Tips For Parents

GRADES 3 - 5

- Read with your child for approximately thirty minutes daily.
- Encourage your child to check-out books from the school or public library.
- Read, write, and share stories as a family; share family history with your child
- Share poetry and songs with your child.
- Set a time and place for doing homework. Encourage your child to do the work independently and to ask questions when help is needed. Help answer questions as needed while your child does the work. Review the work with your child by having him/her tell you how it is done.
- Talk with and listen to your child daily; discuss what is being learned in school.
- Establish communication with your child's teacher.
- Take an interest in your child's schoolwork and activities
- Become a parent volunteer at your child's school.
- Play games that help your child read and practice basic math facts and computation (e.g., Monopoly, Sorry, Yahtzee, Uno).
- Keep a book or magazine in the car for your child to read while you drive.
- Encourage your child to carefully observe and describe the natural world, make predictions, test predictions, describe patterns and change, and identify ways to classify materials
- Visit locations such as parks, museums, the zoo, and the university with your child.
- Involve your child in daily activities which promote the use of reading, writing and mathematics (e.g., estimate how much groceries will cost, write a grocery list, count money, calculate miles per hour on trips, read recipes, measure ingredients for cooking and help cook, read the newspaper; discuss advertisements, graphs and charts, compare prices, write letters to relatives and friends, review the calendar each day).

LANDER COUNTY SCHOOL DISTRICT

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CORE CURRICULUM

LANDER COUNTY SCHOOL DISTRICT

CURRICULUM

OVERVIEW

ELEMENTARY GRADES

PRE-KINDERGARTEN THROUGH GRADE 3

Austin Elementary School
200 Highway 305 South
Austin, Nevada 89310

Mary S. Black Elementary School
450 E. 6th Street South
Eliza Pierce Elementary School
330 E. 6th Street South
Battle Mountain, Nevada 89820

Contact Personnel

BOARD OF SCHOOL TRUSTEES

Shawn Mariluch, President

Frank Sullivan, Clerk

Walt Holland, Member

Joel Lenz, Member

Bev Huntington, Member

Joan Westover, Member

Melissa Bakker, Member

CENTRAL ADMINISTRATION

Steve Larsgaard, Superintendent

James F. Rickley, Assistant Superintendent

BUILDING ADMINISTRATION

Lorrie Sparks, Principal

Mary S. Black Elementary School

Eliza Pierce Elementary School

Tom Brannan, Principal

Eleanor Lemaire Elementary School

Amy Kester, Principal

Battle Mountain Junior High School

Austin Elementary School

Austin Senior High School

Toby Melver, Principal

Battle Mountain Senior High School

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Third Grade–Social Studies

HISTORY (Continued)

- Identify patriotic symbols (e.g., eagle, flag, Liberty Bell)
- Identify "The Star Spangled Banner" as the national anthem
- Describe the lives of pioneers from diverse groups
- Identify the Statue of Liberty as a patriotic symbol
- Describe various types of transportation and communication used throughout the history of the United States
- Discuss various Presidents of the United States
- Create timelines that show people and events in sequence using days, weeks, months, years, decades and centuries
- Read and interpret historical passages

Tips For Parents

PRE-KINDERGARTEN - GRADE 2

- Read aloud to or with your child at least 10 minutes daily. Understand that young children may want to hear favorite books read again and again.
- Have your child help you write grocery lists, read street signs and menus, and locate items in stores
- Talk with your child about what you are doing and what is happening.
- Provide your child with various reading and writing materials (books, magazines, crayons, pencils, markers, etc.).
- Take your child to the library to find answers to questions and to check-out books
- Encourage your child to draw, write, and read books.
- Play games with your child that encourage reading and practice of the basic math facts (e.g., Dominoes, Sorry, Yahtzee, War, Chutes and Ladders).
- Share nursery rhymes, poetry, and songs with your child.
- Provide opportunities for your child to play with blocks, water, sand, clay, playdough, paint, and dress-up clothes.
- Take an interest in your child's schoolwork and activities. Designate a work place for your child and identify a specific time each day when homework will be completed.
- Become a parent volunteer at your child's school.
- Encourage your child to observe the natural world and describe observations, patterns, and how things change.
- Visit locations such as supermarkets, parks, museums, and the zoo with your child, and discuss what is seen. Ask your child questions about the experiences.

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Third Grade–Social Studies

GEOGRAPHY (Continued)

- Compare the wants and needs of people in different communities and the means used to fulfill those wants and needs
- Describe the different purposes of various organizations (e.g., Scouts, organized sports, 4-H)
- Describe how cooperation and conflict affect people and places
- List tools, machines, or technologies that have changed the physical environment
- Compare different ways in which people modify the physical environment
- Describe ways humans depend on natural resources
- List examples of how people use and manage natural resources within their communities
- Use visual clues to determine when and where an event took place in the past
- Identify the location of current events on a map
- Recognize a geographic issue or theme that affects home, school, or community
- Predict possible geographic changes that could take place in the neighborhood or community
- Ask questions about why things are located where they are
- Gather geographic information from maps, globes, and atlases
- Construct simple maps and graphs to display geographic information
- Select and explain information from several geographic sources
- Create a visual model to illustrate the results of a geographic inquiry
- Locate Las Vegas, Reno, Battle Mountain, and Austin, Nevada on world maps and globes
- Locate hemispheres, continents, and oceans on maps and globes
- Locate major lines of latitude and longitude (equator and prime meridian)
- Use various legends (keys) on maps to identify cities, state capitals, natural resources, and industries

HISTORY

It is expected that students will:

- Identify the source of information for a current event
- Read a time line
- Use charts, graphs, and tables to interpret historical information
- Ask history-related questions
- Identify Native North American life prior to European contact (e.g., food, clothing, shelter)
- Identify the Declaration of Independence
- Identify the purpose of historical documents

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A Word From the Superintendent

Dear Parents,

This curriculum overview has been developed to help you understand what is expected of students at each grade level in the core subject areas. It provides a listing of the Nevada Content Standards and many of the specific skills and concepts that are being taught. This information may serve as a guide to help you evaluate the progress of your child in these subjects. Additionally, such benchmarks foster accountability in our schools and help ensure that we provide all children with a quality education. More comprehensive information about the curriculum for all subject areas may be obtained from your school's principal.

Sincerely,

Steve Larsgaard, Superintendent

From the Principal

Effective educational programs depend upon a strong partnership between parents, the community and the school. I believe that parental involvement enriches the academic experiences of all children. Your participation is encouraged and welcomed and I invite you to contact me or your child's teacher if you have any suggestions or questions.

Many thanks for your commitment to your child's education.

Lorrie Sparks, Principal

Amy Kester, Principal

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Nevada Content Standards

Content Standards identify what students should know and be able to do by the end of high school. The skills and concepts for each grade level in the ***Curriculum Overview*** *are aligned with the Nevada Content Standards*

ENGLISH LANGUAGE ARTS/READING

1. Students know and use word analysis skills and strategies to comprehend new words encountered in text.
2. Students use reading process skills and strategies to build comprehension.
3. Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.
4. Students read to comprehend, interpret, and evaluate informational texts for specific purposes.
5. Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.
6. Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.
7. Students write using standard English grammar, usage, punctuation, capitalization, and spelling.
8. Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
9. Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.
10. Students participate in discussions to offer information, clarify ideas, and support a position.
11. Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

MATHEMATICS

1. To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.

Third Grade–Social Studies

ECONOMICS (Continued)

- Identify the currencies of other countries
- Identify community workers who are producers of goods and those who provide services
- Identify jobs and careers within a city and community

GEOGRAPHY

It is expected that students will:

- Identify and use the cardinal directions (North, South, East, West) to locate places on a map
- Compare uses of maps and globes
- Use maps, globes, photographs, and graphs to collect geographic information
- Construct a simple map, including title, symbols, and directions
- Recognize different types of maps
- Identify and explain simple spatial patterns on a map
- Explain the difference between a city and a state, using appropriate examples
- Locate and name states that border Nevada and countries that border the United States
- Identify differences between physical and human features
- Identify how language, music, stories, art, and customs express culture
- Discuss how people view their communities
- List examples of technology in the community
- Identify an historic landmark and describe the event that took place there
- Compare visual images of the same place over time
- Identify neighborhoods and communities as places where people live, work, and play
- Recognize that plants and animals have habitats on both land and in water
- Identify various natural hazards (e.g., ponds, streams, fields)
- Locate different ecosystems in the community
- Identify the living and nonliving elements of an ecosystem
- Construct a graph or chart to compare population distribution in different areas
- Identify transportation and communication networks in daily life
- Draw a simple map that illustrates how to get from one location to another
- Describe the characteristics of rural, suburban, and urban communities
- Locate sources of goods and services found in the community
- Investigate an economic product by asking and answering questions about location

CIVICS (Continued)

- Identify the county, state, and country
- Complete tasks independently
- Work cooperatively in groups
- Recognizes differences of opinion
- Recognize the causes and effects of issues and problems

ECONOMICS

It is expected that students will:

- Categorize wants as goods, services, or leisure activities
- Give examples of incentives and determine whether they are positive or negative
- Identify the benefits and the costs of an all-or-nothing choice
- Identify and use per capita measures in the classroom (e.g., the number of pencils per student
- Discuss why people seek work
- Differentiate between barter and monetary trade
- Give examples of prices received by a business for selling goods and services
- 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)
- Demonstrate an understanding of key banking terms (e.g., saving, interest, borrowing)
- Identify a for-profit organization in the community and a service it provides
- Identify a not-for-profit organization in the community and a service it provides
- Identify reasons for saving money
- Identify forms of 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)
- Explain what a producer does
- Demonstrate an understanding of and give examples of income
- Demonstrate an understanding that different jobs require different skills and people receive different levels of income
- Explain how skill training and education can enhance the ability to produce goods and services
- List examples of entrepreneurs
- Describe what it means to compete
- Give examples of goods the U.S. imports and exports
- Identify the countries of origin of commonly used products
- Describe various products from animals (i.e., food, milk, leather products)

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MATHEMATICS (CONTINUED)

2. To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.
3. To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.
4. To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.
5. To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.
6. Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication, and connections.
7. Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral, and visual formats.

Nevada Content Standards

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MATHEMATICS (CONTINUED)

8. Students will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.
9. Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between content strands and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

SCIENCE

1. Forces and Motion—Students understand that forces such as gravitational, electrical, and magnetic influence the motion of objects.
2. Structure and Properties of Matter—Students understand that materials have distinct properties which depend on the amount of matter present, its chemical composition, and structure.
3. Energy and Matter: Interactions and Forms—Students understand that changes in temperature and pressure can alter states of matter. Energy exists in many forms, and one form can change into another.
4. Chemical Reaction—Students understand that chemical reactions change substances into different substances.
5. Nuclear and Electromagnetic Energy—Students understand that nuclear energy and electromagnetic energy are produced from both natural and human-made sources in many forms.
6. Structure and Function—Students understand that all life forms, at all levels of organization, use specialized structures and similar processes to meet life's needs.
7. Internal and External Influences on Organisms—Students understand that organisms respond to internal and external influences.

Third Grade–Science

SCIENTIFIC INQUIRY: PROCESSES AND SKILLS

It is expected that students will:

- Observe and raise questions about the world and seek answers through investigations and experiments
- Conduct investigations and experiments independently, with a partner, or with a small group
- Identify and gather tools and materials needed in an investigation
- Record observations of investigations over time in a science notebook/journal (e.g., changes in an aquarium or terrarium)
- Follow verbal or written instructions to complete a procedure
- Develop and communicate descriptions, explanations, and predictions, based on evidence
- Create illustrations, graphs, and charts to convey ideas and record observations
- Cooperate and contribute ideas within a group
- Estimate numerical answers to problems before calculating
- Determine whether measurements and descriptions are reasonably accurate
- Use equipment properly and safely in all science activities
- Keep a record of observations and measurements taken over time
- Generate new questions based on results of investigations

Third Grade–Social Studies

Third grade students use maps and learn how different kinds of communities function. Students develop an understanding of basic economic concepts and use timelines, charts, tables, and graphs to acquire geographic information.

CIVICS

It is expected that students will:

- Identify examples of rules, laws, and authorities that keep people safe and property secure
- Explain that democracy involves voting, majority rule, and setting rules
- Name the current President of the United States
- Discuss why people form groups
- Recognize and recite the "Pledge of Allegiance"
- Explain why we have patriotic holidays
- Identify an individual's rights within the classroom
- Identify conflicts in the school and discuss peaceful resolution
- Name the current Governor of Nevada

EARTH AND SPACE SCIENCES (Continued)

- Investigate and explain that water can be a liquid or a solid and can go back and forth from one form to the other
- Identify the sun, moon, stars, and the Earth as components of our solar system
- Explain that there are more stars in the sky than anyone can easily count

ENVIRONMENTAL SCIENCES

It is expected that students will:

- Investigate and describe how animals and plants that live in different places have similarities and differences
- Investigate and describe the interactions of organisms within an ecosystem
- Explain that natural resources are used for many purposes
- Describe how humans have obtained natural resources for thousands of years through farming, mining, and hunting and gathering
- Identify ways to conserve natural resources
- Explain that many materials can be recycled and used again, sometimes in different forms
- Investigate and describe how patterns of change may be observable and predictable

THE NATURE AND HISTORY OF SCIENCE

It is expected that students will:

- Explain that science is a process that involves observing and asking questions about the natural world and seeking answers to those questions
- Explain that accurate descriptions in science are important because they enable people to compare their observations with those of others
- Recognize that science engages men and women of all ages and backgrounds
- Give examples of the benefits of working with a team and sharing findings
- 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)
- Compare a model with what it represents (e.g., a model of the Earth to the Earth itself)
- Identify observable patterns and predict future events based on those patterns (e.g., seasonal weather patterns)
- 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

*Content Standards identify what students should know and be able to do by the end of high school. The skills and concepts for each grade level in the **Curriculum Overview** are aligned with the Nevada Content Standards*

SCIENCE (CONTINUED)

8. Heredity and Diversity—Students understand that life forms are diverse and that they pass some characteristics to their offspring.
9. Evolution—The Process of Biological Change—Students understand that life forms change over time.
10. Earth Structures and Composition—Students understand that the Earth is composed of interrelated systems of rocks, water, air, and life.
11. Earth Models—Students understand that the Earth may be represented by a variety of maps and models.
12. Earth History—Students understand that Earth systems (such as weather and mountain formation) change or vary.
13. Cycles of Matter and Energy—Students understand that Earth systems have a variety of cycles through which energy and matter continually flow.
14. The Solar System and the Universe—Students understand that the Earth is part of a planetary system within the Milky Way Galaxy, which is part of the known universe.
15. Ecosystems—Students demonstrate an understanding that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the life forms and the physical components of the Earth.
16. Natural Resources—Students demonstrate and understand that natural resources include renewable and non-renewable materials and energy. All organisms, including human, use resources to maintain and improve their existence, and use of resources can have positive and negative consequences.
17. Conservation—Students understand that humans have the unique ability to change personal and societal behavior based on ethical considerations regarding other organisms, the planet as a whole, and future generations.
18. Scientific, Historical, and Technological Perspectives—Students understand that science is a unique way of knowing about things. Many men and women have contributed to the tradition of science. The ability to pursue activities and careers in science is accessible to people from all cultures and all levels of ability.

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SCIENCE (CONTINUED)

19. Reasoning and Critical Response Skills—Students understand that many decisions require critical consideration of scientific evidence.
20. Systems, Models, Risk, and Predictions—Students understand that a variety of models can be used to describe and predict things and events.
21. Scientific Values and Attitudes—Students understand that science is an active process of systematically examining the natural world.
22. Communication Skills—Students understand that a variety of communication methods can be used to share scientific information.
23. Scientific Applications of Mathematics—Students understand that scientific inquiry is enhanced and often communicated by using mathematics.
24. Laboratory Skills and Safety—Students can appropriately and safely apply the tools and techniques of scientific inquiry.

SOCIAL STUDIES

Civics

1. Rules and Law—Students know why society needs rules, laws, and governments.
2. The U.S. Government—Students know the United States Constitution and the government it creates.
3. National and State Government—Students can explain the relationship between the states and national government.
4. The Political Process—Students describe the roles of political parties, interest groups, and public opinion in the democratic process.
5. Citizenship—Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.
6. State and Local Government—Students know the structure and functions of state and local governments.

LIFE SCIENCE

It is expected that students will:

- Investigate and describe how plants and animals have life cycles and require food, water, air, and space
- Investigate, compare, and contrast identifiable characteristics of plants and animals
- Investigate and describe how plants and animals require certain conditions to survive
- Investigate and describe how various living things behave differently under diverse conditions
- Describe the ways plants and animals adapt to their changing environments
- Explain that if germs are able to get inside one's body, they may keep it from working properly
- Investigate and describe ways that offspring may resemble parents and siblings may resemble each other
- Investigate and describe how some living things are alike in their appearance and behaviors; others are not
- Explain that many different kinds of living things exist on Earth
- Explain how particular features of plants and animals help them live in different kinds of places

EARTH AND SPACE SCIENCES

It is expected that students will:

- Investigate and describe how the Earth is composed of different kinds of materials (e.g., rocks and soils, water, and the atmosphere)
- Compare, test, measure, record, and describe observable properties of rocks and minerals
- Describe how the Earth is composed of different landforms
- Investigate and describe how the Earth is nearly spherical and covered with more water than land
- Investigate and describe the water cycle
- Describe that directions on the Earth can be represented by north, south, east, and west
- Locate the state of Nevada on a United States map
- Locate Las Vegas, Reno, Battle Mountain, Austin, Nevada on a Nevada state map
- 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
- Investigate and explain that things that give off light also often give off heat
- Observe, record and describe seasonal differences using words, numbers, and drawings

Third Grade–Mathematics

MATHEMATICAL CONNECTIONS

It is expected that students will:

- Link new concepts to prior knowledge
- Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics
- Identify practical applications of mathematical principles that can be applied to other disciplines
- Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)
- Identify, explain, and use mathematics in everyday life

Third Grade–Science

Third grade students observe and record the characteristics of rocks, minerals, soil, weather, plants, and animals. They investigate sound and modify properties of sound. Students use a variety of measuring instruments to collect information and to describe their findings. Third grade students pursue answers to questions, record data, and interpret and share results of scientific investigations. They use tools and technology in appropriate situations.

PHYSICAL SCIENCE

It is expected that students will:

- Apply unbalanced forces (a push or pull) to cause objects to change their motion (e.g., speed, direction, or both)
- Investigate and describe the ways that different objects may balance in various situations
- Manipulate hammers and nails, screwdrivers and crews, scissors, and other simple tools
- Investigate changes of state of matter (solids, liquids, gases)
- Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color texture)
- Sort and classify objects according to observable properties (e.g., size weight, shape, color)
- Describe how hot or cold an object is by expressing its temperature
- Investigate and explain that ice will melt and water will disappear if allowed to stand in an open container
- Determine and describe how sound is produced
- Compare and describe how sound travels through different materials (e.g., solids, air)

Nevada Content Standards

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SOCIAL STUDIES (CONTINUED)

7. Political and Economic Systems—Students explain the different political and economic systems in the world.
8. International Relations—Students know the political and economic relationship of the united States and its citizens to other nations.

Economics

1. The Economic Way of Thinking—Students will use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.
2. Measuring U.S. Economic Performance—Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.
3. Functioning of Markets—Students will 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.
4. Private U.S. Economic Institutions—Students will describe the roles played by various U.S. economic institutions, including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.
5. Money—Students 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; and how the Federal Reserve System and its policies affect the U.S. money supply.
6. The U.S. Economy as a Whole—Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels.

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SOCIAL STUDIES (CONTINUED)

7. An Evolving Economy—Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance.
8. The Role of Government in a Market Economy—Students will explain the role of government in a market economy.
9. The International Economy—Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to people and cultures throughout the world.

Geography

1. The World in Spatial Terms—Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.
2. Places and Regions—Students 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.
3. Physical Systems—Students understand how physical processes shape Earth's surface patterns and ecosystems.
4. Human Systems—Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.
5. Environment and Society—Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
6. Geographic Applications—Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.
7. Geographic Skills—Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.

PROBLEM SOLVING (Continued)

- Explain and verify results with respect to the original problem
- Try more than one strategy when the first strategy proves to be unproductive
- Apply solutions and strategies from earlier problems to new problem situations
- Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)

MATHEMATICAL COMMUNICATION

It is expected that students will:

- Discuss and exchange ideas about mathematics as a part of learning
- Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems
- Identify and translate key words and phrases that imply mathematical operations
- Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas
- Explain and justify thinking about mathematical ideas and solutions
- Use everyday language to explain thinking about strategies and solutions to mathematical problems
- Express mathematical ideas and use them to define, compare, and solve problems orally and in writing
- Use mathematical notation to communicate and explain mathematical situations

MATHEMATICAL REASONING

It is expected that students will:

- Justify and explain the solutions to problems using manipulative and physical models
- Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems
- Ask questions to reflect on, clarify, and extend thinking
- Review and refine the assumptions and steps used to derive conclusions in mathematical arguments
- Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems

MEASUREMENT (Continued)

- Use the calendar to identify year/month/week/day(date)
- Tell time to nearest minute using digital and analog clocks
- Identify elapsed time using a clock
- Read thermometers and compare results
- Read, write and use money notation determining possible combinations of coins and bills to equal given monetary amounts
- Determine totals for monetary amounts in problem solving and real-world situations
- Solve problems involving measurements

SPATIAL RELATIONSHIPS AND GEOMETRY

It is expected that students will:

- Describe, sketch, compare, and contrast plane geometric figures
- Compare, contrast, sketch, model, and build two– and three-dimensional geometric figures and objects
- Identify and draw open and closed curves
- Describe and sketch intersecting and parallel lines
- Identify lines of symmetry
- Demonstrate and describe the transformation (motion) of geometric figures as a slide, turn (rotation), or a flip
- Identify a figure after transformation (flips, turns, slides)
- Describe results of combining and subdividing shapes
- Recognize and describe similar and congruent figures

DATA ANALYSIS

It is expected that students will:

- Collect, organize, display, and describe simple data using number lines, pictographs, bar graphs, and frequency tables
- Read and interpret displays of data; draw conclusions from charts, tables, and graphs to solve problems
- Use concepts of probability (e.g., impossible, likely, and certain) to make predictions about future events
- Conduct simple probability experiments using spinners, number cubes, and random drawings

PROBLEM SOLVING

It is expected that students will:

- Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts
- Apply previous experience and knowledge to new problem-solving situations
- Formulate own problems; use various approaches to investigate and solve problems

*Content Standards identify what students should know and be able to do by the end of high school. The skills and concepts for each grade level in the **Curriculum Overview** are aligned with the Nevada Content Standards*

SOCIAL STUDIES (CONTINUED)

History

1. Chronology—Students use chronology to organize and understand the sequence and relationship of events.
2. History Skills—Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.
3. Prehistory to 400 CE—Students understand the development of human societies, civilizations, and empires through 400 CE.
4. 1 CE to 1400—Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.
5. 1200 to 1750—Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.
6. 100 to 1865—Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.
7. 1860 to 1920—Students understand the importance and impact of political, economic, and social ideas.
8. The Twentieth Century, a Changing World: 1920 to 1945—Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.
9. The Twentieth Century, a Changing World: 1945 to 1990—Students understand the shift of international relationships and power as well as the significant developments in American culture.
10. New Challenges, 1990 to the Present—Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

Pre-Kindergarten–English Language Arts/Reading

Pre-kindergarten children need developmentally appropriate experiences and teaching to support literacy learning. These include but are not limited to: Positive, nurturing relationships with adults who engage in responsive conversations with individual children, model reading and writing behavior, and foster children's interest in and enjoyment of reading and writing; print-rich environments that provide opportunities and tools for children to see and use written language for a variety of purpose, with teachers' drawing children's attention to specific letters and words; adults' daily reading of high-quality books to individual children or small groups, including books that positively reflect children's identity, home language, and culture; opportunities for children to talk about what is read and to focus on the sounds and parts of language as well as the meaning; teaching strategies and experiences that develop from phonemic awareness, such as songs, finger plays, games, poems, and stories in which phonemic patterns such as rhyme and alliteration are salient; opportunities to engage in play that incorporates literacy tools, such as writing grocery lists in dramatic play, making signs in block building, and using icons and words in exploring a computer game; and first hand experiences that expand children's vocabulary, such as trips in the community and exposure to various tools, objects, and materials.

WORD KNOWLEDGE—PHONICS/STRUCTURAL ANALYSIS, CONCEPTS OF PRING, VOCABULARY

It is expected that students will:

- Identify some letters in own name
- Identify the initial sound of own name
- Identify the front of the book and know how to turn the pages

READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES

It is expected that students will:

- Recognize environmental print and symbols
- Demonstrate an awareness that print carries a message
- Use pictures to aid comprehension
- Predict what will happen next in a story and respond

Third Grade–Mathematics

NUMBERS, NUMBER SENSE, AND COMPUTATION

(Continued)

- Divide a two-digit number by a one-digit number, without remainder
- Divide a three-digit multiple of ten by a two-digit multiple of ten
- Use estimation and mental computation in appropriate situations to solve problems
- Add and subtract proper fractions and mixed numbers with like denominators (without regrouping or simplifying), with and without models
- Add and subtract decimals, using money as a model
- Add and subtract decimals, tenths and hundredths
- 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
- Use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

- Compare and categorize shapes and numbers
- Recognize, describe, and create repeating and increasing patterns using numbers
- Describe and label with letters, words, and numbers the patterns observed in models of repeating and increasing patterns
- Use number patterns and their extensions to solve problems
- Identify missing terms and missing numbers in open number sentences involving addition and subtraction number facts
- Compare number sentences with the appropriate words and symbols for addition, subtraction, less than, greater than, and equal to (+, -, <, >, =)

MEASUREMENT

It is expected that students will:

- Measure to a required degree of accuracy, and record results
- Select and use appropriate units of measure
- Estimate and use measuring devices with standard and non-standard units to measure length, surface area, liquid volume (capacity), temperature, and weight
- Communicate the relationships of more, less, and equivalent when measuring
- Identify perimeter and area of regular and irregular figures by counting units
- Identify dimensions and volume of rectangular prisms by counting cubes

Third Grade–Mathematics

Third grade students learn the basic multiplication and division facts and demonstrate understanding of the processes of addition, subtraction, multiplication, and division. They extend their understanding of fractions and decimals and continue learning problem solving strategies. Students increase their proficiency in solving problems involving money, and they measure attributes of temperature, length, weight/mass, and capacity.

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

- Read, write, order and compare whole numbers (0-999)
- Read and write number words
- Use ordinal positions first through hundredth
- Identify odd and even numbers
- Use, model, and identify place value positions up to 10,000
- Round numbers to nearest tens and hundreds to determine reasonableness of answers
- Explain and use the processes and properties of addition, subtraction, multiplication, and division, including correct notations and representations
- Model concepts of multiplication and division, including groupings and arrays model and explain multiplication as repeated addition
- Use subtraction to model and explain division
- Model, sketch, and label fractions with denominators to 10
- Write fractions with numbers and words
- Name and write fractions represented by drawings or models
- Identify the part of a set and/or region that represents a given fraction and write the corresponding fraction
- Identify and compare fractions with like denominators, using numbers, models, and drawings
- Identify the number of equal parts needed to make a whole or a fractional part of a whole, with and without models
- Read and write decimals (tenths and hundredths place)
- Immediately recall and use addition and subtraction facts
- Immediately recall and use multiplication facts, products to 81
- Recall division facts through the 10's
- Add an subtract multi-digit numbers, with regrouping
- Multiply a two– or three-digit number by a one-digit number, with and without regrouping
- Multiply three one-digit numbers
- Multiply a two– or three-digit number by a multiple of ten

Pre-Kindergarten–English Language Arts/Reading

READING COMPREHENSION—LITERATURE

It is expected that students will:

- Ask questions or make comments pertinent to the story being read
- Retell a story with the aid of pictures, props, or a book

READING COMPREHENSION—INFORMATIONAL TEXTS

It is expected that students will:

- Demonstrate an understanding that printed material provides information
- Recall information from an event, text, or picture
- Respond to or ask a question about an event, text, or picture
- Follow, with teacher assistance, a simple pictorial direction

WRITING—COMPOSITION

It is expected that students will:

- Demonstrate beginning techniques for using various writing materials
- Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.)

WRITING—PROCESS

It is expected that students will:

- Attempt, with a model, to write the first letter of first name
- Attempt to spell own first name
- Use letter-like approximation to write name and/or other words or ideas

WRITING—MECHANICS

It is expected that students will:

- Experiment with writing tools and materials in response to information
- Experiment with writing tools and materials to communicate
- Experiment with writing tools and materials in response to a familiar experience
- Experiment with writing tools and materials in response to literature

Pre-Kindergarten–English Language Arts/Reading

LISTENINT

It is expected that students will:

- Listen and respond to stories from different cultures and eras
- Listen and respond to rhythm or rhyme
- Listen and respond to age-appropriate material for a variety of purposes
- Listen and respond to poetry and prose
- Listen for a variety of purposes
- Listen and respond appropriately to stories and group discussions
- Listen to and follow a two-step oral direction
- Listen with increasing attention span

SPEAKING

It is expected that students will:

- Use and expand vocabulary
- Speak with increasing clarity, ease, and accuracy
- Initiate conversation and respond to others
- Use language to repeat simple stories, songs or rhymes, or to relate experiences
- Give a clear direction
- Speak in complete sentences, using at least three words

DISCUSSION

It is expected that students will:

- Share ideas for class writing
- Organize ideas, through group discussion, with teacher assistance
- Dictate words, phrases, or sentences to an adult recording on paper
- Share drawings with others
- Engage in conversation and sometimes follow conversational rules
- Ask and answer simple questions
- Share ideas and information from personal and shared group experiences
- Engage in dramatic play to convey experiences, feelings, ideas, or stories

Third Grade–English Language Arts/Reading

LISTENING

It is expected that students will:

- Retell and explain what has been said by a speaker
- Listen to connect prior experiences, insights, and ideas to the message of a speaker
- Identify language and sayings that reflect regions and cultures
- Follow three– and four-step oral directions to complete a simple task

SPEAKING

It is expected that students will:

- Use specific vocabulary and apply standard English to communicate ideas
- Use appropriate public speaking techniques such as volume control and eye contact
- Present ideas and supporting details in a logical sequence with a beginning, middle, and ending
- Read aloud and recite prose and poetry with fluency, rhythm, pace, and appropriate intonation and vocal patterns
- Give clear three– and four-step directions to complete a simple task

DISCUSSION

It is expected that students will:

- Speak and listen attentively in conversations and group discussions
- Ask pertinent questions; respond to questions with relevant details
- Share ideas and information to complete a task
- Distinguish between a speaker's opinion and verifiable facts

RESEARCH AND STUDY SKILLS

It is expected that students will:

- Formulate questions to investigate topics
- Use a variety of library resources, media, and technology to find information on a topic
- Five credit for others' ideas, images, and information
- Organize and record information from print and non-print resources
- Present research findings for different purposes and audiences
- Use test-taking strategies

Third Grade—English Language Arts/Reading

WRITING—COMPOSITION

It is expected that students will:

- Locate, acknowledge, and use at least three sources to write an informative paper
- 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
- 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
- Write responses to literature and experiences through the use of journals and learning logs
- Write compositions that retell events of a story in sequence

WRITING—PROCESS

It is expected that students will:

- Generate possible ideas for future writing through group activities such as brainstorming and discussions
- Organize ideas through activities such as sequencing and classifying
- Write simple compositions and persuasive essays that address a single topic and include topic sentences and supporting sentences
- Revise drafts, using an established rubric, to improve the coherence and logical progression of ideas
- Edit for use of standard English
- Produce writing with voice for given audiences
- Share writing with others, listen to responses, and make revisions to drafts based upon reader responses

WRITING—MECHANICS

It is expected that students will:

- Identify and correctly use grammar in writing sentences
- Demonstrate understanding of and write complete declarative, interrogative, imperative, and exclamatory sentences
- Use quotation marks in dialogue
- Punctuate correctly
- Use rules of capitalization
- Use correct spelling of words
- Create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence

Pre-Kindergarten—English Language Arts/Reading

RESEARCH AND STUDY SKILLS

It is expected that students will:

- Identify and explore an area of interest
- Use with teacher assistance, a variety of sources to obtain information

Pre-Kindergarten—Mathematics

In Pre-Kindergarten mathematics: children develop an understanding of number and number sense; knowledge of spatial concepts, e.g. shapes and measurement, an understanding of patterns and relationships, a knowledge of sequence and temporal awareness, and the ability to use mathematical knowledge to sort, classify, represent, communicate, and solve problems.

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

- Use concrete objects to combine and separate groups up to 5
- Count to 10
- Recognize and read numerals 0-5
- Estimate the number of objects in a set to 5 and verify by counting
- Match the number of objects to the correct numeral 0-5

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

- Sort objects by similar attributes (e.g., size, shape, and color)
- Recognize and replicate simple patterns (e.g., ABAB)
- Compare sets of objects.; determine which set has more or less

MEASUREMENT

It is expected that students will:

- Compare objects by size to determine smaller and larger
- Sort pennies and nickels
- Identify day and night

Pre-Kindergarten–Mathematics

SPATIAL SENSE AND GEOMETRY

It is expected that students will:

- Identify circles, triangles, and squares
- Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top)

DATA ANALYSIS

It is expected that students will:

- Identify and sort data (e.g., interpret quantity in pictures)

PROBLEM SOLVING

It is expected that students will:

- Apply previous experience and knowledge to new problem-solving situations
- Explain and verify results with respect to the original problem
- Try more than one strategy when the first strategy proves to be unproductive
- Apply solutions and strategies from earlier problems to new problem situations

MATHEMATICAL COMMUNICATION

It is expected that students will:

- Discuss and exchange ideas about mathematics as a part of learning
- Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems
- Use pictorial representations to identify mathematical operations and concepts
- Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas
- Use everyday language to explain thinking about strategies and solutions to mathematical problems
- Explain and justify thinking about mathematical ideas and solutions
- Use mathematical notation to communicate and explain mathematical situations

Third Grade–English Language Arts/Reading

READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES

It is expected that students will:

- Use pre-reading strategies to improve comprehension
- Use self-correcting strategies to gain meaning from text
- Recall essential points in text while reading
- Make and revise predictions about text and read to verify
- Restate facts and details in text to share information and organize ideas
- Adjust reading rate to suit difficulty of text
- Interpret information in new contexts

READING COMPREHENSION—LITERATURE

It is expected that students will:

- Make inferences about plots, settings, and characters in a variety of works and by a variety of authors
- Make inferences about a character's traits and check text for verification
- Compare plots, settings, characters, and points of view in a variety of works and by a variety of authors from different cultures and times
- Identify and compare themes or messages (including author's purpose) in reading selections
- Identify simile, metaphor, onomatopoeia, and hyperbole in text
- Read and identify a variety of selections
- Demonstrate an active interest in reading
- Interpret non-literal language

READING COMPREHENSION—INFORMATIONAL TEXTS

It is expected that students will:

- Distinguish essential information from text features to locate information for specific purposes
- Distinguish between cause and effect, fact and opinion, main idea and supporting details in text
- Ask questions and support answers by connecting prior knowledge with literal and inferential information in text
- Draw conclusions about texts and support them with textual evidence and experience
- Read and follow three and four-step directions to complete a simple task

Second Grade–Social studies

HISTORY

It is expected that students will:

- Identify past, present, and future events
- Tell why Columbus Day is celebrated
- Tell why Thanksgiving Day is celebrated
- Tell why the Fourth of July is celebrated
- Tell why Presidents' Day is celebrated
- Tell why Labor Day is celebrated
- Tell why Memorial Day and Veterans' Day are celebrated
- Tell why Martin Luther King, Jr. Day is celebrated
- Describe Native American daily life prior to European colonization (e.g., housing, farming, illness) and describe Native American life of today
- Discuss why and from where people came to North America and the United States
- Discuss the courage of various Americans
- Read historical passages and restate details
- Recognize a timeline

Third Grade–English Language Arts/Reading

Third grade students begin to independently apply their basic literacy skills. Students read, write, and speak with increasing fluency and accuracy.

WORD KNOWLEDGE—PHONICS, VOCABULARY, SPELLING

It is expected that students will:

- Use knowledge of phonics to read fluently and to determine the meaning of unfamiliar words in context
- Identify beginning, middle, and ending sounds and syllables
- Use knowledge of phonics and structural elements to read fluently and to determine the meaning of unfamiliar words in context
- Use knowledge of structural analysis to determine the meaning of words in context
- Use knowledge of multiple meaning words, compound words, synonyms, antonyms, homophones, homographs, and content area words to expand vocabulary
- Read aloud with fluency, accuracy, appropriate intonation, and expression
- Use dictionaries and glossaries to determine the meanings and other features of unknown words
- Use patterns to spell correctly
- Use structure rules to spell correctly
- Use spelling strategies to spell correctly

Pre-Kindergarten–Mathematics

MATHEMATICAL REASONING

It is expected that students will:

- Justify and explain the solutions to problems using manipulatives and physical models
- Ask questions to reflect on, clarify, and extend thinking

MATHEMATICAL CONNECTIONS

It is expected that students will:

- Link new concepts to prior knowledge

Pre-Kindergarten–Science

Pre-Kindergarten children learn science concepts through active play and exploration of their environment. Responsive adults facilitate discovery by inviting questions, asking open-ended questions, encouraging hands-on experiences, and providing opportunities to experiment and observe the world through a variety of media. The goals of Pre-Kindergarten Science are to enhance children's natural and instinctual observational skills, to support and guide children's curiosity and their need to experiment, to encourage exploration and discovery, and to highlight the wonders of the world around them.

PHYSICAL SCIENCE

It is expected that students will:

- Explore and demonstrate how objects move
- Investigate how objects react when placed in water
- Sort objects according to observable properties (e.g., by shape and color)
- Identify hot and cold

LIFE SCIENCE

It is expected that students will:

- Identify humans, animals, and plants
- Use the five senses to explore and investigate the natural world
- Identify the basic need for air, water and food
- Investigate animals and their offspring
- Explore and identify a variety of animals and plants

Pre-Kindergarten–Science

EARTH AND SPACE SCIENCES

It is expected that students will:

- Observe and identify weather form day to day

ENVIRONMENTAL SCIENCES

It is expected that students will:

- Identify animals and their homes

SCIENTIFIC INQUIRY: PROCESSES AND SKILLS

It is expected that students will:

- Observe their world
- Ask questions about their world
- Share ideas with others

Pre-Kindergarten–Social Studies

Social-Emotional growth and learning develops through interactions with others and is interconnected to other domains, such as cognitive and physical development. Social relationships between adults and children exert a powerful positive influence on children's development. Children initially learn about themselves and how to behave in society from their families, but are also influenced by peers and other adults in early childhood settings. The goals of Pre-Kindergarten Social Studies are: to support and promote children's self-confidence and self-direction, to encourage children to express and identify their feelings, to give children the skills to persevere and maintain their focus, and to develop positive relationships with individuals and the community.

SOCIAL-EMOTIONAL DEVELOPMENT

It is expected that students will:

- Make independent choices from diverse interest centers or activities
- Select materials to use in order to express individuality
- Express ideas for activities, initiate and participate in discussions with teachers or peers
- Acknowledge actions and accomplishments verbally and nonverbally

Second Grade–Social studies

GEOGRAPHY (Continued)

- Identify some basic elements of a simple ecosystem (e.g., plants, animals)
- Use a school map to construct a visual model of population distribution
- Give oral directions from one location to another within the school or community
- Categorize different ways to move people, goods, and ideas
- Compare and contrast rural and urban communities
- Distinguish between goods and services
- Use a map or chart to display information about an economic product
- Distinguish between wants and needs and describe how people fulfill them
- List different groups to which people belong
- Identify places where cooperation and conflict take place
- Identify how people shape the physical environment at home and school
- Recognize the location of major current events
- Plan a spatial change for a classroom or school (e.g., changing the location of furniture, redesigning the playground)
- Ask questions about location
- Gather geographic information from books and pictures
- Make simple lists and graphs and arrange visual materials to display geographic information
- Identify and group information from several geographic sources
- Display the results of a geographic inquiry
- Name the cardinal directions: north, south, east, and west
- Construct simple maps
- Describe natural resources (e.g., water, air, trees, rocks, plants, animals, oil, gas)

Second Grade–Social studies

ECONOMICS

It is expected that students will:

- Given up when choices are made
- Give examples of an all-or-nothing choice (e.g., choose to have music on or off)
- Demonstrate an understanding of trade
- Give examples of prices people have paid when buying goods and services
- 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)
- Identify reasons people use banks
- Explain what money is and how it is used
- Explain what a consumer does
- Give examples of ways people earn money by working
- Explain how tools and machinery may help a person work faster or better, or make a person's work easier
- Give examples of inventions
- Identify community occupations in a given job cluster (e.g., medical, educational)

GEOGRAPHY

It is expected that students will:

- Identify the map titles and map symbols on a variety of maps
- Describe what a map or globe represents
- Recognize geographic information from maps, globes, photographs, and graphs
- Choose a title and construct a key (legend) from given map symbols
- Recognize spatial patterns on a map
- Identify and locate land and water on a map or globe, using the terms continent and ocean
- Locate Nevada and the United States on a map
- Identify basic types of landforms and bodies of water (e.g., mountains, valleys, islands, lakes, rivers)
- Identify traditions and customs that families practice
- Give examples of how technology is used in the home and classroom
- Identify changes that have occurred over time at home, at school, or in the neighborhood
- Identify areas that have different purposes in the home or the classroom
- Describe the weather conditions typical to each season in the community and in other places

Pre-Kindergarten–Social Studies

SOCIAL-EMOTIONAL DEVELOPMENT (Continued)

- Re-engage in a task or activity after experiencing disappointment, frustration, or failure
- Separate easily from parent(s)/ caregiver(s)/ significant adult(s)
- Move through routines and activities with minimal adult/ teacher direction
- Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands)
- Use toys and materials with care
- Clean up or put away toys and materials when finished
- Identify a range of feelings (e.g., sadness, anger, fear, and happiness)
- Express feelings, needs, or wants in appropriate ways
- Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad)
- Demonstrate appropriate affection for teachers and friends
- Express common courtesy to others (e.g., saying "thank you," "please," and "excuse me," or passing a plate of cookies)
- 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.")
- Demonstrate problem-solving skills (e.g., ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions)
- Be able to say and respond to first and last name
- Be able to say parent or caregiver's name
- Play independently
- Play in pairs and small groups
- Engage in dramatic play
- Initiate play, or enter into play with a group of children already playing
- Participate in cooperative groups to complete a task
- Take turns with teacher support
- Share some of the time
- Attend to a task for at least 10 minutes
- Move on to next activity without exhibiting signs of stress

Pre-Kindergarten–Social Studies

SOCIAL-EMOTIONAL DEVELOPMENT (Continued)

- 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.)
- Demonstrate ability to delay gratification to complete a larter task

CIVICS

It is expected that students will:

- Follow classroom rules
- Participate in group decision making

ECONOMICS

It is expected that students will:

- Decide between two choices
- Demonstrate understanding that money is exchanged for goods and/or services
- Demonstrate the role of consumers through dramatic play

GEOGRAPHY

It is expected that students will:

- Identify direction and location (e.g., up/down; above/below)
- Share information about their family practices, customs and culture
- Be exposed to diverse family practices, customs and culture
- Identify familiar weather conditions (e.g., rain, sunshine, snow, fog)

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Second Grade–Science

SCIENTIFIC INQUIRY: PROCESSES AND SKILLS

It is expected that students will:

- Conduct investigations and experiments independently or with a partner
- Use simple equipment, tools, and resources (e.g., books, technology) to gather information
- Make observations and give descriptions using words, numbers, and drawings
- Record observations of investigations over time in a science notebook/journal (e.g., growth of a plant, changes in weather)
- Follow verbal instructions accurately
- Produce simple pictographs to describe observations and explanations
- Cooperate and contribute ideas within a group
- Estimate numerical answers to problems before calculating
- Recognize unexpected or unusual results in activities
- Keep a record of observations and measurements taken over time
- Raise new questions based on observations and interactions

Second Grade–Social studies

Second grade students learn about the needs and responsibilities of people as they live, work and play in communities. Students develop an awareness and appreciation of American culture through learning about patriotic symbols, courage, and national holidays.

CIVICS

It is expected that students will:

- Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks
- Participate in class decision making
- Name a traditional U.S. patriotic activity, holiday, or symbol (e.g., Fourth of July)
- Name the school and community
- Discuss responsible citizenship, including the importance of education
- Demonstrate awareness of the rights and property of individuals
- Complete tasks independently
- Work cooperatively in groups
- Recognize differences of opinion
- Identify appropriate ways to make changes and resolve conflicts
- Recite the “Pledge of Allegiance”

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Second Grade–Science

EARTH AND SPACE SCIENCES

It is expected that students will:

- Describe that rocks come in many sizes and shapes and have interesting textures, colors, and patterns
- Investigate and describe how changes happen to many things (e.g., weather)
- Investigate and describe how the sun warms the land, air, and water
- Investigate and describe how weather changes from day to day and throughout the year
- Observe and describe the sun, moon, planets, and stars
- Describe the movement of some of the objects in the sky

ENVIRONMENTAL SCIENCES

It is expected that students will:

- Investigate and describe the roles of plants as producers and animals as consumers and how living things may depend on each other
- 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)
- Investigate and describe how some resources can be used and reused
- Describe the various resources that provide the necessary things that are used by people in their daily lives
- Describe how people live in different places in different ways
- Describe how some things in students' daily lives change and other things stay the same

THE NATURE AND HISTORY OF SCIENCE

It is expected that students will:

- Explain that everyone can invent things and ideas
- Construct models of useful things
- Explain that something may not work if some of its parts are missing

Kindergarten–English Language Arts/Reading

Kindergarten students begin the complex process of learning to read and write. As they make the connection of the printed word with reading and writing, students begin to develop basic literacy skills.

WORD KNOWLEDGE—PHONICS, VOCABULARY

It is expected that students will:

- Identify forms of print (e.g., letters, words, sentences)
- Use high-frequency words and environmental print to read simple texts
- Identify and use letter/sound relationships
- Identify names of letters of the alphabet
- Identify alternate forms of letters (e.g., a, g, k, q)
- Identify sounds of letters of the alphabet
- Identify initial sounds in words
- Identify final sounds in words
- Identify rhyming words
- Use letters/sounds to decode words

READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES

It is expected that students will:

- Use concepts of print (top to bottom orientation, left to right directionality, return sweep)
- Recognize that print conveys a message
- Use prior knowledge and picture clues as pre-reading strategies to aid comprehension
- Identify a purpose for reading/listening to a story
- Predict what a story will be about
- Identify real and make-believe
- Select books to read independently or with a partner

Kindergarten–English Language Arts/Reading

READING COMPREHENSION—LITERATURE

It is expected that students will:

- Retell beginning, middle, and end of familiar stories
- Listen to stories from different cultures and eras
- Listen for rhythm, rhyme, and alliteration
- Listen and respond to poetry and prose, including fiction and non-fiction selections
- Respond and retell stories in a variety of ways (e.g., verbal, pictures, puppetry, dramatics, writing)
- Recall important details in a story
- Respond to who, what, when, where, and why questions
- Use pictures/clues/words to answer questions
- Identify sequence of events in stories

READING COMPREHENSION—INFORMATIONAL TEXTS

It is expected that students will:

- Demonstrate and understanding that printed materials provide information
- Identify parts of a book (e.g., cover, title, author, and illustrator)
- Recall information
- Distinguish between statements and questions
- Follow, with teacher assistance, a simple written direction

WRITING—COMPOSITION

It is expected that students will:

- Draw or write in response to information
- Draw or write daily to communicate
- Draw or write stories about familiar experiences and events
- Draw or write responses to literature

Second Grade–Science

Second grade students study properties of solids and liquids, describe the effects of weather, study life cycles of plants and animals, and observe changes in matter. They organize information and use simple scientific equipment and technology.

PHYSICAL SCIENCE

It is expected that students will:

- Investigate, observe, and describe objects moving at different speeds
- Build, take apart, and reassemble constructions using materials such as interlocking blocks, erector sets, etc.
- Describe and sort objects in terms of their observable properties (e.g., state of matter, shape, color, texture)
- Combine small objects to form larger objects
- Sort solids and liquids according to similarities and differences
- Observe and describe the interactions of solids mixed with water and liquids mixed with water
- Describe an object as hot or cold
- Investigate and describe how objects can change state (e.g., melting ice cube)
- Investigate and describe how sound can be produced by vibrating objects and how it has different properties (e.g., high-low, soft-loud)

LIFE SCIENCE

It is expected that students will:

- Investigate, observe, and describe how animals grow and change through their life cycles
- Investigate, observe, and describe how plants grow and change through their life cycles
- Distinguish living from non-living things using established criteria
- Explain that some diseases are caused by germs and some are not; diseases caused by germs may be spread by people who have them
- Investigate and describe how particular animals have offspring that are the same kind of animal
- Investigate and describe how some living things look alike and others do not

Second Grade–Mathematics

MATHEMATICAL COMMUNICATION

It is expected that students will:

- Discuss and exchange ideas about mathematics as a part of learning
- Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems
- Use pictorial representations to identify mathematical operations and concepts
- Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas
- Explain and justify thinking about mathematical ideas and solutions
- Use everyday language to explain thinking about strategies and solutions to mathematical problems
- Express mathematical ideas and use them to define, compare, and solve problems orally and in writing
- Use mathematical notation to communicate and explain mathematical situations

MATHEMATICAL REASONING

It is expected that students will:

- Justify and explain the solutions to problems using manipulatives and physical models
- Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems
- Ask questions to reflect on, clarify, and extend thinking
- Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems

MATHEMATICAL CONNECTIONS

It is expected that students will:

- Link new concepts to prior knowledge
- Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics
- Identify practical applications of mathematical principles that can be applied to other disciplines
- Identify, explain, and use mathematics in everyday life

Kindergarten–English Language Arts/Reading

WRITING—PROCESS

It is expected that students will:

- Select, with teacher assistance, ideas for writing
- Organize and sequence, with teacher assistance, ideas generated through group discussions
- Draw or write, with teacher assistance, simple stories

WRITING—MECHANICS

It is expected that students will:

- Write own first and last names
- Capitalize first letters of own first and last names
- Use correct spelling of own first and last names
- Form letters of the alphabet correctly
- Identify and use, with teacher assistance, end punctuation (period, question mark, exclamation point)

LISTENING

It is expected that students will:

- Listen for a variety of purposes such as to obtain information, to solve problems, or for enjoyment
- Attend and respond to stories and group discussions
- Listen to and follow an oral direction

SPEAKING

It is expected that students will:

- Use and expand vocabulary to communicate ideas
- Speak clearly at an understandable pace
- Share and respond to ideas
- Relate experiences and retell stories
- Give clear directions to complete a simple task
- Use complete sentences to communicate ideas

Kindergarten–English Language Arts/Reading

DISCUSSION

It is expected that students will:

- Demonstrate turn-taking in conversations and group discussions
- Ask and answer questions
- Share ideas and information

RESEARCH AND STUDY SKILLS

It is expected that students will:

- Use, with teacher assistance, reference materials and technology
- Ask questions to explore areas of interest

Kindergarten–Mathematics

Kindergarten students begin to count; combine, sort and compare sets of objects; describe simple patterns; and recognize shapes of figures and objects. Learning experiences in mathematics begin with the concrete, connect the concrete to symbols, and proceed to the abstract or purely symbolic. Students learn concepts and skills which are necessary for understanding the mathematics of the next grade level.

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

- Count up to 20 objects to determine quantity
- Count to 20
- Compare sets of objects and describe more/less/equal
- Match the number of objects to the correct numeral, 0 – 10
- Recognize, read, and write numbers, 0 — 10
- Recognize number words, 0 — 10
- Use ordinal positions, first to third
- Estimate the number of objects in a set to 10 and verify by counting
- Use concrete objects to model simple sums and differences
- Add and subtract whole numbers to 10, using objects
- Use number sense, computation, and estimation to solve mathematical and real-world problems

Second Grade–Mathematics

SPATIAL RELATIONSHIPS AND GEOMETRY

It is expected that students will:

- Describe and compare and contrast two-dimensional shapes (circles, triangles, rectangles [squares]) regardless of position
- Use position words such as before, far, below, left to describe location of objects and to place objects
- Identify congruent shapes
- Compare the size (larger and smaller) or similar two-dimensional figures such as circles, triangles
- Recognize and describe position of shapes after transformation (flip, turn, slide), using models
- Identify figures with symmetry as they appear in the environment
- Create two-dimensional designs that contain a line of symmetry
- Identify, name, sort, describe, compare, and contrast two– and three-dimensional geometric figures and objects such as circle/sphere, square/cube, triangle/pyramid

DATA ANALYSIS

It is expected that students will:

- Collect, organize, record and explain classification of data using concrete materials
- Collect, organize, tally, display, and interpret data in charts, tables, and graphs
- Read and interpret simple picture and bar graphs to solve problems

PROBLEM SOLVING

It is expected that students will:

- Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts
- Apply previous experience and knowledge to new problem-solving situations
- Formulate own problems; use various approaches to investigate and solve problems
- Explain and verify results with respect to the original problem
- Try more than one strategy when the first strategy proves to be unproductive
- Apply solutions and strategies from earlier problems to new problem situations
- Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)

NUMBERS, NUMBER SENSE, AND COMPUTATION

(Continued)

- Immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts
- Add and subtract multi-digit numbers without regrouping
- Add and subtract two-digit numbers with regrouping
- Add and subtract money amounts
- Describe and explain sequence of steps in addition and subtraction algorithms
- Use a variety of appropriate strategies to compute and solve problems with whole numbers
- Estimate the number of objects in a set to 20; verify by counting, and revise estimate, as needed, based on results
- Generate and solve one-step addition and subtraction problems based on practical situations
- Use estimation and mental computation in appropriate situations to solve problems

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

- Compare and contrast attributes of objects, shapes, and numbers
- Recognize and describe repeating and increasing patterns using symbols, objects, manipulatives, and calculators
- Use patterns and their extensions to solve problems
- Use variables and open sentences to express relationships
- Generate and solve problems based on various numerical sentences
- Model, explain, and solve a number sentence involving addition and subtraction
- Represent mathematical situations using numbers, symbols, and words

MEASUREMENT

It is expected that students will:

- Compare and order objects by various measurable attributes including time, temperature, length, weight, capacity, and area, and communicate their similarities and differences
- 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 unites
- Estimate and measure length, weight, and capacity of objects, using a standard or non standard unit of measure
- Read time to nearest quarter hour; distinguish between day and night (i.e., A.M. and P.M.)
- Determine the value of any given set of coins and bills

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

- Sort and describe objects by similar characteristics (attributes)
- Create and describe patterns using objects, words, and numbers
- Recognize, and replicate patterns
- Identify and create sets of objects with unequal amounts, describing them as more or less

MEASUREMENT

It is expected that students will:

- Compare and order objects by length and weight, communicating their similarities and differences
- Compare and order objects by size and weight, communicating their similarities and differences
- Identify and sort pennies, nickels, and dimes
- Recite, in order, the days of the week

SPATIAL RELATIONSHIPS AND GEOMETRY

It is expected that students will:

- Identify and describe geometric figures (sphere, cylinder, rectangular prism, cube, cone)
- Identify two-dimensional shapes (circles, triangles, rectangles, including squares) regardless of position
- Use position words (e.g., middle, before, down) to place and describe location of objects
- Identify two-dimensional figures as they appear in the environment (e.g., windows are shaped like rectangles)

DATA ANALYSIS

It is expected that students will:

- Collect and describe data
- Describe and compare information (data) on graphs made with objects, pictures, or numbers

Kindergarten–Mathematics

PROBLEM SOLVING

It is expected that students will:

- Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts
- Formulate own problems; use various approaches to investigate and solve problems
- Explain and verify results with respect to the original problem
- Apply solutions and strategies from earlier problems to new problem situations

MATHEMATICAL COMMUNICATION

It is expected that students will:

- Discuss and exchange ideas about mathematics as a part of learning
- Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems
- Use pictorial representations to identify mathematical operations and concepts
- Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas
- Use everyday language to explain thinking about strategies and solutions to mathematical problems
- Explain and justify thinking about mathematical ideas and solutions
- Use mathematical notation to communicate and explain mathematical situations

MATHEMATICAL REASONING

It is expected that students will:

- Justify and explain the solutions to problems using manipulatives and physical models
- Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems
- Ask questions to reflect on, clarify, and extend thinking

Second Grade–English Language Arts/Reading

DISCUSSION

It is expected that students will:

- Demonstrate turn-taking and eye contact in conversations and group discussions
- Ask and answer questions to gather and provide information
- Present ideas and information in groups

RESEARCH AND STUDY SKILLS

It is expected that students will:

- Use parts of a book to locate information
- Alphabetize words by second letter and apply basic knowledge of alphabetical order
- Construct simple graphic organizers to show relationships of ideas (e.g., story map, semantic map, web, chart, graph, diagram)
- Formulate questions to explore areas of interest
- Locate and use information from reference materials and technology
- Present research findings using various media
- Use test-taking strategies

Second Grade–Mathematics

Second grade students extend their learning of whole numbers to include three-digit numbers. They continue to learn and use the basic addition facts through sums of eighteen and the corresponding subtraction facts. Students also develop problem solving strategies, estimate, and read and interpret bar graphs.

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

- Compare and order groups of objects and numerals less than 1,000
- Use ordinal positions first through twentieth
- Use the inherent patterns in numbers to skip count by 2's, 3's, 5's, and 10's to 100 and beyond
- Use, model, and identify place value positions (ones, tens, and hundreds)
- Read, write, and use number words (0—20)
- Demonstrate understanding of the processes of addition and subtraction
- Use decimals to show money amounts
- Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts

Second Grade–English Language Arts/Reading

WRITING—MECHANICS

It is expected that students will:

- Use nouns, verbs, pronouns, adjectives, and adverbs in writing
- Demonstrate correct grammar usage when writing sentences
- Identify complete and incomplete sentences in writing
- Use commas in the greeting and closing of a letter
- Use commas in words in a series
- Use commas in dates
- Use a comma between city and state
- Use end punctuation
- Use periods in abbreviations
- Use periods with initials
- Use contractions correctly
- Use possessives correctly
- Capitalize proper nouns and initials
- Use correct spelling of words containing short, long, and r-controlled vowels
- Use correct spelling of words containing blends and digraphs
- Use correct spelling of irregular words (e.g., said, who, they)
- Create readable compositions that are legible

LISTENING

It is expected that students will:

- Determine the purposes) for listening (e.g., to obtain information, to solve problems, or for enjoyment)
- Link prior knowledge with new information
- Activate prior knowledge
- Listen to different types of literature
- Attend and respond to public presentations and a variety of media
- Distinguish among different dialects
- Follow two-step oral directions to complete a task

SPEAKING

It is expected that students will:

- Select and use specific vocabulary to communicate ideas
- Speak clearly at an understandable pace
- Make oral presentations that maintain a clear focus
- Recount experiences and tell stories that move through a logical sequence of events and include character and setting
- Give clear directions to complete a simple task
- Participate in various forms of oral communication (i.e., informal dialogue, music, plays, book talks, oral reports, speeches)

Kindergarten–Mathematics

MATHEMATICAL CONNECTIONS

It is expected that students will:

- Link new concepts to prior knowledge
- Identify practical applications of mathematical principles that can be applied to other disciplines
- Identify, explain, and use mathematics in everyday life

Kindergarten–Science

Kindergarten students participate in science learning experiences and apply the five senses (sight, hearing, touch, smell, and taste) to enhance observation skills. They describe moving objects and compare and describe plants, animals, properties of materials, and patterns in their surroundings.

PHYSICAL SCIENCE

It is expected that students will:

- Investigate, observe, and describe how objects move
- Observe and describe how objects react when placed in water
- Describe observable materials and properties of objects

LIFE SCIENCE

It is expected that students will:

- Observe and describe attributes of animals
- Compare and contrast how humans and animals use their senses
- Observe and explain that animals have offspring that are the same kind of animal
- Sort animals by observable characteristics

EARTH AND SPACE SCIENCES

It is expected that students will:

- Observe and record weather from day to day
- Observe patterns in nature (e.g., leaves and feathers, night and day, weather conditions)

Kindergarten–Science

ENVIRONMENTAL SCIENCES

It is expected that students will:

- Recognize and explain that animals live in different places

THE NATURE AND HISTORY OF SCIENCE

It is expected that students will:

- Compare objects/ products made of different materials
- Build simple structures

SCIENTIFIC INQUIRY: PROCESSES AND SKILLS

It is expected that students will:

- Ask questions about the world
- Conduct investigations independently and with a partner
- Use simple equipment, tools, and resources to gather information
- Share information and ideas with others

Kindergarten–Social Studies

Kindergarten students become aware of their roles and responsibilities as a member of the family, school, and neighborhood. Students develop social skills which enable them to get along with others.

CIVICS

It is expected that students will:

- Know and recite full name and birthday
- Know home address (street, city, state)
- Recite the "Pledge of Allegiance," with teacher assistance
- Follow directions and classroom rules
- Demonstrate courteous and respectful behavior
- Complete tasks independently
- Work cooperatively in a group

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Second Grade–English Language Arts/Reading

READING COMPREHENSION—INFORMATIONAL TEXTS

It is expected that students will:

- Locate table of contents and chapter headings
- Interpret information from diagrams, charts, and graphs
- Identify and explain cause and effect
- Determine the main idea of a passage
- Ask questions to gain understanding of important information in a text
- Read and follow simple directions to perform a task
- Read a variety of non-fiction from content areas

WRITING—COMPOSITION

It is expected that students will:

- Participate in daily writing activities
- Write complete sentences
- Use at least two sources to write an informative paper
- Write friendly letters
- Write stories and poems
- Write responses to literature
- Write directions

WRITING—PROCESS

It is expected that students will:

- Generate possible ideas for future writing by recalling experiences, talking, drawing, and listening to stories
- Organize ideas through activities such as listing, webbing, and clustering
- Identify a purpose for writing
- Write stories or other compositions
- Ask questions to develop and clarify ideas
- Revise writing for detail and clarity
- Self-check for organization, ideas, word choice, and sentence structure
- Edit, with teacher assistance, for correct word usage
- Correct for mechanics, spelling, grammar, and punctuation
- Produce writing for given audiences
- Share writing with others and listen to responses
- Display writing through informal/formal publication

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Second Grade–English Language Arts/Reading

READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES

It is expected that students will:

- Access prior knowledge, predict, preview, and set a purpose as pre-reading strategies to aid comprehension
- Identify self-correcting strategies such as self-questioning and rereading
- Recall important details/facts
- Recall sequence of events
- Recall the main idea of text
- Retell the main idea of text
- Formulate the main idea while reading
- Identify cause and effect
- Compare and contrast information
- Draw conclusions
- Respond to fiction and nonfiction selections
- Locate words and/or sentences to answer questions
- Describe, classify, compare, and contrast objects/pictures and information
- Demonstrate comprehension of various forms of literature

READING COMPREHENSION—LITERATURE

It is expected that students will:

- Identify simple elements of a story such as setting, characters, and plot
- Make basic inferences about characters and predict story outcomes
- Restate the logical and sequential development of a story
- Generate alternative endings to stories
- Identify simple character traits
- Compare and contrast different versions of the same stories from different cultures and eras
- Compare rhythm, rhyme, and alliteration in poetry
- Distinguish between poetry and prose
- Identify different types of literature
- Read independently/daily

Kindergarten–Social Studies

ECONOMICS

It is expected that students will:

- Recognize ways money is used to buy goods and services
- Develop an awareness of wants and needs
- Identify types of occupations/services and describe their importance in the community

GEOGRAPHY

It is expected that students will:

- Use vocabulary related to direction and locations (e.g., up/down; left/right; near/far; above/below)
- Recognize a map and a globe
- Recognize water and land on a map or globe
- Identify daily weather conditions (e.g., rain, sun, snow, wind)

HISTORY

It is expected that students will:

- Develop an awareness of important holidays in Nevada and the United States

First Grade–English Language Arts/Reading

First grade students develop communication skills in reading, writing, listening, and speaking. Students begin to broaden their oral language skills and their understanding of the printed word.

WORD KNOWLEDGE—PHONICS, VOCABULARY, SPELLING

It is expected that students will:

- Name all upper and lower case letters
- Use phonics (letter/sound relationships) and knowledge of word families to decode words in context
- Use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression
- Use knowledge of simple spelling patterns when reading
- Identify simple prefixes, common suffixes, root words, and abbreviated words in context
- Identify synonyms and antonyms in context
- Spell basic sight words and frequently used words correctly
- Use patterns and structure rules to correctly spell words
- Expand usage of oral and written vocabulary
- Identify beginning, middle and final sounds in single syllable words
- Distinguish long and short vowel sounds
- Add, delete, or change beginning sounds to create new words (cow to how)
- Read common irregular words

READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES

It is expected that students will:

- Use concepts of print
- Use pre-reading strategies to aid comprehension
- Use knowledge of key/familiar words to comprehend
- Expand sight vocabulary to promote fluent reading
- Demonstrate fluency
- Use self-correcting strategies to aid comprehension
- Recall details of the text while reading
- Locate picture clues, words, and/or sentences to answer questions
- Retell details of text

First Grade–Social Studies

HISTORY

It is expected that students will:

- Identify examples of various holidays/traditions in the United States
- Develop awareness of categories of time: past, present, future
- Read historical passages and recall details
- Recognize that people from many different cultures settled in the United States

Second Grade–English Language Arts/Reading

Second grade students use their beginning skills to develop expertise in communicating through reading, writing, listening and speaking. The ability to apply these skills increases as students participate in written and oral language experiences.

WORD KNOWLEDGE—PHONICS, VOCABULARY, SPELLING

It is expected that students will:

- Use knowledge of phonics to decode words of one or more syllables in context
- Use structural elements (e.g., syllables, prefixes, roots, and suffixes) to decode words of one or more syllables in context
- Read high-frequency words to build fluency and construct meaning
- Read texts aloud with fluency, accuracy, and appropriate intonation and expression
- Identify the meanings of common prefixes, and suffixes, and abbreviated words in context
- Identify and use knowledge of spelling patterns to correctly spell words
- Identify and use special vowel spellings to correctly spell words
- Identify and use knowledge of spelling patterns and special vowel spellings when reading
- Identify and use basic syllabication rules
- Apply knowledge of basic syllabication rules when reading
- Identify and use knowledge of synonyms, antonyms, homophones, and homographs to understand text

First Grade–Social Studies

First grade students learn about the community and begin to use maps and globes. Students develop an awareness and an appreciation of other cultures and countries by learning about holidays and traditions.

CIVICS

It is expected that students will:

- Explain the necessity for rules at home and school
- Follow classroom and playground rules
- Name the school, city, and state
- Recite the "Pledge of Allegiance," with teacher assistance
- Participate in class discussions
- Develop awareness of the rights and property of others

ECONOMICS

It is expected that students will:

- Develop awareness of economic concepts: wants/needs, goods/services
- Develop an awareness of the value and purpose of money
- Identify occupations/services who help families

GEOGRAPHY

It is expected that students will:

- Locate places on a simple picture map
- Recognize that maps and globes are representations of the Earth's surface
- Recognize the shape of Nevada
- Recognize the function of machines and other technologies from photographs or models
- Recall the four seasons in order
- Recognize that sunlight, air, and water are the most important elements needed to support living things
- Recognize various groups within the classroom population (e.g., gender, birth month, height)
- Identify ways in which people or things move from one place to another
- Identify the geographic setting of a picture or story
- Ask questions about the neighborhood and other places
- Recall geographic facts from a story
- Sort and group pictures that display similar geographic places
- Recall personal geographic facts (e.g., home address, phone number)
- Name the cardinal directions (north, south, east, west)

First Grade–English Language Arts/Reading

READING COMPREHENSION—LITERATURE

It is expected that students will:

- Listen to and read stories from different cultures and eras
- Read independently/daily
- Respond to literature selections
- Identify literary elements (characters, setting, and sequence in stories)
- Distinguish between real and make-believe
- Read and identify poetry and prose
- Identify rhythm, rhyme, and alliteration
- Identify simple character traits and predict story outcome

READING COMPREHENSION—INFORMATIONAL TEXTS

It is expected that students will:

- Read independently/daily
- Locate and use text features to obtain information
- Identify cause and effect
- Identify main idea
- Use text, pictures, and graphs to answer questions
- Respond to text information
- Read and follow a simple direction to perform a task

WRITING—COMPOSITION

It is expected that students will:

- Participate in daily writing activities
- Write notes
- Write, with teacher assistance, responses to literature
- Write stories
- Write a simple informative paper with teacher assistance

WRITING—PROCESS

It is expected that students will:

- Generate and select, with teacher assistance, ideas for writing
- Organize and sequence ideas, with teacher assistance, through drawing and discussing
- Identify an audience for writing
- Write, with teacher assistance, stories or other compositions
- Ask questions to clarify ideas
- Use conferencing strategies
- Revise writing, with teacher assistance, to include details
- Edit writing, with teacher assistance, for correct word usage
- Read and share writing with others

First Grade–English Language Arts/Reading

WRITING—MECHANICS

It is expected that students will:

- Write to communicate
- Write complete sentences
- Use nouns, verbs, adjectives, and pronouns in writing
- Use capitalization
- Use end punctuation
- Use correct punctuation
- Use contractions
- Use singular possessives
- Use correct spelling
- Print legibly using left-to-right, top-to-bottom directionality, and correct spacing between letters and words

LISTENING

It is expected that students will:

- Listen for a variety of purposes
- Identify purposes for listening such as to obtain information, to solve problems, or for enjoyment
- Listen to different types of literature
- Listen to a variety of dialects
- Attend and respond to presentations
- Recall presented material in sequence
- Link new information to prior knowledge
- Follow simple oral directions to complete a task

SPEAKING

It is expected that students will:

- Participate in various forms of oral communication
- Communicate in complete sentences
- Speak clearly at an understandable pace
- Use varied vocabulary to communicate ideas
- Present ideas and ask questions in small and large groups
- Rephrase a question or problem
- Recount experiences and retell stories in sequence
- Give clear directions to complete a simple task

First Grade–Science

EARTH AND SPACE SCIENCES

It is expected that students will:

- Observe, describe, and record seasonal changes over time
- Observe and describe basic properties of soil and rocks

ENVIRONMENTAL SCIENCES

It is expected that students will:

- Recognize that plants grow in different places

THE NATURE AND HISTORY OF SCIENCE

It is expected that students will:

- Design and build structures
- Use models (e.g., miniature toy cars, toy animals) to explain the things they represent

SCIENTIFIC INQUIRY: PROCESSES AND SKILLS

It is expected that students will:

- Conduct investigations independently and with a partner
- Use simple equipment, tools, and resources to gather information
- Make observations and give descriptions
- Draw pictures that describe observations and explanations
- Record observations using pictures and words in a science notebook/journal
- Make predictions based on observed patterns
- Raise new questions based on observations and interactions
- Respect ideas and contributions of others

First Grade–Mathematics

MATHEMATICAL REASONING

It is expected that students will:

- Justify and explain the solutions to problems using manipulatives and physical models
- Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems
- Ask questions to reflect on, clarify, and extend thinking
- Review and refine the assumptions and steps used to derive conclusions in mathematical arguments

MATHEMATICAL CONNECTIONS

It is expected that students will:

- Link new concepts to prior knowledge
- Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics
- Identify, explain, and use mathematics in everyday life

First Grade–Science

First grade students observe, communicate, and compare aspects of earth, life, and physical science. They observe and describe the weather and seasons. Students compare and sort objects by properties, conduct simple scientific experiments, and describe characteristics of living and non-living things.

PHYSICAL SCIENCE

It is expected that students will:

- Make objects move, stop, change direction, or balance
- Observe and describe how magnets can be used to make objects move without being touched
- Observe and describe materials in different states (e.g., solids and liquids)

LIFE SCIENCE

It is expected that students will:

- Observe, compare, and describe attributes of plants
- Use the five senses to investigate the natural world
- Identify and compare needs common to most living things (e.g., air, water, light)
- Investigate and describe how particular plants have seeds that produce the same kind of plant
- Sort plants by observable characteristics

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First Grade–English Language Arts/Reading

DISCUSSION

It is expected that students will:

- Demonstrate turn-taking in conversations and group discussions
- Ask and answer questions to gather and provide information
- Share ideas and information in small groups

RESEARCH AND STUDY SKILLS

It is expected that students will:

- Apply basic knowledge of alphabetical order
- Formulate questions, with teacher assistance, to explore areas of interest
- Locate and use, with teacher assistance, reference materials and technology
- Present, with teacher assistance, research findings using various media
- Construct a simple graphic organizer (e.g., story map, semantic web, web, chart, graph)
- Use test-taking strategies

First Grade–Mathematics

First grade students learn the basic addition facts through sums of ten and the corresponding subtraction facts. They also begin to learn about fractions, continue to develop sorting and patterning skills, and use nonstandard units of measure.

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

- Use the inherent patterns in numbers to count by 1's, 2's, 5's, and 10's to 100
- Read, write, order, and compare numbers from 0 —100
- Read and write number words, 0 —10
- Use ordinal positions first through tenth
- Use, model, and identify place value positions of 1's and 10's
- Explain and model the meaning of addition and subtraction
- Identify and model a whole
- Identify and model 1/2
- Identify and model basic addition facts (sums to 10) and the corresponding subtraction facts
- Write number sentences for the basic addition and subtraction facts (sums to 10 or less) and corresponding subtraction facts

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- Add and subtract one– and two-digit numbers, with no regrouping, with and without objects
- Estimate the number of objects in a set to 10
- Use mental computation in appropriate situations to solve problems
- Use number sense, computation, and estimation to solve mathematical and real-world problems
- Write, model, and describe one-step addition and subtraction problems

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

- Sort and categorize objects, shapes, and numbers in a variety of ways
- Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives
- Determine possible combinations for a given number (0 —10)
- Create, compare, and describe sets of objects as having more, less, or equal amounts

MEASUREMENT

It is expected that students will:

- Compare and order objects by length and weight, communicating their similarities and differences
- Compare and measure length and weight using non-standard units of measure
- Distinguish between day and night (i.e., between A.M. and P.M.)
- Read time to the nearest hour and half-hour
- Use a calendar to identify months, weeks, days, and years
- Identify and sort coins and bills
- Identify values of pennies, nickels, dimes, and quarters
- Determine the value of any set of pennies, nickels, and dimes
- Recite the months of the year in order

SPATIAL RELATIONSHIPS AND GEOMETRY

It is expected that students will:

- Use position words (e.g., middle, before, down) to place objects
- Identify and describe geometric figures (sphere, cylinder, cube, cone)
- Name, sort, and sketch two-dimensional geometric shapes (circles, triangles, rectangles, including squares) regardless of position
- Identify and replicate two-dimensional designs that contain a line of symmetry
- Recognize and describe different shapes in the environment

First Grade–Mathematics

DATA ANALYSIS

It is expected that students will:

- Collect, organize and describe data
- Read and interpret information (data) on graphs made with objects, pictures, or numbers
- Use data to make decisions and solve problems

PROBLEM SOLVING

It is expected that students will:

- Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts
- Apply previous experience and knowledge to new problem-solving situations
- Formulate own problems; use various approaches to investigate and solve problems
- Explain and verify results with respect to the original problem
- Try more than one strategy when the first strategy proves to be unproductive
- Apply solutions and strategies from earlier problems to new problem situations
- Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)

MATHEMATICAL COMMUNICATION

It is expected that students will:

- Discuss and exchange ideas about mathematics as a part of learning
- Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems
- Use pictorial representations to identify mathematical operations and concepts
- Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas
- Explain and justify thinking about mathematical ideas and solutions
- Use everyday language to explain thinking about strategies and solutions to mathematical problems
- Express mathematical ideas and use them to define, compare, and solve problems orally and in writing
- Use mathematical notation to communicate and explain mathematical situations
- Use patterns and relationships to analyze mathematical situations