
SS 8.4.5.B	Government	Evaluate the impact of selected landmark Supreme Court decisions including Dred Scott v. Sandford on life in the United States.		
SS 8.4.6.A	Citizenship	Define and give examples of unalienable rights.		
SS 8.4.6.B	Citizenship	Summarize rights guaranteed in the Bill of Rights.		
SS 8.4.7.A	Citizenship	Describe the importance of free speech and press in a democratic society.		
SS 8.4.8.A	Citizenship	Describe the contributions of significant political and social leaders of the United States such as Frederick Douglass, James Monroe, and Elizabeth Cady Stanton.		
SS 8.5.1.A	Social Studies Skills	Use primary and secondary sources to acquire information about the United States.		
SS 8.5.1.B	Social Studies Skills	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions.		
SS 8.5.1.C	Social Studies Skills	Interpret information from visuals including graphs, charts, timelines, and maps.		
SS 8.5.1.D	Social Studies Skills	Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.		
SS 8.5.1.E	Social Studies Skills	Identify bias in written and visual material.		

Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS C	<b>CIVICS</b>			
8 SS C 1.8.1	Rules and Law	Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships).		
8 SS C 1.8.2	Rules and Law	Describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy.		
8 SS C 1.8.4	Rules and Law	Explain popular sovereignty and the need for citizen involvement at all levels of U.S. government.		
8 SS C 1.8.5	Rules and Law	Describe how the U.S. Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the U.S. Constitution.		
8 SS C 2.8.1	US Government	Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. Constitution.		
8 SS C 2.8.2	US Government	Explain the historic compromises that created a two-house Congress and identify the responsibilities of each.		
8 SS C 2.8.3	US Government	Discuss enumerated and implied powers of the U.S. Congress.		
8 SS C 2.8.4	US Government	Describe the duties of the President, such as presenting a budget proposal.		
8 SS C 2.8.5	US Government	List the ways the Supreme Court determines policy, including judicial review, interpreting laws, and overruling or revising its previous decisions.		
8 SS C 2.8.6	US Government	Describe the trial process, including the selection and responsibilities of jurors.		
8 SS C 2.8.7	US Government	Explain the system of checks and balances in the design of the U.S. Constitution.		
8 SS C 3.8.1	National and State Government	Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments.		
8 SS C 3.8.2	National and State Government	Define "federalism."		
8 SS C 3.8.3	National and State Government	Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.		
8 SS C 4.8.1	Political Process	Describe the election process.		
8 SS C 4.8.2	Political Process	Provide examples of how political parties changed.		
8 SS C 4.8.3	Political Process	Identify the impact of interest groups on the political process.		
8 SS C 4.8.4	Political Process	Identify the influence of the media in forming public opinion.		
8 SS C 4.8.5	Political Process	Identify propaganda and persuasion in political advertising and literature.		
8 SS C 4.8.6	Political Process	Provide examples of contemporary public issues that may require public solutions.		
8 SS C 5.8.1	Citizenship	Identify the rights, privileges, and responsibilities associated with U.S. citizenship, including voting; holding office; jury duty; or military, community, or public service.		
8 SS C 5.8.3	Citizenship	Explain the significance of mottoes and symbols, including E Pluribus Unum, national anthem, flag, Statue of Liberty, Great Seal, oath of office, and Pledge of Allegiance.		
8 SS C 5.8.4	Citizenship	Explain the necessity of the Bill of Rights for a democratic society.		
8 SS C 5.8.6	Citizenship	Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States.		
8 SS C 6.8.1	State and Local Government	Compare the organization and purpose of state, local, and tribal government.		
8 SS C 6.8.5	State and Local Government	Describe the juvenile, civil, and criminal court systems.		
8 SS C 7.8.1	Political and Economic Systems	Define the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, and communism.		
8 SS C 7.8.2	Political and Economic Systems	Define the world's major economic systems, including capitalism, mixed economy, socialism, and command economy.		
8 SS C 8.8.1	International Relations	Identify nations that play a significant role in U.S. foreign policy.		
8 SS C 8.8.2	International Relations	Define foreign policy and describe ways nations interact diplomatically, including treaties, trade, humanitarian aid, and military intervention.		
8 SS C 8.8.3	International Relations	Describe the purpose of the United Nations.		
8 SS C 8.8.4	International Relations	List and describe nongovernmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.		
8 SS E	<b>ECONOMICS</b>			
8 SS E 1.8.1	Economic Way of Thinking	Use the concept of opportunity cost to evaluate the tradeoffs when choices occur.		
8 SS E 1.8.2	Economic Way of Thinking	Explain that self-interest is a motivational factor when people respond to incentives.		
8 SS E 1.8.3	Economic Way of Thinking	Identify the additional benefits and the additional costs that result from choosing a little more or a little less.		
8 SS E 1.8.4	Economic Way of Thinking	Evaluate career paths by comparing costs and benefits.		
8 SS E 2.8.1	Measuring US Economic Performance	Explain gross domestic product (GDP) and how it is used to describe a country's economic output.		
8 SS E 2.8.2	Measuring US Economic Performance	Given data on population and GDP for several countries, determine their per capita GDP, and compare with the U.S.		

Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS E 2.8.4	Measuring US Economic Performance	Use the consumer price index (CPI) to compare the buying power of the U.S. dollar in one year with its buying power in another year.		
8 SS E 2.8.6	Measuring US Economic Performance	Identify the unemployment rate as the percentage of people in the labor force who are not working, but who are actively pursuing work.		
8 SS E 2.8.7	Measuring US Economic Performance	Distinguish between a high rate and a low rate of unemployment for the U.S. economy over time.		
8 SS E 2.8.8	Measuring US Economic Performance	Explain why riskier loans command higher interest rates than safer loans.		
8 SS E 2.8.9	Measuring US Economic Performance	Distinguish between high and low interest rates for the U.S. economy over time.		
8 SS E 2.8.10	Measuring US Economic Performance	Identify career fields that are experiencing growth and career fields that are experiencing decline.		
8 SS E 3.8.1	Functioning of Markets	Give examples of markets in which people benefit from trade.		
8 SS E 3.8.2	Functioning of Markets	Explain how supply and demand function to determine market prices.		
8 SS E 3.8.3	Functioning of Markets	Explain why buyers demand less yet sellers supply more when prices go up.		
8 SS E 3.8.4	Functioning of Markets	Explain why buyers demand more yet sellers supply less when prices go down.		
8 SS E 3.8.6	Functioning of Markets	Identify instances in which people might pay interest or receive interest.		
8 SS E 3.8.7	Functioning of Markets	Explain the factors that should be considered when making individual purchasing decisions, given changes in prices.		
8 SS E 4.8.1	Private US Economic Institutions	Explain the purposes and functions of financial institutions (e.g., to channel funds from savers to borrowers).		
8 SS E 4.8.2	Private US Economic Institutions	Explain the purposes and functions of labor unions (e.g., collective bargaining).		
8 SS E 4.8.3	Private US Economic Institutions	Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation.		
8 SS E 4.8.4	Private US Economic Institutions	Explain why not-for-profit organizations are tax exempt.		
8 SS E 4.8.5	Private US Economic Institutions	Compare the rewards and risks of saving and borrowing money with several types of financial institutions.		
8 SS E 4.8.6	Private US Economic Institutions	Investigate careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
8 SS E 5.8.1	Money	Illustrate how prices stated in money terms help people compare the value of products.		
8 SS E 5.8.4	Money	Describe the transition from the use of commodities as money to the use of modern forms of money.		
8 SS E 5.8.5	Money	Identify pros and cons of paying with cash versus using credit.		
8 SS E 6.8.1	US Economy as a Whole	Explain ways in which households, schools, or community groups allocate resources.		
8 SS E 6.8.2	US Economy as a Whole	Explain how consumer and producer reactions to price changes affect resource allocation.		
8 SS E 6.8.3	US Economy as a Whole	Explain how the current utilization of a productive resource affects the availability of that resource in the future.		
8 SS E 6.8.4	US Economy as a Whole	Explain the circular flow of economic activity.		
8 SS E 6.8.5	US Economy as a Whole	Identify factors that can affect an individual's likelihood of being unemployed.		
8 SS E 6.8.6	US Economy as a Whole	Explain that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces.		
8 SS E 6.8.7	US Economy as a Whole	Identify a career path of interest and explain how the associated earnings are affected by the market.		
8 SS E 7.8.1	Evolving Economy	Explain how investment improves standards of living by increasing productivity.		
8 SS E 7.8.4	Evolving Economy	Describe the advantages and disadvantages of being an entrepreneur.		
8 SS E 7.8.5	Evolving Economy	Illustrate how competition among sellers decreases prices, while competition among buyers increases prices.		
8 SS E 7.8.6	Evolving Economy	Give examples of how specialization is facilitated by trade.		
8 SS E 7.8.7	Evolving Economy	Give examples of ways investment can improve students' performance in school, sports, etc.		
8 SS E 8.8.1	Role of Government in a Market Economy	Give examples of the kinds of goods and services that government provides.		
8 SS E 8.8.2	Role of Government in a Market Economy	Give examples of activities that benefit participants, yet harm nonparticipants.		
8 SS E 8.8.3	Role of Government in a Market Economy	Identify methods by which government redistributes income.		



Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS E 8.8.4	Role of Government in a Market Economy	Give examples of ways government protects property.		
8 SS E 8.8.7	Role of Government in a Market Economy	Describe how paying sales, property, and income taxes affects the amount of money an individual has available for spending.		
8 SS E 9.8.1	International Economy	Explain how governments use tariffs or quotas to restrict trade.		
8 SS E 9.8.2	International Economy	Describe how economic interdependence among countries affects standards of living in those countries.		
8 SS E 9.8.4	International Economy	Compute prices of U.S. products in terms of other countries' currencies.		
8 SS E 9.8.5	International Economy	Identify goods that would not be readily available in U.S. stores if there were no international trade.		
8 SS G	<b>GEOGRAPHY</b>			
8 SS GS.8.1	Geographic Skills	Identify and define geographic problems and issues by asking geographic questions.		
8 SS GS.8.2	Geographic Skills	Use a variety of research skills, including field work and computer resources, to collect geographic information.		
8 SS GS.8.3	Geographic Skills	Create and prepare various forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		
8 SS GS.8.4	Geographic Skills	Evaluate and analyze information obtained from a variety of geographic sources.		
8 SS GS.8.5	Geographic Skills	Make generalizations by developing and presenting combinations of geographic information to answer geographic questions.		
8 SS G 1.8.1	World in Spatial Terms	Use map elements including scale, latitude and longitude, and projection, to identify and locate physical and human features in Nevada, the U.S., and regions of the world.		
8 SS G 1.8.2	World in Spatial Terms	Compare and contrast the characteristics and purposes of several types of maps, map projections, and other geographic representations.		
8 SS G 1.8.3	World in Spatial Terms	Use maps, graphic representations, aerial photographs, satellite images, and computer resources to compare Earth's physical and human systems.		
8 SS G 1.8.4	World in Spatial Terms	Construct maps and charts to display information about human and physical features.		
8 SS G 1.8.5	World in Spatial Terms	Compare and contrast maps of similar areas for purpose, accuracy, content, and design.		
8 SS G 1.8.6	World in Spatial Terms	Make and defend a spatial decision using basic geographic vocabulary and concepts.		
8 SS G 2.8.1	Places and Regions	Describe the relationship between physical and human features, such as landforms and political boundaries.		
8 SS G 2.8.2	Places and Regions	Relate how places and regions are important to the expression of cultural identity.		
8 SS G 2.8.3	Places and Regions	Compare how cultural characteristics affect different points of view with regard to places and regions.		
8 SS G 2.8.4	Places and Regions	Describe ways in which technology affects how cultural groups use places and regions.		
8 SS G 2.8.5	Places and Regions	Explain the role regions have played in selected historical events.		
8 SS G 2.8.6	Places and Regions	Describe how and why regions change over time.		
8 SS G 2.8.7	Places and Regions	Apply the concept of region to examine current events.		
8 SS G 3.8.1	Physical Systems	Explain how the physical processes within each of the four basic systems (atmosphere, lithosphere, hydrosphere, and biosphere) influence Earth's surface.		
8 SS G 3.8.2	Physical Systems	Explain how natural hazards alter Earth's environments.		
8 SS G 3.8.3	Physical Systems	Describe the interdependence among soil, climate, plant life, and animal life within ecosystems.		
8 SS G 3.8.4	Physical Systems	Compare and contrast the biodiversity and productivity of various ecosystems on Earth.		
8 SS G 3.8.5	Physical Systems	Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw conclusions.		
8 SS G 4.8.1	Human Systems	Describe the characteristics of different populations through the use of key demographic concepts.		
8 SS G 4.8.2	Human Systems	Define the reasons for human migration and settlement and explain the effects on places and cultures.		
8 SS G 4.8.3	Human Systems	Describe how history has been affected by the movement of people, goods, and ideas.		
8 SS G 4.8.4	Human Systems	Identify the different patterns of migration and settlement in developing and developed countries.		
8 SS G 4.8.5	Human Systems	Describe the factors that influence the location and distribution of economic activities.		
8 SS G 4.8.6	Human Systems	Identify a regional or international economic issue and explain it from a spatial perspective.		
8 SS G 4.8.7	Human Systems	Compare the elements of economic development and quality of life between developing and developed countries.		
8 SS G 4.8.8	Human Systems	Compare and contrast changes in cultural, political, and economic organizations over time.		
8 SS G 4.8.9	Human Systems	Compare how conflict and cooperation among people contribute to political, economic, and cultural divisions on Earth's surfaces.		
8 SS G 4.8.10	Human Systems	Identify international alliances and organizations that influence conflict and cooperation among independent nations.		
8 SS G 5.8.1	Environment and Society	Describe and predict the regional or global impact of changes in the physical environment.		
8 SS G 5.8.2	Environment and Society	Compare and contrast the opportunities and constraints that the physical environment places on human activity.		

Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS G 5.8.3	Environment and Society	Explain the role of technology in the human modification of the physical environment.		
8 SS G 5.8.4	Environment and Society	Describe the patterns of change caused by human modification of the physical environments.		
8 SS G 5.8.5	Environment and Society	Describe how humans prepare for and react to natural hazards.		
8 SS G 5.8.6	Environment and Society	Identify and locate examples of renewable and nonrenewable natural resources.		
8 SS G 5.8.7	Environment and Society	Select a resource and evaluate different viewpoints regarding its use.		
8 SS G 6.8.1	Geographic Applications	Explain how different characteristics of people, places, and resources have affected events and conditions in the past.		
8 SS G 6.8.2	Geographic Applications	Select a current event and relate it to the physical and human characteristics of place.		
8 SS G 6.8.3	Geographic Applications	Examine a contemporary issue using geographic knowledge, skills, and perspectives.		
8 SS G 6.8.4	Geographic Applications	Describe several future outcomes for a geographic issue and defend one possible solution.		
8 SS H	<b>HISTORY</b>			
8 SS H 1.8.1	Chronology	Describe how a current event is presented by multiple sources.		
8 SS H 1.8.2	Chronology	Create a tiered time line.		
8 SS H 2.8.1	History Skills	Frame historical questions that examine multiple viewpoints.		
8 SS H 2.8.2	History Skills	Evaluate sources of historical information based on bias, credibility, cultural context, reliability, and time period.		
8 SS H 2.8.3	History Skills	Read and use informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
8 SS H 3.8.1	Prehistory to 400 CE	Explain the characteristics and environments of hunter-gatherer.		
8 SS H 3.8.2	Prehistory to 400 CE	Identify significant characteristics of early agricultural societies, including farming and domestication of animals.		
8 SS H 3.8.3	Prehistory to 400 CE	Locate ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome.		
8 SS H 3.8.4	Prehistory to 400 CE	Describe achievements made by ancient and classical civilizations, including the Americas, China, Egypt, Greece, India, Mesopotamia, and Rome.		
8 SS H 3.8.5	Prehistory to 400 CE	Describe the lifestyles of Nevada's Desert Archaic people.		
8 SS H 4.8.1	1 CE to 1400	Describe the Viking exploration of North America.		
8 SS H 4.8.2	1 CE to 1400	Describe contributions of and locate the Mayan, Aztec, and Incan civilizations.		
8 SS H 4.8.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
8 SS H 4.8.4	1 CE to 1400	Identify the characteristics of European feudalism.		
8 SS H 5.8.1	1200 to 1750	Define the Renaissance in terms of science and fine arts.		
8 SS H 5.8.5	1200 to 1750	Describe the lifestyles of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.		
8 SS H 5.8.6	1200 to 1750	Describe Native North American cultural regions, such as Southwest, Southeast, Northeast, Northwest, California, Great Basin, Plains, Plateau, Arctic, and Sub-Arctic.		
8 SS H 5.8.7	1200 to 1750	Describe motivations for Scandinavian and European explorations, including all-water routes to Asia, trade, and religion.		
8 SS H 5.8.8	1200 to 1750	Explain interactions among Native Americans, Europeans, and Africans.		
8 SS H 5.8.9	1200 to 1750	Compare the lifestyles of Native Americans with those of the colonists.		
8 SS H 5.8.10	1200 to 1750	Explain where and why colonies were established in the Americas by European nations and how those colonies were governed.		
8 SS H 5.8.11	1200 to 1750	Describe lifestyles in the New England, Middle, and Southern colonies.		
8 SS H 5.8.12	1200 to 1750	Describe the African slave trade.		
8 SS H 6.8.1	1700 to 1865	Describe major inventions of the Industrial Revolution, including steam engine and textile machines.		
8 SS H 6.8.3	1700 to 1865	Describe the effect of laws and taxes enacted by the British on the American colonies, including Stamp Act, Intolerable Acts, and Quartering Act.		
8 SS H 6.8.4	1700 to 1865	Explain the major ideas expressed in the Declaration of Independence, including equality; right to change government; and life, liberty, and the pursuit of happiness.		
8 SS H 6.8.5	1700 to 1865	Describe key people and events of the American Revolution, including King George III, George Washington, Lexington and Concord, Battle of Saratoga, and Valley Forge.		
8 SS H 6.8.6	1700 to 1865	Identify the Articles of Confederation.		
8 SS H 6.8.7	1700 to 1865	Explain why the Constitution was written.		
8 SS H 6.8.8	1700 to 1865	Identify the principles of the Bill of Rights.		
8 SS H 6.8.12	1700 to 1865	Define capitalism and free market economy.		
8 SS H 6.8.13	1700 to 1865	Describe the early development of the United States government, including Washington's cabinet, Marbury v. Madison, and political parties.		
8 SS H 6.8.14	1700 to 1865	Describe contributing factors in the development of a national identity, such as the cotton gin, Erie Canal, the factory system, immigration and nativism, Monroe Doctrine, railroads, telegraph, and War of 1812.		

Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS H 6.8.15	1700 to 1865	Identify key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Horace Mann, Sojourner Truth, and Seneca Falls Declaration.		
8 SS H 6.8.16	1700 to 1865	Recognize the development of an emerging United States culture, including contributions from literature, language development, poetry, and music.		
8 SS H 6.8.17	1700 to 1865	Describe Manifest Destiny and the expansion of the United States, including Lewis and Clark and the Louisiana Purchase, Trail of Tears, the Battle of the Alamo, Treaty of Guadalupe-Hidalgo, Oregon and California Trails, Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail, Donner Party, and California gold rush.		
8 SS H 6.8.18	1700 to 1865	Describe the contributions of the explorers and settlers in preterritorial Nevada and their influences on the future, including Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, and Jedediah Smith.		
8 SS H 6.8.19	1700 to 1865	Describe the Mormon influence on the political and economic development of preterritorial Nevada.		
8 SS H 6.8.20	1700 to 1865	Define abolition and identify the key people and events of the movement, including Frederick Douglass, Harriet Tubman, Underground Railroad, and Sojourner Truth.		
8 SS H 6.8.21	1700 to 1865	Identify the causes, key people, events, and outcome of the Civil War, including states' rights and slavery, President Lincoln, Emancipation Proclamation, Vicksburg and Gettysburg, Gettysburg Address, and Generals Grant and Lee.		
8 SS H 6.8.22	1700 to 1865	Explain the events that led to Nevada statehood, including Comstock Lode and election of 1864.		
8 SS H 7.8.1	1860 to 1920	Identify the 13th, 14th, and 15th Amendments to the Constitution.		
8 SS H 7.8.2	1860 to 1920	Identify the Black Codes and Jim Crow Laws.		
8 SS H 7.8.3	1860 to 1920	Discuss the interactions between settlers and Native Americans during the westward expansion, including Ghost Dance/Wounded Knee and Little Big Horn.		
8 SS H 7.8.4	1860 to 1920	Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States.		
8 SS H 7.8.5	1860 to 1920	Describe the western frontier, including communication (pony express and telegraph), farming and water issues, mining, ranching, and transportation.		
8 SS H 7.8.7	1860 to 1920	Describe effects of industrialization and new technologies on the transformation of the United States, including steel industry, mass production, mechanized assembly line, and communication.		
8 SS H 7.8.8	1860 to 1920	Identify American industrialists and their contributions, including Andrew Carnegie, Henry Ford, and John D. Rockefeller.		
8 SS H 7.8.9	1860 to 1920	Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States.		
8 SS H 7.8.11	1860 to 1920	Describe the goals and accomplishments of labor unions in Nevada and the United States.		
8 SS H 7.8.13	1860 to 1920	Describe the women's suffrage movement and the 19th Amendment.		
8 SS H 7.8.14	1860 to 1920	Describe United States expansion, including Alaska, Hawaii, Panama Canal, and Spanish-American War.		
8 SS H 7.8.17	1860 to 1920	Identify causes, outcome, and consequences of World War I, including Sarajevo, alliances and nationalism, weapons and tactics, and Treaty of Versailles.		
8 SS H 8.8.1	1920 to 1945	Define totalitarianism.		
8 SS H 8.8.2	1920 to 1945	Identify scientific and technological advancements and their impacts, including airplane, radio, automobile, and household appliances.		
8 SS H 8.8.4	1920 to 1945	Explain how literature, music, and visual arts were a reflection of the time.		
8 SS H 8.8.5	1920 to 1945	Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada, including stock market crash, family life, Hoover Dam, and government programs.		
8 SS H 8.8.6	1920 to 1945	Identify causes, effects, and outcome of World War II, including legacy of World War I, Pearl Harbor, Allies, Axis powers and leaders, atomic bomb, and United Nations.		
8 SS H 8.8.7	1920 to 1945	Identify key elements of the Holocaust, including "Aryan supremacy," Kristallnacht, "Final Solution," and concentration and death camps.		
8 SS H 8.8.8	1920 to 1945	Identify the effects of World War II on the home front in the United States and Nevada, including end of the Great Depression, internment camps, rationing, propaganda, and "Rosie the Riveter."		
8 SS H 9.8.1	1945 to 1990	Identify the Cold War, including Marshall Plan, Berlin Blockade, and NATO.		
8 SS H 9.8.2	1945 to 1990	Identify the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
8 SS H 9.8.3	1945 to 1990	Explain why the United Nations was involved in the Korean War and the outcome of its involvement.		
8 SS H 9.8.5	1945 to 1990	Discuss how science and technology changed life in the United States after World War II, including television, electronics and computers, and medical advances.		
8 SS H 9.8.6	1945 to 1990	Summarize the changes in the United States' demographics.		
8 SS H 9.8.7	1945 to 1990	Describe the impact of the United States military and atomic testing in Nevada.		
8 SS H 9.8.8	1945 to 1990	Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including Rosa Parks, Martin Luther King Jr., Brown v. Board of Education, voting rights, integration, Grant Sawyer, and César Chávez.		
8 SS H 9.8.9	1945 to 1990	Identify the causes and effects of the Vietnam War, including Tet Offensive, Gulf of Tonkin Resolution, antiwar movement, draft and lottery, and POWs and MIAs.		
8 SS H 9.8.10	1945 to 1990	Identify the significance to United States political culture of the following: Watergate, Iranian hostage crisis, Iran-Contra Affair.		

Identifier	Nevada - Grade 8 - Social Studies		Introduced	Completed
8 SS H 9.8.11	1945 to 1990	Identify key people and events that contributed to the end of the Cold War, including recognition of China, détente, disarmament, and Strategic Defense Initiative.		
8 SS H 9.8.12	1945 to 1990	Describe the significance of the breakup of the USSR, including fall of the Berlin Wall.		
8 SS H 9.8.13	1945 to 1990	Describe the effects of tourism and gaming on Nevada.		
8 SS H 9.8.14	1945 to 1990	Identify examples of arts, music, literature, and the media in United States society.		
8 SS H 10.8.1	1990 to Present	Describe scientific and technological developments, including personal computers, Internet, satellites, and medical advances.		
8 SS H 10.8.3	1990 to Present	Describe major world, national, and local issues, including ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation.		
8 SS H 10.8.4	1990 to Present	Identify the causes and effects of the Persian Gulf War.		
8 SS H 10.8.5	1990 to Present	Identify the role of the media in the changing political climate.		
8 SS H 10.8.6	1990 to Present	Identify how literature, music, and the visual arts are a reflection of the time.		

Identifier	Lander - Grade 8 - Social Studies	Introduced	Completed
8S1	<b>CIVICS</b>		
8S1.1	Describe the significance of the Declaration of Independence and the US Constitution as foundations of US democracy		
8S1.2	Describe how the US Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the US Constitution		
8S1.3	Explain the historic compromises that created a two-house Congress and identify the responsibilities of each		
8S1.4	Describe the duties of the executive branch, including: cabinet/departments, regulatory commissions, White House staff		
8S1.5	Explain how the supremacy clause of the US Constitution defines the relationship between state and national governments		
8S1.6	Provide examples of how political parties changed		
8S1.7	Describe the process by which public policy is formed and carried out		
8S1.8	Identify the rights, privileges, and responsibilities associated with US citizenship, including voting, holding office, jury duty, or military, community, or public service		
8S1.9	Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States		
8S1.10	Describe the juvenile, civil, and criminal court systems		
8S1.11	Define the world's major economic systems, including: capitalism, mixed economy, socialism, command economy		
8S1.12	Define foreign policy and describe ways nations interact diplomatically, including: treaties, trade, humanitarian aid, military intervention		
8S2	<b>ECONOMICS</b>		
8S2.1	Explain that self-interest is a motivational factor when people respond to incentives		
8S2.2	Explain gross domestic product and how it is used to describe a country's economic output		
8S2.3	Distinguish between a high rate and a low rate of un-employment for the US economy over time		
8S2.4	Distinguish between high and low interest rates for the US economy over time		
8S2.5	Give examples of markets in which people benefit from trade		
8S2.6	Explain the purposes and functions of financial institutions (e.g., to channel funds from savers to borrowers)		
8S2.7	Illustrate how prices stated in money terms help people compare the value of products		
8S2.8	Explain how consumer and producer reactions to price changes affect resource allocation		
8S2.9	Explain the circular flow of economic activity		
8S2.10	Explain how investment improves standards of living by increasing productivity		
8S2.11	Illustrate how competition among sellers decreases prices, while competition among buyers increases prices		
8S2.12	Give examples of the kinds of goods and services that government provides		
8S2.13	Give examples of ways government protects property		
8S2.14	Describe how economic interdependence among countries affects standards of living in those countries		
8S3	<b>GEOGRAPHY</b>		
8S3.1	Use a variety of research skills, including field work and computer resources, to collect geographic information		
8S3.2	Make generalizations by developing and presenting combinations of geographic information to answer geographic questions		
8S3.3	Use map elements including scale, latitude and longitude, and projection, to identify and locate physical and human features in Nevada, the US, and regions of the world		
8S3.4	Compare and contrast maps of similar areas for purpose, accuracy, content, and design		
8S3.5	Compare how cultural characteristics affect different points of view with regard to places and regions		
8S3.6	Describe ways in which technology affects how cultural groups use places and regions		
8S3.7	Explain the role regions have played in selected historical events		
8S3.8	Explain how natural hazards alter Earth's environments		
8S3.9	Compare and contrast the biodiversity and productivity of various ecosystems on Earth		
8S3.10	Describe how history has been affected by the movement of people, goods, and ideas		
8S3.11	Compare the elements of economic development and quality of life between developing and developed countries		
8S3.12	Compare and contrast changes in cultural, political, and economic organizations over time		
8S3.13	Compare how conflict and cooperation among people contribute to political, economic, and cultural divisions on Earth's surfaces		
8S3.14	Explain the role of technology in the human modification of the physical environment		
8S3.15	Describe the patterns of change caused by human modification of the physical environments		
8S3.16	Select a resource and evaluate different viewpoints regarding its use		
8S3.17	Examine a contemporary issue using geographic knowledge, skills, and perspectives		
8S3.18	Describe several future outcomes for a geographic issue and defend one possible solution		
8S4	<b>HISTORY</b>		
8S4.1	Describe how a current event is presented by multiple sources		
8S4.2	Frame historical questions that examine multiple viewpoints		
8S4.3	Identify significant characteristics of early agricultural societies, including: farming, domestication of animals		
8S4.4	Describe achievements made by ancient and classical civilizations, including: the Americas, China, Egypt, Greece, India, Mesopotamia, Rome		

Identifier	Lander - Grade 8 - Social Studies	Introduced	Completed
8S4.5	Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including: contributions, geography, political systems, religion, social structure		
8S4.6	Define the Renaissance in terms of science and fine arts		
8S4.7	Explain interactions among Native Americans, Europeans, and Africans		
8S4.8	Describe, compare and contrast lifestyles in the New England, Middle, and Southern colonies		
8S4.9	Describe the African slave trade		
8S4.10	Explain the major ideas expressed in the Declaration of Independence, including: equality, right to change government, "life, liberty, and the pursuit of happiness"		
8S4.11	Identify the Articles of Confederation		
8S4.12	Define capitalism and free market economy		
8S4.13	Describe contributing factors in the development of a national identity, such as: the cotton gin, Erie Canal, the factory system, immigration and nativism, Monroe Doctrine, railroads, telegraph, War of 1812		
8S4.14	Describe Manifest Destiny and the expansion of the United States, including: Lewis and Clark and the Louisiana Purchase, Trail of Tears, the Battle of the Alamo, Treaty of Guadalupe-Hidalgo, Oregon and California Trails, Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail, Donner Party, California Gold Rush		
8S4.15	Describe the Mormon influence on the political and economic development of pre-territorial Nevada		
8S4.16	Identify the causes, key people, events, and outcome of the Civil War, including: states' rights and slavery, President Lincoln, Emancipation Proclamation, Vicksburg and Gettysburg, Gettysburg Address, Generals Grant and Lee		
8S4.17	Identify the 13th, 14th, and 15th Amendments to the Constitution		
8S4.18	Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States		
8S4.19	Describe the goals and accomplishments of labor unions in Nevada and the United States		
8S4.20	Describe the women's suffrage movement and the 19th Amendment		
8S4.21	Identify causes, outcome, and consequences of World War I, including Sarajevo, alliances and nationalism, weapons and tactics, Treaty of Versailles		
8S4.22	Explain how literature, music, and visual arts were a reflection of the times		
8S4.23	Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada, including: stock market crash, family life, Hoover Dam, government programs		
8S4.24	Identify key elements of the Holocaust, including: "Aryan supremacy," Kristallnacht, "Final Solution," concentration and death camps		
8S4.25	Identify the effects of the Cold War on the United States, including: arms race and nuclear testing, McCarthyism, space race, Cuban Missile Crisis		
8S4.26	Discuss how science and technology changed life in the United States after WW II, including: television, electronics and computers, medical advances		
8S4.27	Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including: Rosa Parks, Martin Luther King, Jr., Brown v. Board of Education, voting rights, integration, Grant Sawyer, César Chávez		
8S4.28	Describe the effects of tourism and gaming on Nevada		
8S4.29	Describe major world, national, and local issues, including: ethnic and religious conflicts, environmental issues, gaming, health issues, water and resource allocation		
8S4.30	Identify the role of the media in the changing political climate		

Identifier	Kamico - Grade 8 - Science	Introduced	Completed
S 8.1	<b>EARTH AND SPACE SCIENCES</b>		
S 8.1.A	Describe how the positions and motions of the objects in the universe cause predictable and cyclic events.		
S 8.1.B	Explain that the universe is composed of vast amounts of matter, most of which is at incomprehensible distances and held together by gravitational force. Describe how the universe is studied by the use of equipment such as telescopes, probes, satellites and spacecraft.		
S 8.1.C	Describe interactions of matter and energy throughout the lithosphere, hydrosphere and atmosphere (e.g., water cycle, weather and pollution).		
S 8.1.D	Identify that the lithosphere contains rocks and minerals and that minerals make up rocks. Describe how rocks and minerals are formed and/or classified.		
S 8.1.E	Describe the processes that contribute to the continuous changing of Earth's surface (e.g., earthquakes, volcanic eruptions, erosion, mountain building and lithospheric plate movements).		
S 8.2	<b>LIFE SCIENCES</b>		
S 8.2.A	Explain that the basic functions of organisms are carried out in cells and groups of specialized cells form tissues and organs; the combination of these cells make up multicellular organisms that have a variety of body plans and internal structures.		
S 8.2.B	Describe the characteristics of an organism in terms of a combination of inherited traits and recognize reproduction as a characteristic of living organisms essential to the continuation of the species.		
S 8.2.C	Explain how energy entering the ecosystems as sunlight supports the life of organisms through photosynthesis and the transfer of energy through the interactions of organisms and the environment.		
S 8.2.D	Explain how extinction of a species occurs when the environment changes and its adaptive characteristics are insufficient to allow survival (as seen in evidence of the fossil record).		
S 8.3	<b>PHYSICAL SCIENCES</b>		
S 8.3.A	Relate uses, properties and chemical processes to the behavior and/or arrangement of the small particles that compose matter.		
S 8.3.B	In simple cases, describe the motion of objects and conceptually describe the effects of forces on an object.		
S 8.3.C	Describe renewable and nonrenewable sources of energy (e.g., solar, wind, fossil fuels, biomass, hydroelectricity, geothermal and nuclear energy) and the management of these sources.		
S 8.3.D	Describe that energy takes many forms, some forms represent kinetic energy and some forms represent potential energy; and during energy transformations the total amount of energy remains constant.		
S 8.4	<b>SCIENCE AND TECHNOLOGY</b>		
S 8.4.A	Give examples of how technological advances, influenced by scientific knowledge, affect the quality of life.		
S 8.4.B	Design a solution or product taking into account needs and constraints (e.g., cost, time, trade-offs, properties of materials, safety and aesthetics).		
S 8.5	<b>SCIENTIFIC INQUIRY</b>		
S 8.5.A	Explain that there are differing sets of procedures for guiding scientific investigations and procedures are determined by the nature of the investigation, safety considerations and appropriate tools.		
S 8.5.B	Analyze and interpret data from scientific investigations using appropriate mathematical skills in order to draw valid conclusions.		
S 8.6	<b>SCIENTIFIC WAYS OF KNOWING</b>		
S 8.6.A	Use skills of scientific inquiry processes (e.g., hypothesis, record keeping, description and explanation).		
S 8.6.B	Explain the importance of reproducibility and reduction of bias in scientific methods.		
S 8.6.C	Give examples of how thinking scientifically is helpful in daily life.		

Identifier	Nevada - Grade 8 - Science		Introduced	Completed
8 S PS	<b>PHYSICAL SCIENCE</b>			
8 S PS 1.8.1	Forces and Motion	Investigate and describe that multiple forces acting on an object along a straight line affect the motion of an object.		
8 S PS 1.8.2	Forces and Motion	Describe the force (gravity) which makes objects fall and planets move in their orbits.		
8 S PS 1.8.3	Forces and Motion	Investigate and describe that certain physical principles are used in the design and function of simple machines.		
8 S PS 1.8.4	Forces and Motion	Investigate and describe that buoyancy changes the apparent weight of an object immersed in a fluid.		
8 S PS 1.8.5	Forces and Motion	Investigate and explain that electric current produces magnetic forces, and moving magnets produce electric forces in conductors.		
8 S PS 2.8.1	Structure and Properties of Matter	Use simple models to explain observed properties of matter (e.g., use a particle model to account for the states of matter).		
8 S PS 2.8.2	Structure and Properties of Matter	Separate substances based on their physical and chemical properties (e.g., color, solubility, chemical reactivity, melting point, boiling point).		
8 S PS 2.8.3	Structure and Properties of Matter	Use models or drawings to explain how atoms may join together to form molecules or large groups of molecules.		
8 S PS 2.8.4	Structure and Properties of Matter	Explain that all atoms are made up of protons, neutrons, and electrons.		
8 S PS 2.8.5	Structure and Properties of Matter	Explain that liquids, solids, and gases are systems of particles.		
8 S PS 2.8.6	Structure and Properties of Matter	Explain that various elements combine in a multitude of ways to produce all known living and nonliving substances.		
8 S PS 3.8.1	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how heat moves from one object to another at different rates, depending on what the objects are made of and whether they are touching each other.		
8 S PS 3.8.2	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how all phase changes are accompanied by changes in energy.		
8 S PS 3.8.3	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how waves transfer energy and move at different speeds in different materials.		
8 S PS 3.8.4	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate, create, and describe parallel, series, and combination circuits.		
8 S PS 3.8.5	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how energy may be transferred into or out of a system or object in many ways and readily changes forms.		
8 S PS 3.8.6	Energy and Matter - Interactions and Forms	Interactions and Forms: Identify the energy involved in a particular process as potential (energy of position and stored chemical energy) or kinetic (energy of motion).		
8 S PS 4.8.1	Chemical Reaction	Investigate and describe how in chemical reactions, the total mass is conserved and the elements involved do not change into other elements.		
8 S PS 4.8.2	Chemical Reaction	Investigate and describe how the rate of a chemical reaction can be influenced by variables such as temperature, pH, and light.		
8 S PS 4.8.3	Chemical Reaction	Investigate and describe how materials may give off heat or light when they react chemically with each other.		
8 S PS 4.8.4	Chemical Reaction	Predict common properties of elements using the periodic table.		
8 S PS 5.8.1	Nuclear Energy and Electromagnetic Energy	Investigate and describe how light interacts with matter by moving through the matter, being absorbed by matter, or being scattered by the matter.		
8 S PS 5.8.2	Nuclear Energy and Electromagnetic Energy	Describe some applications of radioactive isotopes including using nuclear energy to produce heat.		
8 S PS 5.8.3	Nuclear Energy and Electromagnetic Energy	Compare and contrast between high and low level nuclear wastes and their associated hazards.		
8 S PS 5.8.4	Nuclear Energy and Electromagnetic Energy	Investigate and describe how the sun produces energy in a range of wavelengths within the electromagnetic spectrum.		
8 S PS 5.8.5	Nuclear Energy and Electromagnetic Energy	Compare and contrast the nuclear processes that occur in the sun and stars as well as in nuclear reactors.		
8 S PS 5.8.6	Nuclear Energy and Electromagnetic Energy	Explain how nuclear reactions convert small amounts of matter into a relatively large amount of energy.		
8 S LS	<b>LIFE SCIENCE</b>			
8 S LS 6.8.1	Structure and Function	Explain how disease is a breakdown in structures or functions of an organism due to intrinsic system failures or damage caused by infection.		
8 S LS 6.8.2	Structure and Function	Investigate and describe how multicellular living things have tissues, organs, and organ systems that are specialized to perform life functions.		
8 S LS 6.8.3	Structure and Function	Investigate and describe how cells, grow, divide, and take in nutrients, which they use to provide energy for cellular functions.		
8 S LS 6.8.4	Structure and Function	Investigate and describe how most organisms are composed of a single cell and others are multicellular.		
8 S LS 6.8.5	Structure and Function	Investigate and describe how plants have specialized structures and systems for a variety of functions.		
8 S LS 6.8.6	Structure and Function	Explain how information used to guide cellular functions is stored in DNA.		
8 S LS 7.8.1	Internal and External Influences on Organisms	Explain how behavior may be innate or learned.		



Identifier	Nevada - Grade 8 - Science		Introduced	Completed
8 S LS 7.8.2	Internal and External Influences on Organisms	Explain how an organism's behavior is based on experience and on the species' evolutionary history.		
8 S LS 7.8.3	Internal and External Influences on Organisms	Investigate and describe how behavior is one kind of response an organism can make to an internal or environmental stimulus.		
8 S LS 7.8.4	Internal and External Influences on Organisms	Explain how various viruses, bacteria, fungi, and parasites may infect the human body and interfere with normal body functions.		
8 S LS 8.8.1	Heredity and Diversity	Explain how heredity is the passage of genetic instructions from one generation to another.		
8 S LS 8.8.2	Heredity and Diversity	Classify organisms on the basis of similar characteristics, and explain the basis for such a classification system.		
8 S LS 8.8.3	Heredity and Diversity	Explain how new varieties of cultivated plants and domestic animals have resulted from selective breeding for particular traits.		
8 S LS 8.8.4	Heredity and Diversity	Explain how genetic information coded in DNA is passed through sexual or asexual reproduction.		
8 S LS 8.8.5	Heredity and Diversity	Explain how some patterns of inheritance can be explained by pairs of genes that separate when sex cells are formed.		
8 S LS 8.8.6	Heredity and Diversity	Identify that the basic level of biological classification is the species, which comprises all organisms that can mate with each other and produce fertile offspring.		
8 S LS 8.8.7	Heredity and Diversity	Explain how changes in the genes of sex cells can affect offspring.		
8 S LS 9.8.1	Evolution - Process of Biological Change	Explain that millions of species of animals, plants, and microorganisms are alive today.		
8 S LS 9.8.2	Evolution - Process of Biological Change	Investigate and describe how biological evolution provides a scientific explanation for the differences and many similarities between species.		
8 S LS 9.8.3	Evolution - Process of Biological Change	Investigate and describe how biological adaptations include changes that enhance survival and reproductive success in a particular environment.		
8 S LS 9.8.4	Evolution - Process of Biological Change	Investigate and describe how unity among organisms is found in similarities of internal structures, chemical processes, and modern evidence of common ancestry.		
8 S LS 9.8.5	Evolution - Process of Biological Change	Explain how extinction of a species occurs when the adaptive characteristics of a species are insufficient to allow it to survive environmental change.		
8 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
8 S ESS 10.8.1	Earth Structures and Composition	Investigate and describe how rocks and minerals have different properties and characteristics.		
8 S ESS 10.8.2	Earth Structures and Composition	Investigate and describe how the combination of constructive and destructive forces result in the formation of landforms.		
8 S ESS 10.8.3	Earth Structures and Composition	Explain, using models, how Earth is layered with a crust, both continental and oceanic; hot, convecting mantle; and dense, metallic core.		
8 S ESS 10.8.4	Earth Structures and Composition	Investigate and describe how soils have properties of color, texture, and capacity to retain water and provide nutrients for life.		
8 S ESS 10.8.5	Earth Structures and Composition	Explain how the atmosphere is a mixture of particular gases, whose properties vary with elevation.		
8 S ESS 10.8.6	Earth Structures and Composition	Explain that earthquakes, landslides, volcanoes, and floods are geologic phenomena.		
8 S ESS 11.8.1	Earth Models	Describe how positions on Earth's surface can be located using latitude and longitude.		
8 S ESS 11.8.2	Earth Models	Compare a variety of map types, and locate Nevada and Nevada features on each.		
8 S ESS 11.8.3	Earth Models	Use a color-coded map to compare and contrast various geological features such as temperature, population density, geology, or precipitation.		
8 S ESS 11.8.4	Earth Models	Identify the time of day in various places throughout the world, given the local time of day.		
8 S ESS 12.8.1	Earth History	Explain how some changes on Earth's surface are due to slow processes and others due to rapid processes.		
8 S ESS 12.8.2	Earth History	Investigate and describe how fossils provide important evidence of how life and environmental conditions have changed throughout geologic time.		
8 S ESS 12.8.3	Earth History	Explain how Earth's processes we observe today are similar to those that occurred in the past.		
8 S ESS 13.8.1	Cycles of Matter and Energy	Investigate and describe how the sun is the major source of energy for phenomena on Earth's surface (e.g., growth of plants, winds, ocean currents, and the water cycle).		
8 S ESS 13.8.2	Cycles of Matter and Energy	Explain how global patterns of atmospheric movement, topography, and proximity to bodies of water influence local weather, and seasons are caused by variations in the amount of the sun's energy hitting the surface due to the tilt of Earth's axis.		
8 S ESS 13.8.3	Cycles of Matter and Energy	Explain how water, which covers the majority of Earth's surface, circulates through the crust, oceans, and atmosphere.		
8 S ESS 13.8.4	Cycles of Matter and Energy	Simulate and describe how clouds, latitude, altitude, topographical features, and proximity to large bodies of water affect weather and climate.		

Identifier	Nevada - Grade 8 - Science		Introduced	Completed
8 S ESS 13.8.5	Cycles of Matter and Energy	Investigate and describe some changes that are reversible and others that are not.		
8 S ESS 13.8.7	Cycles of Matter and Energy	Explain that the energy that Earth receives over geologic time approximately equals the energy that it loses.		
8 S ESS 13.8.8	Cycles of Matter and Energy	Describe the relationships among geothermal and tectonic processes.		
8 S ESS 14.8.1	Solar System and Universe	Investigate and describe the size, composition, and surface features of the planets in our solar system.		
8 S ESS 14.8.2	Solar System and Universe	Investigate and describe how seasons, eclipses, moon phases, and tides are caused by the effects of relative motion and positions of the sun, Earth, and moon.		
8 S ESS 14.8.3	Solar System and Universe	Explain that billions of galaxies form most of the visible mass in the universe.		
8 S ESS 14.8.5	Solar System and Universe	Explain how various tools (e.g., optical and radio telescopes, unmanned robotic spacecraft) allow us to investigate objects in the sky that are too distant, faint, or bright to observe directly from Earth.		
8 S ESS 14.8.6	Solar System and Universe	Investigate and describe the laws of motion and gravity and their development.		
8 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
8 S ES 15.8.1	Ecosystems	Investigate and describe how living and nonliving components of ecosystems interact in various ways.		
8 S ES 15.8.2	Ecosystems	Characterize organisms in any ecosystems by their function.		
8 S ES 15.8.3	Ecosystems	Investigate and describe how the major energy source in most ecosystems is sunlight which is converted by producers into chemical energy.		
8 S ES 15.8.4	Ecosystems	Describe how geographically distinct ecosystems on Earth have similarities and differences.		
8 S ES 16.8.1	Natural Resources	Investigate and describe the identifying characteristics of renewable and nonrenewable resources.		
8 S ES 16.8.2	Natural Resources	Explain how some natural resources are limited in their abundance and/or accessible location (e.g., water in the desert).		
8 S ES 16.8.3	Natural Resources	Investigate and describe the location and distribution of various natural resources.		
8 S ES 16.8.4	Natural Resources	Investigate and describe how organisms alter their local environment through their use of natural resources.		
8 S ES 16.8.5	Natural Resources	Describe how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.		
8 S ES 17.8.1	Conservation	Analyze different conservation options for Nevada's resources.		
8 S ES 17.8.2	Conservation	Investigate and describe how in some ecosystems, populations of organisms are in dynamic equilibrium, and in other ecosystems they are not.		
8 S ES 17.8.3	Conservation	Evaluate how changes in environments can be beneficial or harmful.		
8 S ES 17.8.4	Conservation	Investigate and describe how actions which might affect Nevada's environment can be evaluated in terms of trade-offs that may have regional, national, or global effects.		
8 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
8 S NHS 18.8.1	Scientific, Historical, and Technological Perspectives	Explain that scientific investigations involve the use of logic, respect for the rules of evidence, openness to criticism, and public reporting of methods and procedures.		
8 S NHS 18.8.2	Scientific, Historical, and Technological Perspectives	Explain that scientific inquiry done in a school setting is similar to what scientists do.		
8 S NHS 18.8.3	Scientific, Historical, and Technological Perspectives	Explain, using examples, that ancient peoples provided knowledge about the natural world that is still regarded as valid today, even though that knowledge may not have originated by scientific methods.		
8 S NHS 18.8.4	Scientific, Historical, and Technological Perspectives	Explain that scientists may work in teams and some may work alone, but all communicate extensively with each other.		
8 S NHS 18.8.5	Scientific, Historical, and Technological Perspectives	Explain that scientific inquiry and technological design have similarities and differences. Scientists propose explanations for questions about the natural world and engineers propose solutions relating to human problems, needs, and aspirations.		
8 S NHS 18.8.6	Scientific, Historical, and Technological Perspectives	Explain that scientific knowledge is revised through a process of incorporating new evidence gained through continual investigation.		
8 S NHS 18.8.7	Scientific, Historical, and Technological Perspectives	Identify and describe how science is subject to strengths and limitations related to other human social and intellectual activities.		
8 S NHS 19.8.1	Reasoning and Critical Response Skills	Identify and evaluate critically the use of statistics, data, and graphs.		
8 S NHS 19.8.2	Reasoning and Critical Response Skills	Give examples of human activities with their associated benefits, costs, and risks.		
8 S NHS 19.8.3	Reasoning and Critical Response Skills	Analyze and describe a system for efficiency, optimal function, and possible sources of malfunction.		

Identifier	Nevada - Grade 8 - Science		Introduced	Completed
8 S NHS 19.8.4	Reasoning and Critical Response Skills	Critically evaluate information to distinguish between fact and opinion when responding to information.		
8 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
8 S SI 20.8.1	Systems, Models, Risk, and Predictions	Investigate and describe how different models can be used to demonstrate the same thing.		
8 S SI 20.8.2	Systems, Models, Risk, and Predictions	Use a model to predict change (e.g., stream table).		
8 S SI 20.8.3	Systems, Models, Risk, and Predictions	Identify and illustrate natural cycles within systems (e.g., water, planetary motion, climate, geological changes).		
8 S SI 20.8.4	Systems, Models, Risk, and Predictions	Analyze data from two groups, comparing both their middles and ranges.		
8 S SI 20.8.5	Systems, Models, Risk, and Predictions	Use a systematic approach to thinking critically about risks and benefits.		
8 S SI 21.8.1	Scientific Values and Attitudes	Explain why it is important to keep honest, clear, and accurate records.		
8 S SI 21.8.2	Scientific Values and Attitudes	Explain that hypotheses are valuable even if they turn out to be incorrect, if they lead to fruitful investigations.		
8 S SI 21.8.3	Scientific Values and Attitudes	Describe how different explanations can often be given for the same evidence, and it is not always possible to tell which one is correct.		
8 S SI 22.8.1	Communication Skills	Write clear, step-by-step instructions for a procedure.		
8 S SI 22.8.2	Communication Skills	Organize information in tables and graphs and describe the relationships they reveal.		
8 S SI 22.8.3	Communication Skills	Discuss scientific topics by paraphrasing, asking for clarification or elaboration, and expressing alternative positions using available multimedia resources.		
8 S SI 23.8.1	Scientific Applications of Mathematics	Explain that quantities can vary in proportion to one another (e.g., the ratio of mass to volume in the calculation of density).		
8 S SI 23.8.2	Scientific Applications of Mathematics	State the purpose of each step in a calculation.		
8 S SI 23.8.3	Scientific Applications of Mathematics	Estimate probabilities of outcomes in familiar situations.		
8 S SI 23.8.4	Scientific Applications of Mathematics	Select and use the appropriate SI unit for a particular measurement (e.g., meters for length, seconds for time, and kilograms for mass).		
8 S SI 23.8.5	Scientific Applications of Mathematics	Judge whether repeated measurements and computations of quantities are reasonably precise and accurate.		
8 S SI 23.8.6	Scientific Applications of Mathematics	Make predictions based on all known data from similar conditions.		
8 S SI 24.8.1	Laboratory Skills and Safety	Use instruments and laboratory safety equipment properly.		
8 S SI 24.8.2	Laboratory Skills and Safety	Handle and dispose of chemicals according to established standards.		
8 S SI 24.8.3	Laboratory Skills and Safety	Choose appropriate common materials for making and repairing simple mechanical constructions.		
8 S SI 24.8.4	Laboratory Skills and Safety	Keep an organized record of scientific investigations.		
8 S SI 24.8.5	Laboratory Skills and Safety	Use appropriate technology in laboratory procedures for measuring, recording, and analyzing data (e.g., computers, graphing calculators, and probes).		
8 S SI 24.8.6	Laboratory Skills and Safety	Design a controlled experiment.		

Identifier	Lander - Grade 8 - Science	Introduced	Completed
8Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
8Sc1.1	Identify and evaluate critically the use of statistics, data, and graphs		
8Sc1.2	Critically evaluate information to distinguish between fact and opinion when responding to information		
8Sc1.3	Analyze data from two groups, comparing both their middles and ranges; explore different explanations that can be given for the same evidence		
8Sc1.4	Evaluate results through scientific inquiry of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists		
8Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
8Sc2.1	Investigate and describe how living and non-living components of ecosystems interact in various ways, both positively and negatively		
8Sc2.2	Show and demonstrate that scientific knowledge is revised through a process of incorporating new evidence gained through on-going investigation and collaborative discussion		
8Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
8Sc3.1	Explain that particles are arranged differently in solids, liquids, and gasses of the same substance		
8Sc3.2	Use the periodic table to show repeating patterns that group elements with similar properties		
8Sc3.3	Show and demonstrate techniques of applying properties to separate mixtures		
8Sc3.4	Explain that atoms often combine to form molecules, and that compounds form when two or more different kinds of atoms chemically bond		
8Sc3.5	Explain using the atomic theory why mass is conserved in physical and chemical changes		
8Sc3.6	Report and describe that matter is made up of tiny particles called atoms		
8Sc3.7	Identify and explain the characteristics of electrons, protons, and neutrons		
8Sc3.8	Explain that substances containing only one kind of atom are elements which cannot be broken into smaller pieces by normal laboratory reactions		
8Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
8Sc4.1	Manipulate and show that electric currents can produce magnetic forces and magnets can cause electric currents		
8Sc4.2	Show and demonstrate that every object exerts gravitational force on every other object; explain that the magnitude of this force depends on the mass of the objects and their distance from one another		
8Sc4.3	Construct and formulate demonstrations showing the effects of balanced and unbalanced forces on an object's motion		
8Sc4.4	Identify, report and describe an object's motion graphically		
8Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
8Sc5.1	Analyze the seasons as caused by variations in the amounts of the sun's energy reaching the Earth's surface due to the planet's axial tilt		
8Sc5.2	Explain and describe how visible light is a narrow band within the electromagnetic spectrum		
8Sc5.3	Explain and describe how vibrations (e.g., sounds, earthquakes) move at different speeds in different materials, have different wavelengths, and set up wave-like disturbances that spread away from the source uniformly		
8Sc5.4	Explain and describe the transfer of energy involving physical, chemical, and nuclear reactions		
8Sc5.5	Explain and describe that energy cannot be created or destroyed, in a chemical or physical reaction, but only changed from one form to another		
8Sc5.6	Explain and describe that forms of energy can be considered to be either kinetic energy or potential energy		
8Sc5.7	Examine, explain and describe how heat energy flows from warmer materials or regions to cooler ones through conduction, convection, and radiation		
8Sc5.8	Show, demonstrate and apply how electricity can flow in series and parallel circuits		
8Sc6	<b>LIFE SCIENCE - Heredity</b>		
8Sc6.1	Show, illustrate, and demonstrate the passage of genetic instructions from one generation to the next generation		
8Sc6.2	Explain and illustrate that changes in genes of eggs and sperm can cause changes in inherited characteristics		
8Sc6.3	Organize, demonstrate and show characteristics of a species		
8Sc6.4	Explain that some characteristics of an organism are the result of a combination of interaction with the environment and genetic information		
8Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
8Sc7.1	Describe, explain and illustrate that disease can result from defects in body systems or from damage caused by infection		
8Sc7.2	Describe, explain and illustrate that some organisms are made of just one cell and that multi-cellular organisms can consist of thousands to millions of cells working together		
8Sc7.3	Describe, explain and illustrate that the cell is the basic structural unit for all living things		
8Sc7.4	Describe explain and illustrate how cells grow, divide and take in nutrients which they use to provide energy for cell functions		

Identifier	Lander - Grade 8 - Science	Introduced	Completed
8Sc7.5	Show how cells combine to form tissues that combine to form organs and organ systems that are specialized to perform life functions		
8Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
8Sc8.1	Illustrate and show how matter and energy are transferred through food webs in an ecosystem		
8Sc8.2	Classify and characterize organisms in any ecosystem by their functions		
8Sc8.3	Evaluate how changes in environments can be beneficial or harmful		
8Sc8.4	Research, interpret, debate and analyze how unintended consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical		
8Sc8.5	Research, interpret, debate and analyze inter-related factors that affect the number and type of organisms an ecosystem can support		
8Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
8Sc9.1	Organize, demonstrate and show characteristics of a species		
8Sc9.2	Show, illustrate, and demonstrate the passage of genetic instructions from one generation to the next generation		
8Sc9.3	Explain and illustrate that changes in genes of eggs and sperm can cause changes in inherited characteristics		
8Sc9.4	Research and map how fossils provide evidence of how life and environmental conditions have changed throughout geologic time		
8Sc9.5	Explain and illustrate how an organism's behavior is based on both experience and on the species' evolutionary history		
8Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
8Sc10.1	Analyze the seasons as caused by variations in the amounts of the sun's energy reaching the Earth's surface due to the planet's axial tilt		
8Sc10.2	Investigate and describe how seasons, eclipses, moon phases, and tides are caused by the effects of relative motion and positions of the sun, Earth, and moon		
8Sc10.3	Explain how water, which covers the majority of the Earth's surface, circulates through the crust, oceans, and atmosphere		
8Sc10.4	Explain how global patterns of atmospheric movement, topography, and proximity to bodies of water influence local weather, and seasons are caused by variations in the amount of the sun's energy hitting the surface due to the tilt of the Earth's axis		
8Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
8Sc11.1	Identify solar system objects including planetary moons, asteroids, and comets		
8Sc11.2	Identify characteristics of planets in our solar system		
8Sc11.3	Describe the placement of the Earth and the solar system within the Milky Way Galaxy		
8Sc11.4	Define how most objects in the solar system are in regular and predictable motion noting phenomena as the day, the year, phases of the moon, and eclipses		
8Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
8Sc12.1	Identify sedimentary rocks and fossils as providing evidence for changing environments and the constancy of geologic processes		
8Sc12.2	Identify the weathering of rocks at Earth's surface		
8Sc12.3	Identify the continental and oceanic crust and its properties		
8Sc12.4	Investigate and describe how the combination of constructive and destructive forces result in the formation of landforms.		
8Sc12.5	Identify and sort the abundances and properties of different minerals		
8Sc12.6	Identify the properties of soil including color, texture, water capacity and nutrients for providing and sustaining life		
8Sc12.7	Identify the characteristics of renewable and non-renewable resources focusing on their abundance and accessibility		
8Sc12.8	Recognize and distinguish beneficial or harmful changes in a physical environment		
8Sc12.9	Report unintended consequences of technologies that can cause resource depletion and environmental degradation contrasted with technological increases in resource availability and utilization		
8Sc12.10	Explain how some changes on the Earth's surface are due to slow processes, and others due to rapid processes		
8Sc12.11	Explain that energy cannot be created or destroyed, but only changed from one form to another		

# Lander County School District

## Assessed Standards/Curriculum

### Grade 9

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Grade 9 - Computer and Technology	Introduced	Completed
9 CT 1	<b>PROBLEM SOLVING</b>		
9 CT 1.12.1	Analyze a variety of problem-solving approaches, which can be used and combined in seeking solutions.		
9 CT 1.12.2	Develop and implement a design/problem-solving method based on a need or want.		
9 CT 2	<b>PRODUCTIVITY TOOLS</b>		
9 CT 2.12.1	Demonstrate advanced proficiency and accuracy in keyboarding skills.		
9 CT 2.12.2	Create a multipage document in conjunction with other tools that demonstrate the ability to type, format, edit, and print.		
9 CT 2.12.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query. Interpret report based on data.		
9 CT 2.12.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Analyze the significance of the data. Print a spreadsheet showing formulas.		
9 CT 2.12.5	Create and present a multipage, multimedia presentation incorporating three or more of the following: text, graphics, sound, animation, digital video, or linking. Analyze and critique a multimedia presentation.		
9 CT 2.12.7	Locate and evaluate sources of distance learning, telecommuting, and teleconferencing and analyze the uses of these electronic communications.		
9 CT 3	<b>RESEARCH TOOLS</b>		
9 CT 3.12.1	Independently identify a research topic or state a problem that clearly identifies its elements, its scope, and the expected outcomes using technology tools.		
9 CT 3.12.2	Generate a list of keywords for a research topic or problem with qualifying modifiers and conduct a search of electronic-based sources.		
9 CT 3.12.3	Utilizing different search strategies, conduct research using hyperlinks to select information for a specific topic or problem.		
9 CT 3.12.4	Organize information logically for presentation or decision making.		
9 CT 3.12.5	Compare and contrast collected information to validate its reliability, authenticity, and timeliness.		
9 CT 3.12.6	Demonstrate the ability to document all sources using an accepted standard citation format.		
9 CT 3.12.7	Given a rubric, evaluate the research process and its outcome.		
9 CT 4	<b>TOOLS AND PROCESSES</b>		
9 CT 4.12.1	Analyze how the development of new tools, materials, and processes is necessary to maintain and improve high productivity and quality.		
9 CT 4.12.2	Use tools to design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, and have value greater than the investment of time, energy, effort, and other resources.		
9 CT 4.12.3	Evaluate the available tools and select the appropriate tool and process that would safely accomplish the task.		
9 CT 4.12.4	Evaluate and then correct nonfunctioning technology system/subsystem areas needed to accomplish required tasks.		
9 CT 5	<b>SYSTEMS</b>		
9 CT 5.12.1	Interpret the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires.		
9 CT 5.12.2	Demonstrate how systems are planned, organized, designed, built, and controlled.		
9 CT 5.12.3	Evaluate systems model(s) including the stages of input, processes, output, feedback, and consequences.		
9 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
9 CT 6.12.1	Analyze the impact of new and improved products and services on the quality of life.		
9 CT 6.12.2	Analyze how the effects of a given technology may be unacceptable under a certain set of circumstances, but acceptable under another set of circumstances.		
9 CT 6.12.3	Research and select a career choice, develop a career plan, and select the courses/program for entry-level skills (e.g., career information system).		
9 CT 6.12.4	Analyze significant events, inventions, and discoveries in the history of technology and their effects on beliefs, attitudes, and behavior in business, society, or culture.		

Identifier	Nevada - Grade 9 - Health	Introduced	Completed
9 H			
9 H 1.12.1	Assess the impact of personal history, health care choices, and the aging process on individual health.		
9 H 1.12.2	Examine the health implications of the aging process.		
9 H 1.12.3	Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.		
9 H 1.12.4	Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.		
9 H 1.12.5	Identify hazardous conditions and develop appropriate intervention strategies.		
9 H 1.12.6	Analyze how research and medical advances influence the prevention and control of disease.		
9 H 1.12.7	Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.		
9 H 1.12.8	Analyze how the environment influences the health of the community.		
9 H 2.12.1	Analyze health promotion and disease prevention efforts.		
9 H 2.12.2	Critique sources of health information for accuracy.		
9 H 3.12.1	Create a school-wide plan providing for individual security and safety utilizing school and community resources.		
9 H 3.12.2	Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.		
9 H 3.12.3	Apply injury prevention and management strategies to improve and maintain personal, family, and community health.		
9 H 3.12.4	Compare and contrast stress management techniques.		
9 H 4.12.1	Evaluate cultural similarities and differences and effects on health.		
9 H 4.12.2	Explore how technology is used to enhance health.		
9 H 4.12.3	Assess the impact of promotion and distribution of products and services on consumer health.		
9 H 5.12.1	Utilize skills for communicating effectively.		
9 H 5.12.2	Analyze a school plan for conflict management.		
9 H 6.12.1	Formulate an effective plan for lifelong health enhancement.		
9 H 6.12.2	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.		
9 H 6.12.3	Utilize the decision-making process to address complex community health issues.		
9 H 7.12.1A	Identify the methods for being a responsible voice for self and others when promoting health practices in the community.		
9 H 7.12.1B	Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.		



Identifier	Nevada - Grade 9 - Music	Introduced	Completed
9 Mus 1	<b>SINGING</b>		
9 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
9 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
9 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
9 Mus 1.12.5	Perform music representing diverse genres and styles.		
9 Mus 2	<b>PLAYING INSTRUMENTS</b>		
9 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
9 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
9 Mus 2.12.3	Perform contrapuntal ensemble literature.		
9 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
9 Mus 3	<b>IMPROVISATION</b>		
9 Mus 3.12.1	Improvise complex melodies in a given key.		
9 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
9 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
9 Mus 4	<b>WRITING</b>		
9 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
9 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
9 Mus 5	<b>READING</b>		
9 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
9 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
9 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
9 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
9 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
9 Mus 6	<b>LISTENING</b>		
9 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
9 Mus 6.12.2	Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.		
9 Mus 7	<b>EVALUATION</b>		
9 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
9 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
9 Mus 8	<b>APPLICATION TO LIFE</b>		
9 Mus 8.12.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g., emotion, intensity).		
9 Mus 8.12.2	Analyze concepts common to music and other disciplines outside the arts (e.g., conflict resolution: English - "Romeo and Juliet"; History - The Civil War; Science - chemical reactions; Music - tension and release).		
9 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
9 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
9 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		

Identifier	Nevada - Grade 9 - Physical Education	Introduced	Completed
9 PE			
9 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
9 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
9 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
9 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
9 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
9 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
9 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
9 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
9 PE 3.12.4	Demonstrate rhythmic acuity.		
9 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
9 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
9 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
9 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
9 PE 4.12.4	Evaluate physical activity for injury potential.		
9 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
9 PE 5.12.2	Accept leadership responsibility in a group setting.		
9 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		

Identifier	Nevada - Grade 9 - Theater	Introduced	Completed
9 Th			
9 Th 1.12.1	Write a script in proper format for stage, television, film, or electronic media using historical or cultural research as a basis for the script.		
9 Th 1.12.2	Create a theatrical performance by conducting auditions, casting characters, directing scenes, and conducting production meetings.		
9 Th 1.12.3	Explain and demonstrate knowledge of varied responsibilities of technical personnel involved in television, theater, film, or electronic media production.		
9 Th 1.12.4	Develop an aesthetically unified production for theater, film, television, or electronic media.		
9 Th 1.12.5	Create a variety of materials for a media campaign for theater, film, television, or electronic media.		
9 Th 1.12.6	Work collaboratively and safely to design and/or construct a variety of scenic devices (e.g., scenic drops).		
9 Th 1.12.7	Justify choices of costumes, make-up, and props as they relate to the interpretation of a production.		
9 Th 1.12.8	Describe and demonstrate different lighting and sound techniques and equipment for film, stage, television, or electronic media.		
9 Th 1.12.9	Design and/or use a light and/or sound plot for film, stage, television, or electronic media.		
9 Th 2.12.1	Analyze and describe the physical, emotional, and social dimensions of characters found in a variety of text.		
9 Th 2.12.2	Identify, examine, and demonstrate various classical and contemporary acting techniques and methods.		
9 Th 2.12.3	Create and sustain a character within an ensemble for stage, film, television, or electronic media.		
9 Th 3.12.1	Critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.		
9 Th 3.12.2	Justify personal aesthetic criteria for critiquing a dramatized performance.		
9 Th 3.12.3	Compare and contrast classical and contemporary dramas and comedies in various media.		
9 Th 4.12.1	Compare and contrast the ways in which universal themes and archetypes in dramatized events are expressed in another culture and another historical period.		
9 Th 4.12.2	Analyze methods of conflict resolution among characters.		
9 Th 5.12.1	Analyze the ways in which common themes or stories are interpreted in works from the four arts areas.		
9 Th 5.12.2	Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.		
9 Th 5.12.3	Evaluate different ways technology is used to enhance theater, film, and television.		

Identifier	Nevada - Grade 9 - Visual Arts	Introduced	Completed
9 VA 1	<b>KNOWLEDGE</b>		
9 VA 1.12.1	Justify application of media, techniques, and processes in one's own work.		
9 VA 1.12.2	Evaluate responses to one's own work and apply findings to subsequent works of art.		
9 VA 1.12.3	Create works of art that demonstrate an understanding of a variety of media, tools, techniques, and processes (e.g., traditional and emerging technologies).		
9 VA 2	<b>APPLICATION</b>		
9 VA 2.12.1	Defend an interpretation of visual characteristics in works of art.		
9 VA 2.12.2	Defend interpretations of purposes and/or functions in art.		
9 VA 2.12.3	Analyze the effectiveness of and relationships among visual characteristics, purposes, and/or functions in works of art.		
9 VA 2.12.4	Create artworks that manipulate visual characteristics to convey complex ideas.		
9 VA 3	<b>CONTENT</b>		
9 VA 3.12.1	Evaluate the significance of specific subject matter, symbols, and ideas in works of art.		
9 VA 3.12.2	Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.		
9 VA 3.12.3	Evaluate and defend the validity of sources and the manner in which subject matter, symbols, and ideas are used in artworks.		
9 VA 4	<b>CONTEXT</b>		
9 VA 4.12.1	Analyze and interpret artworks from various cultures and times regarding context and purposes.		
9 VA 4.12.2	Analyze characteristics and interpret meaning of art from various times, cultures, and places.		
9 VA 4.12.3	Analyze their own artwork in relation to historical, aesthetic, and cultural influences.		
9 VA 5	<b>INTERPRETATION</b>		
9 VA 5.12.1	Evaluate artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
9 VA 5.12.2	Establish criteria and use them to assess merits of artwork.		
9 VA 5.12.3	Examine and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.		
9 VA 5.12.4	Develop a personal aesthetic position and defend its degree of success when applied to works of art.		
9 VA 6	<b>CROSS-CURRICULAR</b>		
9 VA 6.12.1	Analyze how ideas, issues, and themes of a particular period manifest themselves in the visual arts and make parallel connections with other disciplines.		
9 VA 6.12.2	Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines.		
9 VA 6.12.3	Create works of art that reflect the research of multiple disciplines.		

Identifier	<b>Kamico - Grade 9 - Language Arts/Reading</b>		Introduced	Completed
<b>R 9</b>	<b>READING</b>			
R 9.1.1A	Word Identification/ Vocabulary Development	Rely on context to determine meanings of words and phrases such as figurative language, multiple-meaning words, and technical vocabulary.		
R 9.1.1B	Word Identification/ Vocabulary Development	Apply meanings of prefixes, roots, and suffixes in order to comprehend.		
R 9.1.1C	Word Identification/ Vocabulary Development	Use reference material such as glossary, dictionary, and thesaurus to determine precise meanings and usage.		
R 9.1.1D	Word Identification/ Vocabulary Development	Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.		
R 9.1.2A	Comprehension	Identify main ideas and their supporting details.		
R 9.1.2B	Comprehension	Summarize texts.		
R 9.1.3A	Variety of Texts	Read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, and memoranda.		
R 9.2.1A	Literary Response	Use elements of text to defend responses and interpretations.		
R 9.2.2A	Literary Concepts	Recognize the theme (general observation about life or human nature) within a text.		
R 9.2.2B	Literary Concepts	Analyze the relevance of setting and time frame to text's meaning.		
R 9.2.2C	Literary Concepts	Analyze characters and identify time and point of view.		
R 9.2.2D	Literary Concepts	Identify basic conflicts.		
R 9.2.2E	Literary Concepts	Analyze the development of plot in narrative text.		
R 9.2.2F	Literary Concepts	Recognize and interpret important symbols and other literary techniques.		
R 9.2.2G	Literary Concepts	Recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning.		
R 9.2.2H	Literary Concepts	Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.		
R 9.3.1A	Comprehension	Analyze text structures such as compare and contrast, cause and effect, and chronological ordering.		
R 9.3.1B	Comprehension	Draw inferences such as conclusions, generalizations, and predictions and support them from text.		
R 9.3.2A	Variety of Texts	Interpret the possible influences of the historical context on a literary work.		
R 9.3.3A	Literary Response	Use elements of text to defend responses and interpretations.		
R 9.3.4A	Analysis/ Evaluation	Analyze characteristics of text, including its structure, word choices, and intended audience.		
R 9.3.4B	Analysis/ Evaluation	Evaluate the credibility of information sources and determine the writer's motives.		
R 9.3.4C	Analysis/ Evaluation	Analyze text to evaluate the logical argument.		
R 9.3.4D	Analysis/ Evaluation	Analyze texts such as editorials and advertisements for bias and use of common persuasive techniques.		
R 9.3.5A	Viewing/ Representing/ Interpretation	Analyze relationships and ideas as represented in various media.		
R 9.3.5B	Viewing/ Representing/ Interpretation	Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.		
R 9.3.6A	Viewing/ Representing/ Analysis	Deconstruct media to get the main idea of the message's content.		
R 9.3.6B	Viewing/ Representing/ Analysis	Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.		
<b>W 9</b>	<b>WRITING</b>			
W 9.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 9.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 9.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 9.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 9.2.1A	Writing Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text and edit drafts to ensure appropriate word choice.		
W 9.2.2A	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows correct use of the conventions of punctuation and capitalization.		
W 9.2.2B	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows accurate spelling.		
W 9.2.2C	Grammar/ Usage/ Conventions/ Spelling	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.		
W 9.2.2D	Grammar/ Usage/ Conventions/ Spelling	Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.		
W 9.2.2E	Grammar/ Usage/ Conventions/ Spelling	Recognize a sentence with correct grammar, capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 9 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
9 ELA 1.12.3	Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.		
9 ELA 1.12.4	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.		
9 ELA 1.12.5	Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.		
9 ELA 2.12.1	Refine prereading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.		
9 ELA 2.12.2	Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.		
9 ELA 2.12.3	Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.		
9 ELA 3.12.1	Analyze characters, plots, setting, themes, and points of view in any given piece of literature.		
9 ELA 3.12.2	Make inferences supported by the text regarding characters, plots, settings, and themes.		
9 ELA 3.12.3	Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature.		
9 ELA 3.12.4	Use textual evidence to analyze the theme or meaning of a selection.		
9 ELA 3.12.5	Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.		
9 ELA 3.12.6	Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.		
9 ELA 3.12.7	Analyze the effects of an author's choice of literary form.		
9 ELA 4.12.1; 4.12.2	Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.		
9 ELA 4.12.3	Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.		
9 ELA 4.12.4	Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.		
9 ELA 4.12.5	Analyze how historical and cultural contexts influence the content and validity of informational texts.		
9 ELA 4.12.6	Read and apply multistep directions to perform complex procedures and tasks.		
	<b>WRITING</b>		
9 ELA 5.12.1	Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.		
9 ELA 5.12.2	Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.		
9 ELA 5.12.3	Write reflective texts that draw comparisons between specific incidents and broader themes.		
9 ELA 5.12.4	Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.		
9 ELA 5.12.5	Write summaries or abstracts that distill large amounts of information into clear, concise prose.		
9 ELA 5.12.6	Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.		
9 ELA 6.12.1	Generate ideas for writing by selecting appropriate prewriting strategies with attention to audience, purpose, and personal style.		
9 ELA 6.12.2	Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.		
9 ELA 6.12.3	Write compositions that present complex ideas in a sustained and compelling manner.		
9 ELA 6.12.4	Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.		
9 ELA 6.12.5	Edit for use of standard English.		
9 ELA 6.12.7	Share final drafts with a designated audience.		
9 ELA 7.12.1	Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.		
9 ELA 7.12.2	Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.		
9 ELA 7.12.3	Use rules of punctuation; manipulate conventions for emphasis in writing.		
9 ELA 7.12.4	Use rules of capitalization.		
9 ELA 7.12.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		
9 ELA 8.12.1	Summarize and evaluate communications that inform, persuade, and entertain.		
9 ELA 8.12.2	Create and apply criteria for evaluating content and delivery of oral and multimedia presentations.		
9 ELA 8.12.3	Analyze the effects of language and dialect on audience response.		
9 ELA 9.12.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
9 ELA 9.12.2	Make formal oral or multimedia presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.		
9 ELA 9.12.3	Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.		
9 ELA 9.12.4	Read aloud or recite literary, dramatic, and original works.		
9 ELA 10.12.1	Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.		
9 ELA 10.12.2	Negotiate to arrive at consensus by proposing and examining possible options.		

Identifier	Nevada - Grade 9 - Language Arts/Reading	Introduced	Completed
9 ELA 10.12.3	Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.		
9 ELA 10.12.4	Justify a position using logic and refuting opposing viewpoints.		
	<b>RESEARCH</b>		
9 ELA 11.12.1	Formulate cross-curricular research questions and use an appropriate research design to gather information.		
9 ELA 11.12.2	Evaluate possible sources of information for credibility and usefulness.		
9 ELA 11.12.3	Cite sources of information using a standard method of documentation.		
9 ELA 11.12.5	Organize and present research findings using appropriate media.		

Identifier	Lander - Grade 9 - Language Arts/Reading	Introduced	Completed
9ELA1	<b>WORD KNOWLEDGE</b>		
9ELA1.1	Apply knowledge of prefixes, suffixes, and roots to determine word meaning		
9ELA1.2	Use context clues to determine word meaning		
9ELA1.3	Differentiate between abstract and concrete nouns		
9ELA1.4	Use synonyms, antonyms, and homonyms appropriately in speaking and writing		
9ELA1.5	Differentiate between denotation and connotation		
9ELA1.6	Differentiate between objective and subjective language		
9ELA1.7	Apply knowledge of syntax and literary allusions to understanding word meaning		
9ELA2	<b>THE READING PROCESS</b>		
9ELA2.1	Apply reading process skills and strategies to aid comprehension		
9ELA2.2	Understand stated information and identify the literal meaning of words or phrases		
9ELA2.3	Draw conclusions or inferences		
9ELA3	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
9ELA3.1	Write using standard English grammar, usage, and mechanics		
9ELA3.2	Construct various types of sentences		
9ELA3.3	Correct sentence errors		
9ELA3.4	Develop individual writing style by avoiding common stylistic errors		
9ELA4	<b>COMPOSITION</b>		
9ELA4.1	Apply the five stages of the writing process		
9ELA4.2	Become familiar with and apply the holistic rubric of the Nevada State Proficiency Exam in Writing		
9ELA4.3	Apply the skills required by the Nevada State Proficiency Exam in writing compositions		
9ELA4.4	Write various forms of business communication		
9ELA4.5	Write a variety of compositions appropriate to audience and purpose that contain a thesis statement, supporting details, and appropriate conclusions		
9ELA4.6	Write expository, persuasive, narrative, and descriptive compositions		
9ELA4.7	Demonstrate unity and coherence in writing		
9ELA4.8	Write with clarity and express ideas concisely		
9ELA4.9	Paraphrase and summarize passages		
9ELA4.10	Write a research paper citing sources according to a given format		
9ELA5	<b>LITERATURE/INFORMATIONAL TEXT</b>		
9ELA5.1	Read and respond to a broad range of contemporary and classic literature		
9ELA5.2	Analyze the elements of fiction		
9ELA5.3	Recognize and interpret poetic and literary devices		
9ELA5.4	Recognize argumentative techniques		
9ELA5.5	Identify author's purpose or viewpoint		
9ELA5.6	Analyze use of text features and rhetorical strategies		
9ELA5.7	Synthesize multiple primary and secondary sources to support positions		
9ELA5.8	Read and follow multi-step directions		
9ELA5.9	Differentiate between fact and opinion		
9ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
9ELA6.1	Apply standard English to communicate		
9ELA6.2	Employ appropriate and effective speaking techniques		
9ELA6.3	Coherently and concisely defend responses and opinions		
9ELA6.4	Employ constructive feedback using given criteria		
9ELA6.5	Practice effective listening skills		
9ELA6.6	Participate as a member of a team to solve problems and find solutions		
9ELA6.7	Read aloud or recite literary, dramatic, and original works		
9ELA6.8	Apply effective reading strategies for study		
9ELA6.9	Practice effective study habits		
9ELA6.10	Maintain an organized notebook and record of assignments		
9ELA6.11	Follow directions accurately		
9ELA6.12	Take organized notes from lectures, texts, and various media		
9ELA6.13	Practice effective test-taking strategies		



Identifier	Kamico - Grade 9 - Mathematics	Introduced	Completed
	<b>FOUNDATIONS FOR FUNCTIONS</b>		
M 9.1.1A	The student describes independent and dependent quantities in functional relationships.		
M 9.1.1B	The student uses data sets to determine functional (systematic) relationships between quantities.		
M 9.1.1C	The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations.		
M 9.1.1D	The student represents relationships among quantities using models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities.		
M 9.1.1E	The student interprets and makes inferences from functional relationships.		
M 9.2.1A	The student identifies the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions.		
M 9.2.1B	For a variety of situations, the student identifies the mathematical domains and ranges and determines reasonable domain and range values for given situations.		
M 9.2.1C	The student interprets situations in terms of given graphs.		
M 9.2.1D	In solving problems, the student organizes data, interprets scatterplots, and models, predicts, and makes decisions and critical judgments.		
M 9.2.2A	The student uses symbols to represent unknowns and variables.		
M 9.2.2B	Given situations, the student looks for patterns and represents generalizations algebraically.		
M 9.2.3A	The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations.		
M 9.2.3B	The student uses the commutative, associative, and distributive properties to simplify algebraic expressions.		
	<b>LINEAR FUNCTIONS</b>		
M 9.3.1A	The student determines whether or not given situations can be represented by linear functions.		
M 9.3.1B	The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions.		
M 9.3.2A	The student develops the concept of slope as rate of change and determines slopes from graphs, tables, and algebraic representations.		
M 9.3.2B	The student interprets the meaning of slope and intercepts in situations using data, symbolic representations, or graphs.		
M 9.3.2C	The student investigates, describes, and predicts the effects of changes in $m$ and $b$ on the graph of $y = mx + b$ .		
M 9.3.2D	The student graphs and writes equations of lines given characteristics such as two points, a point and a slope, or a slope and $y$ -intercept.		
M 9.3.2E	The student determines the intercepts of linear functions from graphs, tables, and algebraic representations.		
M 9.3.2F	The student interprets and predicts the effects of changing slope and $y$ -intercept in applied situations.		
M 9.3.2G	The student relates direct variation to linear functions and solves problems involving proportional change.		
M 9.4.1A	Linear functions: The student analyzes situations involving linear functions and formulates linear equations or inequalities to solve problems.		
M 9.4.1B	The student investigates methods for solving linear equations and inequalities using models, graphs, and the properties of equality, selects a method, and solves the equations and inequalities.		
M 9.4.1C	For given contexts, the student interprets and determines the reasonableness of solutions to linear equations and inequalities.		
M 9.4.2A	The student analyzes situations and formulates systems of linear equations to solve problems.		
	<b>QUADRATIC AND OTHER NONLINEAR FUNCTIONS</b>		
M 9.5.1A	The student investigates, describes, and predicts the effects of changes in $c$ on the graph of $y = x^2 + c$ .		
M 9.5.2A	The student uses the laws of exponents and applies them in problem-solving situations.		
	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 9.6.1A	Generate similar shapes using dilations including enlargements and reductions.		
M 9.6.1B	Graph dilations, reflections, and translations on a coordinate plane.		
M 9.6.2A	Locate and name points on a coordinate plane using ordered pairs of rational numbers.		
M 9.7.1A	Draw solids from different perspectives.		
M 9.7.1B	Use geometric concepts and properties to solve problems in fields such as art and architecture.		
M 9.7.1C	Use pictures or models to demonstrate the Pythagorean theorem.		
	<b>MEASUREMENT</b>		
M 9.8.1A	Find surface area of prisms and cylinders using models and nets (two-dimensional models).		
M 9.8.1B	Connect models to formulas for volume of prisms, cylinders, pyramids, and cones.		
M 9.8.1C	Estimate answers and use formulas to solve application problems involving surface area and volume.		
M 9.8.2A	Use the Pythagorean theorem to solve real-life problems.		
M 9.8.2B	Use proportional relationships in similar shapes to find missing measurements.		
M 9.8.3A	Describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally.		
M 9.8.3B	Describe the resulting effect on volume when dimensions of a solid are changed proportionally.		
	<b>NUMBER, OPERATION, AND QUANTITATIVE REASONING</b>		
M 9.9.1A	Select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships.		
	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 9.9.2A	Estimate and find solutions to application problems involving percents and proportional relationships, such as similarity and rates.		
	<b>PROBABILITY AND STATISTICS</b>		

Identifier	Kamico - Grade 9 - Mathematics	Introduced	Completed
M 9.9.3A	Find the probabilities of compound events (dependent and independent).		
M 9.9.3B	Use theoretical probabilities and experimental results to make predictions and decisions.		
M 9.9.4A	Select the appropriate measure of central tendency to describe a set of data for a particular purpose.		
M 9.9.4B	Construct circle graphs, bar graphs, and histograms, with and without technology.		
M 9.9.5A	Recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.		
<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>			
M 9.10.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.		
M 9.10.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 9.10.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 9.10.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.		
M 9.10.3A	Make conjectures from patterns or sets of examples and nonexamples.		
M 9.10.3B	Validate conclusions using mathematical properties and relationships.		

Identifier	Nevada - Grade 9 - Mathematics	Introduced	Completed
9 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
9 M 1.12.1	Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms.		
9 M 1.12.2	Apply the laws of exponents to perform operations on expressions with integral exponents and expressions in scientific notation.		
9 M 1.12.3	Apply the properties and theories of the real-number system to everyday situations.		
9 M 1.12.5	Perform simple operations on matrices.		
9 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
9 M 2.12.2	Represent and solve problems using discrete structures including graphs and matrices, with and without technology.		
9 M 2.12.3	Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I = PRT$ or $R = I/PT$ ), solving for the needed variable as necessary in given situations.		
9 M 2.12.4	Add, subtract, multiply, and factor (1st and 2nd degree) polynomials, describing each step in the process and the connection between the algebraic process and the arithmetic process; use simple quadratic equations with integer roots to solve practical and mathematical problems.		
9 M 2.12.5	Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic, and graphical representations of functions, with and without technology.		
9 M 2.12.6	Determine the domain and range of linear relations given a graph or a set of ordered pairs; explain their importance in problem-solving situations.		
9 M 2.12.7	Solve systems of two linear equations, both algebraically and graphically; use graphing calculators as a primary tool in solving these problems and to verify solutions found by other methods.		
9 M 3	<b>MEASUREMENT</b>		
9 M 3.12.1	Convert between customary and metric systems; convert among monetary systems.		
9 M 3.12.2	Select and use measurement tools, techniques, and formulas to calculate and compare rates, cost, distances, interest, temperatures, and weight/mass.		
9 M 3.12.3	Distinguish and differentiate among the structures, language, and uses of systems of measures (e.g., linear, square units, cubic units); justify and communicate the differences between accuracy, precision, error, and tolerance in measurement; describe how each of these can affect solutions found in problem situations.		
9 M 3.12.4	Use and interpret consumer data (e.g., amortization tables, tax tables, and compound-interest charts) to make informed financial decisions related to practical applications such as budget.		
9 M 3.12.5	Use relationships (e.g., proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems.		
9 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
9 M 4.12.1	Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords, secants, and tangents) to solve practical problems.		
9 M 4.12.5	Use coordinate geometry to graph linear equations, determine slopes of lines, identify parallel and perpendicular lines, and find possible solutions to sets of equations; use algebraic techniques to solve problems determined by geometric relationships.		
9 M 4.12.6	Use complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal, and angles in polygons to solve practical problems.		
9 M 4.12.7	Apply the Pythagorean theorem, its converse, properties of special right triangles, and right-triangle trigonometry to solve practical problems.		
9 M 4.12.8	Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.		
9 M 4.12.9	Construct, justify, and defend mathematical conclusions using logical, sequential, deductive reasoning supported by established mathematical principles.		
9 M 5	<b>DATA ANALYSIS</b>		
9 M 5.12.1	Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.		
9 M 5.12.2	Design, conduct, analyze, and communicate the results of multistage probability experiments.		
9 M 5.12.3	Distinguish between and apply permutations and combinations using a variety of methods, including the fundamental counting principle.		
9 M 5.12.4	Select and use the measures of central tendency such as mean, median, mode, and variability including range, distribution, and possible outliers that are appropriate for given situations.		
9 M 5.12.5	Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.		
9 M 5.12.6	Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings).		
9 M 6	<b>PROBLEM SOLVING</b>		
9 M 6.12.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
9 M 6.12.2	Apply previous experience and knowledge to new problem-solving situations.		
9 M 6.12.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
9 M 6.12.6	Try more than one strategy when the first strategy proves to be unproductive.		
9 M 6.12.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
9 M 6.12.9	Generalize solutions and strategies from earlier problems to new problem situations.		
9 M 6.12.10	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.		

Identifier	Nevada - Grade 9 - Mathematics	Introduced	Completed
9 M 6.12.11	Apply combinations of proven strategies and previous knowledge to solve nonroutine problems.		
9 M 6.12.13	Use technology, including calculators, to solve problems and verify solutions.		
9 M 6.12.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
9 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
9 M 7.12.1	Discuss and exchange ideas about mathematics as a part of learning.		
9 M 7.12.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
9 M 7.12.3	Read expository text to learn about mathematics.		
9 M 7.12.6	Interpret and solve word problems without the necessity of key words or phrases.		
9 M 7.12.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
9 M 7.12.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
9 M 7.12.11	Make conjectures and present arguments in discussions of mathematical ideas.		
9 M 7.12.14	Explain and evaluate thinking about mathematical ideas and solutions based on the roles of definitions, properties, common rules, and symbols in solving problems.		
9 M 7.12.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
9 M 7.12.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
9 M 7.12.17	Use mathematical notation to communicate and explain mathematical situations.		
9 M 8	<b>MATHEMATICAL REASONING</b>		
9 M 8.12.3	Construct, justify, and defend mathematical conclusions, using logical arguments, in situations related to mathematics, science, and technology.		
9 M 8.12.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
9 M 8.12.5	Follow a logical argument and judge its validity.		
9 M 8.12.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
9 M 8.12.8	Ask questions to reflect on, clarify, and extend thinking.		
9 M 8.12.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
9 M 8.12.10	Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.		
9 M 8.12.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
9 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
9 M 9.12.1	Link new concepts to prior knowledge.		
9 M 9.12.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
9 M 9.12.3	Use models to explain the relationship of concepts to procedures.		
9 M 9.12.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
9 M 9.12.6	Use and analyze the connections between mathematics and other disciplines.		
9 M 9.12.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
9 M 9.12.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 9 - Mathematics	Introduced	Completed
9M1	<b>REAL NUMBER SYSTEM</b>		
9M1.1	Review previous grade topics while engaging in hands-on laboratory activities		
9M1.2	Review previous grade topics along with implementing effective problem solving strategies		
9M1.3	Solve problems using signed numbers, exponents, including integral exponents and radicals		
9M1.4	Apply properties and theories of the real number system including signed numbers, exponents, radicals, and scientific notation		
9M1.5	Evaluate formulas and algebraic expressions, including rational expressions, using multiple strategies		
9M1.6	Demonstrate operations with polynomials, including multiplying and factoring		
9M2	<b>EQUATIONS AND SYSTEMS OF EQUATIONS</b>		
9M2.1	Solve problems integrating coordinate geometry and algebra		
9M2.2	Determine solutions for multiple-step linear equations and inequalities involving real numbers		
9M2.3	Solve multi-step linear and non-linear equations and inequalities involving real numbers, with a variety of methods		
9M2.4	Solve systems of linear and non-linear equations and inequalities, with and without technology		
9M2.5	Solve problems involving domain and range of functions and relations		
9M2.6	Describe and explore relations and functions, including notation, domain, and range		
9M2.7	Graph linear and non-linear equations and inequalities		
9M3	<b>PROBLEM SOLVING</b>		
9M3.1	Solve theoretical, practical, and work-related problems involving indirect and direct methods, including the appropriateness of an answer or measurement		
9M3.2	Apply a variety of strategies to solve theoretical, practical, and real-world problems		
9M3.3	Justify mathematical solutions using logical reasoning, tools, and models of algebraic thinking that enables students to understand mathematical connections in the real world		
9M3.4	Solve theoretical, practical, and work-related problems integrating geometry, statistics, and algebra		
9M3.5	Solve theoretical, practical, and work-related problems involving indirect measure, using prevision, error, and tolerance		
9M3.6	Solve theoretical, practical, and work-related problems integrating geometry, right triangle, trigonometry, and algebra		
9M3.7	Model theoretical, practical, and real-world problems using multiple representations including matrices and graphs		
9M3.8	Reinforce and maintain basic mathematical skills necessary for further study		
9M3.9	Design and present graphical results of a statistical experiment		
9M4	<b>MATHEMATICAL COMMUNICATION</b>		
9M4.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
9M4.2	Identify and translate key words and phrases that imply mathematical operations		
9M4.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
9M4.4	Explain and justify thinking about mathematical ideas and solutions		
9M4.5	Make conjectures and present arguments in discussions of mathematical ideas		
9M4.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
9M4.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
9M4.8	Use mathematical notation to communicate and explain mathematical situations		
9M5	<b>MATHEMATICAL REASONING</b>		
9M5.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
9M5.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
9M5.3	Ask questions to reflect on, clarify, and extend thinking		
9M5.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
9M6	<b>MATHEMATICAL CONNECTIONS</b>		
9M6.1	Link new concepts to prior knowledge		
9M6.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
9M6.3	Use models to explain the relationship of concepts to procedures		
9M6.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
9M6.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
9M6.6	Identify, explain, and use mathematics in everyday life		

Identifier	Nevada - Grade 9 - Social Studies		Introduced	Completed
9 SS C	<b>CIVICS</b>			
9 SS C 1.12.1	Rules and Law	Explain the concept of the rule of law in the establishment of the U.S. Constitution.		
9 SS C 1.12.2	Rules and Law	Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.		
9 SS C 1.12.3	Rules and Law	Describe the historic influences on early U.S. documents, such as Greek law, Magna Carta, and Iroquois League.		
9 SS C 1.12.4	Rules and Law	Analyze the role of citizen participation in U.S. civic life.		
9 SS C 1.12.5	Rules and Law	Identify and explain changes in the interpretation and application of the U.S. Constitution.		
9 SS C 2.12.1	US Government	Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.		
9 SS C 2.12.2	US Government	Describe the creation of laws through the legislative process.		
9 SS C 2.12.3	US Government	Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.		
9 SS C 2.12.4	US Government	Describe the duties of the executive branch, including cabinet/departments, regulatory commissions, and White House staff.		
9 SS C 2.12.5	US Government	Describe the jurisdiction of the federal court system and the power of judicial review.		
9 SS C 2.12.6	US Government	Explain the importance of the jury process in a democratic society.		
9 SS C 2.12.7	US Government	Analyze the effectiveness of checks and balances in maintaining the equal division of power.		
9 SS C 3.12.1	National and State Government	Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers).		
9 SS C 3.12.2	National and State Government	Provide contemporary example of federalism.		
9 SS C 3.12.3	National and State Government	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.		
9 SS C 4.12.1	Political Process	Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.		
9 SS C 4.12.2	Political Process	Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.		
9 SS C 4.12.3	Political Process	Evaluate the significance of interest groups in the political process of a democratic society.		
9 SS C 4.12.4	Political Process	Analyze the role that television and other media play in the process of political persuasion.		
9 SS C 4.12.5	Political Process	Evaluate propaganda in both historic and current political communication.		
9 SS C 4.12.6	Political Process	Describe the process by which public policy is formed and carried out.		
9 SS C 5.12.1	Citizenship	Examine the rights of citizens and how these rights may be restricted.		
9 SS C 5.12.2	Citizenship	Examine the responsibilities of U.S. citizens.		
9 SS C 5.12.3	Citizenship	Explain symbols and documents of a nation and how they represent its identity.		
9 SS C 5.12.4	Citizenship	Describe the development of the Bill of Rights and provide a contemporary application.		
9 SS C 5.12.5	Citizenship	Analyze the United States Constitution and its amendments in protecting individual rights, including the 14th Amendment's provisions for due process and equal protection.		
9 SS C 5.12.6	Citizenship	Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.		
9 SS C 5.12.7	Citizenship	Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including Brown v. Board of Education of Topeka, Gideon v. Wainwright, Miranda v. Arizona, and Tinker v. Des Moines Independent Community School District.		
9 SS C 6.12.1	State and Local Government	Explain the structure and function of state and local governments.		
9 SS C 6.12.2	State and Local Government	Describe the unique role of tribal governments within the United States.		
9 SS C 6.12.3	State and Local Government	Compare and contrast the structure of the Nevada and United States Constitutions.		
9 SS C 6.12.4	State and Local Government	Describe the differences between the local, state, and federal court systems.		
9 SS C 7.12.1	Political and Economic Systems	Summarize and evaluate the significant characteristics of the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.		
9 SS C 7.12.2	Political and Economic Systems	Define and analyze the major economic systems of the world, including capitalism, mixed economy, socialism, and command economy.		
9 SS C 8.12.1	International Relations	Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.		
9 SS C 8.12.2	International Relations	Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including diplomacy, economic policy, humanitarian aid, and military intervention.		
9 SS C 8.12.3	International Relations	Critique the role of international organizations, such as the United Nations and nongovernmental organizations, in world affairs.		
9 SS E	<b>ECONOMICS</b>			
9 SS E 1.12.1	Economic Way of Thinking	Explain why choices and their costs may differ across individuals and societies.		
9 SS E 1.12.2	Economic Way of Thinking	Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the choices made by consumers, producers, and savers.		
9 SS E 1.12.3	Economic Way of Thinking	Examine decisions made by individuals, businesses, and government by comparing the marginal benefits and marginal costs.		
9 SS E 1.12.4	Economic Way of Thinking	Give examples of and evaluate the effectiveness of incentive systems used by parents, teachers, and employers.		

Identifier	Nevada - Grade 9 - Social Studies		Introduced	Completed
9 SS E 2.12.1	Measuring US Economic Performance	Explain the difference between nominal GDP and real GDP.		
9 SS E 2.12.2	Measuring US Economic Performance	Using real GDP per capita as a measure of the standard of living, describe how living standards have changed over time.		
9 SS E 2.12.3	Measuring US Economic Performance	Using the change in real GDP, examine the U.S. economy over time, identifying recessions and high and low rates of growth.		
9 SS E 2.12.4	Measuring US Economic Performance	Using a price index to measure inflation, identify when the U.S. economy has experienced high and low rates of inflation and discuss their effects.		
9 SS E 2.12.5	Measuring US Economic Performance	Use various price indexes to determine how the prices of different types of goods and services have changed.		
9 SS E 2.12.6	Measuring US Economic Performance	Explain and give examples of the costs of unemployment to the economy as a whole (e.g., lost income, lost tax revenue, and additional welfare burdens).		
9 SS E 2.12.7	Measuring US Economic Performance	Compare the unemployment rates for groups of people who differ by age, gender, ethnic origin, occupation, and educational attainment.		
9 SS E 2.12.8	Measuring US Economic Performance	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing.		
9 SS E 2.12.9	Measuring US Economic Performance	Demonstrate knowledge of when interest rate levels have experienced relative highs and relative lows throughout U.S. history and discuss their effects.		
9 SS E 2.12.10	Measuring US Economic Performance	Characterize career paths according to the rates of growth and employment.		
9 SS E 2.12.11	Measuring US Economic Performance	Explain ways a high interest rate could be detrimental or beneficial.		
9 SS E 2.12.12	Measuring US Economic Performance	Evaluate saving and borrowing options in terms of interest and compare long- and short-term costs and benefits.		
9 SS E 3.12.1	Functioning of Markets	Demonstrate an understanding that all voluntary trade, by definition, benefits both parties.		
9 SS E 3.12.2	Functioning of Markets	Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services.		
9 SS E 3.12.3	Functioning of Markets	Use the concept of price elasticity to analyze how buyers and sellers might adjust their purchase and sales decisions in response to price changes.		
9 SS E 3.12.4	Functioning of Markets	Discuss the effects of price controls (price ceilings and price floors) (e.g., minimum wage, rent control).		
9 SS E 3.12.5	Functioning of Markets	Use supply and demand to explain how interest rates are determined.		
9 SS E 3.12.6	Functioning of Markets	Analyze and predict instances in which people pay high and low interest rates (e.g., car loans and credit cards).		
9 SS E 3.12.7	Functioning of Markets	Analyze family spending decisions, drawing conclusions about the desirability of making substitutions, given the relative prices of various substitutes.		
9 SS E 4.12.1	Private US Economic Institutions	Analyze the roles of financial institutions in creating credit.		
9 SS E 4.12.2	Private US Economic Institutions	Discuss how labor unions affect employees and employers.		
9 SS E 4.12.3	Private US Economic Institutions	Identify current or historical mergers, buyouts, and acquisitions.		
9 SS E 4.12.4	Private US Economic Institutions	Explain how the services of not-for-profit organizations impact other economic institutions.		
9 SS E 4.12.5	Private US Economic Institutions	Compare and contrast the services offered by financial institutions, evaluating their usefulness to borrowers and lenders.		
9 SS E 4.12.6	Private US Economic Institutions	Compare and contrast careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
9 SS E 5.12.1	Money	Explain the three functions of money: medium of exchange, store of value, unit of account.		
9 SS E 5.12.2	Money	Explain why the money supply increases when banks make loans.		
9 SS E 5.12.3	Money	Explain how the Federal Reserve influences bank loan activity using the reserve requirement, discount rate, and open market operations.		
9 SS E 5.12.4	Money	Describe the nation's current money supply measures, including M1 and M2.		
9 SS E 5.12.5	Money	Explain what a credit rating is and how it affects access to money.		
9 SS E 6.12.1	US Economy as a Whole	Compare the benefits and costs of allocating resources through markets or government.		
9 SS E 6.12.2	US Economy as a Whole	Discuss how an economy determines what goods and services will be produced, how they will be produced, and who will receive them.		
9 SS E 6.12.3	US Economy as a Whole	Analyze the potential production of goods and services for a nation as determined by its resources and technology.		
9 SS E 6.12.4	US Economy as a Whole	Use the multiplier concept to explain why an initial change in spending (by consumers, firms, or governments) can result in a larger change in national income.		
9 SS E 6.12.5	US Economy as a Whole	Make connections between the nation's unemployment rate and changes in seasons, changes in an industry, and changes in demographics.		
9 SS E 6.12.6	US Economy as a Whole	Explain how and why changes in product demand can affect the price of the product, which in turn can affect the wages paid to a worker.		
9 SS E 6.12.7	US Economy as a Whole	Assess the attractiveness of career paths of interest and how they might be affected by changes in the national economy.		
9 SS E 7.12.1	Evolving Economy	Describe the past, present, and future role of investment in enhancing economic growth and raising living standards.		
9 SS E 7.12.2	Evolving Economy	Identify the benefits and the costs of investing in new physical capital and human capital.		
9 SS E 7.12.3	Evolving Economy	Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies.		
9 SS E 7.12.4	Evolving Economy	Discuss how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits.		

Identifier	Nevada - Grade 9 - Social Studies		Introduced	Completed
9 SS E 7.12.5	Evolving Economy	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living.		
9 SS E 7.12.6	Evolving Economy	Discuss the pros and cons of specialization and interdependence.		
9 SS E 7.12.7	Evolving Economy	Explain why top performers in any field are specialists.		
9 SS E 8.12.1	Role of Government in a Market Economy	Explain why government provides public goods rather than allowing the market to provide them.		
9 SS E 8.12.2	Role of Government in a Market Economy	Explain why government intervenes in markets in response to externalities.		
9 SS E 8.12.3	Role of Government in a Market Economy	Discuss whether redistributing income is an appropriate role of government.		
9 SS E 8.12.4	Role of Government in a Market Economy	Demonstrate an understanding that government must define, establish, and enforce property rights in order for markets to function.		
9 SS E 8.12.5	Role of Government in a Market Economy	Explain why it is possible that a government decision may impose costs on many, but only benefit a few.		
9 SS E 8.12.6	Role of Government in a Market Economy	Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation).		
9 SS E 8.12.7	Role of Government in a Market Economy	Give examples of mandates that increase prices of goods and services in Nevada.		
9 SS E 9.12.1	International Economy	Analyze the pros and cons of foreign trade, comparing free trade with restricted trade.		
9 SS E 9.12.2	International Economy	Describe how foreign economic events can impact the U.S. economy.		
9 SS E 9.12.3	International Economy	Describe some characteristics of non-U.S. economies that affect international trade.		
9 SS E 9.12.4	International Economy	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries.		
9 SS E 9.12.5	International Economy	Draw conclusions about how the prices of goods you purchase would change if imports were restricted.		
9 SS E 9.12.6	International Economy	Discuss how potential career paths could be affected by changes in foreign demand for U.S. products.		
9 SS G	<b>GEOGRAPHY</b>			
9 SS GS.12.1	Geographic Skills	Plan and organize a geographic research project by asking appropriate geographic questions.		
9 SS GS.12.2	Geographic Skills	Locate and acquire a variety of primary and secondary information sources and assess the value of each.		
9 SS GS.12.3	Geographic Skills	Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		
9 SS GS.12.4	Geographic Skills	Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.		
9 SS GS.12.5	Geographic Skills	Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.		
9 SS G 1.12.1	World in Spatial Terms	Use a variety of complex maps to acquire geographic information (e.g., topographic, population, and land use).		
9 SS G 1.12.2	World in Spatial Terms	Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.		
9 SS G 1.12.3	World in Spatial Terms	Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.		
9 SS G 1.12.4	World in Spatial Terms	Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.		
9 SS G 1.12.5	World in Spatial Terms	Analyze maps for similarities and differences in purpose, accuracy, content, and design.		
9 SS G 1.12.6	World in Spatial Terms	Apply concepts and models of spatial organization to make decisions about geographic information.		
9 SS G 2.12.1	Places and Regions	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.		
9 SS G 2.12.2	Places and Regions	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.		
9 SS G 2.12.3	Places and Regions	Compare and contrast the characteristics of places and regions from different points of view.		
9 SS G 2.12.4	Places and Regions	Determine how technology affects the way cultural groups perceive and use places and regions.		
9 SS G 2.12.5	Places and Regions	Analyze selected historical issues and questions using the geographic concept of regions.		
9 SS G 2.12.6	Places and Regions	Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.		
9 SS G 2.12.7	Places and Regions	Apply the concept of region to organize and study a geographic issue.		
9 SS G 3.12.1	Physical Systems	Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the U.S. and the world.		
9 SS G 3.12.2	Physical Systems	Describe the causes and consequences of natural hazards that shape features and patterns on Earth.		
9 SS G 3.12.3	Physical Systems	Analyze the effects of physical and human forces on interdependence within ecosystems.		
9 SS G 3.12.4	Physical Systems	Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface.		
9 SS G 3.12.5	Physical Systems	Propose solutions to environmental problems using the concept of ecosystems.		
9 SS G 4.12.1	Human Systems	Analyze demographic trends in world population.		
9 SS G 4.12.2	Human Systems	Evaluate the impact of migration and settlement on physical and human systems.		
9 SS G 4.12.3	Human Systems	Analyze how history has been affected by the movement of people, goods, and ideas.		
9 SS G 4.12.4	Human Systems	Compare the characteristics and patterns of migration and settlement in developing and developed countries.		



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9 SS G 4.12.5	Human Systems	Analyze how location and distance connect and influence economic systems at local, national, and international levels.		
9 SS G 4.12.6	Human Systems	Analyze and evaluate international economic issues from a spatial perspective.		
9 SS G 4.12.7	Human Systems	Relate the level of economic development to the quality of life in developing and developed countries.		
9 SS G 4.12.8	Human Systems	Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.		
9 SS G 4.12.9	Human Systems	Analyze how different cultures, points of view, and self-interests influence conflict and cooperation over territory and resources.		
9 SS G 4.12.10	Human Systems	Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.		
9 SS G 5.12.1	Environment and Society	Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.		
9 SS G 5.12.2	Environment and Society	Evaluate strategies to respond to constraints placed on human systems by the physical environment.		
9 SS G 5.12.3	Environment and Society	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.		
9 SS G 5.12.4	Environment and Society	Develop possible responses to changes caused by human modification of the physical environment.		
9 SS G 5.12.5	Environment and Society	Analyze human perception of and response to natural hazards.		
9 SS G 5.12.6	Environment and Society	Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.		
9 SS G 5.12.7	Environment and Society	Develop policies for the use and management of Earth's resources that consider the various interests involved.		
9 SS G 6.12.1	Geographic Applications	Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.		
9 SS G 6.12.2	Geographic Applications	Relate current events to the physical features and human characteristics of places and regions.		
9 SS G 6.12.3	Geographic Applications	Evaluate a contemporary issue using geographic knowledge, skills, and perspectives.		
9 SS G 6.12.4	Geographic Applications	Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.		
9 SS H	<b>HISTORY</b>			
9 SS H 1.12.1	Chronology	Analyze and develop a position on a current event.		
9 SS H 1.12.2	Chronology	Explain the sequence and relationship of events on tiered time lines.		
9 SS H 2.12.1	History Skills	Frame and evaluate historical questions from multiple viewpoints.		
9 SS H 2.12.2	History Skills	Integrate, analyze, and organize historical information from a variety of sources.		
9 SS H 2.12.3	History Skills	Analyze and interpret historical content from informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
9 SS H 3.12.1	Prehistory to 400 CE	Identify and describe the characteristics of preagricultural societies.		
9 SS H 3.12.2	Prehistory to 400 CE	Describe technological innovations of early agricultural societies, including development of agriculture, domestication of animals, and development of permanent communities.		
9 SS H 3.12.3	Prehistory to 400 CE	Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.		
9 SS H 3.12.4	Prehistory to 400 CE	Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.		
9 SS H 4.12.1	1 CE to 1400	Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.		
9 SS H 4.12.2	1 CE to 1400	Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including contributions, geography, political systems, religion, and social structure.		
9 SS H 4.12.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
9 SS H 4.12.4	1 CE to 1400	Describe the characteristics of European feudalism.		
9 SS H 4.12.5	1 CE to 1400	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions.		
9 SS H 5.12.1	1200 to 1750	Examine the impact of technological, mathematical, and artistic developments of the Renaissance.		
9 SS H 5.12.2	1200 to 1750	Explain the development of European hereditary monarchies and their effects on centralized government, commerce and trade, and religion.		
9 SS H 5.12.3	1200 to 1750	Explain the causes of the Reformation and its effects in Europe and the Americas.		
9 SS H 5.12.4	1200 to 1750	Identify the influence of the Enlightenment on the Western world, including fine arts, government, literature, philosophy, and science.		
9 SS H 5.12.6	1200 to 1750	Compare common elements of Native North American societies, including communication, economic systems, housing, political systems, social systems, and traditions.		
9 SS H 5.12.7	1200 to 1750	Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration.		
9 SS H 5.12.8	1200 to 1750	Analyze interactions among Native Americans, Europeans, and Africans.		
9 SS H 5.12.9	1200 to 1750	Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions.		
9 SS H 5.12.10	1200 to 1750	Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.		
9 SS H 5.12.11	1200 to 1750	Compare and contrast life in the New England, Middle, and Southern colonies.		

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9 SS H 5.12.12	1200 to 1750	Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.		
9 SS H 5.12.13	1200 to 1750	Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations.		
9 SS H 5.12.14	1200 to 1750	Describe how Islamic empires were a link between Africa, Europe, and Asia.		
9 SS H 6.12.1	1700 to 1865	Explain the causes and results of the Industrial Revolution.		
9 SS H 6.12.2	1700 to 1865	Describe the causes and effects of wars with Europeans, including the French and Indian War.		
9 SS H 6.12.3	1700 to 1865	Explain the political and economic causes and effects of the American Revolution.		
9 SS H 6.12.4	1700 to 1865	Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States.		
9 SS H 6.12.5	1700 to 1865	Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans.		
9 SS H 6.12.6	1700 to 1865	Explain the issues of the Confederation period, including war debts and finance, western land, trade, and taxation.		
9 SS H 6.12.7	1700 to 1865	Describe the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.		
9 SS H 6.12.8	1700 to 1865	Describe the issues involved in the ratification of the Constitution, including main ideas of the Federalist Papers, main ideas of the Anti-Federalists, and the Bill of Rights.		
9 SS H 6.12.9	1700 to 1865	Describe the influence of the American Revolution on Europe and the Americas.		
9 SS H 6.12.10	1700 to 1865	Discuss the political events, people, and ideas that influenced European politics, including Napoleon, Metternich, Marx, and Congress of Vienna.		
9 SS H 6.12.11	1700 to 1865	Describe achievements in European fine arts and literature.		
9 SS H 6.12.12	1700 to 1865	Describe the rise of national economies, the emergence of capitalism, and the free market economy.		
9 SS H 6.12.13	1700 to 1865	Explain issues, events, and the roles of key people related to the development of United States political institutions, including Washington's administration, the Marshall Court, judicial review, extension of suffrage, and political parties.		
9 SS H 6.12.14	1700 to 1865	Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts; territorial, trade, and shipping issues with Great Britain; War of 1812; the creation of a national transportation system; Monroe Doctrine; and growth and impact of immigration.		
9 SS H 6.12.15	1700 to 1865	Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including education reform, prison and mental health reform, religious revival, Utopian movement, and women's rights.		
9 SS H 6.12.16	1700 to 1865	Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including Stephen Foster, Nathaniel Hawthorne, Hudson River School of Art, and Henry David Thoreau.		
9 SS H 6.12.17	1700 to 1865	Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including Louisiana Purchase, removal of the Eastern tribes, Oregon and California Trails, Mexican War and Mexican War acquisitions, California gold rush, and Homestead Act.		
9 SS H 6.12.20	1700 to 1865	Explain abolitionism and describe the importance of abolitionists and slave revolts, including John Brown, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, and Nat Turner.		
9 SS H 6.12.21	1700 to 1865	Describe the causes, key people, events, and outcome of the Civil War, including states' rights and slavery; election of 1860; Frederick Douglass/African American troops; President Lincoln; Emancipation Proclamation; Antietam, Vicksburg, and Gettysburg; Gettysburg Address; and Generals Grant and Lee.		
9 SS H 7.12.1	1860 to 1920	Summarize the successes and failures of the Reconstruction period.		
9 SS H 7.12.2	1860 to 1920	Describe the key people and significant issues concerning African American rights, including Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow Laws, Plessy v. Ferguson, W.E.B. DuBois and the NAACP, and Ida B. Wells and the NACW.		
9 SS H 7.12.3	1860 to 1920	Describe federal policy toward Native Americans including Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, Indian Citizenship Act of 1924, Plains Wars, and reservation system.		
9 SS H 7.12.5	1860 to 1920	Describe the role of farming, railroads, and mining in the settlement of the West.		
9 SS H 7.12.6	1860 to 1920	Describe the causes, issues, and effects of the Populist Movement.		
9 SS H 7.12.7	1860 to 1920	Describe the effect of industrial technology innovations and urbanization on United States social and economic development.		
9 SS H 7.12.8	1860 to 1920	Describe the development of corporate capitalism, including J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.		
9 SS H 7.12.9	1860 to 1920	Explain the motivations for groups coming to the United States and describe their contributions to United States society.		
9 SS H 7.12.10	1860 to 1920	Describe nativism and explain the response to immigration into the United States.		
9 SS H 7.12.11	1860 to 1920	Explain the origins and issues involved in the labor movement.		
9 SS H 7.12.12	1860 to 1920	Describe the development and impact of the Progressive Movement, including government reform, Prohibition, and "trust busting."		
9 SS H 7.12.13	1860 to 1920	Describe the development of the women's suffrage movement and the passage of the 19th Amendment.		
9 SS H 7.12.14	1860 to 1920	Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including Alaska, Hawaii, Open Door Policy, Spanish-American War, Panama Canal, T. Roosevelt's foreign policy, and Dollar Diplomacy.		
9 SS H 7.12.15	1860 to 1920	Explain the causes and effects of the Mexican Revolution of 1911.		
9 SS H 7.12.16	1860 to 1920	Discuss the causes, characteristics, and consequences of European and Japanese expansion.		

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9 SS H 7.12.17	1860 to 1920	Describe the causes, course, character, and effects of World War I, including imperialism, arms race and alliances, nationalism, weapons/tactics, Fourteen Points, and Treaty of Versailles.		
9 SS H 7.12.18	1860 to 1920	Describe the causes and effects of the Russian Revolution, including Romanovs, Lenin, Bolsheviks, and Russian Civil War.		
9 SS H 7.12.20	1860 to 1920	Explain how fine arts, literature, and leisure activities were a reflection of the time.		
9 SS H 8.12.1	1920 to 1945	Describe the rise of totalitarian societies in Europe, Asia, and Latin America.		
9 SS H 8.12.2	1920 to 1945	Discuss the effects on society of new technologies of this era, including communication, transportation, and manufacturing.		
9 SS H 8.12.3	1920 to 1945	Describe social tensions in the postwar era, including radical politics, immigration restrictions, religious fundamentalism, and racism.		
9 SS H 8.12.4	1920 to 1945	Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society.		
9 SS H 8.12.5	1920 to 1945	Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions.		
9 SS H 8.12.6	1920 to 1945	Describe the causes, course, character, and effects of World War II, including legacy of World War I; campaigns and strategies; atomic bomb; significant military, political, and scientific leaders; the Big Four; United Nations; United States changing world status; and war crimes trials.		
9 SS H 8.12.7	1920 to 1945	Describe the causes, course, and effects of the Holocaust, including "Aryan supremacy," Nuremberg Laws, Kristallnacht, "Final Solution," concentration and death camps, and creation of Israel.		
9 SS H 8.12.8	1920 to 1945	Explain the effects of World War II on the home front in the United States, including internment camps, technologies, economic developments, propaganda, women/minority contributions, and GI Bill.		
9 SS H 9.12.1	1945 to 1990	Describe the causes and effects of the Cold War, including Europe (Marshall Plan, Berlin, and NATO), Middle East (Egypt, Israel, and Afghanistan), Asia (Japan, China, Korea, and Vietnam), and the Americas (Cuba and the United States).		
9 SS H 9.12.2	1945 to 1990	Describe the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
9 SS H 9.12.3	1945 to 1990	Describe the cause, course, and character of the Korean War, including United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, and 38th Parallel.		
9 SS H 9.12.4	1945 to 1990	Explain how and why African and Asian peoples achieved independence from colonial rule.		
9 SS H 9.12.5	1945 to 1990	Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.		
9 SS H 9.12.6	1945 to 1990	Describe the causes and effects of changing demographics and developing suburbanization in the United States.		
9 SS H 9.12.8	1945 to 1990	Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, Americans with Disabilities Act, and Civil Rights Act of 1964.		
9 SS H 9.12.9	1945 to 1990	Describe the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem, Gulf of Tonkin Resolution, draft and lottery, Tet Offensive, antiwar movement, Paris Peace Accord, and POWs and MIAs.		
9 SS H 9.12.10	1945 to 1990	Describe the changes in United States political culture, including the role of the media, the role of women and minorities, Watergate, Iranian hostage crisis, Iran-Contra affair, and Grenada and Panama.		
9 SS H 9.12.11	1945 to 1990	Describe how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, "Star Wars," solidarity, and glasnost.		
9 SS H 9.12.12	1945 to 1990	Describe the geopolitical changes in the world due to the disintegration of the USSR.		
9 SS H 9.12.14	1945 to 1990	Summarize the influence of art, music, literature, and the media on United States society.		
9 SS H 10.12.1	1990 to Present	Identify and explain the implications of scientific and technological achievements, including personal computers, Internet, satellites, and biotechnology.		
9 SS H 10.12.2	1990 to Present	Describe the regional and global effects of political and economic alliances.		
9 SS H 10.12.3	1990 to Present	Describe how global issues affect nations differently, including human rights, the environment, world and U.S. regional conflicts, and medical concerns.		
9 SS H 10.12.4	1990 to Present	Explain the causes and effects of the Persian Gulf War, including Kuwait invasion, world oil supply, and changing alliances.		
9 SS H 10.12.5	1990 to Present	Describe the changing political climate in the United States, including: the role of the media, and the Clinton impeachment.		
9 SS H 10.12.6	1990 to Present	Explain how literature, music, and the visual arts are reflections of the time.		

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9S1	<b>CIVICS</b>		
9S1.1	Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the US Constitution		
9S1.2	Describe the creation of laws through the legislative process		
9S1.3	Discuss enumerated and implied powers of the US Congress		
9S1.4	Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments		
9S1.5	Analyze the roles and function of factions within political parties and the role of parties in public policy and politics		
9S1.6	Identify the impact of interest groups on the political process		
9S1.7	Explain the necessity of the Bill of Rights for a democratic society		
9S1.8	Explain the structure and function of state and local governments		
9S1.9	Describe the purpose of the United Nations		
9S1.10	List and describe non-governmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross		
9S2	<b>ECONOMICS</b>		
9S2.1	Use the concept of opportunity cost to evaluate the tradeoffs when choices occur		
9S2.2	Given data on population and the Gross Domestic Product for several countries, determine the per capita Gross Domestic Product, and compare with the US		
9S2.3	Use the consumer price index to compare the buying power of the US dollar in one year with its buying power in another year		
9S2.4	Explain the relationship between buyers and sellers in terms of supply and demand in light of prices		
9S2.5	Explain why not-for-profit organizations are tax exempt		
9S2.6	Explain why the money supply increases when banks make loans		
9S2.7	Explain how the current utilization of a productive resource affects the availability of that resource in the future		
9S2.8	Explain that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces		
9S2.9	Identify the benefits and the costs of investing in new physical capital and new human capital		
9S2.10	Give examples of activities that benefit participants, yet harm non-participants		
9S2.11	Explain how governments use tariffs or quotas to restrict trade		
9S2.12	Describe some characteristics of non-US economies that affect international trade		
9S3	<b>GEOGRAPHY</b>		
9S3.1	Create and prepare various forms of maps, graphs, diagrams, tables, or charts to organize geographic information		
9S3.2	Evaluate and analyze information obtained from a variety of geographic sources		
9S3.3	Compare and contrast the characteristics and purposes of several types of maps, map projections, and other geographic representations		
9S3.4	Make and defend a spatial decision using basic geographic vocabulary and concepts		
9S3.5	Relate how places and regions are important to the expression of cultural identity		
9S3.6	Apply the concept of region to examine current events		
9S3.7	Apply the concept of region to organize and study a geographic issue		
9S3.8	Explain how the physical processes within each of the four basic systems (atmosphere, lithosphere, hydrosphere, and biosphere) influence the Earth's surface		
9S3.9	Describe the characteristics of different populations through the use of key demographic concepts		
9S3.10	Describe the factors that influence the location and distribution of economic activities		
9S3.11	Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations		
9S3.12	Compare and contrast the opportunities and constraints that the physical environment places on human activity		
9S3.13	Describe how humans prepare for and react to natural hazards		
9S3.14	Select a current event and relate it to the physical and human characteristics of place		
9S4	<b>HISTORY</b>		
9S4.1	Evaluate sources of historical information based on: bias, credibility, cultural context, reliability, time period		
9S4.2	Locate ancient and classical civilizations in time and place, including: China, Egypt, Greece, India, Mesopotamia, Rome		

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9S4.3	Describe the Viking exploration of North America		
9S4.4	Identify and describe the characteristics of European feudalism		
9S4.5	Identify the influence of the Enlightenment on the Western World, including: fine arts, government, literature, philosophy, science		
9S4.6	Describe Native North American cultural regions, such as: Southwest, Southeast, Northeast, Northwest, California, Great Basin, Plains, Plateau, Arctic, Sub-Arctic		
9S4.7	Compare the lifestyles of Native Americans with those of the colonists		
9S4.8	Describe how Islamic empires were a link between Africa, Europe, and Asia		
9S4.9	Describe major inventions of the Industrial Revolution including: steam engine, textile machines		
9S4.10	Explain why the Constitution was written		
9S4.11	Identify the principles of the Bill of Rights		
9S4.12	Explain issues, events, and the roles of key people related to the development of United States political institutions, including: Washington's administration, The Marshall Court, judicial review, extension of suffrage, political parties		
9S4.13	Identify key people and events in the social reform movements of antebellum United States, including: Dorothea Dix, Horace Mann, Sojourner Truth, Seneca Falls Declaration		
9S4.14	Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including: Louisiana Purchase, removal of the Eastern tribes, Oregon and California Trails, Mexican War and Mexican War acquisitions, California Gold Rush, Homestead Act		
9S4.15	Explain the events that led to Nevada statehood, including: Comstock Lode, Election of 1864		
9S4.16	Discuss the interactions between settlers and Native Americans during the westward expansion, including: Ghost Dance/Wounded Knee, Little Big Horn		
9S4.17	Describe the role of farming, railroads, mining in the settlement of the West		
9S4.18	Identify American industrialists and their contributions, including: Andrew Carnegie, Henry Ford, John D. Rockefeller		
9S4.19	Describe the development of the women's suffrage movement and the passage of the 19th Amendment		
9S4.20	Explain the causes and effects of the Mexican Revolution of 1911		
9S4.21	Define totalitarianism		
9S4.22	Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions		
9S4.23	Explain why the United Nations was involved in the Korean War and the outcome of its involvement		
9S4.24	Describe the impact of the United States military and atomic testing in Nevada		
9S4.25	Identify the significance to United States political culture of the following: Watergate, Iranian hostage crisis, Iran-contra Affair		
9S4.26	Describe the significance of the breakup of the USSR, including: fall of the Berlin Wall		
9S4.27	Identify the causes and effects of the Persian Gulf War		

Identifier	Nevada - Grade 9 - Science		Introduced	Completed
9 S PS	<b>PHYSICAL SCIENCE</b>			
9 S PS 1.12.1	Forces and Motion	Investigate and describe how changes in motion are based on the laws of motion.		
9 S PS 1.12.2	Forces and Motion	Explain that the force of attraction that exists between two masses is inversely proportional to the square of the distance between them.		
9 S PS 1.12.3	Forces and Motion	Investigate and describe that the usefulness of a simple machine such as a wheel or axle is based on its function, mechanical advantage, and efficiency.		
9 S PS 1.12.4	Forces and Motion	Investigate and describe the relationship that exists between force, pressure, and area in general, and between pressure and depth in liquids.		
9 S PS 1.12.5	Forces and Motion	Investigate and explain that magnetic forces are related to electric forces and can be thought of as different aspects of a single electromagnetic force (e.g., electric motors, generators, radios).		
9 S PS 2.12.1	Structure and Properties of Matter	Investigate and describe intrinsic (color, odor, density) and extrinsic (e.g., size, mass, volume) physical properties of matter.		
9 S PS 2.12.2	Structure and Properties of Matter	Explain that substances can be identified on the basis of specific energies given off or taken in by that substance.		
9 S PS 2.12.3	Structure and Properties of Matter	Explain how atoms may bond with one another by transferring or sharing electrons that are farthest from the nucleus.		
9 S PS 2.12.4	Structure and Properties of Matter	Explain that the electromagnetic force between the nucleus and electrons holds the atom together.		
9 S PS 2.12.5	Structure and Properties of Matter	Explain the properties of phases of matter in terms of the kinetic molecular theory and forces of attraction between particles.		
9 S PS 2.12.6	Structure and Properties of Matter	Explain that carbon atoms can bond to one another to form a large variety of structures, including the molecules essential to life.		
9 S PS 3.12.1	Energy and Matter - Interactions and Forms	Interactions and Forms: Explain that the transformation of energy usually results in some energy in the form of heat, which spreads by radiation, conduction, and sometimes convection into cooler places.		
9 S PS 3.12.2	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how pressure may affect changes of state.		
9 S PS 3.12.3	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how waves can superimpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material.		
9 S PS 3.12.4	Energy and Matter - Interactions and Forms	Interactions and Forms: Describe the properties of electrical circuits in terms of moving electrons, conductivity, resistance, and electrical potential energy.		
9 S PS 3.12.5	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how matter and energy may be changed and energy can be transferred in many ways, but the entire mass-energy budget of the universe remains constant.		
9 S PS 3.12.6	Energy and Matter - Interactions and Forms	Interactions and Forms: Investigate and describe how systems tend to become less ordered over time.		
9 S PS 4.12.1	Chemical Reaction	Investigate and describe how, in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change.		
9 S PS 4.12.2	Chemical Reaction	Investigate and describe how chemical reaction rates depend on conditions in the reacting system, the properties of reacting materials, and the presence of certain rate-regulating chemicals.		
9 S PS 4.12.3	Chemical Reaction	Investigate and describe how chemical reactions may release or consume energy.		
9 S PS 4.12.4	Chemical Reaction	Relate the chemical properties of an element to the outermost electrons of an element.		
9 S PS 5.12.1	Nuclear Energy and Electromagnetic Energy	Predict how light interacts with matter (e.g., reflection and refraction).		
9 S PS 5.12.2	Nuclear Energy and Electromagnetic Energy	Simulate how the predictable rates of nuclear reactions can be used to estimate the age of some materials.		
9 S PS 5.12.3	Nuclear Energy and Electromagnetic Energy	Describe the different disposal techniques used for high and low level nuclear wastes.		
9 S PS 5.12.4	Nuclear Energy and Electromagnetic Energy	Describe electromagnetic waves including a wide range of forms and varying wavelengths.		
9 S PS 5.12.5	Nuclear Energy and Electromagnetic Energy	Explain how the forces that hold the nucleus of an atom together are usually stronger than other forces that could make the nucleus fly apart.		
9 S PS 5.12.6	Nuclear Energy and Electromagnetic Energy	Explain how energy is released when the nuclei of very heavy atoms (e.g., uranium or plutonium) split into middleweight ones, or when very light nuclei (e.g., hydrogen and helium) combine into heavier ones.		
9 S LS	<b>LIFE SCIENCE</b>			
9 S LS 6.12.1	Structure and Function	Explain how disease disrupts the equilibrium that exists in a healthy organism.		
9 S LS 6.12.2	Structure and Function	Explain how the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.		
9 S LS 6.12.3	Structure and Function	Investigate and describe how food molecules are broken down through a series of chemical reactions to provide energy and the material to make new molecules.		

Identifier	<b>Nevada - Grade 9 - Science</b>		Introduced	Completed
9 S LS 6.12.4	Structure and Function	Investigate and describe how every cell is covered by a cell membrane and most cells also have specialized parts for the transport of materials, energy, transfer, protein building, waste disposal, information feedback, and movement.		
9 S LS 6.12.5	Structure and Function	In photosynthesis, plants and many microorganisms use solar energy to combine molecules of carbon dioxide and water to form energy rich compounds and oxygen.		
9 S LS 7.12.1	Internal and External Influences on Organisms	Investigate and describe how some broad patterns of behavior exhibited by animals have evolved to ensure survival of the species.		
9 S LS 7.12.2	Internal and External Influences on Organisms	Investigate and describe how plant and animals have mechanisms that allow them to respond to changes in their environment.		
9 S LS 7.12.3	Internal and External Influences on Organisms	Investigate and describe how multicellular animals have nervous systems that receive input through sensory organs and generate behavioral responses.		
9 S LS 7.12.4	Internal and External Influences on Organisms	Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.		
9 S LS 8.12.1	Heredity and Diversity	Explain how all body cells in an organism are developed from a single cell and contain essentially identical genetic instructions. Explain how different parts of the instruction are used in different kinds of cells.		
9 S LS 8.12.2	Heredity and Diversity	Explain how relatedness among organisms can be estimated from the similarity of their DNA sequences.		
9 S LS 8.12.3	Heredity and Diversity	Investigate and describe how sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations.		
9 S LS 8.12.4	Heredity and Diversity	Explain how genetic information from parents is encoded in DNA molecules and provides instruction for assembling protein molecules.		
9 S LS 8.12.5	Heredity and Diversity	Investigate and describe how patterns of inheritance are described by laws of segregation and independent assortment.		
9 S LS 8.12.6	Heredity and Diversity	Explain how diversity of species and variation among organisms within a species increase the chances for survival of life when large changes occur in the environment.		
9 S LS 8.12.7	Heredity and Diversity	Explain how gene mutations may be caused by a variety of influences, when mutations occur in sex cells, they can be passed on to offspring.		
9 S LS 9.12.1	Evolution - Process of Biological Change	Investigate and describe the basic idea of the theory of biological evolution is that through genetic and/or environmental influences Earth's present-day species developed from earlier, distinctly different, but common ancestors.		
9 S LS 9.12.2	Evolution - Process of Biological Change	Explain the fossil record of ancient life forms by applying the idea of natural selection and its evolutionary consequences.		
9 S LS 9.12.3	Evolution - Process of Biological Change	Simulate and explain how the adaptation of a species can occur over many generations because of the unique characteristics that favor those individuals in an environment.		
9 S LS 9.12.4	Evolution - Process of Biological Change	Explain how the classification of species is based on similarities (e.g., structural, genetic, molecular) which indicate evolutionary relationships.		
9 S LS 9.12.5	Evolution - Process of Biological Change	Explain how the extinction of species is a common occurrence and fossil records indicate that most species that have lived on Earth no longer exist.		
9 S LS 9.12.6	Evolution - Process of Biological Change	Investigate and describe how the process of evolution is driven by genetic and environmental influences.		
9 S LS 9.12.7	Evolution - Process of Biological Change	Explain how there is evidence that at least a billion years ago, cells with nuclei existed allowing the evolution of increasingly complex multicellular organisms.		
<b>9 S ESS</b>	<b>EARTH AND SPACE SCIENCES</b>			
9 S ESS 10.12.1	Earth Structures and Composition	Investigate and describe how rocks and minerals have different characteristics that reflect their origins and use.		
9 S ESS 10.12.2	Earth Structures and Composition	Investigate and describe how landforms are the result of a combination of constructive and destructive forces resulting from weathering, erosion, and the movement of lithosphere plates.		
9 S ESS 10.12.3	Earth Structures and Composition	Explain how there is a relationship between the relative densities and states (phases) of Earth materials and the layering on, in, and above Earth.		
9 S ESS 10.12.4	Earth Structures and Composition	Investigate and describe how soil is derived from weathered rocks and decomposed organic material, and is found in layers.		
9 S ESS 10.12.5	Earth Structures and Composition	Explain how the composition of Earth's atmosphere has changed in the past and continues to change.		
9 S ESS 10.12.6	Earth Structures and Composition	Compare and contrast the geologic features of Nevada and local geological features.		
9 S ESS 11.12.3	Earth Models	Investigate, design, and use contour maps.		
9 S ESS 11.12.4	Earth Models	Define location on Earth in terms of latitude, longitude, and time zones.		
9 S ESS 12.12.1	Earth History	Explain how catastrophic events have occurred and greatly influenced Earth's history.		
9 S ESS 12.12.2	Earth History	Simulate and explain how relative geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.		
9 S ESS 12.12.3	Earth History	Compare and contrast the variety of methods by which geologic time is determined, including radioactive dating.		
9 S ESS 13.12.1	Cycles of Matter and Energy	Explain how Earth systems have two major internal sources of energy (decay of radioactive isotopes and the gravitational energy from Earth's original formation) and one major external sources (the sun), all of which create heat.		

Identifier	Nevada - Grade 9 - Science		Introduced	Completed
9 S ESS 13.12.2	Cycles of Matter and Energy	Explain how uneven heating of Earth's surface by the sun forms convection currents within the atmosphere and ocean, producing wind and ocean currents that are modified by Earth's rotation.		
9 S ESS 13.12.3	Cycles of Matter and Energy	Investigate and describe how water is a solvent (e.g., how it dissolves minerals and gases as it passes through the water cycle and carries them to oceans and lakes).		
9 S ESS 13.12.4	Cycles of Matter and Energy	Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near Earth's surface, and fluctuations in solar output may have contributed to large changes in Earth's climate in the past.		
9 S ESS 13.12.5	Cycles of Matter and Energy	Explain how large-scale, long-term equilibrium can accommodate small-scale changes.		
9 S ESS 13.12.6	Cycles of Matter and Energy	Investigate and describe how elements necessary for life on Earth pass through both living and nonliving cycles in a series of changes that form a global system.		
9 S ESS 13.12.7	Cycles of Matter and Energy	Compare and contrast the relationships between the greenhouse effect and the idea of global warming.		
9 S ESS 13.12.8	Cycles of Matter and Energy	Model and explain how the energy that propels Earth's lithosphere plates is dominantly a result of nuclear processes deep in Earth.		
9 S ESS 14.12.1	Solar System and Universe	Investigate and describe how Earth's atmosphere, water, temperature, and composition compare with conditions on other planets.		
9 S ESS 14.12.2	Solar System and Universe	Explain how most objects in the solar system are in regular and predictable motion which explains such phenomena as the day, the year, phases of the moon, and eclipses.		
9 S ESS 14.12.3	Solar System and Universe	Explain how stars produce energy and elements heavier than hydrogen from nuclear reactions.		
9 S ESS 14.12.4	Solar System and Universe	Explain that on the basis of scientific evidence, the universe is estimated to be about ten billion years old.		
9 S ESS 14.12.5	Solar System and Universe	Describe how increasingly sophisticated technology (e.g., mathematical models and computer simulations) is used to learn about the universe.		
9 S ESS 14.12.6	Solar System and Universe	Explain that the physical laws, such as laws of Newton, Kepler, thermodynamics, relativity, and quantum physics, appear to apply to all bodies in the universe.		
9 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
9 S ES 15.12.1	Ecosystems	Investigate and describe how changes in an ecosystem can affect biodiversity and biodiversity contributes to an ecosystem's stability.		
9 S ES 15.12.2	Ecosystems	Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.		
9 S ES 15.12.3	Ecosystems	Investigate and describe how materials and energy are cycled and recycled through ecosystems via pathways known as food webs.		
9 S ES 15.12.4	Ecosystems	Describe the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. (e.g., Northern NV cold desert, Southern low warm desert, Mountain).		
9 S ES 16.12.1	Natural Resources	Evaluate the consequences of changing patterns of resources use.		
9 S ES 16.12.2	Natural Resources	Investigate and describe the various processes involved in obtaining, using, and recycling materials such as wood products, minerals, food, and manufactured objects.		
9 S ES 16.12.3	Natural Resources	Investigate and describe the career opportunities associated with the study, exploration, extraction, utilization, protection, and restoration of natural resources.		
9 S ES 16.12.4	Natural Resources	Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.		
9 S ES 16.12.5	Natural Resources	Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).		
9 S ES 17.12.1	Conservation	Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.		
9 S ES 17.12.2	Conservation	Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g., global warming, ozone depletion).		
9 S ES 17.12.3	Conservation	Explain that there is scientific uncertainty regarding many environmental issues.		
9 S ES 17.12.4	Conservation	Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.		
9 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
9 S NHS 18.12.1	Scientific, Historical, and Technological Perspectives	Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).		
9 S NHS 18.12.2	Scientific, Historical, and Technological Perspectives	Investigate and explain how research emphasis is influenced by economic and public policy.		
9 S NHS 18.12.3	Scientific, Historical, and Technological Perspectives	Investigate and explain how scientific innovations that were originally challenged are now widely accepted.		



Identifier	Nevada - Grade 9 - Science		Introduced	Completed
9 S NHS 18.12.4	Scientific, Historical, and Technological Perspectives	Explain that scientists work with others to resolve differences in interpretation of observations.		
9 S NHS 18.12.5	Scientific, Historical, and Technological Perspectives	Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.		
9 S NHS 18.12.6	Scientific, Historical, and Technological Perspectives	Explain that scientific knowledge builds on previous information, and rarely are entire theories completely discarded in favor of new ones.		
9 S NHS 18.12.7	Scientific, Historical, and Technological Perspectives	Explain that scientists have ethical procedures, violations of which have consequences.		
9 S NHS 19.12.1	Reasoning and Critical Response Skills	Identify and determine the credibility of sources of information based on the techniques used to gather that information.		
9 S NHS 19.12.2	Reasoning and Critical Response Skills	Apply cost benefit and risk analyses in decision-making processes.		
9 S NHS 19.12.3	Reasoning and Critical Response Skills	Recognize and describe situations in which a system is qualitatively different from the parts which comprise it (e.g., how a population differs from an individual).		
9 S NHS 19.12.4	Reasoning and Critical Response Skills	Distinguish among hypotheses, laws, theories, and rules, and explain the level of their limitations.		
9 S NHS 19.12.5	Reasoning and Critical Response Skills	Determine the limits of generalizations, assumptions, analogies, and models.		
9 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
9 S SI 20.12.1	Systems, Models, Risk, and Predictions	Use mathematical symbols and formulas to express relationships that behave in the same ways as the objects or processes under investigation.		
9 S SI 20.12.2	Systems, Models, Risk, and Predictions	Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).		
9 S SI 20.12.3	Systems, Models, Risk, and Predictions	Identify and describe how systems are often different from their components (e.g., aquaria or automobiles).		
9 S SI 20.12.4	Systems, Models, Risk, and Predictions	Compare groups of data, taking into account both percentages and actual numbers.		
9 S SI 20.12.5	Systems, Models, Risk, and Predictions	Identify the type of hazard, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.		
9 S SI 21.12.1	Scientific Values and Attitudes	Demonstrate curiosity, honesty, and skepticism in doing science.		
9 S SI 21.12.2	Scientific Values and Attitudes	Repeat experimentation for statistical analysis and to produce conclusions that are without bias.		
9 S SI 21.12.3	Scientific Values and Attitudes	Evaluate multiple explanations for the same evidence.		
9 S SI 22.12.1	Communication Skills	Analyze experimental procedures and suggest appropriate revisions for improvement.		
9 S SI 22.12.2	Communication Skills	Use tables, charts, and graphs in making arguments and claims in oral and written presentations.		
9 S SI 22.12.3	Communication Skills	Discuss scientific topics by restating or summarizing accurately what others have said; ask for clarifications or elaborations, and express alternative positions using available multimedia resources.		
9 S SI 23.12.1	Scientific Applications of Mathematics	Determine if the correlation between variables is high or low.		
9 S SI 23.12.2	Scientific Applications of Mathematics	Use algebraic equations when appropriate.		
9 S SI 23.12.3	Scientific Applications of Mathematics	Estimate answers to the correct order of magnitude.		
9 S SI 23.12.4	Scientific Applications of Mathematics	Use derived quantities, ratios, proportions, and constants.		
9 S SI 23.12.5	Scientific Applications of Mathematics	Trace the source of differences between an estimate and the calculated answer that exceeds agreed-upon standards for precision.		
9 S SI 23.12.6	Scientific Applications of Mathematics	Select samples by some random system to avoid bias.		
9 S SI 24.12.1	Laboratory Skills and Safety	Demonstrate personal responsibility for using safety equipment and observing all safety standards.		
9 S SI 24.12.2	Laboratory Skills and Safety	Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.		
9 S SI 24.12.3	Laboratory Skills and Safety	Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.		
9 S SI 24.12.4	Laboratory Skills and Safety	Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.		

Identifier	<b>Nevada - Grade 9 - Science</b>		Introduced	Completed
9 S SI 24.12.5	Laboratory Skills and Safety	Write procedures for the investigation of delegated or original scientific problems.		
9 S SI 24.12.6	Laboratory Skills and Safety	Carry out an independent scientific investigation.		

Identifier	<b>Lander - Grade 9 - Science</b>	Introduced	Completed
9Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
9Sc1.1	Organize, group and manipulate statistical data into graphs and reports		
9Sc1.2	Observe and match the connection between data and conclusions in investigations		
9Sc1.3	Define and sort through various data resources filtering important and unimportant information		
9Sc1.4	Observe and report relationships		
9Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
9Sc2.1	Dramatize how systems can be changed from the interaction of components		
9Sc2.2	Define and identify different view positions		
9Sc2.3	Identify and describe various historical frameworks of knowledge categories and methods		
9Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
9Sc3.1	Demonstrate and illustrate how particles can be arranged differently for the same substance		
9Sc3.2	Classify elements by gathering information and sorting their properties		
9Sc3.3	Compare and contrast various types of mixtures		
9Sc3.4	Demonstrate the characteristics of atomic bonding		
9Sc3.5	Demonstrate the changes that occur in physical states by chemical changes		
9Sc3.6	Demonstrate and illustrate atomic structures in matter		
9Sc3.7	Select and illustrate properties of various elements based on their atomic makeup		
9Sc3.8	Demonstrate the differences between various elements in stable and combined elemental states		
9Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
9Sc4.1	Classify and distinguish between various magnetic and electric forces		
9Sc4.2	Compare various objects that react to magnetic imposition		
9Sc4.3	Speculate on the consequences of unbalanced motion		
9Sc4.4	Explain why an object will move in a particular way for a certain set of conditions		
9Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
9Sc5.1	Compare and distinguish the seasonal variations throughout the Earth caused by the differing positions with the sun		
9Sc5.2	Show and demonstrate different light bands in the spectrum		
9Sc5.3	Show and demonstrate different wave energy forms		
9Sc5.4	Illustrate the transfer of energy citing various types of reactions		
9Sc5.5	Demonstrate energy transformation		
9Sc5.6	Illustrate the differences between kinetic and potential energy		
9Sc5.7	Demonstrate and measure the transfer of heat		
9Sc5.8	Contrast through data presentation the differences between circuits, resistance and conductors		
9Sc6	<b>LIFE SCIENCE - Heredity</b>		
9Sc6.1	Distinguish between different genetic transference		
9Sc6.2	Organize a study of inherited characteristics over several propagations of plant and animal life		
9Sc6.3	Classify organisms by their shared characteristics, justify the decisions made in the process		
9Sc6.4	Illustrate through examining several life forms the interaction between environment and genetics		
9Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
9Sc7.1	Document and report on alterations to life systems caused by infection		
9Sc7.2	Illustrate different organisms and compare their complexity		
9Sc7.3	Show how combinations of cells work together; identify cells that have specialty assignments in larger organisms		
9Sc7.4	Classify and organize different cells by their function within one organism		
9Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
9Sc8.1	Classify different webs of an ecosystem		
9Sc8.2	Define and observe the characteristics of different physical environments		
9Sc8.3	Observe and list changes that have occurred in ecosystems through the cycles of the Earth		
9Sc8.4	Construct an ecosystem simulation		
9Sc8.5	Observe and define the various regions of Nevada		
9Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
9Sc9.1	Classify various species by their characteristics		

Identifier	Lander - Grade 9 - Science	Introduced	Completed
9Sc9.2	Map genetic passage from one generation to another		
9Sc9.3	Define and observe evolutionary sequence		
9Sc9.4	Define and observe DNA alterations to organisms		
9Sc9.5	Identify, sort and list fossil evidence		
9Sc9.6	Observe the characteristics of various animal and plant fossil evidence		
9Sc9.7	Show how an organism's behavior is connected to its evolutionary history		
9Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
9Sc10.1	Infer and speculate on how seasonal environments and variations are part of every planet; speculate and imagine those environments		
9Sc10.2	Illustrate the role of water in the Earth's ecosystem		
9Sc10.3	Identify the components of the greenhouse effect		
9Sc10.4	Illustrate atmospheric patterns and its causes		
9Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
9Sc11.1	Explain and document the interaction between various components of the universe		
9Sc11.2	Illustrate the differing characteristics of various planets in our solar system including the Earth		
9Sc11.3	Explain how phenomena have predictable motion and cycles		
9Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
9Sc12.1	Select and organize rocks and fossil evidence by similar and contrasting characteristics		
9Sc12.2	Illustrate how landforms can be altered by various forces		
9Sc12.3	Explain where and why certain elements are located on the Earth		
9Sc12.4	Sort different contrasting evidence of different soil samples; identify the elements that support or inhibit life		
9Sc12.5	Illustrate and map resources by their abundance, accessibility, and renew-ability to areas of the Earth; report on the possibility of difficulty in sustaining and procuring necessary resources; speculate on alternatives to resources and consequences of their unavailability		
9Sc12.6	Define the characteristics of various life stages		
9Sc12.7	Show how changes in a physical environment can be harmful		
9Sc12.8	Show how technologies influence the environment		
9Sc12.9	Define the elements that make up different cultures and countries; observe how their environment is dictated by resources or the ability to obtain resources		
9Sc12.10	Illustrate how the constancy of one energy source has changed a society; illustrate how the change in energy source has created and mutated a society		

# Lander County School District

## Assessed Standards/Curriculum

### Grade 10

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Grade 10 - Computer and Technology	Introduced	Completed
10 CT 1	<b>PROBLEM SOLVING</b>		
10 CT 1.12.1	Analyze a variety of problem-solving approaches, which can be used and combined in seeking solutions.		
10 CT 1.12.2	Develop and implement a design/problem-solving method based on a need or want.		
10 CT 2	<b>PRODUCTIVITY TOOLS</b>		
10 CT 2.12.1	Demonstrate advanced proficiency and accuracy in keyboarding skills.		
10 CT 2.12.2	Create a multipage document in conjunction with other tools that demonstrate the ability to type, format, edit, and print.		
10 CT 2.12.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query. Interpret report based on data.		
10 CT 2.12.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Analyze the significance of the data. Print a spreadsheet showing formulas.		
10 CT 2.12.5	Create and present a multipage, multimedia presentation incorporating three or more of the following: text, graphics, sound, animation, digital video, or linking. Analyze and critique a multimedia presentation.		
10 CT 2.12.7	Locate and evaluate sources of distance learning, telecommuting, and teleconferencing and analyze the uses of these electronic communications.		
10 CT 3	<b>RESEARCH TOOLS</b>		
10 CT 3.12.1	Independently identify a research topic or state a problem that clearly identifies its elements, its scope, and the expected outcomes using technology tools.		
10 CT 3.12.2	Generate a list of keywords for a research topic or problem with qualifying modifiers and conduct a search of electronic-based sources.		
10 CT 3.12.3	Utilizing different search strategies, conduct research using hyperlinks to select information for a specific topic or problem.		
10 CT 3.12.4	Organize information logically for presentation or decision making.		
10 CT 3.12.5	Compare and contrast collected information to validate its reliability, authenticity, and timeliness.		
10 CT 3.12.6	Demonstrate the ability to document all sources using an accepted standard citation format.		
10 CT 3.12.7	Given a rubric, evaluate the research process and its outcome.		
10 CT 4	<b>TOOLS AND PROCESSES</b>		
10 CT 4.12.1	Analyze how the development of new tools, materials, and processes is necessary to maintain and improve high productivity and quality.		
10 CT 4.12.2	Use tools to design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, and have value greater than the investment of time, energy, effort, and other resources.		
10 CT 4.12.3	Evaluate the available tools and select the appropriate tool and process that would safely accomplish the task.		
10 CT 4.12.4	Evaluate and then correct nonfunctioning technology system/subsystem areas needed to accomplish required tasks.		
10 CT 5	<b>SYSTEMS</b>		
10 CT 5.12.1	Interpret the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires.		
10 CT 5.12.2	Demonstrate how systems are planned, organized, designed, built, and controlled.		
10 CT 5.12.3	Evaluate systems model(s) including the stages of input, processes, output, feedback, and consequences.		
10 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
10 CT 6.12.1	Analyze the impact of new and improved products and services on the quality of life.		
10 CT 6.12.2	Analyze how the effects of a given technology may be unacceptable under a certain set of circumstances, but acceptable under another set of circumstances.		
10 CT 6.12.3	Research and select a career choice, develop a career plan, and select the courses/program for entry-level skills (e.g., career information system).		
10 CT 6.12.4	Analyze significant events, inventions, and discoveries in the history of technology and their effects on beliefs, attitudes, and behavior in business, society, or culture.		

Identifier	Nevada - Grade 10 - Health	Introduced	Completed
10 H			
10 H 1.12.1	Assess the impact of personal history, health care choices, and the aging process on individual health.		
10 H 1.12.2	Examine the health implications of the aging process.		
10 H 1.12.3	Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.		
10 H 1.12.4	Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.		
10 H 1.12.5	Identify hazardous conditions and develop appropriate intervention strategies.		
10 H 1.12.6	Analyze how research and medical advances influence the prevention and control of disease.		
10 H 1.12.7	Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.		
10 H 1.12.8	Analyze how the environment influences the health of the community.		
10 H 2.12.1	Analyze health promotion and disease prevention efforts.		
10 H 2.12.2	Critique sources of health information for accuracy.		
10 H 3.12.1	Create a school-wide plan providing for individual security and safety utilizing school and community resources.		
10 H 3.12.2	Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.		
10 H 3.12.3	Apply injury prevention and management strategies to improve and maintain personal, family, and community health.		
10 H 3.12.4	Compare and contrast stress management techniques.		
10 H 4.12.1	Evaluate cultural similarities and differences and effects on health.		
10 H 4.12.2	Explore how technology is used to enhance health.		
10 H 4.12.3	Assess the impact of promotion and distribution of products and services on consumer health.		
10 H 5.12.1	Utilize skills for communicating effectively.		
10 H 5.12.2	Analyze a school plan for conflict management.		
10 H 6.12.1	Formulate an effective plan for lifelong health enhancement.		
10 H 6.12.2	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.		
10 H 6.12.3	Utilize the decision-making process to address complex community health issues.		
10 H 7.12.1A	Identify the methods for being a responsible voice for self and others when promoting health practices in the community.		
10 H 7.12.1B	Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.		

Identifier	Nevada - Grade 10 - Music	Introduced	Completed
10 Mus 1	<b>SINGING</b>		
10 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
10 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
10 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
10 Mus 1.12.5	Perform music representing diverse genres and styles.		
10 Mus 2	<b>PLAYING INSTRUMENTS</b>		
10 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
10 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
10 Mus 2.12.3	Perform contrapuntal ensemble literature.		
10 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
10 Mus 3	<b>IMPROVISATION</b>		
10 Mus 3.12.1	Improvise complex melodies in a given key.		
10 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
10 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
10 Mus 4	<b>WRITING</b>		
10 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
10 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
10 Mus 5	<b>READING</b>		
10 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
10 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
10 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
10 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
10 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
10 Mus 6	<b>LISTENING</b>		
10 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
10 Mus 6.12.2	Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.		
10 Mus 7	<b>EVALUATION</b>		
10 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
10 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
10 Mus 8	<b>APPLICATION TO LIFE</b>		
10 Mus 8.12.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g., emotion, intensity).		
10 Mus 8.12.2	Analyze concepts common to music and other disciplines outside the arts (e.g., conflict resolution: English - "Romeo and Juliet"; History - The Civil War; Science - chemical reactions; Music - tension and release).		
10 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
10 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
10 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		



Identifier	Nevada - Grade 10 - Physical Education	Introduced	Completed
10 PE			
10 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
10 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
10 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
10 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
10 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
10 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
10 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
10 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
10 PE 3.12.4	Demonstrate rhythmic acuity.		
10 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
10 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
10 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
10 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
10 PE 4.12.4	Evaluate physical activity for injury potential.		
10 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
10 PE 5.12.2	Accept leadership responsibility in a group setting.		
10 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		

Identifier	Nevada - Grade 10 - Theater	Introduced	Completed
10 Th			
10 Th 1.12.1	Write a script in proper format for stage, television, film, or electronic media using historical or cultural research as a basis for the script.		
10 Th 1.12.2	Create a theatrical performance by conducting auditions, casting characters, directing scenes, and conducting production meetings.		
10 Th 1.12.3	Explain and demonstrate knowledge of varied responsibilities of technical personnel involved in television, theater, film, or electronic media production.		
10 Th 1.12.4	Develop an aesthetically unified production for theater, film, television, or electronic media.		
10 Th 1.12.5	Create a variety of materials for a media campaign for theater, film, television, or electronic media.		
10 Th 1.12.6	Work collaboratively and safely to design and/or construct a variety of scenic devices (e.g., scenic drops).		
10 Th 1.12.7	Justify choices of costumes, make-up, and props as they relate to the interpretation of a production.		
10 Th 1.12.8	Describe and demonstrate different lighting and sound techniques and equipment for film, stage, television, or electronic media.		
10 Th 1.12.9	Design and/or use a light and/or sound plot for film, stage, television, or electronic media.		
10 Th 2.12.1	Analyze and describe the physical, emotional, and social dimensions of characters found in a variety of text.		
10 Th 2.12.2	Identify, examine, and demonstrate various classical and contemporary acting techniques and methods.		
10 Th 2.12.3	Create and sustain a character within an ensemble for stage, film, television, or electronic media.		
10 Th 3.12.1	Critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.		
10 Th 3.12.2	Justify personal aesthetic criteria for critiquing a dramatized performance.		
10 Th 3.12.3	Compare and contrast classical and contemporary dramas and comedies in various media.		
10 Th 4.12.1	Compare and contrast the ways in which universal themes and archetypes in dramatized events are expressed in another culture and another historical period.		
10 Th 4.12.2	Analyze methods of conflict resolution among characters.		
10 Th 5.12.1	Analyze the ways in which common themes or stories are interpreted in works from the four arts areas.		
10 Th 5.12.2	Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.		
10 Th 5.12.3	Evaluate different ways technology is used to enhance theater, film, and television.		

Identifier	Nevada - Grade 10 - Visual Arts	Introduced	Completed
10 VA 1	<b>KNOWLEDGE</b>		
10 VA 1.12.1	Justify application of media, techniques, and processes in one's own work.		
10 VA 1.12.2	Evaluate responses to one's own work and apply findings to subsequent works of art.		
10 VA 1.12.3	Create works of art that demonstrate an understanding of a variety of media, tools, techniques, and processes (e.g., traditional and emerging technologies).		
10 VA 2	<b>APPLICATION</b>		
10 VA 2.12.1	Defend an interpretation of visual characteristics in works of art.		
10 VA 2.12.2	Defend interpretations of purposes and/or functions in art.		
10 VA 2.12.3	Analyze the effectiveness of and relationships among visual characteristics, purposes, and/or functions in works of art.		
10 VA 2.12.4	Create artworks that manipulate visual characteristics to convey complex ideas.		
10 VA 3	<b>CONTENT</b>		
10 VA 3.12.1	Evaluate the significance of specific subject matter, symbols, and ideas in works of art.		
10 VA 3.12.2	Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.		
10 VA 3.12.3	Evaluate and defend the validity of sources and the manner in which subject matter, symbols, and ideas are used in artworks.		
10 VA 4	<b>CONTEXT</b>		
10 VA 4.12.1	Analyze and interpret artworks from various cultures and times regarding context and purposes.		
10 VA 4.12.2	Analyze characteristics and interpret meaning of art from various times, cultures, and places.		
10 VA 4.12.3	Analyze their own artwork in relation to historical, aesthetic, and cultural influences.		
10 VA 5	<b>INTERPRETATION</b>		
10 VA 5.12.1	Evaluate artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
10 VA 5.12.2	Establish criteria and use them to assess merits of artwork.		
10 VA 5.12.3	Examine and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.		
10 VA 5.12.4	Develop a personal aesthetic position and defend its degree of success when applied to works of art.		
10 VA 6	<b>CROSS-CURRICULAR</b>		
10 VA 6.12.1	Analyze how ideas, issues, and themes of a particular period manifest themselves in the visual arts and make parallel connections with other disciplines.		
10 VA 6.12.2	Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines.		
10 VA 6.12.3	Create works of art that reflect the research of multiple disciplines.		

Identifier	Kamico - Grade 10 - Language Arts/Reading		Introduced	Completed
R 10	<b>READING</b>			
R 10.1.1A	Word Identification/ Vocabulary Development	Rely on context to determine meanings of words and phrases such as figurative language, multiple-meaning words, and technical vocabulary.		
R 10.1.1B	Word Identification/ Vocabulary Development	Apply meanings of prefixes, roots, and suffixes in order to comprehend.		
R 10.1.1C	Word Identification/ Vocabulary Development	Use reference material such as glossary and dictionary to determine precise meanings and usage.		
R 10.1.2A	Comprehension	Produce summaries of texts by identifying main ideas and their supporting details.		
R 10.1.3A	Variety of Texts	Read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, and memoranda.		
R 10.2.1A	Literary Response	Use elements of text to defend responses and interpretations.		
R 10.2.2A	Literary Concepts	Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.		
R 10.2.2B	Literary Concepts	Analyze relevance of setting and time frame to text's meaning.		
R 10.2.2C	Literary Concepts	Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.		
R 10.2.2D	Literary Concepts	Analyze literary language, including its use of evocative words and rhythms.		
R 10.2.2E	Literary Concepts	Connect literature to historical contexts and current events.		
R 10.2.2F	Literary Concepts	Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.		
R 10.3.1A	Word Identification/ Vocabulary Development	Discriminate between connotative and denotative meanings and interpret the connotative power of words.		
R 10.3.1B	Word Identification/ Vocabulary Development	Read and understand analogies.		
R 10.3.2A	Comprehension	Analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding.		
R 10.3.2B	Comprehension	Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence.		
R 10.3.3A	Variety of Texts	Interpret the possible influences of the historical context on a literary work.		
R 10.3.4A	Literary Response	Use elements of text to defend responses and interpretations.		
R 10.3.5A	Analysis/ Evaluation	Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.		
R 10.3.5B	Analysis/ Evaluation	Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.		
R 10.3.5C	Analysis/ Evaluation	Recognize logical, deceptive, and/or faulty modes of persuasion in texts.		
R 10.3.6A	Viewing/ Representing/ Interpretation	Analyze relationships and ideas as represented in various media.		
R 10.3.6B	Viewing/ Representing/ Interpretation	Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.		
R 10.3.7A	Viewing/ Representing/ Analysis	Deconstruct media to get the main idea of the message's content.		
R 10.3.7B	Viewing/ Representing/ Analysis	Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.		
W 10	<b>WRITING</b>			
W 10.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 10.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 10.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 10.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 10.2.1A	Writing Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text and edit drafts to ensure appropriate word choice.		
W 10.2.2A	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows correct use of the conventions of punctuation and capitalization.		
W 10.2.2B	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows accurate spelling.		
W 10.2.2C	Grammar/ Usage/ Conventions/ Spelling	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.		
W 10.2.2D	Grammar/ Usage/ Conventions/ Spelling	Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.		
W 10.2.2E	Grammar/ Usage/ Conventions/ Spelling	Recognize a sentence with correct grammar, capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 10 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
10 ELA 1.12.3	Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.		
10 ELA 1.12.4	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.		
10 ELA 1.12.5	Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.		
10 ELA 2.12.1	Refine prereading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.		
10 ELA 2.12.2	Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.		
10 ELA 2.12.3	Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.		
10 ELA 3.12.1	Analyze characters, plots, setting, themes, and points of view in any given piece of literature.		
10 ELA 3.12.2	Make inferences supported by the text regarding characters, plots, settings, and themes.		
10 ELA 3.12.3	Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature.		
10 ELA 3.12.4	Use textual evidence to analyze the theme or meaning of a selection.		
10 ELA 3.12.5	Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.		
10 ELA 3.12.6	Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.		
10 ELA 3.12.7	Analyze the effects of an author's choice of literary form.		
10 ELA 4.12.1; 4.12.2	Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.		
10 ELA 4.12.3	Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.		
10 ELA 4.12.4	Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.		
10 ELA 4.12.5	Analyze how historical and cultural contexts influence the content and validity of informational texts.		
10 ELA 4.12.6	Read and apply multistep directions to perform complex procedures and tasks.		
	<b>WRITING</b>		
10 ELA 5.12.1	Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.		
10 ELA 5.12.2	Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.		
10 ELA 5.12.3	Write reflective texts that draw comparisons between specific incidents and broader themes.		
10 ELA 5.12.4	Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.		
10 ELA 5.12.5	Write summaries or abstracts that distill large amounts of information into clear, concise prose.		
10 ELA 5.12.6	Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.		
10 ELA 6.12.1	Generate ideas for writing by selecting appropriate prewriting strategies with attention to audience, purpose, and personal style.		
10 ELA 6.12.2	Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.		
10 ELA 6.12.3	Write compositions that present complex ideas in a sustained and compelling manner.		
10 ELA 6.12.4	Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.		
10 ELA 6.12.5	Edit for use of standard English.		
10 ELA 6.12.7	Share final drafts with a designated audience.		
10 ELA 7.12.1	Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.		
10 ELA 7.12.2	Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.		
10 ELA 7.12.3	Use rules of punctuation; manipulate conventions for emphasis in writing.		
10 ELA 7.12.4	Use rules of capitalization.		
10 ELA 7.12.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		
10 ELA 8.12.1	Summarize and evaluate communications that inform, persuade, and entertain.		
10 ELA 8.12.2	Create and apply criteria for evaluating content and delivery of oral and multimedia presentations.		
10 ELA 8.12.3	Analyze the effects of language and dialect on audience response.		
10 ELA 9.12.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
10 ELA 9.12.2	Make formal oral or multimedia presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.		
10 ELA 9.12.3	Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.		
10 ELA 9.12.4	Read aloud or recite literary, dramatic, and original works.		
10 ELA 10.12.1	Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.		

Identifier	Nevada - Grade 10 - Language Arts/Reading	Introduced	Completed
10 ELA 10.12.2	Negotiate to arrive at consensus by proposing and examining possible options.		
10 ELA 10.12.3	Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.		
10 ELA 10.12.4	Justify a position using logic and refuting opposing viewpoints.		
	<b>RESEARCH</b>		
10 ELA 11.12.1	Formulate cross-curricular research questions and use an appropriate research design to gather information.		
10 ELA 11.12.2	Evaluate possible sources of information for credibility and usefulness.		
10 ELA 11.12.3	Cite sources of information using a standard method of documentation.		
10 ELA 11.12.5	Organize and present research findings using appropriate media.		

Identifier	Lander - Grade 10 - Language Arts/Reading	Introduced	Completed
10ELA1	<b>WORD KNOWLEDGE</b>		
10ELA1.1	Apply knowledge of prefixes, suffixes, and roots to determine word meaning		
10ELA1.2	Use context clues to determine word meaning		
10ELA1.3	Differentiate between objective/subjective language and connotation/denotation of words		
10ELA2	<b>THE READING PROCESS</b>		
10ELA2.1	Apply reading process skills and strategies to aid comprehension		
10ELA2.2	Determine the main idea of various types of text		
10ELA2.3	Adjust reading rate and strategies appropriate to text and purpose		
10ELA2.4	Draw conclusions and make inferences based on evidence from text		
10ELA3	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
10ELA3.1	Write using standard English grammar, usage, and mechanics		
10ELA3.2	Construct various types of sentences		
10ELA3.3	Correct sentence errors		
10ELA3.4	Develop individual writing style		
10ELA3.5	Avoid common stylistic errors		
10ELA3.6	Write using effective transitions		
10ELA3.7	Appropriately use active and passive voice in writing		
10ELA4	<b>COMPOSITION</b>		
10ELA4.1	Apply the five stages of the writing process		
10ELA4.2	Apply the holistic rubric of the Nevada State Proficiency Exam in Writing		
10ELA4.3	Write with clarity and express ideas concisely		
10ELA4.4	Write various forms of business communication		
10ELA4.5	Write a variety of compositions appropriate to audience and purpose		
10ELA4.6	Write expository, persuasive, narrative, and descriptive compositions		
10ELA4.7	Revise and edit independently		
10ELA4.8	Paraphrase information accurately		
10ELA4.9	Write a research paper citing sources according to a given format		
10ELA5	<b>LITERATURE/INFORMATIONAL TEXT</b>		
10ELA5.1	Read and respond to a broad range of classic and contemporary literature		
10ELA5.2	Analyze literary elements of various types of literature		
10ELA5.3	Recognize and interpret poetic and literary devices		
10ELA5.4	Identify author's purpose or viewpoint		
10ELA5.5	Analyze use of text features and rhetorical strategies		
10ELA5.6	Read and follow multi-step directions		
10ELA5.7	Identify the main idea and supporting details		
10ELA5.8	Differentiate between fact and opinion		
10ELA5.9	Summarize and synthesize information from primary and secondary sources		
10ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
10ELA6.1	Apply standard English to communicate		
10ELA6.2	Participate in organized verbal exchanges		
10ELA6.3	Employ appropriate speaking techniques		
10ELA6.4	Coherently and concisely defend responses and opinions		
10ELA6.5	Employ constructive feedback using given criteria		
10ELA6.6	Practice effective listening skills		
10ELA6.7	Solve problems and find solutions as a member of a team		
10ELA6.8	Recite literary, dramatic, and original works		
10ELA6.9	Summarize communications that inform, persuade, and entertain		
10ELA6.10	Apply effective reading strategies for study		
10ELA6.11	Practice effective study habits		
10ELA6.12	Practice effective test-taking strategies		

Identifier	Kamico - Grade 10 - Mathematics	Introduced	Completed
	<b>FOUNDATIONS FOR FUNCTIONS</b>		
M 10.1.1A	The student describes independent and dependent quantities in functional relationships.		
M 10.1.1B	The student uses data sets to determine functional (systematic) relationships between quantities.		
M 10.1.1C	The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations.		
M 10.1.1D	The student represents relationships among quantities using models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities.		
M 10.1.1E	The student interprets and makes inferences from functional relationships.		
M 10.2.1A	The student identifies the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions.		
M 10.2.1B	For a variety of situations, the student identifies the mathematical domains and ranges and determines reasonable domain and range values for given situations.		
M 10.2.1C	The student interprets situations in terms of given graphs.		
M 10.2.1D	In solving problems, the student organizes data, interprets scatterplots, and models, predicts, and makes decisions and critical judgments.		
M 10.2.2A	The student uses symbols to represent unknowns and variables.		
M 10.2.2B	Given situations, the student looks for patterns and represents generalizations algebraically.		
M 10.2.3A	The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations.		
M 10.2.3B	The student uses the commutative, associative, and distributive properties to simplify algebraic expressions.		
	<b>LINEAR FUNCTIONS</b>		
M 10.3.1A	The student determines whether or not given situations can be represented by linear functions.		
M 10.3.1B	The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions.		
M 10.3.2A	The student develops the concept of slope as rate of change and determines slopes from graphs, tables, and algebraic representations.		
M 10.3.2B	The student interprets the meaning of slope and intercepts in situations using data, symbolic representations, or graphs.		
M 10.3.2C	The student investigates, describes, and predicts the effects of changes in $m$ and $b$ on the graph of $y = mx + b$ .		
M 10.3.2D	The student graphs and writes equations of lines given characteristics such as two points, a point and a slope, or a slope and $y$ -intercept.		
M 10.3.2E	The student determines the intercepts of linear functions from graphs, tables, and algebraic representations.		
M 10.3.2F	The student interprets and predicts the effects of changing slope and $y$ -intercept in applied situations.		
M 10.3.2G	The student relates direct variation to linear functions and solves problems involving proportional change.		
M 10.4.1A	The student analyzes situations involving linear functions and formulates linear equations or inequalities to solve problems.		
M 10.4.1B	The student investigates methods for solving linear equations and inequalities using models, graphs, and the properties of equality, selects a method, and solves the equations and inequalities.		
M 10.4.1C	For given contexts, the student interprets and determines the reasonableness of solutions to linear equations and inequalities.		
M 10.4.2A	The student analyzes situations and formulates systems of linear equations to solve problems.		
M 10.4.2B	The student solves systems of linear equations using models, graphs, tables, and algebraic methods.		
M 10.4.2C	For given contexts, the student interprets and determines the reasonableness of solutions to systems of equations.		
	<b>QUADRATIC AND OTHER NONLINEAR FUNCTIONS</b>		
M 10.5.1A	The student investigates, describes, and predicts the effects of changes in $a$ on the graph of $y = ax^2$ .		
M 10.5.1B	The student investigates, describes, and predicts the effects of changes in $c$ on the graph of $y = x^2 + c$ .		
M 10.5.1C	For problem situations, the student analyzes graphs of quadratic functions and draws conclusions.		
M 10.5.2A	The student solves quadratic equations using models, tables, graphs, and algebraic methods.		
M 10.5.2B	The student relates the solutions of quadratic equations to the roots of their functions.		
M 10.5.3A	The student uses the laws of exponents and applies them in problem-solving situations.		
	<b>GEOMETRY AND SPATIAL REASONING</b>		
M 10.6.1A	Generate similar shapes using dilations including enlargements and reductions.		
M 10.6.1B	Graph dilations, reflections, and translations on a coordinate plane.		
M 10.6.2A	Locate and name points on a coordinate plane using ordered pairs of rational numbers.		
M 10.7.1A	Draw solids from different perspectives.		
M 10.7.1B	Use geometric concepts and properties to solve problems in fields such as art and architecture.		
M 10.7.1C	Use pictures or models to demonstrate the Pythagorean theorem.		
	<b>MEASUREMENT</b>		
M 10.8.1A	Find surface area of prisms and cylinders using models and nets (two-dimensional models).		
M 10.8.1B	Connect models to formulas for volume of prisms, cylinders, pyramids, and cones.		
M 10.8.1C	Estimate answers and use formulas to solve application problems involving surface area and volume.		
M 10.8.2A	Use the Pythagorean theorem to solve real-life problems.		
M 10.8.2B	Use proportional relationships in similar shapes to find missing measurements.		
M 10.8.3A	Describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally.		
M 10.8.3B	Describe the resulting effect on volume when dimensions of a solid are changed proportionally.		



Identifier	Kamico - Grade 10 - Mathematics	Introduced	Completed
	<b>PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING</b>		
M 10.9.1A	Estimate and find solutions to application problems involving percents and proportional relationships, such as similarity and rates.		
	<b>PROBABILITY AND STATISTICS</b>		
M 10.9.2A	Find the probabilities of compound events (dependent and independent).		
M 10.9.2B	Use theoretical probabilities and experimental results to make predictions and decisions.		
M 10.9.3A	Select the appropriate measure of central tendency to describe a set of data for a particular purpose.		
M 10.9.3B	Construct circle graphs, bar graphs, and histograms, with and without technology.		
M 10.9.4A	Recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.		
	<b>UNDERLYING PROCESSES AND MATHEMATICAL TOOLS</b>		
M 10.10.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.		
M 10.10.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 10.10.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 10.10.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.		
M 10.10.3A	Make conjectures from patterns or sets of examples and nonexamples.		
M 10.10.3B	Validate conclusions using mathematical properties and relationships.		

Identifier	Nevada - Grade 10 - Mathematics	Introduced	Completed
10 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
10 M 1.12.1	Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms.		
10 M 1.12.2	Apply the laws of exponents to perform operations on expressions with integral exponents and expressions in scientific notation.		
10 M 1.12.3	Apply the properties and theories of the real-number system to everyday situations.		
10 M 1.12.5	Perform simple operations on matrices.		
10 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
10 M 2.12.2	Represent and solve problems using discrete structures including graphs and matrices, with and without technology.		
10 M 2.12.3	Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I = PRT$ or $R = I/PT$ ), solving for the needed variable as necessary in given situations.		
10 M 2.12.4	Add, subtract, multiply, and factor (1st and 2nd degree) polynomials, describing each step in the process and the connection between the algebraic process and the arithmetic process; use simple quadratic equations with integer roots to solve practical and mathematical problems.		
10 M 2.12.5	Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic, and graphical representations of functions, with and without technology.		
10 M 2.12.6	Determine the domain and range of linear relations given a graph or a set of ordered pairs; explain their importance in problem-solving situations.		
10 M 2.12.7	Solve systems of two linear equations, both algebraically and graphically; use graphing calculators as a primary tool in solving these problems and to verify solutions found by other methods.		
10 M 3	<b>MEASUREMENT</b>		
10 M 3.12.1	Convert between customary and metric systems; convert among monetary systems.		
10 M 3.12.2	Select and use measurement tools, techniques, and formulas to calculate and compare rates, cost, distances, interest, temperatures, and weight/mass.		
10 M 3.12.3	Distinguish and differentiate among the structures, language, and uses of systems of measures (e.g., linear, square units, cubic units); justify and communicate the differences between accuracy, precision, error, and tolerance in measurement; describe how each of these can affect solutions found in problem situations.		
10 M 3.12.4	Use and interpret consumer data (e.g., amortization tables, tax tables, and compound-interest charts) to make informed financial decisions related to practical applications such as budget.		
10 M 3.12.5	Use relationships (e.g., proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems.		
10 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
10 M 4.12.1	Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords, secants, and tangents) to solve practical problems.		
10 M 4.12.5	Use coordinate geometry to graph linear equations, determine slopes of lines, identify parallel and perpendicular lines, and find possible solutions to sets of equations; use algebraic techniques to solve problems determined by geometric relationships.		
10 M 4.12.6	Use complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal, and angles in polygons to solve practical problems.		
10 M 4.12.7	Apply the Pythagorean theorem, its converse, properties of special right triangles, and right-triangle trigonometry to solve practical problems.		
10 M 4.12.8	Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.		
10 M 4.12.9	Construct, justify, and defend mathematical conclusions using logical, sequential, deductive reasoning supported by established mathematical principles.		
10 M 5	<b>DATA ANALYSIS</b>		
10 M 5.12.1	Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.		
10 M 5.12.2	Design, conduct, analyze, and communicate the results of multistage probability experiments.		
10 M 5.12.3	Distinguish between and apply permutations and combinations using a variety of methods, including the fundamental counting principle.		
10 M 5.12.4	Select and use the measures of central tendency such as mean, median, mode, and variability including range, distribution, and possible outliers that are appropriate for given situations.		
10 M 5.12.5	Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.		
10 M 5.12.6	Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings).		
10 M 6	<b>PROBLEM SOLVING</b>		
10 M 6.12.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
10 M 6.12.2	Apply previous experience and knowledge to new problem-solving situations.		
10 M 6.12.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
10 M 6.12.6	Try more than one strategy when the first strategy proves to be unproductive.		
10 M 6.12.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
10 M 6.12.9	Generalize solutions and strategies from earlier problems to new problem situations.		

Identifier	Nevada - Grade 10 - Mathematics	Introduced	Completed
10 M 6.12.10	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.		
10 M 6.12.11	Apply combinations of proven strategies and previous knowledge to solve nonroutine problems.		
10 M 6.12.13	Use technology, including calculators, to solve problems and verify solutions.		
10 M 6.12.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
10 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
10 M 7.12.1	Discuss and exchange ideas about mathematics as a part of learning.		
10 M 7.12.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
10 M 7.12.3	Read expository text to learn about mathematics.		
10 M 7.12.6	Interpret and solve word problems without the necessity of key words or phrases.		
10 M 7.12.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
10 M 7.12.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
10 M 7.12.11	Make conjectures and present arguments in discussions of mathematical ideas.		
10 M 7.12.14	Explain and evaluate thinking about mathematical ideas and solutions based on the roles of definitions, properties, common rules, and symbols in solving problems.		
10 M 7.12.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
10 M 7.12.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
10 M 7.12.17	Use mathematical notation to communicate and explain mathematical situations.		
10 M 8	<b>MATHEMATICAL REASONING</b>		
10 M 8.12.3	Construct, justify, and defend mathematical conclusions, using logical arguments, in situations related to mathematics, science, and technology.		
10 M 8.12.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
10 M 8.12.5	Follow a logical argument and judge its validity.		
10 M 8.12.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
10 M 8.12.8	Ask questions to reflect on, clarify, and extend thinking.		
10 M 8.12.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
10 M 8.12.10	Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.		
10 M 8.12.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
10 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
10 M 9.12.1	Link new concepts to prior knowledge.		
10 M 9.12.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
10 M 9.12.3	Use models to explain the relationship of concepts to procedures.		
10 M 9.12.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
10 M 9.12.6	Use and analyze the connections between mathematics and other disciplines.		
10 M 9.12.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
10 M 9.12.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 10 - Mathematics	Introduced	Completed
10M1	<b>POLYNOMIALS AND RATIONAL EXPRESSIONS</b>		
10M1.1	Solve problems using the properties of real numbers		
10M1.2	Add, subtract, multiply, divide, and factor polynomials		
10M1.3	Solve problems, using powers and radicals		
10M1.4	Evaluate algebraic expressions		
10M1.5	Simplify rational algebraic expressions		
10M2	<b>EQUATIONS AND SYSTEMS OF EQUATIONS</b>		
10M2.1	Solve and graph linear equations and inequalities in one and two variables, including absolute value and radicals		
10M2.2	Solve problems involving coordinate geometry: determine the slope, identify the x- and y- intercepts, and derive the equation of a line		
10M2.3	Explore the effects of how changes in one variable affects other relationships		
10M2.4	Distinguish between functions and relations, and be able to identify given ranges and domains		
10M2.5	Solve quadratic equations and inequalities using the quadratic formula, zero product property, and completing the square		
10M2.6	Solve systems of equations, linear and quadratic, using graphing, substitution, and linear combination methods		
10M3	<b>PROBLEM SOLVING</b>		
10M3.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
10M3.2	Apply previous experience and knowledge to new problem-solving situations		
10M3.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
10M3.4	Try more than one strategy when the first strategy proves to be unproductive		
10M3.5	Generalize solutions and strategies from earlier problems to new problem situations		
10M3.6	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable		
10M3.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
10M3.8	Use technology, including calculators, to investigate, define, and describe qualitative relationships such as patterns and functions		
10M3.9	Solve real-world problems using appropriate formulas, relations, and functions, and properties		
10M3.10	Solve real-world problems using direct and indirect methods		
10M3.11	Solve real-world problems using appropriate strategies and tools		
10M3.12	Generalize conclusions, make inferences, and justify reasonableness of mathematical problems		
10M4	<b>MATHEMATICAL COMMUNICATION</b>		
10M4.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
10M4.2	Identify and translate key words and phrases that imply mathematical operations		
10M4.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
10M4.4	Explain and justify thinking about mathematical ideas and solutions		
10M4.5	Make conjectures and present arguments in discussions of mathematical ideas		
10M4.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
10M4.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
10M4.8	Use mathematical notation to communicate and explain mathematical situations		
10M5	<b>MATHEMATICAL REASONING</b>		
10M5.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
10M5.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
10M5.3	Ask questions to reflect on, clarify, and extend thinking		
10M5.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
10M6	<b>MATHEMATICAL CONNECTIONS</b>		
10M6.1	Link new concepts to prior knowledge		
10M6.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
10M6.3	Use models to explain the relationship of concepts to procedures		
10M6.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
10M6.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
10M6.6	Identify, explain, and use mathematics in everyday life		

Identifier	Kamico - Grade 10 - Social Studies		Introduced	Completed
SS 10				
SS 10.1.1A	History	Explain the significance of the following dates: 1776, 1787, and 1861-1865.		
SS 10.1.2A	History	Explain the roles played by significant individuals during the American Revolution, including Thomas Jefferson and George Washington.		
SS 10.1.2B	History	Explain the issues surrounding the American Revolution, including declaring independence and the Articles of Confederation.		
SS 10.1.3A	Government	Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.		
SS 10.2.1A	Geography	Answer questions about geographic distributions and patterns shown on maps, graphs, and charts.		
SS 10.2.2A	History	Analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today.		
SS 10.2.2B	History	Trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague and the diffusion and exchange of foods between the New and Old Worlds.		
SS 10.2.3A	Geography	Observe patterns in the size and distribution of cities using maps, graphics, and other information.		
SS 10.2.4A	Geography	Interpret historical maps to identify and explain geographic factors that have influenced people and events in the past.		
SS 10.2.5A	Science, Technology, and Society	Give examples of technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations.		
SS 10.3.1A	Geography	Analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.		
SS 10.3.2A	Economics	Compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.		
SS 10.3.3A	Culture	Describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change.		
SS 10.4.1A	History	Explain the reasons for the growth of representative government and institutions during the colonial period.		
SS 10.4.2A	Government	Identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Declaration of Independence, and the Federalist Papers on the U.S. system of government.		
SS 10.4.2B	Government	Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.		
SS 10.4.3A	Government	Describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.		
SS 10.4.4A	Government	Describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.		
SS 10.4.5A	Citizenship	Define and give examples of unalienable rights.		
SS 10.4.5B	Citizenship	Summarize rights guaranteed in the Bill of Rights.		
SS 10.4.6A	Citizenship	Describe the importance of free speech and press in a democratic society.		
SS 10.5.1A	Social Studies Skills	Use primary and secondary sources to acquire information about the United States.		
SS 10.5.1B	Social Studies Skills	Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.		
SS 10.5.1C	Social Studies Skills	Identify bias in written and visual material.		
SS 10.5.2A	Geography	Compare ways that humans depend on, adapt to, and modify the physical environment using state, national, and international human activities in a variety of cultural and technological contexts.		
SS 10.5.3A	Social Studies Skills	Interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.		
SS 10.5.4A	Social Studies Skills	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions.		
SS 10.5.5A	Social Studies Skills	Interpret visuals including graphs, charts, time lines, and maps.		

Identifier	Nevada - Grade 10 - Social Studies		Introduced	Completed
10 SS C	<b>CIVICS</b>			
10 SS C 1.12.1	Rules and Law	Explain the concept of the rule of law in the establishment of the U.S. Constitution.		
10 SS C 1.12.2	Rules and Law	Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.		
10 SS C 1.12.3	Rules and Law	Describe the historic influences on early U.S. documents, such as Greek law, Magna Carta, and Iroquois League.		
10 SS C 1.12.4	Rules and Law	Analyze the role of citizen participation in U.S. civic life.		
10 SS C 1.12.5	Rules and Law	Identify and explain changes in the interpretation and application of the U.S. Constitution.		
10 SS C 2.12.1	US Government	Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.		
10 SS C 2.12.2	US Government	Describe the creation of laws through the legislative process.		
10 SS C 2.12.3	US Government	Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.		
10 SS C 2.12.4	US Government	Describe the duties of the executive branch, including cabinet/departments, regulatory commissions, and White House staff.		
10 SS C 2.12.5	US Government	Describe the jurisdiction of the federal court system and the power of judicial review.		
10 SS C 2.12.6	US Government	Explain the importance of the jury process in a democratic society.		
10 SS C 2.12.7	US Government	Analyze the effectiveness of checks and balances in maintaining the equal division of power.		
10 SS C 3.12.1	National and State Government	Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers).		
10 SS C 3.12.2	National and State Government	Provide contemporary example of federalism.		
10 SS C 3.12.3	National and State Government	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.		
10 SS C 4.12.1	Political Process	Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.		
10 SS C 4.12.2	Political Process	Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.		
10 SS C 4.12.3	Political Process	Evaluate the significance of interest groups in the political process of a democratic society.		
10 SS C 4.12.4	Political Process	Analyze the role that television and other media play in the process of political persuasion.		
10 SS C 4.12.5	Political Process	Evaluate propaganda in both historic and current political communication.		
10 SS C 4.12.6	Political Process	Describe the process by which public policy is formed and carried out.		
10 SS C 5.12.1	Citizenship	Examine the rights of citizens and how these rights may be restricted.		
10 SS C 5.12.2	Citizenship	Examine the responsibilities of U.S. citizens.		
10 SS C 5.12.3	Citizenship	Explain symbols and documents of a nation and how they represent its identity.		
10 SS C 5.12.4	Citizenship	Describe the development of the Bill of Rights and provide a contemporary application.		
10 SS C 5.12.5	Citizenship	Analyze the United States Constitution and its amendments in protecting individual rights, including the 14th Amendment's provisions for due process and equal protection.		
10 SS C 5.12.6	Citizenship	Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.		
10 SS C 5.12.7	Citizenship	Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including Brown v. Board of Education of Topeka, Gideon v. Wainwright, Miranda v. Arizona, and Tinker v. Des Moines Independent Community School District.		
10 SS C 6.12.1	State and Local Government	Explain the structure and function of state and local governments.		
10 SS C 6.12.2	State and Local Government	Describe the unique role of tribal governments within the United States.		
10 SS C 6.12.3	State and Local Government	Compare and contrast the structure of the Nevada and United States Constitutions.		
10 SS C 6.12.4	State and Local Government	Describe the differences between the local, state, and federal court systems.		
10 SS C 7.12.1	Political and Economic Systems	Summarize and evaluate the significant characteristics of the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.		
10 SS C 7.12.2	Political and Economic Systems	Define and analyze the major economic systems of the world, including capitalism, mixed economy, socialism, and command economy.		
10 SS C 8.12.1	International Relations	Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.		
10 SS C 8.12.2	International Relations	Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including diplomacy, economic policy, humanitarian aid, and military intervention.		
10 SS C 8.12.3	International Relations	Critique the role of international organizations, such as the United Nations and nongovernmental organizations, in world affairs.		
10 SS E	<b>ECONOMICS</b>			
10 SS E 1.12.1	Economic Way of Thinking	Explain why choices and their costs may differ across individuals and societies.		
10 SS E 1.12.2	Economic Way of Thinking	Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the choices made by consumers, producers, and savers.		
10 SS E 1.12.3	Economic Way of Thinking	Examine decisions made by individuals, businesses, and government by comparing the marginal benefits and marginal costs.		
10 SS E 1.12.4	Economic Way of Thinking	Give examples of and evaluate the effectiveness of incentive systems used by parents, teachers, and employers.		
10 SS E 2.12.1	Measuring US Economic Performance	Explain the difference between nominal GDP and real GDP.		
10 SS E 2.12.2	Measuring US Economic Performance	Using real GDP per capita as a measure of the standard of living, describe how living standards have changed over time.		
10 SS E 2.12.3	Measuring US Economic Performance	Using the change in real GDP, examine the U.S. economy over time, identifying recessions and high and low rates of growth.		
10 SS E 2.12.4	Measuring US Economic Performance	Using a price index to measure inflation, identify when the U.S. economy has experienced high and low rates of inflation and discuss their effects.		
10 SS E 2.12.5	Measuring US Economic Performance	Use various price indexes to determine how the prices of different types of goods and services have changed.		
10 SS E 2.12.6	Measuring US Economic Performance	Explain and give examples of the costs of unemployment to the economy as a whole (e.g., lost income, lost tax revenue, and additional welfare burdens).		

Identifier	Nevada - Grade 10 - Social Studies		Introduced	Completed
10 SS E 2.12.7	Measuring US Economic Performance	Compare the unemployment rates for groups of people who differ by age, gender, ethnic origin, occupation, and educational attainment.		
10 SS E 2.12.8	Measuring US Economic Performance	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing.		
10 SS E 2.12.9	Measuring US Economic Performance	Demonstrate knowledge of when interest rate levels have experienced relative highs and relative lows throughout U.S. history and discuss their effects.		
10 SS E 2.12.10	Measuring US Economic Performance	Characterize career paths according to the rates of growth and employment.		
10 SS E 2.12.11	Measuring US Economic Performance	Explain ways a high interest rate could be detrimental or beneficial.		
10 SS E 2.12.12	Measuring US Economic Performance	Evaluate saving and borrowing options in terms of interest and compare long- and short-term costs and benefits.		
10 SS E 3.12.1	Functioning of Markets	Demonstrate an understanding that all voluntary trade, by definition, benefits both parties.		
10 SS E 3.12.2	Functioning of Markets	Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services.		
10 SS E 3.12.3	Functioning of Markets	Use the concept of price elasticity to analyze how buyers and sellers might adjust their purchase and sales decisions in response to price changes.		
10 SS E 3.12.4	Functioning of Markets	Discuss the effects of price controls (price ceilings and price floors) (e.g., minimum wage, rent control).		
10 SS E 3.12.5	Functioning of Markets	Use supply and demand to explain how interest rates are determined.		
10 SS E 3.12.6	Functioning of Markets	Analyze and predict instances in which people pay high and low interest rates (e.g., car loans and credit cards).		
10 SS E 3.12.7	Functioning of Markets	Analyze family spending decisions, drawing conclusions about the desirability of making substitutions, given the relative prices of various substitutes.		
10 SS E 4.12.1	Private US Economic Institutions	Analyze the roles of financial institutions in creating credit.		
10 SS E 4.12.2	Private US Economic Institutions	Discuss how labor unions affect employees and employers.		
10 SS E 4.12.3	Private US Economic Institutions	Identify current or historical mergers, buyouts, and acquisitions.		
10 SS E 4.12.4	Private US Economic Institutions	Explain how the services of not-for-profit organizations impact other economic institutions.		
10 SS E 4.12.5	Private US Economic Institutions	Compare and contrast the services offered by financial institutions, evaluating their usefulness to borrowers and lenders.		
10 SS E 4.12.6	Private US Economic Institutions	Compare and contrast careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
10 SS E 5.12.1	Money	Explain the three functions of money: medium of exchange, store of value, unit of account.		
10 SS E 5.12.2	Money	Explain why the money supply increases when banks make loans.		
10 SS E 5.12.3	Money	Explain how the Federal Reserve influences bank loan activity using the reserve requirement, discount rate, and open market operations.		
10 SS E 5.12.4	Money	Describe the nation's current money supply measures, including M1 and M2.		
10 SS E 5.12.5	Money	Explain what a credit rating is and how it affects access to money.		
10 SS E 6.12.1	US Economy as a Whole	Compare the benefits and costs of allocating resources through markets or government.		
10 SS E 6.12.2	US Economy as a Whole	Discuss how an economy determines what goods and services will be produced, how they will be produced, and who will receive them.		
10 SS E 6.12.3	US Economy as a Whole	Analyze the potential production of goods and services for a nation as determined by its resources and technology.		
10 SS E 6.12.4	US Economy as a Whole	Use the multiplier concept to explain why an initial change in spending (by consumers, firms, or governments) can result in a larger change in national income.		
10 SS E 6.12.5	US Economy as a Whole	Make connections between the nation's unemployment rate and changes in seasons, changes in an industry, and changes in demographics.		
10 SS E 6.12.6	US Economy as a Whole	Explain how and why changes in product demand can affect the price of the product, which in turn can affect the wages paid to a worker.		
10 SS E 6.12.7	US Economy as a Whole	Assess the attractiveness of career paths of interest and how they might be affected by changes in the national economy.		
10 SS E 7.12.1	Evolving Economy	Describe the past, present, and future role of investment in enhancing economic growth and raising living standards.		
10 SS E 7.12.2	Evolving Economy	Identify the benefits and the costs of investing in new physical capital and human capital.		
10 SS E 7.12.3	Evolving Economy	Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies.		
10 SS E 7.12.4	Evolving Economy	Discuss how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits.		
10 SS E 7.12.5	Evolving Economy	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living.		
10 SS E 7.12.6	Evolving Economy	Discuss the pros and cons of specialization and interdependence.		
10 SS E 7.12.7	Evolving Economy	Explain why top performers in any field are specialists.		
10 SS E 8.12.1	Role of Government in a Market Economy	Explain why government provides public goods rather than allowing the market to provide them.		
10 SS E 8.12.2	Role of Government in a Market Economy	Explain why government intervenes in markets in response to externalities.		
10 SS E 8.12.3	Role of Government in a Market Economy	Discuss whether redistributing income is an appropriate role of government.		
10 SS E 8.12.4	Role of Government in a Market Economy	Demonstrate an understanding that government must define, establish, and enforce property rights in order for markets to function.		
10 SS E 8.12.5	Role of Government in a Market Economy	Explain why it is possible that a government decision may impose costs on many, but only benefit a few.		
10 SS E 8.12.6	Role of Government in a Market Economy	Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation).		
10 SS E 8.12.7	Role of Government in a Market Economy	Give examples of mandates that increase prices of goods and services in Nevada.		
10 SS E 9.12.1	International Economy	Analyze the pros and cons of foreign trade, comparing free trade with restricted trade.		
10 SS E 9.12.2	International Economy	Describe how foreign economic events can impact the U.S. economy.		

Identifier	Nevada - Grade 10 - Social Studies		Introduced	Completed
10 SS E 9.12.3	International Economy	Describe some characteristics of non-U.S. economies that affect international trade.		
10 SS E 9.12.4	International Economy	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries.		
10 SS E 9.12.5	International Economy	Draw conclusions about how the prices of goods you purchase would change if imports were restricted.		
10 SS E 9.12.6	International Economy	Discuss how potential career paths could be affected by changes in foreign demand for U.S. products.		
10 SS G	<b>GEOGRAPHY</b>			
10 SS GS.12.1	Geographic Skills	Plan and organize a geographic research project by asking appropriate geographic questions.		
10 SS GS.12.2	Geographic Skills	Locate and acquire a variety of primary and secondary information sources and assess the value of each.		
10 SS GS.12.3	Geographic Skills	Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		
10 SS GS.12.4	Geographic Skills	Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.		
10 SS GS.12.5	Geographic Skills	Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.		
10 SS G 1.12.1	World in Spatial Terms	Use a variety of complex maps to acquire geographic information (e.g., topographic, population, and land use).		
10 SS G 1.12.2	World in Spatial Terms	Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.		
10 SS G 1.12.3	World in Spatial Terms	Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.		
10 SS G 1.12.4	World in Spatial Terms	Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.		
10 SS G 1.12.5	World in Spatial Terms	Analyze maps for similarities and differences in purpose, accuracy, content, and design.		
10 SS G 1.12.6	World in Spatial Terms	Apply concepts and models of spatial organization to make decisions about geographic information.		
10 SS G 2.12.1	Places and Regions	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.		
10 SS G 2.12.2	Places and Regions	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.		
10 SS G 2.12.3	Places and Regions	Compare and contrast the characteristics of places and regions from different points of view.		
10 SS G 2.12.4	Places and Regions	Determine how technology affects the way cultural groups perceive and use places and regions.		
10 SS G 2.12.5	Places and Regions	Analyze selected historical issues and questions using the geographic concept of regions.		
10 SS G 2.12.6	Places and Regions	Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.		
10 SS G 2.12.7	Places and Regions	Apply the concept of region to organize and study a geographic issue.		
10 SS G 3.12.1	Physical Systems	Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the U.S. and the world.		
10 SS G 3.12.2	Physical Systems	Describe the causes and consequences of natural hazards that shape features and patterns on Earth.		
10 SS G 3.12.3	Physical Systems	Analyze the effects of physical and human forces on interdependence within ecosystems.		
10 SS G 3.12.4	Physical Systems	Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface.		
10 SS G 3.12.5	Physical Systems	Propose solutions to environmental problems using the concept of ecosystems.		
10 SS G 4.12.1	Human Systems	Analyze demographic trends in world population.		
10 SS G 4.12.2	Human Systems	Evaluate the impact of migration and settlement on physical and human systems.		
10 SS G 4.12.3	Human Systems	Analyze how history has been affected by the movement of people, goods, and ideas.		
10 SS G 4.12.4	Human Systems	Compare the characteristics and patterns of migration and settlement in developing and developed countries.		
10 SS G 4.12.5	Human Systems	Analyze how location and distance connect and influence economic systems at local, national, and international levels.		
10 SS G 4.12.6	Human Systems	Analyze and evaluate international economic issues from a spatial perspective.		
10 SS G 4.12.7	Human Systems	Relate the level of economic development to the quality of life in developing and developed countries.		
10 SS G 4.12.8	Human Systems	Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.		
10 SS G 4.12.9	Human Systems	Analyze how different cultures, points of view, and self-interests influence conflict and cooperation over territory and resources.		
10 SS G 4.12.10	Human Systems	Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.		
10 SS G 5.12.1	Environment and Society	Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.		
10 SS G 5.12.2	Environment and Society	Evaluate strategies to respond to constraints placed on human systems by the physical environment.		
10 SS G 5.12.3	Environment and Society	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.		
10 SS G 5.12.4	Environment and Society	Develop possible responses to changes caused by human modification of the physical environment.		
10 SS G 5.12.5	Environment and Society	Analyze human perception of and response to natural hazards.		
10 SS G 5.12.6	Environment and Society	Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.		
10 SS G 5.12.7	Environment and Society	Develop policies for the use and management of Earth's resources that consider the various interests involved.		
10 SS G 6.12.1	Geographic Applications	Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.		
10 SS G 6.12.2	Geographic Applications	Relate current events to the physical features and human characteristics of places and regions.		
10 SS G 6.12.3	Geographic Applications	Evaluate a contemporary issue using geographic knowledge, skills, and perspectives.		
10 SS G 6.12.4	Geographic Applications	Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.		
10 SS H	<b>HISTORY</b>			
10 SS H 1.12.1	Chronology	Analyze and develop a position on a current event.		
10 SS H 1.12.2	Chronology	Explain the sequence and relationship of events on tiered time lines.		
10 SS H 2.12.1	History Skills	Frame and evaluate historical questions from multiple viewpoints.		
10 SS H 2.12.2	History Skills	Integrate, analyze, and organize historical information from a variety of sources.		



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10 SS H 2.12.3	History Skills	Analyze and interpret historical content from informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
10 SS H 3.12.1	Prehistory to 400 CE	Identify and describe the characteristics of preagricultural societies.		
10 SS H 3.12.2	Prehistory to 400 CE	Describe technological innovations of early agricultural societies, including development of agriculture, domestication of animals, and development of permanent communities.		
10 SS H 3.12.3	Prehistory to 400 CE	Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.		
10 SS H 3.12.4	Prehistory to 400 CE	Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.		
10 SS H 4.12.1	1 CE to 1400	Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.		
10 SS H 4.12.2	1 CE to 1400	Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including contributions, geography, political systems, religion, and social structure.		
10 SS H 4.12.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
10 SS H 4.12.4	1 CE to 1400	Describe the characteristics of European feudalism.		
10 SS H 4.12.5	1 CE to 1400	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions.		
10 SS H 5.12.1	1200 to 1750	Examine the impact of technological, mathematical, and artistic developments of the Renaissance.		
10 SS H 5.12.2	1200 to 1750	Explain the development of European hereditary monarchies and their effects on centralized government, commerce and trade, and religion.		
10 SS H 5.12.3	1200 to 1750	Explain the causes of the Reformation and its effects in Europe and the Americas.		
10 SS H 5.12.4	1200 to 1750	Identify the influence of the Enlightenment on the Western world, including fine arts, government, literature, philosophy, and science.		
10 SS H 5.12.6	1200 to 1750	Compare common elements of Native North American societies, including communication, economic systems, housing, political systems, social systems, and traditions.		
10 SS H 5.12.7	1200 to 1750	Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration.		
10 SS H 5.12.8	1200 to 1750	Analyze interactions among Native Americans, Europeans, and Africans.		
10 SS H 5.12.9	1200 to 1750	Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions.		
10 SS H 5.12.10	1200 to 1750	Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.		
10 SS H 5.12.11	1200 to 1750	Compare and contrast life in the New England, Middle, and Southern colonies.		
10 SS H 5.12.12	1200 to 1750	Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.		
10 SS H 5.12.13	1200 to 1750	Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations.		
10 SS H 5.12.14	1200 to 1750	Describe how Islamic empires were a link between Africa, Europe, and Asia.		
10 SS H 6.12.1	1700 to 1865	Explain the causes and results of the Industrial Revolution.		
10 SS H 6.12.2	1700 to 1865	Describe the causes and effects of wars with Europeans, including the French and Indian War.		
10 SS H 6.12.3	1700 to 1865	Explain the political and economic causes and effects of the American Revolution.		
10 SS H 6.12.4	1700 to 1865	Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States.		
10 SS H 6.12.5	1700 to 1865	Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans.		
10 SS H 6.12.6	1700 to 1865	Explain the issues of the Confederation period, including war debts and finance, western land, trade, and taxation.		
10 SS H 6.12.7	1700 to 1865	Describe the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.		
10 SS H 6.12.8	1700 to 1865	Describe the issues involved in the ratification of the Constitution, including main ideas of the Federalist Papers, main ideas of the Anti-Federalists, and the Bill of Rights.		
10 SS H 6.12.9	1700 to 1865	Describe the influence of the American Revolution on Europe and the Americas.		
10 SS H 6.12.10	1700 to 1865	Discuss the political events, people, and ideas that influenced European politics, including Napoleon, Metternich, Marx, and Congress of Vienna.		
10 SS H 6.12.11	1700 to 1865	Describe achievements in European fine arts and literature.		
10 SS H 6.12.12	1700 to 1865	Describe the rise of national economies, the emergence of capitalism, and the free market economy.		
10 SS H 6.12.13	1700 to 1865	Explain issues, events, and the roles of key people related to the development of United States political institutions, including Washington's administration, the Marshall Court, judicial review, extension of suffrage, and political parties.		
10 SS H 6.12.14	1700 to 1865	Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts; territorial, trade, and shipping issues with Great Britain; War of 1812; the creation of a national transportation system; Monroe Doctrine; and growth and impact of immigration.		
10 SS H 6.12.15	1700 to 1865	Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including education reform, prison and mental health reform, religious revival, Utopian movement, and women's rights.		
10 SS H 6.12.16	1700 to 1865	Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including Stephen Foster, Nathaniel Hawthorne, Hudson River School of Art, and Henry David Thoreau.		
10 SS H 6.12.17	1700 to 1865	Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including Louisiana Purchase, removal of the Eastern tribes, Oregon and California Trails, Mexican War and Mexican War acquisitions, California gold rush, and Homestead Act.		
10 SS H 6.12.20	1700 to 1865	Explain abolitionism and describe the importance of abolitionists and slave revolts, including John Brown, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, and Nat Turner.		
10 SS H 6.12.21	1700 to 1865	Describe the causes, key people, events, and outcome of the Civil War, including states' rights and slavery; election of 1860; Frederick Douglass/African American troops; President Lincoln; Emancipation Proclamation; Antietam, Vicksburg, and Gettysburg; Gettysburg Address; and Generals Grant and Lee.		
10 SS H 7.12.1	1860 to 1920	Summarize the successes and failures of the Reconstruction period.		

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10 SS H 7.12.2	1860 to 1920	Describe the key people and significant issues concerning African American rights, including Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow Laws, Plessy v. Ferguson, W.E.B. DuBois and the NAACP, and Ida B. Wells and the NACW.		
10 SS H 7.12.3	1860 to 1920	Describe federal policy toward Native Americans including Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, Indian Citizenship Act of 1924, Plains Wars, and reservation system.		
10 SS H 7.12.5	1860 to 1920	Describe the role of farming, railroads, and mining in the settlement of the West.		
10 SS H 7.12.6	1860 to 1920	Describe the causes, issues, and effects of the Populist Movement.		
10 SS H 7.12.7	1860 to 1920	Describe the effect of industrial technology innovations and urbanization on United States social and economic development.		
10 SS H 7.12.8	1860 to 1920	Describe the development of corporate capitalism, including J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.		
10 SS H 7.12.9	1860 to 1920	Explain the motivations for groups coming to the United States and describe their contributions to United States society.		
10 SS H 7.12.10	1860 to 1920	Describe nativism and explain the response to immigration into the United States.		
10 SS H 7.12.11	1860 to 1920	Explain the origins and issues involved in the labor movement.		
10 SS H 7.12.12	1860 to 1920	Describe the development and impact of the Progressive Movement, including government reform, Prohibition, and "trust busting."		
10 SS H 7.12.13	1860 to 1920	Describe the development of the women's suffrage movement and the passage of the 19th Amendment.		
10 SS H 7.12.14	1860 to 1920	Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including Alaska, Hawaii, Open Door Policy, Spanish-American War, Panama Canal, T. Roosevelt's foreign policy, and Dollar Diplomacy.		
10 SS H 7.12.15	1860 to 1920	Explain the causes and effects of the Mexican Revolution of 1911.		
10 SS H 7.12.16	1860 to 1920	Discuss the causes, characteristics, and consequences of European and Japanese expansion.		
10 SS H 7.12.17	1860 to 1920	Describe the causes, course, character, and effects of World War I, including imperialism, arms race and alliances, nationalism, weapons/tactics, Fourteen Points, and Treaty of Versailles.		
10 SS H 7.12.18	1860 to 1920	Describe the causes and effects of the Russian Revolution, including Romanovs, Lenin, Bolsheviks, and Russian Civil War.		
10 SS H 7.12.20	1860 to 1920	Explain how fine arts, literature, and leisure activities were a reflection of the time.		
10 SS H 8.12.1	1920 to 1945	Describe the rise of totalitarian societies in Europe, Asia, and Latin America.		
10 SS H 8.12.2	1920 to 1945	Discuss the effects on society of new technologies of this era, including communication, transportation, and manufacturing.		
10 SS H 8.12.3	1920 to 1945	Describe social tensions in the postwar era, including radical politics, immigration restrictions, religious fundamentalism, and racism.		
10 SS H 8.12.4	1920 to 1945	Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society.		
10 SS H 8.12.5	1920 to 1945	Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions.		
10 SS H 8.12.6	1920 to 1945	Describe the causes, course, character, and effects of World War II, including legacy of World War I; campaigns and strategies; atomic bomb; significant military, political, and scientific leaders; the Big Four; United Nations; United States changing world status; and war crimes trials.		
10 SS H 8.12.7	1920 to 1945	Describe the causes, course, and effects of the Holocaust, including "Aryan supremacy," Nuremberg Laws, Kristallnacht, "Final Solution," concentration and death camps, and creation of Israel.		
10 SS H 8.12.8	1920 to 1945	Explain the effects of World War II on the home front in the United States, including internment camps, technologies, economic developments, propaganda, women/minority contributions, and GI Bill.		
10 SS H 9.12.1	1945 to 1990	Describe the causes and effects of the Cold War, including Europe (Marshall Plan, Berlin, and NATO), Middle East (Egypt, Israel, and Afghanistan), Asia (Japan, China, Korea, and Vietnam), and the Americas (Cuba and the United States).		
10 SS H 9.12.2	1945 to 1990	Describe the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
10 SS H 9.12.3	1945 to 1990	Describe the cause, course, and character of the Korean War, including United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, and 38th Parallel.		
10 SS H 9.12.4	1945 to 1990	Explain how and why African and Asian peoples achieved independence from colonial rule.		
10 SS H 9.12.5	1945 to 1990	Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.		
10 SS H 9.12.6	1945 to 1990	Describe the causes and effects of changing demographics and developing suburbanization in the United States.		
10 SS H 9.12.8	1945 to 1990	Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, Americans with Disabilities Act, and Civil Rights Act of 1964.		
10 SS H 9.12.9	1945 to 1990	Describe the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem, Gulf of Tonkin Resolution, draft and lottery, Tet Offensive, antiwar movement, Paris Peace Accord, and POWs and MIAs.		
10 SS H 9.12.10	1945 to 1990	Describe the changes in United States political culture, including the role of the media, the role of women and minorities, Watergate, Iranian hostage crisis, Iran-Contra affair, and Grenada and Panama.		
10 SS H 9.12.11	1945 to 1990	Describe how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, "Star Wars," solidarity, and glasnost.		
10 SS H 9.12.12	1945 to 1990	Describe the geopolitical changes in the world due to the disintegration of the USSR.		
10 SS H 9.12.14	1945 to 1990	Summarize the influence of art, music, literature, and the media on United States society.		
10 SS H 10.12.1	1990 to Present	Identify and explain the implications of scientific and technological achievements, including personal computers, Internet, satellites, and biotechnology.		
10 SS H 10.12.2	1990 to Present	Describe the regional and global effects of political and economic alliances.		
10 SS H 10.12.3	1990 to Present	Describe how global issues affect nations differently, including human rights, the environment, world and U.S. regional conflicts, and medical concerns.		
10 SS H 10.12.4	1990 to Present	Explain the causes and effects of the Persian Gulf War, including Kuwait invasion, world oil supply, and changing alliances.		
10 SS H 10.12.5	1990 to Present	Describe the changing political climate in the United States, including: the role of the media, and the Clinton impeachment.		
10 SS H 10.12.6	1990 to Present	Explain how literature, music, and the visual arts are reflections of the time.		

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10S1	<b>CIVICS</b>		
10S1.1	Describe the historic influences on early US documents, such as: Greek law, Magna Carta, Iroquois League		
10S1.2	Explain the importance of the jury process in a democratic society		
10S1.3	Describe the jurisdiction of the federal court system and the power of judicial review		
10S1.4	Provide contemporary examples of federalism		
10S1.5	Identify the influence of the media in forming public opinion		
10S1.6	Evaluate the significance of interest groups in the political process of a democratic society		
10S1.7	Describe the development of the Bill of Rights and provide a contemporary application		
10S1.8	Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues		
10S1.9	Describe the differences between the local, state, and federal court systems		
10S1.10	Define and analyze the major economic systems of the world, including: capitalism, mixed economy, socialism, command economy		
10S1.11	Critique the role of international organizations, such as the United Nations and non-governmental organizations, in world affairs		
10S2	<b>ECONOMICS</b>		
10S2.1	Explain why choices and their costs may differ across individuals and societies		
10S2.2	Explain the difference between nominal Gross Domestic Product and real Gross Domestic Product		
10S2.3	Use various price indices to determine how the prices of different types of goods and services have changed		
10S2.4	Using a price index to measure inflation, identify when the US economy has experienced high and low rates of inflation and discuss their effects		
10S2.5	Use supply and demand to explain how interest rates are determined		
10S2.6	Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation		
10S2.7	Describe the nation's current money supply measures		
10S2.8	Discuss how an economy determines what goods and services will be produced, how they will be produced, and who will receive them		
10S2.9	Explain how and why changes in product demand can affect the price of the product, which in turn can affect the wages paid to a worker		
10S2.10	Describe the past, present, and future role of investment in enhancing economic growth and raising living standards		
10S2.11	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living		
10S2.12	Explain why government provides public goods rather than allowing the market to provide them		
10S2.13	Explain why it is possible that a government decision may impose costs on many, but only benefit a few		
10S2.14	Describe how foreign economic events can impact the US economy		
10S3	<b>GEOGRAPHY</b>		
10S3.1	Locate and acquire a variety of primary and secondary information sources and assess the value of each		
10S3.2	Use a variety of complex maps to acquire geographic information (e.g., topographic, population, and land use)		
10S3.3	Apply concepts and models of spatial organization to make decisions about geographic information		
10S3.4	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation		
10S3.5	Determine how technology affects the way cultural groups perceive and use places and regions		
10S3.6	Describe the causes and consequences of natural hazards that shape features and patterns on the Earth		
10S3.7	Analyze demographic trends in world population		
10S3.8	Analyze and evaluate international economic issues from a spatial perspective		
10S3.9	Analyze how different cultures, points of view, and self interests influence conflict and cooperation over territory and resources		
10S3.10	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact		
10S3.11	Develop possible responses to changes caused by human modification of the physical environment		
10S3.12	Relate current events to the physical features and human characteristics of places and regions		
10S4	<b>HISTORY</b>		
10S4.1	Explain the sequence and relationship of events on a tiered time line		
10S4.2	Analyze and interpret historical content from informational tools, including: charts, diagrams, graphs, maps, political cartoons, photographs, tables		
10S4.3	Identify and describe the characteristics of pre-agricultural societies		
10S4.4	Describe the characteristics of European feudalism		
10S4.5	Explain the development of European hereditary monarchies and their effects on: centralized government, commerce and trade, religion		
10S4.6	Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration		
10S4.7	Compare common elements of Native North American societies, including: communication, economic systems, housing, political systems, social systems, traditions		
10S4.8	Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations		

Identifier	Lander - Grade 10 - Social Studies	Introduced	Completed
10S4.9	Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States		
10S4.10	Explain the causes and results of the Industrial Revolution		
10S4.11	Describe the Constitution's underlying principles, including: checks and balances, federalism, limited government, popular sovereignty, separation of powers		
10S4.12	Describe achievements in European fine arts and literature		
10S4.13	Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including: education reform, prison and mental health reform, religious revival, Utopian movement, women's rights		
10S4.14	Explain abolitionism and describe the importance of abolitionists and slave revolts, including: John Brown, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, Nat Turner		
10S4.15	Describe federal policy toward Native Americans including: Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, Indian Citizenship Act of 1924, Plains Wars, reservation system		
10S4.16	Describe the causes, issues, and effects of the Populist Movement		
10S4.17	Describe the development of corporate capitalism, including: J.P. Morgan, mass production, vertical and horizontal integration/consolidation		
10S4.18	Explain the origins and issues involved in the labor movement		
10S4.19	Discuss the causes, characteristics, and consequences of European and Japanese expansion		
10S4.20	Describe the rise of totalitarian societies in Europe, Asia, and Latin America		
10S4.21	Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society		
10S4.22	Describe the cause, course, and character of the Korean War, including: United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, 38th Parallel		
10S4.23	Explain how and why African and Asian people achieved independence from colonial rule		
10S4.24	Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including: Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, Americans with Disabilities Act, Civil Rights Act of 1964		
10S4.25	Summarize the influence of art, music, literature, and the media on United States society		
10S4.26	Explain the causes and effects of the Persian Gulf War, including: Kuwait invasion, world oil supply, changing alliances		
10S4.27	Describe the changing political climate in the United States, including: the role of the media, the Clinton impeachment		

Identifier	Kamico - Grade 10 - Science	Introduced	Completed
	<b>BIOLOGY AND INTEGRATED PHYSICS AND CHEMISTRY / SCIENTIFIC PROCESSES</b>		
S 10.1.1A	Demonstrate safe practices during field and laboratory investigations.		
S 10.1.2A	Plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology.		
S 10.1.2B	Collect data and make measurements with precision.		
S 10.1.2C	Organize, analyze, evaluate, make inferences, and predict trends from data.		
S 10.1.2D	Communicate valid conclusions.		
	<b>INTEGRATED PHYSICS AND CHEMISTRY / SCIENTIFIC PROCESSES</b>		
S 10.1.3A	Analyze and review scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.		
S 10.1.3B	Draw inferences based on data related to products and services.		
	<b>BIOLOGY</b>		
S 10.2.1A	Investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules.		
S 10.2.2A	Describe components of deoxyribonucleic acid (DNA), and illustrate how information for specifying the traits of an organism is carried in the DNA.		
S 10.2.2B	Identify and illustrate how changes in DNA cause mutations.		
S 10.2.2C	Compare genetic variations observed in plants and animals.		
S 10.2.3A	Identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals.		
S 10.2.4A	Interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune.		
S 10.3.1A	Compare the structures and functions of viruses to cells and describe the role of viruses in causing diseases and conditions such as acquired immune deficiency syndrome, common colds, smallpox, influenza, and warts.		
S 10.3.1B	Identify and describe the role of bacteria in maintaining health such as in digestion and in causing diseases such as in streptococcus infections and diphtheria.		
S 10.3.2A	Illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction.		
S 10.3.3A	Interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism.		
S 10.3.3B	Investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids.		
S 10.3.4A	Evaluate the significance of structural and physiological adaptations of plants to their environments.		
	<b>INTEGRATED PHYSICS AND CHEMISTRY</b>		
S 10.4.1A	Investigate and identify properties of fluids including density, viscosity, and buoyancy.		
S 10.4.1B	Classify samples of matter from everyday life as being elements, compounds, or mixtures.		
S 10.4.2A	Distinguish between physical and chemical changes in matter such as oxidation, digestion, changes in states, and stages in the rock cycle.		
S 10.4.2B	Investigate and identify the law of conservation of mass.		
S 10.4.3A	Relate the structure of water to its function.		
S 10.4.3B	Demonstrate how various factors influence solubility including temperature, pressure, and nature of the solute and solvent.		
S 10.5.1A	Calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines.		
S 10.5.1B	Investigate and describe Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits.		
S 10.5.2A	Demonstrate wave types and their characteristics through a variety of activities such as modeling with ropes and coils, activating tuning forks, and interpreting data on seismic waves.		
S 10.5.3A	Describe the law of conservation of energy.		
S 10.5.3B	Investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation.		
S 10.5.3C	Investigate and compare series and parallel circuits.		

Identifier	Nevada - Grade 10 - Science		Introduced	Completed
10 S PS	<b>PHYSICAL SCIENCE</b>			
10 S PS 1.12.1	Forces and Motion	Investigate and describe how changes in motion are based on the laws of motion.		
10 S PS 1.12.2	Forces and Motion	Explain that the force of attraction that exists between two masses is inversely proportional to the square of the distance between them.		
10 S PS 1.12.3	Forces and Motion	Investigate and describe that the usefulness of a simple machine such as a wheel or axle is based on its function, mechanical advantage, and efficiency.		
10 S PS 1.12.4	Forces and Motion	Investigate and describe the relationship that exists between force, pressure, and area in general, and between pressure and depth in liquids.		
10 S PS 1.12.5	Forces and Motion	Investigate and explain that magnetic forces are related to electric forces and can be thought of as different aspects of a single electromagnetic force (e.g., electric motors, generators, radios).		
10 S PS 2.12.1	Structure and Properties of Matter	Investigate and describe intrinsic (color, odor, density) and extrinsic (e.g., size, mass, volume) physical properties of matter.		
10 S PS 2.12.2	Structure and Properties of Matter	Explain that substances can be identified on the basis of specific energies given off or taken in by that substance.		
10 S PS 2.12.3	Structure and Properties of Matter	Explain how atoms may bond with one another by transferring or sharing electrons that are farthest from the nucleus.		
10 S PS 2.12.4	Structure and Properties of Matter	Explain that the electromagnetic force between the nucleus and electrons holds the atom together.		
10 S PS 2.12.5	Structure and Properties of Matter	Explain the properties of phases of matter in terms of the kinetic molecular theory and forces of attraction between particles.		
10 S PS 2.12.6	Structure and Properties of Matter	Explain that carbon atoms can bond to one another to form a large variety of structures, including the molecules essential to life.		
10 S PS 3.12.1	Energy and Matter - Interactions and Forms	Explain that the transformation of energy usually results in some energy in the form of heat, which spreads by radiation, conduction, and sometimes convection into cooler places.		
10 S PS 3.12.2	Energy and Matter - Interactions and Forms	Investigate and describe how pressure may affect changes of state.		
10 S PS 3.12.3	Energy and Matter - Interactions and Forms	Investigate and describe how waves can superimpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material.		
10 S PS 3.12.4	Energy and Matter - Interactions and Forms	Describe the properties of electrical circuits in terms of moving electrons, conductivity, resistance, and electrical potential energy.		
10 S PS 3.12.5	Energy and Matter - Interactions and Forms	Investigate and describe how matter and energy may be changed and energy can be transferred in many ways, but the entire mass-energy budget of the universe remains constant.		
10 S PS 3.12.6	Energy and Matter - Interactions and Forms	Investigate and describe how systems tend to become less ordered over time.		
10 S PS 4.12.1	Chemical Reaction	Investigate and describe how, in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change.		
10 S PS 4.12.2	Chemical Reaction	Investigate and describe how chemical reaction rates depend on conditions in the reacting system, the properties of reacting materials, and the presence of certain rate-regulating chemicals.		
10 S PS 4.12.3	Chemical Reaction	Investigate and describe how chemical reactions may release or consume energy.		
10 S PS 4.12.4	Chemical Reaction	Relate the chemical properties of an element to the outermost electrons of an element.		
10 S PS 5.12.1	Nuclear Energy and Electromagnetic Energy	Predict how light interacts with matter (e.g., reflection and refraction).		
10 S PS 5.12.2	Nuclear Energy and Electromagnetic Energy	Simulate how the predictable rates of nuclear reactions can be used to estimate the age of some materials.		
10 S PS 5.12.3	Nuclear Energy and Electromagnetic Energy	Describe the different disposal techniques used for high and low level nuclear wastes.		
10 S PS 5.12.4	Nuclear Energy and Electromagnetic Energy	Describe electromagnetic waves including a wide range of forms and varying wavelengths.		
10 S PS 5.12.5	Nuclear Energy and Electromagnetic Energy	Explain how the forces that hold the nucleus of an atom together are usually stronger than other forces that could make the nucleus fly apart.		
10 S PS 5.12.6	Nuclear Energy and Electromagnetic Energy	Explain how energy is released when the nuclei of very heavy atoms (e.g., uranium or plutonium) split into middleweight ones, or when very light nuclei (e.g., hydrogen and helium) combine into heavier ones.		
10 S LS	<b>LIFE SCIENCE</b>			
10 S LS 6.12.1	Structure and Function	Explain how disease disrupts the equilibrium that exists in a healthy organism.		
10 S LS 6.12.2	Structure and Function	Explain how the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.		
10 S LS 6.12.3	Structure and Function	Investigate and describe how food molecules are broken down through a series of chemical reactions to provide energy and the material to make new molecules.		
10 S LS 6.12.4	Structure and Function	Investigate and describe how every cell is covered by a cell membrane and most cells also have specialized parts for the transport of materials, energy, transfer, protein building, waste disposal, information feedback, and movement.		
10 S LS 6.12.5	Structure and Function	In photosynthesis, plants and many microorganisms use solar energy to combine molecules of carbon dioxide and water to form energy rich compounds and oxygen.		

Identifier	Nevada - Grade 10 - Science		Introduced	Completed
10 S LS 7.12.1	Internal and External Influences on Organisms	Investigate and describe how some broad patterns of behavior exhibited by animals have evolved to ensure survival of the species.		
10 S LS 7.12.2	Internal and External Influences on Organisms	Investigate and describe how plant and animals have mechanisms that allow them to respond to changes in their environment.		
10 S LS 7.12.3	Internal and External Influences on Organisms	Investigate and describe how multicellular animals have nervous systems that receive input through sensory organs and generate behavioral responses.		
10 S LS 7.12.4	Internal and External Influences on Organisms	Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.		
10 S LS 8.12.1	Heredity and Diversity	Explain how all body cells in an organism are developed from a single cell and contain essentially identical genetic instructions. Explain how different parts of the instruction are used in different kinds of cells.		
10 S LS 8.12.2	Heredity and Diversity	Explain how relatedness among organisms can be estimated from the similarity of their DNA sequences.		
10 S LS 8.12.3	Heredity and Diversity	Investigate and describe how sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations.		
10 S LS 8.12.4	Heredity and Diversity	Explain how genetic information from parents is encoded in DNA molecules and provides instruction for assembling protein molecules.		
10 S LS 8.12.5	Heredity and Diversity	Investigate and describe how patterns of inheritance are described by laws of segregation and independent assortment.		
10 S LS 8.12.6	Heredity and Diversity	Explain how diversity of species and variation among organisms within a species increase the chances for survival of life when large changes occur in the environment.		
10 S LS 8.12.7	Heredity and Diversity	Explain how gene mutations may be caused by a variety of influences, when mutations occur in sex cells, they can be passed on to offspring.		
10 S LS 9.12.1	Evolution - The Process of Biological Change	Investigate and describe the basic idea of the theory of biological evolution is that through genetic and/or environmental influences Earth's present-day species developed from earlier, distinctly different, but common ancestors.		
10 S LS 9.12.2	Evolution - The Process of Biological Change	Explain the fossil record of ancient life forms by applying the idea of natural selection and its evolutionary consequences.		
10 S LS 9.12.3	Evolution - The Process of Biological Change	Simulate and explain how the adaptation of a species can occur over many generations because of the unique characteristics that favor those individuals in an environment.		
10 S LS 9.12.4	Evolution - The Process of Biological Change	Explain how the classification of species is based on similarities (e.g., structural, genetic, molecular) which indicate evolutionary relationships.		
10 S LS 9.12.5	Evolution - The Process of Biological Change	Explain how the extinction of species is a common occurrence and fossil records indicate that most species that have lived on Earth no longer exist.		
10 S LS 9.12.6	Evolution - The Process of Biological Change	Investigate and describe how the process of evolution is driven by genetic and environmental influences.		
10 S LS 9.12.7	Evolution - The Process of Biological Change	Explain how there is evidence that at least a billion years ago, cells with nuclei existed allowing the evolution of increasingly complex multicellular organisms.		
10 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
10 S ESS 10.12.1	Earth Structures and Composition	Investigate and describe how rocks and minerals have different characteristics that reflect their origins and use.		
10 S ESS 10.12.2	Earth Structures and Composition	Investigate and describe how landforms are the result of a combination of constructive and destructive forces resulting from weathering, erosion, and the movement of lithosphere plates.		
10 S ESS 10.12.3	Earth Structures and Composition	Explain how there is a relationship between the relative densities and states (phases) of Earth materials and the layering on, in, and above Earth.		
10 S ESS 10.12.4	Earth Structures and Composition	Investigate and describe how soil is derived from weathered rocks and decomposed organic material, and is found in layers.		
10 S ESS 10.12.5	Earth Structures and Composition	Explain how the composition of Earth's atmosphere has changed in the past and continues to change.		
10 S ESS 10.12.6	Earth Structures and Composition	Compare and contrast the geologic features of Nevada and local geological features.		
10 S ESS 11.12.3	Earth Models	Investigate, design, and use contour maps.		
10 S ESS 11.12.4	Earth Models	Define location on Earth in terms of latitude, longitude, and time zones.		
10 S ESS 12.12.1	Earth History	Explain how catastrophic events have occurred and greatly influenced Earth's history.		
10 S ESS 12.12.2	Earth History	Simulate and explain how relative geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.		
10 S ESS 12.12.3	Earth History	Compare and contrast the variety of methods by which geologic time is determined, including radioactive dating.		
10 S ESS 13.12.1	Cycles of Matter and Energy	Explain how Earth systems have two major internal sources of energy (decay of radioactive isotopes and the gravitational energy from Earth's original formation) and one major external sources (the sun), all of which create heat.		
10 S ESS 13.12.2	Cycles of Matter and Energy	Explain how uneven heating of Earth's surface by the sun forms convection currents within the atmosphere and ocean, producing wind and ocean currents that are modified by Earth's rotation.		
10 S ESS 13.12.3	Cycles of Matter and Energy	Investigate and describe how water is a solvent (e.g., how it dissolves minerals and gases as it passes through the water cycle and carries them to oceans and lakes).		
10 S ESS 13.12.4	Cycles of Matter and Energy	Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near Earth's surface, and fluctuations in solar output may have contributed to large changes in Earth's climate in the past.		

Identifier	Nevada - Grade 10 - Science		Introduced	Completed
10 S ESS 13.12.5	Cycles of Matter and Energy	Explain how large-scale, long-term equilibrium can accommodate small-scale changes.		
10 S ESS 13.12.6	Cycles of Matter and Energy	Investigate and describe how elements necessary for life on Earth pass through both living and nonliving cycles in a series of changes that form a global system.		
10 S ESS 13.12.7	Cycles of Matter and Energy	Compare and contrast the relationships between the greenhouse effect and the idea of global warming.		
10 S ESS 13.12.8	Cycles of Matter and Energy	Model and explain how the energy that propels Earth's lithosphere plates is dominantly a result of nuclear processes deep in Earth.		
10 S ESS 14.12.1	Solar System and Universe	Investigate and describe how Earth's atmosphere, water, temperature, and composition compare with conditions on other planets.		
10 S ESS 14.12.2	Solar System and Universe	Explain how most objects in the solar system are in regular and predictable motion which explains such phenomena as the day, the year, phases of the moon, and eclipses.		
10 S ESS 14.12.3	Solar System and Universe	Explain how stars produce energy and elements heavier than hydrogen from nuclear reactions.		
10 S ESS 14.12.4	Solar System and Universe	Explain that on the basis of scientific evidence, the universe is estimated to be about ten billion years old.		
10 S ESS 14.12.5	Solar System and Universe	Describe how increasingly sophisticated technology (e.g., mathematical models and computer simulations) is used to learn about the universe.		
10 S ESS 14.12.6	Solar System and Universe	Explain that the physical laws, such as laws of Newton, Kepler, thermodynamics, relativity, and quantum physics, appear to apply to all bodies in the universe.		
10 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
10 S ES 15.12.1	Ecosystems	Investigate and describe how changes in an ecosystem can affect biodiversity and biodiversity contributes to an ecosystem's stability.		
10 S ES 15.12.2	Ecosystems	Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.		
10 S ES 15.12.3	Ecosystems	Investigate and describe how materials and energy are cycled and recycled through ecosystems via pathways known as food webs.		
10 S ES 15.12.4	Ecosystems	Describe the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. (e.g., Northern NV cold desert, Southern low warm desert, Mountain).		
10 S ES 16.12.1	Natural Resources	Evaluate the consequences of changing patterns of resources use.		
10 S ES 16.12.2	Natural Resources	Investigate and describe the various processes involved in obtaining, using, and recycling materials such as wood products, minerals, food, and manufactured objects.		
10 S ES 16.12.3	Natural Resources	Investigate and describe the career opportunities associated with the study, exploration, extraction, utilization, protection, and restoration of natural resources.		
10 S ES 16.12.4	Natural Resources	Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.		
10 S ES 16.12.5	Natural Resources	Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).		
10 S ES 17.12.1	Conservation	Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.		
10 S ES 17.12.2	Conservation	Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g., global warming, ozone depletion).		
10 S ES 17.12.3	Conservation	Explain that there is scientific uncertainty regarding many environmental issues.		
10 S ES 17.12.4	Conservation	Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.		
10 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
10 S NHS 18.12.1	Scientific, Historical and Technological Perspectives	Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).		
10 S NHS 18.12.2	Scientific, Historical and Technological Perspectives	Investigate and explain how research emphasis is influenced by economic and public policy.		
10 S NHS 18.12.3	Scientific, Historical and Technological Perspectives	Investigate and explain how scientific innovations that were originally challenged are now widely accepted.		
10 S NHS 18.12.4	Scientific, Historical and Technological Perspectives	Explain that scientists work with others to resolve differences in interpretation of observations.		
10 S NHS 18.12.5	Scientific, Historical and Technological Perspectives	Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.		
10 S NHS 18.12.6	Scientific, Historical and Technological Perspectives	Explain that scientific knowledge builds on previous information, and rarely are entire theories completely discarded in favor of new ones.		
10 S NHS 18.12.7	Scientific, Historical and Technological Perspectives	Explain that scientists have ethical procedures, violations of which have consequences.		
10 S NHS 19.12.1	Reasoning and Critical Repsonse Skills	Identify and determine the credibility of sources of information based on the techniques used to gather that information.		
10 S NHS 19.12.2	Reasoning and Critical Repsonse Skills	Apply cost benefit and risk analyses in decision-making processes.		
10 S NHS 19.12.3	Reasoning and Critical Repsonse Skills	Recognize and describe situations in which a system is qualitatively different from the parts which comprise it (e.g., how a population differs from an individual).		
10 S NHS 19.12.4	Reasoning and Critical Repsonse Skills	Distinguish among hypotheses, laws, theories, and rules, and explain the level of their limitations.		



Identifier	Nevada - Grade 10 - Science		Introduced	Completed
10 S NHS 19.12.5	Reasoning and Critical Repsonse Skills	Determine the limits of generalizations, assumptions, analogies, and models.		
10 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
10 S SI 20.12.1	Systems, Models, Risk, and Predictions	Use mathematical symbols and formulas to express relationships that behave in the same ways as the objects or processes under investigation.		
10 S SI 20.12.2	Systems, Models, Risk, and Predictions	Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).		
10 S SI 20.12.3	Systems, Models, Risk, and Predictions	Identify and describe how systems are often different from their components (e.g., aquaria or automobiles).		
10 S SI 20.12.4	Systems, Models, Risk, and Predictions	Compare groups of data, taking into account both percentages and actual numbers.		
10 S SI 20.12.5	Systems, Models, Risk, and Predictions	Identify the type of hazard, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.		
10 S SI 21.12.1	Scientific Values and Attitudes	Demonstrate curiosity, honesty, and skepticism in doing science.		
10 S SI 21.12.2	Scientific Values and Attitudes	Repeat experimentation for statistical analysis and to produce conclusions that are without bias.		
10 S SI 21.12.3	Scientific Values and Attitudes	Evaluate multiple explanations for the same evidence.		
10 S SI 22.12.1	Communication Skills	Analyze experimental procedures and suggest appropriate revisions for improvement.		
10 S SI 22.12.2	Communication Skills	Use tables, charts, and graphs in making arguments and claims in oral and written presentations.		
10 S SI 22.12.3	Communication Skills	Discuss scientific topics by restating or summarizing accurately what others have said; ask for clarifications or elaborations, and express alternative positions using available multimedia resources.		
10 S SI 23.12.1	Scientific Applications of Mathematics	Determine if the correlation between variables is high or low.		
10 S SI 23.12.2	Scientific Applications of Mathematics	Use algebraic equations when appropriate.		
10 S SI 23.12.3	Scientific Applications of Mathematics	Estimate answers to the correct order of magnitude.		
10 S SI 23.12.4	Scientific Applications of Mathematics	Use derived quantities, ratios, proportions, and constants.		
10 S SI 23.12.5	Scientific Applications of Mathematics	Trace the source of differences between an estimate and the calculated answer that exceeds agreed-upon standards for precision.		
10 S SI 23.12.6	Scientific Applications of Mathematics	Select samples by some random system to avoid bias.		
10 S SI 24.12.1	Laboratory Skills and Safety	Demonstrate personal responsibility for using safety equipment and observing all safety standards.		
10 S SI 24.12.2	Laboratory Skills and Safety	Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.		
10 S SI 24.12.3	Laboratory Skills and Safety	Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.		
10 S SI 24.12.4	Laboratory Skills and Safety	Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.		
10 S SI 24.12.5	Laboratory Skills and Safety	Write procedures for the investigation of delegated or original scientific problems.		
10 S SI 24.12.6	Laboratory Skills and Safety	Carry out an independent scientific investigation.		

Identifier	Lander - Grade 10 - Science	Introduced	Completed
10Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
10Sc1.1	Examine various statistical models, graphs and reports		
10Sc1.2	Explain how various conclusions can be derived from data		
10Sc1.3	Review and report on various data usage in argument and research		
10Sc1.4	Explain cause and effect relationships		
10Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
10Sc2.1	Speculate and propose possible changes to systems by the interjection of new elements into a system		
10Sc2.2	Review various differing views of a particular phenomena		
10Sc2.3	Explain various frameworks of knowledge		
10Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
10Sc3.1	Compare different substances while holding certain conditions constant		
10Sc3.2	Define and record characteristics of different elements		
10Sc3.3	Formulate conclusions based on observation regarding the makeup of various mixtures		
10Sc3.4	Compare and contrast differing configurations of atomic bonding		
10Sc3.5	Speculate on various chemical reaction possibilities		
10Sc3.6	Distinguish and classify between different elements and matter due to their atomic structure		
10Sc3.7	Define electrical polarity in atomic structures		
10Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
10Sc4.1	Imagine a machine or system that would take advantage of differing forces and their variants		
10Sc4.2	Plan a demonstration or a simple machine taking advantage of magnetic and gravitational attributes		
10Sc4.3	Research and evaluate past activities in history that utilized balanced and unbalanced forces		
10Sc4.4	Graphically illustrate and reconstruct the motion of a particular object		
10Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
10Sc5.1	Speculate on adaptations necessary to adjust to variations in the relationship between the Earth and the sun		
10Sc5.2	Contrast different light spectrums and their uses		
10Sc5.3	Contrast different wave forms and their benefits and detriments to life and objects		
10Sc5.4	Differentiate between different physical, chemical and nuclear reactions charting various data produced		
10Sc5.5	Imagine the results from various energy transformations through speculative interactions		
10Sc5.6	Examine the different properties through real experiences of kinetic and potential energy		
10Sc5.7	Differentiate between different transfer sequences of heat through various objects and conditions		
10Sc5.8	Define and observe the transference of electricity		
10Sc6	<b>LIFE SCIENCE - Heredity</b>		
10Sc6.1	Examine, interpret and debate genetic engineering in different arenas of life; analyze the arguments regarding eugenics		
10Sc6.2	Compare two or more different alterations to the genetic code and report on its results		
10Sc6.3	Define and sort normal and abnormal cell growth		
10Sc6.4	Observe patterns of growth and adaptation by genetic and inherited trait alteration and sustainability		
10Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
10Sc7.1	Organize and illustrate interventions that offset infection and the role they play in altering the system		
10Sc7.2	Observe cells and their actions and functions		
10Sc7.3	Define cell roles and functions		
10Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
10Sc8.1	Identify and label aspects of an interdependent system		
10Sc8.2	Explain the relationships between life and its physical environment		
10Sc8.3	Review and explain situations that alter an ecosystem; debate the positive and negative aspects of this alteration		
10Sc8.4	Demonstrate and illustrate an alteration in the environment		
10Sc8.5	Define the elements, both essential and superfluous, that sustain or inhibit an ecosystem		
10Sc8.6	Explain the current status of Nevada's various regions in terms of its geology, water, climate and biological inhabitants		

Identifier	<b>Lander - Grade 10 - Science</b>	Introduced	Completed
10Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
10Sc9.1	Speculate on alterations that can occur to a species that will benefit or hinder its development		
10Sc9.2	Propose and speculate on interventions available for genetic passage		
10Sc9.3	Explain the connections between organisms based on their evolutionary sequence		
10Sc9.4	Explain different DNA alterations		
10Sc9.5	Explain the tracking of fossil evidence; identify and recognize various fossil evidence		
10Sc9.6	Identify the factors involved with species extinction; identify the elements of the natural selection process		
10Sc9.7	Project how organisms can alter their evolutionary history by their behavior		
10Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
10Sc10.1	Define the make-up and characteristics that differentiate the sun from a planet and in particular the Earth		
10Sc10.2	Compare the differences when there is an overabundance or scarcity of water resources on Earth		
10Sc10.3	Record local atmospheric conditions tracking moisture, temperature, conditions and pollutants		
10Sc10.4	Describe the characteristics of the greenhouse effect and it's consequences		
10Sc10.5	Sort the various energy fields by their characteristics		
10Sc10.6	Compare different atmospheric patterns throughout the Earth; examine atmospheric conditions on other planets explaining their cause		
10Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
10Sc11.1	Illustrate how various components of the universe interact, are co-dependent, or in opposition to each other; test out various scenarios of interaction and conflict		
10Sc11.2	Compare and contrast different planets and their environments; speculate on the alterations necessary to sustain life as we know it		
10Sc11.3	Define and sort different aspects of the universe		
10Sc11.4	Define the range of differences in phenomena in the universe and their interplay through motion		
10Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
10Sc12.1	Define the elements of geological time; define the characteristics of fossil evidence		
10Sc12.2	Speculate on the results of the interaction with various forces with landforms		
10Sc12.3	Illustrate the relationship between Earth's elements and living forms		
10Sc12.4	Explain the properties of different kinds and layers of soil		
10Sc12.5	Define and sort resources by their characteristics of renew-ability		
10Sc12.6	Describe the various stages in the cycles of life		
10Sc12.7	Debate how a physical environment alteration can be harmful or helpful		
10Sc12.8	Illustrate the positive and negative influences of technological change to the environment		
10Sc12.9	Explain the role of economics in determining patterns in the use and abuse of resources; identify the transition in some cultures from abundance to scarcity or obsolescence		
10Sc12.10	Explain how energy is used to sustain or cripple a culture		

# Lander County School District

## Assessed Standards/Curriculum

### Grade 11

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence

Identifier	Nevada - Grade 11 - Computer and Technology	Introduced	Completed
11 CT 1	<b>PROBLEM SOLVING</b>		
11 CT 1.12.1	Analyze a variety of problem-solving approaches, which can be used and combined in seeking solutions.		
11 CT 1.12.2	Develop and implement a design/problem-solving method based on a need or want.		
11 CT 2	<b>PRODUCTIVITY TOOLS</b>		
11 CT 2.12.1	Demonstrate advanced proficiency and accuracy in keyboarding skills.		
11 CT 2.12.2	Create a multipage document in conjunction with other tools that demonstrate the ability to type, format, edit, and print.		
11 CT 2.12.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query. Interpret report based on data.		
11 CT 2.12.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Analyze the significance of the data. Print a spreadsheet showing formulas.		
11 CT 2.12.5	Create and present a multipage, multimedia presentation incorporating three or more of the following: text, graphics, sound, animation, digital video, or linking. Analyze and critique a multimedia presentation.		
11 CT 2.12.7	Locate and evaluate sources of distance learning, telecommuting, and teleconferencing and analyze the uses of these electronic communications.		
11 CT 3	<b>RESEARCH TOOLS</b>		
11 CT 3.12.1	Independently identify a research topic or state a problem that clearly identifies its elements, its scope, and the expected outcomes using technology tools.		
11 CT 3.12.2	Generate a list of keywords for a research topic or problem with qualifying modifiers and conduct a search of electronic-based sources.		
11 CT 3.12.3	Utilizing different search strategies, conduct research using hyperlinks to select information for a specific topic or problem.		
11 CT 3.12.4	Organize information logically for presentation or decision making.		
11 CT 3.12.5	Compare and contrast collected information to validate its reliability, authenticity, and timeliness.		
11 CT 3.12.6	Demonstrate the ability to document all sources using an accepted standard citation format.		
11 CT 3.12.7	Given a rubric, evaluate the research process and its outcome.		
11 CT 4	<b>TOOLS AND PROCESSES</b>		
11 CT 4.12.1	Analyze how the development of new tools, materials, and processes is necessary to maintain and improve high productivity and quality.		
11 CT 4.12.2	Use tools to design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, and have value greater than the investment of time, energy, effort, and other resources.		
11 CT 4.12.3	Evaluate the available tools and select the appropriate tool and process that would safely accomplish the task.		
11 CT 4.12.4	Evaluate and then correct nonfunctioning technology system/subsystem areas needed to accomplish required tasks.		
11 CT 5	<b>SYSTEMS</b>		
11 CT 5.12.1	Interpret the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires.		
11 CT 5.12.2	Demonstrate how systems are planned, organized, designed, built, and controlled.		
11 CT 5.12.3	Evaluate systems model(s) including the stages of input, processes, output, feedback, and consequences.		
11 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
11 CT 6.12.1	Analyze the impact of new and improved products and services on the quality of life.		
11 CT 6.12.2	Analyze how the effects of a given technology may be unacceptable under a certain set of circumstances, but acceptable under another set of circumstances.		
11 CT 6.12.3	Research and select a career choice, develop a career plan, and select the courses/program for entry-level skills (e.g., career information system).		
11 CT 6.12.4	Analyze significant events, inventions, and discoveries in the history of technology and their effects on beliefs, attitudes, and behavior in business, society, or culture.		

Identifier	Nevada - Grade 11 - Health	Introduced	Completed
11 H			
11 H 1.12.1	Assess the impact of personal history, health care choices, and the aging process on individual health.		
11 H 1.12.2	Examine the health implications of the aging process.		
11 H 1.12.3	Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.		
11 H 1.12.4	Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.		
11 H 1.12.5	Identify hazardous conditions and develop appropriate intervention strategies.		
11 H 1.12.6	Analyze how research and medical advances influence the prevention and control of disease.		
11 H 1.12.7	Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.		
11 H 1.12.8	Analyze how the environment influences the health of the community.		
11 H 2.12.1	Analyze health promotion and disease prevention efforts.		
11 H 2.12.2	Critique sources of health information for accuracy.		
11 H 3.12.1	Create a school-wide plan providing for individual security and safety utilizing school and community resources.		
11 H 3.12.2	Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.		
11 H 3.12.3	Apply injury prevention and management strategies to improve and maintain personal, family, and community health.		
11 H 3.12.4	Compare and contrast stress management techniques.		
11 H 4.12.1	Evaluate cultural similarities and differences and effects on health.		
11 H 4.12.2	Explore how technology is used to enhance health.		
11 H 4.12.3	Assess the impact of promotion and distribution of products and services on consumer health.		
11 H 5.12.1	Utilize skills for communicating effectively.		
11 H 5.12.2	Analyze a school plan for conflict management.		
11 H 6.12.1	Formulate an effective plan for lifelong health enhancement.		
11 H 6.12.2	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.		
11 H 6.12.3	Utilize the decision-making process to address complex community health issues.		
11 H 7.12.1A	Identify the methods for being a responsible voice for self and others when promoting health practices in the community.		
11 H 7.12.1B	Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.		

Identifier	Nevada - Grade 11 - Music	Introduced	Completed
11 Mus 1	<b>SINGING</b>		
11 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
11 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
11 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
11 Mus 1.12.5	Perform music representing diverse genres and styles.		
11 Mus 2	<b>PLAYING INSTRUMENTS</b>		
11 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
11 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
11 Mus 2.12.3	Perform contrapuntal ensemble literature.		
11 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
11 Mus 3	<b>IMPROVISATION</b>		
11 Mus 3.12.1	Improvise complex melodies in a given key.		
11 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
11 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
11 Mus 4	<b>WRITING</b>		
11 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
11 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
11 Mus 5	<b>READING</b>		
11 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
11 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
11 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
11 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
11 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
11 Mus 6	<b>LISTENING</b>		
11 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
11 Mus 6.12.2	Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.		
11 Mus 7	<b>EVALUATION</b>		
11 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
11 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
11 Mus 8	<b>APPLICATION TO LIFE</b>		
11 Mus 8.12.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g., emotion, intensity).		
11 Mus 8.12.2	Analyze concepts common to music and other disciplines outside the arts (e.g., conflict resolution: English - "Romeo and Juliet"; History - The Civil War; Science - chemical reactions; Music - tension and release).		
11 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
11 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
11 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		

Identifier	Nevada - Grade 11 - Physical Education	Introduced	Completed
11 PE			
11 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
11 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
11 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
11 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
11 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
11 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
11 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
11 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
11 PE 3.12.4	Demonstrate rhythmic acuity.		
11 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
11 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
11 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
11 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
11 PE 4.12.4	Evaluate physical activity for injury potential.		
11 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
11 PE 5.12.2	Accept leadership responsibility in a group setting.		
11 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		



Identifier	Nevada - Grade 11 - Theater	Introduced	Completed
11 Th			
11 Th 1.12.1	Write a script in proper format for stage, television, film, or electronic media using historical or cultural research as a basis for the script.		
11 Th 1.12.2	Create a theatrical performance by conducting auditions, casting characters, directing scenes, and conducting production meetings.		
11 Th 1.12.3	Explain and demonstrate knowledge of varied responsibilities of technical personnel involved in television, theater, film, or electronic media production.		
11 Th 1.12.4	Develop an aesthetically unified production for theater, film, television, or electronic media.		
11 Th 1.12.5	Create a variety of materials for a media campaign for theater, film, television, or electronic media.		
11 Th 1.12.6	Work collaboratively and safely to design and/or construct a variety of scenic devices (e.g., scenic drops).		
11 Th 1.12.7	Justify choices of costumes, make-up, and props as they relate to the interpretation of a production.		
11 Th 1.12.8	Describe and demonstrate different lighting and sound techniques and equipment for film, stage, television, or electronic media.		
11 Th 1.12.9	Design and/or use a light and/or sound plot for film, stage, television, or electronic media.		
11 Th 2.12.1	Analyze and describe the physical, emotional, and social dimensions of characters found in a variety of text.		
11 Th 2.12.2	Identify, examine, and demonstrate various classical and contemporary acting techniques and methods.		
11 Th 2.12.3	Create and sustain a character within an ensemble for stage, film, television, or electronic media.		
11 Th 3.12.1	Critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.		
11 Th 3.12.2	Justify personal aesthetic criteria for critiquing a dramatized performance.		
11 Th 3.12.3	Compare and contrast classical and contemporary dramas and comedies in various media.		
11 Th 4.12.1	Compare and contrast the ways in which universal themes and archetypes in dramatized events are expressed in another culture and another historical period.		
11 Th 4.12.2	Analyze methods of conflict resolution among characters.		
11 Th 5.12.1	Analyze the ways in which common themes or stories are interpreted in works from the four arts areas.		
11 Th 5.12.2	Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.		
11 Th 5.12.3	Evaluate different ways technology is used to enhance theater, film, and television.		

Identifier	Nevada - Grade 11 - Visual Arts	Introduced	Completed
11VA 1	<b>KNOWLEDGE</b>		
11 VA 1.12.1	Justify application of media, techniques, and processes in one's own work.		
11 VA 1.12.2	Evaluate responses to one's own work and apply findings to subsequent works of art.		
11 VA 1.12.3	Create works of art that demonstrate an understanding of a variety of media, tools, techniques, and processes (e.g., traditional and emerging technologies).		
11 VA 2	<b>APPLICATION</b>		
11 VA 2.12.1	Defend an interpretation of visual characteristics in works of art.		
11 VA 2.12.2	Defend interpretations of purposes and/or functions in art.		
11 VA 2.12.3	Analyze the effectiveness of and relationships among visual characteristics, purposes, and/or functions in works of art.		
11 VA 2.12.4	Create artworks that manipulate visual characteristics to convey complex ideas.		
11 VA 3	<b>CONTENT</b>		
11 VA 3.12.1	Evaluate the significance of specific subject matter, symbols, and ideas in works of art.		
11 VA 3.12.2	Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.		
11 VA 3.12.3	Evaluate and defend the validity of sources and the manner in which subject matter, symbols, and ideas are used in artworks.		
11 VA 4	<b>CONTEXT</b>		
11 VA 4.12.1	Analyze and interpret artworks from various cultures and times regarding context and purposes.		
11 VA 4.12.2	Analyze characteristics and interpret meaning of art from various times, cultures, and places.		
11 VA 4.12.3	Analyze their own artwork in relation to historical, aesthetic, and cultural influences.		
11 VA 5	<b>INTERPRETATION</b>		
11 VA 5.12.1	Evaluate artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
11 VA 5.12.2	Establish criteria and use them to assess merits of artwork.		
11 VA 5.12.3	Examine and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.		
11 VA 5.12.4	Develop a personal aesthetic position and defend its degree of success when applied to works of art.		
11 VA 6	<b>CROSS-CURRICULAR</b>		
11 VA 6.12.1	Analyze how ideas, issues, and themes of a particular period manifest themselves in the visual arts and make parallel connections with other disciplines.		
11 VA 6.12.2	Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines.		
11 VA 6.12.3	Create works of art that reflect the research of multiple disciplines.		

Identifier	<b>Kamico - Grade 11 - Language Arts/Reading</b>		Introduced	Completed
<b>R 11</b>	<b>READING</b>			
R 11.1.1A	Word Identification/ Vocabulary Development	Rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, and technical vocabulary.		
R 11.1.1B	Word Identification/ Vocabulary Development	Apply meanings of prefixes, roots, and suffixes in order to comprehend.		
R 11.1.1C	Word Identification/ Vocabulary Development	Use reference material such as glossary and dictionary to determine precise meanings and usage.		
R 11.1.2A	Comprehension	Produce summaries of texts by identifying main ideas and their supporting details.		
R 11.1.3A	Variety of Texts	Read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, and memoranda.		
R 11.1.3B	Variety of Texts	Read American and other world literature, including classic and contemporary works.		
R 11.2.1A	Literary Response	Use elements of text to defend, clarify, and negotiate responses and interpretations.		
R 11.2.2A	Literary Concepts	Compare and contrast varying aspects of texts such as themes, conflicts, and allusions both within and across texts.		
R 11.2.2B	Literary Concepts	Analyze relevance of setting and time frame to text's meaning.		
R 11.2.2C	Literary Concepts	Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.		
R 11.2.2D	Literary Concepts	Analyze literary language, including its use of evocative words and rhythms.		
R 11.2.2E	Literary Concepts	Connect literature to historical contexts and current events.		
R 11.2.2F	Literary Concepts	Understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.		
R 11.3.1A	Word Identification/ Vocabulary Development	Discriminate between connotative and denotative meanings and interpret the connotative power of words.		
R 11.3.1B	Word Identification/ Vocabulary Development	Read and understand analogies.		
R 11.3.2A	Comprehension	Analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding.		
R 11.3.2B	Comprehension	Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence.		
R 11.3.3A	Variety of Texts	Interpret the possible influences of the historical context on a literary work.		
R 11.3.4A	Literary Response	Use elements of text to defend, clarify, and negotiate responses and interpretations.		
R 11.3.5A	Analysis/ Evaluation	Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.		
R 11.3.5B	Analysis/ Evaluation	Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.		
R 11.3.5C	Analysis/ Evaluation	Recognize logical, deceptive, and/or faulty modes of persuasion in texts.		
R 11.3.6A	Viewing/ Representing/ Interpretation	Analyze relationships and ideas as represented in various media.		
R 11.3.6B	Viewing/ Representing/ Interpretation	Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.		
R 11.3.7A	Viewing/ Representing/ Analysis	Deconstruct media to get the main idea of the message's content.		
R 11.3.7B	Viewing/ Representing/ Analysis	Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.		
<b>W 11</b>	<b>WRITING</b>			
W 11.1.1A	Purposes	Write to express, develop, reflect on ideas, and problem solve.		
W 11.1.1B	Purposes	Write to influence, such as to persuade, argue, and request.		
W 11.1.1C	Purposes	Write to inform, such as to explain, describe, report, and narrate.		
W 11.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 11.2.1A	Writing Processes	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text and edit drafts to ensure appropriate word choice.		
W 11.2.2A	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows correct use of the conventions of punctuation and capitalization.		
W 11.2.2B	Grammar/ Usage/ Conventions/ Spelling	Produce legible work that shows accurate spelling.		
W 11.2.2C	Grammar/ Usage/ Conventions/ Spelling	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.		
W 11.2.2D	Grammar/ Usage/ Conventions/ Spelling	Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.		
W 11.2.2E	Grammar/ Usage/ Conventions/ Spelling	Recognize a sentence with correct grammar, capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 11 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
11 ELA 1.12.3	Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.		
11 ELA 1.12.4	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.		
11 ELA 1.12.5	Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.		
11 ELA 2.12.1	Refine prereading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.		
11 ELA 2.12.2	Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.		
11 ELA 2.12.3	Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.		
11 ELA 3.12.1	Analyze characters, plots, setting, themes, and points of view in any given piece of literature.		
11 ELA 3.12.2	Make inferences supported by the text regarding characters, plots, settings, and themes.		
11 ELA 3.12.3	Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature.		
11 ELA 3.12.4	Use textual evidence to analyze the theme or meaning of a selection.		
11 ELA 3.12.5	Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.		
11 ELA 3.12.6	Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.		
11 ELA 3.12.7	Analyze the effects of an author's choice of literary form.		
11 ELA 4.12.1; 4.12.2	Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.		
11 ELA 4.12.3	Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.		
11 ELA 4.12.4	Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.		
11 ELA 4.12.5	Analyze how historical and cultural contexts influence the content and validity of informational texts.		
11 ELA 4.12.6	Read and apply multistep directions to perform complex procedures and tasks.		
	<b>WRITING</b>		
11 ELA 5.12.1	Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.		
11 ELA 5.12.2	Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.		
11 ELA 5.12.3	Write reflective texts that draw comparisons between specific incidents and broader themes.		
11 ELA 5.12.4	Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.		
11 ELA 5.12.5	Write summaries or abstracts that distill large amounts of information into clear, concise prose.		
11 ELA 5.12.6	Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.		
11 ELA 6.12.1	Generate ideas for writing by selecting appropriate prewriting strategies with attention to audience, purpose, and personal style.		
11 ELA 6.12.2	Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.		
11 ELA 6.12.3	Write compositions that present complex ideas in a sustained and compelling manner.		
11 ELA 6.12.4	Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.		
11 ELA 6.12.5	Edit for use of standard English.		
11 ELA 6.12.7	Share final drafts with a designated audience.		
11 ELA 7.12.1	Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.		
11 ELA 7.12.2	Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.		
11 ELA 7.12.3	Use rules of punctuation; manipulate conventions for emphasis in writing.		
11 ELA 7.12.4	Use rules of capitalization.		
11 ELA 7.12.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		
11 ELA 8.12.1	Summarize and evaluate communications that inform, persuade, and entertain.		
11 ELA 8.12.2	Create and apply criteria for evaluating content and delivery of oral and multimedia presentations.		
11 ELA 8.12.3	Analyze the effects of language and dialect on audience response.		
11 ELA 9.12.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
11 ELA 9.12.2	Make formal oral or multimedia presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.		
11 ELA 9.12.3	Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.		

Identifier	Nevada - Grade 11 - Language Arts/Reading	Introduced	Completed
11 ELA 9.12.4	Read aloud or recite literary, dramatic, and original works.		
11 ELA 10.12.1	Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.		
11 ELA 10.12.2	Negotiate to arrive at consensus by proposing and examining possible options.		
11 ELA 10.12.3	Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.		
11 ELA 10.12.4	Justify a position using logic and refuting opposing viewpoints.		
	<b>RESEARCH</b>		
11 ELA 11.12.1	Formulate cross-curricular research questions and use an appropriate research design to gather information.		
11 ELA 11.12.2	Evaluate possible sources of information for credibility and usefulness.		
11 ELA 11.12.3	Cite sources of information using a standard method of documentation.		
11 ELA 11.12.5	Organize and present research findings using appropriate media.		

Identifier	Lander - Grade 11 - Language Arts/Reading	Introduced	Completed
11ELA1	<b>WORD KNOWLEDGE</b>		
11ELA1.1	Manipulate words and word parts for the purpose of using words appropriately in context		
11ELA1.2	Use context clues to determine word meaning		
11ELA1.3	Use synonyms, antonyms, and homonyms appropriately and effectively in writing		
11ELA1.4	Differentiate between connotation/denotation and emotive/objective language		
11ELA1.5	Apply knowledge of syntax and literary allusions to determine word meaning		
11ELA2	<b>THE READING PROCESS</b>		
11ELA2.1	Apply reading process skills and strategies to aid comprehension		
11ELA2.2	Use a variety of strategies to repair comprehension		
11ELA2.3	Determine main ideas in various types of text		
11ELA2.4	Make inferences based on evidence from text		
11ELA3	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
11ELA3.1	Write using standard English grammar, usage, and mechanics		
11ELA3.2	Write effective sentences		
11ELA3.3	Develop individual writing style by avoiding stylistic errors		
11ELA3.4	Use transitions and active/passive voice appropriately in writing		
11ELA4	<b>COMPOSITION</b>		
11ELA4.1	Apply the five stages of the writing process		
11ELA4.2	Apply the skills required by the Nevada State Proficiency Exam in Writing		
11ELA4.3	Write with clarity and express ideas concisely		
11ELA4.4	Write various forms of business communication appropriate to purpose and audience		
11ELA4.5	Write a variety of compositions that support a thesis statement with meaningful details and an appropriate conclusion		
11ELA4.6	Write using appropriate transitions		
11ELA4.7	Demonstrate unity and coherence in writing		
11ELA4.8	Write persuasive, expository, narrative, and descriptive compositions		
11ELA4.9	Accurately paraphrase information		
11ELA4.10	Write a research paper citing sources according to a given format		
11ELA5	<b>LITERATURE/INFORMATIONAL TEXT</b>		
11ELA5.1	Read and analyze a broad range of classic and contemporary literature		
11ELA5.2	Analyze literary elements of various types of literature		
11ELA5.3	Recognize and interpret poetic and literary devices		
11ELA5.4	Identify author's purpose or viewpoint		
11ELA5.5	Analyze the use of text features and rhetorical strategies in primary source documents		
11ELA5.6	Synthesize multiple primary and secondary sources to support positions		
11ELA5.7	Critique the power, logic, and appeal of arguments advanced in texts		
11ELA5.8	Distinguish between fact and opinion		
11ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
11ELA6.1	Apply standard English to communicate		
11ELA6.2	Employ appropriate speaking and listening techniques in a variety of formal and informal speaking situations		
11ELA6.3	Coherently and concisely defend responses and opinions in a discussion		
11ELA6.4	Employ given criteria to give constructive feedback		
11ELA6.5	Participate as a member of a team to synthesize, respond, and solve problems		
11ELA6.6	Create a multi-media presentation based on research		
11ELA6.7	Review and apply effective listening skills		
11ELA6.8	Apply effective reading strategies for study		
11ELA6.9	Take organized notes from lecture, text, and various media		
11ELA6.10	Apply effective test-taking strategies		

Identifier	Kamico - Grade 11 - Mathematics		Introduced	Completed
	<b>FOUNDATIONS FOR FUNCTIONS</b>			
M 11.1.1A	The student describes independent and dependent quantities in functional relationships.			
M 11.1.1B	The student uses data sets to determine functional (systematic) relationships between quantities.			
M 11.1.1C	The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations.			
M 11.1.1D	The student represents relationships among quantities using models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities.			
M 11.1.1E	The student interprets and makes inferences from functional relationships.			
M 11.2.1A	The student identifies the general forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) parent functions.			
M 11.2.1B	For a variety of situations, the student identifies the mathematical domains and ranges and determines reasonable domain and range values for given situations.			
M 11.2.1C	The student interprets situations in terms of given graphs.			
M 11.2.1D	In solving problems, the student organizes data, interprets scatterplots, and models, predicts, and makes decisions and critical judgments.			
M 11.2.2A	The student uses symbols to represent unknowns and variables.			
M 11.2.2B	Given situations, the student looks for patterns and represents generalizations algebraically.			
M 11.2.3A	The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations.			
M 11.2.3B	The student uses the commutative, associative, and distributive properties to simplify algebraic expressions.			
	<b>LINEAR FUNCTIONS</b>			
M 11.3.1A	The student determines whether or not given situations can be represented by linear functions.			
M 11.3.1B	The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions.			
M 11.3.2A	The student develops the concept of slope as a rate of change and determines slopes from graphs, tables, and algebraic representations.			
M 11.3.2B	The student interprets the meaning of slope and intercepts in situations using data, symbolic representations, or graphs.			
M 11.3.2C	The student investigates, describes, and predicts the effects of changes in $m$ and $b$ on the graph of $y = mx + b$ .			
M 11.3.2D	The student graphs and writes equations of lines given characteristics such as two points, a point and a slope, or a slope and $y$ -intercept.			
M 11.3.2E	The student determines the intercepts of linear functions from graphs, tables, and algebraic representations.			
M 11.3.2F	The student interprets and predicts the effects of changing slope and $y$ -intercept in applied situations.			
M 11.3.2G	The student relates direct variation to linear functions and solves problems involving proportional change.			
M 11.4.1A	The student analyzes situations involving linear functions and formulates linear equations or inequalities to solve problems.			
M 11.4.1B	The student investigates methods for solving linear equations and inequalities using models, graphs, and the properties of equality, selects a method, and solves the equations and inequalities.			
M 11.4.1C	For given contexts, the student interprets and determines the reasonableness of solutions to linear equations and inequalities.			
M 11.4.2A	The student analyzes situations and formulates systems of linear equations to solve problems.			
M 11.4.2B	The student solves systems of linear equations using models, graphs, tables, and algebraic methods.			
M 11.4.2C	For given contexts, the student interprets and determines the reasonableness of solutions to systems of equations.			
	<b>QUADRATIC AND OTHER NONLINEAR FUNCTIONS</b>			
M 11.5.1A	The student investigates, describes, and predicts the effects of changes in $a$ on the graph of $y = ax^2$ .			
M 11.5.1B	The student investigates, describes, and predicts the effects of changes in $c$ on the graph of $y = x^2 + c$ .			
M 11.5.1C	For problem situations, the student analyzes graphs of quadratic functions and draws conclusions.			
M 11.5.2A	The student solves quadratic equations using models, tables, graphs, and algebraic methods.			
M 11.5.2B	The student relates the solutions of quadratic equations to the roots of their functions.			
M 11.5.3A	The student uses the laws of exponents and applies them in problem-solving situations.			
	<b>GEOMETRY</b>			
M 11.6.1A	Geometric Structure	The student selects an appropriate representation (pictorial, graphical, verbal, or symbolic) in order to solve problems.		
M 11.6.2A	Geometric Patterns	The student uses numeric and geometric patterns to make generalizations about geometric properties, including properties of polygons, ratios in similar figures and solids, and angle relationships in polygons and circles.		
M 11.6.2B	Geometric Patterns	The student uses the properties of transformations and their compositions to make connections between mathematics and the real world in applications such as tessellations or fractals.		
M 11.6.2C	Geometric Patterns	The student identifies and applies patterns from right triangles to solve problems, including special right triangles (45-45-90 and 30-60-90) and triangles whose sides are Pythagorean triples.		
M 11.6.3A	Congruence and Geometry of Size	The student uses congruence transformations to make conjectures and justify properties of geometric figures.		
M 11.7.1A	Dimensionality and Geometry of Location	The student uses nets to represent three-dimensional objects.		
M 11.7.1B	Dimensionality and Geometry of Location	The student uses top, front, side, and corner views of three-dimensional objects to create accurate and complete representations and solve problems.		
M 11.7.2A	Dimensionality and Geometry of Location	The student uses one- and two-dimensional coordinate systems to represent points, lines, line segments, and figures.		
M 11.7.2B	Dimensionality and Geometry of Location	The student uses slopes and equations of lines to investigate geometric relationships, including parallel lines, perpendicular lines, and triangles and other polygons.		
M 11.7.2C	Dimensionality and Geometry of Location	The student uses formulas, including distance and midpoint.		

Identifier	Kamico - Grade 11 - Mathematics		Introduced	Completed
M 11.7.3A	Congruence and Geometry of Size	The student analyzes the characteristics of three-dimensional figures and their component parts.		
M 11.8.1A	Congruence and Geometry of Size	The student finds area of polygons and composite figures.		
M 11.8.1B	Congruence and Geometry of Size	The student finds areas of sectors and arc lengths of circles using proportional reasoning.		
M 11.8.1C	Congruence and Geometry of Size	The student uses the Pythagorean theorem.		
M 11.8.1D	Congruence and Geometry of Size	The student finds surface area and volumes of prisms, pyramids, spheres, cones, and cylinders in problem situations.		
M 11.8.2A	Similarity and Geometry of Shape	The student uses similarity properties and transformations to justify conjectures about geometric figures.		
M 11.8.2B	Similarity and Geometry of Shape	The student uses ratios to solve problems involving similar figures.		
M 11.8.2C	Similarity and Geometry of Shape	In a variety of ways, the student applies and justifies triangle similarity relationships, such as right triangle ratios and Pythagorean triples.		
M 11.8.2D	Similarity and Geometry of Shape	The student describes the effect on perimeter, area, and volume when length, width, or height of a three-dimensional solid is changed and applies this idea in solving problems.		
	PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING			
M 11.9.1A	Estimate and find solutions to application problems involving percents and proportional relationships, such as similarity and rates.			
	PROBABILITY AND STATISTICS			
M 11.9.2A	Find the probabilities of compound events (dependent and independent).			
M 11.9.2B	Use theoretical probabilities and experimental results to make predictions and decisions.			
M 11.9.3A	Select the appropriate measure of central tendency to describe a set of data for a particular purpose.			
M 11.9.3B	Construct circle graphs, bar graphs, and histograms, with and without technology.			
M 11.9.4A	Recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.			
	UNDERLYING PROCESSES AND MATHEMATICAL TOOLS			
M 11.10.1A	Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.			
M 11.10.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.			
M 11.10.1C	Select or develop an appropriate problem-solving strategy from a variety of different types, 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 11.10.2A	Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.			
M 11.10.3A	Make conjectures from patterns or sets of examples and nonexamples.			
M 11.10.3B	Validate conclusions using mathematical properties and relationships.			



Identifier	Nevada - Grade 11 - Mathematics	Introduced	Completed
11 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
11 M 1.12.1	Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms.		
11 M 1.12.2	Apply the laws of exponents to perform operations on expressions with integral exponents and expressions in scientific notation.		
11 M 1.12.3	Apply the properties and theories of the real-number system to everyday situations.		
11 M 1.12.5	Perform simple operations on matrices.		
11 M 2	<b>PATTERNS, FUNCTIONS AND ALGEBRA</b>		
11 M 2.12.2	Represent and solve problems using discrete structures including graphs and matrices, with and without technology.		
11 M 2.12.3	Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I = PRT$ or $R = I/PT$ ), solving for the needed variable as necessary in given situations.		
11 M 2.12.4	Add, subtract, multiply, and factor (1st and 2nd degree) polynomials, describing each step in the process and the connection between the algebraic process and the arithmetic process; use simple quadratic equations with integer roots to solve practical and mathematical problems.		
11 M 2.12.5	Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic, and graphical representations of functions, with and without technology.		
11 M 2.12.6	Determine the domain and range of linear relations given a graph or a set of ordered pairs; explain their importance in problem-solving situations.		
11 M 2.12.7	Solve systems of two linear equations, both algebraically and graphically; use graphing calculators as a primary tool in solving these problems and to verify solutions found by other methods.		
11 M 3	<b>MEASUREMENT</b>		
11 M 3.12.1	Convert between customary and metric systems; convert among monetary systems.		
11 M 3.12.2	Select and use measurement tools, techniques, and formulas to calculate and compare rates, cost, distances, interest, temperatures, and weight/mass.		
11 M 3.12.3	Distinguish and differentiate among the structures, language, and uses of systems of measures (e.g., linear, square units, cubic units); justify and communicate the differences between accuracy, precision, error, and tolerance in measurement; describe how each of these can affect solutions found in problem situations.		
11 M 3.12.4	Use and interpret consumer data (e.g., amortization tables, tax tables, and compound-interest charts) to make informed financial decisions related to practical applications such as budget.		
11 M 3.12.5	Use relationships (e.g., proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems.		
11 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
11 M 4.12.1	Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords, secants, and tangents) to solve practical problems.		
11 M 4.12.5	Use coordinate geometry to graph linear equations, determine slopes of lines, identify parallel and perpendicular lines, and find possible solutions to sets of equations; use algebraic techniques to solve problems determined by geometric relationships.		
11 M 4.12.6	Use complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal, and angles in polygons to solve practical problems.		
11 M 4.12.7	Apply the Pythagorean theorem, its converse, properties of special right triangles, and right-triangle trigonometry to solve practical problems.		
11 M 4.12.8	Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.		
11 M 4.12.9	Construct, justify, and defend mathematical conclusions using logical, sequential, deductive reasoning supported by established mathematical principles.		
11 M 5	<b>DATA ANALYSIS</b>		
11 M 5.12.1	Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.		
11 M 5.12.2	Design, conduct, analyze, and communicate the results of multistage probability experiments.		
11 M 5.12.3	Distinguish between and apply permutations and combinations using a variety of methods, including the fundamental counting principle.		
11 M 5.12.4	Select and use the measures of central tendency such as mean, median, mode, and variability including range, distribution, and possible outliers that are appropriate for given situations.		
11 M 5.12.5	Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.		
11 M 5.12.6	Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings).		
11 M 6	<b>PROBLEM SOLVING</b>		
11 M 6.12.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
11 M 6.12.2	Apply previous experience and knowledge to new problem-solving situations.		
11 M 6.12.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
11 M 6.12.6	Try more than one strategy when the first strategy proves to be unproductive.		
11 M 6.12.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
11 M 6.12.9	Generalize solutions and strategies from earlier problems to new problem situations.		

Identifier	Nevada - Grade 11 - Mathematics	Introduced	Completed
11 M 6.12.10	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.		
11 M 6.12.11	Apply combinations of proven strategies and previous knowledge to solve nonroutine problems.		
11 M 6.12.13	Use technology, including calculators, to solve problems and verify solutions.		
11 M 6.12.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
11 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
11 M 7.12.1	Discuss and exchange ideas about mathematics as a part of learning.		
11 M 7.12.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
11 M 7.12.3	Read expository text to learn about mathematics.		
11 M 7.12.6	Interpret and solve word problems without the necessity of key words or phrases.		
11 M 7.12.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
11 M 7.12.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
11 M 7.12.11	Make conjectures and present arguments in discussions of mathematical ideas.		
11 M 7.12.14	Explain and evaluate thinking about mathematical ideas and solutions based on the roles of definitions, properties, common rules, and symbols in solving problems.		
11 M 7.12.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
11 M 7.12.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
11 M 7.12.17	Use mathematical notation to communicate and explain mathematical situations.		
11 M 8	<b>MATHEMATICAL REASONING</b>		
11 M 8.12.3	Construct, justify, and defend mathematical conclusions, using logical arguments, in situations related to mathematics, science, and technology.		
11 M 8.12.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
11 M 8.12.5	Follow a logical argument and judge its validity.		
11 M 8.12.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
11 M 8.12.8	Ask questions to reflect on, clarify, and extend thinking.		
11 M 8.12.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
11 M 8.12.10	Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.		
11 M 8.12.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
11 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
11 M 9.12.1	Link new concepts to prior knowledge.		
11 M 9.12.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
11 M 9.12.3	Use models to explain the relationship of concepts to procedures.		
11 M 9.12.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
11 M 9.12.6	Use and analyze the connections between mathematics and other disciplines.		
11 M 9.12.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
11 M 9.12.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 11 - Mathematics	Introduced	Completed
11M1	<b>REASONING AND LOGIC</b>		
11M1.1	Justify and solve problems using geometric models and tools		
11M1.2	Solve problems using the rules of logic and Venn diagrams		
11M1.3	Solve real-world problems involving plane figures and three-dimensional objects		
11M1.4	Justify and solve problems using geometric constructions		
11M1.5	Design proofs using deductive and inductive methods, indirect, paragraph, flow, and two-column formats		
11M1.6	Use technology to extend problem-solving strategies, develop reasoning and communication skills, and increase the students ability to inquire		
11M2	<b>CONNECTING GEOMETRY AND ALGEBRA</b>		
11M2.1	Represent and solve problems using transformations and tessellations		
11M2.2	Solve real-world problems using properties of congruence, similarity, and symmetry		
11M2.3	Solve real-world problems involving properties of polygons, circles, and the Pythagorean theorem		
11M2.4	Develop strategies for computing the area, perimeter, volume, and surface area of objects		
11M2.5	Develop estimation skills and accuracy in direct and indirect measurement		
11M2.6	Represent and solve problems using coordinate geometry		
11M3	<b>PROBLEM SOLVING</b>		
11M3.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
11M3.2	Apply previous experience and knowledge to new problem-solving situations		
11M3.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
11M3.4	Try more than one strategy when the first strategy proves to be unproductive		
11M3.5	Generalize solutions and strategies from earlier problems to new problem situations		
11M3.6	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable		
11M3.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern		
11M3.8	Use technology, including calculators, to investigate, define, and describe qualitative relationships such as		
11M3.9	Solve real-world problems using appropriate formulas, relations, and functions, and properties		
11M3.10	Solve real-world problems using direct and indirect methods		
11M3.11	Solve real-world problems using appropriate strategies and tools		
11M3.12	Generalize conclusions, make inferences, and justify reasonableness of mathematical problems		
11M4	<b>MATHEMATICAL COMMUNICATION</b>		
11M4.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
11M4.2	Identify and translate key words and phrases that imply mathematical operations		
11M4.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
11M4.4	Explain and justify thinking about mathematical ideas and solutions		
11M4.5	Make conjectures and present arguments in discussions of mathematical ideas		
11M4.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
11M4.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
11M4.8	Use mathematical notation to communicate and explain mathematical situations		
11M5	<b>MATHEMATICAL REASONING</b>		
11M5.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical		
11M5.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
11M5.3	Ask questions to reflect on, clarify, and extend thinking		
11M5.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
11M6	<b>MATHEMATICAL CONNECTIONS</b>		
11M6.1	Link new concepts to prior knowledge		
11M6.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
11M6.3	Use models to explain the relationship of concepts to procedures		
11M6.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
11M6.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music		
11M6.6	Identify, explain, and use mathematics in everyday life		

Identifier	Kamico - Grade 11 - Social Studies		Introduced	Completed
SS 11				
SS 11.1.1A	History	Explain the significance of the following dates: 1776, 1787, and 1861-1865.		
SS 11.1.2A	History	Explain the roles played by significant individuals during the American Revolution, including Thomas Jefferson and George Washington.		
SS 11.1.2B	History	Explain the issues surrounding the American Revolution, including declaring independence and the Articles of Confederation.		
SS 11.1.3A	Government	Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.		
SS 11.1.4A	History	Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.		
SS 11.1.4B	History	Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.		
SS 11.1.4C	History	Explain the significance of the following dates: 1898, 1914-1918, 1929, and 1941-1945.		
SS 11.1.5A	History	Explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, and Theodore Roosevelt, moved the United States into the position of a world power.		
SS 11.1.5B	History	Identify the reasons for U.S. involvement in World War I, including unrestricted submarine warfare.		
SS 11.1.5C	History	Analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.		
SS 11.1.6A	History	Analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women.		
SS 11.1.6B	History	Analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.		
SS 11.1.7A	History	Identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor.		
SS 11.1.7B	History	Analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb.		
SS 11.1.7C	History	Describe the U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, and the North Atlantic Treaty Organization.		
SS 11.1.7D	History	Analyze the conflicts in Korea and Vietnam and describe their domestic and international effects.		
SS 11.1.7E	History	Describe the impact of the GI Bill, McCarthyism, and Sputnik I.		
SS 11.2.1A	Geography	Answer questions about geographic distributions and patterns shown on maps, graphs, charts, and models.		
SS 11.2.2A	Geography	Analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal.		
SS 11.2.3A	Geography	Analyze the effects of changing demographic patterns resulting from migration within the United States.		
SS 11.2.3B	Geography	Analyze the effects of changing demographic patterns resulting from immigration to the United States.		
SS 11.2.4A	Geography	Identify the effects of population growth on the physical environment.		
SS 11.2.5A	History	Analyze the effects of physical and human geographic patterns and processes on events in the past.		
SS 11.2.5B	History	Trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague or the diffusion and exchange of foods between the New and Old Worlds.		
SS 11.2.6A	Geography	Observe patterns in the size and distribution of cities using maps, graphics, and other information.		
SS 11.2.7A	Science, Technology, and Society	Give examples of technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations.		
SS 11.3.1A	History	Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business.		
SS 11.3.1B	History	Analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.		
SS 11.3.2A	History	Evaluate the impact of reform leaders such as Susan B. Anthony and W.E.B. DuBois on American society.		
SS 11.3.3A	History	Identify significant leaders of the civil rights movement, including Martin Luther King, Jr.		
SS 11.3.4A	Economics	Analyze causes of economic growth and prosperity in the 1920s.		
SS 11.3.4B	Economics	Analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures.		
SS 11.3.4C	Economics	Analyze the effects of the Great Depression on the U.S. economy and government.		
SS 11.3.4D	Economics	Analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation and Social Security continue to affect the lives of U.S. citizens.		
SS 11.3.5A	Economics	Describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression.		
SS 11.3.5B	Economics	Describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system.		
SS 11.3.6A	Culture	Explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society.		
SS 11.3.6B	Culture	Identify the political, social, and economic contributions of women to American society.		
SS 11.3.7A	Science, Technology, and Society	Explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States.		

Identifier	<b>Kamico - Grade 11 - Social Studies</b>		Introduced	Completed
SS 11.3.7B	Science, Technology, and Society	Analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.		
SS 11.3.8A	Science, Technology, and Society	Analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States.		
SS 11.3.9A	Geography	Analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.		
SS 11.3.10A	Economics	Compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.		
SS 11.4.1A	History	Explain the reasons for the growth of representative government and institutions during the colonial period.		
SS 11.4.2A	Government	Identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Declaration of Independence, and the Federalist Papers on the U.S. system of government.		
SS 11.4.2B	Government	Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.		
SS 11.4.3A	Government	Describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.		
SS 11.4.4A	Government	Describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.		
SS 11.4.5A	Citizenship	Define and give examples of unalienable rights.		
SS 11.4.5B	Citizenship	Summarize rights guaranteed in the Bill of Rights.		
SS 11.4.6A	Citizenship	Describe the importance of free speech and press in a democratic society.		
SS 11.4.7A	History	Evaluate the impact of Progressive Era reforms including the passage of the 16th and 17th amendments.		
SS 11.4.8A	History	Trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, and 15th amendments.		
SS 11.4.8B	History	Evaluate government efforts, including the Civil Rights Act of 1964 to achieve equality in the United States.		
SS 11.4.9A	Government	Analyze the effects of 20th-century landmark U.S. Supreme Court decisions such as Brown v. Board of Education.		
SS 11.4.10A	Citizenship	Evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments.		
SS 11.5.1A	Social Studies Skills	Use primary and secondary sources to acquire information about the United States.		
SS 11.5.1B	Social Studies Skills	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions.		
SS 11.5.1C	Social Studies Skills	Explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context.		
SS 11.5.1D	Social Studies Skills	Identify bias in written and visual material.		
SS 11.5.2A	Geography	Compare ways that humans depend on, adapt to, and modify the physical environment using state, national, and international human activities in a variety of cultural and technological contexts.		
SS 11.5.3A	Social Studies Skills	Interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.		
SS 11.5.4A	Social Studies Skills	Interpret visuals including graphs, charts, time lines, and maps.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS C	<b>CIVICS</b>			
11 SS C 1.12.1	Rules and Law	Explain the concept of the rule of law in the establishment of the U.S. Constitution.		
11 SS C 1.12.2	Rules and Law	Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.		
11 SS C 1.12.3	Rules and Law	Describe the historic influences on early U.S. documents, such as Greek law, Magna Carta, and Iroquois League.		
11 SS C 1.12.4	Rules and Law	Analyze the role of citizen participation in U.S. civic life.		
11 SS C 1.12.5	Rules and Law	Identify and explain changes in the interpretation and application of the U.S. Constitution.		
11 SS C 2.12.1	US Government	Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.		
11 SS C 2.12.2	US Government	Describe the creation of laws through the legislative process.		
11 SS C 2.12.3	US Government	Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.		
11 SS C 2.12.4	US Government	Describe the duties of the executive branch, including cabinet/departments, regulatory commissions, and White House staff.		
11 SS C 2.12.5	US Government	Describe the jurisdiction of the federal court system and the power of judicial review.		
11 SS C 2.12.6	US Government	Explain the importance of the jury process in a democratic society.		
11 SS C 2.12.7	US Government	Analyze the effectiveness of checks and balances in maintaining the equal division of power.		
11 SS C 3.12.1	National and State Government	Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers).		
11 SS C 3.12.2	National and State Government	Provide contemporary example of federalism.		
11 SS C 3.12.3	National and State Government	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.		
11 SS C 4.12.1	Political Process	Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.		
11 SS C 4.12.2	Political Process	Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.		
11 SS C 4.12.3	Political Process	Evaluate the significance of interest groups in the political process of a democratic society.		
11 SS C 4.12.4	Political Process	Analyze the role that television and other media play in the process of political persuasion.		
11 SS C 4.12.5	Political Process	Evaluate propaganda in both historic and current political communication.		
11 SS C 4.12.6	Political Process	Describe the process by which public policy is formed and carried out.		
11 SS C 5.12.1	Citizenship	Examine the rights of citizens and how these rights may be restricted.		
11 SS C 5.12.2	Citizenship	Examine the responsibilities of U.S. citizens.		
11 SS C 5.12.3	Citizenship	Explain symbols and documents of a nation and how they represent its identity.		
11 SS C 5.12.4	Citizenship	Describe the development of the Bill of Rights and provide a contemporary application.		
11 SS C 5.12.5	Citizenship	Analyze the United States Constitution and its amendments in protecting individual rights, including the 14th Amendment's provisions for due process and equal protection.		
11 SS C 5.12.6	Citizenship	Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.		
11 SS C 5.12.7	Citizenship	Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including Brown v. Board of Education of Topeka, Gideon v. Wainwright, Miranda v. Arizona, and Tinker v. Des Moines Independent Community School District.		
11 SS C 6.12.1	State and Local Government	Explain the structure and function of state and local governments.		
11 SS C 6.12.2	State and Local Government	Describe the unique role of tribal governments within the United States.		
11 SS C 6.12.3	State and Local Government	Compare and contrast the structure of the Nevada and United States Constitutions.		
11 SS C 6.12.4	State and Local Government	Describe the differences between the local, state, and federal court systems.		
11 SS C 7.12.1	Political and Economic Systems	Summarize and evaluate the significant characteristics of the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.		
11 SS C 7.12.2	Political and Economic Systems	Define and analyze the major economic systems of the world, including capitalism, mixed economy, socialism, and command economy.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS C 8.12.1	International Relations	Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.		
11 SS C 8.12.2	International Relations	Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including diplomacy, economic policy, humanitarian aid, and military intervention.		
11 SS C 8.12.3	International Relations	Critique the role of international organizations, such as the United Nations and nongovernmental organizations, in world affairs.		
11 SS E	<b>ECONOMICS</b>			
11 SS E 1.12.1	Economic Way of Thinking	Explain why choices and their costs may differ across individuals and societies.		
11 SS E 1.12.2	Economic Way of Thinking	Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the choices made by consumers, producers, and savers.		
11 SS E 1.12.3	Economic Way of Thinking	Examine decisions made by individuals, businesses, and government by comparing the marginal benefits and marginal costs.		
11 SS E 1.12.4	Economic Way of Thinking	Give examples of and evaluate the effectiveness of incentive systems used by parents, teachers, and employers.		
11 SS E 2.12.1	Measuring US Economic Performance	Explain the difference between nominal GDP and real GDP.		
11 SS E 2.12.2	Measuring US Economic Performance	Using real GDP per capita as a measure of the standard of living, describe how living standards have changed over time.		
11 SS E 2.12.3	Measuring US Economic Performance	Using the change in real GDP, examine the U.S. economy over time, identifying recessions and high and low rates of growth.		
11 SS E 2.12.4	Measuring US Economic Performance	Using a price index to measure inflation, identify when the U.S. economy has experienced high and low rates of inflation and discuss their effects.		
11 SS E 2.12.5	Measuring US Economic Performance	Use various price indexes to determine how the prices of different types of goods and services have changed.		
11 SS E 2.12.6	Measuring US Economic Performance	Explain and give examples of the costs of unemployment to the economy as a whole (e.g., lost income, lost tax revenue, and additional welfare burdens).		
11 SS E 2.12.7	Measuring US Economic Performance	Compare the unemployment rates for groups of people who differ by age, gender, ethnic origin, occupation, and educational attainment.		
11 SS E 2.12.8	Measuring US Economic Performance	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing.		
11 SS E 2.12.9	Measuring US Economic Performance	Demonstrate knowledge of when interest rate levels have experienced relative highs and relative lows throughout U.S. history and discuss their effects.		
11 SS E 2.12.10	Measuring US Economic Performance	Characterize career paths according to the rates of growth and employment.		
11 SS E 2.12.11	Measuring US Economic Performance	Explain ways a high interest rate could be detrimental or beneficial.		
11 SS E 2.12.12	Measuring US Economic Performance	Evaluate saving and borrowing options in terms of interest and compare long- and short-term costs and benefits.		
11 SS E 3.12.1	Functioning of Markets	Demonstrate an understanding that all voluntary trade, by definition, benefits both parties.		
11 SS E 3.12.2	Functioning of Markets	Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services.		
11 SS E 3.12.3	Functioning of Markets	Use the concept of price elasticity to analyze how buyers and sellers might adjust their purchase and sales decisions in response to price changes.		
11 SS E 3.12.4	Functioning of Markets	Discuss the effects of price controls (price ceilings and price floors) (e.g., minimum wage, rent control).		
11 SS E 3.12.5	Functioning of Markets	Use supply and demand to explain how interest rates are determined.		
11 SS E 3.12.6	Functioning of Markets	Analyze and predict instances in which people pay high and low interest rates (e.g., car loans and credit cards).		
11 SS E 3.12.7	Functioning of Markets	Analyze family spending decisions, drawing conclusions about the desirability of making substitutions, given the relative prices of various substitutes.		
11 SS E 4.12.1	Private US Economic Institutions	Analyze the roles of financial institutions in creating credit.		
11 SS E 4.12.2	Private US Economic Institutions	Discuss how labor unions affect employees and employers.		
11 SS E 4.12.3	Private US Economic Institutions	Identify current or historical mergers, buyouts, and acquisitions.		
11 SS E 4.12.4	Private US Economic Institutions	Explain how the services of not-for-profit organizations impact other economic institutions.		
11 SS E 4.12.5	Private US Economic Institutions	Compare and contrast the services offered by financial institutions, evaluating their usefulness to borrowers and lenders.		
11 SS E 4.12.6	Private US Economic Institutions	Compare and contrast careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
11 SS E 5.12.1	Money	Explain the three functions of money: medium of exchange, store of value, unit of account.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS E 5.12.2	Money	Explain why the money supply increases when banks make loans.		
11 SS E 5.12.3	Money	Explain how the Federal Reserve influences bank loan activity using the reserve requirement, discount rate, and open market operations.		
11 SS E 5.12.4	Money	Describe the nation's current money supply measures, including M1 and M2.		
11 SS E 5.12.5	Money	Explain what a credit rating is and how it affects access to money.		
11 SS E 6.12.1	US Economy as a Whole	Compare the benefits and costs of allocating resources through markets or government.		
11 SS E 6.12.2	US Economy as a Whole	Discuss how an economy determines what goods and services will be produced, how they will be produced, and who will receive them.		
11 SS E 6.12.3	US Economy as a Whole	Analyze the potential production of goods and services for a nation as determined by its resources and technology.		
11 SS E 6.12.4	US Economy as a Whole	Use the multiplier concept to explain why an initial change in spending (by consumers, firms, or governments) can result in a larger change in national income.		
11 SS E 6.12.5	US Economy as a Whole	Make connections between the nation's unemployment rate and changes in seasons, changes in an industry, and changes in demographics.		
11 SS E 6.12.6	US Economy as a Whole	Explain how and why changes in product demand can affect the price of the product, which in turn can affect the wages paid to a worker.		
11 SS E 6.12.7	US Economy as a Whole	Assess the attractiveness of career paths of interest and how they might be affected by changes in the national economy.		
11 SS E 7.12.1	Evolving Economy	Describe the past, present, and future role of investment in enhancing economic growth and raising living standards.		
11 SS E 7.12.2	Evolving Economy	Identify the benefits and the costs of investing in new physical capital and human capital.		
11 SS E 7.12.3	Evolving Economy	Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies.		
11 SS E 7.12.4	Evolving Economy	Discuss how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits.		
11 SS E 7.12.5	Evolving Economy	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living.		
11 SS E 7.12.6	Evolving Economy	Discuss the pros and cons of specialization and interdependence.		
11 SS E 7.12.7	Evolving Economy	Explain why top performers in any field are specialists.		
11 SS E 8.12.1	Role of Government in a Market Economy	Explain why government provides public goods rather than allowing the market to provide them.		
11 SS E 8.12.2	Role of Government in a Market Economy	Explain why government intervenes in markets in response to externalities.		
11 SS E 8.12.3	Role of Government in a Market Economy	Discuss whether redistributing income is an appropriate role of government.		
11 SS E 8.12.4	Role of Government in a Market Economy	Demonstrate an understanding that government must define, establish, and enforce property rights in order for markets to function.		
11 SS E 8.12.5	Role of Government in a Market Economy	Explain why it is possible that a government decision may impose costs on many, but only benefit a few.		
11 SS E 8.12.6	Role of Government in a Market Economy	Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation).		
11 SS E 8.12.7	Role of Government in a Market Economy	Give examples of mandates that increase prices of goods and services in Nevada.		
11 SS E 9.12.1	International Economy	Analyze the pros and cons of foreign trade, comparing free trade with restricted trade.		
11 SS E 9.12.2	International Economy	Describe how foreign economic events can impact the U.S. economy.		
11 SS E 9.12.3	International Economy	Describe some characteristics of non-U.S. economies that affect international trade.		
11 SS E 9.12.4	International Economy	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries.		
11 SS E 9.12.5	International Economy	Draw conclusions about how the prices of goods you purchase would change if imports were restricted.		
11 SS E 9.12.6	International Economy	Discuss how potential career paths could be affected by changes in foreign demand for U.S. products.		
11 SS G	<b>GEOGRAPHY</b>			
11 SS GS.12.1	Geographic Skills	Plan and organize a geographic research project by asking appropriate geographic questions.		
11 SS GS.12.2	Geographic Skills	Locate and acquire a variety of primary and secondary information sources and assess the value of each.		
11 SS GS.12.3	Geographic Skills	Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		
11 SS GS.12.4	Geographic Skills	Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.		



Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS GS.12.5	Geographic Skills	Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.		
11 SS G 1.12.1	World in Spatial Terms	Use a variety of complex maps to acquire geographic information (e.g., topographic, population, and land use).		
11 SS G 1.12.2	World in Spatial Terms	Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.		
11 SS G 1.12.3	World in Spatial Terms	Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.		
11 SS G 1.12.4	World in Spatial Terms	Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.		
11 SS G 1.12.5	World in Spatial Terms	Analyze maps for similarities and differences in purpose, accuracy, content, and design.		
11 SS G 1.12.6	World in Spatial Terms	Apply concepts and models of spatial organization to make decisions about geographic information.		
11 SS G 2.12.1	Places and Regions	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.		
11 SS G 2.12.2	Places and Regions	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.		
11 SS G 2.12.3	Places and Regions	Compare and contrast the characteristics of places and regions from different points of view.		
11 SS G 2.12.4	Places and Regions	Determine how technology affects the way cultural groups perceive and use places and regions.		
11 SS G 2.12.5	Places and Regions	Analyze selected historical issues and questions using the geographic concept of regions.		
11 SS G 2.12.6	Places and Regions	Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.		
11 SS G 2.12.7	Places and Regions	Apply the concept of region to organize and study a geographic issue.		
11 SS G 3.12.1	Physical Systems	Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the U.S. and the world.		
11 SS G 3.12.2	Physical Systems	Describe the causes and consequences of natural hazards that shape features and patterns on Earth.		
11 SS G 3.12.3	Physical Systems	Analyze the effects of physical and human forces on interdependence within ecosystems.		
11 SS G 3.12.4	Physical Systems	Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface.		
11 SS G 3.12.5	Physical Systems	Propose solutions to environmental problems using the concept of ecosystems.		
11 SS G 4.12.1	Human Systems	Analyze demographic trends in world population.		
11 SS G 4.12.2	Human Systems	Evaluate the impact of migration and settlement on physical and human systems.		
11 SS G 4.12.3	Human Systems	Analyze how history has been affected by the movement of people, goods, and ideas.		
11 SS G 4.12.4	Human Systems	Compare the characteristics and patterns of migration and settlement in developing and developed countries.		
11 SS G 4.12.5	Human Systems	Analyze how location and distance connect and influence economic systems at local, national, and international levels.		
11 SS G 4.12.6	Human Systems	Analyze and evaluate international economic issues from a spatial perspective.		
11 SS G 4.12.7	Human Systems	Relate the level of economic development to the quality of life in developing and developed countries.		
11 SS G 4.12.8	Human Systems	Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.		
11 SS G 4.12.9	Human Systems	Analyze how different cultures, points of view, and self-interests influence conflict and cooperation over territory and resources.		
11 SS G 4.12.10	Human Systems	Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.		
11 SS G 5.12.1	Environment and Society	Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.		
11 SS G 5.12.2	Environment and Society	Evaluate strategies to respond to constraints placed on human systems by the physical environment.		
11 SS G 5.12.3	Environment and Society	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.		
11 SS G 5.12.4	Environment and Society	Develop possible responses to changes caused by human modification of the physical environment.		
11 SS G 5.12.5	Environment and Society	Analyze human perception of and response to natural hazards.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS G 5.12.6	Environment and Society	Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.		
11 SS G 5.12.7	Environment and Society	Develop policies for the use and management of Earth's resources that consider the various interests involved.		
11 SS G 6.12.1	Geographic Applications	Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.		
11 SS G 6.12.2	Geographic Applications	Relate current events to the physical features and human characteristics of places and regions.		
11 SS G 6.12.3	Geographic Applications	Evaluate a contemporary issue using geographic knowledge, skills, and perspectives.		
11 SS G 6.12.4	Geographic Applications	Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.		
11 SS H	<b>HISTORY</b>			
11 SS H 1.12.1	Chronology	Analyze and develop a position on a current event.		
11 SS H 1.12.2	Chronology	Explain the sequence and relationship of events on tiered time lines.		
11 SS H 2.12.1	History Skills	Frame and evaluate historical questions from multiple viewpoints.		
11 SS H 2.12.2	History Skills	Integrate, analyze, and organize historical information from a variety of sources.		
11 SS H 2.12.3	History Skills	Analyze and interpret historical content from informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
11 SS H 3.12.1	Prehistory to 400 CE	Identify and describe the characteristics of preagricultural societies.		
11 SS H 3.12.2	Prehistory to 400 CE	Describe technological innovations of early agricultural societies, including development of agriculture, domestication of animals, and development of permanent communities.		
11 SS H 3.12.3	Prehistory to 400 CE	Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.		
11 SS H 3.12.4	Prehistory to 400 CE	Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.		
11 SS H 4.12.1	1 CE to 1400	Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.		
11 SS H 4.12.2	1 CE to 1400	Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including contributions, geography, political systems, religion, and social structure.		
11 SS H 4.12.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
11 SS H 4.12.4	1 CE to 1400	Describe the characteristics of European feudalism.		
11 SS H 4.12.5	1 CE to 1400	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions.		
11 SS H 5.12.1	1200 to 1750	Examine the impact of technological, mathematical, and artistic developments of the Renaissance.		
11 SS H 5.12.2	1200 to 1750	Explain the development of European hereditary monarchies and their effects on centralized government, commerce and trade, and religion.		
11 SS H 5.12.3	1200 to 1750	Explain the causes of the Reformation and its effects in Europe and the Americas.		
11 SS H 5.12.4	1200 to 1750	Identify the influence of the Enlightenment on the Western world, including fine arts, government, literature, philosophy, and science.		
11 SS H 5.12.6	1200 to 1750	Compare common elements of Native North American societies, including communication, economic systems, housing, political systems, social systems, and traditions.		
11 SS H 5.12.7	1200 to 1750	Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration.		
11 SS H 5.12.8	1200 to 1750	Analyze interactions among Native Americans, Europeans, and Africans.		
11 SS H 5.12.9	1200 to 1750	Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions.		
11 SS H 5.12.10	1200 to 1750	Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.		
11 SS H 5.12.11	1200 to 1750	Compare and contrast life in the New England, Middle, and Southern colonies.		
11 SS H 5.12.12	1200 to 1750	Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.		
11 SS H 5.12.13	1200 to 1750	Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations.		
11 SS H 5.12.14	1200 to 1750	Describe how Islamic empires were a link between Africa, Europe, and Asia.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS H 6.12.1	1700 to 1865	Explain the causes and results of the Industrial Revolution.		
11 SS H 6.12.2	1700 to 1865	Describe the causes and effects of wars with Europeans, including the French and Indian War.		
11 SS H 6.12.3	1700 to 1865	Explain the political and economic causes and effects of the American Revolution.		
11 SS H 6.12.4	1700 to 1865	Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States.		
11 SS H 6.12.5	1700 to 1865	Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans.		
11 SS H 6.12.6	1700 to 1865	Explain the issues of the Confederation period, including war debts and finance, western land, trade, and taxation.		
11 SS H 6.12.7	1700 to 1865	Describe the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.		
11 SS H 6.12.8	1700 to 1865	Describe the issues involved in the ratification of the Constitution, including main ideas of the Federalist Papers, main ideas of the Anti-Federalists, and the Bill of Rights.		
11 SS H 6.12.9	1700 to 1865	Describe the influence of the American Revolution on Europe and the Americas.		
11 SS H 6.12.10	1700 to 1865	Discuss the political events, people, and ideas that influenced European politics, including Napoleon, Metternich, Marx, and Congress of Vienna.		
11 SS H 6.12.11	1700 to 1865	Describe achievements in European fine arts and literature.		
11 SS H 6.12.12	1700 to 1865	Describe the rise of national economies, the emergence of capitalism, and the free market economy.		
11 SS H 6.12.13	1700 to 1865	Explain issues, events, and the roles of key people related to the development of United States political institutions, including Washington's administration, the Marshall Court, judicial review, extension of suffrage, and political parties.		
11 SS H 6.12.14	1700 to 1865	Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts; territorial, trade, and shipping issues with Great Britain; War of 1812; the creation of a national transportation system; Monroe Doctrine; and growth and impact of immigration.		
11 SS H 6.12.15	1700 to 1865	Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including education reform, prison and mental health reform, religious revival, Utopian movement, and women's rights.		
11 SS H 6.12.16	1700 to 1865	Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including Stephen Foster, Nathaniel Hawthorne, Hudson River School of Art, and Henry David Thoreau.		
11 SS H 6.12.17	1700 to 1865	Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including Louisiana Purchase, removal of the Eastern tribes, Oregon and California Trails, Mexican War and Mexican War acquisitions, California gold rush, and Homestead Act.		
11 SS H 6.12.20	1700 to 1865	Explain abolitionism and describe the importance of abolitionists and slave revolts, including John Brown, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, and Nat Turner.		
11 SS H 6.12.21	1700 to 1865	Describe the causes, key people, events, and outcome of the Civil War, including states' rights and slavery; election of 1860; Frederick Douglass/African American troops; President Lincoln; Emancipation Proclamation; Antietam, Vicksburg, and Gettysburg; Gettysburg Address; and Generals Grant and Lee.		
11 SS H 7.12.1	1860 to 1920	Summarize the successes and failures of the Reconstruction period.		
11 SS H 7.12.2	1860 to 1920	Describe the key people and significant issues concerning African American rights, including Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow Laws, Plessy v. Ferguson, W.E.B. DuBois and the NAACP, and Ida B. Wells and the NACW.		
11 SS H 7.12.3	1860 to 1920	Describe federal policy toward Native Americans including Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, Indian Citizenship Act of 1924, Plains Wars, and reservation system.		
11 SS H 7.12.5	1860 to 1920	Describe the role of farming, railroads, and mining in the settlement of the West.		
11 SS H 7.12.6	1860 to 1920	Describe the causes, issues, and effects of the Populist Movement.		
11 SS H 7.12.7	1860 to 1920	Describe the effect of industrial technology innovations and urbanization on United States social and economic development.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS H 7.12.8	1860 to 1920	Describe the development of corporate capitalism, including J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.		
11 SS H 7.12.9	1860 to 1920	Explain the motivations for groups coming to the United States and describe their contributions to United States society.		
11 SS H 7.12.10	1860 to 1920	Describe nativism and explain the response to immigration into the United States.		
11 SS H 7.12.11	1860 to 1920	Explain the origins and issues involved in the labor movement.		
11 SS H 7.12.12	1860 to 1920	Describe the development and impact of the Progressive Movement, including government reform, Prohibition, and "trust busting."		
11 SS H 7.12.13	1860 to 1920	Describe the development of the women's suffrage movement and the passage of the 19th Amendment.		
11 SS H 7.12.14	1860 to 1920	Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including Alaska, Hawaii, Open Door Policy, Spanish-American War, Panama Canal, T. Roosevelt's foreign policy, and Dollar Diplomacy.		
11 SS H 7.12.15	1860 to 1920	Explain the causes and effects of the Mexican Revolution of 1911.		
11 SS H 7.12.16	1860 to 1920	Discuss the causes, characteristics, and consequences of European and Japanese expansion.		
11 SS H 7.12.17	1860 to 1920	Describe the causes, course, character, and effects of World War I, including imperialism, arms race and alliances, nationalism, weapons/tactics, Fourteen Points, and Treaty of Versailles.		
11 SS H 7.12.18	1860 to 1920	Describe the causes and effects of the Russian Revolution, including Romanovs, Lenin, Bolsheviks, and Russian Civil War.		
11 SS H 7.12.20	1860 to 1920	Explain how fine arts, literature, and leisure activities were a reflection of the time.		
11 SS H 8.12.1	1920 to 1945	Describe the rise of totalitarian societies in Europe, Asia, and Latin America.		
11 SS H 8.12.2	1920 to 1945	Discuss the effects on society of new technologies of this era, including communication, transportation, and manufacturing.		
11 SS H 8.12.3	1920 to 1945	Describe social tensions in the postwar era, including radical politics, immigration restrictions, religious fundamentalism, and racism.		
11 SS H 8.12.4	1920 to 1945	Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society.		
11 SS H 8.12.5	1920 to 1945	Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions.		
11 SS H 8.12.6	1920 to 1945	Describe the causes, course, character, and effects of World War II, including legacy of World War I; campaigns and strategies; atomic bomb; significant military, political, and scientific leaders; the Big Four; United Nations; United States changing world status; and war crimes trials.		
11 SS H 8.12.7	1920 to 1945	Describe the causes, course, and effects of the Holocaust, including "Aryan supremacy," Nuremberg Laws, Kristallnacht, "Final Solution," concentration and death camps, and creation of Israel.		
11 SS H 8.12.8	1920 to 1945	Explain the effects of World War II on the home front in the United States, including internment camps, technologies, economic developments, propaganda, women/minority contributions, and GI Bill.		
11 SS H 9.12.1	1945 to 1990	Describe the causes and effects of the Cold War, including Europe (Marshall Plan, Berlin, and NATO), Middle East (Egypt, Israel, and Afghanistan), Asia (Japan, China, Korea, and Vietnam), and the Americas (Cuba and the United States).		
11 SS H 9.12.2	1945 to 1990	Describe the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
11 SS H 9.12.3	1945 to 1990	Describe the cause, course, and character of the Korean War, including United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, and 38th Parallel.		
11 SS H 9.12.4	1945 to 1990	Explain how and why African and Asian peoples achieved independence from colonial rule.		
11 SS H 9.12.5	1945 to 1990	Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.		
11 SS H 9.12.6	1945 to 1990	Describe the causes and effects of changing demographics and developing suburbanization in the United States.		
11 SS H 9.12.8	1945 to 1990	Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, Americans with Disabilities Act, and Civil Rights Act of 1964.		
11 SS H 9.12.9	1945 to 1990	Describe the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem, Gulf of Tonkin Resolution, draft and lottery, Tet Offensive, antiwar movement, Paris Peace Accord, and POWs and MIAs.		

Identifier	Nevada - Grade 11 - Social Studies		Introduced	Completed
11 SS H 9.12.10	1945 to 1990	Describe the changes in United States political culture, including the role of the media, the role of women and minorities, Watergate, Iranian hostage crisis, Iran-Contra affair, and Grenada and Panama.		
11 SS H 9.12.11	1945 to 1990	Describe how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, "Star Wars," solidarity, and glasnost.		
11 SS H 9.12.12	1945 to 1990	Describe the geopolitical changes in the world due to the disintegration of the USSR.		
11 SS H 9.12.14	1945 to 1990	Summarize the influence of art, music, literature, and the media on United States society.		
11 SS H 10.12.1	1990 to Present	Identify and explain the implications of scientific and technological achievements, including personal computers, Internet, satellites, and biotechnology.		
11 SS H 10.12.2	1990 to Present	Describe the regional and global effects of political and economic alliances.		
11 SS H 10.12.3	1990 to Present	Describe how global issues affect nations differently, including human rights, the environment, world and U.S. regional conflicts, and medical concerns.		
11 SS H 10.12.4	1990 to Present	Explain the causes and effects of the Persian Gulf War, including Kuwait invasion, world oil supply, and changing alliances.		
11 SS H 10.12.5	1990 to Present	Describe the changing political climate in the United States, including: the role of the media, and the Clinton impeachment.		
11 SS H 10.12.6	1990 to Present	Explain how literature, music, and the visual arts are reflections of the time.		

Identifier	Lander - Grade 11 - Social Studies	Introduced	Completed
11S1	<b>CIVICS</b>		
11S1.1	Explain the concept of the rule of law in the establishment of the US Constitution		
11S1.2	Identify and explain changes in the interpretation and application of the US Constitution		
11S1.3	Explain the system of checks and balances in the design of the US Constitution		
11S1.4	Describe the trial process including the selection and responsibilities of jurors		
11S1.5	List the ways the Supreme court determines policy, including: judicial review, interpreting laws, overruling or revising its previous decisions		
11S1.6	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments		
11S1.7	Analyze the role that television and other media play in the process of political persuasion		
11S1.8	Identify propaganda and persuasion in political advertising and literature		
11S1.9	Explain symbols and documents of a nation and how they represent its identity		
11S1.10	Describe the unique role of tribal governments within the United States		
11S1.11	Identify and analyze the effectiveness of US foreign policy in dealing with international problems and concerns including: diplomacy, economic policy, humanitarian aid, military intervention		
11S2	<b>ECONOMICS</b>		
11S2.1	Examine decisions made by individuals, businesses, and government by comparing the marginal benefits and marginal costs		
11S2.2	Using real Gross Domestic Product per capita as a measure of the standard of living, describe how living standards have changed over time		
11S2.3	Explain and give examples of the costs of unemployment to the economy as a whole (e.g., lost income, lost tax revenue, and additional welfare burdens)		
11S2.4	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing		
11S2.5	Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services		
11S2.6	Use the concept of price elasticity to analyze how buyers and sellers might adjust their purchase and sales decisions in response to price changes		
11S2.7	Discuss how labor unions affect employees and employers		
11S2.8	Identify current or historical mergers, buyouts, and acquisitions		
11S2.9	Explain how the Federal Reserve influences bank loan activity using the reserve requirement, discount rate, and open market operations		
11S2.10	Compare the benefits and costs of allocating resources through markets or government		
11S2.11	Use the multiplier concept to explain why an initial change in spending (by consumers, firms, or governments) can result in a larger change in national income		
11S2.12	Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies		
11S2.13	Explain why government intervenes in markets in response to externalities		
11S2.14	Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation)		
11S2.15	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries		
11S3	<b>GEOGRAPHY</b>		
11S3.1	Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information		
11S3.2	Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations		
11S3.3	Select appropriate maps, map projections, and other representations to analyze and interpret geographic information		
11S3.4	Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features		
11S3.5	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions		
11S3.6	Analyze selected historical issues and questions using the geographic concept of regions		
11S3.7	Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the US and the world		
11S3.8	Propose solutions to environmental problems using the concept of ecosystems		
11S3.9	Analyze how history has been affected by the movement of people, goods, and ideas		
11S3.10	Analyze how location and distance connect and influence economic systems at local, national, and international levels		
11S3.11	Relate the level of economic development to the quality of life in developing and developed countries		
11S3.12	Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity		
11S3.13	Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources		
11S3.14	Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events		
11S4	<b>HISTORY</b>		
11S4.1	Analyze and develop a position on a current event		
11S4.2	Frame and evaluate historical questions from multiple viewpoints		
11S4.3	Describe technological innovations of early agricultural societies, including: development of agriculture, domestication of animals, development of permanent communities		
11S4.4	Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including: Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, Rome		
11S4.5	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions		
11S4.6	Examine the impact of technological, mathematical, and artistic developments of the Renaissance		
11S4.7	Analyze interactions among Native Americans, Europeans, and Africans		
11S4.8	Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs		
11S4.9	Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas		
11S4.10	Describe the causes and effects of wars with Europeans, including the French and Indian War		

Identifier	Lander - Grade 11 - Social Studies	Introduced	Completed
11S4.11	Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans		
11S4.12	Describe the issues involved in the ratification of the Constitution, including: main ideas of <i>The Federalist Papers</i> , main ideas of the Anti-Federalists, the Bill of Rights		
11S4.13	Describe the influence of the American Revolution on Europe and the Americas		
11S4.14	Describe the rise of national economies, the emergence of capitalism, and the freemarket economy		
11S4.15	Describe the causes, key people, events, and outcome of the Civil War, including: states' rights and slavery, election of 1860, Frederick Douglass/African American troops, President Lincoln, Emancipation Proclamation, Antietam, Vicksburg, Gettysburg, Gettysburg Address, Generals Grant and Lee		
11S4.16	Describe the key people and significant issues concerning African American rights, including: Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow Laws, Plessy v. Ferguson, W.E.B. DuBois and the NAACP, Ida B. Wells and the NACW		
11S4.17	Describe effects of industrialization and new technologies on the transformation of the United States, including: steel industry, mass production, mechanized assembly line, communication		
11S4.18	Describe nativism and explain the response to immigration into the United States		
11S4.19	Describe the development and impact of the Progressive Movement, including: government reform, Prohibition, "trust busting"		
11S4.20	Describe the causes, course, character and effects of World War I, including: imperialism, arms race and alliances, nationalism, weapons/tactics, Fourteen Points, Treaty of Versailles		
11S4.21	Explain how fine arts, literature, and leisure activities were a reflection of the time		
11S4.22	Discuss the effects on society of new technologies of this between wars era, including: communication, transportation, manufacturing		
11S4.23	Describe the causes, course, character, and effects of World War II, including: legacy of WW I, campaigns and strategies, atomic bomb, significant military, political, and scientific leaders, the Big Four, United Nations, United States changing world status, war crimes trials		
11S4.24	Describe the causes, course, and effects of the Holocaust, including: "Aryan supremacy," Nuremburg Laws, Kristallnacht, "Final Solution," concentration and death camps, creation of Israel		
11S4.25	Describe the causes and effects of the Cold War, Including: Marshall Plan, Berlin, NATO, Egypt, Israel, Afghanistan, Japan, China, Korea, Vietnam, Cuba, United States		
11S4.26	Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics		
11S4.27	Describe the causes, course, character, and effects of the Vietnam war, including: Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem, Gulf of Tonkin Resolution, draft and lottery, Tet Offensive, anti-war movement, Paris Peace Accord, POWs and MIAs		
11S4.28	Describe how international policies contributed to the end of the Cold War, including: recognition of China, détente, disarmament treaties, "Star Wars," solidarity, glasnost		
11S4.29	Describe how global issues affect nations differently, including: human rights, the environment, world and US regional conflicts, medical concerns		
11S4.30	Describe the regional and global effects of political and economic alliances		

Identifier	Kamico - Grade 11 - Science	Introduced	Completed
	<b>BIOLOGY AND INTEGRATED PHYSICS AND CHEMISTRY / SCIENTIFIC PROCESSES</b>		
S 11.1.1A	Demonstrate safe practices during field and laboratory investigations.		
S 11.1.2A	Plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology.		
S 11.1.2B	Collect data and make measurements with precision.		
S 11.1.2C	Organize, analyze, evaluate, make inferences, and predict trends from data.		
S 11.1.2D	Communicate valid conclusions.		
	<b>INTEGRATED PHYSICS AND CHEMISTRY / SCIENTIFIC PROCESSES</b>		
S 11.1.3A	Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.		
S 11.1.3B	Draw inferences based on data related to promotional materials for products and services.		
	<b>BIOLOGY</b>		
S 11.2.1A	Investigate and identify cellular processes including homeostasis, permeability, energy production, transportation of molecules, disposal of wastes, function of cellular parts, and synthesis of new molecules.		
S 11.2.2A	Describe components of deoxyribonucleic acid (DNA), and illustrate how information for specifying the traits of an organism is carried in the DNA.		
S 11.2.2B	Explain replication, transcription, and translation using models of DNA and ribonucleic acid (RNA).		
S 11.2.2C	Identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes.		
S 11.2.3A	Identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals.		
S 11.2.4A	Interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory, and immune.		
S 11.2.4B	Compare the interrelationships of organ systems to each other and to the body as a whole.		
S 11.3.1A	Compare the structures and functions of viruses to cells and describe the role of viruses in causing diseases and conditions such as acquired immune deficiency syndrome, common colds, smallpox, influenza, and warts.		
S 11.3.1B	Identify and describe the role of bacteria in maintaining health such as in digestion and in causing diseases such as in streptococcus infections and diphtheria.		
S 11.3.2A	Identify evidence of change in species using fossils, DNA sequences, anatomical similarities, physiological similarities, and embryology.		
S 11.3.2B	Illustrate the results of natural selection in speciation, diversity, phylogeny, adaptation, behavior, and extinction.		
S 11.3.3A	Analyze the flow of matter and energy through different trophic levels and between organisms and the physical environment.		
S 11.3.4A	Interpret interactions among organisms exhibiting predation, parasitism, commensalism, and mutualism.		
S 11.3.4B	Investigate and explain the interactions in an ecosystem including food chains, food webs, and food pyramids.		
S 11.3.5A	Evaluate the significance of structural and physiological adaptations of plants to their environments.		
	<b>INTEGRATED PHYSICS AND CHEMISTRY</b>		
S 11.4.1A	Investigate and identify properties of fluids including density, viscosity, and buoyancy.		
S 11.4.1B	Relate the chemical behavior of an element, including bonding, to its placement on the periodic table.		
S 11.4.2A	Distinguish between physical and chemical changes in matter such as oxidation, digestion, changes in states, and stages in the rock cycle.		
S 11.4.2B	Investigate and identify the law of conservation of mass.		
S 11.4.3A	Relate the structure of water to its function.		
S 11.4.3B	Relate the concentration of ions in a solution to physical and chemical properties such as pH, electrolytic behavior, and reactivity.		
S 11.4.3C	Demonstrate how various factors influence solubility including temperature, pressure, and nature of the solute and solvent.		
S 11.5.1A	Calculate speed, momentum, acceleration, work, and power in systems such as in the human body, moving toys, and machines.		
S 11.5.1B	Investigate and describe applications of Newton's laws such as in vehicle restraints, sports activities, geological processes, and satellite orbits.		
S 11.5.1C	Investigate and demonstrate efficiency of various machines such as levers, motors, wheels and axles, pulleys, and ramps.		
S 11.5.2A	Demonstrate wave interactions including interference, polarization, reflection, refraction, and resonance within various materials.		



Identifier	Kamico - Grade 11 - Science	Introduced	Completed
S 11.5.3A	Describe the law of conservation of energy.		
S 11.5.3B	Investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation.		
S 11.5.3C	Investigate and compare economic and environmental impacts of using various energy sources such as rechargeable or disposable batteries and solar cells.		

Identifier	Nevada - Grade 11 - Science		Introduced	Completed
11 S PS	<b>PHYSICAL SCIENCE</b>			
11 S PS 1.12.1	Forces and Motion	Investigate and describe how changes in motion are based on the laws of motion.		
11 S PS 1.12.2	Forces and Motion	Explain that the force of attraction that exists between two masses is inversely proportional to the square of the distance between them.		
11 S PS 1.12.3	Forces and Motion	Investigate and describe that the usefulness of a simple machine such as a wheel or axle is based on its function, mechanical advantage, and efficiency.		
11 S PS 1.12.4	Forces and Motion	Investigate and describe the relationship that exists between force, pressure, and area in general, and between pressure and depth in liquids.		
11 S PS 1.12.5	Forces and Motion	Investigate and explain that magnetic forces are related to electric forces and can be thought of as different aspects of a single electromagnetic force (e.g., electric motors, generators, radios).		
11 S PS 2.12.1	Structure and Properties of Matter	Investigate and describe intrinsic (color, odor, density) and extrinsic (e.g., size, mass, volume) physical properties of matter.		
11 S PS 2.12.2	Structure and Properties of Matter	Explain that substances can be identified on the basis of specific energies given off or taken in by that substance.		
11 S PS 2.12.3	Structure and Properties of Matter	Explain how atoms may bond with one another by transferring or sharing electrons that are farthest from the nucleus.		
11 S PS 2.12.4	Structure and Properties of Matter	Explain that the electromagnetic force between the nucleus and electrons holds the atom together.		
11 S PS 2.12.5	Structure and Properties of Matter	Explain the properties of phases of matter in terms of the kinetic molecular theory and forces of attraction between particles.		
11 S PS 2.12.6	Structure and Properties of Matter	Explain that carbon atoms can bond to one another to form a large variety of structures, including the molecules essential to life.		
11 S PS 3.12.1	Energy and Matter - Interactions and Forms	Explain that the transformation of energy usually results in some energy in the form of heat, which spreads by radiation, conduction, and sometimes convection into cooler places.		
11 S PS 3.12.2	Energy and Matter - Interactions and Forms	Investigate and describe how pressure may affect changes of state.		
11 S PS 3.12.3	Energy and Matter - Interactions and Forms	Investigate and describe how waves can superimpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material.		
11 S PS 3.12.4	Energy and Matter - Interactions and Forms	Describe the properties of electrical circuits in terms of moving electrons, conductivity, resistance, and electrical potential energy.		
11 S PS 3.12.5	Energy and Matter - Interactions and Forms	Investigate and describe how matter and energy may be changed and energy can be transferred in many ways, but the entire mass-energy budget of the universe remains constant.		
11 S PS 3.12.6	Energy and Matter - Interactions and Forms	Investigate and describe how systems tend to become less ordered over time.		
11 S PS 4.12.1	Chemical Reaction	Investigate and describe how, in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change.		
11 S PS 4.12.2	Chemical Reaction	Investigate and describe how chemical reaction rates depend on conditions in the reacting system, the properties of reacting materials, and the presence of certain rate-regulating chemicals.		
11 S PS 4.12.3	Chemical Reaction	Investigate and describe how chemical reactions may release or consume energy.		
11 S PS 4.12.4	Chemical Reaction	Relate the chemical properties of an element to the outermost electrons of an element.		
11 S PS 5.12.1	Nuclear Energy and Electromagnetic Energy	Predict how light interacts with matter (e.g., reflection and refraction).		
11 S PS 5.12.2	Nuclear Energy and Electromagnetic Energy	Simulate how the predictable rates of nuclear reactions can be used to estimate the age of some materials.		
11 S PS 5.12.3	Nuclear Energy and Electromagnetic Energy	Describe the different disposal techniques used for high and low level nuclear wastes.		
11 S PS 5.12.4	Nuclear Energy and Electromagnetic Energy	Describe electromagnetic waves including a wide range of forms and varying wavelengths.		
11 S PS 5.12.5	Nuclear Energy and Electromagnetic Energy	Explain how the forces that hold the nucleus of an atom together are usually stronger than other forces that could make the nucleus fly apart.		
11 S PS 5.12.6	Nuclear Energy and Electromagnetic Energy	Explain how energy is released when the nuclei of very heavy atoms (e.g., uranium or plutonium) split into middleweight ones, or when very light nuclei (e.g., hydrogen and helium) combine into heavier ones.		
11 S LS	<b>LIFE SCIENCE</b>			
11 S LS 6.12.1	Structure and Function	Explain how disease disrupts the equilibrium that exists in a healthy organism.		
11 S LS 6.12.2	Structure and Function	Explain how the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.		
11 S LS 6.12.3	Structure and Function	Investigate and describe how food molecules are broken down through a series of chemical reactions to provide energy and the material to make new molecules.		
11 S LS 6.12.4	Structure and Function	Investigate and describe how every cell is covered by a cell membrane and most cells also have specialized parts for the transport of materials, energy, transfer, protein building, waste disposal, information feedback, and movement.		

Identifier	Nevada - Grade 11 - Science		Introduced	Completed
11 S LS 6.12.5	Structure and Function	In photosynthesis, plants and many microorganisms use solar energy to combine molecules of carbon dioxide and water to form energy rich compounds and oxygen.		
11 S LS 7.12.1	Internal and External Influences on Organisms	Investigate and describe how some broad patterns of behavior exhibited by animals have evolved to ensure survival of the species.		
11 S LS 7.12.2	Internal and External Influences on Organisms	Investigate and describe how plant and animals have mechanisms that allow them to respond to changes in their environment.		
11 S LS 7.12.3	Internal and External Influences on Organisms	Investigate and describe how multicellular animals have nervous systems that receive input through sensory organs and generate behavioral responses.		
11 S LS 7.12.4	Internal and External Influences on Organisms	Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.		
11 S LS 8.12.1	Heredity and Diversity	Explain how all body cells in an organism are developed from a single cell and contain essentially identical genetic instructions. Explain how different parts of the instruction are used in different kinds of cells.		
11 S LS 8.12.2	Heredity and Diversity	Explain how relatedness among organisms can be estimated from the similarity of their DNA sequences.		
11 S LS 8.12.3	Heredity and Diversity	Investigate and describe how sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations.		
11 S LS 8.12.4	Heredity and Diversity	Explain how genetic information from parents is encoded in DNA molecules and provides instruction for assembling protein molecules.		
11 S LS 8.12.5	Heredity and Diversity	Investigate and describe how patterns of inheritance are described by laws of segregation and independent assortment.		
11 S LS 8.12.6	Heredity and Diversity	Explain how diversity of species and variation among organisms within a species increase the chances for survival of life when large changes occur in the environment.		
11 S LS 8.12.7	Heredity and Diversity	Explain how gene mutations may be caused by a variety of influences, when mutations occur in sex cells, they can be passed on to offspring.		
11 S LS 9.12.1	Evolution - Process of Biological Change	Investigate and describe the basic idea of the theory of biological evolution is that through genetic and/or environmental influences Earth's present-day species developed from earlier, distinctly different, but common ancestors.		
11 S LS 9.12.2	Evolution - Process of Biological Change	Explain the fossil record of ancient life forms by applying the idea of natural selection and its evolutionary consequences.		
11 S LS 9.12.3	Evolution - Process of Biological Change	Simulate and explain how the adaptation of a species can occur over many generations because of the unique characteristics that favor those individuals in an environment.		
11 S LS 9.12.4	Evolution - Process of Biological Change	Explain how the classification of species is based on similarities (e.g., structural, genetic, molecular) which indicate evolutionary relationships.		
11 S LS 9.12.5	Evolution - Process of Biological Change	Explain how the extinction of species is a common occurrence and fossil records indicate that most species that have lived on Earth no longer exist.		
11 S LS 9.12.6	Evolution - Process of Biological Change	Investigate and describe how the process of evolution is driven by genetic and environmental influences.		
11 S LS 9.12.7	Evolution - Process of Biological Change	Explain how there is evidence that at least a billion years ago, cells with nuclei existed allowing the evolution of increasingly complex multicellular organisms.		
11 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
11 S ESS 10.12.1	Earth Structures and Composition	Investigate and describe how rocks and minerals have different characteristics that reflect their origins and use.		
11 S ESS 10.12.2	Earth Structures and Composition	Investigate and describe how landforms are the result of a combination of constructive and destructive forces resulting from weathering, erosion, and the movement of lithosphere plates.		
11 S ESS 10.12.3	Earth Structures and Composition	Explain how there is a relationship between the relative densities and states (phases) of Earth materials and the layering on, in, and above Earth.		
11 S ESS 10.12.4	Earth Structures and Composition	Investigate and describe how soil is derived from weathered rocks and decomposed organic material, and is found in layers.		
11 S ESS 10.12.5	Earth Structures and Composition	Explain how the composition of Earth's atmosphere has changed in the past and continues to change.		
11 S ESS 10.12.6	Earth Structures and Composition	Compare and contrast the geologic features of Nevada and local geological features.		
11 S ESS 11.12.3	Earth Models	Investigate, design, and use contour maps.		
11 S ESS 11.12.4	Earth Models	Define location on Earth in terms of latitude, longitude, and time zones.		
11 S ESS 12.12.1	Earth History	Explain how catastrophic events have occurred and greatly influenced Earth's history.		
11 S ESS 12.12.2	Earth History	Simulate and explain how relative geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.		
11 S ESS 12.12.3	Earth History	Compare and contrast the variety of methods by which geologic time is determined, including radioactive dating.		
11 S ESS 13.12.1	Cycles of Matter and Energy	Explain how Earth systems have two major internal sources of energy (decay of radioactive isotopes and the gravitational energy from Earth's original formation) and one major external sources (the sun), all of which create heat.		
11 S ESS 13.12.2	Cycles of Matter and Energy	Explain how uneven heating of Earth's surface by the sun forms convection currents within the atmosphere and ocean, producing wind and ocean currents that are modified by Earth's rotation.		

Identifier	Nevada - Grade 11 - Science		Introduced	Completed
11 S ESS 13.12.3	Cycles of Matter and Energy	Investigate and describe how water is a solvent (e.g., how it dissolves minerals and gases as it passes through the water cycle and carries them to oceans and lakes).		
11 S ESS 13.12.4	Cycles of Matter and Energy	Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near Earth's surface, and fluctuations in solar output may have contributed to large changes in Earth's climate in the past.		
11 S ESS 13.12.5	Cycles of Matter and Energy	Explain how large-scale, long-term equilibrium can accommodate small-scale changes.		
11 S ESS 13.12.6	Cycles of Matter and Energy	Investigate and describe how elements necessary for life on Earth pass through both living and nonliving cycles in a series of changes that form a global system.		
11 S ESS 13.12.7	Cycles of Matter and Energy	Compare and contrast the relationships between the greenhouse effect and the idea of global warming.		
11 S ESS 13.12.8	Cycles of Matter and Energy	Model and explain how the energy that propels Earth's lithosphere plates is dominantly a result of nuclear processes deep in Earth.		
11 S ESS 14.12.1	Solar System and Universe	Investigate and describe how Earth's atmosphere, water, temperature, and composition compare with conditions on other planets.		
11 S ESS 14.12.2	Solar System and Universe	Explain how most objects in the solar system are in regular and predictable motion which explains such phenomena as the day, the year, phases of the moon, and eclipses.		
11 S ESS 14.12.3	Solar System and Universe	Explain how stars produce energy and elements heavier than hydrogen from nuclear reactions.		
11 S ESS 14.12.4	Solar System and Universe	Explain that on the basis of scientific evidence, the universe is estimated to be about ten billion years old.		
11 S ESS 14.12.5	Solar System and Universe	Describe how increasingly sophisticated technology (e.g., mathematical models and computer simulations) is used to learn about the universe.		
11 S ESS 14.12.6	Solar System and Universe	Explain that the physical laws, such as laws of Newton, Kepler, thermodynamics, relativity, and quantum physics, appear to apply to all bodies in the universe.		
11 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
11 S ES 15.12.1	Ecosystems	Investigate and describe how changes in an ecosystem can affect biodiversity and biodiversity contributes to an ecosystem's stability.		
11 S ES 15.12.2	Ecosystems	Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.		
11 S ES 15.12.3	Ecosystems	Investigate and describe how materials and energy are cycled and recycled through ecosystems via pathways known as food webs.		
11 S ES 15.12.4	Ecosystems	Describe the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. (e.g., Northern NV cold desert, Southern low warm desert, Mountain).		
11 S ES 16.12.1	Natural Resources	Evaluate the consequences of changing patterns of resources use.		
11 S ES 16.12.2	Natural Resources	Investigate and describe the various processes involved in obtaining, using, and recycling materials such as wood products, minerals, food, and manufactured objects.		
11 S ES 16.12.3	Natural Resources	Investigate and describe the career opportunities associated with the study, exploration, extraction, utilization, protection, and restoration of natural resources.		
11 S ES 16.12.4	Natural Resources	Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.		
11 S ES 16.12.5	Natural Resources	Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).		
11 S ES 17.12.1	Conservation	Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.		
11 S ES 17.12.2	Conservation	Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g., global warming, ozone depletion).		
11 S ES 17.12.3	Conservation	Explain that there is scientific uncertainty regarding many environmental issues.		
11 S ES 17.12.4	Conservation	Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.		
11 S NHS	<b>THE NATURE AND HISTORY OF SCIENCE</b>			
11 S NHS 18.12.1	Scientific, Historical, and Technological Perspectives	Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).		
11 S NHS 18.12.2	Scientific, Historical, and Technological Perspectives	Investigate and explain how research emphasis is influenced by economic and public policy.		
11 S NHS 18.12.3	Scientific, Historical, and Technological Perspectives	Investigate and explain how scientific innovations that were originally challenged are now widely accepted.		
11 S NHS 18.12.4	Scientific, Historical, and Technological Perspectives	Explain that scientists work with others to resolve differences in interpretation of observations.		
11 S NHS 18.12.5	Scientific, Historical, and Technological Perspectives	Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.		

Identifier	Nevada - Grade 11 - Science		Introduced	Completed
11 S NHS 18.12.6	Scientific, Historical, and Technological Perspectives	Explain that scientific knowledge builds on previous information, and rarely are entire theories completely discarded in favor of new ones.		
11 S NHS 18.12.7	Scientific, Historical, and Technological Perspectives	Explain that scientists have ethical procedures, violations of which have consequences.		
11 S NHS 19.12.1	Reasoning and Critical Response Skills	Identify and determine the credibility of sources of information based on the techniques used to gather that information.		
11 S NHS 19.12.2	Reasoning and Critical Response Skills	Apply cost benefit and risk analyses in decision-making processes.		
11 S NHS 19.12.3	Reasoning and Critical Response Skills	Recognize and describe situations in which a system is qualitatively different from the parts which comprise it (e.g., how a population differs from an individual).		
11 S NHS 19.12.4	Reasoning and Critical Response Skills	Distinguish among hypotheses, laws, theories, and rules, and explain the level of their limitations.		
11 S NHS 19.12.5	Reasoning and Critical Response Skills	Determine the limits of generalizations, assumptions, analogies, and models.		
11 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
11 S SI 20.12.1	Systems, Models, Risk, and Predictions	Use mathematical symbols and formulas to express relationships that behave in the same ways as the objects or processes under investigation.		
11 S SI 20.12.2	Systems, Models, Risk, and Predictions	Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).		
11 S SI 20.12.3	Systems, Models, Risk, and Predictions	Identify and describe how systems are often different from their components (e.g., aquaria or automobiles).		
11 S SI 20.12.4	Systems, Models, Risk, and Predictions	Compare groups of data, taking into account both percentages and actual numbers.		
11 S SI 20.12.5	Systems, Models, Risk, and Predictions	Identify the type of hazard, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.		
11 S SI 21.12.1	Scientific Values and Attitudes	Demonstrate curiosity, honesty, and skepticism in doing science.		
11 S SI 21.12.2	Scientific Values and Attitudes	Repeat experimentation for statistical analysis and to produce conclusions that are without bias.		
11 S SI 21.12.3	Scientific Values and Attitudes	Evaluate multiple explanations for the same evidence.		
11 S SI 22.12.1	Communication Skills	Analyze experimental procedures and suggest appropriate revisions for improvement.		
11 S SI 22.12.2	Communication Skills	Use tables, charts, and graphs in making arguments and claims in oral and written presentations.		
11 S SI 22.12.3	Communication Skills	Discuss scientific topics by restating or summarizing accurately what others have said; ask for clarifications or elaborations, and express alternative positions using available multimedia resources.		
11 S SI 23.12.1	Scientific Applications of Mathematics	Determine if the correlation between variables is high or low.		
11 S SI 23.12.2	Scientific Applications of Mathematics	Use algebraic equations when appropriate.		
11 S SI 23.12.3	Scientific Applications of Mathematics	Estimate answers to the correct order of magnitude.		
11 S SI 23.12.4	Scientific Applications of Mathematics	Use derived quantities, ratios, proportions, and constants.		
11 S SI 23.12.5	Scientific Applications of Mathematics	Trace the source of differences between an estimate and the calculated answer that exceeds agreed-upon standards for precision.		
11 S SI 23.12.6	Scientific Applications of Mathematics	Select samples by some random system to avoid bias.		
11 S SI 24.12.1	Laboratory Skills and Safety	Demonstrate personal responsibility for using safety equipment and observing all safety standards.		
11 S SI 24.12.2	Laboratory Skills and Safety	Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.		
11 S SI 24.12.3	Laboratory Skills and Safety	Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.		
11 S SI 24.12.4	Laboratory Skills and Safety	Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.		
11 S SI 24.12.5	Laboratory Skills and Safety	Write procedures for the investigation of delegated or original scientific problems.		
11 S SI 24.12.6	Laboratory Skills and Safety	Carry out an independent scientific investigation.		

Identifier	Lander - Grade 11 - Science	Introduced	Completed
11Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
11Sc1.1	Define, sort and list various types of information recognizing their various forms		
11Sc1.2	Classify and distinguish between various types of data reports and the conclusions generated by that data		
11Sc1.3	Show and illustrate the use of various types of data to draw conclusions		
11Sc1.4	Examine, illustrate and demonstrate cause and effect relationships		
11Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
11Sc2.1	Observe how changes can affect a system		
11Sc2.2	Frame various situations from different viewpoints, belief systems and event interpretation		
11Sc2.3	Select from differing systems of knowledge an appropriate avenue of pursuit of knowledge		
11Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
11Sc3.1	Define and identify various molecular configurations		
11Sc3.2	Group various elements by examining similar characteristics		
11Sc3.3	Define the properties that can be contained in mixtures		
11Sc3.4	Define how atomic bonding is envisioned		
11Sc3.5	Observe and list characteristics of various chemical reactions		
11Sc3.6	Define and sort differing possibilities of chemical reactions with different chemicals and elements		
11Sc3.7	Observe, list and define the relationship of elements with isotopes		
11Sc3.8	Explain how atoms can have electrical charge		
11Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
11Sc4.1	Define the nature of various forces and their sub-definitions		
11Sc4.2	Define the different levels and strength of force		
11Sc4.3	Define the characteristics of gravitational force and observe it's variations		
11Sc4.4	List and define the laws of motion		
11Sc4.5	Compare various objects' motion through similar and contrasting conditions		
11Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
11Sc5.1	Observe and define aspects of the sun's energy influence on the Earth		
11Sc5.2	Define and observe different forms of wave and vibration energy		
11Sc5.3	Define and observe the conversion of material into energy		
11Sc5.4	Define and observe the applications of nuclear reactions		
11Sc5.5	Define and observe various energy forms and their conversion		
11Sc5.6	Define the concepts of temperature as related to forms of energy and its particles		
11Sc5.7	Explain and describe various conductors of electricity		
11Sc6	<b>LIFE SCIENCE - Heredity</b>		
11Sc6.1	Define and observe the properties of DNA genetic coding		
11Sc6.2	Define and label the different aspects of genes and DNA. Observe their role in organic structures.		
11Sc6.3	Observe cell growth and changes in various organisms		
11Sc6.4	Identify and recognize cell mutations		
11Sc6.5	Explain characteristics and patterns that can be passed forward to different generations of plants and animals		
11Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
11Sc7.1	Explain and observe characteristics of disease; observe and differentiate between healthy and unhealthy behaviors		
11Sc7.2	Identify and explain the parts of a cell		
11Sc7.3	Identify different cells and their varying structure in the human body		
11Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
11Sc8.1	Identify and label the life cycles of Earth		
11Sc8.2	Sort, classify and select various organisms based on their physical environment		
11Sc8.3	Illustrate changes to organisms that occur when an ecosystem is altered		
11Sc8.4	Examine and speculate on the environmental impact of certain societal actions; examine positive and negative situations		
11Sc8.5	Identify the requirements necessary for sustaining a viable ecosystem		

Identifier	<b>Lander - Grade 11 - Science</b>	Introduced	Completed
11Sc8.6	Imagine and speculate on development in various areas of the Nevada environment		
11Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
11Sc9.1	List and define those characteristics that can be passed between parents and offspring		
11Sc9.2	Define the elements that delineate DNA molecules and their process of assemblage		
11Sc9.3	Show the relationships between various organisms based on their evolution		
11Sc9.4	Show the similarities or differences between organisms that have had the same DNA alterations		
11Sc9.5	Organize and illustrate the evidence of fossil records; show the connection between these records and evolutionary development		
11Sc9.6	Explain the causes of species extinction		
11Sc9.7	Identify and sort various levels of biological diversity		
11Sc9.8	Identify the elements of natural and artificial selection		
11Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
11Sc10.1	Explain the relationship between the sun and the Earth		
11Sc10.2	Observe and define changes that have occurred in the Earth's atmosphere over time		
11Sc10.3	Illustrate the characteristics of the greenhouse effect		
11Sc10.4	Explain the properties and actions of heat energy; explain its various manifestations		
11Sc10.5	Observe the conditions of wind and ocean currents		
11Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
11Sc11.1	Observe, label and sort common and differing characteristics of stars		
11Sc11.2	Explain the concept and conditions that result in nuclear fusion		
11Sc11.3	Define and list various technologies in use to explore the universe		
11Sc11.4	Identify the process of gathering evidence relative to the universe		
11Sc11.5	Describe the elements that are in contrast and alike between different phenomena in the universe focusing on their interaction and motion		
11Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
11Sc12.1	Explain, document and review the connection between fossil evidence and time		
11Sc12.2	Define and observe various landforms; observe various forms of weathering and erosion		
11Sc12.3	Define and sort the various cycles of living and non-living forms; observe the characteristics of a global system		
11Sc12.4	Illustrate and show the composition of various soil layers		
11Sc12.5	Explain recycling and renew-ability in and of various resources; review the efficiency and viability of various processes for renewing resources		
11Sc12.6	Compare the life cycles of various forms of life within one ecosystem; contrast life cycles between various ecosystems		
11Sc12.7	Match organisms to their physical environment identifying the positive and negative aspects of their interaction		
11Sc12.8	Select and show different cultural characteristics and progression delineating between the industrialized, technological and third world countries		
11Sc12.9	Select and organize Earth's energy sources by culture, society and ecosystems		

# Lander County School District

## Assessed Standards/Curriculum

### Grade 12

Nevada State Assessed Standards

Lander County Enduring/Power Standards

Kamico® – Nevada Mapped Formative Assessment

NorthWest Evaluation Association – Measures of  
Academic Progress – DesCartes® Scope and Sequence



Identifier	Nevada - Grade 12 - Computer and Technology	Introduced	Completed
12 CT 1	<b>PROBLEM SOLVING</b>		
12 CT 1.12.1	Analyze a variety of problem-solving approaches, which can be used and combined in seeking solutions.		
12 CT 1.12.2	Develop and implement a design/problem-solving method based on a need or want.		
12 CT 2	<b>PRODUCTIVITY TOOLS</b>		
12 CT 2.12.1	Demonstrate advanced proficiency and accuracy in keyboarding skills.		
12 CT 2.12.2	Create a multipage document in conjunction with other tools that demonstrate the ability to type, format, edit, and print.		
12 CT 2.12.3	Create a database, define fields, enter data for multiple records, and print reports based on sort and query. Interpret report based on data.		
12 CT 2.12.4	Generate a spreadsheet including labels, values, formulas, and functions; create a chart to visually represent data. Analyze the significance of the data. Print a spreadsheet showing formulas.		
12 CT 2.12.5	Create and present a multipage, multimedia presentation incorporating three or more of the following: text, graphics, sound, animation, digital video, or linking. Analyze and critique a multimedia presentation.		
12 CT 2.12.7	Locate and evaluate sources of distance learning, telecommuting, and teleconferencing and analyze the uses of these electronic communications.		
12 CT 3	<b>RESEARCH TOOLS</b>		
12 CT 3.12.1	Independently identify a research topic or state a problem that clearly identifies its elements, its scope, and the expected outcomes using technology tools.		
12 CT 3.12.2	Generate a list of keywords for a research topic or problem with qualifying modifiers and conduct a search of electronic-based sources.		
12 CT 3.12.3	Utilizing different search strategies, conduct research using hyperlinks to select information for a specific topic or problem.		
12 CT 3.12.4	Organize information logically for presentation or decision making.		
12 CT 3.12.5	Compare and contrast collected information to validate its reliability, authenticity, and timeliness.		
12 CT 3.12.6	Demonstrate the ability to document all sources using an accepted standard citation format.		
12 CT 3.12.7	Given a rubric, evaluate the research process and its outcome.		
12 CT 4	<b>TOOLS AND PROCESSES</b>		
12 CT 4.12.1	Analyze how the development of new tools, materials, and processes is necessary to maintain and improve high productivity and quality.		
12 CT 4.12.2	Use tools to design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, and have value greater than the investment of time, energy, effort, and other resources.		
12 CT 4.12.3	Evaluate the available tools and select the appropriate tool and process that would safely accomplish the task.		
12 CT 4.12.4	Evaluate and then correct nonfunctioning technology system/subsystem areas needed to accomplish required tasks.		
12 CT 5	<b>SYSTEMS</b>		
12 CT 5.12.1	Interpret the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires.		
12 CT 5.12.2	Demonstrate how systems are planned, organized, designed, built, and controlled.		
12 CT 5.12.3	Evaluate systems model(s) including the stages of input, processes, output, feedback, and consequences.		
12 CT 6	<b>IMPLICATIONS ON SOCIETY</b>		
12 CT 6.12.1	Analyze the impact of new and improved products and services on the quality of life.		
12 CT 6.12.2	Analyze how the effects of a given technology may be unacceptable under a certain set of circumstances, but acceptable under another set of circumstances.		
12 CT 6.12.3	Research and select a career choice, develop a career plan, and select the courses/program for entry-level skills (e.g., career information system).		
12 CT 6.12.4	Analyze significant events, inventions, and discoveries in the history of technology and their effects on beliefs, attitudes, and behavior in business, society, or culture.		

Identifier	Nevada - Grade 12 - Health	Introduced	Completed
12 H			
12 H 1.12.1	Assess the impact of personal history, health care choices, and the aging process on individual health.		
12 H 1.12.2	Examine the health implications of the aging process.		
12 H 1.12.3	Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.		
12 H 1.12.4	Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.		
12 H 1.12.5	Identify hazardous conditions and develop appropriate intervention strategies.		
12 H 1.12.6	Analyze how research and medical advances influence the prevention and control of disease.		
12 H 1.12.7	Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.		
12 H 1.12.8	Analyze how the environment influences the health of the community.		
12 H 2.12.1	Analyze health promotion and disease prevention efforts.		
12 H 2.12.2	Critique sources of health information for accuracy.		
12 H 3.12.1	Create a school-wide plan providing for individual security and safety utilizing school and community resources.		
12 H 3.12.2	Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.		
12 H 3.12.3	Apply injury prevention and management strategies to improve and maintain personal, family, and community health.		
12 H 3.12.4	Compare and contrast stress management techniques.		
12 H 4.12.1	Evaluate cultural similarities and differences and effects on health.		
12 H 4.12.2	Explore how technology is used to enhance health.		
12 H 4.12.3	Assess the impact of promotion and distribution of products and services on consumer health.		
12 H 5.12.1	Utilize skills for communicating effectively.		
12 H 5.12.2	Analyze a school plan for conflict management.		
12 H 6.12.1	Formulate an effective plan for lifelong health enhancement.		
12 H 6.12.2	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.		
12 H 6.12.3	Utilize the decision-making process to address complex community health issues.		
12 H 7.12.1A	Identify the methods for being a responsible voice for self and others when promoting health practices in the community.		
12 H 7.12.1B	Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.		

Identifier	Nevada - Grade 12 - Music	Introduced	Completed
12 Mus 1	<b>SINGING</b>		
12 Mus 1.12.1	Perform with technical accuracy and good breath control throughout their singing ranges.		
12 Mus 1.12.2	Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.		
12 Mus 1.12.3	Perform choral literature written in three/four parts with and without accompaniment.		
12 Mus 1.12.5	Perform music representing diverse genres and styles.		
12 Mus 2	<b>PLAYING INSTRUMENTS</b>		
12 Mus 2.12.1	Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.		
12 Mus 2.12.2	Play in small and large ensembles demonstrating advanced ensemble technique.		
12 Mus 2.12.3	Perform contrapuntal ensemble literature.		
12 Mus 2.12.4	Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.		
12 Mus 3	<b>IMPROVISATION</b>		
12 Mus 3.12.1	Improvise complex melodies in a given key.		
12 Mus 3.12.2	Improvise stylistically appropriate harmonies (e.g., 12-bar blues).		
12 Mus 3.12.3	Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.		
12 Mus 4	<b>WRITING</b>		
12 Mus 4.12.2	Compose music in several distinct styles using the elements of music.		
12 Mus 4.12.3	Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.		
12 Mus 5	<b>READING</b>		
12 Mus 5.12.1	Read complex rhythms in all meters within the context of the repertoire.		
12 Mus 5.12.2	Read complex melodies within the context of the repertoire.		
12 Mus 5.12.3	Apply standard and nonstandard music symbols within the context of the repertoire.		
12 Mus 5.12.4	Sight read in parts with technical accuracy and expression.		
12 Mus 5.12.5	Notate musical phrases using standard and nonstandard symbols (e.g., used by some 20th century composers).		
12 Mus 6	<b>LISTENING</b>		
12 Mus 6.12.1	Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.		
12 Mus 6.12.2	Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.		
12 Mus 7	<b>EVALUATION</b>		
12 Mus 7.12.1	Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.		
12 Mus 7.12.2	Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.		
12 Mus 8	<b>APPLICATION TO LIFE</b>		
12 Mus 8.12.1	Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g., emotion, intensity).		
12 Mus 8.12.2	Analyze concepts common to music and other disciplines outside the arts (e.g., conflict resolution: English - "Romeo and Juliet"; History - The Civil War; Science - chemical reactions; Music - tension and release).		
12 Mus 9	<b>CULTURAL AND HISTORICAL CONNECTIONS</b>		
12 Mus 9.12.1	Classify music examples by style, historical periods, American musical history, and world cultures.		
12 Mus 9.12.2	Describe various roles that musicians play and cite the achievements of representative individuals.		

Identifier	Nevada - Grade 12 - Physical Education	Introduced	Completed
12 PE			
12 PE 1.12.1	Apply appropriate vocabulary to coordinate a class or school-wide activity (i.e., round robin tournament).		
12 PE 1.12.2	Integrate discipline-specific knowledge to new physical activities.		
12 PE 1.12.3	Analyze personal performance and apply results for improvement (i.e., lower target heart rate).		
12 PE 1.12.4	Analyze and compare health and fitness benefits derived from various physical activities.		
12 PE 2.12.2	Demonstrate proficiency in at least three movement forms in two or more sports.		
12 PE 2.12.3	Apply scientific principles to weight transfer and balance movements.		
12 PE 3.12.1A	Identify and demonstrate complex combinations of steps and patterns from different theatrical styles and/or traditional styles of dance.		
12 PE 3.12.1B	Observe and analyze the action and qualities of movement in dances using appropriate dance vocabulary.		
12 PE 3.12.4	Demonstrate rhythmic acuity.		
12 PE 3.12.5	Perform traditional and/or theatrical style dances of different time periods or cultures and compare and contrast steps and movement styles.		
12 PE 4.12.1	Refine health-related fitness goals as defined by a formal guideline.		
12 PE 4.12.2	Independently engage in physical activity that addresses fitness and wellness throughout life.		
12 PE 4.12.3	Analyze a personal healthy lifestyle independent of teacher intervention.		
12 PE 4.12.4	Evaluate physical activity for injury potential.		
12 PE 5.12.1	Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.		
12 PE 5.12.2	Accept leadership responsibility in a group setting.		
12 PE 5.12.3	Evaluate the role of physical activity in a diverse society (i.e., skill level, gender, race, and disability).		

Identifier	Nevada - Grade 12 - Theater	Introduced	Completed
12 Th			
12 Th 1.12.1	Write a script in proper format for stage, television, film, or electronic media using historical or cultural research as a basis for the script.		
12 Th 1.12.2	Create a theatrical performance by conducting auditions, casting characters, directing scenes, and conducting production meetings.		
12 Th 1.12.3	Explain and demonstrate knowledge of varied responsibilities of technical personnel involved in television, theater, film, or electronic media production.		
12 Th 1.12.4	Develop an aesthetically unified production for theater, film, television, or electronic media.		
12 Th 1.12.5	Create a variety of materials for a media campaign for theater, film, television, or electronic media.		
12 Th 1.12.6	Work collaboratively and safely to design and/or construct a variety of scenic devices (e.g., scenic drops).		
12 Th 1.12.7	Justify choices of costumes, make-up, and props as they relate to the interpretation of a production.		
12 Th 1.12.8	Describe and demonstrate different lighting and sound techniques and equipment for film, stage, television, or electronic media.		
12 Th 1.12.9	Design and/or use a light and/or sound plot for film, stage, television, or electronic media.		
12 Th 2.12.1	Analyze and describe the physical, emotional, and social dimensions of characters found in a variety of text.		
12 Th 2.12.2	Identify, examine, and demonstrate various classical and contemporary acting techniques and methods.		
12 Th 2.12.3	Create and sustain a character within an ensemble for stage, film, television, or electronic media.		
12 Th 3.12.1	Critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.		
12 Th 3.12.2	Justify personal aesthetic criteria for critiquing a dramatized performance.		
12 Th 3.12.3	Compare and contrast classical and contemporary dramas and comedies in various media.		
12 Th 4.12.1	Compare and contrast the ways in which universal themes and archetypes in dramatized events are expressed in another culture and another historical period.		
12 Th 4.12.2	Analyze methods of conflict resolution among characters.		
12 Th 5.12.1	Analyze the ways in which common themes or stories are interpreted in works from the four arts areas.		
12 Th 5.12.2	Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.		
12 Th 5.12.3	Evaluate different ways technology is used to enhance theater, film, and television.		

Identifier	Nevada - Grade 12 - Visual Arts	Introduced	Completed
12 VA 1	<b>KNOWLEDGE</b>		
12 VA 1.12.1	Justify application of media, techniques, and processes in one's own work.		
12 VA 1.12.2	Evaluate responses to one's own work and apply findings to subsequent works of art.		
12 VA 1.12.3	Create works of art that demonstrate an understanding of a variety of media, tools, techniques, and processes (e.g., traditional and emerging technologies).		
12 VA 2	<b>APPLICATION</b>		
12 VA 2.12.1	Defend an interpretation of visual characteristics in works of art.		
12 VA 2.12.2	Defend interpretations of purposes and/or functions in art.		
12 VA 2.12.3	Analyze the effectiveness of and relationships among visual characteristics, purposes, and/or functions in works of art.		
12 VA 2.12.4	Create artworks that manipulate visual characteristics to convey complex ideas.		
12 VA 3	<b>CONTENT</b>		
12 VA 3.12.1	Evaluate the significance of specific subject matter, symbols, and ideas in works of art.		
12 VA 3.12.2	Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.		
12 VA 3.12.3	Evaluate and defend the validity of sources and the manner in which subject matter, symbols, and ideas are used in artworks.		
12 VA 4	<b>CONTEXT</b>		
12 VA 4.12.1	Analyze and interpret artworks from various cultures and times regarding context and purposes.		
12 VA 4.12.2	Analyze characteristics and interpret meaning of art from various times, cultures, and places.		
12 VA 4.12.3	Analyze their own artwork in relation to historical, aesthetic, and cultural influences.		
12 VA 5	<b>INTERPRETATION</b>		
12 VA 5.12.1	Evaluate artwork based on various characteristics such as themes, styles, purposes, and subject matter.		
12 VA 5.12.2	Establish criteria and use them to assess merits of artwork.		
12 VA 5.12.3	Examine and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.		
12 VA 5.12.4	Develop a personal aesthetic position and defend its degree of success when applied to works of art.		
12 VA 6	<b>CROSS-CURRICULAR</b>		
12 VA 6.12.1	Analyze how ideas, issues, and themes of a particular period manifest themselves in the visual arts and make parallel connections with other disciplines.		
12 VA 6.12.2	Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines.		
12 VA 6.12.3	Create works of art that reflect the research of multiple disciplines.		

Identifier	Nevada - Grade 12 - Language Arts/Reading	Introduced	Completed
	<b>READING</b>		
12 ELA 1.12.3	Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.		
12 ELA 1.12.4	Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.		
12 ELA 1.12.5	Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.		
12 ELA 2.12.1	Refine prereading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.		
12 ELA 2.12.2	Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.		
12 ELA 2.12.3	Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.		
12 ELA 3.12.1	Analyze characters, plots, setting, themes, and points of view in any given piece of literature.		
12 ELA 3.12.2	Make inferences supported by the text regarding characters, plots, settings, and themes.		
12 ELA 3.12.3	Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature.		
12 ELA 3.12.4	Use textual evidence to analyze the theme or meaning of a selection.		
12 ELA 3.12.5	Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.		
12 ELA 3.12.6	Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.		
12 ELA 3.12.7	Analyze the effects of an author's choice of literary form.		
12 ELA 4.12.1; 4.12.2	Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.		
12 ELA 4.12.3	Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.		
12 ELA 4.12.4	Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts.		
12 ELA 4.12.5	Analyze how historical and cultural contexts influence the content and validity of informational texts.		
12 ELA 4.12.6	Read and apply multistep directions to perform complex procedures and tasks.		
	<b>WRITING</b>		
12 ELA 5.12.1	Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.		
12 ELA 5.12.2	Produce subject-specific technical writing, such as instructions for a shop project or field reports for science.		
12 ELA 5.12.3	Write reflective texts that draw comparisons between specific incidents and broader themes.		
12 ELA 5.12.4	Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.		
12 ELA 5.12.5	Write summaries or abstracts that distill large amounts of information into clear, concise prose.		
12 ELA 5.12.6	Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.		
12 ELA 6.12.1	Generate ideas for writing by selecting appropriate prewriting strategies with attention to audience, purpose, and personal style.		
12 ELA 6.12.2	Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose.		
12 ELA 6.12.3	Write compositions that present complex ideas in a sustained and compelling manner.		
12 ELA 6.12.4	Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.		
12 ELA 6.12.5	Edit for use of standard English.		
12 ELA 6.12.7	Share final drafts with a designated audience.		
12 ELA 7.12.1	Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.		
12 ELA 7.12.2	Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.		
12 ELA 7.12.3	Use rules of punctuation; manipulate conventions for emphasis in writing.		
12 ELA 7.12.4	Use rules of capitalization.		
12 ELA 7.12.5	Demonstrate conventional spelling.		
	<b>LISTENING AND SPEAKING</b>		
12 ELA 8.12.1	Summarize and evaluate communications that inform, persuade, and entertain.		
12 ELA 8.12.2	Create and apply criteria for evaluating content and delivery of oral and multimedia presentations.		
12 ELA 8.12.3	Analyze the effects of language and dialect on audience response.		
12 ELA 9.12.1	Use specific and varied vocabulary and apply standard English to communicate ideas.		
12 ELA 9.12.2	Make formal oral or multimedia presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.		
12 ELA 9.12.3	Organize and deliver planned, extemporaneous, and impromptu presentations that address a topic and engage the audience.		

Identifier	Nevada - Grade 12 - Language Arts/Reading	Introduced	Completed
12 ELA 9.12.4	Read aloud or recite literary, dramatic, and original works.		
12 ELA 10.12.1	Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.		
12 ELA 10.12.2	Negotiate to arrive at consensus by proposing and examining possible options.		
12 ELA 10.12.3	Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.		
12 ELA 10.12.4	Justify a position using logic and refuting opposing viewpoints.		
	<b>RESEARCH</b>		
12 ELA 11.12.1	Formulate cross-curricular research questions and use an appropriate research design to gather information.		
12 ELA 11.12.2	Evaluate possible sources of information for credibility and usefulness.		
12 ELA 11.12.3	Cite sources of information using a standard method of documentation.		
12 ELA 11.12.5	Organize and present research findings using appropriate media.		



Identifier	Lander - Grade 12 - Language Arts/Reading	Introduced	Completed
12ELA1	<b>WORD KNOWLEDGE</b>		
12ELA1.1	Manipulate words and word parts for the purpose of using words appropriately in context		
12ELA1.2	Use context clues to determine word meaning		
12ELA1.3	Apply knowledge of syntax and literary allusions to understand word meaning		
12ELA2	<b>THE READING PROCESS</b>		
12ELA2.1	Apply reading process skills and strategies to aid comprehension		
12ELA2.2	Evaluate main ideas and supporting details		
12ELA2.3	Make inferences and draw conclusions based on textual evidence		
12ELA2.4	Make predictions		
12ELA2.5	Interpret non-literal language		
12ELA3	<b>GRAMMAR, USAGE, AND MECHANICS</b>		
12ELA3.1	Write using standard English grammar, usage, and mechanics		
12ELA3.2	Write sentences that demonstrate variety, interest, and emphasis		
12ELA3.3	Revise and edit for errors in syntax, usage, and mechanics		
12ELA3.4	Polish individual writing style by avoiding errors such as unclear pronoun reference, unnecessary shifts in verb tense, misplaced modifiers, wordiness, lack of parallelism, and misused words and idioms		
12ELA3.5	Use effective transitions in writing		
12ELA4	<b>COMPOSITION</b>		
12ELA4.1	Apply the five stages of the writing process		
12ELA4.2	Write with clarity and express ideas concisely		
12ELA4.3	Write various forms of technical and business communication		
12ELA4.4	Write various forms of personal communication		
12ELA4.5	Write for a variety of purposes and audiences		
12ELA4.6	Write compositions that support a thesis with sufficient meaningful details and an effective conclusion		
12ELA4.7	Write persuasive, expository, narrative, and descriptive compositions		
12ELA4.8	Paraphrase, summarize, and synthesize information in writing		
12ELA4.9	Write a research paper citing sources according to a given format		
12ELA5	<b>LITERATURE/INFORMATIONAL TEXT</b>		
12ELA5.1	Read, respond to, and analyze contemporary and classic fiction, nonfiction, drama, and poetry		
12ELA5.2	Analyze the elements of various types of literature		
12ELA5.3	Recognize and interpret poetic and literary devices		
12ELA5.4	Identify author's purpose or viewpoint		
12ELA5.5	Analyze the use of text features and rhetorical strategies in primary source documents		
12ELA5.6	Synthesize multiple primary and secondary sources to support positions		
12ELA6	<b>COMMUNICATION/STUDY SKILLS</b>		
12ELA6.1	Apply standard English to communicate		
12ELA6.2	Employ appropriate speaking and listening techniques in a variety of formal and informal speaking situations		
12ELA6.3	Coherently and concisely defend responses and opinions in a discussion		
12ELA6.4	Design and apply criteria for giving constructive feedback		
12ELA6.5	Participate as a member of a team to solve problems, find solutions, and work toward consensus		
12ELA6.6	Apply effective reading strategies, study habits, and test-taking skills		
12ELA6.7	Take organized notes from lectures, texts, and various media		
12ELA6.8	Summarize and evaluate communications that inform, persuade, and entertain		

Identifier	Nevada - Grade 12 - Mathematics	Introduced	Completed
12 M 1	<b>NUMBERS, NUMBER SENSE, AND COMPUTATION</b>		
12 M 1.12.1	Calculate and estimate sums, differences, products, quotients, powers, and roots using mental math, formulas, and algorithms.		
12 M 1.12.2	Apply the laws of exponents to perform operations on expressions with integral exponents and expressions in scientific notation.		
12 M 1.12.3	Apply the properties and theories of the real-number system to everyday situations.		
12 M 1.12.5	Perform simple operations on matrices.		
12 M 2	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>		
12 M 2.12.2	Represent and solve problems using discrete structures including graphs and matrices, with and without technology.		
12 M 2.12.3	Create and use different forms of a variety of equations, proportions, and/or formulas (e.g., $I = PRT$ or $R = I/PT$ ), solving for the needed variable as necessary in given situations.		
12 M 2.12.4	Add, subtract, multiply, and factor (1st and 2nd degree) polynomials, describing each step in the process and the connection between the algebraic process and the arithmetic process; use simple quadratic equations with integer roots to solve practical and mathematical problems.		
12 M 2.12.5	Model practical problems from everyday situations with a variety of models that includes matrices, translating among tabular, symbolic, and graphical representations of functions, with and without technology.		
12 M 2.12.6	Determine the domain and range of linear relations given a graph or a set of ordered pairs; explain their importance in problem-solving situations.		
12 M 2.12.7	Solve systems of two linear equations, both algebraically and graphically; use graphing calculators as a primary tool in solving these problems and to verify solutions found by other methods.		
12 M 3	<b>MEASUREMENT</b>		
12 M 3.12.1	Convert between customary and metric systems; convert among monetary systems.		
12 M 3.12.2	Select and use measurement tools, techniques, and formulas to calculate and compare rates, cost, distances, interest, temperatures, and weight/mass.		
12 M 3.12.3	Distinguish and differentiate among the structures, language, and uses of systems of measures (e.g., linear, square units, cubic units); justify and communicate the differences between accuracy, precision, error, and tolerance in measurement; describe how each of these can affect solutions found in problem situations.		
12 M 3.12.4	Use and interpret consumer data (e.g., amortization tables, tax tables, and compound-interest charts) to make informed financial decisions related to practical applications such as budget.		
12 M 3.12.5	Use relationships (e.g., proportions) and formulas (indirect measurement) to determine the measurement of unknown dimensions, angles, areas, and volumes to solve problems.		
12 M 4	<b>SPATIAL RELATIONSHIPS AND GEOMETRY</b>		
12 M 4.12.1	Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords, secants, and tangents) to solve practical problems.		
12 M 4.12.5	Use coordinate geometry to graph linear equations, determine slopes of lines, identify parallel and perpendicular lines, and find possible solutions to sets of equations; use algebraic techniques to solve problems determined by geometric relationships.		
12 M 4.12.6	Use complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal, and angles in polygons to solve practical problems.		
12 M 4.12.7	Apply the Pythagorean theorem, its converse, properties of special right triangles, and right-triangle trigonometry to solve practical problems.		
12 M 4.12.8	Use tools, technology, and models to sketch, draw, and construct geometric figures in order to solve problems and to demonstrate the properties of geometric figures.		
12 M 4.12.9	Construct, justify, and defend mathematical conclusions using logical, sequential, deductive reasoning supported by established mathematical principles.		
12 M 5	<b>DATA ANALYSIS</b>		
12 M 5.12.1	Use calculators and computers to create and manipulate tables, graphs, and matrices to communicate statistical information; use the shape of graphs of normal distributions to compare and analyze information.		
12 M 5.12.2	Design, conduct, analyze, and communicate the results of multistage probability experiments.		
12 M 5.12.3	Distinguish between and apply permutations and combinations using a variety of methods, including the fundamental counting principle.		
12 M 5.12.4	Select and use the measures of central tendency such as mean, median, mode, and variability including range, distribution, and possible outliers that are appropriate for given situations.		
12 M 5.12.5	Analyze the validity of statistical conclusions noting various sources of bias, misuse, and abuse of data caused by a wide variety of factors including choices of scale, probability versus odds, inappropriate uses of measures of central tendency, inaccurate curve fitting, and inappropriate uses of controls or sample groups.		
12 M 5.12.6	Design, construct, analyze, and select an appropriate type of graph to represent data to communicate the results of statistical experiments (e.g., write a survey question and analyze and communicate the findings).		
12 M 6	<b>PROBLEM SOLVING</b>		
12 M 6.12.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
12 M 6.12.2	Apply previous experience and knowledge to new problem-solving situations.		
12 M 6.12.5	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.		
12 M 6.12.6	Try more than one strategy when the first strategy proves to be unproductive.		
12 M 6.12.7	Apply multistep, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.		
12 M 6.12.9	Generalize solutions and strategies from earlier problems to new problem situations.		
12 M 6.12.10	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.		
12 M 6.12.11	Apply combinations of proven strategies and previous knowledge to solve nonroutine problems.		
12 M 6.12.13	Use technology, including calculators, to solve problems and verify solutions.		
12 M 6.12.14	Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.		
12 M 7	<b>MATHEMATICAL COMMUNICATION</b>		
12 M 7.12.1	Discuss and exchange ideas about mathematics as a part of learning.		
12 M 7.12.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
12 M 7.12.3	Read expository text to learn about mathematics.		
12 M 7.12.6	Interpret and solve word problems without the necessity of key words or phrases.		
12 M 7.12.9	Model and explain mathematical relationships using oral, written, graphical, and algebraic methods.		
12 M 7.12.10	Evaluate the effectiveness of written and oral presentations of mathematics.		
12 M 7.12.11	Make conjectures and present arguments in discussions of mathematical ideas.		

Identifier	Nevada - Grade 12 - Mathematics	Introduced	Completed
12 M 7.12.14	Explain and evaluate thinking about mathematical ideas and solutions based on the roles of definitions, properties, common rules, and symbols in solving problems.		
12 M 7.12.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
12 M 7.12.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
12 M 7.12.17	Use mathematical notation to communicate and explain mathematical situations.		
12 M 8	<b>MATHEMATICAL REASONING</b>		
12 M 8.12.3	Construct, justify, and defend mathematical conclusions, using logical arguments, in situations related to mathematics, science, and technology.		
12 M 8.12.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
12 M 8.12.5	Follow a logical argument and judge its validity.		
12 M 8.12.7	Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.		
12 M 8.12.8	Ask questions to reflect on, clarify, and extend thinking.		
12 M 8.12.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
12 M 8.12.10	Construct valid arguments; make and test conjectures about algebraic and geometric properties based on mathematical principles.		
12 M 8.12.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
12 M 9	<b>MATHEMATICAL CONNECTIONS</b>		
12 M 9.12.1	Link new concepts to prior knowledge.		
12 M 9.12.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
12 M 9.12.3	Use models to explain the relationship of concepts to procedures.		
12 M 9.12.4	Use the connections among mathematical topics to develop multiple approaches to problems.		
12 M 9.12.6	Use and analyze the connections between mathematics and other disciplines.		
12 M 9.12.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
12 M 9.12.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 12 - Mathematics	Introduced	Completed
12M1	<b>RELATIONS AND FUNCTIONS</b>		
12M1.1	Solve problems involving equations and inequalities using algebraic techniques		
12M1.2	Graph functions and their inverses		
12M1.3	Compare relationships among families of lines, and the effects of changing the parameters of an equation		
12M1.4	Solve and graph systems of equations and inequalities		
12M1.5	Create mathematical models including matrices to solve real-world problems		
12M1.6	Solve problems involving real and complex numbers: exponential and logarithmic equations, literal exponents, and radicals		
12M2	<b>GEOMETRY AND ALGEBRA CONNECTIONS</b>		
12M2.1	Solve real-world application problems using linear programming techniques		
12M2.2	Analyze the nature of roots		
12M2.3	Compare the effect of parameter changes on a graph		
12M2.4	Model and solve algebraic problems involving geometric properties		
12M2.5	Solve problems using finite and infinite series and sequences		
12M2.6	Develop the concept of a limit through converging and diverging series		
12M3	<b>DATA ANALYSIS, PROBABILITY, AND STATISTICS CONNECTIONS</b>		
12M3.1	Collect, organize, and analyze data using a variety of statistical techniques		
12M3.2	Interpret and predict events		
12M3.3	Solve real-world problems using technology		
12M4	<b>PROBLEM SOLVING</b>		
12M4.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
12M4.2	Apply previous experience and knowledge to new problem-solving situations		
12M4.3	Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation		
12M4.4	Try more than one strategy when the first strategy proves to be unproductive		
12M4.5	Generalize solutions and strategies from earlier problems to new problem situations		
12M4.6	Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable		
12M4.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
12M4.8	Use technology, including calculators, to investigate, define, and describe qualitative relationships such as patterns and functions		
12M4.9	Solve real-world problems using appropriate formulas, relations, and functions, and properties		
12M4.10	Solve real-world problems using direct and indirect methods		
12M4.11	Solve real-world problems using appropriate strategies and tools		
12M4.12	Generalize conclusions, make inferences, and justify reasonableness of mathematical problems		
12M5	<b>MATHEMATICAL COMMUNICATION</b>		
12M5.1	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
12M5.2	Identify and translate key words and phrases that imply mathematical operations		
12M5.3	Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats		
12M5.4	Explain and justify thinking about mathematical ideas and solutions		
12M5.5	Make conjectures and present arguments in discussions of mathematical ideas		
12M5.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
12M5.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
12M5.8	Use mathematical notation to communicate and explain mathematical situations		
12M6	<b>MATHEMATICAL REASONING</b>		
12M6.1	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
12M6.2	Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning		
12M6.3	Ask questions to reflect on, clarify, and extend thinking		
12M6.4	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
12M7	<b>MATHEMATICAL CONNECTIONS</b>		
12M7.1	Link new concepts to prior knowledge		
12M7.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
12M7.3	Use models to explain the relationship of concepts to procedures		
12M7.4	Identify practical applications of mathematical principles that can be applied to other disciplines		
12M7.5	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
12M7.6	Identify, explain, and use mathematics in everyday life		

Identifier	Nevada - Grade 12 - Social Studies		Introduced	Completed
12 SS C	<b>CIVICS</b>			
12 SS C 1.12.1	Rules and Law	Explain the concept of the rule of law in the establishment of the U.S. Constitution.		
12 SS C 1.12.2	Rules and Law	Explain the influence of social contract theory, natural rights philosophy, and republicanism in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution.		
12 SS C 1.12.3	Rules and Law	Describe the historic influences on early U.S. documents, such as Greek law, Magna Carta, and Iroquois League.		
12 SS C 1.12.4	Rules and Law	Analyze the role of citizen participation in U.S. civic life.		
12 SS C 1.12.5	Rules and Law	Identify and explain changes in the interpretation and application of the U.S. Constitution.		
12 SS C 2.12.1	US Government	Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.		
12 SS C 2.12.2	US Government	Describe the creation of laws through the legislative process.		
12 SS C 2.12.3	US Government	Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers.		
12 SS C 2.12.4	US Government	Describe the duties of the executive branch, including cabinet/departments, regulatory commissions, and White House staff.		
12 SS C 2.12.5	US Government	Describe the jurisdiction of the federal court system and the power of judicial review.		
12 SS C 2.12.6	US Government	Explain the importance of the jury process in a democratic society.		
12 SS C 2.12.7	US Government	Analyze the effectiveness of checks and balances in maintaining the equal division of power.		
12 SS C 3.12.1	National and State Government	Explain the U.S. Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers).		
12 SS C 3.12.2	National and State Government	Provide contemporary example of federalism.		
12 SS C 3.12.3	National and State Government	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.		
12 SS C 4.12.1	Political Process	Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the electoral college system in the election of the President.		
12 SS C 4.12.2	Political Process	Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.		
12 SS C 4.12.3	Political Process	Evaluate the significance of interest groups in the political process of a democratic society.		
12 SS C 4.12.4	Political Process	Analyze the role that television and other media play in the process of political persuasion.		
12 SS C 4.12.5	Political Process	Evaluate propaganda in both historic and current political communication.		
12 SS C 4.12.6	Political Process	Describe the process by which public policy is formed and carried out.		
12 SS C 5.12.1	Citizenship	Examine the rights of citizens and how these rights may be restricted.		
12 SS C 5.12.2	Citizenship	Examine the responsibilities of U.S. citizens.		
12 SS C 5.12.3	Citizenship	Explain symbols and documents of a nation and how they represent its identity.		
12 SS C 5.12.4	Citizenship	Describe the development of the Bill of Rights and provide a contemporary application.		
12 SS C 5.12.5	Citizenship	Analyze the United States Constitution and its amendments in protecting individual rights, including the 14th Amendment's provisions for due process and equal protection.		
12 SS C 5.12.6	Citizenship	Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.		
12 SS C 5.12.7	Citizenship	Describe the role of the United States Supreme Court as guardian of individual rights through the examination of landmark cases, including Brown v. Board of Education of Topeka, Gideon v. Wainwright, Miranda v. Arizona, and Tinker v. Des Moines Independent Community School District.		
12 SS C 6.12.1	State and Local Government	Explain the structure and function of state and local governments.		
12 SS C 6.12.2	State and Local Government	Describe the unique role of tribal governments within the United States.		
12 SS C 6.12.3	State and Local Government	Compare and contrast the structure of the Nevada and United States Constitutions.		
12 SS C 6.12.4	State and Local Government	Describe the differences between the local, state, and federal court systems.		
12 SS C 7.12.1	Political and Economic Systems	Summarize and evaluate the significant characteristics of the world's major political systems, including monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.		
12 SS C 7.12.2	Political and Economic Systems	Define and analyze the major economic systems of the world, including capitalism, mixed economy, socialism, and command economy.		
12 SS C 8.12.1	International Relations	Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.		
12 SS C 8.12.2	International Relations	Identify and analyze the effectiveness of U.S. foreign policy in dealing with international problems and concerns including diplomacy, economic policy, humanitarian aid, and military intervention.		
12 SS C 8.12.3	International Relations	Critique the role of international organizations, such as the United Nations and nongovernmental organizations, in world affairs.		
12 SS E	<b>ECONOMICS</b>			

Identifier	Nevada - Grade 12 - Social Studies		Introduced	Completed
12 SS E 1.12.1	Economic Way of Thinking	Explain why choices and their costs may differ across individuals and societies.		
12 SS E 1.12.2	Economic Way of Thinking	Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the choices made by consumers, producers, and savers.		
12 SS E 1.12.3	Economic Way of Thinking	Examine decisions made by individuals, businesses, and government by comparing the marginal benefits and marginal costs.		
12 SS E 1.12.4	Economic Way of Thinking	Give examples of and evaluate the effectiveness of incentive systems used by parents, teachers, and employers.		
12 SS E 2.12.1	Measuring US Economic Performance	Explain the difference between nominal GDP and real GDP.		
12 SS E 2.12.2	Measuring US Economic Performance	Using real GDP per capita as a measure of the standard of living, describe how living standards have changed over time.		
12 SS E 2.12.3	Measuring US Economic Performance	Using the change in real GDP, examine the U.S. economy over time, identifying recessions and high and low rates of growth.		
12 SS E 2.12.4	Measuring US Economic Performance	Using a price index to measure inflation, identify when the U.S. economy has experienced high and low rates of inflation and discuss their effects.		
12 SS E 2.12.5	Measuring US Economic Performance	Use various price indexes to determine how the prices of different types of goods and services have changed.		
12 SS E 2.12.6	Measuring US Economic Performance	Explain and give examples of the costs of unemployment to the economy as a whole (e.g., lost income, lost tax revenue, and additional welfare burdens).		
12 SS E 2.12.7	Measuring US Economic Performance	Compare the unemployment rates for groups of people who differ by age, gender, ethnic origin, occupation, and educational attainment.		
12 SS E 2.12.8	Measuring US Economic Performance	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing.		
12 SS E 2.12.9	Measuring US Economic Performance	Demonstrate knowledge of when interest rate levels have experienced relative highs and relative lows throughout U.S. history and discuss their effects.		
12 SS E 2.12.10	Measuring US Economic Performance	Characterize career paths according to the rates of growth and employment.		
12 SS E 2.12.11	Measuring US Economic Performance	Explain ways a high interest rate could be detrimental or beneficial.		
12 SS E 2.12.12	Measuring US Economic Performance	Evaluate saving and borrowing options in terms of interest and compare long- and short-term costs and benefits.		
12 SS E 3.12.1	Functioning of Markets	Demonstrate an understanding that all voluntary trade, by definition, benefits both parties.		
12 SS E 3.12.2	Functioning of Markets	Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services.		
12 SS E 3.12.3	Functioning of Markets	Use the concept of price elasticity to analyze how buyers and sellers might adjust their purchase and sales decisions in response to price changes.		
12 SS E 3.12.4	Functioning of Markets	Discuss the effects of price controls (price ceilings and price floors) (e.g., minimum wage, rent control).		
12 SS E 3.12.5	Functioning of Markets	Use supply and demand to explain how interest rates are determined.		
12 SS E 3.12.6	Functioning of Markets	Analyze and predict instances in which people pay high and low interest rates (e.g., car loans and credit cards).		
12 SS E 3.12.7	Functioning of Markets	Analyze family spending decisions, drawing conclusions about the desirability of making substitutions, given the relative prices of various substitutes.		
12 SS E 4.12.1	Private US Economic Institutions	Analyze the roles of financial institutions in creating credit.		
12 SS E 4.12.2	Private US Economic Institutions	Discuss how labor unions affect employees and employers.		
12 SS E 4.12.3	Private US Economic Institutions	Identify current or historical mergers, buyouts, and acquisitions.		
12 SS E 4.12.4	Private US Economic Institutions	Explain how the services of not-for-profit organizations impact other economic institutions.		
12 SS E 4.12.5	Private US Economic Institutions	Compare and contrast the services offered by financial institutions, evaluating their usefulness to borrowers and lenders.		
12 SS E 4.12.6	Private US Economic Institutions	Compare and contrast careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.		
12 SS E 5.12.1	Money	Explain the three functions of money: medium of exchange, store of value, unit of account.		
12 SS E 5.12.2	Money	Explain why the money supply increases when banks make loans.		
12 SS E 5.12.3	Money	Explain how the Federal Reserve influences bank loan activity using the reserve requirement, discount rate, and open market operations.		
12 SS E 5.12.4	Money	Describe the nation's current money supply measures, including M1 and M2.		
12 SS E 5.12.5	Money	Explain what a credit rating is and how it affects access to money.		
12 SS E 6.12.1	US Economy as a Whole	Compare the benefits and costs of allocating resources through markets or government.		
12 SS E 6.12.2	US Economy as a Whole	Discuss how an economy determines what goods and services will be produced, how they will be produced, and who will receive them.		
12 SS E 6.12.3	US Economy as a Whole	Analyze the potential production of goods and services for a nation as determined by its resources and technology.		
12 SS E 6.12.4	US Economy as a Whole	Use the multiplier concept to explain why an initial change in spending (by consumers, firms, or governments) can result in a larger change in national income.		

Identifier	Nevada - Grade 12 - Social Studies		Introduced	Completed
12 SS E 6.12.5	US Economy as a Whole	Make connections between the nation's unemployment rate and changes in seasons, changes in an industry, and changes in demographics.		
12 SS E 6.12.6	US Economy as a Whole	Explain how and why changes in product demand can affect the price of the product, which in turn can affect the wages paid to a worker.		
12 SS E 6.12.7	US Economy as a Whole	Assess the attractiveness of career paths of interest and how they might be affected by changes in the national economy.		
12 SS E 7.12.1	Evolving Economy	Describe the past, present, and future role of investment in enhancing economic growth and raising living standards.		
12 SS E 7.12.2	Evolving Economy	Identify the benefits and the costs of investing in new physical capital and human capital.		
12 SS E 7.12.3	Evolving Economy	Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies.		
12 SS E 7.12.4	Evolving Economy	Discuss how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits.		
12 SS E 7.12.5	Evolving Economy	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living.		
12 SS E 7.12.6	Evolving Economy	Discuss the pros and cons of specialization and interdependence.		
12 SS E 7.12.7	Evolving Economy	Explain why top performers in any field are specialists.		
12 SS E 8.12.1	Role of Government in a Market Economy	Explain why government provides public goods rather than allowing the market to provide them.		
12 SS E 8.12.2	Role of Government in a Market Economy	Explain why government intervenes in markets in response to externalities.		
12 SS E 8.12.3	Role of Government in a Market Economy	Discuss whether redistributing income is an appropriate role of government.		
12 SS E 8.12.4	Role of Government in a Market Economy	Demonstrate an understanding that government must define, establish, and enforce property rights in order for markets to function.		
12 SS E 8.12.5	Role of Government in a Market Economy	Explain why it is possible that a government decision may impose costs on many, but only benefit a few.		
12 SS E 8.12.6	Role of Government in a Market Economy	Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation).		
12 SS E 8.12.7	Role of Government in a Market Economy	Give examples of mandates that increase prices of goods and services in Nevada.		
12 SS E 9.12.1	International Economy	Analyze the pros and cons of foreign trade, comparing free trade with restricted trade.		
12 SS E 9.12.2	International Economy	Describe how foreign economic events can impact the U.S. economy.		
12 SS E 9.12.3	International Economy	Describe some characteristics of non-U.S. economies that affect international trade.		
12 SS E 9.12.4	International Economy	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries.		
12 SS E 9.12.5	International Economy	Draw conclusions about how the prices of goods you purchase would change if imports were restricted.		
12 SS E 9.12.6	International Economy	Discuss how potential career paths could be affected by changes in foreign demand for U.S. products.		
12 SS G	<b>GEOGRAPHY</b>			
12 SS GS.12.1	Geographic Skills	Plan and organize a geographic research project by asking appropriate geographic questions.		
12 SS GS.12.2	Geographic Skills	Locate and acquire a variety of primary and secondary information sources and assess the value of each.		
12 SS GS.12.3	Geographic Skills	Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		
12 SS GS.12.4	Geographic Skills	Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.		
12 SS GS.12.5	Geographic Skills	Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.		
12 SS G 1.12.1	World in Spatial Terms	Use a variety of complex maps to acquire geographic information (e.g., topographic, population, and land use).		
12 SS G 1.12.2	World in Spatial Terms	Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.		
12 SS G 1.12.3	World in Spatial Terms	Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.		
12 SS G 1.12.4	World in Spatial Terms	Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.		
12 SS G 1.12.5	World in Spatial Terms	Analyze maps for similarities and differences in purpose, accuracy, content, and design.		
12 SS G 1.12.6	World in Spatial Terms	Apply concepts and models of spatial organization to make decisions about geographic information.		
12 SS G 2.12.1	Places and Regions	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.		
12 SS G 2.12.2	Places and Regions	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.		
12 SS G 2.12.3	Places and Regions	Compare and contrast the characteristics of places and regions from different points of view.		
12 SS G 2.12.4	Places and Regions	Determine how technology affects the way cultural groups perceive and use places and regions.		

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12 SS G 2.12.5	Places and Regions	Analyze selected historical issues and questions using the geographic concept of regions.		
12 SS G 2.12.6	Places and Regions	Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.		
12 SS G 2.12.7	Places and Regions	Apply the concept of region to organize and study a geographic issue.		
12 SS G 3.12.1	Physical Systems	Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the U.S. and the world.		
12 SS G 3.12.2	Physical Systems	Describe the causes and consequences of natural hazards that shape features and patterns on Earth.		
12 SS G 3.12.3	Physical Systems	Analyze the effects of physical and human forces on interdependence within ecosystems.		
12 SS G 3.12.4	Physical Systems	Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface.		
12 SS G 3.12.5	Physical Systems	Propose solutions to environmental problems using the concept of ecosystems.		
12 SS G 4.12.1	Human Systems	Analyze demographic trends in world population.		
12 SS G 4.12.2	Human Systems	Evaluate the impact of migration and settlement on physical and human systems.		
12 SS G 4.12.3	Human Systems	Analyze how history has been affected by the movement of people, goods, and ideas.		
12 SS G 4.12.4	Human Systems	Compare the characteristics and patterns of migration and settlement in developing and developed countries.		
12 SS G 4.12.5	Human Systems	Analyze how location and distance connect and influence economic systems at local, national, and international levels.		
12 SS G 4.12.6	Human Systems	Analyze and evaluate international economic issues from a spatial perspective.		
12 SS G 4.12.7	Human Systems	Relate the level of economic development to the quality of life in developing and developed countries.		
12 SS G 4.12.8	Human Systems	Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.		
12 SS G 4.12.9	Human Systems	Analyze how different cultures, points of view, and self-interests influence conflict and cooperation over territory and resources.		
12 SS G 4.12.10	Human Systems	Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.		
12 SS G 5.12.1	Environment and Society	Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.		
12 SS G 5.12.2	Environment and Society	Evaluate strategies to respond to constraints placed on human systems by the physical environment.		
12 SS G 5.12.3	Environment and Society	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.		
12 SS G 5.12.4	Environment and Society	Develop possible responses to changes caused by human modification of the physical environment.		
12 SS G 5.12.5	Environment and Society	Analyze human perception of and response to natural hazards.		
12 SS G 5.12.6	Environment and Society	Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.		
12 SS G 5.12.7	Environment and Society	Develop policies for the use and management of Earth's resources that consider the various interests involved.		
12 SS G 6.12.1	Geographic Applications	Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.		
12 SS G 6.12.2	Geographic Applications	Relate current events to the physical features and human characteristics of places and regions.		
12 SS G 6.12.3	Geographic Applications	Evaluate a contemporary issue using geographic knowledge, skills, and perspectives.		
12 SS G 6.12.4	Geographic Applications	Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.		
12 SS H	<b>HISTORY</b>			
12 SS H 1.12.1	Chronology	Analyze and develop a position on a current event.		
12 SS H 1.12.2	Chronology	Explain the sequence and relationship of events on tiered time lines.		
12 SS H 2.12.1	History Skills	Frame and evaluate historical questions from multiple viewpoints.		
12 SS H 2.12.2	History Skills	Integrate, analyze, and organize historical information from a variety of sources.		
12 SS H 2.12.3	History Skills	Analyze and interpret historical content from informational tools, including charts, diagrams, graphs, maps, political cartoons, photographs, and tables.		
12 SS H 3.12.1	Prehistory to 400 CE	Identify and describe the characteristics of preagricultural societies.		
12 SS H 3.12.2	Prehistory to 400 CE	Describe technological innovations of early agricultural societies, including development of agriculture, domestication of animals, and development of permanent communities.		
12 SS H 3.12.3	Prehistory to 400 CE	Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.		
12 SS H 3.12.4	Prehistory to 400 CE	Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.		



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12 SS H 4.12.1	1 CE to 1400	Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.		
12 SS H 4.12.2	1 CE to 1400	Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including contributions, geography, political systems, religion, and social structure.		
12 SS H 4.12.3	1 CE to 1400	Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.		
12 SS H 4.12.4	1 CE to 1400	Describe the characteristics of European feudalism.		
12 SS H 4.12.5	1 CE to 1400	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions.		
12 SS H 5.12.1	1200 to 1750	Examine the impact of technological, mathematical, and artistic developments of the Renaissance.		
12 SS H 5.12.2	1200 to 1750	Explain the development of European hereditary monarchies and their effects on centralized government, commerce and trade, and religion.		
12 SS H 5.12.3	1200 to 1750	Explain the causes of the Reformation and its effects in Europe and the Americas.		
12 SS H 5.12.4	1200 to 1750	Identify the influence of the Enlightenment on the Western world, including fine arts, government, literature, philosophy, and science.		
12 SS H 5.12.6	1200 to 1750	Compare common elements of Native North American societies, including communication, economic systems, housing, political systems, social systems, and traditions.		
12 SS H 5.12.7	1200 to 1750	Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration.		
12 SS H 5.12.8	1200 to 1750	Analyze interactions among Native Americans, Europeans, and Africans.		
12 SS H 5.12.9	1200 to 1750	Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions.		
12 SS H 5.12.10	1200 to 1750	Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.		
12 SS H 5.12.11	1200 to 1750	Compare and contrast life in the New England, Middle, and Southern colonies.		
12 SS H 5.12.12	1200 to 1750	Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.		
12 SS H 5.12.13	1200 to 1750	Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations.		
12 SS H 5.12.14	1200 to 1750	Describe how Islamic empires were a link between Africa, Europe, and Asia.		
12 SS H 6.12.1	1700 to 1865	Explain the causes and results of the Industrial Revolution.		
12 SS H 6.12.2	1700 to 1865	Describe the causes and effects of wars with Europeans, including the French and Indian War.		
12 SS H 6.12.3	1700 to 1865	Explain the political and economic causes and effects of the American Revolution.		
12 SS H 6.12.4	1700 to 1865	Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States.		
12 SS H 6.12.5	1700 to 1865	Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans.		
12 SS H 6.12.6	1700 to 1865	Explain the issues of the Confederation period, including war debts and finance, western land, trade, and taxation.		
12 SS H 6.12.7	1700 to 1865	Describe the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.		
12 SS H 6.12.8	1700 to 1865	Describe the issues involved in the ratification of the Constitution, including main ideas of the Federalist Papers, main ideas of the Anti-Federalists, and the Bill of Rights.		
12 SS H 6.12.9	1700 to 1865	Describe the influence of the American Revolution on Europe and the Americas.		
12 SS H 6.12.10	1700 to 1865	Discuss the political events, people, and ideas that influenced European politics, including Napoleon, Metternich, Marx, and Congress of Vienna.		
12 SS H 6.12.11	1700 to 1865	Describe achievements in European fine arts and literature.		
12 SS H 6.12.12	1700 to 1865	Describe the rise of national economies, the emergence of capitalism, and the free market economy.		
12 SS H 6.12.13	1700 to 1865	Explain issues, events, and the roles of key people related to the development of United States political institutions, including Washington's administration, the Marshall Court, judicial review, extension of suffrage, and political parties.		
12 SS H 6.12.14	1700 to 1865	Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts; territorial, trade, and shipping issues with Great Britain; War of 1812; the creation of a national transportation system; Monroe Doctrine; and growth and impact of immigration.		
12 SS H 6.12.15	1700 to 1865	Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including education reform, prison and mental health reform, religious revival, Utopian movement, and women's rights.		
12 SS H 6.12.16	1700 to 1865	Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including Stephen Foster, Nathaniel Hawthorne, Hudson River School of Art, and Henry David Thoreau.		
12 SS H 6.12.17	1700 to 1865	Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including Louisiana Purchase, removal of the Eastern tribes, Oregon and California Trails, Mexican War and Mexican War acquisitions, California gold rush, and Homestead Act.		

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12 SS H 6.12.20	1700 to 1865	Explain abolitionism and describe the importance of abolitionists and slave revolts, including John Brown, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, and Nat Turner.		
12 SS H 6.12.21	1700 to 1865	Describe the causes, key people, events, and outcome of the Civil War, including states' rights and slavery; election of 1860; Frederick Douglass/African American troops; President Lincoln; Emancipation Proclamation; Antietam, Vicksburg, and Gettysburg; Gettysburg Address; and Generals Grant and Lee.		
12 SS H 7.12.1	1860 to 1920	Summarize the successes and failures of the Reconstruction period.		
12 SS H 7.12.2	1860 to 1920	Describe the key people and significant issues concerning African American rights, including Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow Laws, Plessy v. Ferguson, W.E.B. DuBois and the NAACP, and Ida B. Wells and the NACW.		
12 SS H 7.12.3	1860 to 1920	Describe federal policy toward Native Americans including Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, Indian Citizenship Act of 1924, Plains Wars, and reservation system.		
12 SS H 7.12.5	1860 to 1920	Describe the role of farming, railroads, and mining in the settlement of the West.		
12 SS H 7.12.6	1860 to 1920	Describe the causes, issues, and effects of the Populist Movement.		
12 SS H 7.12.7	1860 to 1920	Describe the effect of industrial technology innovations and urbanization on United States social and economic development.		
12 SS H 7.12.8	1860 to 1920	Describe the development of corporate capitalism, including J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.		
12 SS H 7.12.9	1860 to 1920	Explain the motivations for groups coming to the United States and describe their contributions to United States society.		
12 SS H 7.12.10	1860 to 1920	Describe nativism and explain the response to immigration into the United States.		
12 SS H 7.12.11	1860 to 1920	Explain the origins and issues involved in the labor movement.		
12 SS H 7.12.12	1860 to 1920	Describe the development and impact of the Progressive Movement, including government reform, Prohibition, and "trust busting."		
12 SS H 7.12.13	1860 to 1920	Describe the development of the women's suffrage movement and the passage of the 19th Amendment.		
12 SS H 7.12.14	1860 to 1920	Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including Alaska, Hawaii, Open Door Policy, Spanish-American War, Panama Canal, T. Roosevelt's foreign policy, and Dollar Diplomacy.		
12 SS H 7.12.15	1860 to 1920	Explain the causes and effects of the Mexican Revolution of 1911.		
12 SS H 7.12.16	1860 to 1920	Discuss the causes, characteristics, and consequences of European and Japanese expansion.		
12 SS H 7.12.17	1860 to 1920	Describe the causes, course, character, and effects of World War I, including imperialism, arms race and alliances, nationalism, weapons/tactics, Fourteen Points, and Treaty of Versailles.		
12 SS H 7.12.18	1860 to 1920	Describe the causes and effects of the Russian Revolution, including Romanovs, Lenin, Bolsheviks, and Russian Civil War.		
12 SS H 7.12.20	1860 to 1920	Explain how fine arts, literature, and leisure activities were a reflection of the time.		
12 SS H 8.12.1	1920 to 1945	Describe the rise of totalitarian societies in Europe, Asia, and Latin America.		
12 SS H 8.12.2	1920 to 1945	Discuss the effects on society of new technologies of this era, including communication, transportation, and manufacturing.		
12 SS H 8.12.3	1920 to 1945	Describe social tensions in the postwar era, including radical politics, immigration restrictions, religious fundamentalism, and racism.		
12 SS H 8.12.4	1920 to 1945	Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society.		
12 SS H 8.12.5	1920 to 1945	Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions.		
12 SS H 8.12.6	1920 to 1945	Describe the causes, course, character, and effects of World War II, including legacy of World War I; campaigns and strategies; atomic bomb; significant military, political, and scientific leaders; the Big Four; United Nations; United States changing world status; and war crimes trials.		
12 SS H 8.12.7	1920 to 1945	Describe the causes, course, and effects of the Holocaust, including "Aryan supremacy," Nuremberg Laws, Kristallnacht, "Final Solution," concentration and death camps, and creation of Israel.		
12 SS H 8.12.8	1920 to 1945	Explain the effects of World War II on the home front in the United States, including internment camps, technologies, economic developments, propaganda, women/minority contributions, and GI Bill.		
12 SS H 9.12.1	1945 to 1990	Describe the causes and effects of the Cold War, including Europe (Marshall Plan, Berlin, and NATO), Middle East (Egypt, Israel, and Afghanistan), Asia (Japan, China, Korea, and Vietnam), and the Americas (Cuba and the United States).		
12 SS H 9.12.2	1945 to 1990	Describe the effects of the Cold War on the United States, including arms race and nuclear testing, McCarthyism, space race, and Cuban Missile Crisis.		
12 SS H 9.12.3	1945 to 1990	Describe the cause, course, and character of the Korean War, including United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, and 38th Parallel.		
12 SS H 9.12.4	1945 to 1990	Explain how and why African and Asian peoples achieved independence from colonial rule.		
12 SS H 9.12.5	1945 to 1990	Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.		

Identifier	Nevada - Grade 12 - Social Studies		Introduced	Completed
12 SS H 9.12.6	1945 to 1990	Describe the causes and effects of changing demographics and developing suburbanization in the United States.		
12 SS H 9.12.8	1945 to 1990	Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, Americans with Disabilities Act, and Civil Rights Act of 1964.		
12 SS H 9.12.9	1945 to 1990	Describe the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Dien Bien Phu, Ngo Dinh Diem, Gulf of Tonkin Resolution, draft and lottery, Tet Offensive, antiwar movement, Paris Peace Accord, and POWs and MIAs.		
12 SS H 9.12.10	1945 to 1990	Describe the changes in United States political culture, including the role of the media, the role of women and minorities, Watergate, Iranian hostage crisis, Iran-Contra affair, and Grenada and Panama.		
12 SS H 9.12.11	1945 to 1990	Describe how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, "Star Wars," solidarity, and glasnost.		
12 SS H 9.12.12	1945 to 1990	Describe the geopolitical changes in the world due to the disintegration of the USSR.		
12 SS H 9.12.14	1945 to 1990	Summarize the influence of art, music, literature, and the media on United States society.		
12 SS H 10.12.1	1990 to Present	Identify and explain the implications of scientific and technological achievements, including personal computers, Internet, satellites, and biotechnology.		
12 SS H 10.12.2	1990 to Present	Describe the regional and global effects of political and economic alliances.		
12 SS H 10.12.3	1990 to Present	Describe how global issues affect nations differently, including human rights, the environment, world and U.S. regional conflicts, and medical concerns.		
12 SS H 10.12.4	1990 to Present	Explain the causes and effects of the Persian Gulf War, including Kuwait invasion, world oil supply, and changing alliances.		
12 SS H 10.12.5	1990 to Present	Describe the changing political climate in the United States, including: the role of the media, and the Clinton impeachment.		
12 SS H 10.12.6	1990 to Present	Explain how literature, music, and the visual arts are reflections of the time.		

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12S1	<b>CIVICS</b>		
12S1.1	Analyze the role of citizen participation in US civic life		
12S1.2	Analyze the effectiveness of checks and balances in maintaining the equal division of power		
12S1.3	Analyze and give examples of the expansion of the national government through the application of the enumerated and implied powers		
12S1.4	Explain the US Constitutional provisions for division of powers between the state and national governments (delegated, reserved, concurrent powers)		
12S1.5	Assess the processes by which leaders are selected in the US political system and analyze the role of the electoral college system in the election of the President		
12S1.6	Evaluate propaganda in both historic and current political communications		
12S1.7	Examine the rights of citizens and how these rights may be restricted		
12S1.8	Examine the responsibilities of US citizens		
12S1.9	Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for due process and equal protection		
12S1.10	Compare and contrast the structure of the Nevada and United States Constitutions		
12S1.11	Summarize and evaluate the significant characteristics of the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, parliamentary system, communism, socialism		
12S1.12	Analyze the conflict between US policies of isolationism versus intervention in world affairs		
12S2	<b>ECONOMICS</b>		
12S2.1	Recognizing that people act out of self-interest, predict how a change in the economic environment will affect the choices made by consumers, producers, and savers		
12S2.2	Using the change in real Gross Domestic Product, examine the US economy over time, identifying recessions and high and low rates of growth		
12S2.3	Compare the unemployment rates for groups of people who differ by age, gender, ethnic origin, occupation, and educational attainment		
12S2.4	Demonstrate knowledge of when interest rate levels have experienced relative highs and relative lows throughout US History and discuss their effects		
12S2.5	Demonstrate an understanding that all voluntary trade, by definition, benefits both parties		
12S2.6	Discuss the effects of price controls (price ceilings and price floors) (e.g., minimum wage, rent control)		
12S2.7	Analyze the roles of financial institutions in creating credit		
12S2.8	Explain how the services of not-for-profit organizations impact other economic institutions		
12S2.9	Explain the three functions of money: medium of exchange, store of value, unit of account		
12S2.10	Analyze the potential production of goods and services for a nation as determined by its resources and technology		
12S2.11	Make connections between the nation's unemployment rate and changes in seasons, changes in an industry, and changes in demographics		
12S2.12	Discuss how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits		
12S2.13	Discuss the pros and cons of specialization and interdependence		
12S2.14	Discuss whether redistributing income is an appropriate role of government		
12S2.15	Demonstrate an understanding that government must define, establish, and enforce property rights in order for markets to function		
12S2.16	Analyze the pros and cons of foreign trade, comparing free trade with restricted trade		
12S3	<b>GEOGRAPHY</b>		
12S3.1	Plan and organize a geographic research project by asking appropriate geographic questions		
12S3.2	Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information		
12S3.3	Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems		
12S3.4	Analyze maps for similarities and differences in purpose, accuracy, content, and design		
12S3.5	Compare and contrast the characteristics of places and regions from different points of view		
12S3.6	Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes		
12S3.7	Analyze the effects of physical and human forces on interdependence within ecosystems		
12S3.8	Analyze the biodiversity, distribution, and productivity of ecosystems across Earth's surface		
12S3.9	Evaluate the impact of migration and settlement on physical and human systems		
12S3.10	Compare the characteristics and patterns of migration and settlement in developing and developed countries		
12S3.11	Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations		
12S3.12	Evaluate strategies to respond to constraints placed on human systems by the physical environment		
12S3.13	Analyze human perception of and response to natural hazards		
12S3.14	Develop policies for the use and management of Earth's resources that consider the various interests involved		
12S3.15	Evaluate a contemporary issue using geographic knowledge, skills, and perspectives		
12S3.16	Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions		
12S4	<b>HISTORY</b>		
12S4.1	Integrate, analyze, and organize historical information from a variety of sources		
12S4.2	Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including: Africa, China, Greece, India, Mesopotamia, Rome		
12S4.3	Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including: African, Byzantine, Chinese, Indian, Japanese, Scandinavian		
12S4.4	Explain the causes of the Reformation and its effects in Europe and the Americas		
12S4.5	Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions		

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12S4.6	Explain the political and economic causes and effects of the American Revolution		
12S4.7	Explain the issues of the Confederation period, including: war debts and finance, western land, trade, taxation		
12S4.8	Discuss the political events, people, and ideas that influenced European politics, including: Napoleon, Metternich, Marx, Congress of Vienna		
12S4.9	Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including: development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts, territorial, trade, and shipping issues with Great Britain, War of 1812, the creation of a national transportation system, Monroe Doctrine, growth and impact of immigration		
12S4.10	Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including: Stephen Foster, Nathaniel Hawthorne, Hudson River School of Art, Henry David Thoreau		
12S4.11	Summarize the successes and failures of the Reconstruction period		
12S4.12	Describe the effect of industrial technology innovations and urbanization on United States social and economic development		
12S4.13	Explain the motivations for groups coming to the United States and describe their contributions to United States society		
12S4.14	Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including: Alaska, Hawaii, Open Door Policy, Spanish-American War, Panama Canal, T. Roosevelt's foreign policy, Dollar Diplomacy		
12S4.15	Describe the causes and effects of the Russian Revolution, including: Romanovs, Lenin, Bolsheviks, Russian Civil War		
12S4.16	Describe social tensions in the postwar era, including: radical politics, immigration restrictions, religious fundamentalism, racism		
12S4.17	Explain the effects of WW II on the homefront in the United States, including: internment camps, technologies, economic developments, propaganda, women/minority contributions, GI Bill		
12S4.18	Describe the effects of the Cold War on the United States, including: arms race and nuclear testing, McCarthyism, space race, Cuban Missile Crisis		
12S4.19	Describe the causes and effects of changing demographics and developing suburbanization in the United States		
12S4.20	Describe the changes in United States political culture, including: the role of the media, the role of women and minorities, Watergate, Iranian hostage crisis, Iran-contra affair, Grenada and Panama		
12S4.21	Describe the geopolitical changes in the world due to the disintegration of the USSR		
12S4.22	Identify and explain the implications of scientific and technological achievements, including: personal computers, Internet, satellites, biotechnology		
12S4.23	Explain how literature, music, and the visual arts are reflections of the time		

Identifier	Nevada - Grade 12 - Science		Introduced	Completed
12 S PS	<b>PHYSICAL SCIENCE</b>			
12 S PS 1.12.1	Forces and Motion	Investigate and describe how changes in motion are based on the laws of motion.		
12 S PS 1.12.2	Forces and Motion	Explain that the force of attraction that exists between two masses is inversely proportional to the square of the distance between them.		
12 S PS 1.12.3	Forces and Motion	Investigate and describe that the usefulness of a simple machine such as a wheel or axle is based on its function, mechanical advantage, and efficiency.		
12 S PS 1.12.4	Forces and Motion	Investigate and describe the relationship that exists between force, pressure, and area in general, and between pressure and depth in liquids.		
12 S PS 1.12.5	Forces and Motion	Investigate and explain that magnetic forces are related to electric forces and can be thought of as different aspects of a single electromagnetic force (e.g., electric motors, generators, radios).		
12 S PS 2.12.1	Structure and Properties of Matter	Investigate and describe intrinsic (color, odor, density) and extrinsic (e.g., size, mass, volume) physical properties of matter.		
12 S PS 2.12.2	Structure and Properties of Matter	Explain that substances can be identified on the basis of specific energies given off or taken in by that substance.		
12 S PS 2.12.3	Structure and Properties of Matter	Explain how atoms may bond with one another by transferring or sharing electrons that are farthest from the nucleus.		
12 S PS 2.12.4	Structure and Properties of Matter	Explain that the electromagnetic force between the nucleus and electrons holds the atom together.		
12 S PS 2.12.5	Structure and Properties of Matter	Explain the properties of phases of matter in terms of the kinetic molecular theory and forces of attraction between particles.		
12 S PS 2.12.6	Structure and Properties of Matter	Explain that carbon atoms can bond to one another to form a large variety of structures, including the molecules essential to life.		
12 S PS 3.12.1	Energy and Matter - Interactions and Forms	Explain that the transformation of energy usually results in some energy in the form of heat, which spreads by radiation, conduction, and sometimes convection into cooler places.		
12 S PS 3.12.2	Energy and Matter - Interactions and Forms	Investigate and describe how pressure may affect changes of state.		
12 S PS 3.12.3	Energy and Matter - Interactions and Forms	Investigate and describe how waves can superimpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material.		
12 S PS 3.12.4	Energy and Matter - Interactions and Forms	Describe the properties of electrical circuits in terms of moving electrons, conductivity, resistance, and electrical potential energy.		
12 S PS 3.12.5	Energy and Matter - Interactions and Forms	Investigate and describe how matter and energy may be changed and energy can be transferred in many ways, but the entire mass-energy budget of the universe remains constant.		
12 S PS 3.12.6	Energy and Matter - Interactions and Forms	Investigate and describe how systems tend to become less ordered over time.		
12 S PS 4.12.1	Chemical Reaction	Investigate and describe how, in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change.		
12 S PS 4.12.2	Chemical Reaction	Investigate and describe how chemical reaction rates depend on conditions in the reacting system, the properties of reacting materials, and the presence of certain rate-regulating chemicals.		
12 S PS 4.12.3	Chemical Reaction	Investigate and describe how chemical reactions may release or consume energy.		
12 S PS 4.12.4	Chemical Reaction	Relate the chemical properties of an element to the outermost electrons of an element.		
12 S PS 5.12.1	Nuclear Energy and Electromagnetic Energy	Predict how light interacts with matter (e.g., reflection and refraction).		
12 S PS 5.12.2	Nuclear Energy and Electromagnetic Energy	Simulate how the predictable rates of nuclear reactions can be used to estimate the age of some materials.		
12 S PS 5.12.3	Nuclear Energy and Electromagnetic Energy	Describe the different disposal techniques used for high and low level nuclear wastes.		
12 S PS 5.12.4	Nuclear Energy and Electromagnetic Energy	Describe electromagnetic waves including a wide range of forms and varying wavelengths.		
12 S PS 5.12.5	Nuclear Energy and Electromagnetic Energy	Explain how the forces that hold the nucleus of an atom together are usually stronger than other forces that could make the nucleus fly apart.		
12 S PS 5.12.6	Nuclear Energy and Electromagnetic Energy	Explain how energy is released when the nuclei of very heavy atoms (e.g., uranium or plutonium) split into middleweight ones, or when very light nuclei (e.g., hydrogen and helium) combine into heavier ones.		
12 S LS	<b>LIFE SCIENCE</b>			
12 S LS 6.12.1	Structure and Function	Explain how disease disrupts the equilibrium that exists in a healthy organism.		
12 S LS 6.12.2	Structure and Function	Explain how the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.		
12 S LS 6.12.3	Structure and Function	Investigate and describe how food molecules are broken down through a series of chemical reactions to provide energy and the material to make new molecules.		

Identifier	Nevada - Grade 12 - Science		Introduced	Completed
12 S LS 6.12.4	Structure and Function	Investigate and describe how every cell is covered by a cell membrane and most cells also have specialized parts for the transport of materials, energy, transfer, protein building, waste disposal, information feedback, and movement.		
12 S LS 6.12.5	Structure and Function	In photosynthesis, plants and many microorganisms use solar energy to combine molecules of carbon dioxide and water to form energy rich compounds and oxygen.		
12 S LS 7.12.1	Internal and External Influences on Organisms	Investigate and describe how some broad patterns of behavior exhibited by animals have evolved to ensure survival of the species.		
12 S LS 7.12.2	Internal and External Influences on Organisms	Investigate and describe how plant and animals have mechanisms that allow them to respond to changes in their environment.		
12 S LS 7.12.3	Internal and External Influences on Organisms	Investigate and describe how multicellular animals have nervous systems that receive input through sensory organs and generate behavioral responses.		
12 S LS 7.12.4	Internal and External Influences on Organisms	Explain how certain viral diseases make the body vulnerable to multiple infectious agents and cancerous cells by destroying critical cells of the immune system.		
12 S LS 8.12.1	Heredity and Diversity	Explain how all body cells in an organism are developed from a single cell and contain essentially identical genetic instructions. Explain how different parts of the instruction are used in different kinds of cells.		
12 S LS 8.12.2	Heredity and Diversity	Explain how relatedness among organisms can be estimated from the similarity of their DNA sequences.		
12 S LS 8.12.3	Heredity and Diversity	Investigate and describe how sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations.		
12 S LS 8.12.4	Heredity and Diversity	Explain how genetic information from parents is encoded in DNA molecules and provides instruction for assembling protein molecules.		
12 S LS 8.12.5	Heredity and Diversity	Investigate and describe how patterns of inheritance are described by laws of segregation and independent assortment.		
12 S LS 8.12.6	Heredity and Diversity	Explain how diversity of species and variation among organisms within a species increase the chances for survival of life when large changes occur in the environment.		
12 S LS 8.12.7	Heredity and Diversity	Explain how gene mutations may be caused by a variety of influences, when mutations occur in sex cells, they can be passed on to offspring.		
12 S LS 9.12.1	Evolution - Process of Biological Change	Investigate and describe the basic idea of the theory of biological evolution is that through genetic and/or environmental influences Earth's present-day species developed from earlier, distinctly different, but common ancestors.		
12 S LS 9.12.2	Evolution - Process of Biological Change	Explain the fossil record of ancient life forms by applying the idea of natural selection and its evolutionary consequences.		
12 S LS 9.12.3	Evolution - Process of Biological Change	Simulate and explain how the adaptation of a species can occur over many generations because of the unique characteristics that favor those individuals in an environment.		
12 S LS 9.12.4	Evolution - Process of Biological Change	Explain how the classification of species is based on similarities (e.g., structural, genetic, molecular) which indicate evolutionary relationships.		
12 S LS 9.12.5	Evolution - Process of Biological Change	Explain how the extinction of species is a common occurrence and fossil records indicate that most species that have lived on Earth no longer exist.		
12 S LS 9.12.6	Evolution - Process of Biological Change	Investigate and describe how the process of evolution is driven by genetic and environmental influences.		
12 S LS 9.12.7	Evolution - Process of Biological Change	Explain how there is evidence that at least a billion years ago, cells with nuclei existed allowing the evolution of increasingly complex multicellular organisms.		
12 S ESS	<b>EARTH AND SPACE SCIENCES</b>			
12 S ESS 10.12.1	Earth Structures and Composition	Investigate and describe how rocks and minerals have different characteristics that reflect their origins and use.		
12 S ESS 10.12.2	Earth Structures and Composition	Investigate and describe how landforms are the result of a combination of constructive and destructive forces resulting from weathering, erosion, and the movement of lithosphere plates.		
12 S ESS 10.12.3	Earth Structures and Composition	Explain how there is a relationship between the relative densities and states (phases) of Earth materials and the layering on, in, and above Earth.		
12 S ESS 10.12.4	Earth Structures and Composition	Investigate and describe how soil is derived from weathered rocks and decomposed organic material, and is found in layers.		
12 S ESS 10.12.5	Earth Structures and Composition	Explain how the composition of Earth's atmosphere has changed in the past and continues to change.		
12 S ESS 10.12.6	Earth Structures and Composition	Compare and contrast the geologic features of Nevada and local geological features.		
12 S ESS 11.12.3	Earth Models	Investigate, design, and use contour maps.		
12 S ESS 11.12.4	Earth Models	Define location on Earth in terms of latitude, longitude, and time zones.		
12 S ESS 12.12.1	Earth History	Explain how catastrophic events have occurred and greatly influenced Earth's history.		
12 S ESS 12.12.2	Earth History	Simulate and explain how relative geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.		

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12 S ESS 12.12.3	Earth History	Compare and contrast the variety of methods by which geologic time is determined, including radioactive dating.		
12 S ESS 13.12.1	Cycles of Matter and Energy	Explain how Earth systems have two major internal sources of energy (decay of radioactive isotopes and the gravitational energy from Earth's original formation) and one major external sources (the sun), all of which create heat.		
12 S ESS 13.12.2	Cycles of Matter and Energy	Explain how uneven heating of Earth's surface by the sun forms convection currents within the atmosphere and ocean, producing wind and ocean currents that are modified by Earth's rotation.		
12 S ESS 13.12.3	Cycles of Matter and Energy	Investigate and describe how water is a solvent (e.g., how it dissolves minerals and gases as it passes through the water cycle and carries them to oceans and lakes).		
12 S ESS 13.12.4	Cycles of Matter and Energy	Simulate and describe how global climate is determined primarily by energy transfer from the sun at and near Earth's surface, and fluctuations in solar output may have contributed to large changes in Earth's climate in the past.		
12 S ESS 13.12.5	Cycles of Matter and Energy	Explain how large-scale, long-term equilibrium can accommodate small-scale changes.		
12 S ESS 13.12.6	Cycles of Matter and Energy	Investigate and describe how elements necessary for life on Earth pass through both living and nonliving cycles in a series of changes that form a global system.		
12 S ESS 13.12.7	Cycles of Matter and Energy	Compare and contrast the relationships between the greenhouse effect and the idea of global warming.		
12 S ESS 13.12.8	Cycles of Matter and Energy	Model and explain how the energy that propels Earth's lithosphere plates is dominantly a result of nuclear processes deep in Earth.		
12 S ESS 14.12.1	Solar System and Universe	Investigate and describe how Earth's atmosphere, water, temperature, and composition compare with conditions on other planets.		
12 S ESS 14.12.2	Solar System and Universe	Explain how most objects in the solar system are in regular and predictable motion which explains such phenomena as the day, the year, phases of the moon, and eclipses.		
12 S ESS 14.12.3	Solar System and Universe	Explain how stars produce energy and elements heavier than hydrogen from nuclear reactions.		
12 S ESS 14.12.4	Solar System and Universe	Explain that on the basis of scientific evidence, the universe is estimated to be about ten billion years old.		
12 S ESS 14.12.5	Solar System and Universe	Describe how increasingly sophisticated technology (e.g., mathematical models and computer simulations) is used to learn about the universe.		
12 S ESS 14.12.6	Solar System and Universe	Explain that the physical laws, such as laws of Newton, Kepler, thermodynamics, relativity, and quantum physics, appear to apply to all bodies in the universe.		
12 S ES	<b>ENVIRONMENTAL SCIENCES</b>			
12 S ES 15.12.1	Ecosystems	Investigate and describe how changes in an ecosystem can affect biodiversity and biodiversity contributes to an ecosystem's stability.		
12 S ES 15.12.2	Ecosystems	Investigate and describe how ecosystems change or remain the same in response to different kinds of influences.		
12 S ES 15.12.3	Ecosystems	Investigate and describe how materials and energy are cycled and recycled through ecosystems via pathways known as food webs.		
12 S ES 15.12.4	Ecosystems	Describe the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. (e.g., Northern NV cold desert, Southern low warm desert, Mountain).		
12 S ES 16.12.1	Natural Resources	Evaluate the consequences of changing patterns of resources use.		
12 S ES 16.12.2	Natural Resources	Investigate and describe the various processes involved in obtaining, using, and recycling materials such as wood products, minerals, food, and manufactured objects.		
12 S ES 16.12.3	Natural Resources	Investigate and describe the career opportunities associated with the study, exploration, extraction, utilization, protection, and restoration of natural resources.		
12 S ES 16.12.4	Natural Resources	Analyze and describe the limitations of the Earth's ability to respond to stresses produced by human or natural activities.		
12 S ES 16.12.5	Natural Resources	Analyze and evaluate the effects that increases in human populations can cause (e.g., resource depletion and environmental degradation).		
12 S ES 17.12.1	Conservation	Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.		
12 S ES 17.12.2	Conservation	Investigate and describe how human actions may impact the dynamic equilibrium of global systems (e.g., global warming, ozone depletion).		
12 S ES 17.12.3	Conservation	Explain that there is scientific uncertainty regarding many environmental issues.		
12 S ES 17.12.4	Conservation	Evaluate and describe actions which affect the global environment in terms of trade-offs that may have effects on local environments or economics.		
12 S NHS	<b>NATURE AND HISTORY OF SCIENCE</b>			
12 S NHS 18.12.1	Scientific, Historical, and Technological Perspectives	Explain that the scientific way of knowing uses a critique and consensus process (e.g., peer review, openness to criticism, logical argument, skepticism).		



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12 S NHS 18.12.2	Scientific, Historical, and Technological Perspectives	Investigate and explain how research emphasis is influenced by economic and public policy.		
12 S NHS 18.12.3	Scientific, Historical, and Technological Perspectives	Investigate and explain how scientific innovations that were originally challenged are now widely accepted.		
12 S NHS 18.12.4	Scientific, Historical, and Technological Perspectives	Explain that scientists work with others to resolve differences in interpretation of observations.		
12 S NHS 18.12.5	Scientific, Historical, and Technological Perspectives	Explain that technological problems create a demand for new scientific knowledge and new technologies which make it possible for scientists to extend their research in new ways or to undertake entirely new lines of research.		
12 S NHS 18.12.6	Scientific, Historical, and Technological Perspectives	Explain that scientific knowledge builds on previous information, and rarely are entire theories completely discarded in favor of new ones.		
12 S NHS 18.12.7	Scientific, Historical, and Technological Perspectives	Explain that scientists have ethical procedures, violations of which have consequences.		
12 S NHS 19.12.1	Reasoning and Critical Response Skills	Identify and determine the credibility of sources of information based on the techniques used to gather that information.		
12 S NHS 19.12.2	Reasoning and Critical Response Skills	Apply cost benefit and risk analyses in decision-making processes.		
12 S NHS 19.12.3	Reasoning and Critical Response Skills	Recognize and describe situations in which a system is qualitatively different from the parts which comprise it (e.g., how a population differs from an individual).		
12 S NHS 19.12.4	Reasoning and Critical Response Skills	Distinguish among hypotheses, laws, theories, and rules, and explain the level of their limitations.		
12 S NHS 19.12.5	Reasoning and Critical Response Skills	Determine the limits of generalizations, assumptions, analogies, and models.		
12 S SI	<b>SCIENTIFIC INQUIRY: PROCESSES AND SKILLS</b>			
12 S SI 20.12.1	Systems, Models, Risk, and Prediction	Use mathematical symbols and formulas to express relationships that behave in the same ways as the objects or processes under investigation.		
12 S SI 20.12.2	Systems, Models, Risk, and Prediction	Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect).		
12 S SI 20.12.3	Systems, Models, Risk, and Prediction	Identify and describe how systems are often different from their components (e.g., aquaria or automobiles).		
12 S SI 20.12.4	Systems, Models, Risk, and Prediction	Compare groups of data, taking into account both percentages and actual numbers.		
12 S SI 20.12.5	Systems, Models, Risk, and Prediction	Identify the type of hazard, estimate the extent and consequences of exposure, and determine the options for reducing or eliminating risks.		
12 S SI 21.12.1	Scientific Values and Attitudes	Demonstrate curiosity, honesty, and skepticism in doing science.		
12 S SI 21.12.2	Scientific Values and Attitudes	Repeat experimentation for statistical analysis and to produce conclusions that are without bias.		
12 S SI 21.12.3	Scientific Values and Attitudes	Evaluate multiple explanations for the same evidence.		
12 S SI 22.12.1	Communication Skills	Analyze experimental procedures and suggest appropriate revisions for improvement.		
12 S SI 22.12.2	Communication Skills	Use tables, charts, and graphs in making arguments and claims in oral and written presentations.		
12 S SI 22.12.3	Communication Skills	Discuss scientific topics by restating or summarizing accurately what others have said; ask for clarifications or elaborations, and express alternative positions using available multimedia resources.		
12 S SI 23.12.1	Scientific Applications of Mathematics	Determine if the correlation between variables is high or low.		
12 S SI 23.12.2	Scientific Applications of Mathematics	Use algebraic equations when appropriate.		
12 S SI 23.12.3	Scientific Applications of Mathematics	Estimate answers to the correct order of magnitude.		
12 S SI 23.12.4	Scientific Applications of Mathematics	Use derived quantities, ratios, proportions, and constants.		
12 S SI 23.12.5	Scientific Applications of Mathematics	Trace the source of differences between an estimate and the calculated answer that exceeds agreed-upon standards for precision.		
12 S SI 23.12.6	Scientific Applications of Mathematics	Select samples by some random system to avoid bias.		
12 S SI 24.12.1	Laboratory Skills and Safety	Demonstrate personal responsibility for using safety equipment and observing all safety standards.		
12 S SI 24.12.2	Laboratory Skills and Safety	Use the information found in materials safety data sheets to handle, store, and dispose of chemicals properly.		
12 S SI 24.12.3	Laboratory Skills and Safety	Inspect, manipulate, and describe the functions of various parts of technical and scientific equipment.		
12 S SI 24.12.4	Laboratory Skills and Safety	Maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.		
12 S SI 24.12.5	Laboratory Skills and Safety	Write procedures for the investigation of delegated or original scientific problems.		
12 S SI 24.12.6	Laboratory Skills and Safety	Carry out an independent scientific investigation.		

Identifier	Lander - Grade 12 - Science	Introduced	Completed
12Sc1	<b>THE NATURE OF SCIENCE - Scientific Inquiry</b>		
12Sc1.1	Identify and determine the credibility of sources of information based on the techniques used to gather that information making arguments and claims in oral and written presentation using tables, charts, illustrations and graphs		
12Sc1.2	Record and sort records of procedures, data, analyses, decisions, and understandings of scientific investigations		
12Sc1.3	Compare groups of data, taking into account both percentages and actual numbers through repeated experimentation for statistical analysis and unbiased conclusions		
12Sc1.4	Use models to identify and predict cause-effect relationships (e.g., effect of temperature on gas volume, effect of carbon dioxide level on the greenhouse effect)		
12Sc2	<b>THE NATURE OF SCIENCE - Science, Technology, and Society</b>		
12Sc2.1	Investigate and describe how changes in an ecosystem (science, technology and society) can affect each other		
12Sc2.2	Examine, distinguish and differentiate the influences of ethics on scientific enterprise		
12Sc2.3	Research, question, and analyze scientific knowledge built on previous information		
12Sc3	<b>PHYSICAL SCIENCE - Matter</b>		
12Sc3.1	Investigate and describe different molecular arrangements and motions accounting for the different physical properties of solids, liquids, and gases		
12Sc3.2	Investigate and describe elements in the periodic table by groups and periods noting their repeating patterns and relationships		
12Sc3.3	Identify properties used to separate mixtures		
12Sc3.4	Explain how atoms bond with one another by transferring or sharing electrons		
12Sc3.5	Investigate and describe how chemical reactions can take place at different rates, depending on a variety of factors (i.e., temperature, concentration, surface area, and agitation)		
12Sc3.6	Investigate and describe how chemical reactions either release or absorb energy		
12Sc3.7	Explain and describe how in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change		
12Sc3.8	Report and explain that most elements have two or more isotopes, some of which have practical application		
12Sc3.9	Illustrate and show that the number of electrons in an atom determines whether the atom is electrically neutral or an ion		
12Sc4	<b>PHYSICAL SCIENCE - Forces and Motion</b>		
12Sc4.1	Explain, describe and demonstrate how magnetic forces and electric forces are thought of as different aspects of a single electromagnetic force		
12Sc4.2	Explain, describe and demonstrate the strength of the electric force between two objects increases with charge, and decreases with distance		
12Sc4.3	Explain, describe and demonstrate how the strength of gravitational force between two objects increases with mass, and decreases rapidly with distance		
12Sc4.4	Investigate, describe and explain that laws of motion can be used to determine the effects of forces on the motion of objects		
12Sc4.5	Construct, draw, and interpret graphical representations of an object's motion		
12Sc5	<b>PHYSICAL SCIENCE - Energy</b>		
12Sc5.1	Investigate and describe how the sun is the major source of Earth's energy, and provides the energy driving Earth's weather and climate		
12Sc5.2	Investigate, describe and examine how waves (i.e., sound, seismic, electromagnetic) have energy that can be transferred when the waves interact with matter		
12Sc5.3	Explain and describe how nuclear reactions convert a relatively small amount of material into a large amount of energy		
12Sc5.4	Explain and describe the characteristics, applications and impact of radioactivity		
12Sc5.5	Explain and describe conversion of energy forms		
12Sc5.6	Explain that temperature of a substance is directly related to the average kinetic energy of its constituent particles		
12Sc5.7	Explain and describe that electricity is transferred from generating sources for consumption and practical uses		
12Sc6	<b>LIFE SCIENCE - Heredity</b>		
12Sc6.1	Explain the passing of DNA Coding from parents to offspring		
12Sc6.2	Explain how DNA molecules provide instructions for assembling protein molecules		
12Sc6.3	Explain and describe how all body cells in an organism develop from a single cell, and contain essentially identical genetic instructions		
12Sc6.4	Explain several causes and effects of somatic versus sex cell mutations		
12Sc6.5	Show and illustrate how to predict patterns of inheritance		
12Sc7	<b>LIFE SCIENCE - Structure of Life</b>		
12Sc7.1	Explain and illustrate how disease disrupts the equilibrium that exists in a healthy organism		
12Sc7.2	Illustrate and show cell structures and explain their functions		
12Sc7.3	Explain how the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells		
12Sc8	<b>LIFE SCIENCE - Organisms and Their Environment</b>		
12Sc8.1	Describe and explain how elements necessary for life on Earth pass through cycles in a series of changes that form a global system		
12Sc8.2	Examine and interpret relationships of organisms and their physical environment		
12Sc8.3	Distinguish and differentiate how changes in an ecosystem can affect biodiversity and biodiversity's contribution to an ecosystem's stability		

Identifier	Lander - Grade 12 - Science	Introduced	Completed
12Sc8.4	Analyze and evaluate how consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts		
12Sc8.5	Describe and explain that the amount of living matter an environment can support is limited by the availability of matter, energy, and the ability of the ecosystem to recycle materials		
12Sc8.6	Analyze and characterize the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions		
12Sc9	<b>LIFE SCIENCE - Diversity of Life</b>		
12Sc9.1	Explain the passing of DNA Coding from parents to offspring; show the relationship between the structure of DNA and its function in heredity		
12Sc9.2	Explain how DNA molecules provide instructions for assembling protein molecules		
12Sc9.3	Classify and differentiate organisms based on evolutionary relationships		
12Sc9.4	Differentiate and distinguish relationships between organisms by the similarity of evidence from DNA sequences		
12Sc9.5	Research and interpret fossil records for evidence of natural selection and its evolutionary consequences		
12Sc9.6	Illustrate and show that the extinction of species can be a natural process		
12Sc9.7	Explain and describe how biological evolution explains diversity of life		
12Sc9.8	Explain and describe the concepts of natural and artificial selection		
12Sc10	<b>EARTH AND SPACE SCIENCES - Atmospheric Processes and the Water Cycle</b>		
12Sc10.1	Investigate and describe how the sun is the major source of Earth's energy, and provides the energy driving Earth's weather and climate		
12Sc10.2	Explain the changes occurring in the Earth's atmosphere citing present and past examples		
12Sc10.3	Interpret the role of the atmosphere in the greenhouse effect		
12Sc10.4	Illustrate the role of convection and radiation regarding heat energy		
12Sc10.5	Explain how uneven heating of the Earth's surface by the sun forms convection currents within the atmosphere and ocean, producing wind and ocean currents that are modified by the Earth's rotation		
12Sc11	<b>EARTH AND SPACE SCIENCES - Solar System and Universe</b>		
12Sc11.1	Identify common characteristics of stars		
12Sc11.2	Describe the process of nuclear fusion		
12Sc11.3	Identify technology use in exploring the universe		
12Sc11.4	Explain scientific evidence suggesting that the universe is expanding		
12Sc11.5	Explain how most objects in the solar system are in regular and predictable motion which explains such phenomena as the day, the year, phases of the moon, and eclipses		
12Sc12	<b>EARTH AND SPACE SCIENCES - Earth's Composition and Structure</b>		
12Sc12.1	Illustrate how successive layers of sedimentary rock and the fossils with them can be used to confirm the age, history, and changing life forms of the Earth including how this evidence is affected by the folding, breaking, and uplifting of layers		
12Sc12.2	Investigate and describe how landforms are the result of a combination of constructive and destructive forces resulting from weathering, erosion, and the movement of lithosphere plates		
12Sc12.3	Investigate and describe how elements necessary for life on Earth pass through both living and non-living cycles in a series of changes that form a global system		
12Sc12.4	Distinguish the composition of soil separating it into organic and inorganic materials configured in layers		
12Sc12.5	Demonstrate the processes of obtaining, using and recycling of renewable and non-renewable resources		
12Sc12.6	Distinguish and differentiate the various processes involved in obtaining, using and recycling materials, organic and inorganic		
12Sc12.7	Classify the elements necessary for life on Earth mapping their transition through living and non-living cycles		
12Sc12.8	Explain the relationships of organisms and their physical environment		
12Sc12.9	Research, analyze and interpret the consumption patterns, conservation efforts, cultural and social practices in various countries and cultures		
12Sc12.10	Examine and research external and internal sources of energy		