Curriculum Overview

ELEMENTARY GRADES

3-5

CORE CURRICULUM

CCSD
CLARK COUNTY
SCHOOL DISTRICT

GAC 3836.2

CCSD
CLARK COUNTY
SCHOOL DISTRICT

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Dear Parents,

This Curriculum Overview has been developed to help parents understand what is expected of students at each grade level in the core subject areas of English language arts, mathematics, science, and social studies. It provides a listing of skills and concepts to be taught at each grade level. The Nevada State Board of Education adopted the Common Core State Standards in English language arts and mathematics in October 2010. The Common Core State Standards are a progression of learning expectations and are designed to prepare students for college and career readiness. They include rigorous content with an application of knowledge through high-order skills. The Nevada Transition Plan outlines the implementation of the Common Core State Standards in the State of Nevada. The Common Core State Standards in English language arts will serve as the focus of instruction in grades K–8 for the 2011–2012 school year. While in mathematics for the 2011–2012 school year, the Common Core State Standards will serve as the focus of instruction in grades K–2 and a combination of the Nevada Content Standards and the Common Core State Standards will serve as the focus in grades 3–8. High school students will begin to experience the Common Core State Standards in the 2012–2013 school year. In science and social studies, the Nevada Content Standards remain as the focus of instruction.

For more information regarding the Nevada Transition Plan of the Common Core State Standards in the State of Nevada you may access the Nevada State Department of Education's Website at https://bighorn.doe.nv.gov/sites/CommonCore/default.aspx. To read more about the Common Core State Standards you may visit http://www.corestandards.org.

The information contained in this Curriculum Overview may serve as a guide to help you evaluate the progress of your child in these subjects. Furthermore, the communication of these expectations fosters accountability in our schools and helps ensure that we provide all children with a quality education. More comprehensive information about the curricula for all subject areas may be obtained from your school's teachers and administrators.

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

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

CLARK COUNTY SCHOOL DISTRICT
STATEMENT OF NON-DISCRIMINATION

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

21ST CENTURY COURSE OF STUDY EXPECTATIONS

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

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

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

21ST CENTURY COURSE OF STUDY EXPECTATIONS	
AREAS OF STUDY	**UNITS**
ENGLISH	4
MATHEMATICS (Includes Algebra II)	4
SCIENCE (Includes Biology)	3
WORLD HISTORY or GEOGRAPHY (2011)	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH	½
USE OF COMPUTERS	½
ELECTIVES (Includes one Arts/Humanities or Career & Technical Education Course)	5½
TOTAL	**22½**

The 21st Century Course of Study Expectations provides the following for students:

- Opens doors to post-secondary education and workforce opportunities
- Meets Nevada System of Higher Education (NSHE) University admissions
  - Grade Point Average (GPA) and Core Curriculum Requirements are:
    - 3.00 GPA (weighted or unweighted) ***in the core curriculum***
    - Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares students for the Governor Guinn Millennium Scholarship
  - GPA and Core Curriculum Requirements are:
    - 3.25 ***cumulative*** GPA (weighted or unweighted) ***and the core curriculum***
    - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)

NEVADA DEPARTMENT OF EDUCATION
CODE OF HONOR

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

WHAT IS CHEATING?

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

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

WHAT IS PLAGIARISM?

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

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

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

Student Signature:_____Student Number:_____

Print Student Name:_____Date: _____

Parent/Legal Guardian Signature: _____Date:_____

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

Resources: Cheating policies from Clark and Washoe County School Districts' secondary schools; Foothill Community College.

Revised 4/11

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NEVADA CONTENT STANDARDS AND COMMON CORE STATE STANDARDS

The standards define what all students are expected to know and be able to do. These concepts and skills represent a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

ENGLISH LANGUAGE ARTS

Reading: Text complexity and the growth of comprehension*

READING LITERATURE

Students will read widely and deeply from a broad range of high-quality, increasingly challenging literary texts such as stories, dramas, poems, and myths from diverse cultures and different time periods.

READING INFORMATIONAL TEXT

Students will read widely and deeply from a broad range of high-quality, increasingly challenging informational texts such as biographies, speeches, and historical and scientific texts.

FOUNDATIONAL SKILLS (K–5)

Students will apply word analysis skills (e.g., phonics) and strategies to learn new words encountered in texts. This serves as a foundation for the reading demands in later grades.

WRITING: TEXT TYPES, RESPONDING TO READING, AND RESEARCH

Students will use writing to communicate clearly by offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

SPEAKING AND LISTENING: FLEXIBLE COMMUNICATION AND COLLABORATION

Students will develop a range of useful oral communication and interpersonal skills in order to work together, express and listen carefully to ideas, and evaluate what they hear.

LANGUAGE: CONVENTIONS, KNOWLEDGE, AND VOCABULARY

Students will learn the essential rules of standard written and spoken English, and they will acquire and accurately use a range of words and phrases sufficient for reading, writing, speaking, and listening.

**The reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.*

MATHEMATICS

1. **Numbers, Number Sense, and Computation:** Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

MATHEMATICS (CONT.)

2. **Patterns, Functions, and Algebra:** Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
3. **Measurement:** Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
4. **Spatial Relationships, Geometry, and Logic:** Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.
5. **Data Analysis:** Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Nevada Process Standards

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

SCIENCE

By the end of 5th grade:

Nature of Science

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

Physical Science

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

SCIENCE (CONT.)

Earth and Space Science

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

Life Science

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

SOCIAL STUDIES

HISTORY 1.0 **People, Cultures, and Civilizations:** Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.

HISTORY 2.0 **Nation Building and Development:** Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.

HISTORY 3.0 **Social Responsibility & Change:** Students understand how social ideas and individual action lead to social, political, economic, and technological change.

HISTORY 4.0 **International Relationships & Power:** Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.

GEOGRAPHY 5.0 **The World in Spatial Terms:** Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.

GEOGRAPHY 6.0 **Places & Regions:** Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.

GEOGRAPHY 7.0 **Human Systems:** Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.

SOCIAL STUDIES (CONT.)

GEOGRAPHY 8.0	**Environment and Society:** Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
ECONOMICS 9.0	**The Market Economy:** Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.
ECONOMICS 10.0	**The U.S. Economy As A Whole:** Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.
ECONOMICS 11.0	**The Dynamic Economy:** Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.
ECONOMICS 12.0	**The International Economy:** Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.
CIVICS 13.0	**Citizenship and the Law:** Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.
CIVICS 14.0	**The Federal System: U.S., State, and Local Governments:** Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.
CIVICS 15.0	**The Political Process:** Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.
CIVICS 16.0	**Global Relations:** Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

TABLE OF CONTENTS

ENGLISH LANGUAGE ARTS
GRADE THREE

Third grade students learn to read with fluency and confidence which serve as a foundation for the reading demands in later grades. They understand that words have meanings that are not literal (e.g., *a piece of cake*) and have relationships to other words (e.g., *company* and *companion*). Recognizing and understanding words enable students to read increasingly challenging stories and books and build knowledge about the world. Students write clear sentences and paragraphs on a range of topics, drawing on expanding vocabulary.

READING: TEXT COMPLEXITY AND THE GROWTH OF COMPREHENSION*

READING LITERATURE

It is expected students will:

- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- distinguish their own point of view from that of the narrator or those of the characters.
- compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

READING INFORMATIONAL TEXT

It is expected students will:

- determine the main idea of a text; recount the key details and explain how they support the main idea.
- use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- compare and contrast the most important points and key details presented in two texts on the same topic.

FOUNDATIONAL SKILLS

It is expected students will:

- know and apply grade-level phonics and word analysis skills in decoding words.
- read with accuracy and fluency to support comprehension.

**The reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.*

WRITING: TEXT TYPES, RESPONDING TO READING, AND RESEARCH

It is expected students will:

- write opinion pieces on topics or texts, supporting a point of view with reasons.
- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- write narrative pieces to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- conduct short research projects that build knowledge about a topic.

SPEAKING AND LISTENING: FLEXIBLE COMMUNICATION AND COLLABORATION

It is expected students will:

- engage effectively in a range of collaborative discussions on third grade topics and texts, building on others' ideas and expressing their own ideas clearly.
- ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

LANGUAGE: CONVENTIONS, KNOWLEDGE, AND VOCABULARY

It is expected students will:

- demonstrate command of grade-appropriate conventions of standard English grammar and usage when writing or speaking.
- demonstrate command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on third grade reading and content.

MATHEMATICS
GRADE THREE

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

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected students will:

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

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected students will:

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

MEASUREMENT

It is expected students will:

- compare, order, and describe objects by various measurable attributes for area and volume/ capacity
- select and use appropriate units of measure.
- measure to a required degree of accuracy (to the nearest 1/2 unit).
- tell time to the nearest minute, using analog and digital clocks.
- use elapsed time in half-hour increments, beginning on the hour or half-hour, to determine start, end, and elapsed time.
- recognize that there are 60 minutes in 1 hour.

SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

It is expected students will:

- describe, sketch, compare, and contrast plane geometric figures.
- identify, draw, and describe horizontal, vertical, and oblique lines.
- reason with shapes and their attributes.

DATA ANALYSIS

It is expected students will:

- pose questions that can be used to guide data collection, organization, and representation.
- use graphical representations, including number lines, frequency tables, and pictographs to represent data.
- use informal concepts of probability (certain, likely, unlikely, impossible) to make predictions about future events.

PROBLEM SOLVING

It is expected students will:

- apply previous experience and strategies to new problem situations.
- determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem.
- try more than one strategy when the first strategy proves to be unproductive.
- generalize solutions and strategies to new problem situations.
- interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable.
- use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems.

MATHEMATICAL COMMUNICATION

It is expected students will:

- use inquiry techniques (discussion, questioning, research, data gathering) to solve mathematical problems.
- identify and translate key words and phrases that imply mathematical operations.
- use a variety of methods (physical materials, diagrams, and tables) to represent and communicate mathematical ideas through oral, verbal, and written formats.

MATHEMATICAL REASONING

It is expected students will:

- justify and explain the solutions to problems using manipulatives and physical models.
- use patterns and relationships to analyze mathematical situations and draw logical conclusions about mathematical problems.
- follow a logical argument and judge its validity.
- review and refine the assumptions and steps used to derive conclusions in mathematical arguments.

MATHEMATICAL CONNECTIONS

It is expected students will:

- use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.
- use physical models to explain the relationship of concepts and procedures.
- apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science.
- identify, explain, and use mathematics in everyday life.

STANDARDS FOR MATHEMATICAL PRACTICE

It is expected students will:

- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- construct viable arguments and critique the reasoning of others.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.
- look for and make use of structure.
- look for and express regularity in repeated reasoning.

SCIENCE
GRADE THREE

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

NATURE OF SCIENCE

It is expected students will:

- explain that scientific progress is made by conducting careful investigations, recording data, and communicating the results in an accurate method.
- draw conclusions from scientific evidence.
- make predictions using graphic representations of recorded data.
- plan and conduct a safe and simple investigation.
- organize items and ideas based on observable patterns.

PHYSICAL SCIENCE

It is expected students will:

- describe how matter exists in different states (solid, liquid, gas) which have distinct properties.
- explain that heating and cooling can change some common materials, such as water, from one state to another.
- classify objects by their observable physical and chemical properties (magnetism, conductivity, density, and solubility).
- explain that by combining two or more materials, the properties of the resulting material can be different from the original materials.
- explain that the mass of a material remains constant whether it is together, in parts, or in a different state.
- describe light in terms of simple properties (color, brightness, reflection).
- explain the wave characteristics of sound.
- explain that heat is often produced as a byproduct when one form of energy is converted to another form.
- explain that heat can move from one object to another by conduction, and some materials conduct heat better than others.
- explain the organization of simple electric circuits.

EARTH AND SPACE SCIENCE

It is expected students will:

- explain that rocks are composed of different combinations of minerals.
- explain that soil varies from place to place and has both biological and mineral components.

SCIENCE GRADE THREE (Continued)

LIFE SCIENCE

It is expected students will:

- explain that offspring resemble their parents and each other, and also exhibit differences in characteristics.
- describe the structures that enable plants and animals to grow and survive.
- identify that living things have predictable life cycles.
- identify examples of organisms that interact with each other and with the non-living parts of their ecosystem.
- identify changes to an environment that can be beneficial or detrimental to different organisms.
- describe plant and animal adaptations that allow them to survive in specific ecosystems.
- classify plants and animals according to their observable characteristics.

SOCIAL STUDIES
GRADE THREE

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

HISTORY

It is expected students will:

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

GEOGRAPHY

It is expected students will:

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

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

ECONOMICS

It is expected students will:

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

CIVICS

It is expected students will:

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

ENGLISH LANGUAGE ARTS
GRADE FOUR

Fourth grade students build stamina and skills to read challenging fiction, nonfiction, and other materials. They continue to learn about the world as well as build vocabulary skills by reading more complicated stories and poems from different cultures and a range of books on history, science, art, and music. Students make important strides in their ability to explain plainly and in detail what a books says—both explicitly and what is implied from its details. Fourth grade students write effective summaries, book reports, and descriptions of characters or events that use correct grammar and punctuation.

READING: TEXT COMPLEXITY AND THE GROWTH OF COMPREHENSION*

READING LITERATURE

It is expected students will:

- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- determine a theme of a story, drama, or poem from details in the text; summarize the text.
- compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

READING INFORMATIONAL TEXT

It is expected students will:

- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- describe the overall structure (e.g., comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- explain how an author uses reasons and evidence to support particular points in a text.

FOUNDATIONAL SKILLS

It is expected students will:

- know and apply grade-level phonics and word analysis skills in decoding words.
- read with accuracy and fluency to support comprehension.

**The reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.*

WRITING: TEXT TYPES, RESPONDING TO READING, AND RESEARCH

It is expected students will:

- write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- write narrative pieces to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- conduct short research projects that build knowledge through investigation of different aspects of a topic.

SPEAKING AND LISTENING: FLEXIBLE COMMUNICATION AND COLLABORATION

It is expected students will:

- engage effectively in a range of collaborative discussions on fourth grade topics and texts, building on others' ideas and expressing their own ideas clearly.
- identify the reasons and evidence a speaker provides to support particular points.
- report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LANGUAGE: CONVENTIONS, KNOWLEDGE, AND VOCABULARY

It is expected students will:

- demonstrate command of grade-appropriate conventions of standard English grammar and usage when writing or speaking.
- demonstrate command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fourth grade reading and content.

MATHEMATICS
GRADE FOUR

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

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected students will:

- identify and use place value positions of whole numbers to one million.
- identify fractions and compare fractions with like denominators using models, drawings, and numbers.
- add and subtract multi-digit numbers.
- multiply and divide multi-digit numbers by a one-digit whole number with regrouping, including monetary amounts as decimals.
- estimate to determine the reasonableness of an answer in mathematical and practical situations.
- generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations.
- use the four operations with whole numbers to solve problems.
- gain familiarity with factors and multiples.
- generalize place value understanding for multi-digit whole numbers.
- use place value understanding and properties of operations to perform multi-digit arithmetic.

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected students will:

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

MEASUREMENT

It is expected students will:

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

- use money notation to add and subtract given monetary amounts.
- estimate temperature in practical situations.
- recognize the number of weeks in a year, days in a year, and days in a month.
- use elapsed time in quarter-hour increments, beginning on the quarter-hour, to determine start, end, and elapsed time.

SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

It is expected students will:

- identify, draw, and classify angles, including straight, right, obtuse, and acute.
- identify shapes that are congruent, similar, and/or symmetrical using a variety of methods including transformational motions.
- identify, draw, label, and describe points, line segments, rays, and angles.
- draw and identify lines and angles, and classify shapes by properties of their lines and angles.

DATA ANALYSIS

It is expected students will:

- pose questions that can be used to guide the collection of categorical and numerical data.
- organize and represent data using a variety of graphical representations including frequency tables and line plots.
- interpret data and make predictions using frequency tables and line plots.

PROBLEM SOLVING

It is expected students will:

- apply previous experience and strategies to new problem situations.
- determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem.
- try more than one strategy when the first strategy proves to be unproductive.
- generalize solutions and strategies to new problem situations.
- interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable.
- use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems.

MATHEMATICAL COMMUNICATION

It is expected students will:

- use inquiry techniques (discussion, questioning, research, data gathering) to solve mathematical problems.
- identify and translate key words and phrases that imply mathematical operations.
- use a variety of methods (physical materials, diagrams, and tables) to represent and communicate mathematical ideas through oral, verbal, and written formats.

MATHEMATICAL REASONING

It is expected students will:

- justify and explain the solutions to problems using manipulatives and physical models.
- use patterns and relationships to analyze mathematical situations and draw logical conclusions about mathematical problems.
- follow a logical argument and judge its validity.
- review and refine the assumptions and steps used to derive conclusions in mathematical arguments.

MATHEMATICAL CONNECTIONS

It is expected students will:

- use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.
- use physical models to explain the relationship of concepts and procedures.
- apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science.
- identify, explain, and use mathematics in everyday life.

STANDARDS FOR MATHEMATICAL PRACTICE

It is expected students will:

- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- construct viable arguments and critique the reasoning of others.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.
- look for and make use of structure.
- look for and express regularity in repeated reasoning.

SCIENCE
GRADE FOUR

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

NATURE OF SCIENCE

It is expected students will:

- ⦿ explain that scientific progress is made by conducting careful investigations, recording data, and communicating the results in an accurate method.
- ⦿ draw conclusions from scientific evidence.
- ⦿ make predictions using graphic representations of recorded data.
- ⦿ plan and conduct a safe and simple investigation.
- ⦿ use models as tools for learning about the things they are meant to resemble.
- ⦿ organize items and ideas based on observable patterns.
- ⦿ explain that throughout history, people of diverse cultures have provided scientific knowledge and technologies.
- ⦿ describe how technologies impact society both positively and negatively.

PHYSICAL SCIENCE

It is expected students will:

- ⦿ explain that heating and cooling can change some common materials, such as water, from one state to another.
- ⦿ classify objects by their observable physical and chemical properties (magnetism, conductivity, density, and solubility).
- ⦿ describe the way magnetic forces cause certain kinds of objects to attract and repel each other.
- ⦿ explain that electrically charged particles can attract or repel other electrically-charged materials.
- ⦿ describe light in terms of simple properties (color, brightness, reflection).
- ⦿ explain that heat is often produced as a byproduct when one form of energy is converted to another form.
- ⦿ explain that heat can move from one object to another by conduction, and some materials conduct heat better than others.
- ⦿ explain the organization of simple electric circuits.

EARTH AND SPACE SCIENCE

It is expected students will:

- describe the water cycle including the role of the Sun.
- state that the stars in the sky are not scattered evenly, and they are not all the same brightness or color.
- explain that the solar system includes the Sun, planets, and moons.
- explain that the observable objects in the sky appear to move in cyclical patterns.
- describe that patterns of stars in the sky stay the same although they appear to move across the sky nightly, and different stars can be seen in different seasons.

LIFE SCIENCE

It is expected students will:

- describe some physical characteristics and behaviors that are inherited in animals and plants.
- describe and observe variations among individuals within the human population.
- describe learned behaviors in animals.
- explain that plants and animals have structures that enable them to grow, reproduce, and survive.

SOCIAL STUDIES
GRADE FOUR

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

HISTORY

It is expected students will:

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

GEOGRAPHY

It is expected students will:

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

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

ECONOMICS

It is expected students will:

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

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

CIVICS

It is expected students will:

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

ENGLISH LANGUAGE ARTS
GRADE FIVE

Fifth grade students read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. Building knowledge about subjects through research projects and responding analytically to literary and information sources will be key to students' continuing success. Students write stories or essays that are several paragraphs long.

READING: TEXT COMPLEXITY AND THE GROWTH OF COMPREHENSION*

READING LITERATURE

It is expected students will:

- determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- describe how a narrator's or speaker's point of view influences how events are described.
- compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

READING INFORMATIONAL TEXT

It is expected students will:

- determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- compare and contrast the overall structure (e.g., comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

FOUNDATIONAL SKILLS

It is expected students will:

- know and apply grade-level phonics and word analysis skills in decoding words.
- read with accuracy and fluency to support comprehension.

**The reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.*

WRITING: TEXT TYPES, RESPONDING TO READING, AND RESEARCH

It is expected students will:

- write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- write narrative pieces to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

SPEAKING AND LISTENING: FLEXIBLE COMMUNICATION AND COLLABORATION

It is expected students will:

- engage effectively in a range of collaborative discussions on fifth grade topics and texts, building on others' ideas and expressing their own ideas clearly.
- summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LANGUAGE: CONVENTIONS, KNOWLEDGE, AND VOCABULARY

It is expected students will:

- demonstrate command of grade-appropriate conventions of standard English grammar and usage when writing or speaking.
- demonstrate command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content.

MATHEMATICS
GRADE FIVE

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

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected students will:

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

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected students will:

- find possible solutions to an inequality involving a variable using whole numbers as a replacement set.
- solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check.
- analyze patterns and relationships.

MEASUREMENT

It is expected students will:

- estimate and convert units of measure for weight and volume/capacity within the same measurement system (customary and metric).
- determine equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years.
- describe the difference between perimeter and area, including the difference in units of measure.

- convert like measurement units within a given measurement system.
- understand concepts of volume and relate volume in geometric measurement to multiplication and to addition.

SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

It is expected students will:

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

DATA ANALYSIS

It is expected students will:

- pose questions that can be used to guide the collection of categorical and numerical data.
- organize and represent data using a variety of graphical representations including stem-and-leaf plots and histograms.
- compute range.
- model and compute the measures of central tendency for mean, median, and mode.
- interpret data and make predictions using stem-and-leaf plots and histograms.
- represent and solve problems involving combinations using a variety of methods.

PROBLEM SOLVING

It is expected students will:

- determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem.
- try more than one strategy when the first strategy proves to be unproductive.
- generalize solutions and strategies to new problem situations.
- interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable.
- use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems.

MATHEMATICAL COMMUNICATION

It is expected students will:

- use inquiry techniques (discussion, questioning, research, data gathering) to solve mathematical problems.
- identify and translate key words and phrases that imply mathematical operations.
- use a variety of methods (physical materials, diagrams, and tables) to represent and communicate mathematical ideas through oral, verbal, and written formats.

MATHEMATICAL REASONING

It is expected students will:

- justify and explain the solutions to problems using manipulatives and physical models.
- use patterns and relationships to analyze mathematical situations and draw logical conclusions about mathematical problems.
- follow a logical argument and judge its validity.
- review and refine the assumptions and steps used to derive conclusions in mathematical arguments.

MATHEMATICAL CONNECTIONS

It is expected students will:

- use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.
- use physical models to explain the relationship of concepts to procedures.
- apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science.
- identify, explain, and use mathematics in everyday life.

STANDARDS FOR MATHEMATICAL PRACTICE

It is expected students will:

- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- construct viable arguments and critique the reasoning of others.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.
- look for and make use of structure.
- look for and express regularity in repeated reasoning.

SCIENCE
GRADE FIVE

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

NATURE OF SCIENCE

It is expected students will:

- ⦿ explain that scientific progress is made by conducting careful investigations, recording data, and communicating the results in an accurate method.
- ⦿ draw conclusions from scientific evidence.
- ⦿ make predictions using graphic representations of recorded data.
- ⦿ plan and conduct a safe and simple investigation.
- ⦿ explain that throughout history people of diverse cultures have provided scientific knowledge and technologies.

PHYSICAL SCIENCE

It is expected students will:

- ⦿ describe how matter exists in different states (solid, liquid, gas) which have distinct physical properties.
- ⦿ classify objects by their observable physical and chemical properties (magnetism, conductivity, density, and solubility).
- ⦿ explain that by combining two or more materials, the properties of the resulting material can be different from the original materials.
- ⦿ explain that the mass of a material remains constant whether it is together, in parts, or in a different state.
- ⦿ recognize when an unbalanced force is applied (push or pull) to an object, the object changes its motion (speed, direction, or both).
- ⦿ describe how the strength of a force and the mass of an object influence the amount of change in an object's motion.
- ⦿ explain that the Earth's gravity pulls any object toward it without touching it.

EARTH AND SPACE SCIENCE

It is expected students will:

- ⦿ explain that the Sun is the main source of energy for Earth.
- ⦿ describe various water related phenomena concerning weather (flooding, snowstorms, thunderstorms, and drought).

- explain that water, wind, and ice constantly change the Earth's land surface through erosion and deposition.
- identify which landforms result from slow processes (erosion and deposition) and from fast processes (volcanoes, earthquakes, landslides, flood, and human activity).

LIFE SCIENCE

It is expected students will:

- state that reproduction is an essential characteristic for the continuation of every species.
- explain the organization of simple food webs.
- explain that organisms interact with each other and with the non-living parts of their ecosystem.
- identify changes to an environment that can be beneficial or detrimental to different organisms.
- explain that all organisms, including humans, can cause changes in their environments.
- describe plant and animal adaptations that allow them to survive in specific ecosystems.
- recognize that fossils are evidence of past life.
- explain how differences among individuals within a species give them advantages and/or disadvantages in surviving and reproducing.

SOCIAL STUDIES
GRADE FIVE

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

HISTORY

It is expected students will:

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

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

GEOGRAPHY

It is expected students will:

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

ECONOMICS

It is expected students will:

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

CIVICS

It is expected students will:

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

SOCIAL STUDIES GRADE FIVE (Continued)

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

GUIDANCE AND COUNSELING PROGRAM

AT THE ELEMENTARY SCHOOL LEVEL

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

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

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

PLANNING RESOURCES

Moving on to Middle School Transitional Guide

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

CCSD Guidance & Counseling Website

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

TIPS FOR PARENTS OF INTERMEDIATE GRADE STUDENTS (3RD, 4TH, & 5TH GRADES)

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

Curriculum and Professional Development Division
Las Vegas, Nevada

CCSD
CLARK COUNTY
SCHOOL DISTRICT