GRADE ONE
ENGLISH LANGUAGE ARTS/READING
GRADE ONE

STANDARDS

Nevada Grades K-12 Content Standards

1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text.

2.0 Students use reading process skills and strategies to build comprehension.

3.0 Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

4.0 Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

5.0 Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

6.0 Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.

7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.

8.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

9.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

10.0 Students participate in discussions to offer information, clarify ideas, and support a position.

11.0 Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

WORD ANALYSIS AND DECODING

PHONOLOGICAL AWARENESS AND PHONEMIC AWARENESS

It is expected that students will:

(1)1.1 identify and produce oral rhymes [NS 3.1.5]
(1)1.2 identify and work with syllables in spoken words
(1)1.3 identify and work with onsets and rimes in spoken syllables
(1)1.4 identify and work with single syllable spoken words [PS 1.1.A1]
   a. initial sounds
   b. final sounds
   c. medial sounds
ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

d. blending sounds
e. segmenting sounds
f. manipulating sounds (add, delete, change target sound) [PS 1.1.A3]
g. long and short vowel sounds [PS 1.1.A2]

PHONICS

It is expected that students will:

(1)1.5 name all upper and lower case letters
(1)1.6 use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression [NS/PS 1.1.1]
a. environmental print
b. base and irregular sight words [PS 1.1.A4]
c. compound words
d. contractions
e. content area words
(1)1.7 use phonics (letter/sound relationships) to decode words in context [NS/PS 1.1.2]
a. consonant sounds (initial, medial, final)
b. two-letter initial consonant blends
c. final blends (nd, nk, ng, nt, ck)
d. two-letter consonant digraph (th, sh, ch, wh)
e. knowledge of word families [NS/PS 1.1.2]
(1)1.8 use knowledge of simple spelling patterns when reading [NS/PS 1.1.4]
a. short vowels (CVC=cat)
b. long vowels (CVCe=cake, CVVC=boat, CVCC=high)
c. vowel digraphs [ai (rain), ay (day), ea (seat), ea (bread), ee (peek), oa (boat),
   ue (blue), oo (look)]
d. blends and digraphs
(1)1.9 use knowledge of common prefixes, suffixes, and abbreviated words to identify words in context [NS/PS 1.1.3]
(1)1.10 apply basic knowledge of alphabetical order [NS 1.1.4]
(1)1.11 identify synonyms and antonyms in context [NS/PS 1.1.5]
(1)1.12 spell basic sight words and frequently used words correctly
(1)1.13 use patterns and structure rules to correctly spell words
a. onset and rime (word families)
b. short vowels
c. long vowels
d. common consonant blends
e. common digraphs
f. plurals using –s and –es
g. add suffixes –ed and –ing
h. contractions
(1)1.14 expand usage of oral and written vocabulary
a. basic sight words
b. multiple meaning words, synonyms, antonyms
ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

(1)1.15 use concepts of print
   a. identify cover, title, author, and illustrator
   b. use left to right directionality
   c. use return sweep
   d. use one-to-one matching

VOCABULARY
It is expected that students will:

(1)1.16 develop vocabulary by listening to and discussing selections read aloud
(1)1.17 develop vocabulary through meaningful experiences (e.g. wide reading, discussion of word meanings, interactive activities, examples and non-examples)
(1)1.18 classify categories of words (e.g. concrete collections of animals, foods, toys)
(1)1.19 use knowledge of antonyms and synonyms to determine meanings of words
(1)1.20 expand usage of oral and written vocabulary
   a. basic sight words
   b. multiple meaning words, synonyms, antonyms

READING COMPREHENSION – PROCESS SKILLS AND STRATEGIES
It is expected that students will:

(1)2.1 use pre-reading, during, and post-reading strategies to aid comprehension [NS 2.1.1]
   a. access prior knowledge
   b. make predictions
   c. preview text
   d. set a purpose
   e. make connections to personal experiences and knowledge
   f. connect, compare, and contrast the story elements in text
   g. discuss authors and illustrators
(1)2.2 respond to and generate questions
(1)2.3 locate picture clues, words, and/or sentences to answer questions
(1)2.4 determine importance in stories
   a. recall important details/facts of the text while reading [NS/PS 2.1.3]
   b. sequence
   c. identify purpose
   d. identify main idea/concepts
(1)2.5 form mental pictures before, during, and after reading
(1)2.6 draw inferences using prior knowledge, textual information, and pictures
(1)2.7 retell details of text [NS/PS 2.1.4]
(1)2.8 use self-correcting strategies to aid comprehension [NS 2.1.2]
   a. use phonic skills to decode words
   b. know when meaning is lost
   c. ask questions
   d. use context clues
   e. reread
ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

(1)2.9 use knowledge of familiar vocabulary words to comprehend
(1)2.10 demonstrate fluency (see fluency chart, Resource Section)
a. read decodable and predictable text with fluency [PS 2.1.A1]
b. read aloud fiction and nonfiction with fluency and expression [PS 2.1.A1]
c. read with appropriate rate and accuracy
(1)2.11 locate information from graphic features [PS 2.1.A2]

READING COMPREHENSION - LITERATURE

It is expected that students will:
(1)3.1 listen to and read stories from different cultures and eras  [NS 3.1.3]
(1)3.2 read independently daily
a. select books of choice
b. state a personal reaction to a story
c. compare stories and express a preference
(1)3.3 participate daily in guided reading
(1)3.4 respond to literature selections
a. retell details of text
b. discuss text
c. answer literal questions (who, what, when, where, why and how)
d. draw/illustrate responses
e. write responses
(1)3.5 identify literary elements  [NS/PS 3.1.1]
a. character
b. setting
c. sequence of events
d. problem/solution
(1)3.6 distinguish between real and make-believe
(1)3.7 read and identify poetry and prose  [NS 3.1.7]
(1)3.8 identify rhythm, rhyme, and alliteration  [NS/PS 3.1.5]
(1)3.9 identify simple character traits and predict story outcome  [NS/PS 3.1.2]

READING COMPREHENSION - INFORMATIONAL TEXTS

It is expected that students will:
(1)4.1 locate and use text features to obtain information  [NS/PS 4.1.1]
a. title, table of contents, index, glossary, labels, and captions
b. pictures (photographs), charts, and graphs
c. names of author(s) and illustrator(s)
(1)4.2 identify cause and effect  [NS/PS 4.1.2]
(1)4.3 identify main idea  [NS/PS 4.1.2]
(1)4.4 use text, pictures, and graphs to answer questions  [NS/PS 4.1.3]
(1)4.5 respond to text information
a. retell details of text
b. discuss text
c. answer literal and inferential questions
ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

d. draw/illustrate responses
e. write responses

(1)4.6 read and follow a simple direction to perform a task [NS/PS 4.1.6]

WRITING - COMPOSITION

It is expected that students will:

(1)5.1 participate in daily writing activities
   a. journals/learning logs
   b. literature responses
c. questions
d. letters/notes

(1)5.2 write to communicate
   a. identify a purpose for writing
   b. write for a variety of purposes

(1)5.3 write friendly notes [NS 5.1.2]

(1)5.4 write, with teacher assistance, responses to literature [NS/PS 5.1.4]

(1)5.5 write simple stories [NS/5.1.3]

(1)5.6 use a source to write a simple informative paper with teacher assistance [NS/PS 5.1.1]

WRITING - PROCESS

It is expected that students will:

(1)6.1 use all of the steps in the writing process [PS 6.1.A1]
   a. prewriting
   b. drafting
c. revising
d. editing
e. publishing

(1)6.2 become familiar with and use the analytic writing traits
   a. ideas
   b. organization
c. voice
d. word choice
e. sentence fluency
f. conventions

(1)6.3 generate and select, with teacher assistance, ideas for writing [NS 6.1.1]
   a. use pre-writing strategies
   b. brainstorming ideas for a topic
c. generate ideas with supporting (relevant) detail

(1)6.4 organize and sequence ideas, with teacher assistance, through drawing and discussing
   [NS/PS 6.1.2]

(1)6.5 identify, with teacher assistance, an audience for writing [NS 6.1.6]

(1)6.6 write, with teacher assistance, stories or other compositions [NS/PS 6.1.3]

(1)6.7 ask questions to clarify ideas and gather feedback for revision

(1)6.8 use conferencing strategies
ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

(1)6.9 revise writing, with teacher assistance, to include relevant details for clarity of: [NS 6.1.4]
   a. ideas
   b. organization
   c. voice
   d. word choice
   e. sentence fluency

(1)6.10 edit writing, with teacher assistance, conventions of writing [NS 6.1.5]
   a. correct spelling
   b. grammar
   c. punctuation
   d. sentence structure

(1)6.11 read and share writing with others [NS 6.1.7]
   a. select draft to be published
   b. select a written piece to share with an audience
   c. display a written selection through informal/formal publications

WRITING - MECHANICS

It is expected that students will:

(1)7.1 write complete sentences [NS/PS 7.1.2]
(1)7.2 use nouns, verbs, adjectives, and pronouns in writing [NS/PS 7.1.1]
(1)7.3 use capitalization [NS/PS 7.1.4]
   a. names
   b. months
   c. days of the week
   d. words at the beginning of sentences
   e. pronoun “I”
(1)7.4 use end punctuation correctly [NS/PS 7.1.3]
   a. telling sentences
   b. asking sentences
   c. sentences showing excitement
(1)7.5 use correct punctuation
   a. ending punctuation
   b. comma in dates
   c. comma between city and state
(1)7.6 identify and use simple contractions correctly [NS/PS 7.1.3]
(1)7.7 identify and use singular possessives correctly [NS/PS 7.1.3]
(1)7.8 use correct spelling [NS/PS 7.1.5]
   a. CVC words
   b. frequently used words (e.g., the, is, my)
(1)7.9 print legibly [NS 7.1.6]
   a. use left-to-right, top-to-bottom directionality
   b. use correct spacing between letters and words
   c. form manuscript (ball and stick) letters correctly
LISTENING

It is expected that students will:

(1)8.1 listen for a variety of purposes [NS/PS 8.1.1]
(1)8.2 identify purposes for listening such as to obtain information, to solve problems, or for enjoyment [NS/PS 8.1.1]
(1)8.3 listen to different types of literature
a. stories
b. nonfiction
c. poems
d. music (lyrics)
e. drama
f. multimedia
(1)8.4 recognize that different dialects exist [NS 8.1.3]
(1)8.5 attend and respond to presentations [NS 8.1.2]
(1)8.6 recall presented material in sequence
(1)8.7 link new information to prior knowledge
(1)8.8 follow simple oral directions to complete a task [NS/PS 8.1.4]

SPEAKING

It is expected that students will:

(1)9.1 participate in various forms of oral communication
a. interact verbally in informal situations
b. music
c. drama
d. storytelling
e. role playing
(1)9.2 communicate in complete sentences
(1)9.3 speak clearly at an understandable pace [NS 9.1.2]
(1)9.4 use varied vocabulary to communicate ideas [NS 9.1.1]
(1)9.5 present ideas and ask questions in small and large groups [NS 9.1.3]
(1)9.6 rephrase a question or problem
(1)9.7 recount experiences and retell stories in sequence [NS/PS 9.1.4]
(1)9.8 give clear directions to complete a simple task [NS/PS 9.1.5]

DISCUSSION

It is expected that students will:

(1)10.1 demonstrate turn-taking in conversations and group discussions [NS 10.1.1]
(1)10.2 ask and answer questions to gather and provide information [NS/PS 10.1.2]
(1)10.3 share ideas and information in small groups [NS 10.1.3]
RESEARCH AND STUDY SKILLS

*It is expected that students will:*

(1)11.1 formulate questions, with teacher assistance, to explore areas of interest [NS/PS 11.1.1]
(1)11.2 locate and use, with teacher assistance, reference materials and technology [NS 11.1.2]
(1)11.3 share, with teacher assistance, research findings using various media [NS 11.1.5]
(1)11.4 construct a simple graphic organizer (e.g., story map, semantic web, web, chart, graph)
(1)11.5 use test-taking strategies
(1)11.6 know and use alphabetical order to help find information [PS 11.1.4]
GOALS

The goals of the first grade “Español para ti” Video/DVD Program are to acquaint students with oral/aural Spanish, to develop listening and speaking proficiencies, and to introduce students to Hispanic cultures. This FLES program is based on the principles of spiral learning which states that language acquisition takes place over time when there is ample opportunity for review and practice, and that mastery of concepts requires constant repetition. Therefore, the first-grade experiences will be revisited throughout the length of the program to ensure acquisition.

When listening, the children will comprehend basic vocabulary, structures, and expressions essential for everyday communication. When speaking, the children will respond to simple questions, statements, and commands using words, phrases, songs, and in some instances short sentences. For the study of culture, the students will be introduced to the 20 Spanish-speaking countries and many Hispanic customs. The FLES Video/DVD Guide provides a complete overview of the first grade Spanish curriculum which includes: listening, speaking, and cultural objectives for every lesson; accompanying reinforcement activities; and music activities. All activities are designed to be interactive and to accommodate various learning styles.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

TARGET VOCABULARY

- Greetings and farewells
- 8 positive commands
- 14 classroom objects
- 12 parts of the body
- 8 weather expressions
- 12 articles of clothing
- The first six months of the year
- 9 family members
- Numbers 1-50
- 11 colors
- Days of the week
- 8 idiomatic expressions for feelings
- 8 domestic animals

STRUCTURES

Answer the following questions using the target vocabulary:

- ¿Cómo te llamas? (What is your name?)
- ¿Cómo estás tú? (How are you?)
• ¿Qué día es hoy?  (What day is it?)
• ¿Qué número es?  (What number is this?)
• ¿Cuántos años tienes tú?  (How old are you?)
• ¿Qué es esto?  (What is this?)
• ¿Quién es?  (Who is it?)
• ¿Qué tiempo hace?  (What is the weather like?)
• ¿De qué color es?  (What color is it?)
HEALTH
GRADE ONE

STANDARDS

Nevada Grades K-12 Content Standards
1.0 Students will comprehend concepts related to health promotion/disease prevention.
2.0 Students will demonstrate the ability to access valid health information and health-promoting products and services.
3.0 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4.0 Students will analyze the influence of culture, media, technology, and other factors on health.
5.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6.0 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7.0 Students will demonstrate the ability to advocate for personal, family, and community health.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PERSONAL HEALTH AND FITNESS
It is expected that students will:
(1)1.1 explain the benefits of physical fitness and the importance of adequate sleep
(1)1.2 describe proper hygiene methods to care for eyes, ears, skin, and hair and their importance to health and fitness
(1)1.3 describe how brushing teeth is important for health
(1)1.4 describe characteristics of friends and trusted adults

GROWTH AND DEVELOPMENT
It is expected that students will:
(1)2.1 describe ways in which the body changes as it grows (e.g., taller, stronger, bigger)
(1)2.2 use five senses to investigate the natural world

NUTRITION
It is expected that students will:
(1)3.1 identify examples of healthy snacks that promote growth and well-being
(1)3.2 categorize foods into various groups (e.g., fruits/vegetables, solids/liquid, breakfast/lunch/dinner)
HEALTH GRADE ONE (continued)

(1)3.3 describe the importance of eating a healthy breakfast
(1)3.4 discuss the importance of water and how it relates to good health

SUBSTANCE ABUSE PREVENTION

*It is expected that students will:*

(1)4.1 discuss why some medicines are never to be taken unless prescribed by a doctor and/or given by a trusted adult
(1)4.2 describe the proper use of medicines
(1)4.3 identify some poisonous household substances and describe their uses and potential dangers
(1)4.4 explain why assistance is needed from a trusted adult before touching, smelling, or tasting any unknown substance
(1)4.5 discuss ways to say no to peers and strangers

SAFETY

*It is expected that students will:*

(1)5.1 recite name, address, and telephone number and use of “9-1-1” for emergencies
(1)5.2 discuss safety practices (e.g., walking, riding a bicycle, obeying traffic signs, riding the bus, and traveling in a vehicle)
(1)5.3 identify fire safety procedures
(1)5.4 name safe places to play
(1)5.5 discuss the appropriate use of playground equipment and safety practices to follow when playing
(1)5.6 state simple first-aid steps for superficial wound care (e.g., cuts, bumps, scrapes)
(1)5.7 explain how to handle potentially dangerous situations involving strangers

DISEASE PREVENTION

*It is expected that students will:*

(1)6.1 discuss ways in which health professionals help prevent and cure illness
(1)6.2 state the importance of regular check-ups and following the advice of health professionals
(1)6.3 discuss what germs are and how they are transmitted
(1)6.4 identify hand washing as a way to prevent the spread of germs and illness

COMMUNITY/CONSUMER HEALTH

*It is expected that students will:*

(1)7.1 identify community safety workers and their job responsibilities
(1)7.2 discuss examples of emergency situations and ways to obtain assistance
ENVIRONMENTAL HEALTH

*It is expected that students will:*

(1)8.1 discuss environmental safety (e.g., avoiding flood channels, identifying safe drinking water)
LIBRARY
GRADE ONE

STATE OF NEVADA INFORMATION LITERACY STANDARDS

1.0 The student who is information literate accesses information efficiently and effectively.
2.0 The student who is information literate evaluates information critically and competently.
3.0 The student who is information literate uses information accurately and creatively.
4.0 The student who is an independent learner is information literate and pursues information relating to personal interest.
5.0 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
6.0 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
7.0 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
8.0 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
9.0 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

INFORMATION ACCESS

It is expected that students will:

(1)1.1 give an example of a situation in which additional information (beyond one’s own knowledge) is needed to resolve an information problem or question [NS 1.A.0]; [ELA/PS 9.1.4]

(1)1.2 recognize examples of accurate and inaccurate information and of complete and incomplete information [NS 1.B.0]; [ELA/PS 8.1.1,10.1.2]

(1)1.3 state at least one broad question that will help in locating needed information [NS 1.C.1]; [ELA/PS 10.1.2,11.1.1]

(1)1.4 explore a variety of sources of information and the kind of information found in each [NS 1.D.0]; [ELA/PS 4.1.3,2.1.A2, 4.1.1, 4.1.3]
   a. learn that information is available from non-fiction books, computer software, and other multi-media resources
   b. identify the library catalog as a source for finding materials in the library
   c. identify and use parts of a book to gather information including cover, spine, title page, and verso page
LIBRARY GRADE ONE (continued)

(1)1.5 list some ideas for how to identify and find needed information [NS 1.E.1]; [ELA/PS 6.1.2]
   a. identify the available materials in the library including easy fiction, non-fiction, and magazines
   b. locate the available materials in the library including easy fiction, non-fiction, and magazines

INFORMATION EVALUATION

It is expected that students will:

(1)2.1 define and give examples of the term “accuracy” [ELA/PS 2.1.4, 9.1.4]
(1)2.2 recognize fact and opinion [ELA/PS 4.1.2, 8.1.1]
(1)2.3 recognize inaccurate and misleading information in various information sources and products [ELA/PS 2.1.3, 4.1.1]
(1)2.4 recognize information that is applicable to a specific information problem or question [ELA/PS 4.1.1, 4.1.2, 4.1.3]
   a. recognize specific authors
   b. recognize specific illustrators
   c. recognize specific characters

INFORMATION USE

It is expected that students will:

(1)3.1 describe simple ways to organize information, for example – pictures, web, list [NS 3.A.1]; [ELA/PS 6.1.2, 9.1.5, 11.1.4]
(1)3.2 recognize and understand new information and ideas [NS 3.B.1]; [ELA/PS 4.1.3, 8.1.1]
(1)3.3 use information from at least one source to answer a question [2.1.A2, 4.1.1, 4.1.3]
(1)3.4 explore a variety of formats for presenting different kinds of information [NS 3.D.0]; [ELA/PS 2.1.2, 4.1.1, 4.1.3]

INFORMATION PURSUIT

It is expected that students will:

(1)4.1 occasionally seek information about aspects of personal interest or well being [NS 5.A.1]; [ELA/PS 11.1.1]
   a. link new information from stories read to prior knowledge
   b. link new information from stories heard to prior knowledge
(1)4.2 organize and present basic information relating to topics of personal interest [ELA/PS 6.1.2, 9.1.4]

LITERATURE APPRECIATION

It is expected that students will:

(1)5.1 explain and discuss various examples of fiction [NS 5.A.1]
LIBRARY GRADE ONE (continued)

(1)5.2 choose fiction and other kinds of literature to read and discuss [ELA/PS 2.1.4, 3.1.1, 3.1.2, 3.1.5, 4.1.2]
   a. read/listen to a variety of quality literature (fiction and non-fiction) from various cultures and genres including folktales, fiction, and non-fiction
   b. read/listen to Caldecott, NYRA, and other award-winning books
   c. understand the role of authors and illustrators in creating a book

(1)5.3 listen and respond to creative presentations of information [NS 5.B.0]; [ELA/PS 3.1.1, 3.1.2, 3.1.5, 4.1.2, 5.1.4, 8.1.1]

(1)5.4 express information and ideas creatively in simple formats [NS 5.B.0]; [ELA/PS 5.1.3, 5.1.4, 9.1.4]

INFORMATION SEEKING
It is expected that students will:

(1)6.1 explore the steps needed to find information and explain which were most useful in resolving an information problem or question [NS 6.A.0]; [ELA/PS 10.1.2, 11.1.1]

(1)6.2 explore basic strategies for improving work [NS 6.B.0]; [ELA/PS 6.1.2, 6.1.A1]

INFORMATION LITERACY
It is expected that students will:

(1)7.1 explore sources of information from diverse cultures and contexts [NS 7.A.0]; [ELA/PS 2.1.A2, 4.1.1, 4.1.3]

(1)7.2 share access to limited resources [NS 7.B.0]; [ELA/PS 8.1.4]
   a. demonstrate appropriate behaviors for using library materials
   b. demonstrate appropriate behaviors for circulating library materials

ETHICAL BEHAVIOR REGARDING INFORMATION AND INFORMATION TECHNOLOGY
It is expected that students will:

(1)8.1 define “intellectual freedom” [NS 8.A.1]; [ELA/PS 2.1.4]

(1)8.2 discuss examples of what it means to respect intellectual property rights and name sources of information [NS 8.B.1]; [ELA/PS 4.1.1, 9.1.4]

(1)8.3 discuss school policy of using computing and communications hardware and software [ELA/PS 2.1.4, 8.1.4]

GROUP PARTICIPATION
It is expected that students will:

(1)9.1 contribute to group efforts by seeking and communicating specific facts and opinions related to information problems or questions [NS 9.A.1]; [ELA/PS 8.1.1, 10.1.2]

(1)9.2 describe others’ ideas accurately and completely [NS 9.B.1]; [ELA/PS 8.1.1, 9.1.4]
(1)9.3 express one’s own ideas appropriately and effectively when working in groups to identify and resolve information problems [NS 9.C.1]; [ELA/PS 9.1.4, 10.1.2]

(1)9.4 work with others to create and evaluate simple information products [ELA/PS 6.1.2, 11.1.1]
MATHEMATICS
GRADE ONE

STANDARDS

Nevada Grades K-12 Content Standards

1.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.

2.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.

3.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.

4.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.

5.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Nevada Grades K-12 Process Standards

6.0 Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication, and connections.

7.0 Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral, and visual formats.

8.0 Students will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.
9.0 Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between content strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

(1)1.1 count up to 100 objects to determine quantity
(1)1.2 count on and count back
(1)1.3 compare and order groups of objects and numerals less than 100
(1)1.4 use the inherent patterns in numbers to count by 1s, 2s, 5s, and 10s to 100 [NS/PS 1.1.5]
(1)1.5 read, write, order, and compare numbers 0 -100 [NS/PS 1.1.6]
(1)1.6 read and write number words 0 -10 (zero, one, two, etc.) [NS/PS 1.1.7]
(1)1.7 use ordinal positions first through tenth [NS/PS 1.1.7]
(1)1.8 use, model, and identify place value positions (ones, tens) [NS/PS 1.1.8]
(1)1.9 explain and model the meaning of addition and subtraction
(1)1.10 identify and describe whole number relationships (0 -10)
(1)1.11 identify and model whole numbers [NS/PS 1.1.9]
(1)1.12 identify and model 1/2 [NS/PS 1.1.9]
(1)1.13 identify decimals to show money amounts [NS 1.2.4]
(1)1.14 identify and model basic addition facts (sums through 10) and the corresponding subtraction facts [NS/PS 1.1.1]
(1)1.15 know basic addition facts (sums to 10) and the corresponding subtraction facts [NS 1.2.1]
(1)1.16 write number sentences for the basic addition and subtraction facts (sums to 10 or less) and corresponding subtraction facts
(1)1.17 add and subtract one- and two-digit numbers, with no regrouping, with and without objects [NS 1.2.2]
(1)1.18 estimate the number of objects in a set of 10; verify the estimate by counting, and revise estimate, as needed, based on results [NS/PS 1.1.7]
(1)1.19 use mental computation in appropriate situations to solve problems
(1)1.20 use number sense, computation, and estimation to solve mathematical and real-world problems
(1)1.21 write, model, and describe one-step addition and subtraction problems [NS/PS 1.1.3]
MATHEMATICS GRADE ONE (continued)

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

(1)2.1 sort and categorize objects, shapes, and numbers in a variety of ways
(1)2.2 recognize, describe, extend, and create simple repeating patterns using symbols, objects, and manipulatives [NS/PS 2.1.1]
(1)2.3 determine possible combinations for a given number (0 -10)
(1)2.4 create, compare, and describe sets of objects as having more, less, or equal amounts [NS/PS 2.1.4]

MEASUREMENT

It is expected that students will:

(1)3.1 compare and order objects by length and weight communicating their similarities and differences [NS/PS 3.1.1]
(1)3.2 compare and measure length and weight using non-standard units of measure [NS/PS 3.1.2]
(1)3.3 distinguish between day and night, i.e., between A.M. and P.M. [NS/PS 3.1.6]
(1)3.4 read time to the hour and half-hour [NS/PS 3.1.6]
(1)3.5 use a calendar to identify year, months, weeks, and days [NS/PS 3.1.6]
(1)3.6 identify and sort coins and bills
(1)3.7 identify values of pennies, nickels, dimes, and quarters
(1)3.8 determine the value of any set of pennies, nickels, and dimes [NS/PS 3.1.4]
(1)3.9 recite the months of the year in order [NS/PS 3.1.6]

SPATIAL RELATIONSHIPS AND GEOMETRY

It is expected that students will:

(1)4.1 use position words (e.g. between, on, inside, outside, near, left, right) to describe location of objects [NS/PS 4.1.2]
(1)4.2 identify, describe, and name geometric figures (sphere, cylinder, rectangular prism, cube, cone) [NS/PS 4.2.4]
(1)4.3 identify, name, sort, and sketch two-dimensional geometric shapes (circles, triangles, rectangles, squares) regardless of position [NS/PS 4.1.1]
(1)4.4 identify and replicate two-dimensional designs that contain a line of symmetry [NS/PS 4.1.3]
(1)4.5 recognize and describe different shapes in the environment

DATA ANALYSIS

It is expected that students will:

(1)5.1 collect, organize, and describe data [NS/PS 5.1.1]
(1)5.2 read and interpret information (data) on graphs made with objects, pictures, or numbers [NS/PS 5.1.1]
(1)5.3 use data to make decisions and solve problems

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PROBLEM SOLVING

It is expected that students will:

(1) 6.1 select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [NS/PS 6.1]

(1) 6.2 apply previous experience and knowledge to new problem-solving situations [NS/PS 6.1]

(1) 6.3 formulate own problems; use various approaches to investigate and solve problems [NS/PS 6.3]

(1) 6.4 explain and verify results with respect to the original problem [NS/PS 6.4]

(1) 6.5 try more than one strategy when the first strategy proves to be unproductive [NS 6.6]

(1) 6.6 apply solutions and strategies from earlier problems to new problem situations [NS 6.8]

(1) 6.7 use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration) [NS 6.12]

MATHEMATICAL COMMUNICATION

It is expected that students will:

(1) 7.1 discuss and exchange ideas about mathematics as a part of learning [NS 7.1]

(1) 7.2 use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems [NS 7.2]

(1) 7.3 use pictorial representations to identify mathematical operations and concepts [NS/PS 7.4]

(1) 7.4 use physical materials, models, pictures, or writing to represent and communicate mathematical ideas [NS/PS 7.7]

(1) 7.5 explain and justify thinking about mathematical ideas and solutions [NS/PS 7.12]

(1) 7.6 use everyday language to explain thinking about strategies and solutions to mathematical problems [NS 7.15]

(1) 7.7 express mathematical ideas and use them to define, compare, and solve problems orally and in writing [NS 7.16]

(1) 7.8 use mathematical notation to communicate and explain mathematical situations [NS 7.17]

MATHEMATICAL REASONING

It is expected that students will:

(1) 8.1 justify and explain the solutions to problems using manipulatives and physical models [NS 8.1]

(1) 8.2 use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems [NS/PS 8.4]

(1) 8.3 ask questions to reflect on, clarify, and extend thinking [NS 8.8]

(1) 8.4 review and refine the assumptions and steps used to derive conclusions in mathematical arguments [NS 8.9]

(1) 8.5 determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [NS 8.11]
MATHEMATICAL CONNECTIONS

It is expected that students will:

(1)9.1 link new concepts to prior knowledge [NS 9.1]
(1)9.2 use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics [NS 9.2]
(1)9.3 identify practical applications of mathematical principles that can be applied to other disciplines [NS 9.5]
(1)9.4 apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science) [NS 9.7]
(1)9.5 identify, explain, and use mathematics in everyday life [NS/PS 9.8]
MUSIC
GRADE ONE

STANDARDS

Nevada Grades K-12 Content Standards
1.0 Students sing a varied repertoire of music alone and with others.
2.0 Students perform a varied repertoire of music on instruments alone and with others.
3.0 Students improvise melodies, variations, and accompaniments.
4.0 Students compose and arrange music within specified guidelines.
5.0 Students read and notate music.
6.0 Students listen to, analyze, and describe music.
7.0 Students evaluate music and music performances.
8.0 Students demonstrate relationships among music, the other arts, and disciplines outside the arts.
9.0 Students demonstrate knowledge of the historical periods and cultural diversity of music.
10.0 Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

RHYTHM
It is expected that students will:
(1)1.1 demonstrate the pulse/beat of duple meter (2/4, 4/4, 6/8) [NS 6.3.1, NS 10.3.1]
(1)1.2 demonstrate patterns using rhythmic values (q, Q, qr) [NS 6.3.1, NS 5.3.1, NS 5.3.5, NS 3.3.1, NS 4.3.2]

MELODY
It is expected that students will:
(1)2.1 demonstrate vocal tone production and pitch matching [NS 1.3.1]
(1)2.2 demonstrate melodic patterns with hand signals and syllables (Sol-Mi, Sol-Mi-La) [NS 1.3.1, NS 3.3.1, NS 4.3.2, NS 5.3.2, NS 5.3.5, NS 6.3.1]
(1)2.3 demonstrate a variety of repertoire songs in cultural/historical context, including singing games, cumulative, patriotic, seasonal, multicultural, and folk songs [NS 1.3.4]
(1)2.4 demonstrate the relationship between the size of the sound source/instrument and its pitch
(1)2.5 demonstrate melodic direction [NS 6.3.1]
(1)2.6 demonstrate high/low contrasts [NS 6.3.1]
(1)2.7 demonstrate melodic contour [NS 6.3.1]
MUSIC GRADE ONE (continued)

HARMONY

It is expected that students will:

(1)3.1 demonstrate tonality differences including major/minor [NS 6.3.1]
(1)3.2 demonstrate the ostinato [NS 1.3.3, NS 5.3.5, NS 6.3.1]
(1)3.5 demonstrate correct mallet technique [NS 2.3.1]
(1)3.6 demonstrate the simple chord bordun [NS 2.3.4]

FORM

It is expected that students will:

(1)4.1 demonstrate the feeling of phrase and same/different phrases [NS 3.3.1, NS 6.3.1]
(1)4.2 demonstrate AB and ABA form [NS 6.3.1]

EXPRESSIVE QUALITIES

It is expected that students will:

(1)5.1 explore the space through creative movement [NS 10.3.1]
(1)5.2 demonstrate contrasts in tempo [NS 6.3.1]
(1)5.3 demonstrate contrasts in dynamics [NS 6.3.1]
(1)5.4 demonstrate contrasts in timbre [NS 4.3.3, NS 6.3.1]
(1)5.5 explore the music of many cultures to include style, instruments, and traditions [NS 1.3.4, NS 2.3.4, NS 6.3.1, NS 9.3.1, NS 10.3.1]
(1)5.6 demonstrate unpitched percussion technique [NS 2.3.1]
(1)5.7 demonstrate the double bar and repeat sign [NS 5.3.3]
(1)5.9 create movement and music to interpret stories, rhymes, and poetry [NS 4.3.1, NS 4.3.3, NS 10.3.1]
PHYSICAL EDUCATION
GRADE ONE

STANDARDS

*Nevada Grades K-12 Content Standards*

1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.

2.0 Students demonstrate competency in many movement forms and proficiency in a few movement forms.

3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.

4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.

5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

OBJECT MOVEMENT SKILLS

*It is expected that students will:*

(1)1.1 explore the basic concepts/elements of simple object movement skills (i.e., watch the ball) [NS 1.2.2]

(1)1.2 perform a variety of basic level manipulative skills [NS 2.2.2]
  a. throw a ball with two hands, simultaneously, overhand and underhand
  b. throw an object with one hand, underhand, while stepping with the opposite foot
  c. throw an object overhand with one hand
  d. catch an object using two hands
  e. bounce and catch a ball
  f. roll an object
  g. strike an object using underhand and overhand techniques
  h. develop foot-eye coordination by moving feet in simple patterns (e.g., pathways, around obstacles, hopscotch)
  i. kick a moving ball; pass and trap a ball
  j. dribble a ball with the feet
  k. continuously jump a moving rope held by others

(1)1.4 participate in activities from diverse cultural and ethnic origins [NS 5.2.4]

(1)1.5 demonstrate a language vocabulary for object movement activities [NS 1.2.1]
PHYSICAL EDUCATION GRADE ONE (continued)

LOCOMOTOR AND NONLOCOMOTOR SKILLS

It is expected that students will:

1.2.1 explore the basic concepts/elements of simple locomotor and nonlocomotor movements [NS 1.2.2]
1.2.2 perform basic locomotor movements: walk, run, hop, jump, gallop, slide [NS 2.2.1]
1.2.3 perform basic nonlocomotor movements: bend, stretch, twist, swing
1.2.4 explore personal space safely in relation to changing conditions in the general space
1.2.5 identify and use body parts in relation to movement
1.2.6 demonstrate position in space/relationship qualities through movement (e.g., up/down, over/under, around) [NS 3.2.2 B]
1.2.7 explore static and dynamic balances
1.2.8 demonstrate simple transfer of weight movements [NS 2.2.3]
1.2.10 demonstrate a language vocabulary for locomotor and nonlocomotor movement activities [NS 1.2.1]

EXPRESSIVE MOVEMENT AND DANCE

It is expected that students will:

1.3.1 explore the basic concepts/elements of simple expressive movement skills [NS 1.2.2]
1.3.2 explore space as an element of movement: shape, size, direction, level [NS 3.2.1 AB]
1.3.3 explore force as an element of movement: heavy/light, strong/weak
1.3.4 explore time as an element of movement: fast/slow
1.3.5 explore expressive movement as a form of communication [NS 3.2.3]
1.3.6 create a movement sequence with a beginning, middle, and end [NS 3.2.2 A]
1.3.7 perform various movement patterns to a steady beat [NS 3.2.4]
1.3.8 use a prop to a steady beat in a stationary position [NS 3.2.4]
1.3.10 perform simple rhythmic activities and organized dances [NS 3.2.5]
1.3.11 develop a language vocabulary for expressive movement

PHYSICAL FITNESS

It is expected that students will:

1.4.1 demonstrate safety in performance of various fitness activities and exercises [NS 4.2.4]
1.4.2 participate in a variety of activities that develop the physical fitness components: aerobic endurance, flexibility, muscular endurance, muscular strength [NS 4.2.2]
1.4.4 identify physiological signs of moderate physical activity (e.g., heavy breathing) [NS 1.2.4]
1.4.5 explore the implications of physical fitness for health
1.4.7 develop a language vocabulary for physical fitness [NS 1.2.1]
RESPONSIBILITY AND COOPERATION

It is expected that students will:

(1)5.1 apply classroom rules, procedures, and safe practices with teacher reinforcement
   [NS 5.2.1]
(1)5.2 share space and equipment with others [NS 5.2.2]
(1)5.3 interact positively with others regardless of personal differences [NS 5.2.3]
(1)5.4 remain on task for short periods of time
(1)5.6 respond appropriately to movement cues [NS 1.2.3]
Nevada Grades K-12 Content Standards

NATURE OF SCIENCE

Scientific Inquiry
N2A Students understand that science is an active process of systematically examining the natural world.
N5A Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.
N8A Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.
N12A Students understand that a variety of communication methods can be used to share scientific information.

Science, Technology, and Society
N2B Students understand that many people contribute to the field of science.
N5B Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.
N8B Students understand the interactions of science and society in an ever-changing world.
N12B Students understand the impacts of science and technology in terms of costs and benefits to society.

PHYSICAL SCIENCE

Matter
P2A Students understand that matter has observable properties.
P5A Students understand properties of objects and materials.
P8A Students understand the properties and changes of properties in matter.
P12A Students understand that atomic structure explains the properties and behavior of matter.

Forces and Motion
P2B Students understand that position and motion of objects can be described.
P5A Students understand that forces can change the position and motion of an object.
P8A Students understand that position and motion of an object result from the net effect of the different forces acting on it.
P12A Students understand the interactions between force and motion.
SCIENCE GRADE ONE (continued)

Energy
P2C  Students know heat, light, and sound can be produced.
P5C  Students understand that energy exists in different forms.
P8C  Students understand transfer of energy.
P12C Students understand that there are some interactions between matter and energy.

EARTH AND SPACE SCIENCE
Atmospheric Processes and the Water Cycle
E2A  Students understand that changes in weather often involve water changing from one state to another.
E5A  Students understand the water cycle’s relationship to weather.
E8A  Students understand the relationship between the Earth’s atmosphere, topography, weather, and climate.
E12A Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.

Solar System and Universe
E2B  Students understand there are objects in the sky which display patterns.
E5B  Students understand that there are many components in the Solar System including Earth.
E8B  Students understand characteristics of our Solar System that are part of the Milky Way galaxy.
E12B Students know scientific theories of origins and evolution of the universe.

Earth’s Composition and Structure
E2C  Students understand that Earth materials include rocks, soils, and water.
E5C  Students understand that features on the Earth’s surface are constantly changed by a combination of slow and rapid processes.
E8C  Students understand that landforms result from a combination of constructive and destructive processes.
E12C Students understand evidence for processes that take place on a geologic time scale.

LIFE SCIENCE
Heredity
L2A  Students understand that offspring resemble their parents.
L5A  Students understand that some characteristics are inherited and some are not.
L8A  Students understand the role of genetic information in the continuation of a species.
L12A Students understand how genetic information is passed from one generation to another.

Structure of Life
L2B  Students understand that living things have identifiable characteristics.
L5B  Students understand that living things have specialized structures that perform a variety of life functions.
L8B Students understand that living things are composed of cells, which are specialized in multicellular organisms to perform a variety of life functions.

L12B Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life’s needs.

**Organisms and Their Environment**

L2C Students understand that living things live in different places.

L5C Students understand that there are a variety of ecosystems on Earth and organisms interact within their ecosystems.

L8C Students understand how living and non-living components of ecosystems interact.

L12C Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies between the living and non-living components of the Earth.

**Diversity of Life**

L2D Students understand that there are many kinds of living things on Earth.

L5D Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.

L8D Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.

L12D Students understand biological evolution and diversity of life.

**ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES**

**NATURE AND HISTORY OF SCIENCE**

*(Nature and History of Science objectives should be embedded throughout the year in the contexts of life, earth, and physical science.)*

*It is expected that students will:*

(1)1.1 record observations and explanations using pictures, words, and numbers [N2A1]

(1)1.2 use equipment (eye dropper, magnifying lens, funnel, sifter) to gather information [N2A2]

(1)1.3 make predictions based on observed patterns (night/day, seasons, growth) [N2A3]

(1)1.4 ask questions based on observations and interactions [N2B2]

(1)1.5 respect ideas and contributions of others [N2B1; N2B2]

**PHYSICAL SCIENCE**

*It is expected that students will:*

(1)2.1 investigate and describe that objects may move in a variety of ways (straight lines, rotating, rolling, revolving, zigzag, circular) [P2B2]

(1)2.2 make objects move, stop, change direction and balance [P2B1; P2B2]

(1)2.3 investigate, observe, and describe objects moving at different speeds [P2B1; P2B2]
(1)2.4 observe and describe how magnets can be used to make objects move without being touched [P2B3]
(1)2.5 observe and describe how things fall to the ground unless something holds them up [P2B4]

EARTH AND SPACE SCIENCE

It is expected that students will:

(1)3.1 recognize that the earth is composed of different kinds of materials (e.g., rocks, soils, water, air) [E2C1]]
(1)3.2 observe and describe the size, shape, texture, color, and patterns of rocks [E2C1; E2C2]
(1)3.3 observe and describe basic properties of soils, including color and texture as related to soil composition [E2C3]

LIFE SCIENCE

It is expected that students will:

(1)4.1 investigate and describe how plants have seeds that produce the same kind of plant [L2A1]
(1)4.2 identify observable characteristics of plants [L2A2; L2D1]
(1)4.3 sort plants by observable characteristics [L2D1]
(1)4.4 investigate, observe, and describe how plants grow and change through their life cycles [L2A2]
(1)4.5 use the five senses to investigate the natural world [L2B1]
(1)4.6 recognize and explain that plants grow in different places and need certain resources to survive [L2C1; L2C3]
SOCIAL STUDIES
GRADE ONE

STANDARDS

Nevada Grades K-12 Content Standards

CIVICS
1.0 Rules, Law, and Government — Students know why society needs rules, laws, and governments.
2.0 The U.S. Government — Students know the United States Constitution and the government it creates.
3.0 National and State Government — Students can explain the relationship between the states and national government.
4.0 The Political Process — Students describe the roles of political parties, interest groups, and public opinion in the democratic process.
5.0 Citizenship — Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.
6.0 State and Local Government — Students know the structure and functions of state and local governments.
7.0 Political and Economic Systems — Students explain the different political and economic systems in the world.
8.0 International Relations — Students know the political and economic relationship of the United States and its citizens to other nations.

ECONOMICS
1.0 The Economic Way of Thinking — Students will use fundamental economic concepts, including scarcity, choice, cost incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.
2.0 Measuring U.S. Economic Performance — Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.
3.0 Functioning of Markets — Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.
4.0 Private U.S. Economic Institutions — Students will describe the roles played by various U.S. economic institutions, including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.
5.0 Money — Students demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.
6.0 **The U.S. Economy as a Whole** — Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation’s production, income, unemployment, and price levels; and leads to variations in individual income levels.

7.0 **An Evolving Economy** — Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy’s structure and performance.

8.0 **The Role of Government in a Market Economy** — Students will explain the role of government in a market economy.

9.0 **The International Economy** — Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.

**GEOGRAPHY**

1.0 **The World in Spatial Terms** — Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.

2.0 **Places and Regions** — Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.

3.0 **Physical Systems** — Students understand how physical processes shape Earth’s surface patterns and ecosystems.

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

5.0 **Environment and Society** — Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.

6.0 **Geographic Applications** — Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.

7.0 **Geographic Skills** — Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.

**HISTORY**

1.0 **Chronology** — Students use chronology to organize and understand the sequence and relationship of events.

2.0 **History Skills** — Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.

3.0 **Prehistory to 400 CE** — Students understand the development of human societies, civilizations, and empires through 400 CE.

4.0 **1 CE to 1400** — Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.
5.0 **1200 to 1750** — Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.

6.0 **1700 to 1865** — Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.

7.0 **1860 to 1920** — Students understand the importance and impact of political, economic, and social ideas.

8.0 **The Twentieth Century, a Changing World: 1920 to 1945** — Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.

9.0 **The Twentieth Century, a Changing World: 1945 to 1990** — Students understand the shift of international relationships and power as well as the significant developments in American culture.

10.0 **New Challenges: 1990 to the Present** — Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

#### CIVICS

*It is expected that students will:*

(1)1.1 explain the necessity for rules at home and school

(1)1.2 follow classroom and playground rules

(1)1.3 name the school, city, and state

(1)1.4 recite the “Pledge of Allegiance” with teacher assistance

(1)1.5 participate in class discussions

(1)1.6 develop awareness of the rights and property of others

#### ECONOMICS

*It is expected that students will:*

(1)2.1 develop awareness of economic concepts: wants/needs, goods/services

(1)2.2 develop an awareness of the value and purpose of money

(1)2.3 identify occupations/services who help families

#### GEOGRAPHY

*It is expected that students will:*

(1)3.1 locate places on a simple picture map [NS 1.1.1]

(1)3.2 recognize that maps and globes are representations of the Earth’s surface [NS 1.1.2]

(1)3.3 recognize the shape of Nevada [NS 1.1.8]

(1)3.4 recognize the function of machines and other technologies from photographs or models [NS 2.1.4]
SOCIAL STUDIES GRADE ONE (continued)

(1)3.5 recall the four seasons in order  [NS 3.1.1]
(1)3.6 recognize that sunlight, air, and water are the most important elements needed to support living things  [NS 3.1.3]
(1)3.7 recognize various groups within the classroom population (e.g., gender, birth month, height)  [NS 4.1.1]
(1)3.8 identify ways in which people or things move from one place to another  [NS 4.1.3]
(1)3.9 identify the geographic setting of a picture or story  [NS 4.1.4]
(1)3.10 ask questions about the neighborhood and other places  [NS 7.1.1]
(1)3.11 recall geographic facts from a story  [NS 7.1.2]
(1)3.12 sort and group pictures that display similar geographic places  [NS 7.1.3]
(1)3.13 recall personal geographic facts (e.g., home address, phone number)  [NS 7.1.5]
(1)3.14 name the cardinal directions (north, south, east, west)

HISTORY

It is expected that students will:

(1)4.1 identify examples of various holidays/traditions in the United States
(1)4.2 develop awareness of categories of time: past, present, future
(1)4.3 read historical passages and recall details
(1)4.4 recognize that people from many different cultures settled in the United States
TECHNOLOGY
GRADE ONE

STANDARDS

1.0  **Problem Solving** — Students utilize problem-solving processes through the use of resources to reach a desired outcome.

2.0  **Productivity Tools** — Students use appropriate productivity tools including, but not limited to, word processing spreadsheet, database, multimedia and telecommunications.

3.0  **Research Tools** — Students use various technology tools to research information and evaluate its accuracy and appropriateness in order to solve problems and make decisions.

4.0  **Tools and Processes** — Students identify, apply concepts, and manage various tools and resources to evaluate their accuracy and appropriateness in solving problems and making decisions.

5.0  **Systems** — Students recognize that systems are made up of individual components and that each component affects the operation of the system and its relationship with other systems.

6.0  **Implications on Society** — Students evaluate the impact and ethical implications on individuals, society and the environment.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PROBLEM SOLVING

*It is expected that students will:*

(1)1.1 discuss a design/problem-solving method
(1)1.2 utilize a design/problem-solving method

PRODUCTIVITY TOOLS

*It is expected that students will:*

(1)2.1 identify parts of the computer
(1)2.2 identify basic parts of a variety of technological learning tools
(1)2.3 demonstrate proper care and handling of equipment (computers)
(1)2.4 use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, audiotapes, and other technologies
(1)2.5 use a variety of media and technology resources for directed and independent learning activities
(1)2.6 demonstrate proper keyboarding skills locating and using letters, numbers, and special keys on a keyboard using proper left or right hand [NS 2.3.1]
(1)2.7 demonstrate proper navigation of the desktop, which includes:
a. appropriate cursor movement
b. opening and closing
(1)2.8 follow proper sequence to run programs and accessories, which includes:
a. starting and exiting programs and accessories
b. switching between multiple programs
(1)2.9 create a document that demonstrates simple typing and editing skills [NS 2.3.2]
(1)2.10 create a document which includes a graphic using basic formatting techniques that demonstrate the ability to type, edit and print [NS 2.5.2]:
a. type simple sentences using a word processor
b. use cut, copy, paste, save, open, and print to edit a document
c. insert graphics into a document
(1)2.11 demonstrate proper management of files and folders, which includes:
a. viewing
b. creating
(1)2.12 understand commands, procedures, and management of developmentally appropriate multimedia
a. use developmentally appropriate multimedia software
b. create a multimedia document or presentation with guided instruction, using text, graphics, and/or sound [NS 2.5.5]
(1)2.13 search a database with guided instruction, to locate specific information (e.g. electronic sources, telephone book, encyclopedia, and library card catalog) [NS 2.3.3]
(1)2.14 use technological learning tools to enhance and extend learning and achievement through the development of effective communication skills
(1)2.15 demonstrate responsible use of communication network applications

RESEARCH TOOLS
It is expected that students will:
(1)3.1 select a research topic or define a problem with guided instruction, using technology tools [NS 3.3.1]
(1)3.2 generate keywords for a research topic or problem with guided instruction, and conduct a search of electronic-based sources [NS 3.5.2]
(1)3.3 summarize and share the research process and its outcome [NS 3.5.7]

TOOLS AND PROCESSES
It is expected that students will:
(1)4.1 use technologies as an educational tool in all content areas
(1)4.2 use technologies independently and collaboratively
(1)4.3 recognize the importance of safety in computer and technology applications [NS 4.3.3]
(1)4.4 demonstrate the importance of safety and ease of use in selecting appropriate tools [NS 4.5.3]
(1)4.5 employ tools and materials to design or develop products or projects [NS 4.5.2]
(1)4.6 use technology information processing skills to enhance and extend learning in all areas

SYSTEMS

It is expected that students will:
(1)5.1 define a system [NS 5.3.1]
(1)5.2 identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system) [NS 5.3.2]
(1)5.3 identify and categorize systems that provide food, clothing, shelter, entertainment, communications, health care, security, and other necessities and comforts of life [NS 5.3.3]

IMPLICATIONS ON SOCIETY

It is expected that students will:
(1)6.1 describe how technology is used in daily activities to meet personal needs
(1)6.2 practice etiquette using technology
(1)6.3 describe the relationship between careers and technological developments
(1)6.4 describe common uses of technology in daily life and how environments are changed [NS 6.3.4]
(1)6.5 describe and use required district, school, and classroom procedures for use of technology
VISUAL ARTS
GRADE ONE

STANDARDS

Nevada Grades K-12 Content Standards

1.0 Students know and apply visual arts media, techniques, and processes.
2.0 Students use knowledge of visual characteristics, purposes, and functions.
3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.
4.0 Students understand the visual arts in relation to history and cultures.
5.0 Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.
6.0 Students demonstrate relationships among visual arts, the other arts, and disciplines outside the arts.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

ART CRITICISM

It is expected that students will:

(1)1.1 describe works of art, using appropriate vocabulary, e.g., list or name subject matter, identify visual characteristics  [NS 2.3.1]
(1)1.2 analyze works of art, e.g., name elements and principles of design; discuss media, techniques, etc.  [NS 2.3.1]
(1)1.3 interpret works of art, e.g., describe possible meanings  [NS 5.3.3]
(1)1.4 judge works of art
   a. share opinions to evaluate the presentation of subject matter, symbols, and ideas
   b. share opinions to assess observed characteristics, merits, and meanings
   c. support opinions and points of view by citing artwork
(1)1.5 share/assess/evaluate own artwork for:
   a. presentation of subject matter, symbols, and ideas
   b. characteristics, merits, and meanings

ART HISTORY

It is expected that students will:

(1)2.1 examine historical/cultural context, e.g., observe works of art as belonging to particular cultures, times, or places  [NS 4.3.2]
(1)2.2 discuss materials, processes, purposes, and functions, e.g., learn how artist's choices are influenced by time and place  [NS 4.3.2]
(1)2.3 discuss artistic styles, e.g., find characteristics in works of art that identify individual artists, groups of artists, or cultures  [NS 4.3.2]
AESTHETICS

It is expected that students will:

(1)3.1 engage in aesthetic inquiry through various aesthetic issues/topics
   a. artist's intent and viewer’s interpretation
   b. purposes for works of art

(1)3.2 discover aesthetic positions/stances
   a. realism (art that is true to life)
   b. expressionism (art that shows feelings)
   c. functionalism (art with a practical purpose)

ART PRODUCTION

It is expected that students will:

(1)4.1 demonstrate elements of art as observed in artworks and in nature: line, shape, color, texture [NS 2.3.4]

(1)4.2 demonstrate design concepts & principles as observed in artworks and in nature: repetition, pattern, symmetry, geometric shape, color theory (mix secondary colors from primary hues) [NS 2.3.4]

(1)4.3 demonstrate choice of subject matter and symbols to communicate an intended meaning [NS 3.3.2]

(1)4.4 draw; using varied media, techniques, and processes [NS 1.3.3]

(1)4.5 paint; using varied media, techniques, and processes [NS 1.3.3]

(1)4.6 create a minimum of one three-dimensional art form using varied media, techniques, and processes
   a. sculpture (fully three-dimensional) [NS 1.3.3] or
   b. relief (raised elements on a background) [NS 1.3.3]
   (Media may be chosen from paper, papier maché, found objects, plaster, modeling clay, etc.)

(1)4.7 create a ceramic object using media, techniques, and processes
   a. clay modeling (manipulating in three-dimensions) e.g., forming human figures, animals, etc. [NS 1.3.3] or
   b. pottery (functional vessels) e.g., pinch pots, coiled cups, slab bowls, or boxes, etc. [NS 1.3.3]

(1)4.8 make prints; using media, techniques, and processes for:
   a. stamp prints [NS 1.3.3]
   b. mono prints [NS 1.3.3]

(1)4.9 weave using varied media, techniques, and processes [NS 1.3.3]

(1)4.10 represent architecture; using two-dimensional or three-dimensional media, techniques, and processes [NS 1.3.3]

(1)4.11 work in at least one mixed medium; using varied techniques and processes, e.g., collage, wearable art (garments, head pieces, etc.), puppetry, book-making, jewelry, animation, combined media, etc. [NS 1.3.3]

(1)4.12 create a work of art that shows the influence of a particular historical period or culture [NS 4.3.3]