CURRICULUM OVERVIEW 2025-2026

We are CCSD

Pre-Kindergarten–Grade 5

GAC 3836

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CLARK COUNTY
SCHOOL DISTRICT

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TOGETHER – PREPARING OUR STUDENTS

LEARNING EXPECTATIONS

This document presents learning expectations for Clark County School District (District) students based on the Nevada Pre-Kindergarten Standards, Revised 2023 and the Nevada Academic Content Standards (NVACS) for English Language Arts (ELA), mathematics, science, and social studies. Also included are learning intentions based on the NVACS 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 Nevada Criterion-Referenced Tests (CRT), more commonly referred to as 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 CRT is administered to Grade 5 students in an online format. Families may access the practice tests to prepare their student for an optimal assessment experience (English: *https://bit.ly/CRTOTTGuide*, Spanish: *https://bit.ly/CRTOTTGuideSp*).

For additional information on Nevada state assessments, please visit *https://doe.nv.gov/offices/office-of-assessment-data-and-accountability-management-adam/office-of-assessments*.

PRE-KINDERGARTEN

EARLY CHILDHOOD EDUCATION

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

APPROACHES TO LEARNING

- Demonstrate curiosity and initiative.
- Demonstrate willingness to take risks and use flexibility in thinking and actions.
- Demonstrate the ability to focus attention and persist in an activity.
- Demonstrate imagination and engage in different types of play.

SOCIAL STUDIES

- Demonstrate a basic awareness of self as an individual within the context of a group or community.
- Demonstrate a basic understanding of roles, rights, and responsibilities in their classroom and home.
- Demonstrate knowledge of the relationship between people and places.
- Demonstrate the ability to differentiate between the concepts of past, present, and future and recognize that people and things change over time.
- Demonstrate an awareness of basic economic concepts.

HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT

- Demonstrate knowledge and skills that contribute to a healthy lifestyle.
- Demonstrate knowledge of personal safety practices.
- Demonstrate large motor skills and different types of movement.
- Demonstrate strength and coordination of small motor skills to use tools and complete tasks.

LANGUAGE AND EARLY LITERACY

- Demonstrate the ability to attend to and understand communication from others.
- Demonstrate the ability to express themselves verbally or nonverbally.
- Use a variety of vocabulary words during play and other activities.
- Demonstrate knowledge of the alphabet and how letters are used in the reading process.
- Demonstrate knowledge of how print and books are read.
- Demonstrate knowledge gained from stories, books, and other early literacy activities.
- Demonstrate the use of written letters and symbols to communicate.
- Demonstrate knowledge of sounds within spoken language.

SCIENCE

- Demonstrate the ability to use senses and tools to explore, make observations, and make predictions.
- Demonstrate the ability to use information gathered in different ways to conduct investigations.
- Demonstrate the ability to describe, analyze, and draw conclusions about the outcome of an investigation.
- Demonstrate the ability to communicate about observations, investigations, and outcomes.

TECHNOLOGY

- Demonstrate knowledge that different technology tools have different uses, including digital, nondigital, and assistive technology.
- Use technology for communication and to gather and share information.
- Demonstrate safe and responsible use of technology and resources.

CREATIVE EXPRESSION

- Demonstrate appreciation for and knowledge of different types of artistic expression, creation, and experiences.
- Choose to participate and express themselves through a variety of creative and artistic experiences.
- Use creative arts as part of other learning activities.

MATHEMATICS

- Demonstrate knowledge of numbers, numerals, and quantity.
- Demonstrate the ability to analyze and create patterns and early mathematical problem-solving skills.
- Demonstrate the ability to measure and compare by size and volume.
- Analyze and compare common shapes and use knowledge of position in space.

To learn more about the Nevada Pre-Kindergarten Standards, Revised 2023, refer to *webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/nevada_pre_kindergarten_standards_cce1a3f525.pdf*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Encourage your student to solve situations in more than one way.
- Use books and literature to have discussions with your student about problem-solving and conflicts.
- Join your student in pretend play and talk about or act out everyday family routines like shopping or cooking.
- Discuss and share routines with your student and weekend plans/events.
- Plan activities that encourage moderate to vigorous physical exercise, such as playing tag, going to the park to play soccer, setting up a home obstacle course.
- Let your student help in the kitchen by washing vegetables, stirring, or setting the table.
- Ask different types of open-ended questions frequently (e.g., Why do you think…? How could we…? What might happen…?).
- Create letter identification activities like matching and sorting games using lowercase and uppercase letters.
- When reading with your student, point out the letter sounds in words.
- Show your student how to handle books and turn pages, and discuss how words are organized in books.
- Encourage your student to retell a familiar story.
- Sing songs and chants that repeat the names of letters and/or letter sounds.
- Provide opportunities for your student to explore the natural world using all five senses.
- Use technology to answer questions your student may ask (e.g., How fast can a cheetah run?).
- Ask your student to count objects and tell you how many there are.
- Have your student help with matching clothing, such as socks, when doing laundry.
- Engage in discussions about different cultures.
- Cook international dishes together.
- Play games from around the world.

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 (e.g., bat, rap, fin, hit).

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*.

Have your student use parts of the story to explain their thinking with complete sentences.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Read and discuss books together.
- Read and discuss stories together. Talk about characters, settings, and events, and encourage your student to explain their thinking using parts of the story and complete sentences.
- Read nursery rhymes and sing songs (e.g., ABC song, "Twinkle, Twinkle, Little Star") with your student.
- Set up a writing station at home where your student can write and draw. Provide paper, markers, crayons, and other materials to encourage writing and drawing.
- Talk to your student often and ask open-ended questions.
- Have your student tell you stories.
- Expose your student to various types of text (newspapers, magazines, posters, flyers, etc.).
- Read diverse books with characters from different backgrounds.
- Discuss family traditions and celebrations.
- Create art projects inspired by different cultures.

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*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Count up to 20 objects, such as paper clips, windows, wheels, etc.
- Count to 100, beginning at any number. Ask your student to count to 100, beginning with numbers such as 15, 28, 47, or 61.
- Compare two numbers in real-life situations. Ask, "Who has more pockets on their clothing, you or me?" Your student might use matching or counting to find the answer.
- Show how five crayons can be put into two groups. Five can be a group of three and a group of two, and five can be a group of one and a group of four. Record this work in drawings and equations.
- Tell subtraction stories, such as, "Four birds were sitting on a fence. Three birds flew away. How many birds are on the fence now?" Have your student model with objects to show what is happening.
- Compare measurable attributes, such as height, by determining who is the taller or the shorter of two people.
- Go on a shape hunt to find circles, squares, rectangles, triangles, hexagons, cubes, cones, spheres, or cylinders.
- Use traditional counting objects from different cultures like Chinese abacus beads, African bead patterns, or Mayan calendar symbols to count items.
- Create a "pattern story" where the pattern represents a cultural story or tradition.
- Read stories from different cultures and discuss the math concepts embedded within the narrative, like counting animals in a traditional African folktale.

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).
- Different materials have the properties that are best suited for an intended purpose.

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 is integrated into the Next Generation Science Standards (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/*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- See science everywhere. Ask, "Why do you think...?" and "What would happen if ...?"
- Do science together by engaging in simple, hands-on experiments.
- Connect science with a family vacation. Explore non-formal education sites (museums, zoos, science centers, and aquariums).
- Visit your local library and check out magazines, videos, and books with a science focus.
- Look for patterns in the natural world.
- Discuss the cause and effect associated with an event.
- Encourage the engineering design process: Ask questions, make observations, and gather information about a simple problem.
- Plant a small "world garden" with herbs and vegetables from different continents, discussing where they originate and what climate they need to grow.
- Explore animals from various ecosystems (like polar bears, desert lizards, rainforest frogs) and discuss how their physical features help them survive in their unique environments.
- Explore traditional family recipes from different cultural backgrounds, discussing the science behind cooking techniques and ingredients.

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

- Describe ways in which students and families are alike and different across cultures.
- 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
- Civics
- Economics
- Multicultural
- Geography
- Financial Literacy

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

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Describe the importance of working together to complete tasks.
- Identify occupations of people in their school and home.
- Practice using the home address and phone number.
- Discuss the changes of seasons and how people adapt to those changes (e.g., wearing a coat when it is cold, using an umbrella when it rains).
- Examine how money is used.
- Practice trading objects or resources in the home (e.g., trading two cookies for one cupcake). Describe ways in which students and families are alike and different across cultures.
- Discuss individual choices.
- Describe ways in which students and families are alike and different across cultures.
- Discuss patriotic activities in the United States.
- Read books about other countries and their special cultures.
- Celebrate holidays and traditions from around the world.

Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility.

ADDITIONAL AREAS OF LEARNING

Humanity offerings vary by school. Other areas of learning that support reading, 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 or 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.
- Harmony by moving to major/minor music and speaking rhymes in parts.
- Form by moving to phrases in contrasting A and B sections of music.
- Expressive qualities by moving creatively through space showing speed and loudness in music, identifying instruments by sound, listening to music from varied cultures, and playing instruments using proper technique.

Students learn about movement concepts by identifying pathways, shapes, levels, force, speed, and direction.

- With guidance, listen to, sing, perform, and/or respond to concepts in music from a variety of cultures.

PHYSICAL EDUCATION - Students learn about:

- Motor skills, movement patterns, and safety by practicing basic locomotor and nonlocomotor 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.

ART - Students learn about:

- Art criticism or ways to 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.

WORLD LANGUAGE: SPANISH (If offered) – Students learn about:

- Interpersonal communication skills (listening and speaking) in the Spanish language through the exploration of various thematic elements, including people and family, school and community, animals and pets, food and eating habits, the four seasons, jobs and professions, and holidays.
- Interpretive communication skills (listening and reading) to comprehend audio, video, and written texts in Spanish, with a focus on the aforementioned themes of people and family, school and community, animals and pets, food and eating habits, the four seasons, jobs and professions, and holidays.
- Presentational communication skills (speaking and writing) through spoken and written Spanish. Expressive proficiency extends across diverse subjects, encompassing people and family, school and community, animals and pets, food and eating habits, the four seasons, jobs and professions, and holidays.
- Cultural understanding through both integrated and explicit instruction. Students in Kindergarten study the cultures of Honduras, Peru, Dominican Republic, Spain, Mexico, Argentina, Panama, and Colombia.
- At the Kindergarten level, students are expected to exhibit novice proficiency, reflecting a foundational yet limited command of the Spanish language. Within this proficiency tier, students can recognize memorized or familiar words, offer information by responding to straightforward questions, introduce themselves, and articulate preferences and dislikes using rehearsed or memorized vocabulary. At this initial stage of language acquisition, the proficiency level enables students to generate concise one-word responses, signifying the commencement of their linguistic development.
- Students understand the relationship between the practices and perspectives of the culture(s) studied.

- Students understand the relationship between the products and perspectives of the culture(s) studied.
- Students understand the nature of language through comparisons of the foreign language with their own language.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Students understand the concept of culture through comparisons of the cultures.

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 (e.g., admit, picnic, upset, tunnel).
- 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

- Write in complete sentences, starting with a capital letter and including ending punctuation.
- Use words, such as "first," "next," or "then," to signal the order of events, and expand writing with transitions.
- 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*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Sound out words when reading together.
- Ask questions about the stories your student is reading and use parts of the story to explain your thoughts.
- Practice reading both orally and silently with your student. Talk with your student about stories you are reading together.
- Encourage your student to write or tell stories in order, using words like first, next, and last.
- Encourage your student to use letter sounds to figure out how to spell words.
- Help your student keep a personal journal or diary to tell their own stories.
- Play word games. Example: Say the word "hat." Now change the "h" to "s." What is the new word?
- Cook a meal from a different country each week and talk about the ingredients and where they come from.
- Learn and practice greetings from different cultures together.

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*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

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

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/*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- See science everywhere. Ask, "Why do you think...?" and "What would happen if ...?"
- Do science together by engaging in simple, hands-on experiments.
- Connect science with a family vacation. Explore non-formal education sites (museums, zoos, science centers, and aquariums).
- Visit your local library by checking out magazines, CDs, videos, and books with a science focus.
- Look for patterns in the natural world > add "For example..."
- Discuss the cause and effect associated with an event.
- Encourage the engineering design process: Ask questions, make observations, gather information about a simple problem, and develop a solution for the problem.
- Read stories about diverse scientists like Jane Goodall or Mae Jemison, discussing their contributions to science and how they overcame challenges.
- Create drawings or collages of people with different skin colors, hair textures, and clothing styles to represent diverse communities.

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.
- Share stories that illustrate honesty, courage, friendship, respect, and responsibility; have students explain how the stories show these qualities.
- Discuss the importance of culturally, racially, and ethnically diverse people in building a strong and equitable community.

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
- Civics
- Economics
- Multicultural
- Geography
- Financial Literacy

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

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Discuss events that are happening at school.
- Identify occupations in the community that help people.
- Practice using your home address and phone number.
- Use maps of your community.
- Examine how money is used.
- Practice trading items.
- Name the President of the United States and the Governor of Nevada.
- Practice decision-making at home.
- Read picture books featuring characters from different backgrounds and discuss their unique experiences and traditions.
- Visit local cultural centers or stores in your community to learn about different cultures nearby.

ADDITIONAL AREAS OF LEARNING

Other areas of learning that support reading, 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 of information and the kind of information found in each source, identifying the library catalog as a source for finding materials in the library, and recognizing fact and opinion.
- Independent learning by seeking information of personal interest or 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.
- With limited guidance, demonstrate knowledge of listen to, sing, perform, and/or respond to concepts in music from a variety of cultures.

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.

ART – 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.

WORLD LANGUAGE: SPANISH (If offered) – Students learn about:

- Interpersonal communication skills (speaking and listening) in the Spanish language through the exploration of various thematic elements, including people, family, and greetings, housing, school, classroom, friendships, animals and pets, eating habits and the five senses, the four seasons, jobs and professions, holidays, and celebrations.
- Interpretive communication skills (listening and reading) to comprehend audio, video, and written texts in Spanish, with a focus on people, family, and greetings, housing, school, classroom, friendships, animals and pets, eating habits and the five senses, the four seasons, jobs and professions, holidays, and celebrations.
- Presentational communication skills (speaking and writing) through spoken and written Spanish. Expressive proficiency extends across diverse subjects, encompassing people, family, and greetings, housing, school, classroom, friendships, animals and pets, eating habits and the five senses, the four seasons, jobs and professions, holidays, and celebrations.
- Cultural understanding through both integrated and explicit instruction. Students in Grade 1 study the cultures of Mexico, Nicaragua, Chile, Costa Rica, Paraguay, Spain, Venezuela, and Cuba.
- In Grade 1, students persist in demonstrating novice proficiency, showcasing a foundational yet evolving grasp of the Spanish language. Within this proficiency level, students are heightening their awareness and expanding their utilization of memorized or familiar words. They are adept at providing information in response to straightforward questions, introducing themselves, and expressing preferences and dislikes through practiced or memorized vocabulary.
- Students understand the relationship between the practices and perspectives of the culture(s) studied.
- Students understand the relationship between the products and perspectives of the culture(s) studied.
- Students understand the nature of language through comparisons of the foreign language with their own language.
- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Students understand the concept of culture through comparisons of the cultures.

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*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Read all types of text, including magazines, news articles, and books.
- Read different types of storybooks together (e.g., folktales and fables). Discuss the central message, lesson, or moral of the story.
- Ask and answer questions (e.g., who, what, where, when, why, how) to understand details in the text (e.g., Who is the main character? Where does the story take place?).
- Discuss stories your student is reading. Ask questions about stories.
- Discuss characters and their actions as you read stories together. Ask your student to retell details from the story.
- Encourage your student to write every day by keeping a journal or diary with their own stories or concepts they know or learn.
- Add details and reasons to what your student is writing to support their opinion.
- Read stories about different holidays like Diwali, Lunar New Year, or Hanukkah.
- Write stories about characters from different backgrounds.

Discuss stories your student is reading. Ask questions about stories.

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 known sums (e.g., 6 + 7 = 6 + 6 + 1 = 12 + 1 = 13) and breaking a number apart leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9) to develop fluency (being fast and accurate).
- Use repeated addition (e.g., 5 + 5 + 5 + 5 = 20) to find 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 within 1,000.
- Use place value understanding and properties of operations (e.g., commutative property; 12 + 8 = 20, 8 + 12 = 20) to add and subtract within 100.

MEASUREMENT AND DATA

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

GEOMETRY

- Recognize and draw shapes based on a given number of angles and faces (e.g., pentagons have five angles; cubes have six equivalent surfaces called "faces").
- Partition (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*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Create and solve real-life mathematics problems together. Have your student make their own word problems, using drawings and explanations to show their thinking. Ask guiding questions like: Where should we start? Can you explain what's happening in the problem?
- Add and subtract mentally with numbers up to 100. Have your student share how they solved the problem. Did they use the strategy of using addition to solve a subtraction problem?
- Look for shapes around the house. Have your student identify angles and faces. Ask your student to make shapes out of materials around the house.
- Have them share brownies or crackers (rectangular shapes) and pizza and cookies (circular shapes), making two, three, or four equal shares.
- Use everyday tasks to explore mathematics concepts—create a schedule, count change, or measure objects around the house.
- Visit a local international market and have your child compare prices of different fruits and vegetables, calculating the total cost of a "shopping basket" with items from different countries.
- Mark important holidays from different cultures on a calendar and use them for counting days until the holiday or calculating the time difference between your location and the holiday's origin.

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.

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/*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- See science everywhere. Ask, "Why do you think...?" and "What would happen if ...?"
- Do science together by engaging in simple, hands-on experiments.
- Connect science with a family vacation. Explore non-formal education sites (museums, zoos, science centers, and aquariums).
- Visit your local library by checking out magazines, CDs, videos, and books with a science focus.
- Look for patterns in the natural world.
- Discuss the cause and effect associated with an event.
- Encourage the engineering design process: Ask questions, make observations, gather information about a simple problem, and develop a solution for the problem.
- Read books about animals from different continents, discussing how their physical features help them survive in their unique environments (e.g., polar bears in the Arctic, camels in the desert).
- Highlight the unique aspects of different cultures and ecosystems, emphasizing the value of diversity.

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.
- Examine major events in U.S. history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice.
- Explain how people from different groups work through conflict when solving problems throughout U.S. history.
- Discuss the contributions and positive impacts of culturally, racially, and ethnically diverse people in U.S. history.

CIVICS

- Describe the rights and responsibilities of citizenship.
- Explain how diverse individuals have played important roles in developing the nation's civic identity, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.

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.

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
- Civics
- Economics
- Multicultural
- Geography
- Financial Literacy

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

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Explore the importance of local landmarks and explain how they create a sense of community.
- Listen to and discuss news events in your community.
- Discuss the difference between rural and urban communities.
- Identify natural resources and where they can be found in your neighborhood.
- Examine reasons for saving money.
- Identify ways to share household resources.
- Describe traditional patriotic activities, holidays, or symbols from around the world.
- Use rules to guide behavior and resolve conflicts.
- Highlight the unique aspects of different cultures and ecosystems, emphasizing the value of diversity.
- Create a pretend passport where your student can "visit" different countries by learning about their geography, traditions, and famous landmarks.

ADDITIONAL AREAS OF LEARNING

Other areas of learning that support reading, 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.

Students learn about a variety of literature from various cultures and genres.

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, play, 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 AB, ABA, and rondo (ABACA) forms.
- Expressive qualities by moving creatively through space showing speed and loudness in music, categorizing instruments by material, listening to music from varied cultures, playing instruments using proper technique, and reading and writing musical symbols.
- With limited guidance, listen to, sing, perform, and/or respond to concepts in music from a variety of cultures.

PHYSICAL EDUCATION – Students learn about:

- Motor skills, movement patterns, and safety by applying locomotor and nonlocomotor 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.

ART – 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.

WORLD LANGUAGE: SPANISH (if offered) – Students learn about:

- Interpersonal communication skills (speaking and listening) in the Spanish language through the exploration of various thematic elements, including people, family, clothing, colors, activities at school, animals and pets, foods, eating habits, the five senses, places to visit, maps, the workplace, holidays, and celebrations.
- Interpretive communication skills (listening and reading) to comprehend audio, video, and written texts in Spanish, with a focus on people, family, clothing, colors, activities at school, animals and pets, foods, eating habits, the five senses, places to visit, maps, the workplace, holidays, and celebrations.
- Presentational communication skills (speaking and writing) are cultivated as students articulate their thoughts and ideas in both spoken and written Spanish. This expressive proficiency extends across diverse subjects, encompassing people, family, clothing, colors, activities at school, animals and pets, foods, eating habits, the five senses, places to visit, maps, the workplace, holidays, and celebrations.
- Cultural understanding through both integrated and explicit instruction. Students in Grade 2 study the cultures of Mexico, Bolivia, El Salvador, Ecuador, Spain, Uruguay, Puerto Rico, and Guatemala.
- In Grade 2, students proficiently extract essential information from memorized or familiar words and phrases, aided by gestures or visuals in informational texts. They adeptly engage in asking and answering simple questions on familiar topics, employing a blend of practiced or memorized words, phrases, and simple sentences. Additionally, students demonstrate effective communication by presenting information about themselves, expressing likes and dislikes on familiar topics, and delivering presentations on everyday subjects, all through a combination of practiced or memorized language elements.
- Students understand the relationship between the practices and perspectives of the culture(s) studied.

- Students understand the relationship between the products and perspectives of the culture(s) studied.
- Students understand the nature of language through comparisons of the foreign language with their own language.
- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Students understand the concept of culture through comparisons of the cultures.

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 (e.g., eight, together, people, laugh).
- 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*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Explore informational texts like news articles or magazines. Discuss maps, graphs, and key details together.
- Read different types of narrative books together (e.g., folktales, fables, myths). Discuss the central message, lesson, or moral of the story.
- Compare themes, settings, and plots from different stories written by the same author.
- Encourage your student to read more by reading books in a series or books by the same author.
- Use informational books and the internet to locate information. Use the information to write informative text.
- Encourage your student to write every day by keeping a journal or diary with their own stories or concepts they know or learn.
- Help your student add details and reasons to their writing to support opinions.
- Relate experiences in a text with real-life experiences.
- Explore cultural traditions through art, food, or clothing. Visit festivals, museums, or community events together.

MATHEMATICS

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

OPERATIONS AND ALGEBRAIC THINKING

- Understand properties of multiplication (e.g., 6 x 4 = 24, then 4 x 6 = 24, also, 3 x 5 x 2 can be solved by 3 x 5 = 15, and 15 x 2 = 30).
- Fluently (quickly and accurately) multiply and divide within 100 using the relationship between multiplication and division (e.g., 32 ÷ 8 can be solved by finding ? x 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 x 90 = 8 x 9 x 10 = 72 x 10 = 720).

NUMBER AND OPERATIONS – FRACTIONS

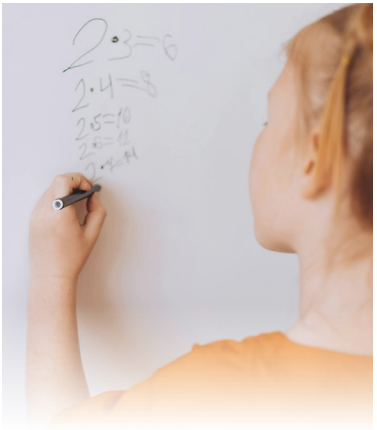
- Represent a fraction on a number line (e.g., from 0 to 1 is the whole, and the whole can be partitioned to show fractions, such as 1/4, 1/2, and 3/4).
- Explain equivalent fractions as fractions of the same size (e.g., 1/2 = 2/4, and 4/6 = 2/3) using visual models or a number line.
- Compare fractions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

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

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

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/*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- See science everywhere. Ask, "Why do you think…?" and "What would happen if …?"
- Connect science with a family vacation. Explore non-formal education sites (museums, zoos, science centers, and aquariums).
- Research a famous scientist.
- Visit your local library by checking out magazines, CDs, videos, and books with a science focus.
- Plant seeds from different parts of the world (like sunflower seeds, beans from Mexico, or herbs from the Mediterranean) and observe how they grow under similar conditions.
- Blindfold family members and try different fruits or spices from different regions, discussing the flavors and origins.

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.
- Examine major events in world history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice.
- Analyze how migrants and immigrants interact with people in their new community.

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.
- Use a map to explain how the unique characteristics of a place affect people's decisions to relocate both nationally and globally.
- Examine how environmental and cultural characteristics influence people's choices to live in different areas around the world.

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://doe.nv.gov/offices/office-of-teaching-and-learning/social-studies*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Discuss what it means to be an American citizen.
- Explain how memorials help us to honor and remember people.
- Practice using latitude and longitude when reading maps.
- Study ways people modify the physical environment.
- Examine prices of goods while shopping.
- Discuss what it means to use a bank account.
- Practice the Pledge of Allegiance and discuss its purpose.
- Describe what it means to be a good leader.
- Get a world map and mark different countries, researching a unique cultural aspect like traditional clothing, music, or landmarks for each location.
- Explore virtual tours of museums or landmarks from around the world to learn about different cultures.

ADDITIONAL AREAS OF LEARNING

Other areas of learning that support reading, 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.
- Genetics and its relationship to family history and personal health.

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 of 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.
- With limited guidance, listen to, sing, perform, and/or respond to concepts in music from a variety of cultures.

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.

ART – 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 or 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.

WORLD LANGUAGE: SPANISH (If offered) – Students learn about:

- Interpersonal communication skills (speaking and listening) in the Spanish language through the exploration of various thematic elements, including people, family, clothing, community, hobbies, animals and pets, foods, eating habits, the four seasons, jobs and professions, technology and inventions, traditions, holidays, and celebrations.
- Interpretive communication skills (listening and reading) to comprehend audio, video, and written texts in Spanish, with a focus on people, family, clothing, community, hobbies, animals and pets, foods, eating habits, the four seasons, jobs and professions, technology and inventions, traditions, holidays, and celebrations.
- Presentational communication skills (speaking and writing) through spoken and written Spanish. Expressive proficiency extends across diverse subjects, encompassing people, family, clothing, community, hobbies, animals and pets, foods, eating habits, the four seasons, jobs and professions, technology and inventions, traditions, holidays, and celebrations.
- Cultural understanding through both integrated and explicit instruction. Students in Grade 3 study the cultures of Peru, Argentina, Honduras, Colombia, Dominican Republic, Spain, Panama, and Mexico.
- In Grade 3, students proficiently extract essential information from memorized or familiar words and phrases, aided by gestures or visuals in informational texts. They adeptly engage in asking and answering simple questions on familiar topics, employing a blend of practiced or memorized words, phrases, and simple sentences. Additionally, students demonstrate effective communication by presenting information about themselves, expressing likes and dislikes on familiar topics, and delivering presentations on everyday subjects, all through a combination of practiced or memorized language elements.
- Students understand the relationship between the practices and perspectives of the culture(s) studied.
- Students understand the relationship between the products and perspectives of the culture(s) studied.
- Students understand the nature of language through comparisons of the foreign language with their own language.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Students understand the concept of culture through comparisons of the cultures.

Spanish language students ask and answer simple questions on familiar topics.

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 a research project.

LANGUAGE

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

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

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Read informational texts, including news and magazine articles and discuss the main idea and important details.
- Read aloud chapter books. Discuss the plot and characters. Ask questions, such as "What is the problem in the story?" "How is the main character changing and why?" Make connections to other books you have read together.
- Read and write poetry or watch plays together.
- Read stories and dramas together and discuss the characters and the motivations for their actions.
- Compare events or themes from two different stories.
- Encourage your student to write about real-life experiences. For example, write a letter to a family member to share recent events.
- Practice typing on the computer. There are many free typing activities and games for students on the Internet.
- Keep a summer journal.
- Relate experiences in a text with real-life experiences.
- Choose a diverse selection of books and discuss the themes of cultural identity, overcoming challenges, and respecting differences.
- Make a collage representing your family's heritage, including pictures of family members, traditional clothing, food, or landmarks.

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 (+, -, ×, ÷) 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 ÷ 7 = 9 because 9 x 7 = 63).
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two, two-digit numbers 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., 1/3 and 3/5) by creating common denominators or by comparing them to a benchmark fraction, such as 1/2.
- Use and understand decimal notation for fractions (e.g., 0.62 as 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*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Solve real-life word problems (e.g., if each person at a party will eat 3/8 of a pound of roast beef, and there will be five people at the party, how many pounds of roast beef will be needed?).
- Use drawings or models when solving problems. Ask questions that promote thinking: What is a good place to start? Does this problem remind you of another problem? Can you tell me what is happening in the story problem? What are you trying to figure out? Can you prove it? Can you solve it another way?
- Look for graphs in the newspaper, magazines, and advertisements. Ask questions about the data.
- Look for angles, lines, and shapes all around. Determine and classify shapes by their properties (e.g., parallel lines, perpendicular lines, angles, lines of symmetry).
- Explore different calendar systems around the world and use them to practice calculations related to dates and time.
- Share stories about famous mathematicians from diverse backgrounds, highlighting their contributions to the field and inspiring your student.

Ask questions that promote thinking: What is a good place to start? Does this problem remind you of another problem?

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/*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Connect science with a family vacation. Explore non-formal education sites (museums, zoos, science centers, and aquariums).
- Start family discussions on current science-related topics during meal time.
- Research a famous scientist.
- Visit your local library by checking out magazines, CDs, videos, and books with a science focus.
- Discuss the cause and effect associated with a phenomenon.
- Discuss the importance of engineering, science, and technology in the world.
- Encourage the engineering design process. Generate and compare many solutions to a problem. Plan and conduct fair tests to improve a design.
- Research different fruits and vegetables from around the world, trying new ones and discussing their origins and nutritional value.
- Learn about traditional practices of indigenous communities related to land stewardship and sustainable living, discussing how they can inspire modern conservation efforts.

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.
- Analyze how racism and discriminatory practices have led to oppression in Nevada.
- Analyze how diverse individuals and groups in Nevada led movements for social justice in response to discriminatory practices.

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

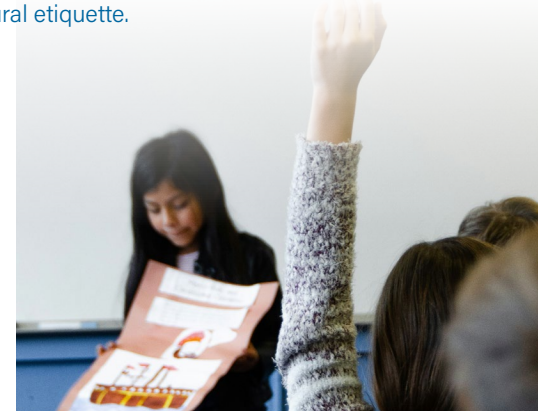
For more information on NVACS for Social Studies, refer to *https://doe.nv.gov/offices/office-of-teaching-and-learning/social-studies*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Discuss major news events, at both local and state levels.
- Define and practice social responsibility.
- Use maps of your community for directions.
- Study and discuss major economic issues in Nevada.
- Practice trading items to understand how consumers behave in society.
- Describe the role money and resources play in society.
- Identify the role of local government officials.
- Explain what it means to be a good citizen.
- Create a family tree or timeline showcasing your family's cultural background, including countries of origin, languages spoken, and important family traditions.
- Learn how to say "hello" and "goodbye" in different languages, practicing pronunciation and cultural etiquette.

Study and discuss major economic issues in Nevada.



ADDITIONAL AREAS OF LEARNING

Other areas of learning that support reading, 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.
- Genetics and its relationship to family history and personal health.

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 culture 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.
- With limited guidance, listen to, sing, perform, and/or respond to concepts in music from a variety of cultures.

PHYSICAL EDUCATION – Students learn about:

- Motor skills, movement patterns, and safety by applying locomotor and nonlocomotor movements, body control, and manipulative skills with mature patterns within physical activity.

- Movement concepts by applying strategies within 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.

ART – Students learn about:

- Criticism by evaluating the characteristics of the elements of art and principles of design and supporting their judgments with observation, analysis, historical/cultural context, and/or personal response.
- Aesthetics by engaging in aesthetic inquiry to explain 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.
- Art will be experienced through overarching themes or enduring ideas.

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.

WORLD LANGUAGE: SPANISH (If offered) – Students learn about:

- Interpersonal communication skills (speaking and listening) in the Spanish language through the exploration of various thematic elements, including people, family, clothing, community, hobbies, animals and pets, foods, eating habits, the four seasons, jobs and professions, technology and inventions, traditions, holidays, and celebrations.

- Interpretive communication skills (listening and reading) to comprehend audio, video, and written texts in Spanish, with a focus on people, family, clothing, community, hobbies, animals and pets, foods, eating habits, the four seasons, jobs and professions, technology and inventions, traditions, holidays, and celebrations.
- Presentational communication skills (speaking and writing) through spoken and written Spanish. Expressive proficiency extends across diverse subjects, encompassing people, family, clothing, community, hobbies, animals and pets, foods, eating habits, the four seasons, jobs and professions, technology and inventions, traditions, holidays, and celebrations.
- Cultural understanding through both integrated and explicit instruction. Students in Grade 4 study the cultures of Nicaragua, Paraguay, Mexico, Costa Rica, Cuba, Chile, Venezuela, and Spain.
- In Grade 4, students identify the topic and some isolated facts from simple sentences in informational texts. Students present personal information about their life and activities, using simple sentences most of the time. They identify the topic and some isolated elements from simple sentences in short fictional texts. Students understand familiar questions and statements from simple sentences in conversations. They interact with others to meet their basic needs related to routine everyday activities, using simple sentences and questions most of the time, and express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. Students request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. They express their preferences on familiar and everyday topics of interest, using simple sentences most of the time. Students in the grade present on familiar and everyday topics, using simple sentences most of the time.
- Students understand the relationship between the practices and perspectives of the culture(s) studied.
- Students understand the relationship between the products and perspectives of the culture(s) studied.
- Students understand the nature of language through comparisons of the foreign language with their own language.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Students understand the concept of culture through comparisons of the cultures.

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 that are grouped in a logical order.
- Write informative texts to examine a topic and present ideas and information clearly while grouping related information together.
- Use several resources (e.g., books on a topic, internet web pages) 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*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Read informational texts, including news or magazine articles and discuss the main points and important details.
- Read and write poetry or watch plays together.
- Read stories and dramas together; discuss the characters and their response to challenges.
- Compare characters or events in a story.
- Go to the library or look online for books and articles on a topic that is of interest to your student.
- Read fact- and opinion-based articles and discuss the differences.
- Encourage your student to write about real-life experiences. For example, write a letter to a family member to share recent events.
- Practice typing on the computer. There are many free typing activities and games for students on the Internet.
- Relate experiences in a text with real-life experiences.
- Select stories with themes like immigration, cultural traditions, or overcoming obstacles that highlight different cultures and experiences.
- Create a visual representation of their family history, including photos, cultural symbols, and personal stories about their ancestry.

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

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Create stacks of objects (playing cards, plastic cups, etc.). Have your student figure out the number of objects each stack would contain if the amount in each stack was redistributed equally.
- Ask your student to write a fraction (e.g., 4/5) and determine an equivalent fraction (e.g., 12/15). Have your student draw a model and explain why these are equivalent fractions.
- Encourage your student to use drawings and equations when solving problems.
- Draw and cut out 2D shapes. Sort the shapes into categories based on properties, such as angles, number of sides, and parallel and/or perpendicular lines.
- Plan a pretend family vacation to a different country, calculating costs for flights, accommodation, and activities using real exchange rates.
- Discuss how people from different cultures use math in their daily lives (e.g., market vendors, architects, musicians).

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 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/*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Create a sundial using simple materials from home. Track the sun's movement using the shadow from the sundial. Discuss why the shadow from the sundial moved. Observe the night sky. Track and record the movement of objects in the night sky.
- Research different types of desert gardening. Develop a plan for a garden and discuss the living (biotic) and nonliving (abiotic) parts of the garden system. Plant a small garden in the yard or a box garden by a window.
- Study the water use (or material use) in your household. Develop a plan to reduce water usage or waste in your home.
- Investigate the science of cooking by helping your student mix ingredients to make new recipes. Discuss the changes in the properties of the ingredients.
- Visit local, state, and national parks. Encourage your student to draw a model of how the atmosphere, hydrosphere, biosphere, and geosphere interact at a local level.
- Encourage the engineering design process. Generate and compare many solutions to a problem. Plan and conduct fair tests to improve a design.
- Cook a meal from a different culture that features ingredients from a specific region, discussing the plants and animals that are native to that area.
- Explore the different ecosystems around the world like rain forests, deserts, oceans, and polar regions, researching the unique plants and animals found there.

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.
- Analyze how and why racial, ethnic, and other groups were oppressed in early American history.
- Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history.

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
- Civics
- Economics
- Multicultural
- Geography
- Financial Literacy

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

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Visit local museums.
- Discuss major news events on local, state, national, and world levels.
- Study states and capitals on a map.
- Examine the cultural identity of our community.
- Discuss how supply and demand impact price.
- Examine how one person's spending becomes another person's income.
- Explain what it means to be a leader.
- Discuss the sources of information you use to form an opinion.
- Make a calendar highlighting major holidays celebrated around the world, noting the dates, traditions, and cultural significance.
- Read children's books featuring characters from different backgrounds and discuss the challenges and triumphs they face.

ADDITIONAL AREAS OF LEARNING

Other areas of learning that support reading, 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.
- The impact genetics and family history have on personal health.

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 nonlocomotor 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.

ART – 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.
- Art will be experienced through overarching themes or enduring ideas.

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).

WORLD LANGUAGE: SPANISH (If offered) – Students learn about:

- Interpersonal communication skills (speaking and listening) in the Spanish language through the exploration of various thematic elements, including people, family, clothing, community, hobbies, animals and pets, foods, eating habits, the four seasons, jobs and professions, technology and inventions, traditions, holidays, and celebrations.
- Interpretive communication skills (listening and reading) to comprehend audio, video, and written texts in Spanish, with a focus on people, family, clothing, community, hobbies, animals and pets, foods, eating habits, the four seasons, jobs and professions, technology and inventions, traditions, holidays, and celebrations.
- Presentational communication skills (speaking and writing) through spoken and written Spanish. Expressive proficiency extends across diverse subjects, encompassing people, family, clothing, community, hobbies, animals and pets, foods, eating habits, the four seasons, jobs and professions, technology and inventions, traditions, holidays, and celebrations.
- Cultural understanding through both integrated and explicit instruction. Students in Grade 5 study the cultures of Bolivia, Spain, El Salvador, Puerto Rico, Guatemala, Uruguay, Mexico, and Ecuador.
- In Grade 5, students understand, interpret, or analyze authentic informational texts. Students understand, interpret, or analyze authentic fictional texts. They understand, interpret, or analyze in conversations and discussions. Students request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Students interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. They express, react to, and support preferences and opinions. Students present information to narrate about their lives, experiences, and events. They present information to give a preference, opinion, or persuasive argument. Students present information to inform, describe, or explain.

- Students understand the relationship between the practices and perspectives of the culture(s) studied.
- Students understand the relationship between the products and perspectives of the culture(s) studied.
- Students understand the nature of language through comparisons of the foreign language with their own language.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Students understand the concept of culture through comparisons of the cultures.

TOGETHER – PREPARING OUR STUDENTS

MAGNET SCHOOLS

District magnet programs are designed to develop students' talents, interests, and abilities by offering specialized learning opportunities related to various themes. Students from across the District may apply to a magnet program regardless of the Region in which they reside; however, transportation will only be provided to students living within the designated transportation boundary for the magnet program. The purpose of magnet programs is to improve student achievement, promote diversity, and create an awareness of career opportunities relative to the fields of study in which students may be interested, while also fostering their unique skills and passions. Families can explore these opportunities through a variety of events beginning in the fall of each year, such as magnet fairs, parent/guardian workshops, school tours, and shadowing opportunities. The application for magnet schools opens early fall and closes the second Tuesday of each January. For additional information, please visit *magnet.ccsd.net*.

DUAL LANGUAGE IMMERSION PROGRAMS

The Dual Language Immersion (DLI) program is an innovative educational initiative wherein students receive comprehensive instruction in both English and Spanish. This pedagogical approach is designed to foster academic excellence, instill biliteracy and bilingualism, and cultivate cultural competence among participants. The program strategically teaches grade-level content in both English and Spanish.

For more information, visit *https://sites.google.com/nv.ccsd.net/duallanguageimmersion/home*.

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 short-term 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 and families. The school counselor develops and implements programs and strategies that align with student needs and promote equity, access, and success for all students. The school counselor advocates for and provides support to students, especially those who may face barriers to success, ensuring equitable access to resources and opportunities.

Counseling services promote culturally responsive and inclusive environments that meets diverse needs. Additionally, the school counseling program provides the foundation for personal social-emotional growth as students progress through school and into adulthood.

Resource documents for parents/guardians and students are available at *http://ccsd.net/departments/guidance-counseling/*.

MAP GROWTH *(Subject to change based on Board approval)*

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. MAP resources for families and students are available in English and Spanish at *https://aarsi.ccsd.net/assessment/map-resources*.

COMPUTER ACCESS

All District students will be provided a computing device, a Chromebook. The District will provide home Internet connectivity solutions (or subsidies) to families who qualify. Parents/Guardians should inform their student's school if they are in need of these services.

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 Pre-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, targets specific knowledge, skill, and/or concept gaps for identified students based on data. Tier II is targeted instruction using evidence-based, scientifically researched strategies and instructional materials for targeted groups of students who are not making adequate progress in Tier I instruction. It is typically provided to small groups of students with similar academic or behavioral challenges, monitoring student progress over time.

Tier III (Intensive Instruction and Supports): Tier III 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, the District 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.

FAMILY ENGAGEMENT

The Family Engagement Department provides all District families with valuable resources and learning opportunities. The mission of the Family Engagement Department is to empower and educate families to support their student's overall wellbeing and academic achievement.

University of Family Learning

The Family Engagement Department implements the University of Family Learning (UFL), which provides families of students of all ages with educational resources and support. There are over 100 UFL classes in four focus areas: parents/guardians as teaching partners; navigating the school system; involvement, leadership, and advocacy; and promoting wellness and development. Classes are offered at all 11 Family Engagement Centers, all District school sites, throughout the community, and in digital/virtual formats. For times and locations, check the UFL calendar at *engage.ccsd.net*, call (702) 799-0303, or contact your student's school.

Family Engagement Centers

Title I Family Engagement Centers are located in Title I elementary schools, one Title I middle school, and one Title I high school throughout the District. In collaboration with community and District partners, these centers provide programs and resources to support student achievement and foster strong family-school partnerships. Families are invited to participate in early childhood classes for parents/guardians and 3–5-year-olds, English classes for adults, Rosetta Stone licenses are available for adult family members, workshops, and receive technology support at all the centers. The Family Engagement Centers are free and open to Title I families. Services are offered in English and Spanish. For the locations of these centers, visit *engage.ccsd.net* or call (702) 799-0303, Option 2.

CCSD Family Support Center

The CCSD Family Support Center assists District students and their families, catering to various needs including family engagement activities, adult English classes, a pediatric health clinic, employment assistance, college counseling, and school registration procedures.

Additionally, the center aims to foster a welcoming environment for newcomer students and families adjusting to life in Nevada by providing District orientations, refugee supportive services, and assistance navigating procedures as a new District student and family.

For additional information about all the supportive services the CCSD Family Support Center provides, visit *http://familysc.ccsd.net/* or call (702) 799-0072. Information is also available on social media platforms including Facebook and Instagram. To make an appointment at the UNLV Health Pediatric Clinic located at the CCSD Family Support Center, call (702) 586-9943.

Family Academy

Family Academy events are free learning opportunities for all Title I District families and their students. Hosted on Saturdays, these events are designed to provide engaging workshops and practical resources for families to support the academic success and wellbeing of their students. Workshops include interactive experiences and in-depth discussions that provide families with tools to support learning at home and enhance the educational experience of their students. Participants may attend sessions for adults only or sessions for families learning together. Childcare for District students will be provided for the adult sessions. Dates of upcoming Family Academy events are posted on *engage.ccsd.net* or call (702) 799-0303.

Super Saturdays

Super Saturday events are family learning opportunities offered through the Family Engagement Department in collaboration with Las Vegas key stakeholders and community partners. Each Super Saturday event is designed to provide Title I families and students the opportunity to gain valuable strategies, engage in rich learning experiences, and connect with free resources to support their student's academic success and wellbeing. Super Saturday events offer a platform for communities to come together for the common goal of student achievement. Dates of upcoming Super Saturday events are posted on *engage.ccsd.net* or call (702) 799-0303.

VEGAS PBS

Support your student's learning with resources from Vegas PBS at *vegaspbs.org/education*. PBS KIDS for Parents is a trusted source for information on student development, early learning, and expert tips on raising students. Enjoy educational kids activities and fun games for students ages 2–8 inspired by favorite PBS KIDS programs. Also, PBS LearningMedia makes learning easy and fun for students in Pre-Kindergarten–Grade 12. The website offers easy access to thousands of free resources to help students excel in any subject: science, social studies, mathematics, ELA, and more. The educational content includes videos, pictures, and interactive content, as well as educational games and activities based on favorite PBS KIDS programs. Hundreds of resources are also available in Spanish.

INFINITE CAMPUS

The District's student information system Infinite Campus (IC) provides real-time information about student achievement and so much more. Students can access attendance, grades, homework assignments, and classwork, while parents/guardians can view each student's information within their household who is enrolled in a District school.

TIPS FOR PARENTS/GUARDIANS

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

Additional information is available at *https://ccsd.net/departments/guidance-counseling/*.

safevoice

Students, parents/guardians, and faculty throughout Nevada have access to SafeVoice, an anonymous reporting system used to report threats to the safety or wellbeing of students. SafeVoice was established by the Nevada Department of Education under Senate Bill 212 in 2017 to protect student wellness, prevent violence, and save lives. SafeVoice is found in Nevada Revised Statutes 388.1451 to 388.

In partnership with the Nevada Department of Public Safety, the SafeVoice program provides students with a safe place to submit tips concerning their own safety or that of others. A fully trained professional team of experts responds in an appropriate manner 24/7/365. Tips always stay anonymous.

SafeVoice reports can be made through the hotline by calling (833) 216-SAFE (7233), electronically at *safevoicenv.org*, or through a free mobile app available in the app store for either Android or iPhone.

TALKING WITH YOUR STUDENT'S TEACHER

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

- How can we support what you're doing in the classroom at home?
- What would you like to know about my student's background, cultural identity, and home life to better support their learning and development?
- In addition to the learning expectations in this document, what else is my student learning?
- May I see examples of my student's work and how it does or doesn't meet these learning expectations?
- How is my student's academic and behavioral progress measured throughout the year?
- If my student is not on grade level, what support will the school offer to address their unique needs, including cultural and language considerations? How can I help at home?
- If my student is at or above grade level, what enrichment and support will the school offer? How can I help at home?

TALKING WITH YOUR STUDENT

- Talking together often about school and progress toward learning expectations helps you know how to support your student's learning.
- Praise your student for their hard work and achievements at school, and celebrate the ways their cultural identity influences their learning and accomplishments.
- Ask your student to show you their work and discuss what they are learning in school. Encourage them to share how their cultural background influences their approach to the material or the challenges they face.
- Ask questions to learn more about your student's thinking: How do you know? What do you notice? How does your culture or family perspective influence your approach to this?
- Check progress reports and report cards for grades, attendance, and behavior, and connect with your student about their progress and learning goals. This information can be accessed by parents/guardians and students in IC.

EXTENDING LEARNING AT HOME

Learning starts and ends at home. Here are some ways you can support your student:

- Use this document to focus on the learning expectations. Incorporate activities that consider your student's cultural background and interests to make learning more relevant at home.
- Set up and maintain routines at home for homework, studying, and learning.
- Check to see that your student has done all the work assigned. Sign the homework if required by your student's school.
- Set up a quiet and comfortable place for you and your student to read and learn.
- Put books, puzzles, games, etc., in a special place your student can access whenever they want.
- Discuss activities your student can do at home that relate to what they are learning at school, and explore how these activities can incorporate cultural learning and experiences.

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CCSD

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