

# CURRICULUM OVERVIEW 2013-2014

## K-5



## CORE CURRICULUM

*Ready by Exit: How to Support Your Elementary School Student*



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## MESSAGE FROM THE SUPERINTENDENT

Dear Parent/Guardian:

Thank you for taking the initiative to track your student's academic progress. We know that students are more likely to succeed in school when their parents are engaged in their day-to-day educational activities. The curriculum overview provides a sample of the content that your child should master by the end of the school year. While this document is not inclusive of all content material required to be Ready by Exit, it does serve as a resource that can be used when supporting your child in his or her school year.

We are presently realigning our English language arts and mathematics curriculum to the new Common Core State Standards, as we prepare to fully implement the Common Core State Standards curriculum in Grades K-12 by the 2014-2015 school year. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students need for success in college and careers.

By utilizing our ParentLink information system, you can effectively monitor the progress of your child. Also, I encourage you to speak with your child's teachers. This is very important as it provides you with insight on how you can best support your child's learning. Our District website, [ccsd.net](http://ccsd.net), "parent" section, also has various documents available to assist your child in his or her academic career.

I ask you to be actively involved in your child's education by monitoring his or her academic progress and providing encouragement. Thank you for working with us to ensure that your child is Ready by Exit for success after graduation.

Sincerely,

Pat Skorkowsky  
Superintendent of Schools

"Every student in every classroom, without exceptions, without excuses!"

## TOGETHER – PREPARING OUR STUDENTS TO BE READY BY EXIT

### NEVADA GROWTH MODEL

To more accurately determine the effectiveness of Nevada schools, the Nevada Growth Model was developed to measure how much a student improves in academic performance over time, rather than simply whether he or she passed a test. For more information, refer to [http://www.doe.nv.gov/Growth\\_Model\\_Apac/](http://www.doe.nv.gov/Growth_Model_Apac/).



### NEVADA SCHOOL PERFORMANCE FRAMEWORK

The Nevada School Performance Framework (NSPF) provides an accountability system for schools. The primary purpose of the NSPF is to enable educators to learn from each other about how to improve practice in ways that contribute to the academic gains achieved by students. For resources and information on the NSPF, refer to <http://www.doe.nv.gov/>.

### LEARNING EXPECTATIONS

This document presents learning expectations for students based on the Common Core State Standards for English Language Arts, the Common Core State Standards and Nevada Content Standards for Mathematics, and the Nevada Standards for Science and Social Studies. Also included are learning expectations in the area of health, library, music, physical education, and visual arts. The learning expectations presented in this document can help you know how your child is doing in elementary school. Tips and activities are also provided to help your child learn at home. Questions are listed to assist you as you learn about your child's progress.

Another resource that is available regarding learning expectations is the CCSD On Common Ground newsletter. It provides an overview of what students will learn based on the Common Core State Standards in English Language Arts and Mathematics during each trimester as well as ideas to support learning at home. For more information, refer to [www.ccsd.net/parents](http://www.ccsd.net/parents).

Contact your child's teacher to learn more and discuss how you can help your child meet these learning expectations.

## NEVADA STATE ASSESSMENTS

The Criterion Referenced Test (CRT) is part of Nevada's system for assessing students in third through fifth grades in mathematics, reading, and science (fifth grade). The CRT is a standardized, standards-based test and is a "snapshot" of student performance at one point in time. Fifth-grade students also take the Nevada Writing Exam.

For more information, refer to the Nevada Department of Education assessment page at [nde.doe.nv.gov/Assessment\\_CRT.htm](http://nde.doe.nv.gov/Assessment_CRT.htm).

### PARENTLINK

To help you effectively monitor the progress of your child, CCSD provides a computer based system by which you can track your student's grades and attendance. Refer to [ccsd.net/parents/parentlink](http://ccsd.net/parents/parentlink) and enter the login ID and password you have been provided from your child's school to review your student's information. If you do not have a login ID and password, please contact your child's school. Also available through a mobile app. For more information, refer to [www.ccsd.net/parents/parentlink](http://www.ccsd.net/parents/parentlink).



### COMPUTER ACCESS

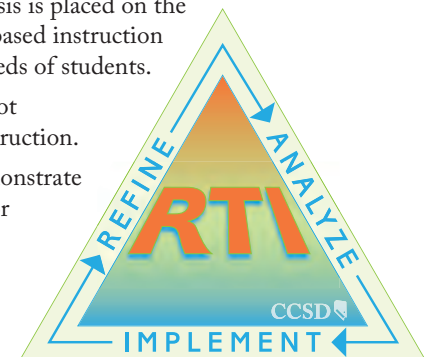
If you do not have a home computer, please remember computers may be available at your child's school, at public libraries, and at sites provided by the Nevada Public Computer Centers. For more information, refer to [www.nvpcc.org](http://www.nvpcc.org).

### RESPONSE TO INSTRUCTION

CCSD embraces Response to Instruction (RTI). The RTI Framework uses three levels or tiers of support for all students in pre-kindergarten through twelfth grade. Throughout the tiers of support, all students are provided access to grade-level curriculum and behavioral supports.

- Tier I supports all students. Emphasis is placed on the delivery of high-quality, standards-based instruction that is differentiated to meet the needs of students.
- Tier II supports students who are not responding adequately to Tier I instruction.
- Tier III supports students who demonstrate ongoing lack of sufficient progress or growth.

For additional information on RTI, refer to [ccsd.net/parents/response-instruction](http://ccsd.net/parents/response-instruction).



## GUIDANCE and COUNSELING PROGRAM OVERVIEW

As part of the educational team, school counselors play an integral role in the academic, career, and personal social development of all students. School counselors implement strategies and activities to support and maximize each student's ability to learn and help prepare students to make informed choices regarding post-secondary options to complete future career goals. In addition, the school counseling program provides the foundation for personal social growth as students progress through school and into adulthood. Below are several planning documents available from the Guidance and Counseling webpage at [ccsd.net/departments/guidance-counseling](http://ccsd.net/departments/guidance-counseling).

## DOCUMENT LIBRARY

The *Moving On To Middle School Transitional Planning Guide* provides fifth-grade students important information about their transition to middle school.

## TIPS FOR PARENTS

The *Elementary School Parents Make the Difference!* monthly newsletter provides information on topics such as encouraging reading, test success, and building self-esteem.

*Support Your Child's Education* provides a suggested list of activities to support the academic development of your child.

## SAY NO TO BULLYING

CCSD has a zero tolerance policy for bullying. For more information on a safe and respectful learning environment, refer to [ccsd.net/district/policies-regulations/pdf/5137\\_P.pdf](http://ccsd.net/district/policies-regulations/pdf/5137_P.pdf). To report a bully, refer to [ccsd.net/students/bully](http://ccsd.net/students/bully).

## TALKING WITH YOUR CHILD'S TEACHER

When you talk to your child's teacher about the learning expectations, here are some questions you may want to ask.

- How can we support at home what you're doing in the classroom?
- What would you like to know about my child that would help you as his/her teacher?
- In addition to the learning expectations in this document, what else is my child learning?
- May I see examples of my child's work and how it does or does not meet these learning expectations?
- How is my child's academic and behavioral progress measured throughout the year?
- Is my child on grade level? If not, what support will the school offer my child?
- If my child is at or above grade level, what enrichment and support will the school offer?

## TALKING WITH YOUR CHILD

Talking together often about school and progress toward learning expectations helps you know how to support your child's learning.

- Praise your child for hard work at school. Take time to read and talk about papers and projects your child brings home from school. Ask what your child has done that makes him/her most proud.
- Ask your child to show you his/her work and talk about what he/she is learning in school. What does your child think is most interesting? What seems hard? Note any comments on work that are made by the teacher.
- Ask questions to learn more about your child's thinking: How do you know? What do you notice? Why did you do it this way?
- Check progress reports and report cards for grades, attendance, and behavior and ask your child about his or her thoughts on the report card.

## EXTENDING LEARNING AT HOME

Learning continues at home. Here are some ways you can support your child.

- Use this document to focus on a few of the learning expectations. Try some of the suggestions for learning at home.
- Set-up and maintain routines at home for homework, studying, and learning.
- Check to see that your child has done all the work assigned. Sign the homework, if required by your child's school.
- Set-up a quiet and comfortable place for you and your child to read and learn.
- Put books, puzzles, games, etc., in a special place your child can access whenever he/she wants.
- Discuss activities your child can do at home that relate to what he/she is learning at school.





## ENGLISH LANGUAGE ARTS

Below is a sample of content your child should know and be able to do by the end of kindergarten.

### READING - *Foundations, Literature, and Informational Text*

- Recognize and name all upper and lowercase letters of the alphabet and their matching sounds.
- Recognize and say rhyming words and syllables.
- Recognize and say sounds at the beginning, middle, and end of words.
- Identify characters, setting, and major events in a story.
- Read common high-frequency words by sight (e.g., the, or, to, you, she, my, is, are, do).

### WRITING

- Print all upper and lowercase letters.
- Write and/or draw pictures about a specific topic and provide details about the topic.
- Spell simple words, using knowledge of sound-letter relationships.

### LANGUAGE

- Ask and answer questions by speaking in complete sentences.
- Use words and phrases learned through conversations and reading activities.

To learn more about the *Common Core State Standards for English Language Arts*, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Read and discuss books together.
- Talk about characters, settings, and events when reading stories together.
- Discuss stories your child is reading. Ask questions about the stories; have your child use parts of the story to explain his/her thinking using complete sentences.
- Read nursery rhymes and sing songs (e.g., ABC song; Twinkle, Twinkle, Little Star) with your child.
- Set-up a writing station at home where your child can write and draw. Provide paper, markers, crayons, and other materials to encourage writing and drawing.

For additional online support, refer to [www.starfall.com](http://www.starfall.com), [pbskids.org/read](http://pbskids.org/read), or [cgcs.schoolwires.net](http://cgcs.schoolwires.net).

FOR STUDENT WRITING SAMPLES, REFER TO  
[http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf).

*Provide paper,  
markers, crayons,  
and other  
materials to  
encourage writing  
and drawing.*



## MATHEMATICS

Below is a sample of content your child should know and be able to do by the end of kindergarten.

### COUNTING AND CARDINALITY

- Recognize, read, and write numbers 0–20.
- Count to 100 by ones and tens not always starting at zero.
- Count to answer “how many?” questions about as many as 20 objects.
- Identify a group of objects as “greater than,” “less than,” or “equal to” another group of objects by matching and/or counting the objects.

### OPERATIONS AND ALGEBRAIC THINKING

- Understand addition as putting together and adding to.
- Understand subtraction as taking apart and taking from.
- Represent addition and subtraction with objects, fingers, drawings, claps, acting out situations, explaining, and/or equations (e.g.,  $2 + 3 = 5$ ).

### NUMBER AND OPERATIONS IN BASE TEN

- Break apart numbers less than or equal to 10 into two addends by using objects or drawings, and record each with drawings or equations.  
(e.g.,  $5 = 3 + 2$  and  $5 = 4 + 1$ ).
- Add and subtract within 5.
- Understand the numbers from 11 to 19 are composed of ten ones and some more ones (e.g.,  $18 = 10 + 8$ ).

### MEASUREMENT AND DATA

- Identify, describe, compare, and classify measurable attributes of objects such as size, length, weight, or volume.

### GEOMETRY

- Correctly name two-dimensional shapes (e.g., squares, circles, triangles, rectangles, and hexagons) and three-dimensional shapes (e.g., cubes, cones, cylinders, and spheres).
- Form larger shapes from smaller shapes (join two triangles to make a rectangle).

To learn more about the Common Core State Standards for Mathematics, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).

## SUPPORTING YOUR CHILD’S LEARNING AT HOME

### At home, you and your child can:

- Count up to 20 objects such as paperclips, windows, wheels, etc.
- Count to 100 beginning at any number. Ask your child to count to 100 beginning with numbers such as 9, 15, 28, 47, or 61.
- Compare two numbers in real-life situations. Ask, “Who has more pockets on their clothing, you or me?” (Your child might use matching or counting to find the answer.)
- Show how 5 crayons can be put into two groups. Five can be a group of 3 and a group of 2, and 5 can be a group of 1 and a group of 4. Record this work in drawings and equations.
- Tell subtraction stories, such as 4 birds are sitting on a fence. Three birds flew away. How many birds are on the fence now? Have your child model to show what is happening.
- Compare measurable attributes such as height by determining who is the taller or the shorter of two people.
- Go on a shape hunt to find circles, squares, rectangles, triangles, hexagons, cubes, cones, spheres, or cylinders.

For additional online support, refer to [www.pbskids.org](http://www.pbskids.org), [mathisfun.com](http://mathisfun.com), or [cgcs.schoolwires.net](http://cgcs.schoolwires.net).



## SCIENCE

Below is a sample of content your child should know and be able to do by the end of kindergarten.

### NATURE OF SCIENCE

- Record observations and explanations using pictures, words, and numbers.
- Make observations using the five senses.
- Share information, observations, and ideas with others.
- Use simple tools appropriately to gather data.

### EARTH SCIENCE

- Recognize that the sun is a source of heat and light.
- Observe, describe, and record seasonal changes.

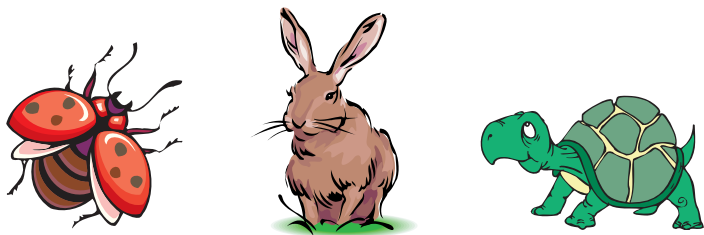
### PHYSICAL SCIENCE

- Describe observable materials and properties of objects.
- Compare objects made of different materials.

### LIFE SCIENCE

- Sort animals by observable characteristics.
- Use five senses to investigate the natural world.

*For information on the Nevada Standards for Science, refer to [www.doe.nv.gov/APAP\\_science/](http://www.doe.nv.gov/APAP_science/).*



## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Create a replica of a favorite animal using craft materials. Refer to [www.sciencekids.co.nz/sciencefacts/animals.html](http://www.sciencekids.co.nz/sciencefacts/animals.html).
- Sort objects based on shape and texture (e.g., fabric, leaves, food). Refer to [www.fossweb.com/modulesK-2/Fabric/activities/weaveapattern.html](http://www.fossweb.com/modulesK-2/Fabric/activities/weaveapattern.html).
- Plant seeds and watch them grow. Refer to [www.internet4classrooms.com/science\\_elem\\_plants.htm](http://www.internet4classrooms.com/science_elem_plants.htm).
- Visit a local park and make observations using the five senses.
- Discuss what appropriate attire is for different seasons. Refer to [www.crickweb.co.uk/Early-Years.html#Dressing%20Lecky](http://www.crickweb.co.uk/Early-Years.html#Dressing%20Lecky).



## SOCIAL STUDIES

Below is a sample of content your child should know and be able to do by the end of kindergarten.

### HISTORY

- Understand the importance of working together to complete tasks.
- Recall stories of people and families around the world.
- Identify problems that occur when people live and work together.

### GEOGRAPHY

- Recognize maps or globes as representations of places.
- Identify areas that have different purposes in the home (e.g., the kitchen is for cooking, the bedroom is for sleeping, etc.).
- Recall phone numbers from memory.

### ECONOMICS

- Identify jobs in the community.
- Identify United States currency (e.g., penny, nickel, dime, quarter, dollar).
- Make decisions involving classroom resources.

### CIVICS

- Identify an individual's rights within the classroom.
- Name a traditional United States patriotic activity, holiday, or symbol (e.g., parade, Fourth of July, flag).
- Name his/her school.

*To learn more about the Nevada Social Studies Standards, refer to [www.doe.nv.gov/Standards\\_SocialStudies.html](http://www.doe.nv.gov/Standards_SocialStudies.html).*

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Describe the importance of working together to complete tasks.
- Identify occupations of people in his/her school and home.
- Practice using the home address and phone number.
- Discuss the changes of seasons and how people adapt to those changes (e.g., wearing a coat when it is cold, using an umbrella when it rains, etc.).
- Examine how money is used.
- Practice trading objects or resources in the home (e.g., trading two cookies for one cupcake).
- Discuss individual choices.
- Discuss traditional patriotic activities in the United States.

*For additional online support, refer to [jc-schools.net/tutorials/interact-socst.htm](http://jc-schools.net/tutorials/interact-socst.htm) or [kids.nationalgeographic.com](http://kids.nationalgeographic.com).*



*Discuss traditional patriotic activities in the United States.*



## LEARNING BEYOND THE CORE

Other areas of learning beyond the core areas of reading and writing, mathematics, science, and social studies include:

### HEALTH - Students learn about:



- Personal health by developing good, daily health habits.
- Growth and development by identifying physical characteristics that make every person different.
- Nutrition and physical activity by discussing why all living things need food and physical activity.
- Substance use and abuse by identifying household items that are safe or not safe to taste, touch, or smell and practicing refusal skills.
- Injury/violence prevention and safety by saying first and last name, names of parents/guardian, address, telephone number, and the use of “911” for emergencies.
- Prevention/control of disease by showing proper hand washing techniques to prevent the spread of germs and illness/disease.
- Environmental/consumer health by practicing sun safety.

### LIBRARY - Students learn about:

- Information literacy by recognizing examples of complete and incomplete information; identifying the main areas of the library and the sources found in each area; learning that information is available from print and digital sources; and recognizing facts.
- Independent learning by looking for information of personal interest or well-being; listening to quality literature from various cultures and genres including folktales, fiction, and non-fiction; and choosing fiction and other kinds of literature to read.
- Social responsibility by demonstrating appropriate behaviors for using and checking out library materials and listening to ideas of others and expressing their own ideas when working in groups.

### MUSIC - Students learn about:

- Rhythm by moving to a steady beat and exploring rhythm patterns.
- Melody by singing and moving to simple songs and playing up/down melodies on high/low instruments.
- Harmony by moving to major/minor music and speaking rhymes in parts.
- Form by moving to phrases in contrasting A and B sections of music.
- Expressive qualities by moving creatively through space showing speed and loudness in music, identifying instruments by sound, listening to music from varied cultures, and playing instruments using proper technique.

### PHYSICAL EDUCATION - Students learn about:

- Object movement skills by performing basic skills such as throwing and dribbling a ball.
- Locomotor and nonlocomotor movement skills by performing basic movements such as running, hopping, jumping, and galloping.
- Expressive movement and dance by performing various movement patterns to a beat.
- Physical fitness by participating in various fitness activities and exercises.
- Responsibility and cooperation by following classroom rules and interacting positively with others.

### VISUAL ARTS - Students learn about:

- Criticism by naming subject matter, lines, shapes, colors and textures in artwork as they interpret and share their personal preferences in works of art.
- Aesthetics by finding familiar objects, people and events in works of art, and telling what feelings an artist may be sharing.
- History by observing works of art within the context of culture, time, and place.
- Production by exploring a variety of lines, shapes, colors, and textures to create patterns through drawing, painting, clay, printmaking, 2-D and 3-D, and mixed media.

## ENGLISH LANGUAGE ARTS

Below is a sample of content your child should know and be able to do by the end of first grade.

### READING - Foundations, Literature, and Informational Text

- Read one-syllable words (e.g., flat, ship, rope).
- Retell stories, including details, and demonstrate understanding of the central message or lesson.
- Be able to read text silently and orally with accuracy, appropriate rate, and expression.

### WRITING

- Use words such as “first,” “next,” or “then” to signal order of events.
- Spell words using knowledge of learned spelling patterns. For example, when your child learns the “ee” vowel combination, he/she can use it to spell “keep,” “sleep,” and “peel.”
- Write informative/explanatory texts in which he/she names a topic, supplies some facts about the topic, and provides some sense of closure.

### LANGUAGE

- Use newly learned words through reading, being read to, and responding to text in speaking and writing.
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).

To learn more about the Common Core State Standards for English Language Arts, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).



## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Sound out words when reading together.
- Answer questions about stories your child is reading.
- Use parts of the story to explain thinking.
- Practice reading both orally and silently.
- Tell and write about a sequence of events in your child's life. Encourage your child to write about what happened first, next, and last.
- Use letter sounds to figure out how to spell words.
- Keep a personal journal or diary to tell your child's own stories.

For additional online support, refer to [www.readkiddoread.com](http://www.readkiddoread.com), [www.wonderopolis.org](http://www.wonderopolis.org), [www.pbs.org](http://www.pbs.org), or [cgcs.schoolwires.net](http://cgcs.schoolwires.net).

FOR STUDENT WRITING SAMPLES, REFER TO [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf).



*Keep a personal journal or diary to tell your child's own stories.*

## MATHEMATICS

Below is a sample of content your child should know and be able to do by the end of first grade.

### OPERATIONS AND ALGEBRAIC THINKING

- Represent and solve addition and subtraction problems up to 20 by using objects, drawings, and equations with the unknown quantity in all positions (e.g.,  $? + 14 = 20$ ,  $12 + ? = 18$ ,  $7 - ? = 4$ ,  $? - 5 = 9$ ).
- Apply properties and relationships of operations to add and subtract (e.g., If  $8 + 3 = 11$ , then  $3 + 8 = 11$ ;  $11 - 3 = 8$ , and  $11 - 8 = 3$ ).
- Understand that subtraction problems can be solved by using addition. For example, 10 subtract 8 can be solved by finding the number that makes ten when added to 8.

### THE NUMBER AND OPERATIONS IN BASE TEN

- Count to 120 starting at any number less than 120.
- Understand place values of two-digit numbers (tens and ones).
- Use place value understanding to add and subtract (e.g., In adding two-digit numbers, we add tens and tens, ones and ones; and sometimes it is necessary to compose a ten.).

### MEASUREMENT AND DATA

- Order objects by length and express the length of an object in whole number length units of another object (e.g., The pencil is six paperclips long.).
- Tell and write time to the hour and half-hour using analog and digital clocks, including using expressions such as “three-thirty is half-past 3.”
- Organize, represent, and interpret data with up to three categories (e.g., dog, cat, and bird); ask and answer questions about the data (e.g., How many total data points? How many more or less is there of one category than another?).

### GEOMETRY

- Reason with shapes based on their attributes (e.g., Triangles are closed figures and have three sides.).
- Partition (divide equally) circles and rectangles into two and four equal shares. Describe the shares using the words halves, fourths, and quarters.

To learn more about the Common Core State Standards for Mathematics, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Solve real-life word problems. For example: there are 12 apples in a basket. Some apples are green, and some apples are red. How many of each color apple could there be? Ask your child how they solved this problem using drawings or objects.
- Measure the length of a table with spoons laying the spoons end to end. Then, measure the length of a book with spoons. Compare the lengths of the table and the book and discuss why the measurements are different.
- Solve addition problems using place value.  $24 + 20 = 44$  because adding 20 and 20 equals 40, and adding 4 ones and 0 ones equals 4 ones. Adding 40 and 4 equals 44.
- Ask friends to state which of three flavors of ice cream is their favorite. Create a graph of the data. Ask each other questions about the data. For example: how many people did we ask? How many people are in each category? How many more or how many fewer people chose chocolate than chose strawberry ice cream?

For additional online support, refer to [www.funbrain.com](http://www.funbrain.com), [www.coolmath4kids.com](http://www.coolmath4kids.com), or [cgcs.schoolwires.net](http://cgcs.schoolwires.net).



*The pencil is six paperclips long.*

## SCIENCE

Below is a sample of content your child should know and be able to do by the end of first grade.

### NATURE OF SCIENCE

- Record observations and explanations using pictures, words, and numbers.
- Make observations using the five senses.
- Respect ideas and contributions of others.
- Use simple tools appropriately to gather data.

### EARTH SCIENCE

- Recognize that the Earth is composed of different kinds of materials.
- Observe and describe the basic properties of soil.

### PHYSICAL SCIENCE

- Investigate, observe, and describe how objects move.
- Observe and describe how magnets can be used to make other objects move.
- Observe and describe how things fall to the ground unless something is holding it up.

### LIFE SCIENCE

- Investigate and describe how particular plants have seeds that produce the same kind of plant.
- Sort plants by observable characteristics.
- Investigate, observe, and describe how plants grow and change throughout their life cycles.

*For information on the Nevada Standards for Science, refer to [www.doe.nv.gov/APAC\\_science/](http://www.doe.nv.gov/APAC_science/).*



## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Plant and care for different seeds; record the information as they grow. Refer to [www.fossweb.com/modulesK-2/NewPlants/activities/watchitgrow.html](http://www.fossweb.com/modulesK-2/NewPlants/activities/watchitgrow.html) or [www.internet4classrooms.com/science\\_elem\\_plants.htm](http://www.internet4classrooms.com/science_elem_plants.htm).
- Go on a nature walk and gather leaves and flowers; sort them based on similar characteristics. Refer to [www.kid-friendly-homeschool-curriculum.com/nature-walk.html](http://www.kid-friendly-homeschool-curriculum.com/nature-walk.html).
- Try to identify objects by using the sense of touch or sound alone.
- Experiment with the pushing and pulling of different objects of various weights. Refer to [www.fossweb.com/modulesK-2/BalanceandMotion/activities/rollercoaster.html](http://www.fossweb.com/modulesK-2/BalanceandMotion/activities/rollercoaster.html) or [www.bbc.co.uk/schools/scienceclips/ages/8\\_9/friction.shtml](http://www.bbc.co.uk/schools/scienceclips/ages/8_9/friction.shtml).

## SOCIAL STUDIES

Below is a sample of content your child should know and be able to do by the end of first grade.

### HISTORY

- Recall stories that reflect the beliefs, customs, ceremonies, and traditions of the varied cultures in the neighborhood.
- Identify landmarks around the world.
- Resolve problems by sharing in the classroom and school.

### GEOGRAPHY

- Recognize the shape of North America on a world map.
- Use simple maps to illustrate direction (north, south, east, west).
- Identify similarities and differences between people in the community.

### ECONOMICS

- Identify a consumer and a producer.
- Give examples of ways people earn money.
- Explain what money is and how it is used.

### CIVICS

- Identify an individual's rights within the classroom.
- Participate in class decision-making, i.e., individual responsibilities in the classroom.
- Name his/her school.

*To learn more about the Nevada Social Studies Standards, refer to [www.doe.nv.gov/Standards\\_SocialStudies.html](http://www.doe.nv.gov/Standards_SocialStudies.html).*

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

- Discuss events that are happening at the school.
- Identify occupations in the community that help people.
- Practice using the home address and phone number.
- Use maps of the community.
- Examine how money is used.
- Practice trading items.
- Name the President of the United States and the Governor of Nevada.
- Practice decision-making at home.

*For additional online support, refer to [jc-schools.net/tutorials/interact-socst.htm](http://jc-schools.net/tutorials/interact-socst.htm).*



## LEARNING BEYOND THE CORE

Other areas of learning beyond the core areas of reading and writing, mathematics, science, and social studies include:

### HEALTH - Students learn about:

- Personal health by developing daily health habits including personal hygiene, going to bed on time, and being physically active.
- Growth and development by identifying physical and emotional differences of self.
- Nutrition and physical activity by identifying healthy food and physical activity choices when given two options.
- Substance use and abuse by identifying household items that are safe or not safe to taste, touch, or smell, and practicing refusal skills.
- Injury/violence prevention and safety by describing and practicing safety rules for home, school, playground, and bus, including helmet use, pedestrian safety, seat belt use, gun safety, and fire safety.
- Prevention/control of disease by discussing germs and their role in causing illness/disease and demonstrating proper hand washing techniques as a prevention method.
- Environmental/consumer health by identifying environmental health messages found in the community.

### LIBRARY - Students learn about:

- Information literacy by recognizing examples of accurate and inaccurate information and of complete and incomplete information; exploring a variety of sources of information and the kind of information found in each source; identifying the library catalog as a source for finding materials in the library; and recognizing fact and opinion.
- Independent learning by seeking information of personal interest or well-being; reading/listening to a variety of quality literature (fiction and non-fiction) from various cultures and genres including folktales, fiction, and non-fiction; and describing simple ways to organize information.
- Social responsibility by demonstrating appropriate behaviors for using and circulating library materials; sharing access to limited resources; and describing others' ideas accurately and completely.

## MUSIC - Students learn about:

- Rhythm by reading and writing the steady beat and rhythmic patterns.
- Melody by using a proper singing voice with Sol-La-Mi patterns, hand signs, and syllables in a variety of simple songs.
- Harmony by moving to major/minor music and accompanying a song or poem with a repeated pattern played on instruments.



- Form by moving to same/different phrases to show differing A and B sections.
- Expressive qualities by moving creatively through space showing speed and loudness in music, identifying instruments by material, listening to music from varied cultures, playing instruments using proper technique, and reading musical symbols.

## PHYSICAL EDUCATION - Students learn about:

- Object movement skills by performing basic skills such as throwing and dribbling a ball.
- Locomotor and nonlocomotor movement skills by performing basic movements such as running, hopping, jumping, and galloping.
- Expressive movement and dance by performing various movement patterns to a beat.
- Physical fitness by participating in various fitness activities and exercises.
- Responsibility and cooperation by following classroom rules and interacting positively with others.

## VISUAL ARTS - Students learn about:

- Criticism by identifying the subject matter, media, and elements of art as they observe and interpret their own artwork and artwork of others.
- Aesthetics by identifying realistic images, mood, and function in works of art and telling what message an artist may be sharing.
- History by observing works of art within the context of culture, time, and place and describing the impact made by media and techniques.
- Production by experimenting with a variety of lines, shapes, colors, and textures to create pattern and balance through drawing, painting, clay, printmaking, 2-D and 3-D, weaving, and mixed media.

## ENGLISH LANGUAGE ARTS

Below is a sample of content your child should know and be able to do by the end of second grade.

### READING - Foundations, Literature, and Informational Text

- Identify the main topic and purpose of a text, including what the author wants to describe or explain.
- Use text features (e.g., captions, bold print, glossaries, indexes) to locate key information in a text.
- Decode words using long and short vowels, vowel teams (e.g., ai, ea, ou), and prefixes and suffixes (e.g., re-, un-, dis-, -ed, -es, -ly).

### WRITING

- Write opinion pieces that introduce topics or books, state an opinion, supply reasons that support the opinion, and provide a closing statement.
- Write narratives that retell events; include important details that describe actions, thoughts, and feelings; and write a closing statement.
- Recall or gather information from sources to answer a question.

### LANGUAGE

- Produce, expand, and rearrange complete simple and compound sentences.
- Distinguish shades of meaning among verbs and adjectives (e.g., toss, throw, hurl; thin, slender, scrawny).
- Use a root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

To learn more about the Common Core State Standards for English Language Arts, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).



*Read different types of books together, e.g., folktales and fables. Discuss the central message, lesson or moral of the story.*

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Read all types of text, including magazines, news articles, and books.
- Ask and answer questions (e.g., who, what, where, when, why, how) to understand details in the text (e.g., Who is the main character? Where does the story take place?).
- Read different types of books together (e.g., folktales fables). Discuss the central message, lesson, or moral of the story.
- Discuss stories your child is reading. Ask questions about stories; have your child use parts of the story to explain his/her thinking.
- Discuss characters and their actions as you read stories together. Ask your child to retell details from the story.
- Write every day by keeping a journal or diary with your child's own stories or concepts he/she knows or learns.
- Add details and reasons to what your child is writing to support his/her opinion.

For additional online support, refer to [www.readingrockets.org/audience/parents](http://www.readingrockets.org/audience/parents), or [cgcs.schoolwires.net](http://cgcs.schoolwires.net).

**FOR STUDENT WRITING SAMPLES, REFER TO**  
[http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf).

## MATHEMATICS

Below is a sample of content your child should know and be able to do by the end of second grade.

### OPERATIONS AND ALGEBRAIC THINKING

- Solve word problems involving addition and subtraction within 100.
- Add and subtract within 20 using strategies such as creating easier or known sums (e.g.,  $6 + 7 = 6 + 6 + 1 = 12 + 1 = 13$ ) and breaking a number apart leading to a 10 (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ) to develop fluency (being fast and accurate).
- Use repeated addition (e.g.,  $5 + 5 + 5 + 5 = 20$ ) to find total number of objects arranged in rows and columns to set the foundation for later work with multiplication.

### THE NUMBER AND OPERATIONS IN BASE TEN

- Understand place value to the 100s (the digits of a three-digit number represent hundreds, tens, and ones).
- Count, read, write, and compare numbers within 1,000.
- Use place value understanding and properties of operations (e.g., commutative property;  $12 + 8 = 20$ ,  $8 + 12 = 20$ ) to add and subtract within 100.

### MEASUREMENT AND DATA

- Estimate and measure lengths in standard units (e.g., inches, feet, centimeters, meters) using rulers, yardsticks, and meter sticks.
- Tell and write time to the nearest five minutes using analog and digital clocks.
- Represent and interpret measurement data using bar graphs, picture graphs, and line plots.

### GEOMETRY

- Recognize and draw shapes based on a given number of angles and faces (e.g., pentagons have five angles; cubes have six equivalent surfaces called “faces”).
- Partition (equally divide) rectangles into rows and columns.
- Partition circles and rectangles into two, three, or four equal shares, describing the shares as halves, half of, thirds, a third of, fourths, quarters, etc.

To learn more about the Common Core State Standards for Mathematics, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).

## SUPPORTING YOUR CHILD’S LEARNING AT HOME

### At home, you and your child can:

- Solve real-life word problems. Look for two-digit addition and subtraction situations at home. Encourage your child to use drawings and explanations when solving problems. Have them create a word problem on their own for you. Ask questions to promote thinking such as: What’s a good place to start? Does this problem remind you of another problem? Can you tell me what is happening in the story? What are you trying to figure out? Can you prove your thinking?
- Add and subtract mentally with numbers up to 100. Have your child share how they solved the problem. Did they use the strategy of using addition to solve a subtraction problem?
- Look for shapes around the house. Have your child identify angles and faces. Ask your child to make shapes out of materials around the house. Have them share brownies or crackers (rectangular shapes) and pizza and cookies (circular shapes), making two, three, or four equal shares.
- Work with money, time, and measurement in real-world situations. For example, create a schedule, count your change, or measure objects around the house.

For additional online support, refer to [www.coolmath4kids.com](http://www.coolmath4kids.com), [illuminations.nctm.org/ActivitySearch.aspx](http://illuminations.nctm.org/ActivitySearch.aspx), [www.dreambox.com/second-grade-math-lessons](http://www.dreambox.com/second-grade-math-lessons), or [cgcs.schoolwires.net](http://cgcs.schoolwires.net).





## SCIENCE

Below is a sample of content your child should know and be able to do by the end of second grade.

### NATURE OF SCIENCE

- Record observations and explanations using words, numbers, charts, and labeled pictures.
- Make predictions and justify based on observations.
- Recognize that science involves people of all ages and backgrounds.
- Use equipment to gather information.

### EARTH SCIENCE

- Investigate and describe how the sun warms the land, air, and water.
- Observe, record, and describe patterns associated with the sun and moon.
- Describe and record how weather changes from day to day and seasonally.

### PHYSICAL SCIENCE

- Describe solids and liquids according to similarities and differences.
- Investigate and explore the states of matter with water.
- Sort materials in terms of observable characteristics.

### LIFE SCIENCE

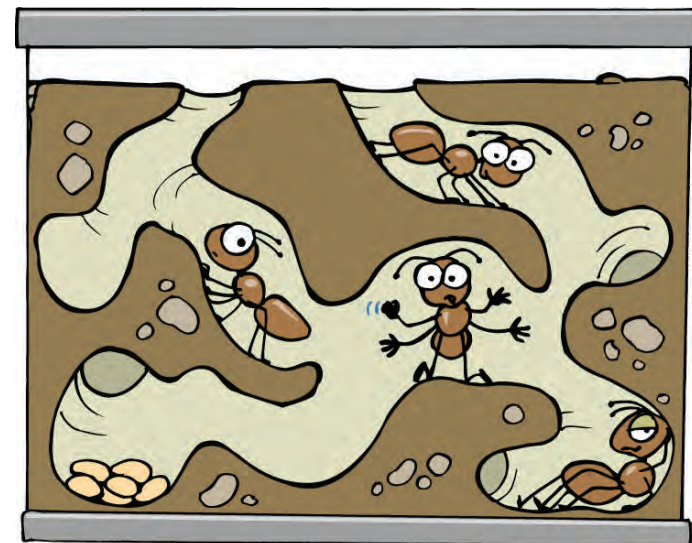
- Explain that many different kinds of living things exist on Earth.
- Investigate how animals have offspring that are the same kind of animal, and how animals grow and change through their life cycles.
- Explain that habitats include food, shelter, water, and space.

*For information on the Nevada Standards for Science, refer to [www.doe.nv.gov/APAC\\_science/](http://www.doe.nv.gov/APAC_science/).*

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Observe insects in nature.
- Identify the parts of an insect using resources from the library or online. Refer to [www.fossweb.com/modulesK-2/InsectsandPlants/activities/insecthunt.html](http://www.fossweb.com/modulesK-2/InsectsandPlants/activities/insecthunt.html).
- Become a weather watcher! Keep a daily log of temperature, wind, rain, or other weather related details. Refer to [www.internet4classrooms.com/science\\_elem\\_weather.htm](http://www.internet4classrooms.com/science_elem_weather.htm) or [www.sciencekids.co.nz/projects/windspeed.html](http://www.sciencekids.co.nz/projects/windspeed.html).
- Draw the phases of the moon over a 2–4 week time period.
- Explore the changes of your shadow based on the time of day. Refer to [www.sciencekids.co.nz/gamesactivities/lightshadows.html](http://www.sciencekids.co.nz/gamesactivities/lightshadows.html).
- Sort items by living and nonliving characteristics.
- Experiment with solids and liquids such as make homemade play dough. Refer to [www.sciencekids.co.nz/gamesactivities/statematerials.html](http://www.sciencekids.co.nz/gamesactivities/statematerials.html) or [www.bbc.co.uk/schools/ks2bitesize/science/materials/changing\\_states/play.shtml](http://www.bbc.co.uk/schools/ks2bitesize/science/materials/changing_states/play.shtml).



## SOCIAL STUDIES

Below is a sample of content your child should know and be able to do by the end of second grade.

### HISTORY

- Describe why important events and customs are marked by holidays (e.g., eating turkey at Thanksgiving, fireworks for the Fourth of July, etc.).
- Examine artifacts from around the world for important clues as to how people lived their daily lives.
- Identify ways in which people cooperate to achieve a common goal.

### GEOGRAPHY

- Construct a simple map of the community.
- Describe neighborhoods and communities as places where people live, work, and play.
- Identify traditions and customs that families practice.

### ECONOMICS

- Give examples of what is given up when people make choices.
- Discuss why people work.
- Describe ways to share classroom resources.

### CIVICS

- Identify an individual's rights within the classroom and in school.
- Participate in class decision-making, i.e., individual responsibilities in the classroom.
- Recite and recognize the Pledge of Allegiance.

To learn more about the Nevada Social Studies Standards, refer to [www.doe.nv.gov/Standards\\_SocialStudies.html](http://www.doe.nv.gov/Standards_SocialStudies.html).



## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Explore the importance of local landmarks and explain how they create a sense of community.
- Listen to and discuss news events in the community.
- Discuss the difference between rural and urban communities.
- Identify natural resources and where they can be found in the neighborhood.
- Examine reasons for saving money.
- Identify ways to share household resources.
- Describe traditional patriotic activities, holidays, or symbols from around the world.
- Use rules to guide behavior and resolve conflicts.

For additional online support, refer to [jc-schools.net/tutorials/interact-socst.htm](http://jc-schools.net/tutorials/interact-socst.htm).



## LEARNING BEYOND THE CORE

Other areas of learning beyond the core areas of reading and writing, mathematics, science, and social studies include:

### HEALTH - Students learn about:

- Personal health by developing short-term and long-term health goals.
- Growth and development by identifying major organs of the body.
- Nutrition and physical activity by discussing the connection between making healthy food choices and physical activity.
- Substance use and abuse by practicing refusal skills and explaining why assistance is needed from a trusted adult before tasting, touching, or smelling any unknown substance.
- Injury/violence prevention and safety by identifying a “bully” and practicing safety rules for the home, school, playground, and bus.
- Prevention/control of disease by discussing how germs are spread and ways to prevent the spread of disease.
- Environmental/consumer health by discussing the importance of the “reduce, reuse, recycle” message.

### LIBRARY - Students learn about:

- Information literacy by asking broad questions that will help in locating needed information; identifying and locating materials using the library catalog; searching by title, author, or subject; and recognizing fact, opinion and point-of-view.
- Independent learning by seeking information of personal interest or well-being; recognizing and reading a variety of literature (fiction and non-fiction) from various cultures and genres including folktales, poetry, fiction, and non-fiction; and selecting information that is useful to a specific problem or question.
- Social responsibility by recognizing that books are written and illustrated by authors and illustrators from many cultures; sharing access to limited resources and explaining why it’s important for all classmates to have access to information; and expressing their own ideas appropriately and effectively, in person and with teacher’s assistance, while working in groups to identify and solve information problems.

## MUSIC - Students learn about:

- Rhythm by playing the steady beat on instruments and reading and writing rhythmic patterns.
- Melody by matching pitch with their singing voice with Sol-La-Mi-Do-Re patterns, handsigns, and syllables in a variety of songs, and read melodic contour.
- Harmony by moving to major/minor music, move, sing, play, and read two-part music in rounds, and play simple accompaniments on barred instruments.
- Form by moving to and creating same/different phrases to show AB, ABA, and rondo (ABACA) forms.
- Expressive qualities by moving creatively through space showing speed and loudness in music, categorizing instruments by material, listening to music from varied cultures, playing instruments using proper technique, and reading and writing musical symbols.

## PHYSICAL EDUCATION - Students learn about:

- Object movement skills by performing basic skills such as throwing and dribbling a ball.
- Locomotor and nonlocomotor movement skills by performing basic movements such as running, hopping, jumping, and galloping.
- Expressive movement and dance by performing various movement patterns to a beat.
- Physical fitness by participating in various fitness activities and exercises.
- Responsibility and cooperation by following classroom rules and interacting positively with others.

## VISUAL ARTS - Students learn about:

- Criticism by identifying variation, emphasis, and contrast in art elements as they share, interpret, and evaluate their own artwork and the artwork of others.
- Aesthetics by differentiating realistic images, moods, and functions in works of art and describing what message an artist may be sharing.
- History by identifying and interpreting the influence of history and culture on specific works of art.
- Production by using with a variety of lines, shapes, colors, and textures to create pattern, balance, and value through drawing, painting, clay, printmaking, 2-D and 3-D, weaving, and digital and mixed media.

## ENGLISH LANGUAGE ARTS

Below is a sample of content that your child should know and be able to do by the end of third grade.

### READING – *Foundations, Literature, and Informational Text*

- Describe the traits, motivations, or feelings of characters in a story and how their actions impact the story's events.
- Use text features and information gained from illustrations (like key words, maps, and photographs) to understand and locate information relevant to a given topic.
- Decode and figure out the meaning of multi-syllable words using prefixes and suffixes (including the Latin suffixes -able, -ment, and -tion).

### WRITING

- Write opinion pieces on topics or texts. Support a point of view and include reasons or information for that point of view.
- Write informative texts to examine a topic and present ideas and information clearly.
- Write pieces that include an introduction, reasons for his/her opinion, and a closing statement or section.

### LANGUAGE

- Use nouns, pronouns, verbs, adjectives, and adverbs correctly when writing and speaking.
- Spell words correctly (e.g., sitting, smiled, happiness).
- Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

*To learn more about the Common Core State Standards for English Language Arts, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).*

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Read news or magazine articles. Point out the maps and graphs.
- Read different types of books together (e.g., folktales, fables, myths). Discuss the central message, lesson, or moral of the story.
- Compare themes, settings, and plots from different stories written by the same author.
- Use informational books and the Internet to locate information; use the information to write informative text.
- Write every day by keeping a journal or diary with your child's own stories or concepts he/she knows or learns.
- Add details and reasons to support your child's opinions when writing.

*For additional online support, refer to [www.pbs.org/parents](http://www.pbs.org/parents).*

**FOR STUDENT WRITING SAMPLES, REFER TO**  
[http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf).



## MATHEMATICS

Below is a sample of content your child should know and be able to do by the end of third grade.

### OPERATIONS AND ALGEBRAIC THINKING

- Understand properties of multiplication (e.g., If  $6 \times 4 = 24$ , then  $4 \times 6 = 24$ . Also,  $3 \times 5 \times 2$  can be solved by  $3 \times 5 = 15$ , and  $15 \times 2 = 30$ ).
- Fluently (quickly and accurately) multiply and divide within 100 using the relationship between multiplication and division (e.g.,  $32 \div 8$  can be solved by finding  $? \times 8 = 32$ ).

### NUMBER AND OPERATIONS IN BASE TEN

- Add and subtract within 1,000 using strategies based on place value and/or the relationship between addition and subtraction (e.g., evaluate  $480 - 195$  by finding  $195 + ? = 480$ ).
- Multiply one-digit numbers by multiples of 10 using place value (e.g.,  $8 \times 90 = 8 \times 9 \times 10 = 72 \times 10 = 720$ ).

### NUMBER AND OPERATIONS – FRACTIONS

- Represent a fraction on a number line (e.g., from 0 to 1 is the whole, and the whole can be partitioned to show fractions such as  $1/4$ ,  $1/2$ , and  $3/4$ ).
- Explain equivalent fractions as fractions of the same size (e.g.,  $1/2 = 2/4$ , and  $4/6 = 2/3$ ) using visual models or a number line.

### MEASUREMENT AND DATA

- Solve problems involving measurement and estimation of time in minutes, liquid volumes, and masses of objects using grams (g), kilograms (kg), and liters (l).
- Determine area and recognize perimeter as an attribute of plane (flat) figures, including finding an unknown side length and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
- Ask questions to collect, organize, and represent data in a picture graph, bar graph, number line, or frequency table.

### GEOMETRY

- Understand shapes in different categories (e.g., rectangles, rhombuses, etc.) may share attributes (e.g., having four sides), and the shared attributes can define a larger category (e.g., quadrilaterals).
- Partition shapes into equal areas. Express those areas as a fraction of the whole (e.g., partition a shape into 4 equal parts. The area of one part is  $1/4$  of the area of the shape.).

To learn more about the Common Core State Standards for Mathematics, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Solve real-life word problems using all operations (e.g., How many toes are under the table while we eat dinner?) encouraging your child to think about situations that involve equal groups.
- Look for large numbers on packages, on signs, and in your home. Talk about the numbers (e.g., How much is 200 more? What if we buy 10 of them?).
- Use models when solving problems. Ask questions to promote thinking such as: What's a good place to start? Does this problem remind you of another problem? Can you tell me what is happening in the story? What are you trying to figure out? Can you prove your thinking?
- Look for opportunities to use fractions. Have a fraction scavenger hunt at home or the grocery store. Share and compare strategies for real-life situations (e.g., You want to share one brownie among yourself and three others. How can you share equally? What happens to your share if you share with yourself and two others?).

For additional online support, refer to [www.aplusmath.com](http://www.aplusmath.com) or [illuminations.nctm.org/ActivitySearch.aspx](http://illuminations.nctm.org/ActivitySearch.aspx).



## SCIENCE

Below is a sample of content your child should know and be able to do by the end of third grade.

### NATURE OF SCIENCE

- Conduct simple and safe investigations, record data, and communicate results.
- Draw conclusions from scientific evidence and work with teams to share findings.
- Use observable patterns to organize items and ideas and to make predictions.

### EARTH SCIENCE

- Explain that rocks are composed of different materials.
- Determine and explain that soil varies from place to place and has biological and mineral components.

### PHYSICAL SCIENCE

- Determine and explain that vibrations produce sound.
- Investigate the stages of matter.
- Identify forms of energy, such as sound and light.

### LIFE SCIENCE

- Investigate and describe ways that offspring may resemble parents, and ways siblings may resemble each other.
- Investigate, compare, and contrast structures and characteristics of plants and animals that enable them to grow, reproduce, and survive.
- Describe how changes to an environment can be beneficial or harmful to plants and animals.
- Distinguish between living and non-living using specific criteria.

*For information on the Nevada Standards for Science, refer to [www.doe.nv.gov/APAC\\_science/](http://www.doe.nv.gov/APAC_science/).*

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Explore the sounds created when dropping different objects (wood, metal, plastic). Refer to [www.internet4classrooms.com/science\\_elem\\_sound.htm](http://www.internet4classrooms.com/science_elem_sound.htm) or [www.sciencekids.co.nz/gamesactivities/changingsounds.html](http://www.sciencekids.co.nz/gamesactivities/changingsounds.html).
- Collect rocks from your home, nearby park, or nature walk. Use books or the Internet to identify the rocks found.
- Research the different types of volcanoes. Make a model using clay. Refer to [www.sciencekids.co.nz/sciencefacts/earth.html](http://www.sciencekids.co.nz/sciencefacts/earth.html).
- Evaluate a change you could make that would have a positive impact on the environment.
- Create a poster of the five food groups using pictures from magazines. Refer to [www.choosemyplate.gov](http://www.choosemyplate.gov).
- Read a book about a favorite animal. Create a diorama of that animal in its natural habitat. Refer to [www.fossweb.com/modules3-6/StructuresofLife/activities/lifecycles.html](http://www.fossweb.com/modules3-6/StructuresofLife/activities/lifecycles.html).



## SOCIAL STUDIES

Below is a sample of content your child should know and be able to do by the end of third grade.

### HISTORY

- Examine primary and secondary sources, such as Dr. King’s “I Have a Dream” Speech, August 28, 1963.
- Investigate how individuals and families contributed to the development of the local community.
- Understand how conflicts can be resolved through compromise.

### GEOGRAPHY

- Use directions on a compass rose to locate places on a map.
- Understand how to use maps and globes.
- Identify ways people express culture.

### ECONOMICS

- Identify needs as high priority wants and wants as goods, services, or leisure activities.
- Demonstrate an understanding of making money as income and give examples.
- Explain what business owners do.

### CIVICS

- Discuss examples of rules, laws, and authorities that keep people safe and property secure.
- Recognize individual responsibilities in the classroom and the school.
- Name current elected officials in the country and state.

*To learn more about the Nevada Social Studies Standards, refer to [www.doe.nv.gov/Standards\\_SocialStudies.html](http://www.doe.nv.gov/Standards_SocialStudies.html).*



## SUPPORTING YOUR CHILD’S LEARNING AT HOME

### At home, you and your child can:

- Discuss what it means to be an American citizen.
- Explain how memorials help us to honor and remember people.
- Practice using latitude and longitude when reading maps.
- Study ways people modify the physical environment.
- Examine prices of goods while shopping.
- Discuss what it means to use a bank account.
- Practice the Pledge of Allegiance and discuss its purpose.
- Describe what it means to be a good leader.

*For additional online support, refer to [www.kids.gov/educators/ed\\_social.shtml](http://www.kids.gov/educators/ed_social.shtml).*



## LEARNING BEYOND THE CORE

Other areas of learning beyond the core areas of reading and writing, mathematics, science, and social studies include:

### HEALTH - Students learn about:

- Personal health by identifying the steps of the decision-making process as related to a health issue.
- Growth and development by describing physical and emotional characteristics of self and others.
- Nutrition and physical activity by planning a healthy meal using “MyPlate” and by identifying components of an active lifestyle.
- Substance use and abuse by practicing refusal skills when confronted with an unhealthy or dangerous situation involving alcohol, tobacco, unknown substances, and prescription and over-the-counter drugs.
- Injury/violence prevention and safety by discussing the need to seek help from a trusted adult when in a dangerous situation.
- Prevention/control of disease by describing positive personal health behaviors that prevent the spread of germs and illness/disease.
- Environmental/consumer health by explaining how the media influences consumer health choices both positively and negatively.

### LIBRARY - Students learn about:

- Information literacy by asking both broad and specific questions that will help in locating needed information; identifying and locating library materials using the library catalog and the library classification system; and identifying, interpreting, and analyzing the qualities of well-written fiction and non-fiction.
- Independent learning by going beyond their own knowledge to find information on aspects of personal interest or well-being and comparing and contrasting different genres of literature including folktales, poetry, fiction and non-fiction.
- Social responsibility by explaining the importance of information found from diverse sources, contexts, disciplines, and cultures; using information, information sources, and information technology efficiently so that they are available for others to use; and using information sources to select information and ideas that will contribute directly to the success of group projects.

### MUSIC - Students learn about:

- Rhythm by moving to beat groupings (meter), creating rhythmic phrases, and performing simple folk dances.
- Melody by matching pitch with their singing voice, reading and playing melodic patterns, contour, and notation in the treble clef on soprano recorder.
- Harmony by singing, playing and reading two and three-part music, and playing two-chord accompaniments on barred instruments.
- Form by identifying and performing introductions, codas, and interludes in AB, ABA, and rondo (ABACA) forms.
- Expressive qualities by identifying instrument symbols, categorizing instruments by family sound source, listening to music from varied cultures, playing instruments using proper technique, and reading and writing musical symbols.

### PHYSICAL EDUCATION - Students learn about:

- Object movement skills by performing skills such as throwing and dribbling a ball in a dynamic environment.
- Locomotor and nonlocomotor movement skills by performing mature movements such as dodging or chasing.
- Expressive movement and dance by performing various movement patterns to a beat individually, with a partner, or as part of a group.
- Physical fitness by demonstrating proper knowledge of warm-ups, conditioning exercises, and cool-down techniques.
- Responsibility and cooperation by following classroom rules; interacting positively with others; and demonstrating respect, teamwork, and sportsmanship.



### VISUAL ARTS - Students learn about:

- Criticism by identifying, classifying, and comparing characteristics of the art elements as they share, interpret, and evaluate their own artwork and the artwork of others.
- Aesthetics by describing and ranking images, moods, and functions in works of art for realism, expressionism, and functionalism.
- History by identifying and discussing the materials, processes, purposes, and functions of specific styles of artworks.
- Production by creating works of art with a variety of lines, shapes, colors, textures, forms, and space to create pattern, balance, value, movement, and contrast through drawing, painting, clay, printmaking, 2-D and 3-D, weaving, and digital and mixed media.



## ENGLISH LANGUAGE ARTS

Below is a sample of content your child should know and be able to do by the end of fourth grade.

### READING – *Foundations, Literature, and Informational Text*

- Use details and examples in a text when explaining what the text says.
- Determine the main idea of a text; explain how it is supported by details. Summarize the text.
- Figure out the meaning of unfamiliar words using knowledge of syllables, letter-sound relationships, and Greek and Latin root words (e.g., spect, dict, auto, bio, tele), prefixes, and suffixes (e.g., mid-, mis-, pre-, -less, -ment, -y).

### WRITING

- Write informative texts to examine a topic; present ideas and information clearly.
- Write opinion pieces on topics or texts. Support a point of view and include reasons or information for that point-of-view.
- Use resources to build knowledge; investigate different aspects of a topic for a research project.

### LANGUAGE

- Use correct capitalization, punctuation, and spelling when writing.
- Choose words and phrases to communicate precise meaning.
- Recognize and explain the meaning of simple similes and metaphors.

*To learn more about the Common Core State Standards for English Language Arts, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).*



## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Read news and magazine articles; discuss the main idea and important details.
- Read aloud chapter books. Discuss the plot and characters. Ask questions such as, "What is the problem in the story?" "How is the main character changing and why?" Make connections to other books you have read together.
- Read/write poetry or watch plays together.
- Write about real-life experiences. For example, write a letter to a family member to share recent events.
- Practice typing on the computer. There are many free typing activities and games for kids on the Internet.
- Read stories and dramas together; discuss the characters and the motivations of their actions.
- Compare events or themes from two different stories.

*For additional online support, refer to [readkiddoread.com](http://readkiddoread.com) or [www.readingrockets.org/audience/parents](http://www.readingrockets.org/audience/parents).*

**FOR STUDENT WRITING SAMPLES, REFER TO**  
[http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf).

## MATHEMATICS

Below is a sample of content your child should know and be able to do by the end of fourth grade.

### OPERATIONS AND ALGEBRAIC THINKING

- Use the four operations (+, -, ×, ÷) to solve problems.
- Gain familiarity with factors (e.g., 1, 2, 3, and 6 are all factors of 6) and multiples (e.g., the multiple of 4 are 4, 8, 12, 16...) in the range 1–100.
- Generate patterns (e.g., start at 1 and repeatedly add 3), and analyze the generated pattern (e.g., the resulting numbers appear to alternate between odd and even numbers).

### NUMBER AND OPERATIONS IN BASE TEN

- Generalize place value understanding for multi-digit whole numbers (e.g., a digit in one place is ten times the place value to its right, meaning the seven in 700 is ten times the value of the seven in 70).
- Add and subtract multi-digit whole numbers using the standard algorithm.
- Solve division problems using the relationship between multiplication and division (e.g.,  $63 \div 7 = 9$  because  $9 \times 7 = 63$ ).

### NUMBER AND OPERATIONS – FRACTIONS

- Use visual models to explain why two fractions are equivalent.
- Compare two fractions with different denominators (e.g.,  $1/3$  and  $3/5$ ) by creating common denominators or by comparing to a baseline fraction such as  $1/2$ .
- Use and understand decimal notation for fractions (e.g., 0.62 as  $62/100$ ).

### MEASUREMENT AND DATA

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (e.g., kg to g; ft to in; lb to oz; hr to min).
- Understand angles are geometric shapes formed when two rays share a common endpoint.
- Measure angles in whole-number degrees using a protractor.
- Represent and interpret data (e.g., interpret the difference in length between the longest and shortest specimens in an insect collection in a line plot).

### GEOMETRY

- Draw and identify lines (e.g., parallel and perpendicular) and angles (e.g., right, acute, obtuse), and classify shapes by properties of their lines and angles.

To learn more about the Common Core State Standards for Mathematics, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Solve real-life word problems (e.g., If each person at a party will eat  $3/8$  of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed?).
- Use drawings or models when solving problems. Ask questions that promote thinking: What is a good place to start? Does this problem remind you of another problem? Can you tell me what is happening in the story problem? What are you trying to figure out? Can you prove it? Can you solve it another way?
- Look for graphs in the newspaper, magazines, advertisements, and ask questions about the data.
- Look for angles, lines, and shapes all around. Determine and classify shapes by their properties (e.g., parallel lines, perpendicular lines, angles, lines of symmetry).

For additional online support, refer to [illuminations.nctm.org/ActivitySearch.aspx](http://illuminations.nctm.org/ActivitySearch.aspx).



*Look for graphs in the newspaper, magazines, advertisements, and ask questions about the data.*

## SCIENCE

Below is a sample of content your child should know and be able to do by the end of fourth grade.

### NATURE OF SCIENCE

- Conduct simple and safe investigations, record data, and communicate results.
- Draw conclusions from scientific evidence and work with teams to share findings.
- Compare the advantages and disadvantages of using technology.

### EARTH SCIENCE

- Describe how the components of the Solar System as well as constellations appear to move through the sky.
- Identify the sun as a star.
- Understand the atmospheric processes and the water cycle.

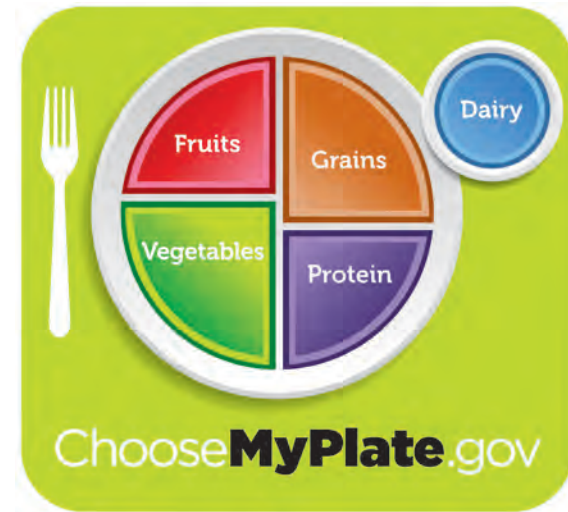
### PHYSICAL SCIENCE

- Construct and describe a simple electrical circuit.
- Recognize how energy is transferred, such as through light and heat.
- Become familiar with the properties of water.

### LIFE SCIENCE

- Describe systems in the human body.
- Discuss the physical characteristics and learned behaviors in animals.

*For information on the Nevada Standards for Science, refer to [www.doe.nv.gov/APAC\\_science](http://www.doe.nv.gov/APAC_science).*



*Plan a healthy daily menu using the five food groups.  
Refer to [www.choosemyplate.gov](http://www.choosemyplate.gov).*

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Create a model of the solar system. Refer to [www.internet4classrooms.com/science\\_elem\\_space.htm](http://www.internet4classrooms.com/science_elem_space.htm).
- Investigate the rate of water evaporation using different variables. Refer to [www.epa.gov/safewater/kids/flash/flash\\_watercycle.html](http://www.epa.gov/safewater/kids/flash/flash_watercycle.html) or [www.fossweb.com/modules3-6/WaterPlanet/activities/evaporation.html](http://www.fossweb.com/modules3-6/WaterPlanet/activities/evaporation.html).
- Explore the way magnets attract and repel each other and how they react to different objects. Refer to [www.internet4classrooms.com/science\\_elem\\_magnets.htm](http://www.internet4classrooms.com/science_elem_magnets.htm).
- Discuss the systems in the human body and how they work together. Refer to [www.sciencekids.co.nz/gamesactivities/movinggrowing.html](http://www.sciencekids.co.nz/gamesactivities/movinggrowing.html).
- Plan a healthy, daily menu using the five food groups. Refer to [www.choosemyplate.gov](http://www.choosemyplate.gov).

## SOCIAL STUDIES

Below is a sample of content your child should know and be able to do by the end of fourth grade.

### HISTORY

- Identify the lifestyle and contributions of Nevada's Native Americans, pioneers, and immigrants.
- Describe the settlement of Nevada, including compromises and conflicts over life, society, and water (e.g., the Colorado River Compact).
- Explain how Nevada became a state.

### GEOGRAPHY

- Identify technology, customs, and traditions in Nevada.
- Discuss the geographic regions and conditions of Nevada.
- Explain the rural and urban settlement patterns of Nevada.

### ECONOMICS

- Describe the natural resources found in Nevada.
- Recognize the role consumers play in economics.
- Compare rural, suburban, and urban areas of Nevada.

### CIVICS

- Describe why local governments are created.
- Define the three branches of state government and the role each branch plays in state government.
- Explain why we celebrate Nevada Day.

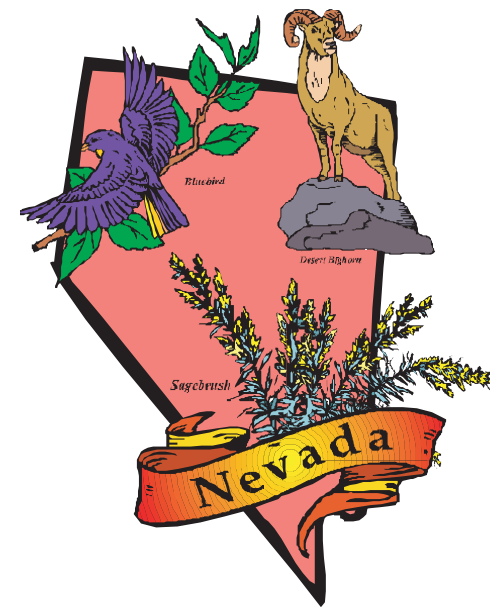
To learn more about the Nevada Social Studies Standards, refer to [www.doe.nv.gov/Standards\\_SocialStudies.html](http://www.doe.nv.gov/Standards_SocialStudies.html).

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Discuss major news events, both local and state levels.
- Define and practice social responsibility.
- Use maps of your community for directions.
- Study and discuss major economic issues in Nevada.
- Practice trading items to understand how consumers behave in society.
- Describe the role money and resources play in society.
- Identify the role of local government officials.
- Explain what it means to be a good citizen.

For additional online support, refer to [www.kids.goveducators/ed\\_social.shtml](http://www.kids.goveducators/ed_social.shtml).



## LEARNING BEYOND THE CORE

Other areas of learning beyond the core areas of reading and writing, mathematics, science, and social studies include:

### HEALTH - Students learn about:

- Personal health by applying the steps of the decision-making process to an identified health-related situation to avoid or reduce health risks.
- Growth and development by discussing the importance of communicating to a trusted adult about their growing body.
- Nutrition and physical activity by interpreting basic nutritional information found on food labels and by describing ways that physical activity can be incorporated into daily routines.
- Substance use and abuse by discussing how decisions regarding substance use and abuse have consequences for self and others.
- Injury/violence prevention and safety by practicing basic first aid for minor injuries and explain when professional emergency help needs to be called.
- Prevention/control of disease by defining communicable (contagious) and non-communicable (non-contagious) disease.
- Environmental/consumer health by describing how community resources assist with making personal health decisions, such as recycling, littering, and water conservation.

### LIBRARY - Students learn about:

- Information literacy by determining whether additional information (beyond their own knowledge) is needed to solve a complex problem or question; using the library catalog and digital sources to find resources by conducting author, title, subject, and keyword searches; identifying, interpreting, and analyzing the qualities of well-written literature including fiction and non-fiction; and comparing and contrasting sources related to a topic to determine which sources are more accurate and relevant.
- Independent learning by exploring a range of sources to find information on aspects of personal interest or well-being; assessing each step of the information-seeking process at each stage as it occurs; and recognizing and reading a variety of literature from various cultures.
- Social responsibility by recognizing multicultural books that reflect the heritage and traditions of groups within the United States; recording resources used to prepare a bibliography and citing sources properly; and helping to organize and integrate the contributions of all the members of the group into information products.

### MUSIC - Students learn about:

- Rhythm by moving to beat groupings (meter) in two and three, by reading and creating rhythmic patterns, and by performing organized folk dances.
- Melody by matching pitch with their singing voice; reading and playing melodic patterns, contour, and notation in the diatonic C scale on recorder and instruments.
- Harmony by singing, playing, and reading two- and three-part music and playing two- and three part chord accompaniments on barred instruments.
- Form by creating and performing introductions, codas, and interludes and analyzing in AB, ABA, and rondo (ABACA) forms.
- Expressive qualities by categorizing orchestral instruments by family-sound source, listening to and analyzing music from varied cultures, playing instruments using proper technique, and reading and writing musical symbols.

### PHYSICAL EDUCATION - Students learn about:

- Object movement skills by performing skills such as throwing and dribbling a ball with force and accuracy in a dynamic environment.
- Locomotor and nonlocomotor movement skills by performing mature movement sequences with variations in speed, level, and force.
- Expressive movement and dance by performing various movement sequences to a beat individually, with a partner, or as part of a group.
- Physical fitness by demonstrating proper knowledge of warm-ups, conditioning exercises and cool-down techniques that target aerobic endurance, flexibility, muscular endurance, and muscular strength.
- Responsibility and cooperation by following classroom rules; interacting positively with others; and demonstrating respect, teamwork, and sportsmanship.

### VISUAL ARTS - Students learn about:

- Criticism by evaluating the characteristics of the elements of art and principles of design and supporting their judgments with observation, analysis, historical/cultural context, and/or personal response.
- Aesthetics by engaging in aesthetic inquiry to explain and artistic choices and functions in works of art for aesthetic issues.
- History by examining through research, the impact of materials, processes, purposes, and functions of specific artworks in their cultural/historical context.
- Production by using a variety of lines, shapes, colors, textures, forms, and space to create pattern, balance, value, movement, and contrast through drawing, painting, clay, printmaking, 2-D and 3-D, weaving, and digital and mixed media.

## ENGLISH LANGUAGE ARTS

Below is a sample of content your child should know and be able to do by the end of fifth grade.

### READING – *Foundations, Literature, and Informational Text*

- Quote accurately from a text when explaining what the text says.
- Determine two or more main ideas of a text; explain how they are supported by details. Summarize the text.
- Figure out the meaning of unfamiliar words using knowledge of syllables, letter-sound relationships, and Greek and Latin root words (e.g., port, ped, centi, ist, graph, sphere), prefixes, and suffixes (e.g., in-, ir-, non-, -able, -ion, -tion).

### WRITING

- Write opinion pieces on topics or texts. Support a point-of-view and include reasons or information for that point-of-view.
- Write informative texts to examine a topic; present ideas and information clearly.
- Use several resources (e.g., books on a topic, thesaurus) to build knowledge; investigate a topic for a research project.

### LANGUAGE

- Use different verb tenses (i.e., eat, ate) to convey various times and sequences.
- Expand and combine sentences for meaning, interest, and style.
- Use relationships between particular words (like synonyms or homographs) to better understand each of the words.

*To learn more about the Common Core State Standards for English Language Arts, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).*



*Go to the library or look online for books and articles on a topic that is of interest to your child.*

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Read news or magazine articles and discuss the main points and important details.
- Read/write poetry or watch plays together.
- Go to the library or look online for books and articles on a topic that is of interest to your child.
- Write about real-life experiences. For example, write a letter to a family member to share recent events.
- Practice typing on the computer. There are many free typing activities and games for kids on the Internet. Refer to [www.learninggamesforkids.com/keyboarding\\_games.html](http://www.learninggamesforkids.com/keyboarding_games.html) or [www.softschools.com/grades/5thgrade.jsp](http://www.softschools.com/grades/5thgrade.jsp).
- Read stories and dramas together; discuss the characters and their response to challenges.
- Compare characters or events in a story.

*For additional online support, refer to [www.readkiddoread.com](http://www.readkiddoread.com) or [www.readingrockets.org/audience/parents](http://www.readingrockets.org/audience/parents).*

**FOR STUDENT WRITING SAMPLES, REFER TO**  
[http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf).

## MATHEMATICS

Below is a sample of content your child should know and be able to do by the end of fifth grade.

### OPERATIONS AND ALGEBRAIC THINKING

- Write, interpret, and evaluate numerical expressions using parentheses, brackets, or braces.
- Generate two numerical patterns using two given rules (e.g. starting at 0, add 3; starting at 0, add 6). Identify relationships between terms (e.g., the terms in one sequence are twice the terms in the other sequence).

### NUMBER AND OPERATIONS IN BASE TEN

- Understand the place value system (e.g., a digit in one place represents 10 times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left).
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

### NUMBER AND OPERATIONS – FRACTIONS

- Add, subtract, and multiply fractions with unlike denominators (including mixed numbers) using models, drawings, numbers, and equivalent fractions (e.g.,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ ).
- Solve word problems involving addition, subtraction, and multiplication of fractions, including unlike denominators and mixed numbers by using visual models, equations, benchmark fractions, mental estimation, and number sense (e.g., recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ ).
- Divide unit fractions by whole numbers ( $1/3 \div 4$ ) and whole numbers by unit fractions ( $4 \div 1/5$ ).

### MEASUREMENT AND DATA

- Convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m).
- Represent and interpret data in line plots.
- Understand concepts of volume and relate volume to multiplication and to addition.

### GEOMETRY

- Solve real-world and mathematical problems graphing points on a coordinate plane using an ordered pair of numbers (coordinates).
- Classify two-dimensional figures into categories based on their properties.

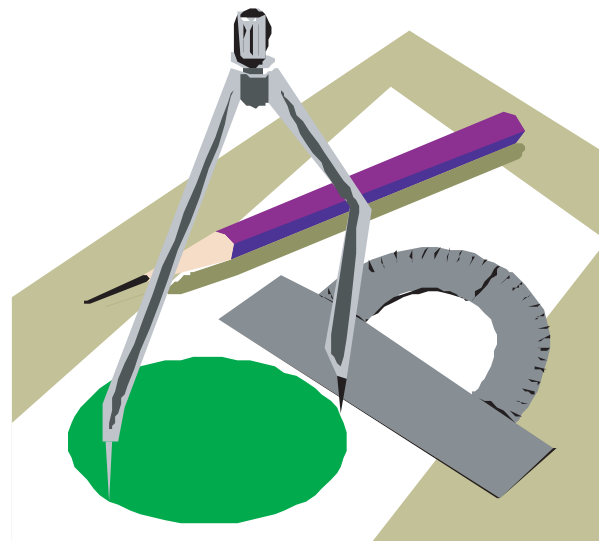
To learn more about the Common Core State Standards for Mathematics, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Encourage your child to use drawings or models when solving problems. Ask questions that promote thinking: What is a good place to start? Does this problem remind you of another problem? Can you tell me what is happening in the story problem? What are you trying to figure out? Can you prove your thinking? Can you solve it another way?
- Ask your child to compare fractions. Ask questions, such as: Which is less?  $2/3$  or  $3/4$ ? How do you know? What fraction is larger than  $3/4$ ? What are some fractions between  $2/3$  and  $3/4$ ?
- Encourage your child to use drawings and equations when solving problems.
- Look for shapes all around. Describe and determine the type of shapes (e.g. scalene, isosceles, equilateral, right, obtuse, and acute triangles; square, rectangle, parallelogram, rhombus, trapezoid).

For additional online support, refer to [nlvm.usu.edu/](http://nlvm.usu.edu/) or [illuminations.nctm.org/ActivitySearch.aspx](http://illuminations.nctm.org/ActivitySearch.aspx).



## SCIENCE

Below is a sample of content your child should know and be able to do by the end of fifth grade.

### NATURE OF SCIENCE

- Conduct simple and safe investigations, record data, and communicate results.
- Draw conclusions from scientific evidence and work with teams to share findings.
- Determine if an investigation was a fair test.
- Explain that many people have contributed to scientific knowledge.



### EARTH SCIENCE

- Compare and contrast various landforms.
- Describe how erosion and deposition rates can be affected by the slope of the land and human activity.
- Differentiate between renewable and nonrenewable resources.
- Explain that the sun is the main source of the various kinds of energy used on Earth.

### PHYSICAL SCIENCE

- Investigate how energy can be used to bring about change in matter.
- Investigate and describe that the total mass of a material remains constant regardless of its current state.
- Investigate and describe that by combining two or more materials, the properties of the resulting material may be different from the original materials.

### LIFE SCIENCE

- Explain how the sun's energy is the primary source of energy for most ecosystems and through food webs.
- Investigate and describe the interaction of organisms with each other and with non-living parts of the ecosystem and how humans can impact change in the environment.
- Investigate how some environmental conditions are more favorable than others and how differences among species give them an advantage in surviving.

*For information on the Nevada Standards for Science, refer to [www.doe.nv.gov/APAC\\_science/](http://www.doe.nv.gov/APAC_science/).*



## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Create a plan for recycling paper, plastic, glass, and metal in your home. Refer to [www.sciencekids.co.nz/sciencefacts/recycling.html](http://www.sciencekids.co.nz/sciencefacts/recycling.html).
- Create a terrarium and record observations. Refer to [www.makeandtakes.com/make-a-kid-friendly-terrarium](http://www.makeandtakes.com/make-a-kid-friendly-terrarium).
- Research the different climate regions in North America. Create a poster of your favorite region and share the information with other family members. Refer to [www.sciencekids.co.nz/sciencefacts/earth.html](http://www.sciencekids.co.nz/sciencefacts/earth.html).
- Research endangered animals and their reaction to changes in their environment. Refer to [www.penguinscience.com](http://www.penguinscience.com).
- Build your own model of a roller coaster. Refer to <http://kids.discovery.com/games/build-play/build-a-coaster>.
- Create a solar oven. Refer to <http://pbskids.org/zoom/activities/sci/solarcookers.html>.



## SOCIAL STUDIES

Below is a sample of content your child should know and be able to do by the end of fifth grade.

### HISTORY

- Identify the contributions of Native American nations in North America.
- Describe the social, political, and religious lives of people in the New England, middle, and southern colonies.
- Explain the causes and key events of the American Revolution.

### GEOGRAPHY

- Construct maps, graphs, and charts to display information about human and physical features in the United States.
- Derive geographic information from photographs, maps, graphs, books, and technological resources.
- Label a map of the United States with the state capitals.

### ECONOMICS

- Describe how a limited supply of goods will increase cost(s).
- Identify the resources needed in households and schools (e.g., food, textbooks, teachers).
- Demonstrate an understanding of supply and demand in a market.

### CIVICS

- Describe the criteria for United States citizenship.
- Explain the symbolic importance of the Fourth of July.
- Provide examples of national, state, and local laws.

*To learn more about the Nevada Social Studies Standards, refer to [www.doe.nv.gov/Standards\\_SocialStudies.html](http://www.doe.nv.gov/Standards_SocialStudies.html).*



## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Visit local museums.
- Discuss major news events on local, state, national, and world levels.
- Study states and capitals on a map.
- Examine the cultural identity of our community.
- Discuss how supply and demand impact price.
- Examine how one person's spending becomes another person's income.
- Explain what it means to be a leader.
- Discuss the sources of information you use to form an opinion.

*For additional online support, refer to [www.kids.gov/educators/led\\_social.shtml](http://www.kids.gov/educators/led_social.shtml).*

## LEARNING BEYOND THE CORE

Other areas of learning beyond the core areas of reading and writing, mathematics, science, and social studies include:

### HEALTH - Students learn about:

- Personal health by examining alternatives and consequences when making a personal health decision.
- Growth and development by identifying the structures and functions of the body systems including the reproductive systems and by defining puberty. Note: Signed parent/guardian permission slip for the Fifth Grade Growth and Development Unit of Instruction is required.
- Nutrition and physical activity by applying the health-related components of an active lifestyle and the basic nutritional information found in “MyPlate” to a daily routine.
- Substance use and abuse by explaining the short and long-term effects of legal and illegal drugs and other substances on various body systems.
- Injury/violence prevention and safety by demonstrating how conflicts can be resolved without bullying, cyber bullying, or harassment through the use of conflict-resolution strategies.
- Prevention/control of disease by reviewing communicable diseases (HIV) and the types of pathogens, such as bacteria, viruses, and fungi and by describing how the immune system fights and protects against pathogens.
- Environmental/consumer health by discussing the effects of consumer and environmental health messages on the community.

### LIBRARY - Students learn about:

- Information literacy by using the library catalog and digital sources to find resources by conducting author, title, subject, keyword, and Boolean searches; assembling facts, opinions, and point of view; and organizing an information product that presents different types of information.
- Independent learning by exploring a range of sources to find information of personal interest or well-being and applying the information to real-life purposes; comparing and contrasting the various genres of literature including mythology, short stories, drama, poetry, fiction and non-fiction; and evaluating the information-seeking process at each stage as it occurs and making adjustments.
- Social responsibility by recognizing multicultural books that reflect the heritage and culture of groups within the United States; recording resources used to prepare a bibliography and citing sources; following copyright guidelines; and helping to organize and integrate the contributions of the group into information products.

### MUSIC - Students learn about:

- Rhythm by moving to beat groupings (duple, triple, mixed meter) reading and creating notated rhythms and performing organized folk dances.
- Melody by matching pitch with their singing voice, reading, playing and creating melodic patterns, contour, and notation in the diatonic C, F, G scales on recorder and instruments.
- Harmony by singing, playing and reading two- and three-part harmony and playing two- and three-part chord accompaniments from scores on barred instruments.
- Form by creating, performing, and analyzing introductions, codas, interludes, AB, ABA, rondo (ABACA), and theme and variations forms.
- Expressive qualities by categorizing orchestral instruments, listening to and analyzing music from varied cultures, playing instruments using proper technique, and reading and writing musical symbols.

### PHYSICAL EDUCATION - Students learn about:

- Object movement skills by performing skills such as throwing and dribbling a ball with force and accuracy in a dynamic environment.
- Locomotor and nonlocomotor movement skills by performing movement sequences with variations in speed, level, and force.
- Expressive movement and dance by performing movement sequences to a beat individually, with a partner, or as part of a group.
- Physical fitness by demonstrating proper knowledge of warm-ups, conditioning exercises, and cool-down techniques that target aerobic endurance, flexibility, muscular endurance, and muscular strength.
- Responsibility and cooperation by following classroom rules; interacting positively with others; and demonstrating respect, teamwork, and sportsmanship.

### VISUAL ARTS - Students learn about:

- Criticism by describing, analyzing, and judging the characteristics of the elements of art and principles of design and supporting their judgments with observation, analysis, historical/cultural context, and/or personal response.
- Aesthetics by debating and defending their own artistic choices and others on a variety of aesthetic issues.
- History by engaging in artistic research, to analyze and justify the impact of materials, processes, purposes, and functions of artworks in their cultural/historical context.
- Production by using a variety of lines, shapes, colors, textures, forms, and space to create pattern, balance, value, movement, and contrast through drawing, painting, clay, printmaking, 2-D and 3-D, weaving, and digital and mixed media.

## ONLINE DATABASES



The following online databases are funded by the State of Nevada and the Curriculum and Professional Development Division of the Clark County School District. **Note: See your school librarian for guidance and access codes.**

**ABC-CLIO** is a publisher of educational and reference products. These databases focus on history and social studies resources for the scholar, student, teacher, and librarian in universities and secondary schools. Refer to [databases.abc-clio.com](http://databases.abc-clio.com).

**CultureGrams** fosters understanding and appreciation of the world's countries and people by creating and publishing excellent content. CultureGrams is a widely used cultural reference and curriculum product. Refer to [online.culturegrams.com](http://online.culturegrams.com).

**EBSCO** provides access to newspaper, magazines, and professional periodicals, as well as, a wealth of other online resources. There are also professional resources for educators. Refer to [search.ebscohost.com](http://search.ebscohost.com).

**Gale Databases** include General Reference Center Gold, Informe, Educator's Reference Complete, Discovering Collection, Junior Reference Collection, Junior Edition K–12, Student Edition K–12, Kids Infobits, Student Resources in Context, and Science in Context. These databases provide a wealth of resources across all levels and curriculum. Refer to [galesites.com/menu/index.php?loc=nvk12](http://galesites.com/menu/index.php?loc=nvk12).

**Grolier's Online** includes two encyclopedias including The New Book of Knowledge and Grolier's Multimedia Encyclopedia. Once within either resource, there are tabs across the top for elementary school, middle school, high school, and adults. Refer to [go-kids.grolier.com](http://go-kids.grolier.com) and [go-passport.grolier.com](http://go-passport.grolier.com).

**TeachingBooks.net** is a collection of resources designed to generate enthusiasm for books and reading by bringing authors, illustrators, and engaging resources about books for children and teens to every school, library, and home. Refer to [www.teachingbooks.net/home](http://www.teachingbooks.net/home).