



**KINDERGARTEN**



# ENGLISH LANGUAGE ARTS/READING

## KINDERGARTEN

### 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.*

#### **PHONOLOGICAL AWARENESS**

*It is expected that students will:*

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

# ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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## PHONEMIC AWARENESS

*It is expected that students will:*

- (K) 1.2 A. demonstrate phonemic awareness of spoken words through
  1. matching sounds [PS/NS 1.K.2]
  2. isolating sounds [PS/NS 1.K.2]
  3. blending sounds [PS/NS 1.K.2]
  4. segmenting sounds [PS/NS 1.K.2]
  5. deleting sounds [PS/NS 1.K.2]
  6. substituting sounds [PS/NS 1.K.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:*

- (K) 1.3 A. identify and name upper and lower case letters of the alphabet [PS/NS 1.K.3]
- B. identify various fonts of letters (e.g., a, k, g, q)
- C. identify letter-sound relationships [PS/NS 1.K.3]
- D. decode words using letter/sound relationships [PS/NS 1.K.3]
- E. decode (CVC) words in text through short vowels (e.g., cat, sit, run) [PS/NS 1.K.3]
- F. decode words in text through long vowels with assistance [NS 1.K.3]
- G. identify and manipulate initial sounds of written words
- H. identify and manipulate final sounds of written words
- I. use high frequency words and environmental print to read simple text

## VOCABULARY DEVELOPMENT

*It is expected that students will:*

- (K) 1.4 A. comprehend vocabulary using
  1. pictures [PS/NS 1.K.4]
  2. symbols [PS/NS 1.K.4]
  3. environmental print [PS/NS 1.K.4]
- B. comprehend vocabulary, with assistance, using
  1. suffixes [NS 1.K.4]
  2. synonyms [NS 1.K.4]
  3. antonyms [NS 1.K.4]
- C. build vocabulary using
  1. pictures [PS/NS 1.K.4]
  2. symbols [PS/NS 1.K.4]
  3. environmental print [PS 1.K.4]
- D. sequence the letters of the alphabet to understand alphabetic order [PS/NS 1.K.4]
- E. use resources to find the meaning of unknown words encountered in text with assistance (e.g., glossary, picture dictionary/thesaurus) [NS 1.K.4]

## ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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- F. develop vocabulary by listening to and discussing selections read aloud
- G. develop vocabulary through meaningful experiences (e.g., wide reading, discussion of word meaning, interactive activities, examples and non-examples)
- H. identify and sort common words into basic categories (e.g., concrete collections of animals, colors, shapes, foods)
- I. describe common objects and events in both general and specific language
- J. use clear and specific vocabulary to communicate orally
- K. use new vocabulary and grammatical constructs in speech
- L. use vocabulary to ask questions and respond to others
- M. build familiarity and use the vocabulary of book language

### FLUENCY AND COMPREHENSION

*It is expected that students will:*

- (K) 1.5
  - A. identify letter names and sounds with automaticity
  - B. identify high frequency words to build fluency and comprehension [PS/NS 1.K.5]
  - C. listen for and identify, with assistance,
    - 1. main idea [NS 7.K.1]
    - 2. purpose [NS 7.K.1]
    - 3. messages [NS 7.K.1]
    - 4. sequence of events
  - D. listen to and discuss a variety of literary and expository text
  - E. participate in small-group differentiated instruction regularly

### 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.*

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

*It is expected that students will:*

- (K) 2.1
  - A. demonstrate concept of word [PS/NS 2.K.1]
  - B. demonstrate voice-to-print match [PS/NS 2.K.1]
  - C. identify
    - 1. author [PS/NS 2.K.1]
    - 2. illustrator [PS/NS 2.K.1]
    - 3. cover [PS 2.K.1]
    - 4. title [PS 2.K.1]
    - 5. key vocabulary
  - D. demonstrate concept of print
    - 1. use top-to-bottom orientation [PS 2.K.1]
    - 2. use left-to-right directionality [PS 2.K.1]

## ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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3. understand story sense [PS 2.K.1]
  4. identify forms of print: letters, sounds, and sentence
  5. use return sweep
  6. understand that print conveys a message
  7. make predictions
  8. determine text type (e.g., literary/fiction, expository/non-fiction)
  9. choose appropriate graphic organizer with assistance
- E. use background experiences and prior knowledge to gain meaning from text

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

*It is expected that students will:*

- (K) 2.2 A. use during-reading strategies, with assistance, based on text and purpose to
1. make predictions [PS/NS 2.K.2]
  2. identify key vocabulary [PS/NS 2.K.2]
  3. make inferences [PS/NS 2.K.2]
  4. make connections to personal experiences and knowledge
  5. identify main idea with assistance
  6. visualize/create mental images
  7. use appropriate graphic organizer with assistance
- B. demonstrate ability to monitor comprehension with assistance
1. know when meaning is lost
  2. ask questions

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

*It is expected that students will:*

- (K) 2.3 A. use after-reading strategies, with assistance, based on text and purpose to
1. orally recall details [PS/NS 2.K.3]
  2. orally restate main ideas [PS/NS 2.K.3]
- B. retell beginning, middle, and end of familiar stories with assistance [PS 2.K.A1]
- C. retell stories in a variety of ways
1. verbal
  2. pictures
  3. puppetry
  4. dramatics
  5. writing
- D. connect, compare, and contrast story elements in text with assistance
- E. use appropriate graphic organizer with assistance

### **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.*

# ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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## SETTING AND PLOT

*It is expected that students will:*

- (K) 3.1 A. listen for and identify
  1. setting [PS/NS 3.K.1]
  2. sequence of events (beginning, middle, and end of familiar stories) [PS/NS 3.K.1]
- B. make inferences and draw conclusions about setting and plot using words and pictures based on evidence [NS 3.K.1]

## CHARACTERIZATION

*It is expected that students will:*

- (K) 3.2 A. listen to, identify, and describe physical traits with assistance [NS 3.K.2]
- B. listen to, identify, and describe personality traits with assistance [NS 3.K.2]
- C. make inferences and draw conclusions about a character(s) based on evidence with assistance [NS 3.K.2]

## THEME

*It is expected that students will:*

- (K) 3.3 A. listen to and identify the main idea [PS/NS 3.K.3]
- B. identify a lesson learned based on events and/or characters actions with assistance

## POINT OF VIEW

*It is expected that students will:*

- (K) 3.4 A. listen to and identify first-person point of view with assistance [NS 3.K.4]

## LANGUAGE

*It is expected that students will:*

- (K) 3.5 A. listen to and identify examples of words that create images with assistance [NS 3.K.5]
- B. listen to and identify the effects of rhythm and rhyme with assistance [NS 3.K.5]
- C. listen to and identify dialect [NS 3.K.5]

## TONE, MOOD, AND IRONY

*It is expected that students will:*

- (K) 3.6 A. listen to and identify words and phrases that reveal tone with assistance [NS 3.K.6]

## CULTURES AND TIME PERIODS

*It is expected that students will:*

- (K) 3.7 A. listen to, read, and discuss, with assistance, texts from different
  1. cultures [PS/NS 3.K.7]
  2. time periods [PS/NS 3.K.7]

# ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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## PREDICTIONS

*It is expected that students will:*

- (K) 3.8 A. listen to and make predictions based on evidence with assistance [NS 3.K.8]
- B. confirm/negate predictions

## RESPONDING TO TEXT

*It is expected that students will:*

- (K) 3.9 A. make connections to self, other text, and/or the world with assistance [NS 3.K.9]
- B. respond to who, what, when, where, and why questions [PS 3.K.A1]
- C. generate who, what, where, when, why, and how questions
- D. respond to stories and information through words and pictures
- E. make inferences using words and pictures
- F. identify real and make-believe
- G. discuss author and illustrator
- H. determine importance in stories
- I. orally recall details [PS/NS 2.K.3]
- J. orally restate main ideas [PS/NS 2.K.3]
- K. retell beginning, middle, and end of familiar stories with assistance [PS 2.K.A1]
- L. retell stories in a variety of ways (e.g., verbal, pictures, puppetry, dramatics, writing)
- M. 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.*

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

*All indicators are used to aid comprehension.*

## TEXT FEATURES

*It is expected that students will:*

- (K) 4.1 A. listen to and identify, with assistance, the purpose of and gain information from text features
  - 1. illustrations [PS/NS 4.K.1]
  - 2. graphs [PS/NS 4.K.1]
  - 3. charts [PS/NS 4.K.1]
  - 4. titles [PS/NS 4.K.1]
- B. recall information from text features
  - 1. texts
  - 2. pictures
  - 3. graphs

## ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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- C. identify the purpose of and gain information from multi-media sources (e.g., text, Internet, video streaming)
- D. demonstrate concepts of print
  - 1. top-to-bottom orientation [PS 2.K.1]
  - 2. left-to-right directionality [PS 2.K.1]
  - 3. story sense [PS 2.K.1]
  - 4. forms of print: letters, sounds, and sentence
  - 5. return sweep
  - 6. print to convey a message
  - 7. uses background experiences and prior knowledge to gain meaning from text

### LANGUAGE

*It is expected that students will:*

- (K) 4.2
  - A. distinguish between statements and questions [PS 4.K.A1]
  - B. identify dialect with assistance [NS 4.K.2]
  - C. identify words and phrases that reveal tone with assistance [NS 4.K.2]

### ORGANIZATIONAL AND STRUCTURAL PATTERNS

*It is expected that students will:*

- (K) 4.3
  - A. listen to and describe sequential order [PS/NS 4.K.3]
  - B. listen to and identify the topic [PS/NS 4.K.3]
  - C. identify problems and solutions with assistance
  - D. identify what the character wants and the solution with assistance
  - E. identify main idea with assistance

### CULTURES AND TIMES

*It is expected that students will:*

- (K) 4.4
  - A. listen to, read, and discuss, with assistance, text from different
    - 1. cultures [PS/NS 4.K.4]
    - 2. time periods [PS/NS 4.K.4]

### RESPONDING TO TEXT

*It is expected that students will:*

- (K) 4.5
  - A. make connections to self, other text, and/or the world with assistance [NS 4.K.5]
  - B. listen to and use information to answer specific questions [PS/NS 4.K.5]
  - C. orally recall details [PS/NS 2.K.3]
  - D. orally restate main ideas [PS/NS 2.K.3]
  - E. use appropriate graphic organizer

### PREDICTIONS, INFERENCES, AND CONCLUSIONS

*It is expected that students will:*

- (K) 4.6
  - A. listen to and make predictions based on evidence with assistance [NS 4.K.6]

## ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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- B. listen to and make inferences based on evidence with assistance [NS 4.K.6]
- C. listen to and draw conclusions based on evidence with assistance [NS 4.K.6]
- D. confirm/negate predictions
- E. identify facts with assistance

### **DIRECTIONS**

It is expected that students will:

- (K) 4.7 A. listen to and follow pictorial and written directions to complete tasks with assistance [PS/NS 4.K.7]

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

Students write a variety of texts using the writing process.

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

### **PREWRITING**

*It is expected that students will:*

- (K) 5.1 A. use prewriting strategies to plan written work with assistance (e.g., brainstorming, graphic organizers, pictures, lists) [PS/NS 5.K.1]
- B. explore a topic to plan written work with assistance [PS/NS 5.K.1]
- C. choose and narrow a topic to organize ideas with assistance (e.g., graphic organizers, lists) [NS 5.K.1]
- D. ask questions to expand knowledge

### **DRAFTING**

*It is expected that students will:*

- (K) 5.2 A. draw and communicate ideas daily in written form (e.g., journals, learning logs, lists, labels) [PS/NS 5.K.2]
- B. dictate messages (e.g., stories, daily news)
- C. write words and brief sentences using CVC and high frequency words
- D. use phonetic spelling
- 1. initial sounds
  - 2. medial sounds
  - 3. final sounds
- E. use spelling approximations in written work

### **REVISING (EVALUATING AND REFINING)**

*It is expected that students will:*

- (K) 5.3 A. revise drafts, with assistance, for
- 1. audience [PS/NS 5.K.3]
  - 2. ideas (e.g., clear, detailed, specific to topic) [PS/NS 5.K.3]
  - 3. voice [PS/NS 5.K.3]

## ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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- B. revise by adding details with pictures, dictations, and writing
- C. become familiar with the analytic writing traits
  - 1. ideas
  - 2. organization
  - 3. voice
  - 4. word choice
  - 5. sentence fluency
  - 6. conventions

### EDITING FOR MECHANICS

*It is expected that students will:*

- (K) 5.4 A. edit to ensure correct use of beginning and end punctuation (e.g., period, question mark, exclamation mark) [PS/NS 5.K.A2]
- B. edit capitalization for first and last names [PS/NS 5.K.4]
- C. edit to ensure correct spelling of first and last names [PS/NS 5.K.4]

### EDITING FOR USAGE OF WORDS

*It is expected that students will:*

- (K) 5.5 A. edit for correct use of nouns with assistance [PS/NS 5.K.5]
- B. edit for correct use of words with assistance

### EDITING FOR SENTENCE STRUCTURE

*It is expected that students will:*

- (K) 5.6 A. edit sentence structure for complete sentences with assistance [PS/NS 5.K.6]

### PUBLISHING

*It is expected that students will:*

- (K) 5.7 A. create a final draft through writing, drawing, and/or dictation [PS/NS 5.K.7]
- B. form upper and lower case manuscript (ball and stick) letters using proper form and spacing [PS 5.K.A1]
- C. share drawings and writings with others

### 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.*

### EXPOSITORY

*It is expected that students will:*

- (K) 6.1 A. draw and write expository text to communicate [PS/NS 6.K.1]
- B. write to a given prompt about an event, place, object, or person with assistance (e.g., to inform, to explain, to describe)

# ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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## **NARRATIVE/DESCRIPTIVE**

*It is expected that students will:*

- (K) 6.2 A. draw and write narrative/descriptive text about familiar experiences and/or events [PS/NS 6.K.2]
- B. write sentences about experiences and/or events appropriate to audience and purpose with assistance [NS 6.K.2]
- C. write to a given prompt with assistance (e.g., entertain, to describe, to tell a story)

## **POETRY**

It is expected that students will:

- (K) 6.3 A. listen to and discuss poetry [NS 6.K.3]
- B. respond to poetry and prose

## **RESPONSES TO LITERATURE**

It is expected that students will:

- (K) 6.4 A. draw and write responses to literary text [PS/NS 6.K.4]

## **RESPONSES TO EXPOSITORY TEXT**

It is expected that students will:

- (K) 6.5 A. draw and write responses to expository text [PS/NS 6.K.5]

## **PERSUASIVE**

*It is expected that students will:*

- (K) 6.6 A. draw and communicate an opinion with assistance [NS 6.K.6]

## **PERSONAL AND PROFESSIONAL COMMUNICATION**

*It is expected that students will:*

- (K) 6.7 A. draw and write personal messages with assistance [NS 6.K.7]

## **DIRECTIONS**

*It is expected that students will:*

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

## **RESEARCH**

*It is expected that students will:*

- (K) 6.9 A. discuss, write, and draw to
  1. formulate a question [PS/NS 6.K.9]
  2. record information from simple reference materials and technology [PS/NS 6.K.9]

## ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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3. answer a research question [PS/NS 6.K.9]
- B. identify title and author [PS/NS 6.K.9]
- C. use reference material and technology with assistance
- D. construct simple graphic organizers to show relationships of ideas with assistance (e.g., web, chart, graph)

### **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.*

### **MESSAGE**

*It is expected that students will:*

- (K) 7.1
- A. listen for a variety of purposes including
    1. gaining information [PS/NS 7.K.1]
    2. being entertained [PS/NS 7.K.1]
    3. understanding and following directions [PS/NS 7.K.1]
    4. solving problems
  - B. listen for and identify, with assistance,
    5. main idea [NS 7.K.1]
    6. purpose [NS 7.K.1]
    7. messages [NS 7.K.1]
    8. sequence of events
  - C. listen to and follow directions
  - D. create mental images while listening to stories
  - E. activate prior knowledge and link to new information

### **CONTENT AND DELIVERY**

*It is expected that students will:*

- (K) 7.2 A. listen and respond to oral communication [PS/NS 7.K.2]

### **VOCABULARY DEVELOPMENT**

*It is expected that students will:*

- (K) 7.3 A. expand vocabulary through listening (e.g., stories, poems, songs) [PS/NS 7.K.3]

### **LANGUAGE**

*It is expected that students will:*

- (K) 7.4
- A. listen for and identify dialect with assistance [NS 7.K.4]
  - B. listen for and identify the use of formal and informal language with assistance [NS 7.K.4]

# ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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## CONVERSATIONS AND GROUP DISCUSSIONS

*It is expected that students will:*

- (K) 7.5 A. actively listen to a speaker [NS 7.K.5]
- B. listen to and participate in conversations [NS 7.K.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.*

## GIVING DIRECTIONS

*It is expected that students will:*

- (K) 8.1 A. give directions to complete simple tasks with assistance [PS/NS 8.K.1]
- B. ask questions to clarify directions with assistance [PS/NS 8.K.1]

## LANGUAGE

*It is expected that students will:*

- (K) 8.2 A. use precise language to describe
  - 1. feelings [PS/NS 8.K.2]
  - 2. experiences [PS/NS 8.K.2]
  - 3. observations [PS/NS 8.K.2]
  - 4. ideas [PS/NS 8.K.2]
- B. apply Standard English to communicate ideas with assistance [NS 8.K.2]
- C. use and expand vocabulary to communicate ideas

## PRESENTATIONS

*It is expected that students will:*

- (K) 8.3 A. speak clearly with prosody [PS/NS 8.K.3]
- B. communicate personal experiences and retell stories [PS/NS 8.K.3]
- C. communicate a statement that expresses an opinion [NS 8.K.3]
- D. use complete sentences to communicate ideas
- E. use basic speaking vocabulary to convey a message in conversations (e.g., numbers, adjectives, action words, shapes, colors, categories)
- F. use eye contact and appropriate gestures to enhance oral delivery

## GROUP DISCUSSIONS

*It is expected that students will:*

- (K) 8.4 A. participate in group discussions following the turn-taking process [PS/NS 8.K.4]
- B. participate in group discussions by asking and answering relevant questions [NS 8.K.4]

## ENGLISH LANGUAGE ARTS/READING KINDERGARTEN (continued)

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### PHONOLOGY

*It is expected that students will:*

- (K) 8.5
- A. demonstrate phonological awareness of spoken words through
    - 1. syllable awareness [PS 1.K.1, NS 8.K.5]
    - 2. onset and rime awareness [PS 1.K.1, NS 8.K.5]
    - 3. rhyming (e.g., produce oral rhymes) [PS 1.K.1, NS 8.K.5]
    - 4. concept of word [PS 1.K.1, NS 8.K.5]
  - B. demonstrate phonemic awareness of spoken words by
    - 1. matching sounds [PS 1.K.2, NS 8.K.5]
    - 2. isolating sounds [PS 1.K.2, NS 8.K.5]
    - 3. blending sounds [PS 1.K.2, NS 8.K.5]
    - 4. segmenting sounds [PS 1.K.2, NS 8.K.5]
    - 5. deleting sounds [PS 1.K.2, NS 8.K.5]
    - 6. substituting sounds [PS 1.K.2, NS 8.K.5]
  - C. repeat random strings of digits, words, sounds, or letters presented once auditorily

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# HEALTH KINDERGARTEN

## 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:*

- (K) 1.1 list good daily health habits
  - going to bed on time
  - brushing teeth
  - exercising
  - eating properly
- (K) 1.2 explain the importance of proper hygiene
- (K) 1.3 describe how to properly care for teeth
- (K) 1.4 identify and discuss various forms of media relating to health
  - television
  - books
  - newspapers
  - radio

## HEALTH KINDERGARTEN (continued)

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### GROWTH AND DEVELOPMENT

*It is expected that students will:*

- (K) 2.1 identify major parts of the body
  - ears
  - eyes
  - nose
  - mouth
- (K) 2.2 identify and explore the five senses
- (K) 2.3 identify physical characteristics that make each person different

### NUTRITION AND PHYSICAL ACTIVITY

*It is expected that students will:*

- (K) 3.1 sort foods by common characteristics
  - animal
  - plant
  - color
- (K) 3.2 identify healthy food choices
- (K) 3.3 list foods that contribute to a healthy meal
- (K) 3.4 explain the importance of being physically active every day
- (K) 3.5 describe behaviors that are physically active and physically inactive

### SUBSTANCE USE AND ABUSE

*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 list individuals who should administer medicine
  - doctor
  - nurse
  - parent/guardian
  - care giver
- (K) 4.4 discuss ways to say no to peers and strangers

### SAFETY

*It is expected that students will:*

- (K) 5.1 recite first and last name, address, and telephone number and the use of “911” for emergencies
- (K) 5.2 discuss safety rules and practices to follow at home and at school
  - general home safety
  - water safety
  - fire safety
  - traffic safety
- (K) 5.2.A discuss bicycle safety rules

## HEALTH KINDERGARTEN (continued)

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- (K) 5.3 name people you can trust
- friends
  - family
  - relatives
  - police/firefighter
- (K) 5.4 explain ways to help oneself and others when in a dangerous situation

### DISEASE PREVENTION

*It is expected that students will:*

- (K) 6.1 explain how germs and diseases are spread
- sneezing
  - coughing
- (K) 6.2 explain the importance of a health routine to keep the body clean
- (K) 6.3 identify appropriate times and techniques for hand washing
- after using the toilet
  - before eating
  - after playing
  - after coughing/sneezing
- (K) 6.4 identify and communicate symptoms of feeling sick
- upset stomach
  - fever
  - pain
  - headache
  - tooth ache
- (K) 6.5 explain why regular visits to the dentist and doctor are important

### ENVIRONMENTAL/COMMUNITY HEALTH

*It is expected that students will:*

- (K) 7.1 describe ways to keep a healthy home and classroom environment
- wash dishes
  - put away toys
  - put away clothes
- (K) 7.2 provide examples of how to protect oneself from the sun
- wear sun glasses
  - apply sunscreen
  - wear a hat
  - staying in shady areas
  - keep skin covered with clothing
  - drink plenty of water

# LIBRARY KINDERGARTEN

## 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/PS 4.K.5]
- (K)1.2 recognize examples of complete and incomplete information [NS 1.B.0]; [ELA/PS 2.K.3]
- (K)1.3 state at least one broad question that will help in finding needed information [NS 1.C.1]; [ELA/PS 4.K.5, 6.K.9, 7.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 1.K.4, 4.K.1, 6.K.9]
  - 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)

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### INFORMATION EVALUATION

*It is expected that students will:*

- (K)2.1 recognize facts [NS 2.B.0]; [ELA/PS 2.K.3]
- (K)2.2 recognize inaccurate or misleading information in information sources and products [NS 2.C.1]; [ELA/PS 2.K.3]
- (K)2.3 recognize information that is applicable to a specific information problem or question [ELA/PS/PS 3.K.A1]

### 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.2, 2.K.3, 4.K.5, 7.K.1]
- (K)3.2 identify information that meets a particular information need [NS 3.C.1]; [ELA/PS 4.K.5]
- (K)3.3 explore a variety of formats for presenting different kinds of information [NS 3.D.0]; [ELA/PS 6.K.4, 6.K.5, 8.K.2]

### 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 3.K.A1, 7.K.1, 8.K.3]
  - 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 2.K.3, 6.K.5, 8.K.2, 8.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.1, 4.K.4]
  - 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 3.K.A1, 7.K.1, 7.K.2, 8.K.2]
- (K)5.3 express information and ideas creatively in simple formats [NS 5.C.1]; [ELA/PS 6.K.1, 6.K.2, 6.K.4, 6.K.5, 6.K.9, 8.K.3, 8.K.4]

### INFORMATION SEEKING

*It is expected that students will:*

- (K)6.1 use the steps needed to find information [NS 6.A.0]; [ELA/PS 4.K.7]
- (K)6.2 explore, with teacher's assistance, basic strategies for improving work [NS 6.B.0]; [ELA/PS 5.K.3, 5.K.4, 5.K.5]

## LIBRARY KINDERGARTEN (continued)

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### 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.7, 4.K.4]
- (K)7.2 return materials on time; and explain how to care for them properly [ELA/PS 8.K.2]
- (K)7.3 share access to limited resources [NS 7.B.0]
  - 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 2.K.1, 7.K.3]

### GROUP PARTICIPATION

*It is expected that students will:*

- (K)9.1 contribute to group discussions related to information problems or questions [ELA/PS 7.K.1, 7.K.2]
- (K)9.2 listen to ideas of others [ELA/PS 7.K.1, 7.K.2]
- (K)9.3 express one's own ideas when working in groups [ELA/PS 7.K.2, 8.K.2, 8.K.3, 8.K.4]
- (K)9.4 work with others to create simple information products [ELA/PS 6.K.2, 8.K.2, 8.K.3, 8.K.4]

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# MATHEMATICS

## KINDERGARTEN

### 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:*

- (K)1.1 recognize, read, and write numbers, 0 - 10 [NS/PS 1.K.3]
- (K)1.2 identify ordinal positions first to third [NS/PS 1.K.3]
- (K)1.3 match the number of objects in a set to the correct numeral, 0 - 10 [NS/PS 1.K.3]
- (K)1.4 recognize relationships of more than, less than, and equal to [NS 1.K.3]
- (K)1.5 recognize number words, 0 - 10
- (K)1.6 count to 20 by demonstrating one-to-one correspondence using objects [NS/PS 1.K.4]
- (K)1.7 use concrete objects to model simple addition and subtraction [NS/PS 1.K.5]
- (K)1.8 compare two sets to determine the difference (subtraction)
- (K)1.9 estimate the number of objects in a set of 10 and verify by counting
- (K)1.10 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 identify attributes used to sort objects [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
- (K)2.4 identify and create sets of objects with unequal amounts, describing them as greater than or less than [NS/PS 2.K.3]

### MEASUREMENT

*It is expected that students will:*

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

### SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

*It is expected that students will:*

- (K)4.1 identify two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation [NS/PS 4.K.1]
- (K)4.2 demonstrate an understanding of relative position words, including before/after, far/near, and over/under, to place objects [NS/PS 4.K.2]
- (K)4.3 identify two-dimensional figures (windows are shaped like rectangles) as they appear in the environment [NS/PS 4.K.3]

## MATHEMATICS KINDERGARTEN (continued)

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- (K)4.4 identify three-dimensional figures in the environment (sphere, cylinder, rectangular prism, cube, cone) [NS 4.K.4]
- (K)4.5 sort and classify objects by shape and color [NS 4.K.9]
- (K)4.6 put events in a logical sequence [4.K.9]

### DATA ANALYSIS

*It is expected that students will:*

- (K)5.1 collect, organize, and record data using objects and pictures [NS/PS 5.K.1]
- (K)5.2 represent data in a variety of ways in response to questions posed by teachers [NS 5.K.1]
- (K)5.3 describe and compare information (data) on graphs made with objects, pictures, or numbers

### PROBLEM SOLVING

*It is expected that students will:*

- (K)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]
- (K)A.2 apply previous experience and knowledge to new problem solving situations [NS/PS A.K-2]
- (K)A.3 formulate their own problems; use various approaches to investigate and solve problems [NS/PS A.K-2]
- (K)A.4 explain and verify results with respect to the original problem [NS A.K-2]
- (K)A.5 try more than one strategy when the first strategy proves to be unproductive [NS A.K-2]
- (K)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:*

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

## MATHEMATICS KINDERGARTEN (continued)

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(K)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:*

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

### **MATHEMATICAL CONNECTIONS**

*It is expected that students will:*

- (K)D.1 link new concepts to prior knowledge [NS/PS D.K-2]
- (K)D.2 integrate mathematics with other disciplines [NS D.K-2]
- (K)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]
- (K)D.4 identify, explain, and use mathematics in everyday life [NS/PS D.K-2]

# MUSIC KINDERGARTEN

## STANDARDS

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### ***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

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### **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 (♩, ♪, ♫)

### **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]

## MUSIC KINDERGARTEN (continued)

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### 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

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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:*

- (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
  - d. trap an object using two hands
  - e. bounce and catch a ball
  - f. roll an object
  - g. strike an object with the hand using underhand and overhand techniques
  - i. develop foot-eye coordination by moving feet in simple patterns (e.g., pathways, around obstacles)
  - j. kick a stationary ball
  - l. 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)

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- (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

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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 KINDERGARTEN (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 KINDERGARTEN (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 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 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]

## SCIENCE KINDERGARTEN (continued)

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### **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

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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.
- 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.
- 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.K.1 Discuss the importance of working together to complete tasks.
- H1.K.2 Listen to stories of family members, local residents, and prominent figures to highlight the human experience.
- H1.K.3 Listen to stories of people and families around the world.

**Nation Building & Development**

*It is expected that students will:*

- H2.K.1 Identify problems that occur when people live and work together.

**Social Responsibility & Change**

*It is expected that students will:*

- H3.K.1 Recognize differences between home and school.
- H3.K.2 Describe the importance of working together to complete tasks.
- H3.K.3 Identify the occupations of people in their school.
- H3.K.3A Identify the occupations of people at home.
- H3.K.4 Demonstrate respect for each other in the classroom and school.
- H3.K.5 Share events that are important to the students and their families.

**GEOGRAPHY**

**The World in Spatial Terms**

*It is expected that students will:*

- G5.K.1 Recognize that a globe is a representation of Earth and use vocabulary related to direction and location, i.e., up/down; left/right; near/far; above/beyond.
- G5.K.1A Identify bodies of land and water on a map or globe and use vocabulary related to direction and location, i.e., up/down; left/right; near/far; above/beyond.
- G5.K.1B Recognize maps or globes as representations of places.

**Places & Regions**

*It is expected that students will:*

- G6.K.1 Identify areas that have different purposes in the home, i.e., kitchen, bedroom; or the classroom, i.e., exit door, teacher desk.
- G6.K.2 Describe self as a unique individual with characteristics similar to others.
- G6.K.3 Recall from memory the street on which s/he lives.
- G6.K.3A Recall phone number from memory.
- G6.K.4 Identify the geographic setting of a picture or story.

## SOCIAL STUDIES KINDERGARTEN (continued)

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### Human Systems

*It is expected that students will:*

G7.K.1 Explain that people move from one **location** to another.

### Environment & Society

*It is expected that students will:*

G8.K.1 Recognize weather changes with the seasons and how people adapt to those changes.

## ECONOMICS

### The Market Economy

*It is expected that students will:*

E9.K.1 Show that **resources** are **scarce**, such as a limited number of crayons.

E9.K.2 Identify jobs in the **community**.

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

*It is expected that students will:*

E10.K.1 Identify United States currency.

### The Dynamic Economy

*It is expected that students will:*

E11.K.1 Make decisions involving classroom resources.

## CIVICS

### Citizenship and the Law

*It is expected that students will:*

C13.K.1 Identify and follow classroom and school rules that guide behavior and resolve conflicts.

C13.K.2 Identify an individual's rights within the classroom.

C13.K.3 Recognize individual choices.

C13.K.4 Recognize the Pledge of Allegiance.

C13.K.5 Name a traditional U.S. patriotic activity, holiday, or symbol.

C13.K.5A Develop an awareness of traditional U.S. and Nevada patriotic activities, holidays, or symbols.

### Global Relations

*It is expected that students will:*

C16.K.1 Name their school.

# TECHNOLOGY KINDERGARTEN

## 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:*

- (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)

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- (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 KINDERGARTEN

## 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:*

- (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)

## VISUAL ARTS KINDERGARTEN (continued)

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### 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]