

# Curriculum Overview

ELEMENTARY  
GRADES

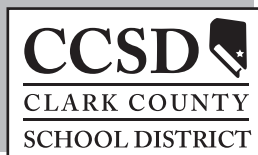
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CORE CURRICULUM

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**CCSD**   
CLARK COUNTY  
SCHOOL DISTRICT



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Dear Parents,

This curriculum overview has been developed to help parents understand what is expected of students at each grade level in the core subject areas of English Language Arts/Reading, Mathematics, Science, and Social Studies. It provides a listing of the K-12 Nevada Content Standards, and many of the specific skills and concepts to be taught at each grade level. Additionally, the Clark County School District POWER STANDARDS for English Language Art/Reading, Mathematics, and Science are included in this document. Power Standards are the most critical standards that students are held accountable for mastering. They are highly focused, specific areas of instructional emphasis and are essential for student proficiency in the identified K-12 subject areas. Those standards that are not designated as Power Standards are intended to be embedded in instruction throughout the year.

For more information regarding the curriculum you may access the District website at [www.ccsd.net/schools/curricOverviews.phtml](http://www.ccsd.net/schools/curricOverviews.phtml)

This information may serve as a guide to help you evaluate the progress of your child in these subjects. Furthermore, such benchmarks and Power Standards 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 teachers and administrators.

It is recognized that effective educational programs depend upon a strong partnership between parents, the community, and the school. We believe that parental involvement enriches the academic experiences of children. Your participation is encouraged and welcomed, and you are invited to contact district staff, your school's principal, or your child's teacher if you have any suggestions or questions.

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

## **CLARK COUNTY SCHOOL DISTRICT STATEMENT OF NON-DISCRIMINATION**

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or participation in its programs and activities.

# 21<sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS

The Clark County School District expects all students to meet the requirements of the 21<sup>st</sup> Century Course of Study. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students enrolling as freshmen in the fall of 2006 (graduating class of 2010), and each grade thereafter, will be scheduled into a fourth year of mathematics, which will include Algebra II, and a third year of science, which will include Biology. Although the graduation requirements for a standard diploma will not change, the school district expects its students to be competitive in higher education and the workforce, and to be prepared to take full advantage of what the world has to offer beyond high school.

The Clark County School District believes that all students must be prepared for the following post-secondary opportunities:

- University/Four-Year College
- Community/Two-Year College
- Trade/Technical School
- Workforce

<b>21<sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS</b>	
<b>Areas of Study</b>	<b>Units</b>
English	4
Mathematics (Includes Algebra II)	4
Science (Includes Biology)	3
World History or Geography (Class of 2011)	1
U.S. History	1
U.S. Government	1
Physical Education	2
Health Education	1/2
Use of Computers	1/2
Electives (Includes one Arts and Humanities or Career and Technical Education course)	5 1/2
<b>Total</b>	<b>22 1/2</b>

The 21<sup>st</sup> Century Course of Study will provide the following for students:

- Opens Doors to Post-Secondary Education and Workforce Opportunities
- Meets Nevada System of Higher Education University Admissions Grade Point Average (GPA) and Core Curriculum Requirements including:
  - 3.00 GPA (weighted or unweighted) **in the core curriculum**
  - NSHE Approved Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares Students for the Governor Guinn Millennium Scholarship GPA and Core Curriculum Requirements including:
  - 3.25 **cumulative** GPA (weighted or unweighted) **and**
  - NSHE Approved Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)

# CODE OF HONOR

## NEVADA DEPARTMENT OF EDUCATION

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

### WHAT IS CHEATING?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

### WHAT IS PLAGIARISM?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

*Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.*

# 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 and to develop vocabulary.
2. Students use reading process skills and strategies to build comprehension.
3. Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
4. Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
5. Students write a variety of texts using the writing process.
6. Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
7. Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
8. Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

## MATHEMATICS

1. **Numbers, Number Sense, and Computation:** 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 to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
2. **Patterns, Functions, and Algebra:** 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 to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
3. **Measurement:** Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
4. **Spatial Relationships, Geometry, and Logic:** Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.
5. **Data Analysis:** Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

# NEVADA CONTENT STANDARDS

## MATHEMATICS (CONT.)

### *Nevada Process Standards*

- A. **Problem Solving:** Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts,
- B. **Mathematical Communication:** Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
- C. **Mathematical Reasoning:** Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
- D. **Mathematical Connections:** Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

## SCIENCE

### *By the end of 5th grade:*

#### *Nature of Science*

1. Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.
2. Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.

#### *Physical Science*

1. Students understand properties of objects and materials.
2. Students understand that forces can change the position and motion of an object.
3. Students understand that energy exists in different forms.

#### *Earth and Space Science*

1. Students understand the water cycle's relationship to weather.
2. Students understand that there are many components in the solar system including Earth.
3. Students understand that features on the Earth's surface are constantly changed by a combination of slow and rapid processes.

#### *Life Science*

1. Students understand that some characteristics are inherited and some are not.
2. Students understand that living things have specialized structures that perform a variety of life functions.
3. Students understand that there is a variety of ecosystems on Earth and organisms interact within their ecosystems.
4. Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.

# NEVADA CONTENT STANDARDS

## SOCIAL STUDIES

- HISTORY 1.0** **People, Cultures, and Civilizations:** Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.
- HISTORY 2.0** **Nation Building and Development:** Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.
- HISTORY 3.0** **Social Responsibility & Change:** Students understand how social ideas and individual action lead to social, political, economic, and technological change.
- HISTORY 4.0** **International Relationships & Power:** Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.
- GEOGRAPHY 5.0** **The World in Spatial Terms:** Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.
- GEOGRAPHY 6.0** **Places & Regions:** Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.
- GEOGRAPHY 7.0** **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.
- GEOGRAPHY 8.0** **Environment and Society:** Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
- ECONOMICS 9.0** **The Market Economy:** Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.
- ECONOMICS 10.0** **The U.S. Economy As A Whole:** Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.
- ECONOMICS 11.0** **The Dynamic Economy:** Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.
- ECONOMICS 12.0** **The International Economy:** Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.

# NEVADA CONTENT STANDARDS

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## **SOCIAL STUDIES (CONT.)**

- CIVICS 13.0**      **Citizenship and the Law:** Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.
- CIVICS 14.0**      **The Federal System: U.S., State, and Local Governments:** Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.
- CIVICS 15.0**      **The Political Process:** Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.
- CIVICS 16.0**      **Global Relations:** Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

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## Tips for Parents

# ENGLISH LANGUAGE ARTS/READING

## GRADE THREE

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

### WORD ANALYSIS

*It is expected that students will:*

- ⦿ use knowledge of short/long vowels, r-controlled vowels, diagraphs and diphthongs, prefixes, suffixes, root words, and base words to determine meaning
- ⦿ use knowledge of phonics and structural elements to read fluently, determine the meaning of unfamiliar words in context, and build comprehension
- ⦿ use knowledge of syllables, multiple meaning words, compound words, synonyms, antonyms, homophones, homographs, and content area words to expand vocabulary
- ⦿ read aloud with a focus on accuracy, expression, and reading rate
- ⦿ apply knowledge of high frequency words to build fluency and comprehension
  - use dictionaries and glossaries to determine the meanings and other features of unknown words
  - use patterns and rules to spell correctly

### READING STRATEGIES

*It is expected that students will:*

- ⦿ use before-reading strategies appropriate to text and purpose to improve comprehension: preview text, access prior knowledge, build background knowledge, make predictions, determine reading rate
- ⦿ adjust reading rate to suit difficulty and type of text
- ⦿ use self-correcting strategies during reading to gain meaning from text
- ⦿ recall essential points in text while reading
- ⦿ make and revise predictions about text
- ⦿ restate main ideas and recall details in text to organize ideas and information after reading
- ⦿ use after-reading strategies appropriate to text and purpose to record information, synthesize text, and evaluate text
- ⦿ use during-reading strategies to identify ideas and supporting details
  - use test taking strategies

### LITERARY TEXT

*It is expected that students will:*

- ⦿ identify how one event may cause another event
- ⦿ describe setting, sequence of events, conflict, and resolution
- ⦿ make inferences and draw conclusions about settings, plots, and a character's actions in a variety of works by a variety of authors

## ***ENGLISH LANGUAGE ARTS/READING GRADE THREE (Continued)***

- ⦿ describe a character's physical and personality traits, and the motivation for their actions
- ⦿ identify and explain the main idea supported by evidence
- ⦿ identify lessons learned in reading selections
- ⦿ identify simile, metaphor, personification
- ⦿ compare plots, settings, characters, and points of view in a variety of works and by a variety of authors from different cultures and times
- ⦿ make and revise predictions about a text based on evidence
- ⦿ make connections to self, other text, and/or the world
- ⦿ use information from literary text to answer specific questions
  - read a variety of stories, plays, poetry, and non-fiction selections to demonstrate an active interest in reading
- ⦿ identify words and phrases that reveal tone

### **EXPOSITORY TEXT**

*It is expected that students will:*

- ⦿ identify the purpose and use of the titles, tables of contents, chapter headings, glossaries, indices, maps, diagrams, text boxes, illustrations, graphs, and charts to aid comprehension and answer specific questions
- ⦿ identify and explain the use of bold faced, underlined, italicized, and highlighted words
- ⦿ identify idioms, similes, and personification
- ⦿ describe sequential and/or chronological order
- ⦿ identify a cause and its effect on events and/or relationships
- ⦿ identify a problem and its solution
- ⦿ identify main idea and supporting details in text
- ⦿ compare text from different cultures and time periods
- ⦿ make connections to self, other texts, and/or the world
- ⦿ make inferences and draw conclusions
- ⦿ read and follow multistep directions to complete tasks
- ⦿ distinguish between fact and opinion

### **EFFECTIVE WRITING**

*It is expected that students will:*

- ⦿ use prewriting strategies such as brainstorming and discussion to generate and organize ideas for future writing
- ⦿ draft a variety of compositions with introductions, supporting details, transition words, and a conclusion that address audience and purpose
- ⦿ revise drafts for audience, purpose, sentence variety, focused ideas, organization, relevant details, voice, and word choice
- ⦿ edit drafts for correct spelling, capitalization, punctuation, and grammar

## **ENGLISH LANGUAGE ARTS/READING GRADE THREE (Continued)**

- ⦿ edit drafts for correct word usage: nouns, pronouns, verbs, adjectives, adverbs, verb tenses, and subject/verb agreement
- ⦿ edit for use of complete sentences
- ⦿ prepare a legible draft to share with others
  - organize ideas for writing through activities such as sequencing, classifying, and outlining

### **TYPES OF WRITING**

*It is expected that students will:*

- ⦿ write expository paragraphs that include a topic sentence, supporting details, and a concluding statement
- ⦿ write narrative/descriptive paragraphs appropriate to audience that move through a logical sequence of events, provide insight into why the incident is notable, and include details that develop the plot
- ⦿ write responses to literary and expository texts
- ⦿ write an opinion statement
- ⦿ write friendly and formal letters following an established format that includes date, proper salutation, body, closing, and signature
- ⦿ locate and use at least three print or non-print sources to write an informative and/or research paper
- ⦿ formulate questions for research papers

### **LISTENING**

*It is expected that students will:*

- ⦿ listen for a variety of purposes: to gain information, to be entertained, to understand directions
- ⦿ listen attentively in discussions and respond appropriately
  - 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, observations, experiences, and feelings
- ⦿ communicate 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, appropriate intonation, and vocal patterns
  - give clear three- and four-step directions to complete a simple task



***ENGLISH LANGUAGE ARTS/READING GRADE THREE (Continued)***

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- 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
- use appropriate public speaking techniques such as volume control and eye contact

# MATHEMATICS

## GRADE THREE

Third grade students continue to develop their understanding of the number system and place value. They demonstrate immediate recall of addition, subtraction, and multiplication facts and identify, read, and write simple fractions. Students increase their proficiency in solving problems involving money and temperature and describe and compare plane figures.

### **NUMBERS, NUMBER SENSE, AND COMPUTATION**

*It is expected that students will:*

- ⊙ identify, use, and model place value positions of 1's, 10's, 100's, and 1,000's
- ⊙ identify the value of a given digit in the 1's, 10's, 100's, and 1,000's place
- ⊙ identify and model the unit fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{6}$ , and  $\frac{1}{8}$  as equal parts of a whole, or sets of objects
  - read and write unit fractions with numbers and words
- ⊙ read, write, compare, and order numbers from 0-9,999
- ⊙ read and write number words to 100
- ⊙ immediately recall and use addition and subtraction facts
- ⊙ immediately recall multiplication facts (products to 81)
- ⊙ add and subtract two- and three-digit numbers with and without regrouping
- ⊙ add and subtract decimals using money as a model
  - multiply a two- or three-digit number by a power of 10
- ⊙ generate and solve two-step addition and subtraction problems and one-step multiplication problems based on practical situations
- ⊙ model addition, subtraction, multiplication, and division in a variety of ways
- ⊙ use mathematical vocabulary and symbols to describe multiplication and division
  - use estimation and mental computation to solve problems

### **PATTERNS, FUNCTIONS, AND ALGEBRA**

*It is expected that students will:*

- ⊙ recognize, describe, and create patterns using objects and numbers found in tables, number charts, and charts
- ⊙ record results of patterns created using manipulatives, pictures, and numeric representations and describe how they are extended
- ⊙ model, explain, and solve open number sentences involving addition, subtraction, and multiplication facts
- ⊙ use variables and open sentences to express relationships
- ⊙ complete number sentences with the appropriate words and symbols (+, -, >, <, =)

### **MEASUREMENT**

*It is expected that students will:*

- ⊙ compare, order, and describe objects by various measurable attributes for area and volume/capacity

## **MATHEMATICS GRADE THREE (Continued)**

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- ⊙ select and use appropriate units of measure
- ⊙ measure to a required degree of accuracy (to the nearest  $\frac{1}{2}$  unit)
- ⊙ determine possible combinations of coins and bills to equal given amounts
- ⊙ read, write, and use money notation
- ⊙ recognize equivalent relationships between and among bills and coins
- ⊙ tell time to the nearest minute, using analog and digital clocks
- ⊙ use elapsed time in half-hour increments, beginning on the hour or half-hour, to determine start, end, and elapsed time
- ⊙ recognize that there are 60 minutes in 1 hour

### **SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC**

*It is expected that students will:*

- ⊙ describe, sketch, compare, and contrast plane geometric figures
  - demonstrate and describe the transformational motions of geometric figures (translation/slide, reflection/flip, and rotation/turn)
- ⊙ create two-dimensional designs that contain a line of symmetry
  - compare, contrast, sketch, model, and build two- and three-dimensional geometric figures and objects
- ⊙ identify, draw, and describe horizontal, vertical, and oblique lines
  - use the quantifiers all, some, and none to describe the characteristics of a set

### **DATA ANALYSIS**

*It is expected that students will:*

- ⊙ pose questions that can be used to guide data collection, organization, and representation
- ⊙ use graphical representations, including number lines, frequency tables, and pictographs to represent data
  - draw conclusions from charts, tables, and graphs to solve problems
- ⊙ use informal concepts of probability (certain, likely, unlikely, impossible) 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, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.
- ⊙ apply previous experience and strategies to new problem situations
- ⊙ determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem
- ⊙ try more than one strategy when the first strategy proves to be unproductive

## ***MATHEMATICS GRADE THREE (Continued)***

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- ⊙ generalize solutions and strategies to new problem situations
- ⊙ interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable
- ⊙ use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems

### **MATHEMATICAL COMMUNICATION**

*It is expected that students will:*

- discuss and exchange ideas about mathematics as a part of learning
- ⊙ use inquiry techniques (discussion, questioning, research, data gathering) to solve mathematical problems
- ⊙ identify and translate key words and phrases that imply mathematical operations
- ⊙ use a variety of methods (physical materials, diagrams, and tables) to represent and communicate mathematical ideas through oral, verbal, and written formats
- use mathematical words, phrases, and symbols 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 and draw logical conclusions about mathematical problems
- ⊙ follow a logical argument and judge its validity
  - 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

### **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
- ⊙ use physical models to explain the relationship of concepts and procedures
- ⊙ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science
- approach problems with flexibility in a variety of ways within and beyond the field of mathematics
- ⊙ identify, explain, and use mathematics in everyday life

# SCIENCE

## GRADE THREE

Third-grade students observe and record the characteristics of rocks and minerals, sound, and ecosystems. They investigate the interactions among living things and between living and non-living things. Tools and technology are used to gather, record, share, and justify information and explanations. Evidence is used to make predictions and justify explanations. Students work collaboratively to develop questions and do science investigations. Nature and History of Science objectives are embedded throughout the year in the context of life, earth, and physical science.

### **NATURE OF SCIENCE**

*It is expected that students will:*

- ⦿ identify, gather and safely use tools (tri-lens magnifier, pan balance, stethoscope, metric measurement tools) and materials needed in investigations
- ⦿ cooperate and contribute ideas within a group and describe benefits of working with a team
- ⦿ conduct investigations based on observations and questions raised about the world
  - keep a record, in a science notebook, of observations and accurate measurements taken over time (weather, moon cycle, life cycle)
  - use science notebook entries to develop, communicate, and justify descriptions, explanations, and predictions
- ⦿ make predictions from graphic representations of data
  - create and use labeled illustrations, graphs (number lines, pictographs, bar graphs, frequency tables), and charts to convey ideas and record observations
- ⦿ use observable patterns to organize items and ideas and to make predictions

### **PHYSICAL SCIENCE**

*It is expected that students will:*

- ⦿ determine and explain that vibrations produce sound
  - compare and describe how sound travels through different materials
- ⦿ describe objects in terms of their observable properties (mass, color, temperature, texture)

### **EARTH SCIENCE**

*It is expected that students will:*

- ⦿ explain that rocks are composed of different combinations of minerals
  - investigate and describe how the Earth is composed of different kinds of materials (rocks, soils, water, air)
  - compare, test, measure, record, and describe observable properties of rocks and minerals
- ⦿ determine and explain that soil varies from place to place and has biological and mineral components

## ***SCIENCE GRADE THREE (Continued)***

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### **LIFE SCIENCE**

*It is expected that students will:*

- ⊙ investigate and describe ways that offspring may resemble parents and siblings may resemble each other
- ⊙ investigate, compare, and contrast the different life cycles of different living things
- ⊙ investigate and describe the interactions of organisms
  - identify and compare needs common to most living things
- ⊙ distinguish living from nonliving according to established criteria
- ⊙ investigate and describe how changes to an environment can be beneficial or harmful to plants and animals
- ⊙ investigate, compare, and contrast structures and characteristics of plants and animals that enable them to grow, reproduce, and survive
- ⊙ classify plants and animals according to their observable characteristics

# SOCIAL STUDIES

## GRADE THREE

Third grade students study people who have leadership qualities and who contribute to making change in their community and the world. Students learn about the diversity of the world's people and cultures and how diversity is reflected. Students develop an understanding of income, savings, and interest.

### HISTORY

*It is expected that students will:*

- learn about individuals in the community and discuss their contributions
- investigate how individuals and families contributed to the founding and development of the local community using artifacts and primary sources
- learn about individuals around the world and discuss their contributions
- discuss how conflicts can be resolved through compromise
- explain how memorials help us to honor and remember people
- explain how the actions of heroes and heroines make a difference
- determine what it means to be an American citizen
- describe the achievements of famous and ordinary citizens
- define ethnicity and explain that people who make contributions to their communities include those who have diverse ethnic origins, customs, and traditions
- demonstrate respect for each other, the community, and the world
- explain how technology at home and in school impacts their lives
- discuss the effects of news events on people in the community

### GEOGRAPHY

*It is expected that students will:*

- identify and use cardinal directions on a compass rose to locate places on a map
- differentiate between a city and a state using appropriate examples
- compare uses of maps and globes
- identify and explain simple spatial patterns on a map, i.e., population centers, farmland, mountains
- construct a simple map including a title, symbols, and directions from a bird's eye view
- recognize different types of special maps, i.e., neighborhood, school, and classroom
- list careers requiring the use of geographic tools
- distinguish between physical (natural) and human (man-made) features
- identify characteristics of neighborhoods and communities, i.e., physical geographical differences, land use, population density
- identify ways people express culture
- list ways people view their own communities, i.e., a ranching community, a tourist destination
- list ways people use technology for geographic purposes, i.e., weather forecasting, use of aerial photographs to measure population changes over time

## ***SOCIAL STUDIES GRADE THREE (Continued)***

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- locate and name the states surrounding Nevada
- identify latitude and longitude on a map or globe
- compare population distribution across regions using maps and mathematical representations, i.e., tables and graphs
- identify transportation and communication networks
- list reasons why people choose to live in urban or rural communities
- describe purposes for various organizations
- predict possible geographic changes that could take place in the neighborhood or community
- list tools, machines, or technologies that people have used to change the physical environment
- compare ways people modify the physical environment
- identify people, groups, and organizations that respond to natural hazards
- describe ways humans depend on and manage natural resources within their communities

### **ECONOMICS**

*It is expected that students will:*

- identify needs as high priority wants, and wants as goods, services, or leisure activities
- give examples of prices consumers have paid when buying goods and services
- give examples of prices set by businesses for selling goods and services
- demonstrate an understanding of income and give examples
- identify forms of money used by people across time and place
- define banking terms, including saving, interest, and borrowing
- identify reasons people use banks
- identify and explain what business owners do
- identify classroom resources that are limited and must be shared
- differentiate between barter and monetary trade

### **CIVICS**

*It is expected that students will:*

- identify and discuss examples of rules, laws, and authorities that keep people safe and property secure
- discuss that democracy involves voting, majority rule, and setting rules
- explain individual responsibilities in the classroom and the school
- recognize the Pledge of Allegiance and discuss its purpose
- explain why we have patriotic activities, holidays, and symbols
- name the current President of the United States
- name the current mayor
- list the qualities of a leader
- discuss why people form groups
- introduce sources of information people use to form an opinion
- identify their city, state, and country

# ENGLISH LANGUAGE ARTS/READING

## GRADE FOUR

Fourth grade students independently acquire meaning by expanding communication skills. Students use reading, writing, listening, and speaking to communicate in an organized and clear manner.

### WORD ANALYSIS

*It is expected that students will:*

- ⦿ identify and use knowledge of common Greek- and Latin- derived roots, suffixes, and prefixes to determine the meaning of words in context and to build comprehension
- ⦿ use knowledge of phonics, compound words, and context clues to determine the meaning of unfamiliar words in context and build comprehension
- ⦿ comprehend, build, and extend vocabulary using homophones, synonyms, and antonyms
- ⦿ apply knowledge of high frequency words in text to build fluency and comprehension
- ⦿ apply knowledge of word parts to read silently or aloud fluently
  - use dictionaries and glossaries to determine the meanings and other features of unknown words and derivations of words

### READING STRATEGIES

*It is expected that students will:*

- ⦿ use note taking, outlining, summarizing, and other graphic organizers to organize and understand information from text before, during, and after reading
- ⦿ use before-reading strategies appropriate to text and purpose to improve comprehension: preview text, access prior knowledge, build background knowledge, make predictions, and determine reading rate
- ⦿ select and use self-correcting strategies appropriate to audience and purpose during reading to gain meaning from text
- ⦿ use after-reading strategies appropriate to text and purpose to recall details, restate main ideas, organize information, synthesize text and evaluate text
  - adjust reading rate to suit difficulty and text type

### LITERARY TEXT

*It is expected that students will:*

- ⦿ apply knowledge of character, setting, plot, conflict, and resolution to make inferences and draw conclusions
- ⦿ describe a character's physical and personality traits
- ⦿ describe the motivation behind a character's action
- ⦿ make inferences and draw conclusions about characters
- ⦿ identify theme and/or a lesson learned based on events or a character's actions
- ⦿ explain how an author uses figurative language (simile, metaphor, personification, and alliteration) in text

## ***ENGLISH LANGUAGE ARTS/READING GRADE FOUR (Continued)***

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- ⊙ compare texts from different cultures and time periods
- ⊙ make and revise predictions about plot, conflict(s), and resolutions based on evidence
- ⊙ use information from reading to answer specific questions
- ⊙ identify words and phrases that reveal tone
  - take an active interest in reading

### **EXPOSITORY TEXT**

*It is expected that students will:*

- ⊙ identify the purpose of and gain information from titles, text boxes, illustrations, diagrams, graphs, charts, maps, and section headings
- ⊙ identify and explain the use of bold faced, underlined, italicized, and highlighted words
- ⊙ identify words and phrases that reveal tone
- ⊙ identify theme
- ⊙ explain similes, metaphors, and personification
- ⊙ describe sequential and/or chronological order
- ⊙ explain cause and its effect on events and/or relationships
- ⊙ explain a problem and its solution
- ⊙ describe the main idea in a variety expository texts
- ⊙ compare texts from different cultures and time periods
- ⊙ use information to answer specific questions
- ⊙ make connections to self, other text, and/or the world
- ⊙ make predictions and inferences, draw conclusions about texts, and support them with evidence from a variety of sources
- ⊙ distinguish between fact and opinion

### **EFFECTIVE WRITING**

*It is expected that students will:*

- ⊙ use prewriting strategies to organize ideas for written work
- ⊙ use prewriting strategies to choose, explore, narrow, and plan topics for written compositions
- ⊙ write papers appropriate to audience and purpose that include an introduction, supporting details, transitions, and a conclusion
- ⊙ revise drafts to improve sentence variety and fluency
- ⊙ revise drafts for organization, voice, word choice, details, ideas, audience, and purpose
- ⊙ edit for correct capitalization: initials, abbreviations, cities and states, salutations, and closings
- ⊙ edit for correct punctuation: quotation marks, words in a series, apostrophes, and colons
- ⊙ edit for correct word usage: nouns, pronouns, verbs, adjectives, adverbs, subject/verb agreement, verb tenses, pronoun/antecedent agreement, clauses, and phrases
- ⊙ edit for use of complete sentences and for the elimination of sentence fragments and run-ons
- ⊙ prepare a legible draft and share with others

## ***ENGLISH LANGUAGE ARTS/READING GRADE FOUR (Continued)***

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### **TYPES OF WRITING**

*It is expected that students will:*

- ⊙ write multi-paragraph expository papers with a clear focus that include a topic sentence, supporting details, transitions, and a concluding statement
- ⊙ write multiple-paragraph narrative/descriptive papers appropriate to audience and purpose that moves through a sequence of events and includes details to develop the plot, characters, and setting
- ⊙ write responses to literary and expository selections that include supporting details
- ⊙ write persuasive essays and compositions that include a thesis statement and supporting evidence
- ⊙ write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for a specific audience and purpose
- ⊙ formulate research questions and write research papers
  - use expanded vocabulary in writing

### **LISTENING**

*It is expected that students will:*

- ⊙ listen for a variety of purposes: to gain information, to be entertained, to understand directions
- ⊙ listen to identify and evaluate how speaking techniques are used to convey a message
- ⊙ listen to and provide constructive feedback
- ⊙ evaluate constructive feedback
  - follow oral directions to complete a complex task

### **SPEAKING**

*It is expected that students will:*

- ⊙ select and use appropriate public speaking techniques and apply standard English to communicate ideas
- ⊙ give organized presentations that demonstrate a clear view point, follow a logical sequence, and illustrate information
  - give clear and concise directions to complete a task

# MATHEMATICS

## GRADE FOUR

Fourth grade students extend their learning of multiplication and division of whole numbers. They solve measurement problems which involve area and perimeter, money notation, and elapsed time. Students expand their understanding of geometry concepts to include symmetry, congruence, and the coordinate plane.

### **NUMBERS, NUMBER SENSE, AND COMPUTATION**

*It is expected that students will:*

- ⊙ identify and use place value positions of whole numbers to one million
- ⊙ identify fractions and compare fractions with like denominators using models, drawings, and numbers
  - read and write decimals, extending to the thousandths place
- ⊙ add and subtract multi-digit numbers
- ⊙ multiply and divide multi-digit numbers by a one-digit whole number with regrouping, including monetary amounts as decimals
- ⊙ estimate to determine the reasonableness of an answer in mathematical and practical situations
  - describe and use algorithms for addition, subtraction, multiplication, and division
- ⊙ generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations

### **PATTERNS, FUNCTIONS, AND ALGEBRA**

*It is expected that students will:*

- ⊙ identify, describe, and represent patterns and relationships in the number system including arithmetic and geometric sequences
- ⊙ model, explain, and solve open number sentences involving addition, subtraction, multiplication, and division
- ⊙ select the solution to an equation from a given set of numbers
- ⊙ complete number sentences with the appropriate words and symbols (+, -, x, ÷, >, <, =)
  - analyze, describe, create, and extend patterns using numbers, appropriate tables, and calculators

### **MEASUREMENT**

*It is expected that students will:*

- ⊙ estimate and convert units of measure for length, area, and weight within the same measurement system (customary and metric)
- ⊙ measure length, area, temperature, and weight to a required degree of accuracy in customary and metric systems
- ⊙ determine totals for monetary amounts in practical situations
- ⊙ use money notation to add and subtract given monetary amounts
- ⊙ estimate temperature in practical situations

## **MATHEMATICS GRADE FOUR (Continued)**

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- ⊙ use A.M. and P. M. appropriately in describing time
- ⊙ recognize the number of weeks in a year, days in a year, and days in a month
- ⊙ use elapsed time in quarter-hour increments, beginning on the quarter-hour, to determine start, end, and elapsed time

### **SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC**

*It is expected that students will:*

- ⊙ identify, draw, and classify angles, including straight, right, obtuse, and acute
- ⊙ identify shapes that are congruent, similar, and/or symmetrical using a variety of methods including transformational motions
- ⊙ identify coordinates for a given point in the first quadrant
- ⊙ locate points of given coordinates on a grid in the first quadrant
- ⊙ identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of vertices, edges, and faces using models
- ⊙ identify, draw, label, and describe points, line segments, rays, and angles
  - describe geometric patterns and relationships
  - use the connectors (and, or, not) to describe the members of a set

### **DATA ANALYSIS**

*It is expected that students will:*

- ⊙ pose questions that can be used to guide the collection of categorical and numerical data
- ⊙ organize and represent data using a variety of graphical representations including frequency tables and line plots
- ⊙ interpret data and make predictions using frequency tables and line plots
  - collect, organize, display, describe, and interpret simple data to solve problems
  - conduct simple probability experiments using concrete materials
  - represent the results of simple probability experiments as fractions to make predictions about future events
  - apply probability concepts and counting rules
  - solve problems and make predictions based on collected data

### **PROBLEM SOLVING**

*It is expected that students will:*

- select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.
- ⊙ apply previous experience and strategies to new problem situations
- ⊙ determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem
- ⊙ try more than one strategy when the first strategy proves to be unproductive

## **MATHEMATICS GRADE FOUR (Continued)**

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- ⊙ generalize solutions and strategies to new problem situations
- ⊙ interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable
- ⊙ use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems

### **MATHEMATICAL COMMUNICATION**

*It is expected that students will:*

- discuss and exchange ideas about mathematics as a part of learning
- ⊙ use inquiry techniques (discussion, questioning, research, data gathering) to solve mathematical problems
- ⊙ identify and translate key words and phrases that imply mathematical operations
- ⊙ use a variety of methods (physical materials, diagrams, and tables) to represent and communicate mathematical ideas through oral, verbal, and written formats
- use mathematical words, phrases, and symbols 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 and draw logical conclusions about mathematical problems
- ⊙ follow a logical argument and judge its validity
  - 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

### **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
- ⊙ use physical models to explain the relationship of concepts and procedures
- ⊙ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science
  - approach problems with flexibility in a variety of ways within and beyond the field of mathematics
- ⊙ identify, explain, and use mathematics in everyday life

# SCIENCE

## GRADE FOUR

Fourth-grade students deepen their science observation, record-keeping, and collaborative skills as they explore water, the water cycle, human body systems, and electricity and magnetism. They study the contributions of scientists and experience the process of inventing. Observations and predictions about our Solar System, the Sun, and the Moon are made. Nature and History of Science objectives are embedded throughout the year in the contexts of life, earth, and physical science.

### **NATURE OF SCIENCE**

*It is expected that students will:*

- ⊙ draw conclusions from scientific evidence
  - generate investigable questions based on observations and interactions with objects, organisms, and phenomena
  - use science notebook entries to develop, communicate, and justify descriptions, explanations, and predictions
- ⊙ make predictions from labeled illustrations and graphic representations of data
  - create and use labeled illustrations, graphs (number lines, frequency charts, bar graphs, pictographs), and charts to convey ideas and record observations
- ⊙ describe and conduct safe investigations with a partner and with a small group
- ⊙ identify, gather, and safely use tools (magnets, thermometer, lens) and materials needed for investigations
- ⊙ compare a model with what it represents (solar system, electrical circuit, human body models)
- ⊙ explain that many people have contributed to scientific knowledge
- ⊙ compare the advantages and disadvantages of using technology (electricity, microscope, telescope)
- identify observable patterns to organize items and make predictions

### **PHYSICAL SCIENCE**

*It is expected that students will:*

- ⊙ investigate and describe the way that magnets attract and repel each other and certain kinds of other materials
- ⊙ investigate and describe that electrically charged particles can attract or repel other electrically-charged material (static electricity)
- ⊙ describe light in terms of simple properties (color, brightness)
- ⊙ investigate and explain that light is usually associated with heat
- ⊙ describe how heat can move from one object to another by conduction, and some materials conduct heat better than others
- ⊙ investigate, construct, and describe simple electrical circuits
- ⊙ classify materials by their observable physical and chemical properties

## ***SCIENCE GRADE FOUR (Continued)***

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- investigate and describe the factors that affect processes such as evaporation and condensation
- ⊙ investigate and explain that water can be a liquid or a solid and can go back and forth from one form to another

### **EARTH SCIENCE**

*It is expected that students will:*

- ⊙ investigate and describe the water cycle, including the role of the sun
- investigate and describe how the earth is nearly spherical and covered with more water than land
- ⊙ investigate and describe how distance affects the brightness of a light source (stars)
- identify the sun as a star
- ⊙ describe how the stars in the sky are not scattered evenly, and they are not all the same in brightness or color
- ⊙ describe how the components of our Solar System (planets, moon, sun), as well as constellations, appear to move through the sky
- explain that stars look small because they are extremely far away

### **LIFE SCIENCE**

*It is expected that students will:*

- ⊙ describe and compare learned and inherited behaviors in animals
- ⊙ observe and describe variations among individuals within the human population
- explain that the human body is composed of systems of structures that work together so the body can grow, reproduce and survive

# SOCIAL STUDIES

## GRADE FOUR

Fourth grade students build upon their understanding of families, schools, and communities, with an emphasis on Nevada. Students learn the story of Nevada including the crucial relationship between the pioneers and the indigenous peoples of the area.

### **HISTORY**

*It is expected that students will:*

- describe the lifestyles of Nevada's Desert Archaic people
- define hunter-gatherer
- describe the lifestyles of Nevada's Native American cultures
- discuss the interactions of pioneers with the Great Basin Indians
- identify contributions of immigrants in Nevada
- discuss examples of compromise and conflict within Nevada, i.e., Pyramid Lake Wars, water allocation, Sagebrush Rebellion
- describe the experiences of pioneers moving west
- identify explorers and settlers in pre-territorial Nevada
- identify the diverse population of Nevada's early settlers and discuss their unique experiences
- explain the symbols, mottoes, and slogans related to Nevada, i.e., "Battle Born," the state seal, and "Silver State"
- explain how United States conflicts affected life and society in Nevada
- compare and/or contrast their daily lives with children in Nevada's past
- recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada
- define social responsibility
- explain how advances in technologies have impacted Nevada, i.e., railroads, mining, and gaming
- discuss major news events on the local and state levels
- describe the economic and cultural influence other nations have on the state of Nevada

### **GEOGRAPHY**

*It is expected that students will:*

- identify and use intermediate directions on a compass rose to locate places on a map of Nevada
- identify spatial patterns on a map of Nevada, i.e., deserts, mountains, population
- construct a map of Nevada displaying human and physical features
- utilize different types of Nevada maps, i.e., population and physical maps, to understand spatial distribution
- describe the distinguishing features of historical regions in Nevada, i.e., Native American tribal territories, pioneer trails, and settlement areas

## ***SOCIAL STUDIES GRADE FOUR (Continued)***

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- identify regional changes in Nevada over time
- identify and describe the diversity and cultural traditions of Nevada's people, i.e., Native Americans, Basque communities
- show how regional change in Nevada from decade to decade has affected characteristics of place, i.e., plows allow farmers to prepare the land for planting, pick axes assist in mining operations
- locate the counties and county seats of Nevada
- identify the equator, Prime Meridian, and the International Date Line
- describe differences in population distribution within Nevada regions
- list examples of movements of people, goods, and ideas into and across Nevada
- describe differences among rural, suburban, and urban settlement in Nevada
- describe historical and current economic issues in Nevada using geographic resources, i.e., illustrate demographic changes due to mining and gaming
- describe why types of organizations may differ by geographic region in Nevada
- describe ways physical environments affect human activity in Nevada using historical and contemporary examples
- describe how technologies altered the physical environment in Nevada, and the effects of those changes on its people
- explore the impact of human modification of Nevada's physical environment on the people who live there
- identify natural hazards in Nevada and their impact on the population
- describe the distribution patterns of natural resources in Nevada

### **ECONOMICS**

*It is expected that students will:*

- give examples of incentives and determine whether they are positive or negative
- give reasons why consumers choose to buy more of a good or service, i.e., when prices are low, and when they choose to buy less when prices are high
- give reasons why producers choose to sell more of a good or service, i.e., when a price is high, and when they choose to sell less, and when its price is low
- identify factors within an individual's control that can affect the likelihood of employment
- explain why all those who trade must benefit from the trade, using an example such as trading lunch items
- discuss how the discovery of silver in Nevada affected the forms of money in circulation
- identify instances in which people might pay interest or receive interest
- discuss reasons people use banks
- define productive resources
- define per capita
- identify a for-profit and a not-for-profit organization in the community and a service each provides
- define entrepreneur and identify those individuals in Nevada

## ***SOCIAL STUDIES GRADE FOUR (Continued)***

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- describe resources that are limited in Nevada and ways in which resources are shared
- define imports and exports
- identify goods that would not be readily available in Nevada without international trade

### **CIVICS**

*It is expected that students will:*

- identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada
- explain that democracy involves voting, majority rule, and setting rules
- describe the criteria for Nevada citizenship
- discuss the symbolic importance of the Pledge of Allegiance
- explain why we celebrate Nevada Day
- describe the relationship between classroom and school rules
- name the current President of the United States
- name the current governor of Nevada
- explain why local governments are created
- name the three branches of state government
- understand the role of courts
- describe the qualities of a leader
- define and give examples of state and local interest groups
- identify sources of information people use to form an opinion
- identify their county, city, state, and country

# ENGLISH LANGUAGE ARTS/READING GRADE FIVE

Fifth grade students read increasingly complex literature. Students use reading, writing, listening, and speaking skills to communicate for different purposes.

## WORD ANALYSIS

*It is expected that students will:*

- apply knowledge of phonics, structural elements, and context clues to determine the meaning of unknown words in text
  - increase vocabulary by expanding knowledge of Greek- and Latin- derived roots, suffixes, and prefixes
- build and apply knowledge of content-specific vocabulary in text to build comprehension
- read a variety of narrative and expository text silently or aloud fluently
  - apply knowledge of word patterns and rules to spell correctly
  - use dictionaries and glossaries to find word origins, pronunciations, and determine the meaning of unknown words

## READING STRATEGIES

*It is expected that students will:*

- select and apply a variety of before-, during-, and after-reading strategies appropriate to audience and purpose to aid comprehension
- use self-correcting strategies during reading to gain meaning from text
- evaluate the effectiveness of reading strategies
  - adjust reading rate based on text type and difficulty

## LITERARY TEXT

*It is expected that students will:*

- identify and describe the main problem or conflict, and explain how it is resolved within the story
- describe a character's motivation
- describe a character's physical and personality traits
- make inferences supported by the text about characters' traits and motivations
- describe the theme
- identify and explain the different points of view an author can use in writing a story
- explain a lesson learned based on events and/or a character's actions
- describe and analyze how an author uses figurative language (simile, metaphor, and personification) in text
- identify words and phrases that reveal an author's tone
- identify examples of irony
- explain the influence of cultures, time periods, and historical events on text
- make and revise predictions based on evidence

## ***ENGLISH LANGUAGE ARTS/READING GRADE FIVE (Continued)***

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### **EXPOSITORY TEXTS**

*It is expected that students will:*

- ⦿ identify and use text features to comprehend and interpret information for specific purposes
- ⦿ identify words and phrases that reveal an author's tone and language used for persuasion and propaganda
- ⦿ explain an author's use of figurative language: simile, metaphor, analogies, and personification
- ⦿ describe the importance of sequential and/or chronological order
- ⦿ explain a cause and its effect on events and/or relationships
- ⦿ explain a problem and its solution
- ⦿ follow the development of an author's argument, viewpoint, or perspective
- ⦿ describe the main idea or theme in a text
- ⦿ explain the influence of culture and time periods on text
- ⦿ use information to answer specific questions
- ⦿ make connections to self, other text, and/or the world
- ⦿ make and revise predictions and inferences based on evidence
- ⦿ distinguish between fact and opinion

### **EFFECTIVE WRITING**

*It is expected that students will:*

- ⦿ use pre-writing strategies appropriate to audience and purpose to choose, explore, narrow, and plan topics for written compositions
- ⦿ write multiple-paragraph papers appropriate to audience and purpose that include an introduction, supporting details, transitions, and a conclusion
- ⦿ revise drafts for audience, purpose, ideas, organization, relevant details, voice, word choice, and sentence fluency
- ⦿ edit for correct internal and external punctuation, capitalization, and spelling
- ⦿ edit for correct word usage: nouns, pronouns, verbs, adjectives, adverbs, subject/verb agreement, verb tenses, pronoun/antecedent agreement, clauses, and phrases
- ⦿ edit for use of complete sentences and for the elimination of sentence fragments and run-ons
- ⦿ prepare a legible draft to share with others

### **TYPES OF WRITING**

*It is expected that students will:*

- ⦿ write expository essays and compositions that include a beginning, middle, and an end, a thesis statement, topic sentences, supporting details, transitions, and a concluding statement
- ⦿ write persuasive essays and compositions that include a thesis statement and relevant supporting evidence
- ⦿ write narrative/descriptive texts for different audiences and purposes
- ⦿ write responses to both literary and expository texts
- ⦿ summarize literary and expository information

## ***ENGLISH LANGUAGE ARTS/READING GRADE FIVE (Continued)***

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- ⦿ write a research paper by collecting information from multiple sources
- ⦿ write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for specific audience and purpose
  - use expanded vocabulary in writing

### **LISTENING**

*It is expected that students will:*

- ⦿ listen for a variety of purposes: to gain information, to be entertained, and to understand directions
- ⦿ listen to and evaluate oral communications for content, delivery, point of view, and ideas
- ⦿ listen to and evaluate construction feedback
- ⦿ provide constructive feedback to a speaker
- ⦿ solve problems by identifying, synthesizing, and evaluating data
  - listen to and identify how speaking techniques are used to convey a message
  - follow oral directions to complete a complex task

### **SPEAKING**

*It is expected that students will:*

- ⦿ select and use appropriate public speaking techniques and apply standard English to communicate ideas
- ⦿ deliver organized presentations that demonstrate a clear viewpoint, follow a logical sequence, and give information
  - give clear and concise directions to complete a task

# MATHEMATICS

## GRADE FIVE

Fifth grade students develop proficiency in using whole numbers, fractions, and decimals to solve problems. They design surveys and collect, display, and analyze data to draw conclusions and make predictions. Algebraic reasoning develops as students identify, describe, and represent patterns and relationships in the number system. Students use spatial sense and geometric concepts to develop an understanding of the relationship between two- and three-dimensional figures.

### **NUMBERS, NUMBER SENSE, AND COMPUTATION**

*It is expected that students will:*

- ⊙ identify and use place value positions of whole numbers and decimals to hundredths
- ⊙ add and subtract fractions with like denominators using models, drawings, and numbers
- ⊙ compare fractions with unlike denominators using models and drawings and by finding common denominators
- ⊙ identify, model, and compare improper fractions and mixed numbers
- ⊙ use multiples of 10 to expand knowledge of basic multiplication and division facts
- ⊙ add and subtract decimals
- ⊙ multiply and divide decimals by whole numbers in problems representing practical situations
- ⊙ use order of operations to evaluate expressions with whole numbers
- ⊙ generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations
  - use estimation strategies in mathematical and practical situations
  - 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:*

- ⊙ find possible solutions to an inequality involving a variable using whole numbers as a replacement set
- ⊙ solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check.
- ⊙ complete number sentences with the appropriate words and symbols including ( $\geq$ ,  $\leq$  and  $\neq$ )
  - identify, describe, and represent patterns and relationships in the number system, including triangular numbers and perfect squares

### **MEASUREMENT**

*It is expected that students will:*

- ⊙ estimate and convert units of measure for weight and volume/capacity within the same measurement system (customary and metric)
- ⊙ determine totals, differences, and change due for monetary amounts in practical situations

## **MATHEMATICS GRADE FIVE (Continued)**

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- ⊙ determine equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years
- ⊙ describe the difference between perimeter and area, including the difference in units of measure

### **SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC**

*It is expected that students will:*

- ⊙ graph coordinates representing geometric shapes in the first quadrant
- ⊙ predict and describe the effects of combining, dividing, and changing shapes into other shapes
- ⊙ identify, classify, compare, and draw triangles and quadrilaterals based on their properties
- ⊙ identify and draw circles and parts of circles describing the relationships between the various parts
- ⊙ represent relationships using Venn diagrams
- describe characteristics of right, acute, obtuse, scalene, equilateral, and isosceles triangles
- identify, define, draw, and describe points, line segments, rays, and angles
- ⊙ identify, draw, label, and describe planes, parallel lines, intersecting lines, and perpendicular lines
- ⊙ represent concepts of congruency, similarity, and/or symmetry using a variety of methods including dilation (enlargement/reduction) and transformational motions

### **DATA ANALYSIS**

*It is expected that students will:*

- ⊙ pose questions that can be used to guide the collection of categorical and numerical data
- ⊙ organize and represent data using a variety of graphical representations including stem-and-leaf plots and histograms
- ⊙ compute range
- ⊙ model and compute the measures of central tendency for mean, median, and mode
- ⊙ interpret data and make predictions using stem-and-leaf plots and histograms
- ⊙ represent and solve problems involving combinations using a variety of methods
- conduct simple probability experiments using concrete materials
- ⊙ represent the results of simple probability experiments as decimals to make predictions about future events
- ⊙ select an appropriate type of graph to accurately represent the data and justify the selection

### **PROBLEM SOLVING**

*It is expected that students will:*

- select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts
- apply previous experience and strategies to new problem situations
- ⊙ determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem
- ⊙ try more than one strategy when the first strategy proves to be unproductive
- ⊙ generalize solutions and strategies to new problem situations

## **MATHEMATICS GRADE FIVE (Continued)**

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- ⦿ interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable
- ⦿ use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems

### **MATHEMATICAL COMMUNICATION**

*It is expected that students will:*

- discuss and exchange ideas about mathematics as a part of learning
- ⦿ use inquiry techniques (discussion, questioning, research, data gathering) to solve mathematical problems
- ⦿ identify and translate key words and phrases that imply mathematical operations
- ⦿ use a variety of methods (physical materials, diagrams, and tables) to represent and communicate mathematical ideas through oral, verbal, and written formats
- use mathematical words, phrases, and symbols 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 and draw logical conclusions about mathematical problems
- ⦿ follow a logical argument and judge its validity
  - 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

### **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
- ⦿ use physical models to explain the relationship of concepts to procedures
- ⦿ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science
- approach problems with flexibility in a variety of ways within and beyond the field of mathematics
- ⦿ identify, explain, and use mathematics in everyday life

# SCIENCE GRADE FIVE

Fifth-grade students ask questions and work collaboratively to develop investigations that provide answers. They look at the work of scientists in various careers. They investigate energy and matter, environments, landforms, and resources. They keep ongoing records of their investigations, data, variables, and evidence. They justify statements, predictions, and explanations with evidence. Nature and History of Science objectives are embedded throughout the year in the contexts of life, earth, and physical science.

## **NATURE OF SCIENCE**

*It is expected that students will:*

- use evidence recorded in a science notebook to develop descriptions, models, explanations, and predictions
- ⊙ determine if an investigation was a fair test
- replicate investigations conducted by others and compare results
- ⊙ draw conclusions from scientific evidence
- create and use labeled illustrations, graphs (tables, line plots, stem and leaf plots, scatter plots, histograms), and charts to convey ideas and record observations
- ⊙ design and conduct safe investigations with a partner and with a small group, based on self-generated questions
- ⊙ use models to explain how something works or how something is constructed (stream table, terrarium, map, globe)
- ⊙ explain that all people can contribute to scientific knowledge and discovery
  - cooperate and contribute ideas within a group
- ⊙ investigate observable patterns that can be used to organize items and ideas and use these patterns to make predictions
- ⊙ make predictions from tables, charts, and graphs of data

## **PHYSICAL SCIENCE**

*It is expected that students will:*

- ⊙ investigate and describe how energy can be used to bring about changes in matter
- ⊙ classify materials by their observable, physical, and chemical properties
- ⊙ investigate and describe that by combining two or more materials, the properties of the resulting material can be different from the original materials (vinegar and baking soda, drink mix, salt and water, trail mix)
- ⊙ investigate and describe that the total mass of a material remains constant whether it is together, in parts, or in a different state
- ⊙ observe and describe that materials may be composed of parts that are too small to be seen without magnification
- ⊙ describe how unbalanced forces (a push or pull) cause objects to change their motion (speed, direction, or both)

## **SCIENCE GRADE FIVE (Continued)**

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- ⊙ describe how the strength of a force and the mass of an object influence the amount of change in an object's motion
- ⊙ explain that objects move towards the Earth when they are released in the air or on ramps

### **EARTH SCIENCE**

*It is expected that students will:*

- ⊙ explain that the Sun is the main source of the various kinds of energy used on Earth
- ⊙ investigate and describe various meteorological phenomena (flooding, snowstorms, thunderstorms, and drought)
- ⊙ describe air as a substance that surrounds us, takes up space, and moves around us as wind
- ⊙ investigate and describe how fossils are evidence of past life
- ⊙ compare and contrast the kinds of landforms
- ⊙ investigate and describe how change is an ongoing process that can be seen throughout the natural world
  - differentiate between renewable and nonrenewable resources
- ⊙ investigate and describe how erosion and deposition rates can be affected by the slope of the land and by human activities
  - describe the positive and negative impacts of technologies (dams, agriculture) on society and the environment

### **LIFE SCIENCE**

*It is expected that students will:*

- investigate and describe how plants and animals require food, water, air, and space
- ⊙ explain how the sun's energy is the primary source of energy for most ecosystems and moves through food webs
  - explain that living things get what they need to survive from their environments
- ⊙ investigate and describe the interaction of organisms with each other and with the non-living parts of their ecosystem
- ⊙ investigate and describe how organisms, including humans, can cause changes in their environments
  - investigate and describe how environmental changes allow some plants and animals to survive and reproduce, but others may die
- ⊙ investigate and describe why, for any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all
- ⊙ explain how differences among individuals within a species give them advantages and/or disadvantages in surviving and reproducing
- ⊙ investigate and describe how some environmental conditions are more favorable than others to living things
- ⊙ investigate, compare and contrast the different structures of organisms that serve different functions for growth, reproduction, and survival

## SOCIAL STUDIES GRADE FIVE

Fifth grade students study the development of the nation through Westward Expansion. The focus of study begins with the native inhabitants of the Americans through the building and expansion of our nation. They examine the impact of Constitutional issues on American society by studying the ideas, documents, and events that were critical to building the foundations of American democracy. Students explain how different regions of the United States offer specific resources and income opportunities for people.

### HISTORY

*It is expected that students will:*

- identify and describe Native North American life and cultural regions prior to European contact
- identify and describe the attributes of Native American nations in the local region and North America
- discuss the interactions of early explorers with native cultures
- identify the contributions of Native Americans, Europeans, and Africans to North American beliefs and traditions
- describe the social, political, and religious lives of people in the New England, Middle, and Southern colonies
- identify individuals and groups responsible for founding and settling the American colonies
- examine the cultural exchange among the Native Americans, Europeans, and Africans
- describe motivations for and expeditions of European exploration of the Americas
- describe issues of compromise and conflict within the United States
- describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America
- explain why slavery was introduced into colonial America
- explain how the interactions among Native Americans, Africans, and Europeans, during colonial America resulted in unique economic, social, and political institutions
- identify the events that led to the Declaration of Independence
- identify the causes, key events, and people of the American Revolution
- explain the relationship between the American colonies and England, and discuss its impact on independence
- compare and/or contrast the daily lives of children throughout the United States, both past and present
- recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to the United States
- describe ways individuals display social responsibility
- explain how technologies in United States history changed the way people lived
- provide and discuss major news events on local, state, national, and world levels

## ***SOCIAL STUDIES GRADE FIVE (Continued)***

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- discuss the economic, political, and cultural relationships the United States has with other countries

### **GEOGRAPHY**

*It is expected that students will:*

- identify and locate major geographic features in Nevada and the United States using maps and map elements
- identify spatial patterns of the United States
- describe purposes for different types of maps and globes, i.e., topographical, political, physical
- construct maps, graphs, and charts to display information about human and physical features in the United States
- identify the purpose and content of various United States maps
- derive geographic information from photographs, maps, graphs, books, and technological resources
- provide examples of human-environment interactions in the United States
- identify United States regions in which historical events occurred, i.e., thirteen colonies, Underground Railroad, and California gold fields
- provide examples of cultural identity in communities or regions from different perspectives
- show how regional change in the United States from decade to decade has affected characteristics of place, i.e., salt and sand used to melt ice, flood basins, levees
- label a map of the United States with their capitals
- define absolute location
- explain differences in population distribution within the United States
- list push-pull factors influencing human migration and settlement in the United States
- describe differences among rural, suburban, and urban settlement in the United States
- describe historical and current economic issues in the United States using geographic resources, i.e., illustrate demographic changes due to mining and gaming
- describe why types of organizations may differ by geographic region in the United States
- describe ways physical environments affect human activity in the United States using historical and contemporary examples
- describe how technologies altered the physical environment in the United States, and the effects of those changes on its people
- explore the impact of human modification of the United States' physical environment on the people who live there
- identify and locate potential natural hazards in the United States and their impacts on the land and population
- describe and compare the distribution patterns and use of natural resources in the United States

## ***SOCIAL STUDIES GRADE FIVE (Continued)***

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### **ECONOMICS**

*It is expected that students will:*

- describe how scarcity requires a person to make a choice and identify costs associated with that choice
- demonstrate an understanding that an individual can be a consumer and producer at the same time
- identify the resources needed for production in households, schools, and community groups
- describe how income reflects choices people make about education, training, skill development, lifestyle, and careers
- demonstrate an understanding of supply and demand in a market
- define trade and commodities used in trade
- identify how interest rates affect borrowing, saving, and purchasing using credit
- identify services offered by different types of financial institutions
- illustrate how one person's spending becomes another person's income
- recognize the three types of productive resources
- define inflation and deflation
- define labor force and unemployment
- demonstrate per capita measures in the classroom
- explain the purposes for establishing for-profit and not-for-profit organizations
- provide an example of how purchasing a tool or acquiring education can increase the ability to produce goods
- describe the steps an entrepreneur would take to start a business
- explain why specialization increases productivity and interdependence
- describe what it means to compete, and give examples of ways sellers compete
- define mercantilism
- identify scarce resources and identify how they are allocated in the United States
- explain why the United States imports and exports goods
- define exchange rates
- define globalization and explain how the United States economy is affected by international trade

### **CIVICS**

*It is expected that students will:*

- explain that the Declaration of Independence, the United States Constitution, and the Bill of Rights, are written documents that are the foundation of the United States government
- describe the operation of representative government
- describe the criteria for United States citizenship
- explain the symbolic importance of the Pledge of Allegiance and the Fourth of July
- describe examples of national, state, and local laws
- identify the three branches of government (as set forth in the United States Constitution)

## ***SOCIAL STUDIES GRADE FIVE (Continued)***

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- name the two houses of the United States Congress and explain how representation is determined
- identify the powers of the United States Congress, i.e., power to tax, declare war, and impeach the President
- identify the duties of the President within the executive branch
- explain that the United States Supreme Court is the highest court in the land
- describe the purpose of a judge and jury in a trial as it relates to resolving disputes
- explain the qualities of a leadership
- name the two major political parties
- give examples of national interest groups
- compare sources of information people use to form an opinion
- define propaganda and give examples
- describe the influences other nations have had on the development of the United States political system

# GUIDANCE AND COUNSELING PROGRAM

## AT THE ELEMENTARY SCHOOL LEVEL

All elementary schools offer a comprehensive guidance and counseling program which is integrated with the school curriculum. While some elementary schools share a half-time person, most have a full-time counselor on campus. Counselors are professionally trained in the academic, personal/social, and career development of elementary school students.

Through classroom guidance lessons and large group activities, elementary school guidance counselors assist students with:

- Academic Domain
  - Being life-long learners
  - Study and organizational skills
  - Setting goals and making positive decisions
- Career Domain
  - Building career awareness
  - Making the connection between success in school and success in work
- Personal/Social Domain
  - Promoting character building and resiliency in students
  - Building confidence in students for making successful transitions in school
  - Learning the importance of acceptable social skills and citizenship

### PLANNING RESOURCES

#### *Moving on to Middle School Transitional Guide*

Fifth grade students receive this guide to help them prepare for middle school, to be more aware of the importance of having an educational plan, and to start thinking about post-secondary educational and career choices. The Guide includes a wealth of information for students and parents/guardians about courses of study for middle school, helpful ideas for being a successful middle school student (organization and time management skills), schools of choice (magnet) information, looking ahead to high school and beyond.

#### *CCSD Guidance & Counseling Website*

The Guidance and Counseling Website is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing student for making decisions regarding secondary and post-secondary planning. Starting with elementary school, parents and students are able to review a checklist of activities on "How to Support Your Child's Education". For details visit: [www.ccsd.net](http://www.ccsd.net) under the *Student* section, click on Guidance and Counseling to access information.



## **TIPS FOR PARENTS OF INTERMEDIATE GRADE STUDENTS (3<sup>RD</sup>, 4<sup>TH</sup>, & 5<sup>TH</sup> GRADES)**

- Make sure your child eats breakfast daily, especially during test-taking times
- Ensure that your child is appropriately dressed for school
- Schedule regular medical/dental check-ups for your child
- Promote the understanding that school attendance is important and make sure to be on time for school
- Talk with your child about school and review homework daily
- Schedule a time and place for doing homework and provide materials needed to successfully complete homework
- Check backpacks daily
- Read to your child daily
- Have your child read to you
- Visit public libraries and have your child obtain a library card, free of charge
- Plan trips to local museums and art galleries with your child
- Assign chores appropriate to child's age and ability
- Establish open communication with your child's teacher, and principal
- Attend school sponsored events
- Monitor and limit time spent watching TV, playing video games, and navigating the Internet
- Play games with your child
- In the car, have books and magazines for your child to read and play games to see what your child observes
- Organize and monitor playtimes with other children
- Encourage your child's involvement in sports, Scouts, youth groups, etc.
- Help your child set academic goals so he/she will understand the relationship between schoolwork and the future
- Talk about career choices, pointing out what level of education is needed
- Explore magnet school options with your child
- Investigate college saving plans including Nevada Pre-Paid Tuition and UPromise programs at <http://www.nevadatreasurer.gov/millennium>

**Curriculum and Professional Development Division**  
**Clark County School District**  
**Las Vegas, Nevada**