



# GRADE ONE



# ENGLISH LANGUAGE ARTS/READING

## GRADE ONE

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **WORD ANALYSIS: CONTENT STANDARD 1.0**

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

*All indicators include both literary and expository text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

#### **PHONOLOGICAL AWARENESS**

*It is expected that students will:*

- (1)1.1 A. demonstrate phonological awareness of spoken words through
  1. syllable awareness [PS/NS 1.1.1]
  2. onset and rime awareness [PS/NS 1.1.1]
  3. rhyming (e.g., produce oral rhymes) [NS 1.1.1]
  4. concept of word [NS 1.1.1]
  5. alliteration
- B. repeat random strings of digits, words, sounds, or letters presented once auditorily

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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### PHONEMIC AWARENESS

*It is expected that students will:*

- (1) 1.2 A. demonstrate phonemic awareness of spoken words through
  - 1. matching sounds [PS/NS 1.1.2]
  - 2. isolating sounds [PS/NS 1.1.2]
  - 3. blending sounds [PS/NS 1.1.2]
  - 4. segmenting sounds [PS/NS 1.1.2]
  - 5. deleting sounds [PS/NS 1.1.2]
  - 6. substituting sounds [PS/NS 1.1.2]
- B. identify and work with phonemes in spoken words through
  - 1. initial sounds
  - 2. final sounds
  - 3. medial sounds

### PHONICS AND STRUCTURAL ANALYSIS (SEE CHART IN RESOURCE SECTION)

*It is expected that students will:*

- (1) 1.3 A. identify and name upper and lower case letters of the alphabet
- B. decode words in text through
  - 1. letter/sound relationships [PS/NS 1.1.3]
  - 2. short/long vowels [PS/NS 1.1.3]
  - 3. digraphs
    - a. consonant digraphs (e.g., th, sh, ch, wh) [PS/NS 1.1.3]
    - b. vowel digraphs (e.g., ai (rain), ay (day), ue (blue), ea (seat), ea (bread), ee (peek), oa (boat), oo (look)) [PS/NS 1.1.3]
  - 4. blends
    - a. initial (common, two letter consonants) [PS/NS 1.1.3]
    - b. final (e.g., nd, nk, ng, nt, sk) [PS/NS 1.1.3]
  - 5. diphthongs (e.g., ou/ow cloud, oi/oy toy, ew blew) [PS/NS 1.1.3]
  - 6. word families [PS/NS 1.1.3]
  - 7. spelling patterns (e.g., CVC= cat, CVCe= cake, CVVC=boat, CVCC=high) [PS/NS 1.1.3]
- C. decode words, with assistance, through structural analysis using
  - 1. base words [NS 1.1.3]
  - 2. suffixes (e.g., ~ed, ~ing) [NS 1.1.3]
  - 3. prefixes (e.g., un~, re~) [NS 1.1.3]
  - 4. syllables [NS 1.1.3]
  - 5. compound words [NS 1.1.3]
  - 6. contractions
  - 7. plurals (e.g., ~s, ~es)
- D. self-correct decoding errors

### VOCABULARY DEVELOPMENT

*It is expected that students will:*

- (1) 1.4 A. comprehend vocabulary using

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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1. suffixes [PS/NS 1.1.4]
2. synonyms [PS/NS 1.1.4]
3. antonyms [PS/NS 1.1.4]
4. homonyms (e.g., bat-small furry animal, bat-wooden club)
- B. apply alphabetic order to locate words using the first letter of each word [PS/NS 1.1.4]
- C. comprehend vocabulary, with assistance, using
  1. homographs (e.g., bow of ship, bow and arrow) [NS 1.1.4]
  2. homophones (e.g., tail/tale, hair/hare) [NS 1.1.4]
  3. abbreviations [NS 1.1.4]
  4. context clues (e.g., definitions, examples) [NS 1.1.4]
- D. sequence the letters of the alphabet to understand alphabetical order [NS 1.1.4]
- E. use resources to find and/or confirm meaning of unknown words encountered in text with assistance (e.g., glossary, dictionary, thesaurus) [NS 1.1.4]
- F. build vocabulary using
  1. pictures [NS 1.1.4]
  2. symbols [NS 1.1.4]
  3. environmental print
  4. basic sight words
  5. classification and categorizing
- G. develop and expand vocabulary (reading, writing, listening, speaking) through meaningful experiences (e.g., wide reading, discussion of word meanings, interactive activities, examples and non-examples, listening to and discussing text read aloud) [PS1.1.A1]

### FLUENCY AND COMPREHENSION

*It is expected that students will:*

- (1) 1.5 A. identify high frequency words (regular/irregular) to build fluency and comprehension [PS/NS 1.1.5]
- B. read decodable text with fluency [PS 1.1.A2]
- C. identify content-specific vocabulary in text with assistance
- D. read aloud with a focus on
  1. prosody [NS 1.1.5]
  2. accuracy [NS 1.1.5]
  3. automaticity [NS 1.1.5]
  4. reading rate (see fluency chart in Resource Section) [NS 1.1.5]
- E. participate actively in reading from a variety of literary genres and expository selections (e.g., stories, poetry, plays, folktales, articles, realistic fiction, electronic resources)
  1. read independently daily
  2. select books of choice appropriate to purpose and reading ability
  3. state a personal reaction to a story
- F. listen to and discuss a variety of literary and expository text
- G. participate in differentiated, small-group instruction regularly

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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### **READING STRATEGIES: CONTENT STANDARD 2.0**

Students use reading process skills and strategies to build comprehension.

*All indicators include both literary and expository text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **BEFORE-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)**

*It is expected that students will:*

- (1) 2.1
  - A. demonstrate concept of print [PS/NS 2.1.1]
    - 1. use left-to-right directionality
    - 2. use return sweep
    - 3. use one-to-one matching
    - 4. read top-to-bottom
  - B. demonstrate concept of word [PS/NS 2.1.1]
  - C. demonstrate voice-to-print match [PS/NS 2.1.1]
  - D. identify
    - 1. author [PS/NS 2.1.1]
    - 2. illustrator [PS/NS 2.1.1]
    - 3. cover
    - 4. title
    - 5. key vocabulary
  - E. use before-reading strategies, with assistance, based on text and purpose to
    - 1. access prior knowledge
    - 2. build background knowledge
    - 3. preview text
    - 4. choose appropriate graphic organizer
    - 5. set a purpose for reading (e.g., entertain, skim for content, answer questions)
    - 6. determine text type (e.g., literacy/fiction, expository/nonfiction)
    - 7. make predictions

### **DURING-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)**

*It is expected that students will:*

- (1) 2.2
  - A. use during-reading strategies, with assistance, based on text and purpose to
    - 1. make predictions [PS/NS 2.1.2]
    - 2. identify key vocabulary [PS/NS 2.1.2]
    - 3. make inferences [PS/NS 2.1.2]
    - 4. know when meaning is lost
    - 5. use self-correcting strategies (e.g., self-question, reread, use context clues)
    - 6. identify main idea
    - 7. visualize/create mental images
    - 8. make connections to personal experiences and knowledge
    - 9. use appropriate graphic organizer

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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### AFTER-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

*It is expected that students will:*

- (1) 2.3
- A. use after-reading strategies based on text and purpose to
    - 1. orally recall details/facts [PS/NS 2.1.3]
    - 2. orally restate main ideas [PS/NS 2.1.3]
    - 3. retell stories
  - B. connect, compare, and contrast the story elements in text with assistance
  - C. locate picture clues, words, and/or sentences to answer questions with assistance
  - D. use appropriate graphic organizer

### LITERARY TEXT: CONTENT STANDARD 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

*All indicators include literary text.*

*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### SETTING AND PLOT

*It is expected that students will:*

- (1) 3.1
- A. listen for and identify
    - 1. setting [PS/NS 3.1.1]
    - 2. sequence of events [PS/NS 3.1.1]
  - B. make inferences and draw conclusions about setting and plot based on evidence with assistance [PS/NS 3.1.1]

### CHARACTERIZATION

*It is expected that students will:*

- (1) 3.2
- A. identify and describe physical traits [PS/NS 3.1.2]
  - B. identify and describe personality traits [PS/NS 3.1.2]
  - C. make inferences and draw conclusions about a character(s) based on evidence with assistance [PS/NS 3.1.2]

### THEME

*It is expected that students will:*

- (1) 3.3
- A. identify the main idea [PS/NS 3.1.3]
  - B. identify theme with assistance [NS 3.1.3]
  - C. identify a lesson learned based on events and/or character's actions with assistance

### POINT OF VIEW

*It is expected that students will:*

- (1) 3.4
- A. identify first-person point of view with assistance [NS 3.1.4]

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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### LANGUAGE

*It is expected that students will:*

- (1) 3.5    A. identify, with assistance, examples of
1. imagery [NS 3.1.5]
  2. sensory words [NS 3.1.5]
  3. similes [NS 3.1.5]
- B. identify the effects of rhythm, rhyme, and alliteration with assistance [NS 3.1.5]
- C. identify dialect with assistance [NS 3.1.5]

### TONE, MOOD, AND IRONY

*It is expected that students will:*

- (1) 3.6    A. listen to and identify words and phrases that reveal tone with assistance [NS 3.1.6]

### CULTURES AND TIME PERIODS

*It is expected that students will:*

- (1) 3.7    A. listen to, read, and discuss text from different
1. cultures [PS/NS 3.1.7]
  2. time periods [PS/NS 3.1.7]

### PREDICTIONS

It is expected that students will:

- (1) 3.8    A. make predictions based on evidence [PS/NS 3.1.8]
- B. confirm/negate predictions

### RESPONDING TO TEXT

It is expected that students will:

- (1) 3.9    A. make connections to self, other text, and/or the world with assistance [NS 3.1.9]
- B. use information to answer specific questions (e.g., literal and inferential questions) [PS/NS 3.1.9]
- C. orally recall details/facts [PS/NS 2.1.3]
- D. orally restate main ideas [PS/NS 2.1.3]
- E. generate and respond to who, what, when, where, and why
- F. make inferences with assistance
- G. connect, compare, and contrast the story elements in text with assistance
- H. locate picture clues, words, and/or sentences to answer questions with assistance
- I. use appropriate graphic organizer

### EXPOSITORY TEXT: CONTENT STANDARD 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

*All indicators include expository text.*

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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*All indicators are based on grade-appropriate text and skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **TEXT FEATURES**

*It is expected that students will:*

- (1) 4.1
  - A. identify the purpose of and gain information from text features
    - 1. text boxes (e.g., labels, captions) [PS/NS 4.1.1]
    - 2. illustrations [PS/NS 4.1.1]
    - 3. diagrams [PS/NS 4.1.1]
    - 4. headings [PS/NS 4.1.1]
    - 5. titles [PS/NS 4.1.1]
    - 6. graphs [PS/NS 4.1.1]
    - 7. charts [PS/NS 4.1.1]
    - 8. tables of contents [PS/NS 4.1.1]
    - 9. simple timelines
  - B. identify and explain, with assistance, the use of text features
    - 1. bold-faced words [NS 4.1.1]
    - 2. underlined words [NS 4.1.1]
    - 3. highlighted words [NS 4.1.1]
    - 4. italicized words [NS 4.1.1]
  - C. identify the purpose of and gain information from multimedia sources (e.g., text, Internet, video streaming)
  - D. use text, pictures, and graphs to answer questions

### **LANGUAGE**

*It is expected that students will:*

- (1) 4.2
  - A. identify dialect with assistance [NS 4.1.2]
  - B. identify words and phrases that reveal tone with assistance [NS 4.1.2]
  - C. distinguish between statements and questions

### **ORGANIZATIONAL AND STRUCTURAL PATTERNS**

*It is expected that students will:*

- (1) 4.3
  - A. identify a topic [PS/NS 4.1.3]
  - B. describe sequential order [PS/NS 4.1.3]
  - C. describe chronological order [PS/NS 4.1.3]
  - D. identify cause and effect with assistance [NS 4.1.3]
  - E. identify a cause and its effect on events and/or relationships with assistance [NS 4.1.3]
  - F. identify problems and solutions with assistance [NS 4.1.3]
  - G. identify what the character wants and the solution with assistance
  - H. identify a main idea with assistance [NS 4.1.3]

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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### **CULTURES AND TIMES**

*It is expected that students will:*

- (1) 4.4 A. listen to, read, and discuss text from different
1. cultures [PS/NS 4.1.4]
  2. time periods [PS/NS 4.1.4]

### **RESPONDING TO TEXT**

*It is expected that students will:*

- (1) 4.5 A. make connections to self, other text, and/or the world with assistance [NS 4.1.5]
- B. use information to answer specific questions [PS/NS 4.1.5]
- C. orally recall details/facts [PS/NS 2.1.3]
- D. orally restate main ideas [PS/NS 2.1.3]
- E. locate picture clues, words, and/or sentences to answer questions with assistance

### **PREDICTIONS, INFERENCES, AND CONCLUSIONS**

*It is expected that students will:*

- (1) 4.6 A. make predictions based on evidence with assistance [PS/NS 4.1.6]
- B. make inferences based on evidence with assistance [PS/NS 4.1.6]
- C. draw conclusions based on evidence with assistance [PS/NS 4.1.6]
- D. identify facts with assistance [NS 4.1.6]
- E. identify opinions with assistance [NS 4.1.6]
- F. confirm/negate predictions

### **DIRECTIONS**

*It is expected that students will:*

- (1) 4.7 A. follow pictorial and written directions to complete tasks [PS/NS 4.1.7]

### **EFFECTIVE WRITING: CONTENT STANDARD 5.0**

Students write a variety of texts using the writing process.

*All indicators are based on grade-appropriate text and skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **PREWRITING**

*It is expected that students will:*

- (1) 5.1 A. use prewriting strategies, both independently and collaboratively with peers, to plan written work (e.g., brainstorming, graphic organizers, pictures, lists) [PS/NS 5.1.1]
- B. explore a topic to plan written work with assistance [NS 5.1.1]
- C. choose and narrow a topic to organize ideas with assistance (e.g., graphic organizers, lists) [PS/NS 5.1.1]

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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- D. ask questions to expand knowledge
- E. consider audience and purpose

### DRAFTING

*It is expected that students will:*

- (1) 5.2 A. draft sentences, both independently and collaboratively with peers, about a single topic that address
  - 1. audience and purpose [PS/NS 5.1.2]
  - 2. supporting details [PS/NS 5.1.2]
- B. communicate independently ideas in written forms daily (e.g., journals, learning logs, lists, computer generated documents) [NS 5.1.2]
- C. write complete sentences
- D. use simple transitions to relate ideas
- E. use correct spelling of CVC and high frequency words (e.g., the, is, my, are) [PS 5.1.A1]
- F. use pattern and structure rules to correctly spell words
  - 1. onset and rime (word families)
  - 2. short/long vowels
  - 3. common consonant blends
  - 4. common digraphs
  - 5. plurals (e.g., ~s, ~es)
  - 6. inflectional suffixes (e.g., ~ed, ~ing)

### REVISING (EVALUATING AND REFINING)

*It is expected that students will:*

- (1) 5.3 A. revise drafts, with assistance, for
  - 1. audience and purpose [PS/NS 5.1.3]
  - 2. focused ideas (e.g., clear, detailed, specific) [PS/NS 5.1.3]
  - 3. organization (e.g., logical, sequential) [PS/NS 5.1.3]
  - 4. relevant details [PS/NS 5.1.3]
  - 5. voice [PS/NS 5.1.3]
- B. become familiar with the analytic writing traits
  - 1. ideas
  - 2. organization
  - 3. voice
  - 4. word choice
  - 5. sentence fluency
  - 6. conventions
- C. add or delete text from draft
- D. create and revise drafts using simple word processing skills
- E. share writing with others and consider making revisions based upon feedback (e.g., peer review, teacher conferences)
- F. revise using a writing rubric

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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### EDITING FOR MECHANICS

*It is expected that students will:*

- (1) 5.4
- A. edit punctuation, both independently and collaboratively with peers, for
    - 1. end punctuation [PS/NS 5.1.4]
    - 2. commas ( e.g., dates, items in a series, cities and states) [PS/NS 5.1.4]
    - 3. apostrophes (singular possessives, contractions) [PS/NS 5.1.4]
  - B. edit capitalization, both independently and collaboratively with peers, for
    - 1. months [PS/NS 5.1.4]
    - 2. days of the week [PS/NS 5.1.4]
    - 3. first and last names [PS/NS 5.1.4]
    - 4. beginnings of sentences [PS/NS 5.1.4]
    - 5. pronoun “I”
  - C. edit sentences, both independently and collaboratively with peers, to ensure correct spelling of
    - 1. high frequency words [PS/NS 5.1.4]
    - 2. content words [PS/NS 5.1.4]
    - 3. patterned words [PS/NS 5.1.4]

### EDITING FOR USAGE OF WORDS

*It is expected that students will:*

- (1) 5.5
- A. edit, both independently and collaboratively with peers, for correct use of
    - 1. nouns (e.g., singular, plural) [PS/NS 5.1.5]
    - 2. verbs [PS/NS 5.1.5]
    - 3. pronouns [PS/NS 5.1.5]
    - 4. adjectives
    - 5. verb tenses (e.g., past, present, future)
    - 6. prepositions

### EDITING FOR SENTENCE STRUCTURE

*It is expected that students will:*

- (1) 5.6
- A. edit sentence structure, both independently and collaboratively with peers, for complete sentences [PS/NS 5.1.6]
  - B. identify and edit with assistance, both independently and collaboratively with peers, for correct word order in a sentence

### PUBLISHING

*It is expected that students will:*

- (1) 5.7
- A. prepare a legible final draft to display or share [PS/NS 5.1.7]
    - 1. use left-to-right, top-to-bottom directionality
    - 2. use correct spacing between letters in a word and words in a sentence
    - 3. use basic word processing skills
    - 4. form manuscript (ball and stick) letters correctly

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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### **TYPES OF WRITING: CONTENT STANDARD 6.0**

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

*All indicators are based on grade-appropriate text and skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### **EXPOSITORY**

*It is expected that students will:*

- (1) 6.1 A. write expository sentences using a topic sentence
  - 1. generated by the teacher [PS/NS 6.1.1]
  - 2. generated by the student [PS/NS 6.1.1]
- B. write to communicate about an event, place, object, or person [NS 6.1.1]
- C. write to a given prompt about an event, place, object, or person (e.g., to inform, to explain, to describe)

### **NARRATIVE/DESCRIPTIVE**

*It is expected that students will:*

- (1) 6.2 A. write narrative/descriptive sentences about experiences and/or events appropriate to audience and purpose [PS/NS 6.1.2]
- B. write simple stories [PS 6.1.A1]
- C. draw or write about familiar experiences and/or events [NS 6.1.2]
- D. write to a given prompt (e.g., to entertain, to describe, to tell a story)

### **POETRY**

*It is expected that students will:*

- (1) 6.3 A. listen to and discuss poetry [NS 6.1.3]
- B. write poetry with assistance (e.g., acrostic, couplet, rhyme) [NS 6.1.3]
- C. become aware of vocabulary related to poetry (e.g., line, stanza)
- D. respond to poetry and prose

### **RESPONSES TO LITERATURE**

*It is expected that students will:*

- (1) 6.4 A. write responses to literary text [PS/NS 6.1.4]

### **RESPONSES TO EXPOSITORY TEXT**

*It is expected that students will:*

- (1) 6.5 A. write responses to expository text [PS/NS 6.1.5]

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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### PERSUASIVE

*It is expected that students will:*

- (1) 6.6 A. draw or communicate an opinion [NS 6.1.6]
- B. write an opinion statement with assistance [NS 6.1.6]

### PERSONAL AND PROFESSIONAL COMMUNICATION

*It is expected that students will:*

- (1) 6.7 A. write friendly notes and letters following an established format with assistance [NS 6.1.7]
- B. write in a variety of formats with assistance (e.g., thank you letters, invitations, reports, emails)

### DIRECTIONS

*It is expected that students will:*

- (1) 6.8 A. read and follow directions with assistance
  - 1. pictorial
  - 2. written

### RESEARCH

*It is expected that students will:*

- (1) 6.9 A. write sentences to
  - 1. formulate a question [PS/NS 6.1.8]
  - 2. answer a research question [PS/NS 6.1.8]
  - 3. record information from simple reference materials and technology [PS/NS 6.1.8]
- B. identify author and title [NS 6.1.8]
- C. construct simple graphic organizers to show relationships of ideas with assistance (e.g., web, chart, graph, story map)

### LISTENING: CONTENT STANDARD 7.0

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

*All indicators are based on grade-appropriate skills.*

*All indicators are used to aid comprehension.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

### MESSAGE

*It is expected that students will:*

- (1) 7.1 A. listen for a variety of purposes including
  - 1. gaining information [PS/NS 7.1.1]
  - 2. being entertained [PS/NS 7.1.1]

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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3. understanding and following directions [PS/NS 7.1.1]
4. solving problems
- B. listen for and identify, with assistance,
  1. main idea [NS 7.1.1]
  2. purpose [NS 7.1.1]
  3. messages [NS 7.1.1]
  4. sequence of events
- C. listen to and retell ideas with assistance [NS 7.1.1]
- D. activate prior knowledge and link to new information
- E. create mental images while listening to stories

### CONTENT AND DELIVERY

*It is expected that students will:*

- (1) 7.2 A. listen and respond to oral communication (e.g., stories, poems, readers' theater) [PS/NS 7.1.2]

### VOCABULARY DEVELOPMENT

*It is expected that students will:*

- (1) 7.3 A. expand vocabulary through listening [PS/NS 7.1.3]

### LANGUAGE

*It is expected that students will:*

- (1) 7.4 A. listen for and identify dialect with assistance [NS 7.1.4]  
B. listen for and identify the use of formal and informal language with assistance [NS 7.1.4]

### CONVERSATIONS AND GROUP DISCUSSIONS

*It is expected that students will:*

- (1) 7.5 A. actively listen to a speaker [NS 7.1.5]  
B. listen to and participate in conversations [NS 7.1.5]

### SPEAKING: CONTENT STANDARD 8.0

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

*All indicators are based on grade-appropriate skills.*

*At a minimum, students will maintain previously-learned skills and attain the following:*

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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### GIVING DIRECTIONS

*It is expected that students will:*

- (1) 8.1 A. give directions to complete tasks [PS/NS 8.1.1]
- B. ask questions to clarify directions [PS/NS 8.1.1]

### LANGUAGE

*It is expected that students will:*

- (1) 8.2 A. use precise language to describe
  - 1. feelings [PS/NS 8.1.2]
  - 2. experiences [PS/NS 8.1.2]
  - 3. observations [PS/NS 8.1.2]
  - 4. ideas [PS/NS 8.1.2]
- B. use specific vocabulary and apply Standard English to communicate ideas with assistance [NS 8.1.2]

### PRESENTATIONS

*It is expected that students will:*

- (1) 8.3 A. communicate information in small and large groups [PS/NS 8.1.3]
- B. speak clearly with prosody [PS/NS 8.1.3]
- C. communicate information that maintains a clear focus with assistance [NS 8.1.3]
- D. communicate statements that express an opinion [NS 8.1.3]
- E. use complete sentences to communicate ideas
- F. participate in various forms of oral communication (e.g., informal dialogue, music, drama, storytelling)
- G. read aloud and/or recite (e.g., literary, expository, and original works)
- H. use eye contact and appropriate gestures to enhance oral delivery

### GROUP DISCUSSIONS

*It is expected that students will:*

- (1) 8.4 A. participate in group discussions following the turn-taking process [PS/NS 8.1.4]
- B. ask relevant questions to clarify and gather information [NS 8.1.4]
- C. rephrase a question or problem
- D. answer questions to gather and provide information

### PHONOLOGY

*It is expected that students will:*

- (1) 8.5 A. demonstrate phonological awareness of spoken words through
  - 1. rhyming [NS 8.1.5]
  - 2. concept of word [NS 8.1.5]
  - 3. syllable awareness [PS 1.1.1, NS 8.1.5]
  - 4. onset and rime awareness [PS 1.1.1, NS 8.1.5]

## ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

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- B. demonstrate phonemic awareness of spoken words through
  - 1. matching sounds [PS 1.1.2, NS 8.1.5]
  - 2. isolating sounds [PS 1.1.2, NS 8.1.5]
  - 3. blending sounds [PS 1.1.2, NS 8.1.5]
  - 4. segmenting sounds [PS 1.1.2, NS 8.1.5]
  - 5. deleting sounds [PS 1.1.2, NS 8.1.5]
  - 6. substituting sounds [PS 1.1.2, NS 8.1.5]
- C. repeat random strings of digits, words, sounds, or letters presented once auditorily

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# FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)

## “ESPAÑOL PARA TI” VIDEO/DVD PROGRAM

### GRADE ONE

#### GOALS

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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

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##### 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?)

## FLES GRADE ONE (continued)

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- ¿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

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 2.0 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 3.0 Students will demonstrate the ability to access reliable health information, products and services to enhance health.
- 4.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.
- 5.0 Students will demonstrate the ability to use decision-making skills to enhance health.
- 6.0 Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7.0 Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
- 8.0 Students will demonstrate the ability to support/promote family, personal, and community health.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **PERSONAL HEALTH**

*It is expected that students will:*

- (1) 1 .1 explain how making proper daily health decisions can impact personal health
  - getting proper amount of sleep keeps a person from getting sick
  - brushing teeth daily prevents cavities
  - exercising keeps the heart strong
  - eating properly promotes growth and development
- (1) 1 .2 describe proper ways to care for parts of the body
  - wash hair
  - bathe daily
  - brush teeth daily
  - wash hands
- (1) 1 .3 describe how brushing teeth is important for health and well-being
- (1) 1 .4 describe various forms of health advertising within the community
  - billboards
  - bumper stickers
  - computers
  - clothing with messages
- (1) 1 .5 identify healthy vs. unhealthy choices to promote good personal health

## HEALTH GRADE ONE (continued)

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### **GROWTH AND DEVELOPMENT**

*It is expected that students will:*

- (1) 2.1 identify major parts of the body
- (1) 2.2 use five senses to investigate the natural world
- (1) 2.3 describe ways in which the body changes as it grows
  - taller
  - stronger
  - bigger
  - longer hair

### **NUTRITION/PHYSICAL ACTIVITY**

*It is expected that students will:*

- (1) 3.1 identify foods in the various groups using the food pyramid
  - grains
  - vegetables
  - fruits
  - milk
  - meat and beans
  - oils
- (1) 3.2 identify examples of healthy foods that promote health and well-being
- (1) 3.3 identify foods that contribute to a healthy meal
- (1) 3.4 describe how being physically active can help a person feel better
- (1) 3.5 identify physically active alternatives to watching television or playing video games
  - riding a bike, skate board, or scooter
  - walking a pet
  - taking a walk or a hike
  - playing a sport

### **SUBSTANCE USE AND ABUSE**

*It is expected that students will:*

- (1) 4.1 explain why assistance is needed from a trusted adult before touching, smelling, or tasting any unknown substance
- (1) 4.2 identify and name some poisonous household items and describe their uses and potential dangers
- (1) 4.3 discuss why medicines are never to be taken unless prescribed by a physician and/or given by a trusted adult
- (1) 4.4 model ways to say no in unhealthy or dangerous situations

## **SAFETY**

*It is expected that students will:*

- (1) 5.1 recite first and last name, names of parents/guardian or care givers, address, and telephone number and use of “911” for emergencies
- (1) 5.2 demonstrate safety practices at home and school
  - wearing a helmet when riding bike, skateboard, rollerblading
  - obeying traffic signs
  - looking both ways before crossing street
  - wearing seatbelt when riding in a car
  - making the right choices involving strangers and dangerous situations
- (1) 5.3 identify safety workers and their jobs in your community
  - construction workers
  - crossing guards
  - doctors
  - fire fighters
  - police officers
- (1) 5.4 state simple first-aid steps for superficial wound care
  - ask an adult for assistance
  - wash with soap and water
  - use antiseptic
  - use proper covering such as a bandaid

## **DISEASE PREVENTION**

*It is expected that students will:*

- (1) 6.1 discuss what germs are and how they are spread
  - common cold
  - flu
  - chicken pox
- (1) 6.2 develop daily health habits to maintain proper hygiene
- (1) 6.3 identify hand washing as a way to prevent the spread of germs and illness
- (1) 6.4 explain the importance of communicating symptoms to an adult when feeling sick
- (1) 6.5 state the importance of regular check-ups and following the advice of health professionals

## **ENVIRONMENTAL/CONSUMER HEALTH**

*It is expected that students will:*

- (1) 7.1 identify environmental/consumer community resources
  - recycling center
  - water district
  - Springs Preserve
  - farmers’ markets

## HEALTH GRADE ONE (continued)

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(1) 7.2 describe the importance of protecting oneself against environmental elements

- sun
- air
- water
- dust

(1) 7.3 discuss environmental safety issues within our community

- avoid flood channels
- observe proper behavior in pools
- be aware of the sun's dangers as it relates to your body i.e. heat exhaustion, sunburn, upset stomach, headaches, and dizziness
- avoid collecting discarded items that are sharp or dirty and may pose a danger to your health
- avoid playing in mine shafts

# LIBRARY

## GRADE ONE

### STATE OF NEVADA INFORMATION LITERACY STANDARDS

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- 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 4.1.5, 6.1.9]
- (1)1.2 recognize examples of accurate and inaccurate information and of complete and incomplete information [NS 1.B.0]; [ELA/PS 2.1.3, 3.1.9, 4.1.5]
- (1)1.3 state at least one broad question that will help in locating needed information [NS 1.C.1]; [ELA/PS 6.1.9, 8.1.1]
- (1)1.4 explore a variety of sources of information and the kind of information found in each [NS 1.D.0]; [ELA/PS 4.1.1, 4.1.3, 6.1.9]
  - 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)

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- (1)1.5 list some ideas for how to identify and find needed information [NS 1.E.1]; [ELA/PS 8.1.2]
  - 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 3.1.8, 7.1.3]
- (1)2.2 recognize fact and opinion [ELA/PS 2.1.3, 3.1.8]
- (1)2.3 recognize inaccurate and misleading information in various information sources and products [ELA/PS 2.1.3, 3.1.8]
- (1)2.4 recognize information that is applicable to a specific information problem or question [ELA/PS 2.1.1, 3.1.2]
  - 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 5.1.1]
- (1)3.2 recognize and understand new information and ideas [NS 3.B.1]; [ELA/PS 7.1.1]
- (1)3.3 use information from at least one source to answer a question [ELA/PS 3.1.9, 4.1.5, 6.1.9]
- (1)3.4 explore a variety of formats for presenting different kinds of information [NS 3.D.0]; [ELA/PS 6.1.4, 6.1.5, 6.1.9, 8.1.3]

### 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 2.1.2, 7.1.1]
  - 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 6.1.4, 6.1.5, 8.1.2]

### LITERATURE APPRECIATION

*It is expected that students will:*

- (1)5.1 explain and discuss various examples of fiction [NS 5.A.1] [ELA/PS 7.1.2, 8.1.2]

## LIBRARY GRADE ONE (continued)

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- (1)5.2 choose fiction and other kinds of literature to read and discuss [ELA/PS 3.1.7, 4.1.4, 8.1.2]
  - 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 7.1.1, 7.1.2, 8.1.2]
- (1)5.4 express information and ideas creatively in simple formats [NS 5.B.0]; [ELA/PS/PS 6.1.9, 8.1.2]

### 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 6.1.9]
- (1)6.2 explore basic strategies for improving work [NS 6.B.0]; [ELA/PS 5.1.3]

### 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 3.1.7, 4.1.4]
- (1)7.2 share access to limited resources [NS 7.B.0]; [ELA/PS 7.1.1]
  - 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 2.1.1, 7.1.3, 8.1.2]
- (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 7.1.3, 8.1.2]
- (1)8.3 discuss school policy of using computing and communications hardware and software [ELA/PS 8.1.2]

### 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 8.1.3, 8.1.4]
- (1)9.2 describe others’ ideas accurately and completely [NS 9.B.1]; [ELA/PS 8.1.2, 8.1.3]

## LIBRARY GRADE ONE (continued)

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- (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 8.1.2, 8.1.3, 8.1.4]
- (1)9.4 work with others to create and evaluate simple information products [ELA/PS 6.K.2, 8.1.2, 8.1.3, 8.1.4]

# MATHEMATICS

## GRADE ONE

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 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 to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 2.0 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 to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.
- 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

#### ***Nevada Grades K-12 Process Standards***

- A Students will develop their ability to **solve problems** by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
- B Students will develop their ability to **communicate mathematically** by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
- C Students will develop their ability to **reason mathematically** by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
- D Students will develop the ability to make **mathematical connections** by solving problems where there is a need to view mathematics as an integrated whole.

## ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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### NUMBERS, NUMBER SENSE, AND COMPUTATION

*It is expected that students will:*

- (1)1.1 identify, model, read and write place value positions of 1's and 10's [NS/PS 1.1.1]
- (1)1.2 identify the value of a given digit in the 1's and 10's place [NS 1.1.1]
- (1)1.3 identify and model a whole [NS/PS 1.1.2]
- (1)1.4 identify and model  $\frac{1}{2}$  as two equal parts of a whole or set of objects [NS/PS 1.1.2]
- (1)1.5 read, write, compare and order numbers from 0 - 100 [NS/PS 1.1.3]
- (1)1.6 identify ordinal positions first through tenth [NS/PS 1.1.3]
- (1)1.7 read and write number words to 10 [NS/PS 1.1.3]
- (1)1.8 create, compare, and describe sets of objects and numbers from 0 - 100 as greater than, less than, or equal to ( $>$ ,  $<$ ,  $=$ ) [NS 1.1.3]
- (1)1.9 count up to 100 objects to determine quantity
- (1)1.10 count on and count back
- (1)1.11 use number patterns and models to count by 2's, 5's, and 10's to 100 [NS/PS 1.1.4]
- (1)1.12 identify and model basic addition facts (sums to 10) and the corresponding subtraction facts [NS/PS 1.1.5]
- (1)1.13 know basic addition facts (sums to 10) and the corresponding subtraction facts
- (1)1.14 estimate the number of objects in a set to 10 and verify by counting [NS/PS 1.1.6]
- (1)1.15 use number sense, computation, and estimation to solve mathematical and real-world problems
- (1)1.16 demonstrate the joining and separating of sets with 20 or fewer objects [NS/PS 1.1.8]
- (1)1.17 model the meaning of addition and subtraction in a variety of ways including the comparison of sets using objects, pictorial representations, and symbols [NS 1.1.8]
- (1)1.18 use mathematical vocabulary and symbols to describe addition, subtraction, and equality [NS 1.1.8]
- (1)1.19 write number sentences for the basic addition (sums to 10 or less) and corresponding subtraction facts

### 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, label, 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 recognize that unknowns in an addition or subtraction equation represent a missing value that will make the statement true [NS 2.1.2]
- (1)2.5 create, compare, and describe sets of objects as greater than, less than, or equal to [NS/PS 2.1.3]

## MATHEMATICS GRADE ONE (continued)

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### MEASUREMENT

*It is expected that students will:*

- (1)3.1 compare, order, describe, and represent objects by length and weight [NS/PS 3.1.1]
- (1)3.2 compare and measure length and weight using non-standard measurement [NS/PS 3.1.2]
- (1)3.3 identify and sort coins and bills
- (1)3.4 determine the value of any set of pennies, nickels, and dimes [NS/PS 3.1.4]
- (1)3.5 distinguish between day and night
- (1)3.6 recite in order the months of the year [NS/PS 3.1.6]
- (1)3.7 use a calendar to identify days, weeks, months, and a year [NS/PS 3.1.6]
- (1)3.8 read time to the nearest hour [NS/PS 3.1.6]

### SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

*It is expected that students will:*

- (1)4.1 name, sort, and sketch two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation [NS/PS 4.1.1]
- (1)4.2 demonstrate an understanding of position words, including down/up, left/right, top/bottom, and between/middle, by describing the relative location of objects [NS/PS 4.1.2]
- (1)4.3 identify and copy two-dimensional designs that contain a line of symmetry [NS/PS 4.1.3]
- (1)4.4 identify and name three-dimensional figures in the environment (sphere, cylinder, rectangular prism, cube, and cone) [NS/PS 4.1.4]
- (1)4.5 sort and classify objects by size or thickness [NS 4.1.9]
- (1)4.6 identify what comes next in a step-by-step story or event sequence [NS 4.1.9]

### DATA ANALYSIS

*It is expected that students will:*

- (1)5.1 collect, organize, and record data in response to questions posed by teacher and/or students [NS/PS 5.1.1]
- (1)5.2 use tally marks to represent data [NS 5.1.1]
- (1)5.3 read and interpret information (data) on graphs made with objects, pictures, or numbers
- (1)5.4 use data to make decisions and solve problems

### PROBLEM SOLVING

*It is expected that students will:*

- (1)A.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 A.K-2]
- (1)A.2 apply previous experience and knowledge to new problem solving situations [NS/PS A.K-2]

## MATHEMATICS GRADE ONE (continued)

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- (1)A.3 formulate their own problems; use various approaches to investigate and solve problems [NS/PS A.K-2]
- (1)A.4 explain and verify results with respect to the original problem [NS/PS A.K-2]
- (1)A.5 try more than one strategy when the first strategy proves to be unproductive [NS A.K-2]
- (1)A.6 use technology, including calculators, to develop mathematical concepts (e.g., skip counting and pattern exploration) [NS A.K-2]

### MATHEMATICAL COMMUNICATION

*It is expected that students will:*

- (1)B.1 discuss and exchange ideas about mathematics as a part of learning [NS B.K-2]
- (1)B.2 use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems [NS B.K-2]
- (1)B.3 use physical materials, models, pictures, or writing to represent and communicate mathematical ideas [NS/PS B.K-2]
- (1)B.4 explain and justify thinking about mathematical ideas and solutions
- (1)B.5 use everyday language, both orally and in writing, to explain thinking about strategies and solutions to mathematical problems [NS B.K-2]
- (1)B.6 express mathematical ideas and use them to define, compare, and solve problems orally and in writing
- (1)B.7 use mathematical notation to communicate and explain mathematical situations (e.g., words, phrases, symbols) [NS B.K-2]
- (1)B.8 read a variety of fiction and non-fiction texts to learn about mathematics [NS B.K-2]

### MATHEMATICAL REASONING

*It is expected that students will:*

- (1)C.1 justify and explain the solutions to problems using physical models [NS C.K-2]
- (1)C.2 use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems [NS/PS C.K-2]
- (1)C.3 ask questions to reflect on, clarify, and extend their thinking [NS C.K-2]
- (1)C.4 determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [NS C.K-2]
- (1)C.5 discuss the steps used to solve a mathematical problem [NS C.K-2]

### MATHEMATICAL CONNECTIONS

*It is expected that students will:*

- (1)D.1 link new concepts to prior knowledge [NS D.K-2]
- (1)D.2 integrate mathematics with other disciplines [NS D.K-2]
- (1)D.3 apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science [NS D.K-2]
- (1)D.4 identify, explain, and use mathematics in everyday life [NS/PS D.K-2]

# 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

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#### **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)

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### 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

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#### ***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

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#### **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
  - i. develop foot-eye coordination by moving feet in simple patterns (e.g., pathways, around obstacles, hopscotch)
  - j. kick a moving ball; pass and trap a ball
  - k. dribble a ball with the feet
  - l. 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)

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### 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]

## PHYSICAL EDUCATION GRADE ONE (continued)

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### **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]

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### STANDARDS

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#### *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)

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### 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.

## SCIENCE GRADE ONE (continued)

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- L8B Students understand that living things are composed of cells, which are specialized in multi-cellular 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

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### NATURE 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]

## SCIENCE GRADE ONE (continued)

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- (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

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#### *Nevada Grades K-12 Content Standards*

- HISTORY 1.0**      **People, Cultures, and Civilizations** – Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.
- HISTORY 2.0**      **Nation Building and Development** – Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.
- HISTORY 3.0**      **Social Responsibility & Change** – Students understand how social ideas and individual action lead to social, political, economic, and technological change.
- GEOGRAPHY 5.0**    **The World in Spatial Terms** – Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.
- GEOGRAPHY 6.0**    **Places & Regions** – Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.
- GEOGRAPHY 7.0**    **Human Systems** – Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.
- GEOGRAPHY 8.0**    **Environment and Society** – Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
- ECONOMICS 9.0**    **The Market Economy** – Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.
- ECONOMICS 10.0**   **The U.S. Economy As A Whole** – Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.
- ECONOMICS 11.0**   **The Dynamic Economy** – Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.
- ECONOMICS 12.0**   **The International Economy** – Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.
- CIVICS 13.0**        **Citizenship and the Law** – Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.

## SOCIAL STUDIES GRADE ONE (continued)

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- CIVICS 14.0**      **The Federal System: U.S., State, and Local Governments** – Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.
- CIVICS 15.0**      **The Political Process** – Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.
- CIVICS 16.0**      **Global Relations** – Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

## ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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### HISTORY

#### People, Cultures, and Civilizations

*It is expected that students will:*

- H1.1.1 Describe local life long ago, including jobs, school, communication, transportation, and recreation.
- H1.1.1A Recognize local life long ago, including jobs, school, communication, transportation, and recreation.
- H1.1.2 Listen to stories that reflect the beliefs, customs, ceremonies, and traditions of the varied cultures in the neighborhood.
- H1.1.3 Listen to histories of important local landmarks that create a sense of community among citizens.
- H1.1.4 Listen to stories that reflect the beliefs, customs, ceremonies, traditions, and social practices of cultures around the world.
- H1.1.5 Identify landmarks around the world.

#### Nation Building & Development

*It is expected that students will:*

- H2.1.1 Identify ways that sharing can resolve problems in the classroom and school.
- H2.1.1A Model ways that sharing can resolve problems in the classroom and school.

#### Social Responsibility & Change

*It is expected that students will:*

- H3.1.1 Describe the neighborhood around their school.
- H3.1.2 Compare and/or contrast their daily lives with those of their parents or guardians.
- H3.1.2A Discuss the daily routines and occupations of parents or guardians.
- H3.1.3 Identify and describe occupations in the **community** that help people, i.e., police officers, fire fighters, and nurses.
- H3.1.4 Demonstrate respect for each other and people in the neighborhood.
- H3.1.5 Discuss events that are happening in the school.

# SOCIAL STUDIES GRADE ONE (continued)

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## GEOGRAPHY

### The World in Spatial Terms

*It is expected that students will:*

- G5.1.1 Differentiate between and identify water and land on a map and globe and use the terms ocean and continent.
- G5.1.1A Identify water and land on a map and globe. Correctly use the terms ocean and continent.
- G5.1.2 Describe maps as representations of **places**.
- G5.1.3 Recognize the shape of North America on a world map.
- G5.1.4 Use simple maps to illustrate direction.
- G5.1.5 Visually display geographic information using simple lists, graphs, and maps.

### Places & Regions

*It is expected that students will:*

- G6.1.1 Sort and group pictures displaying geographic features, e.g. forests, deserts, lake **regions**.
- G6.1.2 Identify similarities and differences between people in the **community**.
- G6.1.3 Identify patterns of change within the **community**, i.e., construction.
- G6.1.3A Discuss patterns of change within the **community**, i.e., construction.
- G6.1.4 Recall home address and phone number.

### Human Systems

*It is expected that students will:*

- G7.1.1 Use the classroom population to categorize simple **demographic** information.
- G7.1.2 Explain that some people live in **locations** other than where they were born.
- G7.1.2A Discuss that some people live in **locations** other than where they were born.
- G7.1.3 Identify characteristics of **rural** and **urban communities**.

### Environment & Society

*It is expected that students will:*

- G8.1.1 Tell how the **physical environment** affects activity at school, i.e., inside/outside recess.
- G1.2.2 Identify **locations** for accessing basic **resources** available to the student, i.e., food, water.

## ECONOMICS

### The Market Economy

*It is expected that students will:*

- E9.1.1 Give examples of all-or-nothing **choices**, such as choosing to have music on or off.
- E9.1.2 Identify a **consumer**.
- E9.1.3 Identify a **producer**.
- E9.1.4 Give examples of ways people earn **money**.

## SOCIAL STUDIES GRADE ONE (continued)

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### **The U.S. Economy as a Whole**

*It is expected that students will:*

- E10.1.1 Explain what **money** is and how it is used.
- E10.1.1A Explain the form and function of **money** and how it is used.

### **The Dynamic Economy**

*It is expected that students will:*

- E11.1.1 Identify **resources** that are shared in the classroom and the **community**.

### **The International Economy**

*It is expected that students will:*

- E12.1.1 Define **trade**.

## **CIVICS**

### **Citizenship and the Law**

*It is expected that students will:*

- C13.1.1 Identify and follow classroom and school rules that guide behavior and resolve conflicts.
- C13.1.2 Identify an individual's rights within the classroom.
- C13.1.3 Participate in class decision-making, i.e., individual responsibilities in the classroom and school.
- C13.1.4 Recite the Pledge of Allegiance.
- C13.1.5 Name a traditional U.S. patriotic activity, holiday, or symbol.
- C13.1.5A Develop an awareness of traditional U.S. and Nevada patriotic activities, holidays, and symbols.

### **The Federal System**

*It is expected that students will:*

- C14.1.1 Name the current President of the United States.

### **The Political Process**

*It is expected that students will:*

- C15.1.1 Identify sources of information.

### **Global Relations**

*It is expected that students will:*

- C16.1.1 Name their school.

# TECHNOLOGY

## GRADE ONE

### STANDARDS

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- 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

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#### 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]

## TECHNOLOGY GRADE ONE (continued)

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- (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]

## TECHNOLOGY GRADE ONE (continued)

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- (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

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# VISUAL ARTS

## GRADE ONE

### STANDARDS

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#### ***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

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#### **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]

## VISUAL ARTS GRADE ONE (continued)

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### 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]