

# Curriculum Overview

ELEMENTARY  
GRADES

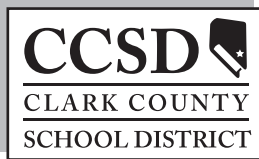
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CORE CURRICULUM

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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	1
U.S. History	1
U.S. Government	1
Physical Education	2
Health Education	½
Use of Computers	½
Electives (Includes one Arts and Humanities or Career and Technical Education course)	5 ½
<b>Total</b>	<b>22 ½</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**
  - Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares Students for the State of Nevada Millennium Scholarship GPA and Core Curriculum Requirements including:
  - 3.25 **cumulative** GPA (weighted or unweighted) **and**
  - 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.

# NEVADA CONTENT STANDARDS

## SCIENCE (CONT.)

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.

## 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.
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.

# NEVADA CONTENT STANDARDS

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

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.
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 peoples 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.

### *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.

# NEVADA CONTENT STANDARDS

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

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. 1700 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.

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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, appropriate intonation, and expression
- ⦿ 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 appropriate to text and purpose 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 text 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, plot, 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 themes of messages or lessons learned in reading selections
- ⦿ identify simile, metaphor, personification, and words and phrases that reveal tone
- ⦿ 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 texts, 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

### **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 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 about texts and support them with textual evidence and experience
- ⦿ read and follow multistep directions to complete tasks

### **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
- ⦿ edit drafts for correct word usage: nouns, pronouns, verbs, adjectives, adverbs, verb tenses, and subject/verb agreement
- ⦿ edit for use of complete sentences

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

- 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 and descriptive paragraphs appropriate to audience or story 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
  - 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
- ⦿ 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
- ⦿ 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:*

- ⦿ 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

## SOCIAL STUDIES GRADE THREE

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
- identify the county, state, and country
- complete tasks independently
- work cooperatively in groups
- recognize 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

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

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- 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)
- 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., floods, earthquakes, volcanic eruptions)
- identify different types of simple ecosystems (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 a 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

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

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- 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, 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
- 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

# 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
- ⦿ 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 about setting, plot, and character
- ⦿ 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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- ⊙ identify words and phrases in text that reveal tone
- ⊙ 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
- ⊙ explain similes, metaphors, and personification
- ⊙ 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
- ⊙ read and follow multi-step directions to complete a task and use information to answer specific questions
- ⊙ make connections to self, other texts, and/or the world
- ⊙ develop and revise hypotheses based upon prior knowledge and information from a text
- ⊙ 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 pre-writing 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 of 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

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

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- ⊙ edit for use of complete sentences and for the elimination of sentence fragments and run-ons
- ⊙ prepare a legible draft and share with others

### **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 a story 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:*

- 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
- ⦿ create and use labeled illustrations, graphs (number lines, frequency charts, bar graphs, pictographs), and charts to convey ideas and record observations
- ⦿ 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)
- cooperate and contribute ideas within a group
- 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
- investigate and describe the properties, forms, and uses of water

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

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- ⦿ investigate and describe the water cycle
- 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 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:*

- ⦿ 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 study the history and geography of Nevada. They learn about regions of the United States and develop an understanding of government.

### **CIVICS**

*It is expected that students will:*

- describe the effects on society of the presence and absence of law
- identify the Supreme Court as the highest court in the land
- list the qualities of a leader
- identify ways conflicts can be resolved in a peaceful manner that respects individual rights
- explain why and how local governments are created within states
- name the three branches of state government
- describe the purposes of democratic government
- discuss components of the democratic election process
- identify the Constitution as the fundamental law of the land
- identify the three levels of American government: federal, state, and local
- name the head of the federal, state, and local government (e.g., President, Governor, Mayor)
- complete tasks independently
- work cooperatively in groups
- recognize differences of opinion
- evaluate the causes of issues and problems
- recognize the role of mediation in problem resolution
- recognize the role/duties of various civil servants (e.g., police, lawyers, military personnel)
- identify the purpose of the court system

### **ECONOMICS**

*It is expected that students will:*

- define employment and unemployment
- identify financial institutions
- identify the rewards and risks of saving money in financial institutions
- give examples of purchases made using credit
- identify factors within an individual's control that can affect the likelihood of being employed
- provide an example of how purchasing a tool or acquiring education can be an investment
- describe the characteristics of an entrepreneur
- describe the steps an entrepreneur would take to start a business
- give examples of ways sellers compete
- describe how the exchange of goods and services around the world creates interdependence among people in different places
- describe basic economic concepts: supply, demand, production

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

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- describe employment as a source of income
- describe the economic activities of Nevada (e.g., mining, tourism)
- discuss types of industry in Nevada
- compare job opportunities available in rural, suburban, and urban areas of Nevada

### **GEOGRAPHY**

*It is expected that students will:*

- identify and use intermediate directions on a compass rose to locate places on a map
- compare the information found on different maps of Nevada (e.g., physical, political, historical)
- gather geographic information from electronic sources
- use maps, photographs, and graphs of Nevada to collect geographic information
- construct a map of Nevada displaying its human and physical features
- identify the purpose and content of various Nevada maps
- identify and explain spatial patterns on a map of Nevada
- recognize that states are divided into counties or their equivalents and identify the county of residence in Nevada
- locate and name the major mountains, rivers, and lakes on a map of the United States
- list examples of physical and human features from the community or region
- recognize and illustrate elements of their culture
- describe the characteristics of another culture from their point of view
- compare how communities use different types of technology
- choose an historical figure and locate the place and region on which he/she had an impact
- give examples of how places where they have lived have changed in their lifetime
- recognize the difference between a physical and a cultural region
- diagram and explain the water cycle
- describe the effects of various natural hazards on the physical environment
- generate examples of various ecosystems found in Nevada and the United States
- explain the location and distribution of a specific ecosystem in Nevada and the United States
- construct a model of an ecosystem
- define and illustrate population density
- list reasons why people move to or from a particular place
- describe changes in how people move from one place to another
- locate and list examples of rural, suburban, and urban communities
- compile a list of where goods and services are produced
- describe that the availability and price of an economic product is affected by geography
- compare housing, health care, and education among regions in Nevada or the United States
- classify organizations as cultural, political, or economic organizations, depending on their major function
- describe how cooperation and conflict affect people in different communities

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

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- describe a change that has taken place in their local environment
- describe places in Nevada where the physical environment has been altered by technology
- use maps or photographs to document human modification of the physical environment
- identify various natural resources found in Nevada and the western United States
- list examples of how people use and manage natural resources within Nevada
- describe the physical setting of an historical event
- describe the physical setting of a current event
- describe a contemporary issue from a spatial or ecological perspective
- choose an environmental problem that affects Nevada and develop possible solutions
- develop questions that will aid in the identification of spatial patterns
- evaluate geographic information and select a method for display
- locate and summarize geographic information from a variety of geographic sources
- incorporate a visual display into a report about a geographic topic
- identify and describe geographic regions of the world by referencing lines of latitude and longitude
- use scales on maps to determine distances portrayed

### **HISTORY**

*It is expected that students will:*

- record events on a graphic organizer, such as a calendar or time line
- locate Nevada's earliest Native American inhabitants, known as the Desert Archaic people
- identify Nevada's Native American cultures
- describe experiences of pioneers moving west, including: Donner Party, Oregon/California Trails
- identify explorers and settlers in preterritorial Nevada, including: Kit Carson, John C. Fremont
- explain the symbols, mottoes, and slogans related to Nevada, including: "Battle Born," state seal, Silver State, state flag
- recognize the ongoing nature of history (e.g., migration, human settlement, demographic)
- describe important historical people, events, and places in Nevada
- create timelines that show people and events in sequence using months, years, decades, and centuries
- recognize famous people in Nevada's history
- discuss how and why people from various cultures immigrated and migrated to the American West
- read historical passages and interpret details
- identify appropriate resources for historical information

# 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, comprehension, and extend vocabulary
- ⦿ 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 aid comprehension
  - 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:*

- ⦿ read a variety of narrative and expository text silently or aloud fluently
- ⦿ 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)***

### **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 texts, 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 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 and 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  $=$ )
  - 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

## **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 interrelationships and interdependence of organisms with each other and with the non-living parts of their habitats
- ⊙ 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 history and geography of the United States. They become aware of the importance of the Constitution and learn how the federal government functions.

### **CIVICS**

*It is expected that students will:*

- identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government
- explain the Preamble of the United States Constitution
- describe the operation of representative government, including the rights of political minorities
- identify the three branches of government (as set forth in the U.S. Constitution)
- name the two houses of the U.S. Congress
- identify the powers of the U.S. Congress (e.g., power to tax, declare war, impeach the President)
- identify the duties of the President
- describe the purpose of a judge and jury in a trial as it relates to resolving disputes
- name the two major political parties
- give examples of interest groups
- identify sources of information people use to form an opinion
- describe the difference between a natural-born and a naturalized citizen of the United States
- describe the symbolic importance of the Fourth of July and the Pledge of Allegiance
- identify the Bill of Rights
- identify ways conflicts can be resolved in a peaceful manner that respect individual rights
- know that there are different types of courts
- list the characteristics of a nation-state, including: self rule, territory, population, organized government
- identify the countries bordering the United States
- explain ways in which nations interact
- describe careers that require knowledge and skills in citizenship, law, and government
- differentiate between facts and opinions
- demonstrate concern and respect for the rights of self and others

### **ECONOMICS**

*It is expected that students will:*

- describe how scarcity requires a person to make a choice and identify a cost associated with the decision
- demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences
- demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost
- identify the benefits and costs of spending now versus saving for later
- identify and compare per capita measures for the U.S. for different time periods

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

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- define inflation and deflation and explain how they affect individuals
- identify and give examples of interest rates for borrowing and saving
- explain why trade must be mutually beneficial
- demonstrate an understanding of supply and demand in a market
- identify the intent of advertisements
- contrast the effects of price changes on the behavior of buyers and sellers
- provide examples of labor unions
- explain the purposes for establishing for-profit organizations
- explain the purpose for establishing not-for profit organizations
- explain why is it easier for people to save and trade using money rather than using other commodities
- identify forms of money used in the United States prior to the twentieth (20<sup>th</sup>) century
- identify the resources needed for production in households, schools, and community groups
- demonstrate an understanding that an individual can be both a consumer and a producer
- identify inventions according to use
- recognize the three types of productive resources: natural (e.g., minerals) human (e.g., educated workers) and capital (e.g., machinery)
- illustrate how one person's spending becomes another person's income
- describe how income reflects choices people make about education, training, skill development, lifestyle, and careers
- explain why specialization increases productivity and interdependence
- give examples of items for which a sales tax is charged and items for which a sales tax is not charged
- explain why the U.S. imports and exports goods
- give the value of the U.S. dollar in terms of the currencies of other countries
- describe the services of financial institutions
- describe the advantages and disadvantages of a specific occupation
- read and interpret product diagrams

## **GEOGRAPHY**

*It is expected that students will:*

- use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographical features in Nevada and the United States
- identify the characteristics and purposes of different maps and globes
- read and derive geographic information from photographs, maps, graphs, and computer resources
- construct maps, charts, tables, and graphs to display information about human and physical features in the United States
- identify the purpose and content of various U.S. maps
- answer spatial questions about a map using basic geographic vocabulary
- recognize that states in the United States may be grouped into regions (e.g., West, Southwest, Midwest, Southeast, Northeast)

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

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- label a map of the United States with the names of the fifty states and major cities (e.g., Washington, D.C., Los Angeles, Seattle, Denver, Chicago, Atlanta, New York)
- describe physical and human features and cultural characteristics of places and regions in the United States
- identify examples in the community or region that reflect cultural identity
- describe the characteristics of the community and Nevada from different perspectives
- identify the effects of the use of technology in different communities in the United States
- identify and describe the locations of selected historical events
- describe how the community and Nevada have changed over time
- identify the criteria used to define different types of regions
- identify the components of each of Earth's four basic physical systems: atmosphere, lithosphere, hydrosphere, and biosphere
- define and give examples of natural hazards (e.g., hurricanes, tornadoes, tsunamis)
- identify the parts of different ecosystems, including soil, climate, plant life, and animal life
- describe the biodiversity of different ecosystems on Earth
- investigate an ecosystem by asking and answering geographic questions
- explain differences in population distribution within Nevada and the United States
- identify the push-pull factors influencing human migration and settlement
- list examples of historical movements of people, goods, and ideas
- describe the differences among rural, suburban, and urban migration and settlement
- identify the sources of various economic goods and describe their movement between states or countries
- investigate an economic issue by asking and answering geographic questions about location
- compare differences in the economic development and quality of life among the countries in North America
- describe why types of organizations may differ by geographic region
- describe issues of cooperation and conflict within the United States
- describe ways in which changes in the physical environment affect humans
- describe places in the United States where the physical environment has been altered by technology
- explore the impact of human modification of the physical environment on the people who live in that location
- describe the patterns of distribution and use of natural resources in the United States
- compare the use of the same resource in the United States with another place in the world
- describe how the physical setting influenced an event in the past
- use current events to ask and answer geographic questions
- discuss a geographic issue from more than one point of view
- describe a geographic issue and the possible impact it could have in the future
- ask geographic questions about the origin and significance of spatial patterns
- locate and gather geographic information from a variety of sources
- create complex maps, graphs, tables, or charts to display geographic information
- investigate and interpret information from a variety of geographic sources
- draw a conclusion by presenting geographic information in an oral or written report accompanied by maps or graphics

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

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- locate, compare, and contrast places on maps and globes using latitude and longitude
- identify, locate, and distinguish among varying land forms, bodies of water, and major geographical features of the United States
- identify and describe varying land forms and bodies of water on the Earth
- read and interpret appropriate editorial cartoons

### **HISTORY**

*It is expected that students will:*

- identify current events from multiple sources
- record and interpret events on a graphic organizer, such as a calendar or time line
- ask a historical question and identify resources to be used in research
- organize historical information from a variety of sources
- define hunter-gatherer
- identify explorations of the Vikings in North America
- describe Native North American life prior to European contact (e.g., clothing, communication, family, food, shelter, transportation, tools)
- describe expeditions of early explorers, including: Christopher Columbus, Ferdinand Magellan
- identify and describe the reasons for the early exploration of the New World
- describe relationships among Native Americans, Europeans, Asians, and Africans
- describe colonial life in North America
- identify the events that led to the Declaration of Independence
- describe the significance of the American Revolution
- identify key people of the American Revolution, including: George Washington, Ben Franklin
- describe the relationship between the War of 1812 and the national anthem
- identify the Civil War and final outcome, including: Union and Confederacy, Generals Grant and Lee
- identify the contributions of the inventors and discoverers, including: Thomas Edison, Wright brothers, Alexander Graham Bell, George Washington Carver
- describe the significance of the Industrial Revolution
- describe the contributions of immigrant groups to the United States
- describe the significance of Labor Day
- describe the distinction between Veterans' Day and Memorial Day
- identify the major events of the Great Depression (e.g., stock market crash, Dust Bowl, migration, Hoover Dam)
- identify the United States participation in World War II (e.g., Pearl Harbor, homefront, D-Day, atomic bomb)
- identify major advancements in science and technology, including: television, computers
- identify the major points in Martin Luther King, Jr.'s "I Have A Dream" speech
- identify major news events on the local, state, national, and world level
- organize chronologically major events and people of United States history
- read, interpret, and analyze historical passages

# 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 the Middle School Transitional Guide*

Each spring 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**