KINDERGARTEN
ENGLISH LANGUAGE ARTS/READING
KINDERGARTEN

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:
(K)1.1 identify and produce oral rhythms, rhymes, and alliterations [NS/PS 3.1.5]
(K)1.2 identify and work with syllables in spoken words
(K)1.3 identify and work with onsets and rimes in spoken syllables
(K)1.4 identify and work with individual phonemes in words spoken [PS 1.K.A1]
   a. initial sounds
   b. final sounds
ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

c. medial sounds

d. blending sounds [PS 1.K.A1]

e. segmenting sounds [PS 1.K.A1]

f. manipulating sounds

g. rhyming sounds

PHONICS

It is expected that students will:

(K)1.5 identify names; recognize and sequence letters of the alphabet [NS/PS 1.K.4]

(K)1.6 identify alternate forms of letters (e.g., a, g, k, q)

(K)1.7 identify sounds of letters of the alphabet

(K)1.8 identify and work with initial sounds in written words [NS/PS 1.K.4]

(K)1.9 identify and work with final sounds in written words [NS/PS 1.K.4]

(K)1.10 identify and use letter/sound relationships to identify some words [NS/PS 1.K.2]

(K)1.11 use high-frequency words and environmental print to read simple texts [NS/PS 1.K.1]

(K)1.12 demonstrate concepts of print [PS 2.K.A1]

a. forms of print (letters, words, sentences)

b. top to bottom orientation [PS 2.K.A1]

c. left to right directionality [PS 2.K.A1]

d. return sweep

e. print to convey a message

f. parts of a book (e.g., cover, title, author, illustrator) [PS 4.K.A1]

g. story sense [PS 2.K.A1]

VOCABULARY

It is expected that students will:

(K)1.13 develop vocabulary by listening to and discussing selections read aloud

(K)1.14 develop vocabulary through meaningful experiences (e.g. wide reading, discussion of word meanings, interactive activities, examples and non-examples)

(K)1.15 identify and sort common words into basic categories (e.g. concrete collections of animals, colors, shapes, foods)

(K)1.16 describe common objects and events in both general and specific language

(K)1.17 use knowledge of antonyms and synonyms to determine meanings of words in group discussion

(K)1.18 use clear and specific vocabulary to communicate ideas orally

(K)1.19 use new vocabulary and grammatical constructs in speech

(K)1.20 use vocabulary to ask questions and respond to others

(K)1.21 build familiarity and use the vocabulary of book language

READING COMPREHENSION - PROCESS SKILLS AND STRATEGIES

It is expected that students will:

(K)2.1 use prior knowledge and picture clues as pre-reading, during, and post-reading strategies to aid comprehension [NS/PS 2.K.1]
ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

a. make predictions [PS 2.K.A2]
b. make connections to personal experiences and knowledge
c. connect, compare, and contrast the story elements in text

(K)2.2 respond to and generate who, what, where, when, why, and how questions [PS 3.K.A2]
(K)2.3 determine importance in stories
   a. recall important details
   b. identify characters
   c. describe setting
   d. identify problem/solution

(K)2.4 respond to stories through visual images
(K)2.5 draw inferences using words and pictures
(K)2.6 retell stories in a variety of ways (e.g., verbal, pictures, puppetry, dramatics, writing)
(K)2.7 demonstrate ability to monitor comprehension
   a. know when meaning is lost
   b. ask questions
(K)2.8 identify real and make-believe

READING COMPREHENSION - LITERATURE

It is expected that students will:

(K)3.1 retell beginning, middle, and end of familiar stories [NS/PS 3.K.A1]
(K)3.2 listen to stories from different cultures and eras [NS/PS 3.K.3]
(K)3.3 listen for rhythm, rhyme, and alliteration [NS/PS 3.1.5]
(K)3.4 listen and respond to poetry and prose, including fiction and non-fiction selections [NS/PS 3.K.7]

READING COMPREHENSION - INFORMATIONAL TEXTS

It is expected that students will:

(K)4.1 demonstrate an understanding that texts, pictures, and graphs provide information [NS/PS 4.K.1]
(K)4.2 recall information from texts, pictures, and graphs [NS/PS 4.K.2]
(K)4.3 distinguish between statements and questions [NS/PS 4.K.3]
(K)4.4 follow, with teacher assistance, a simple pictorial communicated direction [NS 4.K.6]

WRITING - COMPOSITION

It is expected that students will:

(K)5.1 draw or write daily (e.g. journals, learning logs, labels, lists)
(K)5.2 respond to information by drawing and writing with teacher assistance [NS/PS 5.K.1]
(K)5.3 draw or write, with teacher assistance, to communicate [NS/PS 5.K.2]
(K)5.4 draw or write, with teacher assistance, stories about familiar experiences and events [NS/PS 5.K.3]
(K)5.5 draw or write, with teacher assistance, responses to literature [NS/PS 5.K.4]
ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

WRITING - PROCESS

It is expected that students will:

(K)6.1 become familiar with the writing process
   a. prewriting
   b. drafting
   c. revising
   d. editing
   e. publishing

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

(K)6.3 select, with teacher assistance, ideas for writing [NS/PS 6.K.1]

(K)6.4 organize and sequence, with teacher assistance, ideas generated through group discussions [NS 6.K.2]

(K)6.5 draw or write simple stories with teacher assistance [NS/PS 6.K.3]

(K)6.6 revise writing with teacher assistance

(K)6.7 edit with teacher assistance

(K)6.8 share drawings or writings with others [NS 6.K.7]

WRITING - MECHANICS

It is expected that students will:

(K)7.1 write own first and last name(s) [PS 7.K.4]

(K)7.2 capitalize first letters of own first and last name(s) [NS/PS 7.K.4]

(K)7.3 use correct spelling of own first and last name(s) [NS/PS 7.K.5]

(K)7.4 form letters of the alphabet correctly [NS/PS 7.K.6]

(K)7.5 use phonetic spelling:
   a. initial sounds
   b. medial sounds
   c. final sounds

(K)7.6 identify and use end punctuation (period, question mark, exclamation point)

LISTENING

It is expected that students will:

(K)8.1 listen for a variety of purposes (to obtain information, to solve problems, or enjoyment) [NS/PS 8.K.1]

(K)8.2 listen to and respond to stories and group discussions [NS/PS 8.K.2]

(K)8.3 listen to and follow oral direction(s) [NS/PS 8.K.4]
ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

SPEAKING

*It is expected that students will:*

(K)9.1 use and expand vocabulary to communicate ideas [NS/PS 9.K.1]
(K)9.2 speak clearly at an understandable pace [NS 9.K.2]
(K)9.3 share and respond to ideas [NS/PS 9.K.3]
(K)9.4 relate experiences and retell stories [NS/PS 9.K.4]
(K)9.5 give clear directions to complete a simple task [NS/PS 9.K.5]
(K)9.6 use complete sentences to communicate ideas [PS 9.K.A1]

DISCUSSION

*It is expected that students will:*

(K)10.1 demonstrate turn-taking in conversations and group discussions [NS/PS 10.K.1]
(K)10.2 ask and answer questions [NS/PS 10.K.2]
(K)10.3 share ideas and information [NS/PS 10.K.3]

RESEARCH AND STUDY SKILLS

*It is expected that students will:*

(K)11.1 use, with teacher assistance, reference materials and technology [NS/PS 11.K.2]
(K)11.2 formulate questions, with teacher assistance, to explore areas of interest [NS/PS 11.K.1]
HEALTH
KINDERGARTEN

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:
(K)1.1 describe the importance of exercise for health and fitness
(K)1.2 identify healthy decisions when engaging in recreational activities
(K)1.3 name reasons why teeth are needed
(K)1.4 describe how to properly care for teeth
(K)1.5 describe the importance of choosing healthy snacks

GROWTH AND DEVELOPMENT
It is expected that students will:
(K)2.1 identify characteristics that make each person different
(K)2.2 use and identify five senses

NUTRITION
It is expected that students will:
(K)3.1 state reasons for needing food
(K)3.2 identify foods that contribute to a healthy meal
HEALTH KINDERGARTEN (continued)

(K)3.3 name and describe a variety of foods
(K)3.4 name the benefits of eating a variety of foods
(K)3.5 list various sources of food (e.g., animals and plants)

SUBSTANCE ABUSE PREVENTION

It is expected that students will:

(K)4.1 identify items that are safe or not safe to taste, smell, or touch
(K)4.2 identify some poisonous household substances/products
(K)4.3 discuss why medicines are never to be taken unless prescribed by a physician and/or given by a trusted adult
(K)4.4 model ways to say no in unhealthy or dangerous situations

SAFETY

It is expected that students will:

(K)5.1 discuss the concept of family and the importance of helping one another
(K)5.2 identify examples and model situations where respect is shown for self and others
(K)5.3 distinguish between strangers and trusted people who can be approached when in need of assistance
(K)5.4 recite name, address, and telephone number
(K)5.5 discuss safety rules and practices to follow at home and at school (e.g., general practices, fire safety procedures, traffic safety)
(K)5.6 state the dangers of handling unknown or household substances
(K)5.7 explain ways to help oneself and others when in need of assistance

DISEASE PREVENTION

It is expected that students will:

(K)6.1 explain the importance of keeping the body clean
(K)6.2 identify appropriate times and techniques for hand washing
(K)6.3 cover sneezes and coughs properly
(K)6.4 identify symptoms of feeling sick
(K)6.5 explain why regular visits to the dentist and doctor are important

COMMUNITY/CONSUMER HEALTH

It is expected that students will:

(K)7.1 identify and describe the roles of health professionals (e.g., doctor, nurse, and dentist)
(K)7.2 identify when help is needed and ways to obtain assistance (e.g., trusted adult, 911 for emergencies)

ENVIRONMENTAL HEALTH

It is expected that students will:

(K)8.1 describe ways to keep a healthy home environment (e.g., wash dishes, put away toys, clothes)
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:

(K)1.1 recognize situations in which additional information (beyond one’s own knowledge) is needed to resolve an information problem or question [NS 1.A.0]; [ELA/PS 2.K.1]
(K)1.2 recognize examples of complete and incomplete information [NS 1.B.0]; [ELA/PS 8.K.4]
(K)1.3 state at least one broad question that will help in finding needed information [NS 1.C.1]; [ELA/PS 4.K.3, 11.K.1]
(K)1.4 explore a variety of sources of information and the kind of information found in each [NS 1.D.0]; [ELA/PS 4.K.1, 11.K.2, 1.K.4, 4.K.A1, 11.K.2]
   a. learn that information is available from non-fiction books and various multimedia resources
   b. identify main areas of the library and type of sources found in each
   c. recognize alphabetical order of the author’s surname
LIBRARY KINDERGARTEN (continued)

INFORMATION EVALUATION

*It is expected that students will:*

(K)2.1 recognize facts [NS 2.B.0]; [ELA/PS 4.K.1]
(K)2.2 recognize inaccurate or misleading information in information sources and products [NS 2.C.1]; [ELA/PS 8.K.4]
(K)2.3 recognize information that is applicable to a specific information problem or question [ELA/PS 4.K.1]

INFORMATION USE

*It is expected that students will:*

(K)3.1 recognize and understand new information and ideas [NS 3.B.1]; [ELA/PS 2.K.1, 2.K.A1, 4.K.2]
(K)3.2 identify information that meets a particular information need [NS 3.C.1]; [ELA/PS 9.K.5]
(K)3.3 explore a variety of formats for presenting different kinds of information [NS 3.D.0]; [ELA/PS 4.K.A1]

INFORMATION PURSUIT

*It is expected that students will:*

(K)4.1 seek information about aspects of personal interest or well-being [NS 4.A.1]; [ELA/PS 9.K.4]
   a. link new information from stories read or heard to prior knowledge
   b. link new information from stories read or heard to personal experiences
(K)4.2 present basic information relating to topics of personal interest [NS 4.A.1]; [ELA/PS 9.K.A1, 10.K.3]

LITERATURE APPRECIATION

*It is expected that students will:*

(K)5.1 choose fiction and other kinds of literature to read [ELA/PS 3.K.3]
   a. listen to a variety of quality literature from various cultures and genres including folktales, fiction, and non-fiction
   b. understand the role of authors and illustrators in creating books
(K)5.2 listen and respond to creative expressions of information [NS 5.B.0]; [ELA/PS 2.K.A2, 3.K.5, 3.K.7]
(K)5.3 express information and ideas creatively in simple formats [NS 5.C.1]; [ELA/PS 3.K.A1, 3.K.A2]
LIBRARY KINDERGARTEN (continued)

INFORMATION SEEKING

*It is expected that students will:*

(K)6.1 use the steps needed to find information [NS 6.A.0]; [ELA/PS 2.K.A1, 11.K.1, 11.K.2]
(K)6.2 explore, with teacher’s assistance, basic strategies for improving work [NS 6.B.0]; [ELA/PS 11.K.1, 11.K.2]

INFORMATION LITERACY

*It is expected that students will:*

(K)7.1 explore sources of information from diverse cultures and contexts [NS 7.A.0]; [ELA/PS 3.K.3]
(K)7.2 return materials on time; and explain how to care for them properly [ELA/PS 8.K.4, 9.K.5]
(K)7.3 share access to limited resources [NS 7.B.0]; [ELA/PS 8.K.4, 9.K.5]
   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:*

(K)8.1 understand the role of the creator(s) of information [ELA/PS 4.K.A1]

GROUP PARTICIPATION

*It is expected that students will:*

(K)9.1 contribute to group discussions related to information problems or questions [ELA/PS 8.K.2, 9.K.3]
(K)9.3 express one’s own ideas when working in groups [ELA/PS 8.K.2, 9.K.1, 9.K.A1, 10.K.2]
(K)9.4 work with others to create simple information products [ELA/PS 10.K.1, 10.K.3]
MATHEMATICS

KINDERGARTEN

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:

(K)1.1 count up to 20 objects to determine quantity [NS/PS 1.K.5]
(K)1.2 count by ones to 20 [NS/PS 1.K.5]
(K)1.3 compare sets of objects and describe more/less/equal [NS 2.1.4]
(K)1.4 match the number of objects to the correct numeral, 0 -10 [NS/PS 1.K.8]
(K)1.5 recognize, read, and write numbers, 0 - 10 [NS/PS 1.K.6]
(K)1.6 recognize number words, 0 - 10
(K)1.7 estimate the number of objects in a set of 10 and verify by counting [NS/PS 1.K.7]
(K)1.8 use ordinal positions first to third [NS/PS 1.K.7]
(K)1.9 describe whole number relationships, 0-10
(K)1.10 combine sets of objects (addition) and describe results
(K)1.11 remove objects from a set (subtraction) and describe results
(K)1.12 compare two sets to determine the difference (subtraction)
(K)1.13 use concrete objects to model simple sums and differences [NS/PS 1.K.1]
(K)1.14 add and subtract whole numbers to 10, using objects
(K)1.15 use number sense, computation, and estimation to solve mathematical and real-world problems

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

(K)2.1 sort and describe objects by similar characteristics (attributes) [NS/PS 2.K.1]
(K)2.2 create and describe patterns using objects, words, and numbers
(K)2.3 recognize, replicate, and extend repeating patterns [NS/PS 2.K.1]
(K)2.4 identify and create sets of objects with unequal amounts, describing them as more or less [NS/PS 2.K.4]

MEASUREMENT

It is expected that students will:

(K)3.1 compare and order objects by size communicating their similarities and differences [NS/PS 3.K.1]
(K)3.2 order objects by size and weight [NS/PS 3.K.1]
(K)3.3 identify and sort pennies, nickels, and dimes [NS/PS 3.K.4]
(K)3.4 identify year, day, month using a calendar
(K)3.5 recite, in order, the days of the week [NS/PS 3.K.6]

**SPATIAL RELATIONSHIPS AND GEOMETRY**

*It is expected that students will:*

(K)4.1 identify and describe geometric figures (sphere, cylinder, rectangular prism, cube, cone) [NS/PS 4.K.1]
(K)4.2 identify and describe two-dimensional shapes (circles, triangles, rectangles including squares) regardless of position [NS/PS 4.K.1]
(K)4.3 use position words (e.g. before, middle, down) to place and describe location of objects [NS/PS 4.K.2]
(K)4.4 identify two-dimensional figures (e.g., doors tend to be shaped like rectangles), as they appear in the environment [NS/PS 4.K.3]

**DATA ANALYSIS**

*It is expected that students will:*

(K)5.1 collect and describe data [NS/PS 5.K.1]
(K)5.2 describe and compare information (data) on graphs made with objects, pictures, or numbers [NS/PS 5.K.1]

**PROBLEM SOLVING**

*It is expected that students will:*

(K)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]
(K)6.2 apply previous experience and knowledge to new problem-solving situations [NS 6.2]
(K)6.3 formulate own problems; use various approaches to investigate and solve problems [NS/PS 6.3]
(K)6.4 explain and verify results with respect to the original problem [NS 6.4]
(K)6.5 try more than one strategy when the first strategy is unproductive [NS 6.6]
(K)6.6 apply solutions and strategies from earlier problems to new problem situations [NS/PS 6.8]
(K)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:*

(K)7.1 discuss and exchange ideas about mathematics as a part of learning [NS 7.1]
(K)7.2 use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems [NS 7.2]

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

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

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

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

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

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

MATHEMATICAL REASONING

It is expected that students will:

(K)8.1 justify and explain the solutions to problems using manipulative and physical models [NS/PS 8.1]

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

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

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

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

MATHEMATICAL CONNECTIONS

It is expected that students will:

(K)9.1 link new concepts to prior knowledge [NS/PS 9.1]

(K)9.2 identify practical applications of mathematical principles that can be applied to other disciplines [NS/PS 9.5]

(K)9.3 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]

(K)9.4 identify, explain, and use mathematics in everyday life [NS/PS 9.8]
MUSIC

MUSIC

KINDERGARTEN

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 between 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:*

(K)1.1 explore the pulse/beat of duple meter (2/4, 4/4, 6/8) [NS 6.3.1]

(K)1.2 explore patterns using rhythmic values (♩, ℌ, ♪)

**MELODY**

*It is expected that students will:*

(K)2.1 explore vocal tone production and pitch matching [NS 1.3.1]

(K)2.2 explore songs in a limited range [NS 1.3.1]

(K)2.3 explore a variety of repertoire songs in cultural/historical context, including singing games, cumulative, patriotic, seasonal, multicultural, and folk songs [NS 1.3.4]

(K)2.4 explore the relationship between the size of the sound source/instrument and its pitch

(K)2.5 explore melodic direction [NS 6.3.1]

(K)2.6 explore high/low contrasts [NS 6.3.1]
HARMONY

It is expected that students will:

(K)3.1 explore tonality differences including major/minor [NS 6.3.1]
(K)3.2 experience a rhyme with a teacher-accompanied ostinato [NS 1.3.3]

FORM

It is expected that students will:

(K)4.1 explore the feeling of phrase [NS 6.3.1]
(K)4.2 explore the difference between A and B sections [NS 6.3.1]

EXPRESSIVE QUALITIES

It is expected that students will:

(K)5.1 explore the space through creative movement
(K)5.2 explore contrasts in tempo [NS 6.3.1]
(K)5.3 explore contrasts in dynamics [NS 6.3.1]
(K)5.4 explore contrasts in timbre [NS 6.3.1, NS 4.3.3]
(K)5.5 explore the music of many cultures including style, instruments, and traditions [NS 9.3.1, NS 10.3.1]
(K)5.6 explore unpitched percussion technique [NS 2.3.1]
(K)5.9 create movement and music to interpret stories, rhymes, and poetry [NS 4.3.1]
PHYSICAL EDUCATION
KINDERGARTEN

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:

(K)1.1 explore the basic concepts/elements of simple object movement skills [NS 1.2.2]
(K)1.2 perform a variety of basic level manipulative skills [NS 2.2.2]
   a. throw an object with two hands simultaneously
   b. throw an object with one hand, underhand
   c. trap an object using two hands
   d. bounce and catch a ball
   e. roll an object
   f. strike an object with the hand using underhand and overhand techniques
   g. develop foot-eye coordination by moving feet in simple patterns (e.g., pathways, around obstacles)
   h. kick a stationary ball
   i. jump a stationary rope
(K)1.5 demonstrate a language vocabulary for object movement activities [NS 1.2.1]

LOCOMOTOR AND NONLOCOMOTOR MOVEMENT SKILLS

It is expected that students will:

(K)2.1 explore the basic concepts/elements of simple locomotor and nonlocomotor movements (i.e., alternating feet) [NS 1.2.2]
(K)2.2 perform basic locomotor movements: walk, run, hop, jump, gallop [NS 2.2.1]
PHYSICAL EDUCATION KINDERGARTEN (continued)

(K)2.3 perform basic nonlocomotor movements: bend, stretch, twist, swing
(K)2.4 explore personal space safely in relation to others in the general space
(K)2.5 identify and use body parts
(K)2.6 demonstrate position in space/relationship qualities through movement (e.g. up/down, over/under, around) [NS 3.2.2 B]
(K)2.7 explore static and dynamic balances using a variety of large and small body parts
(K)2.8 explore simple transfer of weight movements [NS 2.2.3]
(K)2.10 develop a language vocabulary for locomotor and nonlocomotor movement activities [NS 1.2.1]

EXPRESSIVE MOVEMENT AND DANCE
It is expected that students will:
(K)3.1 explore the basic concepts/elements of simple expressive movement skills (i.e., changing speed) [NS 1.2.2]
(K)3.2 explore space as an element of movement: shape, size, direction [NS 3.2.1]
(K)3.3 explore force as an element of movement: heavy/light, strong/weak [NS 3.2.1]
(K)3.4 explore time as an element of movement: fast/slow
(K)3.5 explore expressive movement as a form of communication [NS 3.2.3]
(K)3.7 perform various movement patterns to a steady beat [NS 3.2.4]
(K)3.11 demonstrate a language vocabulary for expressive movement [NS 1.2.1]

PHYSICAL FITNESS
It is expected that students will:
(K)4.1 demonstrate safety in performance of various fitness activities and exercises [NS 4.2.4]
(K)4.2 participate in activities that develop the physical fitness components: aerobic endurance, flexibility, muscular endurance, muscular strength [NS 4.2.2]
(K)4.4 explore physiological signs of moderate physical activity [NS 1.2.4]
(K)4.5 explore the implications of physical fitness for health
(K)4.7 develop a language vocabulary for physical fitness [NS 1.2.1]

RESPONSIBILITY AND COOPERATION
It is expected that students will:
(K)5.1 apply classroom rules, procedures, and safe practices with teacher reinforcement [NS 5.2.1]
(K)5.2 share space and equipment with others [NS 5.2.2]
(K)5.3 interact positively with others regardless of personal differences [NS 5.2.3]
(K)5.6 respond appropriately to simple movement cues [NS 1.2.3]
STANDARDS

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 KINDERGARTEN (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 among 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:

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

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

(K)1.3  observe patterns in nature (leaves, feathers, night, day, weather conditions) [N2A3]

(K)1.4  ask questions about the world [N2B2]

(K)1.5  share information, observations, and ideas with others [N2B2]

(K)1.6  recognize that science can answer questions for all kinds of people [N2B1]

**PHYSICAL SCIENCE**

It is expected that students will:

(K)2.1  describe observable materials and properties of objects (size, shape, color) [P2A3; P2A4]

(K)2.2  compare objects/products made of different materials [P2A4]
EARTH AND SPACE SCIENCE

It is expected that students:

(K)3.1 recognize that the sun is a source of heat and light [E2A1]
(K)3.2 observe, describe, and record seasonal changes [E2A3; N2A3]

LIFE SCIENCE

It is expected that students will:

(K)4.1 identify observable characteristics and behaviors of animals [L2A2; L2D1]
(K)4.2 sort animals by observable characteristics [L2D1]
(K)4.3 observe and explain that animals have offspring that are the same kind of animal [L2A1]
(K)4.4 use five senses to investigate the natural world [L2B1]
(K)4.5 recognize and explain that animals live in different places [L2C3]
SOCIAL STUDIES

KINDERGARTEN

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.
SOCIAL STUDIES KINDERGARTEN (continued)

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:

(K)1.1 know and recite full name and birthday
(K)1.2 know home address (street, city, state)
(K)1.3 recite the “Pledge of Allegiance,” with teacher assistance
(K)1.4 follow directions and classroom rules
(K)1.5 demonstrate courteous and respectful behavior
(K)1.6 complete tasks independently
(K)1.7 work cooperatively in a group

ECONOMICS

It is expected that students will:

(K)2.1 recognize ways money is used to buy goods and services
(K)2.2 develop an awareness of wants and needs
(K)2.3 identify types of occupations/services and describe their importance in the community

GEOGRAPHY

It is expected that students will:

(K)3.1 use vocabulary related to direction and location (e.g., up/down; left/right; near/far; above/below) [NS 1.K.1]
(K)3.2 recognize a map and a globe [NS 1.K.2]
(K).3.3  recognize water and land on a map or globe  [NS 1.K.8]
(K).3.4  identify daily weather conditions (e.g., rain, sun, snow, wind)  [NS 3.K.1]

HISTORY

It is expected that students will:

(K).4.1  develop an awareness of important holidays in Nevada and the United States
TECHNOLOGY
KINDERGARTEN

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:*

(K)1.1 discuss a design/problem-solving method

PRODUCTIVITY TOOLS

*It is expected that students will:*

(K)2.1 identify parts of the computer
(K)2.2 demonstrate proper care and handling of equipment (computers)
(K)2.3 use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, and audiotapes
(K)2.4 use a variety of media and technology resources for directed and independent learning activities
(K)2.5 demonstrate proper keyboarding skills (i.e., locate and use letters, numbers, and special keys on a keyboard using the left or right hand) [NS 2.3.1]
(K)2.6 demonstrate proper navigation of the desktop, which includes:
   a. appropriate cursor movement
   b. opening and closing
(K)2.7 follow proper sequence to run programs, which includes starting and exiting programs
TECHNOLOGY KINDERGARTEN (continued)

(K)2.8 type simple words with guided instruction
(K)2.9 use multimedia software

RESEARCH TOOLS
It is expected that students will:
(K)3.1 select a research topic or define a problem with guided instruction, using technology tools [NS 3.3.1]
(K)3.2 generate keywords for a research topic or problem with guided instruction

TOOLS AND PROCESSES
It is expected that students will:
(K)4.1 use technologies as an educational tool in all content areas
(K)4.2 use technologies independently and collaboratively
(K)4.3 recognize the importance of safety in computer and technology applications [NS 4.3.3]

SYSTEMS
It is expected that students will:
(K)5.1 identify and categorize systems that provide food, clothing, shelter, and other necessities and comforts of life

IMPLICATIONS ON SOCIETY
It is expected that students will:
(K)6.1 describe and use required classroom procedures for use of technology
(K)6.2 describe how technology is used in daily activities to meet personal needs
VISUAL ARTS

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:

(K)1.1 describe works of art, using appropriate vocabulary, e.g., name subject matter [NS 2.3.1]

(K)1.4 share opinions when judging works of art

(K)1.5 share own artwork

ART HISTORY

It is expected that students will:

(K)2.1 examine historical/cultural context, e.g., observe works within their cultures, times or places [NS 4.3.2]

AESTHETICS

It is expected that students will:

(K)3.1 engage in aesthetic inquiry through various aesthetic issues/topics, artist’s intent, and viewer’s interpretation

(K)3.2 discover aesthetic positions/stances, such as realism (art that is true to life)
ART PRODUCTION

It is expected that students will:

(K) 4.1 demonstrate elements of art: line, shape, color, texture [NS 2.3.4]
(K) 4.2 demonstrate design concepts and principles: repetition [NS 2.3.4]
(K) 4.3 demonstrate choice of subject matter to communicate an intended meaning [NS 3.3.2]
(K) 4.4 draw; using varied media, techniques, and processes [NS 1.3.3]
(K) 4.5 paint; using varied media, techniques, and processes [NS 1.3.3]
(K) 4.6 create a minimum of one three-dimensional art form using media, techniques, and processes for either:
   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.)
(K) 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]
(K) 4.8 make prints; using media, techniques, and processes for stamp prints [NS 1.3.3]
(K) 4.11 work in at least one mixed medium, e.g., collage, wearable art (garments, head pieces, etc.), mask-making, puppetry, book-making, jewelry, animation, combined media, etc. [NS 1.3.3]