



Innovations International Charter School of Nevada
Elementary School Curriculum Plan
2024 – 2025

LEARNING EXPECTATIONS

This document presents learning expectations for Innovations International Charter School of Nevada's (IICSN) students based on the Nevada Academic Content Standards (NVACS) for English Language Arts (ELA), mathematics, science, and social studies. Also included are learning expectations in the areas of computer science, health, library, music, physical education, and visual arts. The learning expectations presented in this document can help you know how your student is doing in elementary school. Tips and activities are also provided to help your student learn at home. Questions are listed to assist you as you learn about your student's progress.

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

NEVADA STATE SYSTEM OF ASSESSMENT – ELEMENTARY SCHOOL

The Smarter Balanced Assessments are Nevada's system for assessing students in Grades 3-5 in mathematics and ELA. The computer-adaptive format and online administration of the assessments provide an accurate indicator of student success as learners work to meet the rigorous demands of college and/or career readiness. In addition, the Nevada Science Criterion-Referenced Test is administered to Grade 5 students in person while on a computer.

For additional information on Nevada state assessments, please visit

<https://doe.nv.gov/offices/office-of-assessment-data-and-accountability-management-adam/office-of-assments>.

Kindergarten

English Language Arts

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

READING – FOUNDATIONS, LITERATURE, AND INFORMATIONAL TEXT

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

WRITING

- Print all UPPER and lowercase letters.

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

LANGUAGE

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

To learn more about NVACS for ELA, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/english-language-arts>.

Mathematics

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

COUNTING AND CARDINALITY

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

OPERATIONS AND ALGEBRAIC THINKING

- Understand addition as putting together and adding to.
- Understand subtraction as taking apart and taking from.
- Represent addition and subtraction with objects, fingers, drawings, claps, acting out situations, explaining, and/or equations (e.g. $2 + 3 = 5$).
- Break apart numbers less than or equal to ten into two addends by using objects or drawings, and record each with drawings or equations.
- Add and subtract within five (e.g. $5 = 3 + 2$ and $5 = 4 + 1$).

NUMBER AND OPERATIONS IN BASE TEN

Understand numbers from 11 to 19 are composed of ten ones and some more ones (e.g. $18 = 10 + 8$).

MEASUREMENT AND DATA

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

GEOMETRY

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

To learn more about NVACS for Mathematics, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/mathematics>.

Science

Upon the completion of Kindergarten, your student should be able to notice, ask questions about, and try to explain the following:

EARTH SCIENCE

- There are patterns of weather.
- Plants and animals (including humans) can change environments.
- Relationships exist between the needs of different plants and animals (including humans) and the places they live.
- There are different ways to prepare and respond to severe weather.
- There are solutions that will reduce the impact of humans on the local environment.

PHYSICAL SCIENCE

- Pushes and pulls on an object can affect the motion of an object.
- The speed or direction of an object can be changed with a push or a pull.
- Sunlight affects Earth's surface (like warming it up).
- Structures can be designed in ways to reduce the warming effect of sunlight on an area.

LIFE SCIENCE

- Plants and animals (including humans) need specific things to survive.

NVACS for Science emphasizes three distinct, yet equally important dimensions that help students learn science. Each dimension integrated into the Next Generation Science Standards and, when combined, the three dimensions build a powerful foundation to help students build a clear understanding of science over time.

Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations

- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Crosscutting Concepts

- Patterns
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservations
- Structure and Function
- Stability and Change

For information on NVACS for Science, refer to <https://doe.nv.gov/nevada-academic-standards/science/>.

Social Studies

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

HISTORY

Compare life in the past to life today within the community.

MULTICULTURAL

- Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility.
- Explore strategies to resolve conflicts in the classroom.

CIVICS

Compare and contrast rules from different places and cultures.

GEOGRAPHY

Explain why and how people move from place to place within the community.

ECONOMICS

Give examples of choices that are made because of scarcity.

NVACS for Social Studies identifies six disciplinary skills and six key disciplines of social studies that are essential for every student to understand the world around them. The purpose is to create lifelong learners with the skills and knowledge to shape our nation and respond to the challenges of the future.

Disciplinary Skills

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

Key Disciplines of Social Studies

- History
- Multicultural
- Civics
- Geography
- Economics
- Financial Literacy

For more information on NVACS for Social Studies, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/social-studies>.

Learning Beyond the Core

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

HEALTH – Students learn about:

- Personal health by developing good, daily health habits.
- Growth and development by identifying physical characteristics that make every person different.
- Nutrition and physical activity by discussing why all living things need food and physical activity.
- Substance use and abuse by identifying household items that are safe or not safe to taste, touch, or smell and practicing refusal skills.
- Injury and violence prevention and safety by saying first and last name, names of parents/guardians, address, telephone number, and the use of “911” for emergencies.

- Prevention and control of disease by showing proper hand washing techniques to prevent the spread of germs and illness and disease.
- Environmental and consumer health by practicing sun safety.

LIBRARY – Students learn about:

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

MUSIC – Students learn about:

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

PHYSICAL EDUCATION – Students learn about:

- Motor skills, movement patterns, and safety by practicing basic locomotor and nonlocomotory movements, body control, and manipulative skills.
- Movement concepts by identifying pathways, shapes, levels, force, speed, and direction.
- Participating in moderate to vigorous physical activity by practicing lifelong, health-promoting physical activity patterns.
- Health-enhancing physical fitness by identifying health-related fitness components while participating in physical activity.

ARTS – Students learn about:

- Art criticism or ways discuss artwork using lines, shapes, colors, textures, and interpret their personal preference in works of art.

- Aesthetics or finding meaning in art by identifying familiar objects, people, and events while identifying what an artist might be feeling or the message the artist is trying to convey.
- History or understanding by observing art from different cultures, places, and times.
- Production or creating art through painting, clay, drawing, and other media using different kinds of lines, shapes, colors, and textures.

Art will be experienced through overarching themes or enduring ideas.

COMPUTER SCIENCE – Students learn about:

- Model daily processes by creating and following sets of step-by-step instructions (algorithms) to complete tasks.
- Use appropriate terminology in identifying and describing the function of common physical components of computing systems.
- Recognize that data can be collected and stored on different computing devices over time.
- Exhibit good digital citizenship using technology safely, responsibly, and ethically.
- Explain that a password helps protect the privacy of information.

Grade 1

English Language Arts

Below is a sample of content your student should know and be able to do by the end of Grade 1.

READING – FOUNDATIONS, LITERATURE, AND INFORMATIONAL TEXT

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

WRITING

- Use words, such as “first,” “next,” or “then,” to signal the order of events.
- Spell words using knowledge of learned spelling patterns. For example, when your student learns the “ee” vowel combination, they can use it to spell “keep,” “sleep,” and “peel.”

- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

LANGUAGE

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

To learn more about NVACS for ELA, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/english-language-arts>.

Mathematics

Below is a sample of content your student should know and be able to do by the end of Grade 1.

OPERATIONS AND ALGEBRAIC THINKING

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

NUMBER AND OPERATIONS IN BASE TEN

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

MEASUREMENT AND DATA

- Order object placement by length and express the length of an object in whole number length units of another object (e.g. the pencil is six paper clips long).
- Tell and write time to the hour and half-hour using analog and digital clocks, including using expressions, such as “three-thirty is half-past 3.”

- Organize, represent, and interpret data with up to three categories (e.g. dog, cat, and bird); ask and answer questions about the data (e.g. How many total data points? How many more or less are there of one category than another?).

GEOMETRY

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

To learn more about NVACS for Mathematics, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/mathematics>.

Science

Upon the completion of Grade 1, your student should be able to notice, ask questions about, and try to explain the following:

EARTH SCIENCE

- There are patterns to the movement of the sun, moon, and stars.
- The amount of daylight at different times of year changes.

PHYSICAL SCIENCE

- Vibrating materials can make sound and that sound can make other materials vibrate.
- Objects in darkness can be seen only when light is shined on them.
- Objects made of different materials may react differently in the path of a beam of light.
- Tools and materials are used to design and build devices that use light or sound to solve the problem of communicating over a distance.

LIFE SCIENCE

- Solutions to a human problem may be made by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- Patterns in the behavior of parents/guardians and offspring can help offspring survive.
- Young plants and animals are like, but not exactly like, their parents/guardians.

NVACS for Science emphasizes three distinct, yet equally important dimensions that help students learn science. Each dimension is integrated into the NGSS and, when combined, the three dimensions build a powerful foundation to help students build a clear understanding of science over time.

Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Crosscutting Concepts

- Patterns
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Flows, Cycles, and Conservation
- Structure and Function
- Stability and Change

For information on NVACS for Science, refer to <https://doe.nv.gov/nevada-academic-standards/science/>.

Social Studies

Below is a sample of content your student should know and be able to do by the end of Grade 1.

HISTORY

Compare life in the past to life today for different cultural groups within the community.

MULTICULTURAL

Describe ways in which students and families are alike and different across cultures.

CIVICS

Compare and contrast the different ways people work to improve the community.

GEOGRAPHY

Use simple geographic models to describe the environmental and physical characteristics of the community.

ECONOMICS

Describe the roles of financial institutions and other businesses in the community.

NVACS for Social Studies identify six disciplinary skills and six key disciplines of social studies that are essential for every student to understand the world around them. The purpose is to create lifelong learners with the skills and knowledge to shape our nation and respond to the challenges of the future.

Disciplinary Skills

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

Key Disciplines of Social Studies

- History
- Multicultural
- Civics
- Geography
- Economics
- Financial Literacy

For more information on NVACS for Social Studies, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/social-studies>.

Learning Beyond the Core

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

HEALTH – Students learn about:

- Personal health by developing daily health habits, including personal hygiene, going to bed on time, and being physically active.

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

LIBRARY – Students learn about:

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

MUSIC – Students learn about:

- Rhythm by reading and writing steady beat and rhythmic patterns.
- Melody by using a proper singing voice with So-La-Mi patterns, hand signs, and syllables in a variety of simple songs.
- Harmony by moving to major/minor music and accompanying a song or poem with a repeated pattern played on instruments.
- Form by moving to same/different phrases to show differing A and B sections.
- Expressive qualities by moving creatively through space showing speed and loudness in music, identifying instruments by material, listening to music from varied cultures, playing instruments using proper technique, and reading musical symbols.

PHYSICAL EDUCATION – Students learn about:

- Motor skills, movement patterns, and safety by demonstrating basic locomotor and nonlocomotor movements, body control, and manipulative skills.
- Movement concepts and strategies by practicing shapes, levels, force, speed, and direction while stationary or traveling.
- Participating in moderate to vigorous physical activity by practicing lifelong, health-promoting physical activity patterns.
- Health-enhancing physical fitness by identifying health-related fitness components while participating in physical activity.

ARTS – Students learn about:

- Art criticism or ways to discuss artwork using lines, shapes, colors, textures, different types of media, and interpret their own artwork and the artwork of others.
- Aesthetics or finding meaning in art by identifying realistic images, mood, and function in works of art while identifying what an artist might be feeling or the message the artist is trying to convey.
- History or understanding by observing art within the context of cultures, places and times.
- Production or creating art through painting, clay, drawing, weaving, printmaking, and other media.

Art will be experienced through overarching themes or enduring ideas.

COMPUTER SCIENCE – Students learn about:

- Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- Select and operate appropriate devices and software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
- Recognize that a variety of data (e.g. music, video, images, text) can be stored in and retrieved from a computing device.
- Work respectfully and responsibly with others online.
- Explain why we keep personal information (e.g. name, location, phone number, home address) private.

Grade 2

English Language Arts

Below is a sample of content your student should know and be able to do by the end of Grade 2.

READING – FOUNDATIONS, LITERATURE, AND INFORMATIONAL TEXT

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

WRITING

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

LANGUAGE

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

To learn more about NVACS for ELA, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/english-language-arts>.

Mathematics

Below is a sample of content your student should know and be able to do by the end of Grade 2.

OPERATIONS AND ALGEBRAIC THINKING

- Solve word problems involving addition and subtraction within 100.

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

NUMBER AND OPERATIONS IN BASE TEN

- Understand place value to the 100s (the digits of a three-digit number represent hundreds, tens, and ones).
- Count, read, write, and compare numbers withing 1000.
- Use place value understanding and properties of operations (e.g. commutative property; $12 + 8 = 20$, $8 + 12 = 20$) to add and subtract within 100.

MEASUREMENT AND DATA

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

GEOMETRY

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

To learn more about NVACS for Mathematics, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/mathematics>.

Science

Upon the completion of Grade 2, your student should be able to notice, ask questions about, and try to explain the following:

EARTH SCIENCE

- Information from several different sources provides evidence that Earth’s events can occur quickly or slowly.

- Solutions are designed to slow or prevent wind or water from changing the shape of the land.
- The shapes and kinds of land and bodies of water are different in different areas.
- Water is found on Earth and it can be seen as solid or liquid.

PHYSICAL SCIENCE

- Different kinds of materials are classified by their observable properties.
- Materials have properties, some are better than others for a specific purpose.
- Objects are made of small sets of pieces that can be broken up and made into new objects.
- Some changes caused by heating or cooling can be reversed and some cannot.

LIFE SCIENCE

- Plants need sunlight and water to grow.
- Some animals spread seeds or pollinate plants.
- Plants and animals are different and can live in different habitats.

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Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
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- Obtaining, evaluating, and communicating information

Crosscutting Concepts

- Patterns
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- Energy and Matter: Flows, Cycles, and Conservation

- Structure and Function
- Stability and Change

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Social Studies

Below is a sample of content your student should know and be able to do by the end of Grade 2.

HISTORY

Explore significant events that have shaped national identity.

MULTICULTURAL

Identify and compare cultural practices and traditions in the United States.

CIVICS

Describe the rights and responsibilities of citizenship.

GEOGRAPHY

Identify major national landmarks associated with historical events.

ECONOMICS

Identify how natural resources were used to produce goods and services in the past and present.

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Disciplinary Skills

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

Key Disciplines of Social Studies

- History
- Multicultural
- Civics
- Geography
- Economics
- Financial Literacy

For more information on NVACS for Social Studies, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/social-studies>.

Learning Beyond the Core

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

HEALTH – Students learn about:

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

LIBRARY – Students learn about:

- Information literacy by asking broad questions that will help in locating needed information; identifying and locating materials using the library catalog; searching by title, author, or subject; and recognizing fact, opinion, and point of view.
- Independent learning by seeking information of personal interest or wellbeing; recognizing and reading a variety of literature (fiction and nonfiction) from various

cultures and genres, including folktales, poetry, fiction, and nonfiction; selecting information that is useful to a specific problem or question.

- Social responsibility by recognizing that books are written and illustrated by authors and illustrators from many cultures; sharing access to limited resources and explaining why it's important for all classmates to have access to information; and expressing their own ideas appropriately and effectively, in person and with teacher's assistance, while working in groups to identify and solve information problems.

MUSIC – Students learn about:

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

PHYSICAL EDUCATION – Students learn about:

- Motor skills, movement patterns, and safety by applying locomotor and nonlocomotory movements, body control, and manipulative skills within physical activity.
- Movement concepts and strategies by demonstrating pathways, shapes, levels, force, speed, and direction in simple sequences.
- Participating in moderate to vigorous physical activity by practicing lifelong, health-promoting physical activity patterns.
- Health-enhancing physical fitness by identifying health-related fitness components while participating in physical activity.

ARTS – Students learn about:

- Art criticism or ways to discuss art using lines, shapes, colors, textures, different types of media, and interpret their own artwork and the artwork of others.
- Aesthetics or finding meaning in art by identifying realistic images, mood, and function in works of art while identifying what an artist might be feeling or the message the artist is trying to convey.

- History or understanding by observing art within the context of cultures, places and times.
- Production or creating art through painting, clay, drawing, weaving, printmaking, and other media.

Art will be experienced through overarching themes or enduring ideas.

COMPUTER SCIENCE – Students learn about:

- Develop plans that describe a program’s sequence of events, goals, and expected outcomes.
- Describe basic hardware and software problems using accurate terminology.
- Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.
- Identify safe and unsafe examples of online communications.
- Explain what passwords are and why we use them; use strong passwords to protect devices and information from unauthorized access.

Grade 3

English Language Arts

Below is a sample of content that your student should know and be able to do by the end of Grade 3.

READING – FOUNDATIONS, LITERATURE, AND INFORMATIONAL TEXT

- Describe the traits, motivations, or feelings of characters in a story and how their actions impact the story’s events.
- Use text features and information gained from illustrations (such as keywords, maps, and photographs) to understand and locate information relevant to a given topic.
- Determine the meaning of multisyllabic words using prefixes and suffixes, including the Latin suffixes -able, -ment, and -tion.

WRITING

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

LANGUAGE

- Use nouns, pronouns, verbs, adjectives, and adverbs correctly when writing and speaking.
- Spell high-frequency words correctly.
- Spell words correctly by adding suffixes (e.g. -ed, -ing, -ness).
- Use a root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion).

To learn more about NVACS for ELA, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/english-language-arts>.

Mathematics

Below is a sample of content your child should know and be able to do by the end of Grade 3.

OPERATIONS AND ALGEBRAIC THINKING

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

NUMBER AND OPERATIONS IN BASE TEN

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

NUMBER AND OPERATIONS – FRACTIONS

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

MEASUREMENT AND DATA

- Solve problems involving measurement and estimation of time in minutes, liquid volumes, and masses of objects using grams (g), kilograms (kg), and liters (l).

- Measure areas by counting unit squares (square (cm), square (m), square (ft) and relate area to multiplication and addition.
- Draw scaled pictures and bar graphs and solve “how many more” and “how many less” problems using information in the bar graphs.
- Solve problems involving perimeter, including finding the perimeter given the side lengths, finding an unknown side length, and determining rectangles with the same perimeter and different area or the same area and different perimeter.

GEOMETRY

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

To learn more about NVACS for Mathematics, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/mathematics>.

Science

Upon the completion of Grade 3, your student should be able to notice, ask questions about, and try to explain the following:

EARTH SCIENCE

- Weather conditions change with seasons.
- Climates are different in different regions of the world.
- Some weather can cause hazards.

PHYSICAL SCIENCE

- Balanced and unbalanced forces affect the motion of an object.
- Patterns can be used to predict future motion of an object.
- Electric or magnetic interactions can occur between two objects even if they are not in contact with each other.
- Magnetism can affect some materials differently from others.

LIFE SCIENCE

- There are different and unique life cycles of different organisms.
- Some animals form groups that help members survive.

- Plants and animals have varying traits, all of which are inherited from parents/guardians.
- Traits can be influenced by the environment.
- Fossils can provide evidence of the organisms and the environments from the past.
- Variations in characteristics among individuals of the same type (species) may provide advantages in surviving, finding mates, and reproducing.
- In a particular habitat, some organisms can survive well, some survive less well, and some cannot survive at all.
- When the environment changes, the types of plants and animals that live there may also change.

NVACS for Science emphasizes three distinct, yet equally important dimensions that help students learn science. Each dimension is integrated into the NGSS and, when combined, the three dimensions build a powerful foundation to help students build a clear understanding of science over time.

Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Crosscutting Concepts

- Patterns
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation
- Structure and Function
- Stability and Change

For information on NVACS for Science, refer to <https://doe.nv.gov/nevada-academic-standards/science/>.

Social Studies

Below is a sample of content your student should know and be able to do by the end of Grade 3.

HISTORY

Analyze the cultural contributions that different migrant groups have made to Nevada's history.

MULTICULTURAL

Analyze the contributions and positive impacts of culturally, racially, and ethnically diverse people throughout the world.

CIVICS

Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in societies throughout the world.

GEOGRAPHY

Describe how various cultures have interacted with and influenced each other.

ECONOMICS

Explain why people in one country trade goods and services with people in other countries.

FINANCIAL LITERACY

Define personal information and what is appropriate to share or keep private.

NVACS for Social Studies identify six disciplinary skills and six key disciplines of social studies that are essential for every student to understand the world around them. Their purpose is to create lifelong learners with the skills and knowledge to shape our nation and respond to the challenges of the future.

Disciplinary Skills

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

Key Disciplines of Social Studies

- History
- Multicultural
- Civics
- Geography
- Economics
- Financial Literacy

For more information on NVACS for Social Studies, refer to <https://die.nv.gov/offices/office-of-teaching-and-learning/social-studies>.

Learning Beyond the Core

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

HEALTH – Students learn about:

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

LIBRARY – Students learn about:

- Information literacy by asking both broad and specific questions that will help in locating needed information; identifying and locating library materials using the library catalog and the library classification system; and identifying, interpreting, and analyzing the qualities of well-written fiction and nonfiction.

- Independent learning by going beyond their knowledge to find information on aspects of personal interest or wellbeing and comparing and contrasting different genres or literature, including folktales, poetry, fiction, and nonfiction.
- Social responsibility by explaining the importance of information found from diverse sources, contexts, disciplines, and cultures; using information, information sources, and information technology efficiently so that they are available for others to use; and using information sources to select information and ideas that will contribute directly to the success of group projects.

MUSIC – Students learn about:

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

PHYSICAL EDUCATION – Students learn about:

- Motor skills, movement patterns, and safety by combining locomotor and nonlocomotor movements, body control, and manipulative skills.
- Movement concepts and strategies by applying pathways, shapes, levels, force, speed, and direction during physical activity.
- Participating in moderate to vigorous physical activity by practicing lifelong, health-promoting physical activity patterns.
- Health-enhancing physical fitness by practicing health-related fitness components while participating in physical activity.

ARTS – Students learn about:

- Art criticism or ways to discuss art by identifying, classifying, and comparing characteristics of the art elements as they share, interpret, and evaluate their own artwork and the artwork of others.

- Aesthetics of finding meaning in art by describing and ranking images, moods, and functions in works of art for realism, expressionism, and functionalism.
- History or understanding by identifying and discussing the materials, processes, purposes, and functions of specific styles of artworks.
- Production by creating works of art with a variety of lines, shapes, colors, textures, forms, and space to create pattern, balance, value, movement, and contrast through drawing, painting, clay, printmaking, two-dimensional art and three-dimensional art, weaving, and digital and mixed media.

Art will be experienced through overarching themes or enduring ideas.

COMPUTER SCIENCE – Students learn about:

- Create programs that use variables to store and modify data.
- Describe how internal and external parts of computing devices function to form a system.
- Organize and present collected data visually to highlight relationships and support a claim.
- Discuss computing technologies that have changed the world, and express how those technologies influence and are influenced by cultural practices.
- Discuss real-world cybersecurity problems and how personal information can be protected.

Grade 4

English Language Arts

Below is a sample of content your student should know and be able to do by the end of Grade 4.

READING – FOUNDATIONS, LITERATURE, AND INFORMATIONAL TEXT

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

WRITING

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

LANGUAGE

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

To learn more about NVACS for ELA, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/english-language-arts>.

Mathematics

Below is a sample of content your student should know and be able to do by the end of Grade 4.

OPERATIONS AND ALGEBRAIC THINKING

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

NUMBER AND OPERATIONS IN BASE TEN

- Generalize place value understanding for multi-digit whole numbers (e.g. a digit in one place is ten times the place value to its right, meaning the seven in 700 is ten times the value of the seven in 70).
- Add and subtract multi-digit whole numbers using the standard algorithm.
- Solve division problems using strategies based on place value, properties of operations, and the relationship between multiplication and division (e.g. $63 \div 7 = 9$ because $9 \times 7 = 63$).
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two, two-digit number based on place value and properties of operations.

NUMBER AND OPERATIONS – FRACTIONS

- Use visual models to explain why two fractions are equivalent.
- Compare two fractions with different numerators and different denominators (e.g. $\frac{1}{3}$ and $\frac{3}{5}$) by creating common denominators or by comparing them to a benchmark fraction such as $\frac{1}{2}$.
- Use and understand decimal notation for fractions (e.g. 0.62 as $\frac{62}{100}$) and compare decimal fractions.
- Add and subtract mixed numbers with like denominators.

MEASUREMENT AND DATA

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (e.g. kilograms to grams, feet to inches, pounds to ounces, hours to minutes).
- Recognize angles as geometric shapes formed when two rays share a common endpoint.
- Measure angles in whole-number degrees using a protractor.
- Represent and interpret data (e.g. interpret the difference in length between the longest and shortest specimens in an insect collection in a line plot).

GEOMETRY

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

To learn more about NVACS for Mathematics, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/mathematics>.

Science

Upon the completion of Grade 4, your student should be able to notice, ask questions about, and try to explain the following:

EARTH SCIENCE

- Patterns in rock formations, fossils in rock layers, and the landscape change over time.
- Rocks break down over time and the rate is controlled by water, ice, wind, or vegetation.
- Earth has different physical features.
- Energy and fuels come from natural resources and their use affects the environment.
- There are solutions for reducing the impacts of natural Earth processes on humans.

PHYSICAL SCIENCE

- The speed of an object is related to the energy stored in the motion of that object.
- Energy can be transferred from place to place by sound, light, heat, and electric currents.
- Changes in energy can occur when objects collide.
- Devices can convert energy from one form to another.
- Different amplitudes and wavelengths of waves can cause objects to move.
- Light must reflect off objects and must enter the eye to be able to see the object.
- Information can be transferred digitally.

LIFE SCIENCE

- Plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

NVACS for Science emphasizes three distinct, yet equally important dimensions that help students learn science. Each dimension is integrated into the NGSS and, when combined, the three dimensions build a powerful foundation to help students build a clear understanding of science over time.

Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Crosscutting Concepts

- Patterns
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation
- Structure and Function

- Stability and Change

For information on NVACS for Science, refer to <https://doe.nv.gov/nevada-academic-standards/science/>.

Social Studies

Below is a sample of content your student should know and be able to do by the end of Grade 4.

HISTORY

Evaluate why Nevada became a state and its role in national politics.

MULTICULTURAL

Analyze the impact of Native people on the culture of Nevada.

CIVICS

Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.

GEOGRAPHY

Examine how and why Nevada's landscape has been impacted by humans.

ECONOMICS

Investigate the role of Nevada's economy in relation to the national economy.

FINANCIAL LITERACY

Identify methods of payment for goods and services.

NVACS for Social Studies identify six disciplinary skills and six key disciplines of social studies that are essential for every student to understand the world around them. The purpose is to create lifelong learners with the skills and knowledge to shape our nation and respond to the challenges of the future.

Disciplinary Skills

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions

- Taking informed action

Key Disciplines of Social Studies

- History
- Multicultural
- Civics
- Geography
- Economics
- Financial Literacy

For more information on NVACS for Social Studies, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/social-studies>.

Learning Beyond the Core

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

HEALTH – Students learn about:

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

LIBRARY – Students learn about:

- Information literacy by determining whether additional information (beyond their own knowledge) is needed to solve a complex problem or question; using the library catalog and digital sources to find resources by conducting author, title, subject, and keyword

searches; identifying, interpreting, and analyzing the qualities of well-written literature, including fiction and nonfiction; and comparing and contrasting sources related to a topic to determine which sources are more accurate and relevant.

- Independent learning by exploring a range of sources to find information on aspects of personal interest or wellbeing, assessing each step of the information-seeking process at each stage as it occurs, and recognizing and reading a variety of literature from various cultures.
- Social responsibility by recognizing multicultural books that reflect the heritage and traditions of groups within the United States, recording resources used to prepare a bibliography and citing sources properly, and helping to organize and integrate the contributions of all the members of the group into information products.

MUSIC – Students learn about:

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

PHYSICAL EDUCATION – Students learn about:

- Motor skills, movement patterns, and safety by applying locomotor and nonlocomotory movements, body control, and manipulative skills with mature patterns within physical activity.
- Participating in moderate to vigorous physical activity by practicing lifelong, health-promoting physical activity patterns.
- Health-enhancing physical fitness by practicing health-related fitness components while participating in physical activity.

ARTS – Students learn about:

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

COMPUTER SCIENCE – Students learn about:

- Develop programs that include sequences, events, loops, and conditionals
- Model how computer hardware and software work together as a system to accomplish tasks.
- Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate ideas.
- Compare and contrast how computing has changed society from the past to the present.
- Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the internet, and reassembled at the destination.

Grade 5

English Language Arts

Below is a sample of content your student should know and be able to do by the end of Grade 5.

READING – FOUNDATIONS, LITERATURE, AND INFORMATIONAL TEXT

- Quote accurately from a text when explaining what the text says and drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by details. Summarize the text.

- Figure out the meaning of unfamiliar words using letter-sound relationships; knowledge of syllables; and Greek and Latin root words (e.g. port, ped, centi, ist, graph, sphere), prefixes (e.g. in-, ir-, non-), and suffixes (e.g. -able, -ion, -tion).

WRITING

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

LANGUAGE

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

To learn more about NVACS for ELA, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/english-language-arts>.

Mathematics

Below is a sample of content your student should know and be able to do by the end of Grade 5.

OPERATIONS AND ALGEBRAIC THINKING

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

NUMBER AND OPERATIONS IN BASE TEN

- Understand the place value system (e.g. a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left; recognize patterns in the number zeros when multiplying a number by power of 10; explain patterns in the placement of the decimal point when a decimal number is multiplied or divided by a power of 10).

- Add, subtract, multiply, and divide decimals to hundredths using concrete models and strategies based on place value.

NUMBER AND OPERATIONS – FRACTIONS

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

MEASUREMENT AND DATA

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

GEOMETRY

- Solve real-world and mathematical problems involving graphing points on a coordinate plane and interpreting coordinates in the context of the problem.
- Classify two-dimensional figures into categories based on their properties.

To learn more about NVACS for Mathematics, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/mathematics>.

Science

Upon the completion of Grade 5, your student should be able to notice, ask questions about, and try to explain the following:

EARTH SCIENCE

- The apparent brightness of the sun compared to other stars.
- Patterns of daily changes in length and direction of shadows, day and night, change based on the season.

- Different ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- Different amounts of saltwater and freshwater, stored in various reservoirs throughout the Earth, are not distributed evenly across the Earth.
- Individual communities use scientific ideas to protect the Earth's resources and environments in different ways.

PHYSICAL SCIENCE

- All physical things are made of matter and matter is made of particles too small to be seen.
- Regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- Materials can be organized, selected for use, and recycled based on their properties.
- Mixing two or more substances may result in new substances.
- The gravitational force exerted by Earth on all objects is directed down, toward the center of Earth.
- Energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.

LIFE SCIENCE

- Plants get nearly all of the materials they need to grow from air and water.
- Matter moves among plants, animals, decomposers, and the environment.

NVACS for Science emphasized three distinct, yet equally important dimensions that help students learn science. Each dimension is integrated into the NGSS and, when combined, the three dimensions build a powerful foundation to help students build a clear understanding of science over time.

Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Crosscutting Concepts

- Patterns
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation
- Structure and Function
- Stability and Change

For information on NVACS for Science, refer to <https://doe.nv.gov/nevada-academic-standards/science/>.

Social Studies

Below is a sample of content your student should know and be able to do by the end of Grade 5.

HISTORY

- Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history.
- Evaluate the causes and effects of the American Revolution.

MULTICULTURAL

Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.

CIVICS

Analyze how the Bill of Rights shaped the rights of Americans.

GEOGRAPHY

Analyze how physical geography and natural resources affected exploration within the settlement of people and the development of culture in early United States history.

ECONOMICS

Evaluate the role of slavery in the early United States economy.

FINANCIAL LITERACY

Describe the importance of setting financial goals.

NVACS for Social Studies identify six disciplinary skills and six key disciplines of social studies that are essential for every student to understand the world around them. The purpose is to create lifelong learners with the skills and knowledge to shape our nation and respond to the challenges of the future.

Disciplinary Skills

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

Key Disciplines of Social Studies

- History
- Multicultural
- Civics
- Geography
- Economics
- Financial Literacy

For more information on NVACS for Social Studies, refer to <https://doe.nv.gov/offices/office-of-teaching-and-learning/social-studies>.

Learning Beyond the Core

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

HEALTH – Students learn about:

- Personal health by examining alternatives and consequences when making a personal health decision.
- Growth and development by identifying the structures and functions of the body systems, including the reproductive systems and by defining puberty. Note: A signed parent/guardian permission slip for the Fifth Grade Growth and Development Unit of Instruction is required.
- Nutrition and physical activity by applying the health-related components of an active lifestyle and the basic nutritional information found in MyPlate to a daily routine.

- Substance use and abuse by explaining the short- and long-term effects of legal and illegal drugs and other substances on various body systems.
- Injury and violence prevention and safety by demonstrating how conflicts can be resolved without bullying, cyberbullying, or harassment through the use of conflict-resolution strategies.
- Prevention and control of disease by reviewing communicable diseases (Human Immunodeficiency Virus) and the types of pathogens, such as bacteria, viruses, and fungi, and describe how the immune system fights and protects against pathogens.
- Environmental and consumer health by discussing the effects of consumer and environmental health messages on the community.

LIBRARY – Students learn about:

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

MUSIC – Students learn about:

- Rhythm by moving to beat groupings (duple, triple, mixed meter), reading and creating notated rhythms, and performing organized folk dances.
- Melody by matching pitch with their singing voice in pentatonic and diatonic patterns using hand signs and syllables; and reading, playing, and creating melodic patterns, contour, and notation in the diatonic C, F, and G scales on recorder and instruments.
- Harmony by singing, playing, and reading two- and three-part harmony and playing two- and three-part chord accompaniments from scores on barred instruments.
- Form by creating, performing, and analyzing introductions, codas, interludes, AB, ABA, rondo (ABACA), and theme and variations forms.

- Expressive qualities by categorizing orchestral instruments, listening to and analyzing music from varied cultures, playing instruments using proper technique, and reading and writing musical symbols.

PHYSICAL EDUCATION – Students learn about:

- Motor skills, movement patterns, and safety by applying locomotor and nonlocomotory movements, body control, and manipulative skills with mature patterns within a variety of small-sided practice tasks/game environments.
- Movement concepts by applying strategies within pathways, shapes, levels, force, speed, and direction during a variety of small-sided practice tasks/game environments.
- Participating in moderate to vigorous physical activity by practicing lifelong, health-promoting physical activity patterns.
- Health-enhancing physical fitness by practicing health-related fitness components while participating in physical activity.

ARTS – Students learn about:

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

COMPUTER SCIENCE – Students learn about:

- Describe choices made during program development using code comments, presentations, and demonstrations.
- Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies.
- Recognize how text, images, and sounds are represented as binary numbers in computing devices.
- Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users.

- Identify the advantages and disadvantages of various network types (e.g. wire, Wi-Fi, cellular data).

Together – Preparing our Students

COMPREHENSIVE SCHOOL COUNSELING PROGRAM OVERVIEW

As part of the instructional team, school counselors play an integral role in the academic, career, and social/emotional development of all students. Through classroom lessons, small groups, and individual interventions, school counselors implement strategies and activities to support and maximize each student's ability to learn, and help to prepare students to make informed choices regarding post-secondary options to complete future career goals. School counselors assist in providing resources to minimize barriers for students. Additionally, the school counseling program provides the foundation for personal social-emotional growth as students progress through school and into adulthood.

MEASURES OF ACADEMIC PROGRESS GROWTH

The Measures of Academic Progress (MAP) Growth assessment is designed to measure a student's achievement and growth over time in reading and mathematics. When used in combination with other formative assessments, as part of a balanced assessment system, MAP Growth provides valuable data to inform instructional decisions and identify next steps for learners. MAP Growth testing is required for all students in Kindergarten-Grade 5. The assessments are administered three times per year in the fall, winter, and spring.

MULTI-TIERED SYSTEM OF SUPPORTS

The Multi-Tiered System of Supports (MTSS) is an educational framework designed to provide a structured approach to addressing the diverse academic, social-emotional, and behavioral needs of students in Kindergarten through Grade 12. Among the foundational components of MTSS is the tiered continuum of supports:

Tier I (Core Instruction and Universal Systems of Support): All students receive Tier I high-quality, standards-based instruction, employing evidence-based teaching practices and engaging activities.

Tier II (Targeted Instruction and Supplemental Support): Tier II instruction, provided in addition to Tier I instruction, helps students who need additional time and instruction to demonstrate adequate progress growth to develop the skills, concepts, and knowledge necessary to succeed. This tier uses evidence-based, scientifically researched strategies and instructional materials and may involve very small groups or individualized attention tailored to the student's needs, with close monitoring of instruction and student progress. Within the MTSS framework, IICSN

uses Positive Behavioral Interventions and Supports (PBIS) to improve all students' academic, social-emotional, and behavioral outcomes. Social and emotional learning also empowers students to manage emotions, set and achieve goals, demonstrate empathy, form positive relationships, and make responsible decisions.

MTSS is a systematic approach to ensuring that every student receives the necessary resources and support to thrive academically, fostering an inclusive environment that accommodates various learning profiles and promotes overall student success.