

# Curriculum Overview

ELEMENTARY  
GRADES

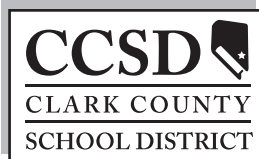
K-2

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CORE CURRICULUM

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**CCSD**   
CLARK COUNTY  
SCHOOL DISTRICT



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Dear Parents,

This *Curriculum Overview* has been developed to help parents understand what is expected of students at each grade level in the core subject areas of English language arts, 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.

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

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

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

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

<b>21<sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS</b>	
<b>AREAS OF STUDY</b>	<b>UNITS</b>
ENGLISH	4
MATHEMATICS (Includes Algebra II)	4
SCIENCE (Includes Biology)	3
WORLD HISTORY or GEOGRAPHY (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
<b>TOTAL</b>	<b>22½</b>

The 21<sup>st</sup> 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

## **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. Counting and Cardinality (K):** Students will use numbers to represent quantities and solve quantitative problems such as counting objects in a set. They will choose and apply effective strategies for answering quantitative questions including recognizing the cardinalities of small sets of objects.
- 2. Operations and Algebraic Thinking:** Students will understand connections between counting and addition and subtraction and use properties of addition to create and use strategies to solve problems.

## NEVADA CONTENT STANDARDS AND COMMON CORE STATE STANDARDS

### **MATHEMATICS (CONT.)**

- 3. Number and Operations in Base Ten:** Students will reason with whole numbers in terms of place value through activities that build number sense.
- 4. Measurement and Data:** Students will recognize the need for units of measure and will use rulers and other measurement tools to understand linear measure.
- 5. Geometry:** Students will identify, name, and describe basic shapes. They will combine shapes and describe their attributes to develop an understanding of measurement using properties such as congruence and symmetry.
- 6. Standards for Mathematical Practice:** These standards provide students with a balanced combination of procedure and understanding. They also help students represent problems, justify conclusions, apply the mathematics to practical situations, use technology, and to explain the mathematics accurately.

### **SCIENCE**

*By the end of 2nd grade:*

#### **NATURE OF SCIENCE**

1. Students understand that science is an active process of systematically examining the natural world.
2. Students understand that many people contribute to the field of science.

#### **PHYSICAL SCIENCE**

1. Students understand that matter has observable properties.
2. Students understand that position and motion of objects can be described.
3. Students know heat, light, and sound can be produced.

#### **EARTH AND SPACE SCIENCE**

1. Students understand that changes in weather often involve water changing from one state to another.
2. Students understand there are objects in the sky, which display patterns.
3. Students understand that Earth materials include rocks, soils, and water.

#### **LIFE SCIENCE**

1. Students understand that offspring resemble their parents.
2. Students understand that living things have identifiable characteristics.
3. Students understand that living things live in different places.
4. Students understand that there are many kinds of living things on Earth.



## NEVADA CONTENT STANDARDS AND COMMON CORE STATE STANDARDS

### **SOCIAL STUDIES**

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

## NEVADA CONTENT STANDARDS AND COMMON CORE STATE STANDARDS

- 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.

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## **Tips for Parents**

# ENGLISH LANGUAGE ARTS KINDERGARTEN

Kindergarten students learn about the alphabet and its role in reading. They practice rhyming, matching words with beginning sounds, and blending sounds into words. Kindergarten students begin to experiment with writing and use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

## **READING: TEXT COMPLEXITY AND THE GROWTH OF COMPREHENSION\***

### **READING LITERATURE**

*It is expected students will:*

- with prompting and support, ask and answer questions, retell familiar stories, identify characters, settings, and major events in a story.
- with prompting and support, name the author and illustrator of a story and define the role of each.
- with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### **READING INFORMATIONAL TEXT**

*It is expected students will:*

- with prompting and support, identify the main topic and retell key details of a text.
- with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- identify the front cover, back cover, and title page of a book.
- with prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **FOUNDATIONAL SKILLS**

*It is expected students will:*

- recognize and name all upper and lower case letters of the alphabet and know their corresponding sounds.
- demonstrate understanding of spoken words by rhyming, matching words with beginning sounds, and blending sounds into words.
- read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- read beginning-reader texts with purpose and understanding.

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

## ***ENGLISH LANGUAGE ARTS KINDERGARTEN (Continued)***

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### **WRITING: TEXT TYPES, RESPONDING TO READING, AND RESEARCH**

*It is expected students will:*

- use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
- use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- use a combination of drawing, dictating, and writing to describe an event(s) and provide a reaction to what happened.
- participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

### **SPEAKING AND LISTENING: FLEXIBLE COMMUNICATION AND COLLABORATION**

*It is expected students will:*

- ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- speak clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events.

### **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 kindergarten reading and content.
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.

# MATHEMATICS KINDERGARTEN

In Kindergarten, instructional time should focus on two critical areas: 1) representing, relating, and operating on whole numbers, initially with sets of objects; 2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

## **COUNTING AND CARDINALITY**

*It is expected students will:*

- know number names and the count sequence.
- count to tell the number of objects.
- compare numbers.

## **OPERATIONS AND ALGEBRAIC THINKING**

*It is expected students will:*

- understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

## **NUMBER AND OPERATIONS IN BASE TEN**

*It is expected students will:*

- work with numbers 11–19 to gain foundations for place value.

## **MEASUREMENT AND DATA**

*It is expected students will:*

- describe and compare measurable attributes.
- classify objects and count the number of objects in categories.

## **GEOMETRY**

*It is expected students will:*

- identify and describe shapes.
- analyze, compare, create, and compose shapes.

## **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.

## ***MATHEMATICS KINDERGARTEN (Continued)***

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- 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 KINDERGARTEN

Kindergarten students focus on exploring the world around them. They learn to make and share questions and observations. They interact with various materials and their characteristics. They collect and share information about animals. They keep records, over time, of weather patterns and seasonal changes. They are introduced to the concepts of measurement and recording. 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:*

- ⦿ record observations and give descriptions using words, numbers, and drawings.
- ⦿ understand that observable patterns can be used to predict future events or sort items. (leaves, feathers, night, day, weather conditions).
- ⦿ recognize that science engages men and women of all ages and backgrounds.

## **PHYSICAL SCIENCE**

*It is expected students will:*

- ⦿ categorize matter by observable properties (size, shape, color).
- ⦿ understand that objects are made of many different types of materials.

## **EARTH AND SPACE SCIENCE**

*It is expected students will:*

- ⦿ state that the sun is a source of heat and light.
- ⦿ observe, describe, and record seasonal changes.

## **LIFE SCIENCE**

*It is expected students will:*

- ⦿ recognize that animals have offspring that are similar to their parents.
- ⦿ explain that the five senses are used by humans and other animals to investigate the natural world.
- ⦿ recognize that living things are found almost everywhere in the world.
- ⦿ sort plants and animals by observable characteristics and/or behaviors.



# SOCIAL STUDIES

## KINDERGARTEN

Kindergarten students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. Students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.

### **HISTORY**

*It is expected students will:*

- discuss the importance of working together to complete tasks.
- listen to stories of family members, local residents, and prominent figures to highlight the human experience.
- listen to stories of people and families around the world.
- identify problems that occur when people live and work together.
- recognize differences between home and school.
- describe the importance of working together to complete tasks.
- identify the occupations of people in their school.
- demonstrate respect for each other in the classroom and school.
- share events that are important to the students and their families.

### **GEOGRAPHY**

*It is expected students will:*

- recognize that a globe is a representation of earth and use vocabulary related to direction and location, i.e., up/down; left/right; near/far; above/beyond.
- identify areas that have different purposes in the home, i.e., kitchen, bedroom; or the classroom, i.e., exit door, teacher desk.
- describe self as a unique individual with characteristics similar to others.
- recall from memory the street on which she/he lives.
- identify the geographic setting of a picture or story.
- explain that people move from one location to another.
- recognize weather changes with the seasons and how people adapt to those changes.

### **ECONOMICS**

*It is expected students will:*

- show that resources are scarce, such as a limited number of crayons.
- identify jobs in the community.
- identify United States currency.
- make decisions involving classroom resources.

## ***SOCIAL STUDIES KINDERGARTEN (Continued)***

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### **CIVICS**

*It is expected students will:*

- identify and follow classroom and school rules that guide behavior and resolve conflicts.
- identify an individual's rights within the classroom.
- recognize individual choices.
- recognize the Pledge of Allegiance.
- name a traditional United States patriotic activity, holiday, or symbol.
- name their school.

# ENGLISH LANGUAGE ARTS

## GRADE ONE

First grade students become more independent readers and writers. They continue to learn and practice rules for recognizing the sounds that make up words and sound out more complex words. Students learn to think about what they read and talk about the main ideas of simple stories. When writing and speaking, first grade students learn to use language appropriately; this includes using complete sentences and spelling words with increasing accuracy.

### **READING: TEXT COMPLEXITY AND THE GROWTH OF COMPREHENSION \***

#### **READING LITERATURE**

*It is expected students will:*

- ask and answer questions about key details in a text.
- describe characters, settings, and major events in a story, using key details.
- explain major differences between books that tell stories and books that give information.
- compare and contrast the adventures and experiences of characters in stories.

#### **READING INFORMATIONAL TEXT**

*It is expected students will:*

- identify the main topic and retell key details of a text.
- ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- identify the reasons an author gives to support points in a text.

#### **FOUNDATIONAL SKILLS**

*It is expected students will:*

- demonstrate understanding of spoken words, syllables, and sounds.
- use phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading.
- 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 in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

## ***ENGLISH LANGUAGE ARTS GRADE ONE (Continued)***

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- write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- write narrative pieces, in which they recount two or more appropriately sequenced events, include some details regarding what happened, use words that show time to signal event order, and provide some sense of closure.
- participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions).

### **SPEAKING AND LISTENING: FLEXIBLE COMMUNICATION AND COLLABORATION**

*It is expected students will:*

- participate in collaborative conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion.
- describe people, places, things, and events with relevant details, expressing ideas and feelings clearly, and with complete sentences.

### **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 first grade reading and content.

# MATHEMATICS

## GRADE ONE

In Grade 1, instructional time should focus on four critical areas: 1) developing an understanding of addition, subtraction, and strategies for addition and subtraction within 20; 2) developing understanding of whole number relationships and place value, including grouping in tens and ones; 3) developing understanding of linear measurement and measuring lengths as iterating length units; and 4) reasoning about attributes of, and composing and decomposing geometric shapes.

### **OPERATIONS AND ALGEBRAIC THINKING**

*It is expected students will:*

- represent and solve problems involving addition and subtraction.
- understand and apply properties of operations and the relationship between addition and subtraction.
- add and subtract within 20.
- work with addition and subtraction equations.

### **NUMBER AND OPERATIONS IN BASE TEN**

*It is expected students will:*

- extend the counting sequence.
- understand place value.
- use place value understanding and properties of operations to add and subtract.

### **MEASUREMENT AND DATA**

*It is expected students will:*

- measure lengths indirectly and by iterating length units.
- tell and write time.
- represent and interpret data.

### **GEOMETRY**

*It is expected students will:*

- reason with shapes and their attributes.

### **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 ONE

First-grade students share observations about the natural world. They ask questions, make predictions, and formulate explanations through science investigations. They collect information and keep records about plants and earth materials. They explore and describe motion. They use tools to collect information. 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:*

- record observations and give descriptions using words, numbers, and drawings.
- understand that observable patterns can be used to predict future events or sort items (night, day, seasons, growth).
- recognize that science engages men and women of all ages and backgrounds.

## **PHYSICAL SCIENCE**

*It is expected students will:*

- describe how the position and motion of an object can be changed by pushing and pulling.
- describe how things move in many different ways (straight lines, rolling, revolving, zigzag, vibration, circular) and at different speeds.
- explain that magnets can be used to make some objects move without being touched.
- recognize that things fall to the ground unless something holds them up.

## **EARTH AND SPACE SCIENCE**

*It is expected students will:*

- explain that the Earth is composed of different kinds of materials (rocks, soils, water, air).
- describe how rocks come in many sizes, shapes, colors and various textures.
- recognize that soils have different colors or textures depending on composition.

## **LIFE SCIENCE**

*It is expected students will:*

- explain that animals and plants have offspring that are similar to their parents.
- describe how differences exist among individuals of the same kind of plant or animal.
- explain that living things are found almost everywhere in the world.
- sort plants and animals by observable characteristics and/or behaviors.

# SOCIAL STUDIES

## GRADE ONE

First grade students learn about their neighborhood and community. Students learn about their roles as members of a community and begin to recognize symbols, icons, and songs that reflect a common heritage. Students develop awareness of government, economic concepts of choice, and places on maps.

### **HISTORY**

*It is expected students will:*

- describe local life long ago, including jobs, school, communication, transportation, and recreation.
- listen to stories that reflect the beliefs, customs, ceremonies, and traditions of the varied cultures in the neighborhood.
- listen to histories of important local landmarks that create a sense of community among citizens.
- listen to stories that reflect the beliefs, customs, ceremonies, traditions, and social practices of cultures around the world.
- identify landmarks around the world.
- identify ways that sharing can resolve problems in the classroom and school.
- describe the neighborhood around their school.
- compare and/or contrast their daily lives with those of their parents or guardians.
- identify and describe occupations in the community that help people, i.e., police officers, fire fighters, and nurses.
- demonstrate respect for each other and people in the neighborhood.
- discuss events that are happening in the school.

### **GEOGRAPHY**

*It is expected students will:*

- differentiate between and identify water and land on a map and globe and use the terms ocean and continent.
- describe maps as representations of places.
- recognize the shape of North America on a world map.
- use simple maps to illustrate direction.
- visually display geographic information using simple lists, graphs, and maps.
- sort and group pictures displaying geographic features, i.e., forests, deserts, lake regions.
- identify similarities and differences between people in the community.
- identify patterns of change within the community, i.e., construction.
- recall home address and phone number.
- use the classroom population to categorize simple demographic information.
- explain that some people live in locations other than where they were born.

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

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- identify characteristics of rural and urban communities.
- tell how the physical environment affects activity at school, i.e., inside/outside recess.
- identify locations for accessing basic resources available to the student, i.e., food, water.

### **ECONOMICS**

*It is expected students will:*

- give examples of all-or-nothing choices, such as choosing to have music on or off.
- identify a consumer.
- identify a producer.
- give examples of ways people earn money.
- explain what money is and how it is used.
- identify resources that are shared in the classroom and the community.
- define trade.

### **CIVICS**

*It is expected students will:*

- identify and follow classroom and school rules that guide behavior and resolve conflicts.
- identify an individual's rights within the classroom.
- participate in class decision-making, i.e., individual responsibilities in the classroom and school.
- recite the Pledge of Allegiance.
- name a traditional United States patriotic activity, holiday, or symbol.
- name the current president of the United States.
- identify sources of information.
- name their school.



# ENGLISH LANGUAGE ARTS

## GRADE TWO

Second grade students gain more skills in reading, writing, speaking, and listening. They continue to learn and practice rules for matching sounds to letters that make up words, and learn new concepts—such as words that share the same root (e.g., add and additional)—that help them figure out the meaning of new words. As students write, they use newly-learned words and phrases to express ideas.

### **READING: TEXT COMPLEXITY AND THE GROWTH OF COMPREHENSION\***

#### **READING LITERATURE**

*It is expected students will:*

- ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- describe how characters in a story respond to major events and challenges.
- describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### **READING INFORMATIONAL TEXT**

*It is expected students will:*

- identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- describe how reasons support specific points the author makes in a text.
- compare and contrast the most important points presented by 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.*

## ***ENGLISH LANGUAGE ARTS GRADE TWO (Continued)***

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### **WRITING: TEXT TYPES, RESPONDING TO READING, AND RESEARCH**

*It is expected students will:*

- write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
- write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- write narrative pieces in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use words that show time to signal event order, and provide a sense of closure.
- participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

### **SPEAKING AND LISTENING: FLEXIBLE COMMUNICATION AND COLLABORATION**

*It is expected students will:*

- participate in collaborative conversations about topics and texts being studied by responding to the comments of others and asking for clarification as needed.
- ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### **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 second grade reading and content.

# MATHEMATICS

## GRADE TWO

In Grade 2, instructional time should focus on four critical areas: 1) extending understanding of base-ten notation; 2) building fluency with addition and subtraction; 3) using standard units of measure and; 4) describing and analyzing shapes.

### **OPERATIONS AND ALGEBRAIC THINKING**

*It is expected students will:*

- represent and solve problems involving addition and subtraction.
- add and subtract within 20.
- work with equal groups of objects to gain foundations for multiplication.

### **NUMBER AND OPERATIONS IN BASE TEN**

*It is expected students will:*

- understand place value.
- use place value understanding and properties of operations to add and subtract.

### **MEASUREMENT AND DATA**

*It is expected students will:*

- measure and estimate lengths in standards units.
- relate addition and subtraction to length.
- work with time and money.
- represent and interpret data.

### **GEOMETRY**

*It is expected students will:*

- reason with shapes and their attributes.

### **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 TWO

Second-grade students keep and share records of their observations, investigations, interactions with solids and liquids, living things and their habitats, and weather. They work collaboratively to develop questions, make predictions based on evidence, and gather evidence. They use tools for safely collecting data and sharing information. They create charts and labeled illustrations for sharing data. Nature of Science objectives are embedded throughout the year in the contexts of life, earth, and physical science.

### **NATURE AND HISTORY OF SCIENCE**

*It is expected students will:*

- ⦿ record observations and give descriptions using words, numbers, and drawings.
- ⦿ understand that observable patterns can be used to predict future events or sort items.
- ⦿ recognize that science engages men and women of all ages and backgrounds.

### **PHYSICAL SCIENCE**

*It is expected students will:*

- ⦿ recognize that matter can exist as solids and liquids.
- ⦿ explain that properties of materials can be changed by heating, freezing, mixing, cutting, and bending.
- ⦿ categorize matter by observable properties (color, size, shape, and weight).

### **EARTH AND SPACE SCIENCE**

*It is expected students will:*

- ⦿ state that the sun is a source of heat and light.
- ⦿ explain that water on Earth can be a liquid (rain) or a solid (snow and ice) and can go back and forth from one form to another.
- ⦿ describe weather changes from day to day and seasonally.
- ⦿ recognize objects in the sky and display patterns in how they look, where they are located, and how they move.
- ⦿ explain that the Sun rises every day, and the Moon can rise during the day and/or night.

### **LIFE SCIENCE**

*It is expected students will:*

- ⦿ explain that animals and plants have offspring that are similar to their parents.
- ⦿ describe how differences exist among individuals of the same kind of plant or animal.
- ⦿ explain that plants and animals need certain resources for energy and growth.
- ⦿ explain that habitats include food, water, shelter, and space.
- ⦿ sort plants and animals by observable characteristics and/or behaviors.
- ⦿ explain that some plants and animals are extinct.

# SOCIAL STUDIES

## GRADE TWO

Second grade students begin building a global perspective by looking at communities in their immediate area, around the country, and the world. Students determine what makes the United States unique and explore different patriotic traditions around the world. Students explore the uses of money and the purposes of financial institutions.

### **HISTORY**

*It is expected students will:*

- compare the local community with others around the nation.
- use artifacts to understand how people lived their daily lives.
- tell why important events, people, and/or customs are marked by holidays.
- recognize similarities and differences of earlier generations in areas such as work, dress, manners, stories, games, and festivals.
- compare communities around the world with the local community.
- explain why important events, people, and/or customs from around the world are marked by holidays.
- 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.
- explore the importance of both local and national landmarks, and explain how they create a sense of community among citizens.
- identify public and private spaces within the community.
- compare and/or contrast their daily lives with children around the world.
- explain why people and events are honored in commemorative holidays.
- demonstrate respect for each other and people in the community.
- define technology and identify uses of technology in their daily lives.
- listen to and discuss news events in the community.

### **GEOGRAPHY**

*It is expected students will:*

- identify titles and symbols on maps.
- recognize spatial patterns, i.e., political units, physical features, on a map and globe.
- construct a map key from given symbols and choose a map title.
- give and follow simple oral directions to move from one location to another.
- use a simple letter/number grid system to find a specific location.
- identify geographic information within media sources, i.e., maps, books, photographs.
- define region and provide examples of regions.
- describe neighborhoods and communities as places where people live, work, and play.
- identify traditions and customs that families practice.

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

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- identify patterns of change in the community.
- provide examples of geographical uses of machines, tools, and technologies, i.e., surveying tools, map navigation programs.
- show that different locations have different addresses.
- locate his/her city and state on a map.
- construct a visual model, i.e., graph, table, and/or choropleth map of population distribution.
- categorize different ways to move people, goods, and ideas, i.e., air, water, land, phone, and/or computer.
- define and compare rural and urban communities.
- list types of social groups to which people belong.
- tell how the physical environment affects community activity, i.e., recreation, water usage.
- provide examples of tools that assist in finding geographic locations.
- identify how people shape the physical environment.
- define and provide examples of natural hazards.
- identify natural resources and where they can be found in the neighborhood.

### **ECONOMICS**

*It is expected students will:*

- give examples of what is given up when choices are made.
- identify consumers and where they make purchases.
- identify producers in your neighborhood and community.
- discuss why people work.
- discuss the concept that money is limited.
- identify reasons for saving money.
- identify businesses in the community.
- describe ways to share classroom resources.
- demonstrate an understanding of trade by providing an example.

### **CIVICS**

*It is expected students will:*

- identify and follow classroom and school rules that guide behavior and resolve conflicts.
- 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.
- describe traditional patriotic activities, holidays, or symbols from around the world.
- name the current President of the United States.
- identify sources of information.
- name their school and community.

# 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

### RESOURCE

#### *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](http://www.ccsd.net) under the *Student* section, click on Guidance and Counseling to access information.

## TIPS FOR PARENTS OF PRIMARY GRADE STUDENTS (PRE-KINDERGARTEN TO 2<sup>ND</sup> GRADE)

- Make sure your child eats breakfast daily.
- Ensure that your child is appropriately dressed for school.
- Schedule regular medical/dental check-ups for your child.
- Talk with your child and listen to what he/she says.
- Play games with your child.
- Organize and monitor playtimes with other children.
- Provide your child with reading and writing materials appropriate for his/her age.
- Schedule a time and place for doing homework and provide materials needed to successfully complete homework.
- Check backpacks daily.
- Read to your child daily, and teach nursery rhymes, poems and songs.
- Have your child read to you when they are able.
- Visit public libraries, obtain a library card for your child, and take advantage of the free programs offered through public libraries.
- Plan trips to local museums, zoos, 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 and playing video games.
- In the car, have books or magazines for your child to read, and play games to see what your child observes.
- 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

