

| Identifier | Nevada - Grade 4 - Computer and Technology | Introduced | Completed |
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| 4 CT 2 | PRODUCTIVITY TOOLS | | |
| 4 CT 2.5.1 | Apply correct finger placement for basic keyboarding skills. | | |
| 4 CT 2.5.2 | Create a document including a graphic using basic formatting techniques that demonstrate the ability to type, edit, and print. | | |
| 4 CT 2.5.3 | Create a database with predefined fields, enter data for multiple records, and print reports based on sort query using ascending and descending order. | | |
| 4 CT 2.5.4 | Construct a guided spreadsheet containing appropriate labels, values, formulas, and simple functions. | | |
| 4 CT 2.5.5 | Create a multimedia document or presentation using text, graphics, and/or sound. | | |
| 4 CT 2.5.6 | Explain the differences between data files and program files, and describe and use the file management software of a computer. | | |
| 4 CT 2.5.7.1 | Describe the process of accessing a LAN and demonstrate the process as available. | | |
| 4 CT 2.5.7.2 | Define and explain the uses of an electronic communication device, telecommuting, and teleconferencing. | | |
| 4 CT 3 | RESEARCH TOOLS | | |
| 4 CT 3.5.1 | Select a research topic or define a problem and predict outcomes using technology tools. | | |
| 4 CT 3.5.2 | Generate keywords for a research topic or problem. | | |
| 4 CT 3.5.3 | Select information from a variety of remote resources for a research topic or problem exploring hyperlinks. | | |
| 4 CT 3.5.4 | Use an organizational format to arrange information for presentation or decision making. | | |
| 4 CT 3.5.5 | Demonstrate an understanding of intellectual property and identify source and content of information collected. | | |
| 4 CT 3.5.6 | Generate a list of sources. | | |
| 4 CT 3.5.7 | Summarize and share the research process and its outcome. | | |
| 4 CT 4 | TOOLS AND PROCESSES | | |
| 4 CT 4.5.1 | Recognize that technological resources include people, information, materials, machines, energy, capital, and time. | | |
| 4 CT 4.5.2 | Employ tools and materials to design or develop products or projects. | | |
| 4 CT 4.5.3 | Demonstrate the importance of safety and ease of use in selecting appropriate tools. | | |
| 4 CT 4.5.4 | Solve difficulties with tools or devices to accomplish the desired result including computer operations and recognize basic operational problems, such as printer jams, and possible solutions. | | |
| 4 CT 5 | SYSTEMS | | |
| 4 CT 5.5.1 | Explain open, closed, simple, complex, micro, and macro systems. | | |
| 4 CT 5.5.2 | Explain how systems depend on a variety of resources to produce a desirable outcome (e.g., computer information processing cycle). | | |
| 4 CT 5.5.3 | Classify systems according to type and level (e.g., open loop system or closed loop system, simple or complex, and micro or macro). | | |
| 4 CT 6 | IMPLICATIONS ON SOCIETY | | |
| 4 CT 6.5.1 | Examine products and communicate how that product solved a human need or want. | | |
| 4 CT 6.5.2 | Explain how physical environments are changed by technological developments. | | |
| 4 CT 6.5.3 | Describe the relationship between careers and technological developments. | | |
| 4 CT 6.5.4 | Explain society's use of technology and describe both the positive and negative impacts on the workplace, society, and the environment. | | |

| Identifier | Nevada - Grade 4 - Health | Introduced | Completed |
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| 4 H | | | |
| 4 H 1.5.1 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. | | |
| 4 H 1.5.2 | Name and explain the stages of growth and development. | | |
| 4 H 1.5.3 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health. | | |
| 4 H 1.5.4 | Describe how family, peers, and information influence the use, misuse, and abuse of drugs. | | |
| 4 H 1.5.5 | Explain procedures for personal safety when confronted with violence or other hazards. | | |
| 4 H 1.5.6 | Describe how behaviors, pathogens, genetic history, and other factors are related to disease prevention. | | |
| 4 H 1.5.7 | Identify programs designed to promote community health. | | |
| 4 H 1.5.8 | Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death. | | |
| 4 H 2.5.1 | Identify community sources that provide preventive health care. | | |
| 4 H 2.5.2 | Describe situations requiring professional health services. | | |
| 4 H 3.5.1A | List consequences of harassment, fighting, and intimidation. | | |
| 4 H 3.5.1B | Demonstrate anger management techniques. | | |
| 4 H 3.5.2 | Demonstrate refusal skills and ways to seek assistance. | | |
| 4 H 3.5.3 | Distinguish between safe and risky/harmful behaviors. | | |
| 4 H 3.5.4 | Demonstrate strategies to manage stress. | | |
| 4 H 3.5.5 | Perform basic safety, first aid, and life-saving techniques. | | |
| 4 H 4.5.1 | Compare and contrast factors responsible for differences in health behavior and health services in different cultures. | | |
| 4 H 4.5.2 | Describe ways technology can influence health and chronic disease. | | |
| 4 H 4.5.3 | Analyze how stated and implied messages from media influence health behaviors. | | |
| 4 H 5.5.2 | Refine skills and strategies for solving interpersonal conflicts without harming self and others. | | |
| 4 H 6.5.1A | Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences. | | |
| 4 H 6.5.1B | Set an individual health goal and identify the steps necessary to achieve it. | | |
| 4 H 6.5.2 | Predict how decisions regarding health behaviors have consequences for self and others. | | |
| 4 H 6.5.3 | Explain when to ask for assistance in making health-related decisions and setting health goals. | | |
| 4 H 7.5.1A | Demonstrate the ability to work independently when promoting health for self and others. | | |
| 4 H 7.5.1B | Encourage others to make healthy choices. | | |

| Identifier | Nevada - Grade 4 - Music | Introduced | Completed |
|--------------|--|------------|-----------|
| 4 Mus 1 | SINGING | | |
| 4 Mus 1.5.1 | Sing independently and expressively. | | |
| 4 Mus 1.5.2 | Sing in an ensemble while following a conductor. | | |
| 4 Mus 1.5.3 | Sing descants, partner songs, and three-part rounds. | | |
| 4 Mus 1.5.4 | Sing more complex patriotic songs, folk songs, and multicultural selections. | | |
| 4 Mus 2 | PLAYING INSTRUMENTS | | |
| 4 Mus 2.5.1 | Play rhythmic, melodic, and chordal patterns. | | |
| 4 Mus 2.5.4 | Play or accompany folk, traditional, and multicultural music. | | |
| 4 Mus 3 | IMPROVISATION | | |
| 4 Mus 3.5.1 | Improvise melodic and rhythmic patterns within the context of a musical phrase. | | |
| 4 Mus 3.5.3 | Improvise introductions and codas, B sections, and changing parts of the rondo. | | |
| 4 Mus 4 | WRITING | | |
| 4 Mus 4.5.1 | Create music to interpret readings or dramatizations. | | |
| 4 Mus 4.5.2 | Create and perform songs and instrumental pieces. | | |
| 4 Mus 4.5.3 | Organize and perform pieces using a variety of sound sources. | | |
| 4 Mus 5 | READING | | |
| 4 Mus 5.5.1 | Read whole, half, dotted half, quarter, and eighth notes and rests in duple and triple meter. | | |
| 4 Mus 5.5.2 | Read melodic patterns in the treble clef using solfege, numbers, and/or letters. | | |
| 4 Mus 5.5.3 | Use complex music symbols (e.g., dynamics, tempo). | | |
| 4 Mus 5.5.4 | Sight read rhythmic and melodic patterns. | | |
| 4 Mus 5.5.5 | Notate simple rhythm and melody using standard symbols. | | |
| 4 Mus 6 | LISTENING | | |
| 4 Mus 6.5.1 | Compare and contrast simple elements of music when presented aurally. | | |
| 4 Mus 7 | EVALUATION | | |
| 4 Mus 7.5.1 | Construct criteria using standard music vocabulary. | | |
| 4 Mus 7.5.2 | Explain personal preferences for specific musical works and styles using complex musical vocabulary (e.g., crescendo/decrescendo; rondo form). | | |
| 4 Mus 9 | CULTURAL AND HISTORICAL CONNECTIONS | | |
| 4 Mus 9.5.1 | Identify by style aural examples from various historical periods, American musical history, and world cultures. | | |
| 4 Mus 9.5.2 | Describe the role of musicians in various settings and cultures (e.g. performers, educators, critics, composers). | | |
| 4 Mus 10 | CROSS-CURRICULAR | | |
| 4 Mus 10.5.1 | Using Grade 5 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards. | | |

| Identifier | Nevada - Grade 4 - Physical Education | Introduced | Completed |
|-------------|--|------------|-----------|
| 4 PE | | | |
| 4 PE 1.5.1 | Utilize vocabulary to differentiate between more complex game-like strategies (i.e., offense, defense). | | |
| 4 PE 1.5.2A | Identify and apply the intermediate elements (i.e., force and accuracy) of movement forms. | | |
| 4 PE 1.5.2B | Apply simple strategies to game-like situations. | | |
| 4 PE 1.5.3 | Identify the characteristics of highly skilled performance in a few movement forms. | | |
| 4 PE 1.5.4 | Explain the physiological factors (i.e., heredity) affecting individual differences in physical fitness levels. | | |
| 4 PE 2.5.1 | Utilize locomotor and nonlocomotor movements in physical activities. | | |
| 4 PE 2.5.2 | Execute a combination of skills in a new and dynamic environment. | | |
| 4 PE 2.5.3 | Create and perform sequence, alone or with a group, that combines weight transfer and balance movements. | | |
| 4 PE 3.5.1A | Create, within a group, movement sequences which clearly demonstrate the use of shapes, levels, and pathways. | | |
| 4 PE 3.5.1B | Clearly demonstrate a range of qualities of movement (i.e., bound/free, percussive/sustained) | | |
| 4 PE 3.5.1C | Observe and identify the action (i.e., skip, gallop) and movement elements (i.e., direction, level) of brief movement sequences. | | |
| 4 PE 3.5.2A | Create and perform an identifiable beginning, middle, and end of a movement sequence both with and without rhythmic accompaniment. | | |
| 4 PE 3.5.2B | Apply partner skills while creating a movement sequence. | | |
| 4 PE 3.5.2C | Create a movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement. | | |
| 4 PE 3.5.2D | Recognize the elements of movement (i.e., shape, level, and pathways) found in dance, sports, and everyday actions. | | |
| 4 PE 3.5.3A | Create a movement sequence to express an idea/concept. | | |
| 4 PE 3.5.3B | Discuss interpretations and reactions to a movement sequence. | | |
| 4 PE 3.5.4A | Create and perform various movements to a steady beat with or without a prop (i.e., tinkling poles) within a group. | | |
| 4 PE 3.5.4B | Move to a musical beat and respond to changes in tempo (i.e., use a hand drum, recorder, segments of music of various tempos). | | |
| 4 PE 3.5.5A | Perform more technically complex folk and/or social dances and identify the cultural and historical contexts. | | |
| 4 PE 4.5.1 | Create personal goals related to fitness assessment. | | |
| 4 PE 4.5.2 | Maintain a continuous aerobic activity (at a target heart rate) for a specified time. | | |
| 4 PE 4.5.3 | Identify the health-related components of fitness in various activities. | | |
| 4 PE 4.5.4 | Utilize proper warm-up, conditioning, and cool-down techniques. | | |
| 4 PE 5.5.1 | Make proper decisions about applying rules, procedures, and etiquette. | | |
| 4 PE 5.5.2 | Demonstrate positive responses to challenges, successes, and failures in physical activity. | | |
| 4 PE 5.5.3 | Manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences. | | |
| 4 PE 5.5.4 | Identify similarities and differences in games, sports, and dance from other cultures. | | |

| Identifier | Nevada - Grade 4 - Theater | Introduced | Completed |
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| 4 Th | | | |
| 4 Th 1.5.1 | Create a script with two or more characters; a beginning, middle, and end; setting; and character descriptions. | | |
| 4 Th 1.5.2 | Work together in a group to plan, rehearse, and present a dramatized idea or story. | | |
| 4 Th 1.5.6 | Draw and/or build model sets for a production (e.g., cardboard or diorama). | | |
| 4 Th 1.5.7 | Assemble props and costumes for use in a dramatized event set in a specific time period and locale (e.g., Pilgrims or Romans). | | |
| 4 Th 2.5.1 | Identify and list a given character's traits by looking at the character's actions and dialogue. | | |
| 4 Th 2.5.2 | Demonstrate examples of character traits through movement, pantomime, improvisation, and/or voice (e.g., How does a person move and speak at age 60? At age 6?). | | |
| 4 Th 2.5.3 | Portray a character's traits through movement, voice, and/or dialogue in a dramatized idea or story. | | |
| 4 Th 3.5.1 | Discuss performances of students and visiting artists. | | |
| 4 Th 3.5.2 | Describe emotional response to a performance and explain genre preference (e.g., romance, comedy, suspense, and action). | | |
| 4 Th 3.5.3 | Differentiate between comedy and tragedy. | | |
| 4 Th 4.5.1 | Explain how movies or television reveal information about other historical periods and cultures. | | |
| 4 Th 4.5.2 | Identify the conflict between characters in a dramatized event. | | |

| Identifier | Nevada - Grade 4 - Visual Arts | Introduced | Completed |
|------------|--|------------|-----------|
| 4 VA 1 | KNOWLEDGE | | |
| 4 VA 1.5.1 | Determine differences between media, techniques, or processes in works of art (e.g., the transparency of watercolor vs. the opaqueness of tempera). | | |
| 4 VA 1.5.2 | Examine how different media, techniques, and processes cause different responses (e.g., Look at two-dimensional vs. three-dimensional works of art). | | |
| 4 VA 1.5.3 | Create artworks using various media, techniques, and processes to communicate ideas. | | |
| 4 VA 2 | APPLICATION | | |
| 4 VA 2.5.1 | Describe various visual characteristics of art (e.g., sensory, formal, technical, and expressive). | | |
| 4 VA 2.5.2 | Identify and describe possible purposes and/or functions of art (e.g., The purpose for a pot's decoration might be to tell a story while the pot's function might be storage). | | |
| 4 VA 2.5.3 | Explain how visual characteristics, purposes, and/or functions of art may cause different responses. | | |
| 4 VA 2.5.4 | Select and use specific visual characteristics to communicate. | | |
| 4 VA 3 | CONTENT | | |
| 4 VA 3.5.1 | Discuss how subject matter, symbols, and ideas produce meanings in works of art. | | |
| 4 VA 3.5.2 | Produce a work of art that demonstrates the ability to convey meaning by integrating subject matter and symbols with ideas. | | |
| 4 VA 3.5.3 | Explain the way subject matter, symbols, and ideas are chosen to present meaning in student artwork. | | |
| 4 VA 4 | CONTEXT | | |
| 4 VA 4.5.2 | Associate a variety of artworks with cultures, times, and places. | | |
| 4 VA 4.5.3 | Create works of art that demonstrate historical and cultural influence. | | |
| 4 VA 5 | INTERPRETATION | | |
| 4 VA 5.5.1 | Compare and contrast characteristics of art. | | |
| 4 VA 5.5.2 | Identify merits in artworks. | | |
| 4 VA 5.5.3 | Describe meanings of art. | | |
| 4 VA 5.5.4 | State preferences for characteristics, merits, and meanings in art. | | |

| Identifier | Kamico - Grade 4 - Language Arts/Reading | | Introduced | Completed |
|------------|---|---|------------|-----------|
| R 4 | READING | | | |
| R 4.1.1A | Vocabulary Development | Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words. | | |
| R 4.1.1B | Vocabulary Development | Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un-. | | |
| R 4.1.2A | Comprehension | Determine a text's main (or major) ideas and how those ideas are supported with details. | | |
| R 4.1.2B | Comprehension | Paraphrase and summarize text to recall, inform, or organize ideas. | | |
| R 4.2.1A | Text Structures/ Literary Concepts | Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo. | | |
| R 4.2.1B | Text Structures/ Literary Concepts | Recognize and analyze story plot, setting, and problem resolution. | | |
| R 4.3.1A | Comprehension | Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information. | | |
| R 4.3.1B | Comprehension | Find similarities and differences across texts such as in treatment, scope, or organization. | | |
| R 4.3.1C | Comprehension | Represent text information in different ways such as in outline, time line, or graphic organizer. | | |
| R 4.3.2A | Text Structures/ Literary Concepts | Judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" | | |
| R 4.3.2B | Text Structures/ Literary Concepts | Identify the purposes of different types of texts such as to inform, influence, express, or entertain. | | |
| R 4.3.2C | Text Structures/ Literary Concepts | Compare communication in different forms such as comparing story variants. | | |
| R 4.3.2D | Text Structures/ Literary Concepts | Describe how the author's perspective or point of view affects the text. | | |
| R 4.4.1A | Comprehension | Draw inferences such as conclusions or generalizations and support them with text evidence. | | |
| R 4.4.1B | Comprehension | Distinguish fact and opinion in various texts. | | |
| R 4.4.2A | Literary Response | Support responses by referring to relevant aspects of text. | | |
| R 4.4.2B | Literary Response | Connect, compare, and contrast ideas, themes, and issues across text. | | |
| R 4.4.3A | Text Structures/ Literary Concepts | Recognize that authors organize information in specific ways. | | |
| W 4 | WRITING | | | |
| W 4.1.1A | Purposes | Write to express, develop, reflect on ideas, and problem solve. | | |
| W 4.1.1B | Purposes | Write to inform, such as to explain, describe, and narrate. | | |
| W 4.1.1C | Purposes | Write to entertain, such as to compose short stories. | | |
| W 4.2.1A | Grammar/ Usage | Write in complete sentences, varying the types, such as compound and complex, to match meanings and purposes. | | |
| W 4.2.1B | Grammar/ Usage | Use prepositional phrases to elaborate written ideas. | | |
| W 4.2.1C | Grammar/ Usage | Use conjunctions to connect ideas meaningfully. | | |
| W 4.2.2A | Writing Processes | Edit drafts to ensure varied sentence structure and appropriate word choice. | | |
| W 4.2.2B | Writing Processes | Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text. | | |
| W 4.3.1A | Grammar/ Usage | Employ Standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech. | | |
| W 4.3.1B | Grammar/ Usage | Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise. | | |
| W 4.3.1C | Grammar/ Usage | Write with increasing accuracy when using objective case pronouns, such as 'Dan cooked for you and me.' | | |
| W 4.3.2A | Writing Processes | Replace an indefinite reference with a specific noun or noun phrase or replace a vague word or phrase with more precise wording. | | |
| W 4.3.2B | Writing Processes | Recognize grammatically correct writing. | | |
| W 4.4.1A | Capitalization/ Punctuation | Capitalize and punctuate correctly to clarify and enhance meaning, such as capitalizing titles and using possessives, commas in a series, commas in direct address, and sentence punctuation. | | |
| W 4.4.1B | Capitalization/ Punctuation | Write with increasing accuracy when using apostrophes in contractions, such as it's, and possessives, such as Jan's. | | |
| W 4.4.2A | Spelling | Spell proficiently. | | |
| W 4.4.3A | Writing Processes | Recognize a sentence with correct capitalization, punctuation, and spelling. | | |

| Identifier | Nevada - Grade 4 - Language Arts/Reading | Introduced | Completed |
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| | READING | | |
| 4 ELA 1.4.2 | Use knowledge of phonics, structural elements, and syntax to read and to determine the meaning of unfamiliar words in context. | | |
| 4 ELA 1.4.3 | Identify and use knowledge of common Greek- and Latin-derived roots and affixes to determine the meaning of words in context. | | |
| 4 ELA 1.4.4 | Determine the meanings and other features of unknown words and derivations of words, using dictionaries and glossaries. | | |
| 4 ELA 1.4.5 | Use knowledge of vocabulary and context clues to determine meanings of unknown words. | | |
| 4 ELA 2.4.1 | Identify prereading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension. | | |
| 4 ELA 2.4.2 | Select and use self-correcting strategies to gain meaning from text. | | |
| 4 ELA 2.4.3 | Apply skills and strategies of summarizing, paraphrasing, and drawing conclusions to aid comprehension. | | |
| 4 ELA 2.4.4 | Use note taking, outlining, and summarizing to organize and understand information from text. | | |
| 4 ELA 2.4.5 | Adjust reading rate to suit difficulty and type of text. | | |
| 4 ELA 3.4.1 | Use knowledge of character, setting, plot, conflict, and resolution to comprehend a variety of works. | | |
| 4 ELA 3.4.2 | Make inferences about and compare characters' traits; make predictions about conflicts and resolutions; check text for verification. | | |
| 4 ELA 3.4.3 | Identify cultural influences in literature. | | |
| 4 ELA 3.4.4 | Identify themes in a variety of reading selections. | | |
| 4 ELA 3.4.5 | Locate figurative language, including simile, metaphor, and personification in text. | | |
| 4 ELA 3.4.7 | Identify structures of stories, plays, poetry, and nonfiction selections. | | |
| 4 ELA 4.4.1 | Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to comprehend text. | | |
| 4 ELA 4.4.2 | Compare main ideas and important concepts of various texts. | | |
| 4 ELA 4.4.3 | Develop hypotheses based upon prior knowledge and information from text. | | |
| 4 ELA 4.4.4 | Draw conclusions about text and support them with evidence from a variety of sources. | | |
| 4 ELA 4.4.5 | Identify authors' purposes for writing. | | |
| 4 ELA 4.4.6 | Read and follow multistep directions to complete a task. | | |
| | WRITING | | |
| 4 ELA 5.4.1 | Write informative papers with a clear focus using a variety of sources. | | |
| 4 ELA 5.4.2 | Write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for a specific audience and purpose. | | |
| 4 ELA 5.4.3 | Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot, characters, and setting. | | |
| 4 ELA 5.4.4 | Write responses to literary selections, using supporting details from the selection. | | |
| 4 ELA 5.4.5 | Write compositions with a main idea and supporting details. | | |
| 4 ELA 5.4.6 | Write short expository texts with supporting details. | | |
| 4 ELA 6.4.1 | Generate ideas for writing through discussions and individual activities, such as brainstorming and clustering. | | |
| 4 ELA 6.4.2 | Organize ideas through activities that draw upon sequencing and classifying skills. | | |
| 4 ELA 6.4.3 | Write compositions of at least one paragraph with a main idea and supporting details. | | |
| 4 ELA 6.4.4 | Revise drafts to improve meaning and focus of writing by adding and deleting words, sentences, and ideas. | | |
| 4 ELA 6.4.5 | Edit for use of standard English. | | |
| 4 ELA 6.4.6 | Produce writing with a voice that shows awareness of an intended audience and purpose. | | |
| 4 ELA 6.4.7 | Share drafts with others and consider making revisions based upon written responses. | | |
| 4 ELA 7.4.1 | Identify and correctly use pronoun/antecedent agreement, subject/verb agreement, and verb tenses in writing simple, compound, and complex sentences. | | |
| 4 ELA 7.4.2 | Write compound and complex sentences. | | |
| 4 ELA 7.4.3 | Use correct punctuation in compound sentences; use irregular and plural possessives. | | |
| 4 ELA 7.4.4 | Use rules of capitalization. | | |
| 4 ELA 7.4.5 | Use correct spelling of frequently used words, applying various spelling strategies and high-frequency spelling rules. | | |
| | LISTENING AND SPEAKING | | |
| 4 ELA 8.4.1 | Interpret speaker's verbal and nonverbal messages and distinguish fact from opinion. | | |
| 4 ELA 8.4.2 | Listen to identify how speaking techniques are used to convey a message. | | |
| 4 ELA 8.4.3 | Recognize that language and dialect usage vary in different contexts, regions, and cultures. | | |

| Identifier | Nevada - Grade 4 - Language Arts/Reading | Introduced | Completed |
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| 4 ELA 8.4.4 | Follow oral directions to complete a complex task. | | |
| 4 ELA 9.4.1 | Select and use varied vocabulary and apply standard English to communicate ideas. | | |
| 4 ELA 9.4.2 | Select and use appropriate public speaking techniques such as rate, pace, and enunciation. | | |
| 4 ELA 9.4.3 | Give organized presentations that demonstrate a clear viewpoint. | | |
| 4 ELA 9.4.4 | Read aloud and recite literary, dramatic, and original works. | | |
| 4 ELA 9.4.5 | Give clear and concise directions to complete a task. | | |
| 4 ELA 10.4.1 | Contribute to and listen attentively in conversations and group discussions. | | |
| 4 ELA 10.4.2 | Ask and answer questions with relevant details to clarify ideas. | | |
| 4 ELA 10.4.3 | Share ideas, opinions, and information clearly and effectively. | | |
| 4 ELA 10.4.4 | Identify and express opinions and state facts. | | |
| | RESEARCH | | |
| 4 ELA 11.4.1 | Formulate research questions and establish a focus and purpose for inquiry. | | |
| 4 ELA 11.4.2 | Use a variety of library resources, media, and technology to find information on a topic. | | |
| 4 ELA 11.4.3 | Give credit for others' ideas, images, and information by listing sources used in research. | | |
| 4 ELA 11.4.4 | Organize and record information using note taking from print and nonprint resources. | | |
| 4 ELA 11.4.5 | Present research findings for different purposes and audiences using various media. | | |

| Identifier | Lander - Grade 4 - Language Arts/Reading | Introduced | Completed |
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| 4ELA1 | WORD KNOWLEDGE—PHONICS/STRUCTURAL ANALYSIS, VOCABULARY, SPELLING | | |
| 4ELA1.1 | Use knowledge of phonics, structural elements, and syntax to read and to determine the meaning of unfamiliar words in context | | |
| 4ELA1.2 | Identify and use knowledge of common Greek- and Latin- derived roots and affixes to determine the meaning of words in context | | |
| 4ELA1.3 | Use dictionaries and glossaries to determine the meanings and other features of unknown words and derivations of words | | |
| 4ELA1.4 | Use knowledge of vocabulary and context clues to determine meanings of unknown words | | |
| 4ELA1.5 | Use patterns to spell correctly | | |
| 4ELA1.6 | Use structure rules to spell correctly | | |
| 4ELA1.7 | Use spelling strategies to spell correctly | | |
| 4ELA2 | READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES | | |
| 4ELA2.1 | Use graphic organizers to access prior knowledge, predict, preview, and set a purpose to aid comprehension | | |
| 4ELA2.2 | Select and use self-correcting strategies to gain meaning from text | | |
| 4ELA2.3 | Apply skills and strategies to aid comprehension | | |
| 4ELA2.4 | Use note taking, outlining, summarizing, and other graphic organizers to organize and understand information from text | | |
| 4ELA2.5 | Adjust reading rate to suit difficulty and type of text | | |
| 4ELA2.6 | Read narrative and expository texts aloud with fluency | | |
| 4ELA3 | READING COMPREHENSION—LITERATURE | | |
| 4ELA3.1 | Use knowledge of character, setting, plot, conflict, and resolution to comprehend a variety of works | | |
| 4ELA3.2 | Make inferences about and compare characters' traits using text for verification | | |
| 4ELA3.3 | Identify an historical event or cultural influence as portrayed in literature | | |
| 4ELA3.4 | Identify explicit and implied themes in a variety of reading selections | | |
| 4ELA3.5 | Locate figurative language, including simile, metaphor, and personification in text | | |
| 4ELA3.6 | Read and identify the structures of a variety of selections | | |
| 4ELA3.7 | Demonstrate an active interest in reading | | |
| 4ELA3.8 | Make predictions about conflicts and resolutions | | |
| 4ELA4 | READING COMPREHENSION—INFORMATIONAL TEXTS | | |
| 4ELA4.1 | Use information to comprehend text | | |
| 4ELA4.2 | Identify and compare main ideas and important concepts of various texts | | |
| 4ELA4.3 | Develop hypotheses based upon prior knowledge and information from a text | | |
| 4ELA4.4 | Interpret information in new contexts | | |
| 4ELA4.5 | Make inferences/draw conclusions about texts and support them with evidence from a variety of sources | | |
| 4ELA4.6 | Identify authors' purposes for writing | | |
| 4ELA4.7 | Read and follow multi-step directions to complete a task | | |
| 4ELA5 | WRITING—COMPOSITION | | |
| 4ELA5.1 | Write informative papers with a clear focus using a variety of sources | | |
| 4ELA5.2 | Write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for a specific audience and purpose | | |
| 4ELA5.3 | Write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details to develop the plot, characters, and setting | | |
| 4ELA5.4 | Write responses with supporting details to literary selections | | |
| 4ELA5.5 | Write compositions with a main idea and supporting details | | |
| 4ELA5.6 | Write short expository texts with supporting details | | |
| 4ELA5.7 | Use expanded vocabulary in writing | | |
| 4ELA6 | WRITING—PROCESS | | |
| 4ELA6.1 | Generate ideas for writing through individual activities such as brainstorming and clustering | | |
| 4ELA6.2 | Organize ideas through activities that draw upon sequencing and classifying skills such as listing, webbing, and mapping | | |
| 4ELA6.3 | Write compositions of at least one paragraph with a main idea and supporting details | | |
| 4ELA6.4 | Revise drafts to improve meaning and focus of writing by adding and deleting words and sentences | | |

| Identifier | Lander - Grade 4 - Language Arts/Reading | Introduced | Completed |
|------------|--|------------|-----------|
| 4ELA6.5 | Edit for use of standard English | | |
| 4ELA6.6 | Produce writing with voice and purpose for an intended audience | | |
| 4ELA6.7 | Share drafts with others and make revisions based upon written responses | | |
| 4ELA7 | WRITING—MECHANICS | | |
| 4ELA7.1 | Identify and correctly use grammar in writing simple, compound, and complex sentences | | |
| 4ELA7.2 | Write compound and complex sentences | | |
| 4ELA7.3 | Use correct punctuation in a variety of works | | |
| 4ELA7.4 | Use irregular and plural possessives | | |
| 4ELA7.5 | Use rules of capitalization | | |
| 4ELA7.6 | Identify correct word order in sentences | | |
| 4ELA7.7 | Correct run-on sentences | | |
| 4ELA7.8 | Use correct spelling of frequently used words | | |
| 4ELA7.9 | Create readable and legible compositions | | |
| 4ELA8 | LISTENING | | |
| 4ELA8.1 | Interpret speakers' verbal and non-verbal messages and distinguish fact from opinion | | |
| 4ELA8.2 | Listen to identify how speaking techniques are used to convey a message | | |
| 4ELA8.3 | Identify language and dialect usage that vary in different contexts, regions, and cultures | | |
| 4ELA8.4 | Follow oral directions to complete a complex task | | |
| 4ELA9 | SPEAKING | | |
| 4ELA9.1 | Select and use varied vocabulary and apply standard English to communicate ideas | | |
| 4ELA9.2 | Select and use appropriate public speaking techniques | | |
| 4ELA9.3 | Give organized presentations that demonstrate a clear viewpoint | | |
| 4ELA9.4 | Read aloud and recite literary, dramatic, and original works | | |
| 4ELA9.5 | Give clear and concise directions to complete a task | | |
| 4ELA10 | DISCUSSION | | |
| 4ELA10.1 | Contribute to and listen attentively in conversations and group discussions | | |
| 4ELA10.2 | Ask and answer questions with relevant details to clarify ideas | | |
| 4ELA10.3 | Share ideas, opinions, and information clearly and effectively | | |
| 4ELA10.4 | Identify and express opinions and state facts | | |
| 4ELA11 | RESEARCH AND STUDY SKILLS | | |
| 4ELA11.1 | Formulate research questions and establish a focus and purpose for inquiry | | |
| 4ELA11.2 | Use a variety of library resources, media, and technology to find information on a topic | | |
| 4ELA11.3 | List sources used in research | | |
| 4ELA11.4 | Organize and record information using note-taking from print and non-print resources | | |
| 4ELA11.5 | Present research findings for different purposes and audiences using various media | | |
| 4ELA11.6 | Use test-taking strategies | | |

| Identifier | Kamico - Grade 4 - Mathematics | Introduced | Completed |
|------------|---|------------|-----------|
| M 4.1 | NUMBER, OPERATION, AND QUANTITATIVE REASONING | | |
| M 4.1.1A | Use place value to read, write, compare, and order whole numbers through the millions place. | | |
| M 4.1.2A | Generate equivalent fractions using pictorial models. | | |
| M 4.1.2B | Model fraction quantities greater than one using pictures. | | |
| M 4.1.2C | Compare and order fractions using pictorial models. | | |
| M 4.1.2D | Relate decimals to fractions that name tenths and hundredths using models. | | |
| M 4.1.3A | Use addition and subtraction to solve problems involving whole numbers. | | |
| M 4.1.3B | Add and subtract decimals to the hundredths place using pictorial models. | | |
| M 4.1.4A | Model factors and products using arrays and area models. | | |
| M 4.1.4B | Represent multiplication and division situations in picture, word, and number form. | | |
| M 4.1.4C | Recall and apply multiplication facts through 12×12 . | | |
| M 4.1.4D | Use multiplication to solve problems involving two-digit numbers. | | |
| M 4.1.4E | Use division to solve problems involving one-digit divisors. | | |
| M 4.1.5A | Round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations. | | |
| M 4.1.5B | Estimate a product or quotient beyond basic facts. | | |
| M 4.2 | PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING | | |
| M 4.2.1A | Solve division problems related to multiplication facts (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$. | | |
| M 4.2.1B | Use patterns to multiply by 10 and 100. | | |
| M 4.2.2A | Describe the relationship between two sets of related data such as ordered pairs in a table. | | |
| M 4.3 | GEOMETRY AND SPATIAL REASONING | | |
| M 4.3.1A | Identify right, acute, and obtuse angles. | | |
| M 4.3.1B | Identify models of parallel and perpendicular lines. | | |
| M 4.3.1C | Describe shapes and solids in terms of vertices, edges, and faces. | | |
| M 4.3.2A | Use translations, reflections, and rotations to verify that two shapes are congruent. | | |
| M 4.3.2B | Use reflections to verify that a shape has symmetry. | | |
| M 4.3.3A | Locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths. | | |
| M 4.4 | MEASUREMENT | | |
| M 4.4.1A | Estimate and measure weight using standard units including ounces, pounds, grams, and kilograms. | | |
| M 4.4.1B | Estimate and measure capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons. | | |
| M 4.4.2A | Measure to solve problems involving length (including perimeter), time, temperature, and area. | | |
| M 4.5 | PROBABILITY AND STATISTICS | | |
| M 4.5.1A | List all possible outcomes of a probability experiment such as tossing a coin. | | |
| M 4.5.1B | Use a pair of numbers to compare favorable outcomes to all possible outcomes such as four heads out of six tosses of a coin. | | |
| M 4.5.1C | Interpret bar graphs. | | |
| M 4.6 | UNDERLYING PROCESSES AND MATHEMATICAL TOOLS | | |
| M 4.6.1A | Identify the mathematics in everyday situations. | | |
| M 4.6.1B | Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. | | |
| M 4.6.1C | Select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem. | | |
| M 4.6.2A | Relate informal language to mathematical language and symbols. | | |
| M 4.6.3A | Make generalizations from patterns or sets of examples and nonexamples. | | |

| Identifier | Nevada - Grade 4 - Mathematics | Introduced | Completed |
|------------|---|------------|-----------|
| 4 M 1 | NUMBERS, NUMBER SENSE, AND COMPUTATION | | |
| 4 M 1.4.1 | Immediately recall and use multiplication and corresponding division facts through 12s. | | |
| 4 M 1.4.3 | Generate and solve two-step multiplication and division problems based on practical situations using pencil and paper, mental computation, and estimation. | | |
| 4 M 1.4.4 | Multiply and divide money amounts by a one-digit whole number producing a solution with no remainder. | | |
| 4 M 1.4.5 | Multiply and divide multidigit numbers by a one-digit number with regrouping; model and explain division including as repeated subtraction. | | |
| 4 M 1.4.6 | Read, write, order, and compare whole numbers. | | |
| 4 M 1.4.7 | Use estimation to determine the reasonableness of an answer. | | |
| 4 M 1.4.8 | Use and identify place-value positions of whole numbers. | | |
| 4 M 1.4.9 | Identify and compare fractions with like denominators using numbers, models, and drawings. | | |
| 4 M 2 | PATTERNS, FUNCTIONS, AND ALGEBRA | | |
| 4 M 2.4.1 | Identify, describe, and represent numeric and geometric patterns and relationships. | | |
| 4 M 2.4.3 | Find solutions to given equalities from a given replacement set (e.g., find the solution to $3 \times 7 = \underline{\quad}$, given the replacement set {19, 20, 21}). | | |
| 4 M 3 | MEASUREMENT | | |
| 4 M 3.4.2 | Measure and compare length in inches, feet, yards, and miles to the nearest $\frac{1}{2}$, $\frac{1}{4}$; measure and compare lengths in metric units (millimeter, centimeter, meter, kilometer); convert within each system. | | |
| 4 M 3.4.3 | Communicate the difference between perimeter and area; describe and determine the perimeter of polygons and the area of rectangles (including squares). | | |
| 4 M 3.4.4 | Determine totals for monetary amounts in problem-solving situations. | | |
| 4 M 3.4.5 | Describe and determine the perimeter of polygons and the area of rectangles (including squares). | | |
| 4 M 4 | SPATIAL SENSE AND GEOMETRY | | |
| 4 M 4.4.1 | Identify, draw, and classify angles according to their measurement, including right, obtuse, and acute. | | |
| 4 M 4.4.2 | Represent concepts of similarity, congruence, and symmetry using transformational motion. | | |
| 4 M 4.4.4 | Identify, describe, and classify two- and three-dimensional figures by relevant properties, including the number of vertices (corners), edges, and shapes of faces, using models. | | |
| 4 M 4.4.6 | Identify, describe, and draw geometric figures including points, intersecting lines, parallel lines, line segments, rays, and angles. | | |
| 4 M 5 | DATA ANALYSIS | | |
| 4 M 5.4.1 | Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables. | | |
| 4 M 5.4.2 | Conduct simple probability experiments using concrete materials, and represent the results using fractions. | | |
| 4 M 6 | PROBLEM SOLVING | | |
| 4 M 6.4.1 | Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts. | | |
| 4 M 6.4.2 | Apply previous experience and knowledge to new problem-solving situations. | | |
| 4 M 6.4.5 | Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation. | | |
| 4 M 6.4.6 | Try more than one strategy when the first strategy proves to be unproductive. | | |
| 4 M 6.4.9 | Generalize solutions and strategies from earlier problems to new problem situations. | | |
| 4 M 6.4.10 | Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable. | | |
| 4 M 6.4.12 | Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration). | | |
| 4 M 7 | MATHEMATICAL COMMUNICATION | | |
| 4 M 7.4.1 | Discuss and exchange ideas about mathematics as a part of learning. | | |
| 4 M 7.4.2 | Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems. | | |
| 4 M 7.4.5 | Identify and translate key words and phrases that imply mathematical operations. | | |
| 4 M 7.4.8 | Use physical material, diagrams, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats. | | |
| 4 M 7.4.11 | Make conjectures and present arguments in discussions of mathematical ideas. | | |
| 4 M 7.4.12 | Explain and justify thinking about mathematical ideas and solutions. | | |

| Identifier | Nevada - Grade 4 - Mathematics | Introduced | Completed |
|------------|---|------------|-----------|
| 4 M 7.4.15 | Use everyday language to explain thinking about strategies and solutions to mathematical problems. | | |
| 4 M 7.4.16 | Express mathematical ideas and use them to define, compare, and solve problems orally and in writing. | | |
| 4 M 7.4.17 | Use mathematical notation to communicate and explain mathematical situations. | | |
| 4 M 8 | MATHEMATICAL REASONING | | |
| 4 M 8.4.1 | Justify and explain the solutions to problems using manipulative and physical models. | | |
| 4 M 8.4.4 | Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems. | | |
| 4 M 8.4.5 | Follow a logical argument and judge its validity. | | |
| 4 M 8.4.6 | Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning. | | |
| 4 M 8.4.8 | Ask questions to reflect on, clarify, and extend thinking. | | |
| 4 M 8.4.9 | Review and refine the assumptions and steps used to derive conclusions in mathematical arguments. | | |
| 4 M 8.4.11 | Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems. | | |
| 4 M 9 | MATHEMATICAL CONNECTIONS | | |
| 4 M 9.4.1 | Link new concepts to prior knowledge. | | |
| 4 M 9.4.2 | Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics. | | |
| 4 M 9.4.3 | Use models to explain the relationship of concepts to procedures. | | |
| 4 M 9.4.5 | Identify practical applications of mathematical principles that can be applied to other disciplines. | | |
| 4 M 9.4.7 | Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science). | | |
| 4 M 9.4.8 | Identify, explain, and use mathematics in everyday life. | | |

| Identifier | Lander - Grade 4 - Mathematics | Introduced | Completed |
|------------|--|------------|-----------|
| 4M1 | NUMBERS, NUMBER SENSE, AND COMPUTATION | | |
| 4M1.1 | Read, write, order, and compare whole numbers | | |
| 4M1.2 | Explain relative size (magnitude) of numbers using powers of ten (hundreds and thousands) as benchmarks | | |
| 4M1.3 | Use estimation to determine the reasonableness of answers | | |
| 4M1.4 | Use and identify place value positions of whole numbers | | |
| 4M1.5 | Use subtraction to model and explain division | | |
| 4M1.6 | Describe the relationships of operations (addition, subtraction, multiplication, and division) | | |
| 4M1.7 | Describe and use the processes and properties of addition, subtraction, multiplication, and division, including correct notations and related words | | |
| 4M1.8 | Identify and compare fractions with like denominators, using numbers, models, and drawings | | |
| 4M1.9 | Compare fractions with like denominators, without models | | |
| 4M1.10 | Immediately recall and use multiplication and corresponding division facts through the 12's | | |
| 4M1.11 | Describe and use algorithms for addition, subtraction, multiplication, and division | | |
| 4M1.12 | Add and subtract multi-digit numbers, with and without regrouping | | |
| 4M1.13 | Multiply by multiples of ten or a hundred | | |
| 4M1.14 | Multiply multi-digit numbers by one-digit number, with and without regrouping | | |
| 4M1.15 | Divide multiples of ten or one hundred by multiples of ten | | |
| 4M1.16 | Divide a two- or three-digit number by a one-digit number, with or without a remainder | | |
| 4M1.17 | Add and subtract decimals | | |
| 4M1.18 | Multiply and divide money amounts by a one-digit whole number producing a solution with no remainder | | |
| 4M1.19 | Generate and solve two-step addition and subtraction and one-step multiplication problems, using pencil and paper, mental computation, and estimation | | |
| 4M1.20 | Use estimation and mental computation in appropriate situations to solve problems | | |
| 4M1.21 | Use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems | | |
| 4M2 | PATTERNS, FUNCTIONS, AND ALGEBRA | | |
| 4M2.1 | Use and interpret operational and relational symbols | | |
| 4M2.2 | Analyze, describe, create and extend patterns using numbers, appropriate tables, and calculators | | |
| 4M2.3 | Identify, describe, and represent numeric and geometric patterns and relationships | | |
| 4M2.4 | Find solutions to given equations from a given replacement set (e.g., find the solution to $3 \times 7 = \underline{\quad}$, given the replacement set {19, 20, 21}) | | |
| 4M2.5 | Use variable expressions (open sentences) to model situations | | |
| 4M3 | MEASUREMENT | | |
| 4M3.1 | Measure distance, time, temperature, capacity, weight/mass, volume, and area using standard measuring devices (English and metric) | | |
| 4M3.2 | Measure and compare length in inches, feet, yards, and miles to the nearest fractional part ($1/4$, $1/2$); convert within this system of measurement | | |
| 4M3.3 | Measure and compare lengths in metric units (e.g., millimeter, centimeter, meter, kilometer); convert within metric system of measure | | |
| 4M3.4 | Determine totals for monetary amounts in problem-solving situations | | |
| 4M3.5 | Describe and determine the perimeter and area of polygons | | |
| 4M3.6 | Describe and determine the perimeter and area of rectangles (including squares) | | |
| 4M3.7 | Communicate the difference between area and perimeter | | |
| 4M3.8 | Estimate measurements with appropriate precision | | |
| 4M4 | SPATIAL SENSE AND GEOMETRY | | |
| 4M4.1 | Describe geometric properties, patterns, and relationships | | |
| 4M4.2 | Identify parts of a solid figure (base, face, edge, vertex) | | |
| 4M4.3 | Identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of vertices (corners), edges, and the shapes of faces using models | | |
| 4M4.4 | Identify, describe, and draw basic geometric figures including points, line segments, rays, angles, intersecting lines, and parallel lines using models | | |
| 4M4.5 | Identify, draw, and classify angles including acute, right, obtuse, according to their measurements | | |
| 4M4.6 | Predict, verify, and describe results of combining, subdividing, and changing shapes | | |

| Identifier | Lander - Grade 4 - Mathematics | Introduced | Completed |
|------------|---|------------|-----------|
| 4M4.7 | Represent concepts of similarity, congruence, and symmetry using motion geometry | | |
| 4M5 | DATA ANALYSIS | | |
| 4M5.1 | Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables | | |
| 4M5.2 | Read, interpret, and discuss charts, tables, and graphs from books, newspapers, and magazines | | |
| 4M5.3 | Conduct simple probability experiments using concrete materials and represent the results using fractions | | |
| 4M5.4 | Apply probability concepts and counting rules | | |
| 4M5.5 | Solve problems and make predictions based on collected data | | |
| 4M5.6 | Understand and apply measures of central tendency and variability | | |
| 4M6 | PROBLEM SOLVING | | |
| 4M6.1 | Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts | | |
| 4M6.2 | Apply previous experience and knowledge to new problem-solving situations | | |
| 4M6.3 | Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation | | |
| 4M6.4 | Try more than one strategy when the first strategy proves to be unproductive | | |
| 4M6.5 | Generalize solutions and strategies from earlier problems to new problem situations | | |
| 4M6.6 | Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable | | |
| 4M6.7 | Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration) | | |
| 4M6.8 | Use technology, including calculators, to investigate, define, and describe qualitative relationships such as patterns and functions | | |
| 4M7 | MATHEMATICAL COMMUNICATION | | |
| 4M7.1 | Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems | | |
| 4M7.2 | Identify and translate key words and phrases that imply mathematical operations | | |
| 4M7.3 | Use physical materials, diagrams, models, pictures, writing, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats | | |
| 4M7.4 | Explain and justify thinking about mathematical ideas and solutions | | |
| 4M7.5 | Make conjectures and present arguments in discussions of mathematical ideas | | |
| 4M7.6 | Use everyday language to explain thinking about strategies and solutions to mathematical problems | | |
| 4M7.7 | Express mathematical ideas and use them to define, compare, and solve problems orally and in writing | | |
| 4M7.8 | Use mathematical notation to communicate and explain mathematical situations | | |
| 4M8 | MATHEMATICAL REASONING | | |
| 4M8.1 | Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems | | |
| 4M8.2 | Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning | | |
| 4M8.3 | Ask questions to reflect on, clarify, and extend thinking | | |
| 4M8.4 | Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems | | |
| 4M9 | MATHEMATICAL CONNECTIONS | | |
| 4M9.1 | Link new concepts to prior knowledge | | |
| 4M9.2 | Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics | | |
| 4M9.3 | Use models to explain the relationship of concepts to procedures | | |
| 4M9.4 | Identify practical applications of mathematical principles that can be applied to other disciplines | | |
| 4M9.5 | Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science) | | |
| 4M9.6 | Identify, explain, and use mathematics in everyday life | | |

| Identifier | Nevada - Grade 4 - Social Studies | | Introduced | Completed |
|--------------|-----------------------------------|--|------------|-----------|
| 4 SS C | CIVICS | | | |
| 4 SS C 1.5.1 | Rules and Law | Describe the effects on society of the absence of law. | | |
| 4 SS C 1.5.2 | Rules and Law | Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government. | | |
| 4 SS C 1.5.4 | Rules and Law | Describe the operation of representative government, including the rights of political minorities. | | |
| 4 SS C 2.5.1 | US Government | Identify the three branches of government (as set forth in the U.S. Constitution). | | |
| 4 SS C 2.5.2 | US Government | Name the two houses of the U.S. Congress. | | |
| 4 SS C 2.5.3 | US Government | Identify the powers of the U.S. Congress, such as power to tax, declare war, impeach the President. | | |
| 4 SS C 2.5.4 | US Government | Identify the duties of the President. | | |
| 4 SS C 2.5.5 | US Government | Identify the Supreme Court as the highest court in the land. | | |
| 4 SS C 2.5.6 | US Government | Describe the purpose of a judge and jury in a trial as it relates to resolving disputes. | | |
| 4 SS C 4.5.1 | Political Process | List the qualities of a leader. | | |
| 4 SS C 4.5.2 | Political Process | Name the two major political parties. | | |
| 4 SS C 4.5.3 | Political Process | Give examples of interest groups. | | |
| 4 SS C 4.5.4 | Political Process | Identify sources of information people use to form an opinion. | | |
| 4 SS C 5.5.1 | Citizenship | Describe the difference between a natural-born and a naturalized citizen of the United States. | | |
| 4 SS C 5.5.3 | Citizenship | Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance. | | |
| 4 SS C 5.5.4 | Citizenship | Identify the Bill of Rights. | | |
| 4 SS C 5.5.6 | Citizenship | Identify ways conflicts can be resolved in a peaceful manner that respects individual rights. | | |
| 4 SS C 6.5.1 | State and Local Government | Explain why local governments are created within states. | | |
| 4 SS C 6.5.3 | State and Local Government | Name the three branches of state government. | | |
| 4 SS C 6.5.4 | State and Local Government | Know that there are different types of courts. | | |
| 4 SS C 7.5.1 | Political and Economic Systems | List the characteristics of a nation-state, including self-rule, territory, population, and organized government. | | |
| 4 SS C 8.5.1 | International Relations | Identify the countries bordering the United States. | | |
| 4 SS C 8.5.2 | International Relations | Explain ways in which nations interact. | | |
| 4 SS E | ECONOMICS | | | |
| 4 SS E 1.5.1 | Economic Way of Thinking | Describe how scarcity requires a person to make a choice and identify a cost associated with the decision. | | |
| 4 SS E 1.5.2 | Economic Way of Thinking | Demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences. | | |
| 4 SS E 1.5.3 | Economic Way of Thinking | Demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost. | | |
| 4 SS E 1.5.4 | Economic Way of Thinking | Identify the benefits and costs of spending now versus saving for later. | | |
| 4 SS E 2.5.2 | Measuring US Economic Performance | Identify and compare per capita measures for the U.S. for different time periods. | | |
| 4 SS E 2.5.4 | Measuring US Economic Performance | Define inflation and deflation and explain how they affect individuals. | | |
| 4 SS E 2.5.6 | Measuring US Economic Performance | Define employment and unemployment. | | |
| 4 SS E 2.5.8 | Measuring US Economic Performance | Identify and give examples of interest rates for borrowing and saving. | | |
| 4 SS E 3.5.1 | Functioning of Markets | Explain why trade must be mutually beneficial. | | |
| 4 SS E 3.5.2 | Functioning of Markets | Demonstrate an understanding of supply and demand in a market. | | |
| 4 SS E 3.5.3 | Functioning of Markets | Contrast the effects of price changes on the behavior of buyers and sellers. | | |
| 4 SS E 4.5.1 | Private US Economic Institutions | Identify financial institutions. | | |
| 4 SS E 4.5.2 | Private US Economic Institutions | Provide examples of labor unions. | | |
| 4 SS E 4.5.3 | Private US Economic Institutions | Explain the purposes for establishing for-profit organizations. | | |
| 4 SS E 4.5.4 | Private US Economic Institutions | Explain the purposes for establishing not-for-profit organizations. | | |
| 4 SS E 4.5.5 | Private US Economic Institutions | Identify the rewards and risks of saving money in financial institutions. | | |
| 4 SS E 5.5.1 | Money | Explain why it is easier for people to save and trade using money rather than using other commodities. | | |

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| 4 SS E 5.5.4 | Money | Identify forms of money used in the U.S. prior to the 20th century. | | |
| 4 SS E 5.5.5 | Money | Give examples of purchases made using credit. | | |
| 4 SS E 6.5.1 | US Economy as a Whole | Discuss the resources needed for production in households, schools, and community groups. | | |
| 4 SS E 6.5.2 | US Economy as a Whole | Demonstrate an understanding that an individual can be both a consumer and a producer. | | |
| 4 SS E 6.5.3 | US Economy as a Whole | Recognize the three types of productive resources: natural (e.g., minerals), human (e.g., educated workers), and capital (e.g., machinery). | | |
| 4 SS E 6.5.4 | US Economy as a Whole | Illustrate how one person's spending becomes another person's income. | | |
| 4 SS E 6.5.5 | US Economy as a Whole | Identify factors within an individual's control that can affect the likelihood of being employed. | | |
| 4 SS E 6.5.6 | US Economy as a Whole | Describe how income reflects choices people make about education, training, skill development, lifestyle, and careers. | | |
| 4 SS E 7.5.1 | Evolving Economy | Provide an example of how purchasing a tool or acquiring education can be an investment. | | |
| 4 SS E 7.5.4 | Evolving Economy | Describe the characteristics of an entrepreneur. | | |
| 4 SS E 7.5.5 | Evolving Economy | Give examples of ways sellers compete. | | |
| 4 SS E 7.5.6 | Evolving Economy | Explain why specialization increases productivity and interdependence. | | |
| 4 SS E 7.5.7 | Evolving Economy | Describe the steps an entrepreneur would take to start a business. | | |
| 4 SS E 8.5.7 | Role of Government in a Market Economy | Give examples of items for which a sales tax is charged and items for which a sales tax is not charged. | | |
| 4 SS E 9.5.1 | International Economy | Explain why the U.S. imports and exports goods. | | |
| 4 SS E 9.5.2 | International Economy | Describe how the exchange of goods and services around the world creates interdependence among people in different places (e.g., the production of a candy bar requires ingredients from different countries around the world). | | |
| 4 SS E 9.5.4 | International Economy | Give the value of the U.S. dollar in terms of the currencies of other countries. | | |
| 4 SS G | GEOGRAPHY | | | |
| 4 SS GS.4.1 | Geographic Skills | Develop questions that will aid in exploration of spatial patterns. | | |
| 4 SS GS.4.2 | Geographic Skills | Gather geographic information from an electronic medium. | | |
| 4 SS GS.4.3 | Geographic Skills | Classify geographic information and select a method for display. | | |
| 4 SS GS.4.4 | Geographic Skills | Locate and summarize geographic information from a variety of geographic sources. | | |
| 4 SS GS.4.5 | Geographic Skills | Incorporate a visual display to report facts about a geographic topic. | | |
| 4 SS G 1.4.1 | World in Spatial Terms | Identify and use intermediate directions on a compass rose to locate places on a map. | | |
| 4 SS G 1.4.2 | World in Spatial Terms | Compare the information found on different maps of Nevada. | | |
| 4 SS G 1.4.3 | World in Spatial Terms | Use maps and photographs of Nevada to collect geographic information. | | |
| 4 SS G 1.4.4 | World in Spatial Terms | Construct a map of Nevada displaying its human and physical features. | | |
| 4 SS G 1.4.5 | World in Spatial Terms | Identify the purpose and content of various Nevada maps. | | |
| 4 SS G 1.4.6 | World in Spatial Terms | Identify and explain spatial patterns on a map of Nevada (e.g., deserts, mountains, population). | | |
| 4 SS G 2.4.1 | Places and Regions | List examples of physical and human features from their own city or region. | | |
| 4 SS G 2.4.2 | Places and Regions | Recognize and discuss elements of their own cultures. | | |
| 4 SS G 2.4.3 | Places and Regions | Describe the characteristics of another culture from their own perspective. | | |
| 4 SS G 2.4.4 | Places and Regions | List examples of technology in their community. | | |
| 4 SS G 2.4.5 | Places and Regions | Choose a historical figure and locate the place and region on which they had an impact. | | |
| 4 SS G 2.4.6 | Places and Regions | Give an example of how a place where they have lived has changed in their lifetime. | | |
| 4 SS G 2.4.7 | Places and Regions | Recognize differences between physical and cultural regions. | | |
| 4 SS G 3.4.1 | Physical Systems | Recognize that plants and animals have habitats on both land and in water. | | |
| 4 SS G 3.4.2 | Physical Systems | Describe the effects of various natural hazards. | | |
| 4 SS G 3.4.3 | Physical Systems | Generate examples of various ecosystems found in the U.S. | | |
| 4 SS G 3.4.4 | Physical Systems | Explain the location and distribution of a specific ecosystem throughout the world. | | |
| 4 SS G 3.4.5 | Physical Systems | Identify the living and nonliving elements of an ecosystem. | | |
| 4 SS G 4.4.1 | Human Systems | Define basic demographic terms (e.g., dense, sparse). | | |
| 4 SS G 4.4.2 | Human Systems | List reasons why people move to or from a particular place. | | |
| 4 SS G 4.4.3 | Human Systems | Describe how the student has moved from one place to another (e.g., homes, schools, cities, states). | | |
| 4 SS G 4.4.4 | Human Systems | Locate and list examples of rural, suburban, and urban communities. | | |
| 4 SS G 4.4.5 | Human Systems | Compile a list of both goods and services that are produced in the U.S. and abroad. | | |
| 4 SS G 4.4.6 | Human Systems | Identify and discuss how economic issues are affected by geography. | | |

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| 4 SS G 4.4.7 | Human Systems | Compare the housing, health care, and education among the countries in North America. | | |
| 4 SS G 4.4.8 | Human Systems | Discuss why different geographic regions may have different types of organizations. | | |
| 4 SS G 4.4.9 | Human Systems | Describe how cooperation and conflict affect people in different communities. | | |
| 4 SS G 5.4.1 | Environment and Society | Illustrate a change that has taken place in the student's local environment. | | |
| 4 SS G 5.4.2 | Environment and Society | Locate similar physical environments that support similar human activity. | | |
| 4 SS G 5.4.3 | Environment and Society | Locate several places whose physical environment has been altered by the same technology (e.g., clear-cutting of timber, mining, manufacturing). | | |
| 4 SS G 5.4.4 | Environment and Society | Use maps or photographs to document human modification of the physical environment. | | |
| 4 SS G 5.4.6 | Environment and Society | Identify various natural resources found in their state or region. | | |
| 4 SS G 5.4.7 | Environment and Society | List examples of how people use and manage natural resources within the state. | | |
| 4 SS G 6.4.1 | Geographic Applications | Describe the physical setting of a historical event. | | |
| 4 SS G 6.4.2 | Geographic Applications | Describe the physical setting of a cultural event. | | |
| 4 SS G 6.4.3 | Geographic Applications | Identify and discuss the four geographic perspectives (spatial, ecological, economic, and historic). | | |
| 4 SS G 6.4.4 | Geographic Applications | Choose an environmental problem that affects their community and develop possible solutions. | | |
| 4 SS H | HISTORY | | | |
| 4 SS H 1.5.1 | Chronology | Identify current events from multiple sources. | | |
| 4 SS H 1.5.2 | Chronology | Record events on a graphic organizer, such as a calendar or time line. | | |
| 4 SS H 2.5.1 | History Skills | Ask a historical question and identify resources to be used in research. | | |
| 4 SS H 2.5.2 | History Skills | Organize historical information from a variety of sources. | | |
| 4 SS H 3.5.1 | Prehistory to 499 CE | Define hunter-gatherer. | | |
| 4 SS H 3.5.5 | Prehistory to 499 CE | Locate Nevada's earliest Native American inhabitants, known as the Desert Archaic people. | | |
| 4 SS H 4.5.1 | 1 CE to 1400 | Identify explorations of the Vikings in North America. | | |
| 4 SS H 5.5.5 | 1200 to 1750 | Identify Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone. | | |
| 4 SS H 5.5.6 | 1200 to 1750 | Describe Native North American life prior to European contact, such as clothing, communication, family, food, shelter, transportation, and tools. | | |
| 4 SS H 5.5.7 | 1200 to 1750 | Describe expeditions of early explorers, including Christopher Columbus and Ferdinand Magellan. | | |
| 4 SS H 5.5.8 | 1200 to 1750 | Describe relationships among Native Americans, Europeans, and Africans. | | |
| 4 SS H 5.5.11 | 1200 to 1750 | Describe colonial life in North America. | | |
| 4 SS H 6.5.4 | 1700 to 1865 | Identify the events that led to the Declaration of Independence. | | |
| 4 SS H 6.5.5 | 1700 to 1865 | Identify key people of the American Revolution, including George Washington and Ben Franklin. | | |
| 4 SS H 6.5.14 | 1700 to 1865 | Describe the relationship between the War of 1812 and the national anthem. | | |
| 4 SS H 6.5.17 | 1700 to 1865 | Describe experiences of pioneers moving west, including Donner Party and Oregon and California Trails. | | |
| 4 SS H 6.5.18 | 1700 to 1865 | Identify explorers and settlers in preterritorial Nevada, including Kit Carson and John C. Fremont. | | |
| 4 SS H 6.5.21 | 1700 to 1865 | Identify the Civil War and final outcome, including Union and Confederacy and Generals Grant and Lee. | | |
| 4 SS H 6.5.22 | 1700 to 1865 | Explain the symbols, mottos, and slogans related to Nevada, including "Battle Born," state seal, Silver State, and state flag. | | |
| 4 SS H 7.5.7 | 1869 to 1920 | Identify the contributions of the inventors and discoverers, including Thomas Edison, Wright brothers, Alexander Graham Bell, and George Washington Carver. | | |
| 4 SS H 7.5.9 | 1869 to 1920 | Describe the contributions of immigrant groups to the United States. | | |
| 4 SS H 7.5.11 | 1869 to 1920 | Describe the significance of Labor Day. | | |
| 4 SS H 7.5.17 | 1869 to 1920 | Describe the distinction between Veterans Day and Memorial Day. | | |
| 4 SS H 8.5.5 | 1920 to 1945 | Identify the major events of the Great Depression, such as stock market crash, Dust Bowl, migration, and Hoover Dam. | | |
| 4 SS H 8.5.6 | 1920 to 1945 | Identify the United States' participation in World War II, such as Pearl Harbor, homefront, D-Day, and atomic bomb. | | |
| 4 SS H 9.5.5 | 1920 to 1945 | Identify major advancements in science and technology, including television and computers. | | |
| 4 SS H 9.5.8 | 1920 to 1945 | Identify the major points in Martin Luther King Jr.'s "I Have a Dream" speech. | | |
| 4 SS H 10.5.3 | 1990 to Present | Identify major news events on the local, state, national, and world level. | | |

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| 4S1 | CIVICS | | |
| 4S1.1 | Describe the effects on society of the presence and absence of law | | |
| 4S1.2 | Identify the Supreme Court as the highest court in the land | | |
| 4S1.3 | List the qualities of a leader | | |
| 4S1.4 | Identify ways conflicts can be resolved in a peaceful manner that respects individual rights | | |
| 4S1.5 | Explain why and how local governments are created within states | | |
| 4S1.6 | Name the three branches of state government | | |
| 4S1.7 | Describe the purposes of democratic government | | |
| 4S1.8 | Discuss components of the democratic election process | | |
| 4S1.9 | Identify the Constitution as the fundamental law of the land | | |
| 4S1.10 | Identify the three levels of American government: federal, state, and local | | |
| 4S1.11 | Name the head of the federal, state, and local government (e.g., President, Governor, Mayor) | | |
| 4S1.12 | Complete tasks independently | | |
| 4S1.13 | Work cooperatively in groups | | |
| 4S1.14 | Recognize differences of opinion | | |
| 4S1.15 | Evaluate the causes of issues and problems | | |
| 4S1.16 | Recognize the role of mediation in problem resolution | | |
| 4S1.17 | Recognize the role/duties of various civil servants (e.g., police, lawyers, military personnel) | | |
| 4S1.18 | Identify the purpose of the court system | | |
| 4S2 | ECONOMICS | | |
| 4S2.1 | Define employment and unemployment | | |
| 4S2.2 | Identify financial institutions | | |
| 4S2.3 | Identify the rewards and risks of saving money in financial institutions | | |
| 4S2.4 | Give examples of purchases made using credit | | |
| 4S2.5 | Identify factors within an individual's control that can affect the likelihood of being employed | | |
| 4S2.6 | Provide an example of how purchasing a tool or acquiring education can be an investment | | |
| 4S2.7 | Describe the characteristics of an entrepreneur | | |
| 4S2.8 | Describe the steps an entrepreneur would take to start a business | | |
| 4S2.9 | Give examples of ways sellers compete | | |
| 4S2.10 | Describe how the exchange of goods and services around the world creates interdependence among people in different places | | |
| 4S2.11 | Describe basic economic concepts : supply, demand, production | | |
| 4S2.12 | Describe employment as a source of income | | |
| 4S2.13 | Describe the economic activities of Nevada (e.g., mining, tourism) | | |
| 4S2.14 | Discuss types of industry in Nevada | | |
| 4S2.15 | Compare job opportunities available in frontier, rural, suburban, and urban areas of Nevada | | |
| 4S3 | GEOGRAPHY | | |
| 4S3.1 | Identify and use intermediate directions on a compass rose to locate places on a map | | |
| 4S3.2 | Compare the information found on different maps of Nevada (e.g., physical, political, historical) | | |
| 4S3.3 | Gather geographic information from electronic sources | | |
| 4S3.4 | Use maps, photographs, and graphs of Nevada to collect geographic information | | |
| 4S3.5 | Construct a map of Nevada displaying its human and physical features | | |
| 4S3.6 | Identify the purpose and content of various Nevada maps | | |
| 4S3.7 | Identify and explain spatial patterns on a map of Nevada | | |
| 4S3.8 | Recognize that states are divided into counties or their equivalents and identify the county of residence in Nevada | | |
| 4S3.9 | Locate and name the major mountains, rivers, and lakes on a map of the United States | | |
| 4S3.10 | List examples of physical and human features from the community or region | | |
| 4S3.11 | Recognize and illustrate elements of their culture | | |
| 4S3.12 | Describe the characteristics of another culture from their point of view | | |
| 4S3.13 | Compare how communities use different types of technology | | |
| 4S3.14 | Choose an historical figure and locate the place and region on which he/she had an impact | | |

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| 4S3.15 | Give examples of how places where they lived have changed in their lifetime | | |
| 4S3.16 | Recognize the difference between a physical and a cultural region | | |
| 4S3.17 | Diagram and explain the water cycle | | |
| 4S3.18 | Describe the effects of various natural hazards on the physical environment | | |
| 4S3.19 | Generate examples of various ecosystems found in Nevada and the United States | | |
| 4S3.20 | Explain the location and distribution of a specific ecosystem in Nevada and the United States | | |
| 4S3.21 | Construct a model of an ecosystem | | |
| 4S3.22 | Define and illustrate population density | | |
| 4S3.23 | List reasons why people move to or from a particular place | | |
| 4S3.24 | Describe changes in how people move from one place to another | | |
| 4S3.25 | Locate and list examples of frontier, rural, suburban, and urban communities | | |
| 4S3.26 | Compile a list of where goods and services are produced | | |
| 4S3.27 | Describe that the availability and price of an economic product is affected by geography | | |
| 4S3.28 | Compare housing, health care, and education among regions in Nevada or the United States | | |
| 4S3.29 | Classify organizations as cultural, political, or economic organizations, depending on their major function | | |
| 4S3.30 | Describe how cooperation and conflict affect people in different communities | | |
| 4S3.31 | Describe a change that has taken place in their local environment | | |
| 4S3.32 | Describe places in Nevada where the physical environment has been altered by technology | | |
| 4S3.33 | Use maps or photographs to document human modification of the physical environment | | |
| 4S3.34 | Identify various natural resources found in Nevada and the western United States | | |
| 4S3.35 | List examples of how people use and manage natural resources within Nevada | | |
| 4S3.36 | Describe the physical setting of an historical event | | |
| 4S3.37 | Describe the physical setting of a current event | | |
| 4S3.38 | Describe a contemporary issue from a spatial or ecological perspective | | |
| 4S3.39 | Choose an environmental problem that affects Nevada and develop possible solutions | | |
| 4S3.40 | Develop questions that will aid in the identification of spatial patterns | | |
| 4S3.41 | Evaluate geographic information and select a method for display | | |
| 4S3.42 | Locate and summarize geographic information from a variety of geographic sources | | |
| 4S3.43 | Incorporate a visual display into a report about a geographic topic | | |
| 4S3.44 | Identify and describe geographic regions of the world by referencing lines of latitude and longitude | | |
| 4S3.45 | Use scales on maps to determine distances portrayed | | |
| 4S4 | HISTORY | | |
| 4S4.1 | Record events on a graphic organizer, such as a calendar or time line | | |
| 4S4.2 | Locate Nevada's earliest Native American inhabitants, known as the Desert Archaic people | | |
| 4S4.3 | Identify Nevada's Native American cultures | | |
| 4S4.4 | Describe experiences of pioneers moving west, including Donner Party, Oregon/California Trails | | |
| 4S4.5 | Identify explorers and settlers in preterritorial Nevada, including: Kit Carson, John C. Fremont | | |
| 4S4.6 | Explain the symbols, mottoes, and slogans related to Nevada, including: "Battle Born," state seal, Silver State, state flag | | |
| 4S4.7 | Recognize the ongoing nature of history (e.g., migration, human settlement, demographic) | | |
| 4S4.8 | Describe important historical people, events, and places in Nevada | | |
| 4S4.9 | Create timelines that show people and events in sequence using months, years, decades, and centuries | | |
| 4S4.10 | Recognize famous people in Nevada's history | | |
| 4S4.11 | Discuss how and why people from various cultures immigrated and migrated to the American West | | |
| 4S4.12 | Read historical passages and interpret details | | |
| 4S4.13 | Identify appropriate resources for historical information | | |

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| SCIENTIFIC PROCESSES | | | |
| S 4.1.1A | Demonstrate safe practices during field and laboratory investigations. | | |
| S 4.1.1B | Make wise choices in the use and conservation of resources and the disposal or recycling of materials. | | |
| S 4.1.2A | Plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology. | | |
| S 4.1.2B | Collect information by observing and measuring. | | |
| S 4.1.2C | Analyze and interpret information to construct reasonable explanations from direct and indirect evidence. | | |
| S 4.1.2D | Communicate valid conclusions. | | |
| S 4.1.2E | Construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information. | | |
| S 4.1.3A | Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information. | | |
| S 4.1.3B | Draw inferences based on information related to promotional materials for products and services. | | |
| S 4.1.3C | Represent the natural world using models and identify their limitations. | | |
| S 4.1.3D | Evaluate the impact of research on scientific thought, society, and the environment. | | |
| S 4.1.3E | Connect Grade 4 science concepts with the history of science and contributions of scientists. | | |
| S 4.1.4A | Collect and analyze information using tools including calculators, safety goggles, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, meter sticks, timing devices, balances, and compasses. | | |
| S 4.1.4B | Demonstrate that repeated investigations may increase the reliability of results. | | |
| SCIENCE CONCEPTS | | | |
| S 4.1.5A | Identify and describe the roles of some organisms in living systems such as plants in a schoolyard, and parts in nonliving systems such as a lightbulb in a circuit. | | |
| S 4.1.5B | Predict and draw conclusions about what happens when part of a system is removed. | | |
| S 4.1.6A | Identify patterns of change such as in weather, metamorphosis, and objects in the sky. | | |
| S 4.1.6B | Illustrate that certain characteristics of an object can remain constant when the object is rotated like a spinning top, translated like a skater moving in a straight line, or reflected on a smooth surface. | | |
| S 4.1.6C | Use reflections to verify that a natural object has symmetry. | | |
| S 4.1.7A | Observe and record changes in the states of matter caused by the addition or reduction of heat. | | |
| S 4.1.7B | Conduct tests, compare data, and draw conclusions about physical properties of matter including states of matter, conduction, density, and buoyancy. | | |
| S 4.1.8A | Identify characteristics that allow members within a species to survive and reproduce. | | |
| S 4.1.8B | Compare adaptive characteristics of various species. | | |
| S 4.1.8C | Identify the kinds of species that lived in the past and compare them to existing species. | | |
| S 4.1.9A | Distinguish between inherited traits and learned characteristics. | | |
| S 4.1.9B | Identify and provide examples of inherited traits and learned characteristics. | | |
| S 4.1.10A | Identify and observe effects of events that require time for changes to be noticeable including growth, erosion, dissolving, weathering, and flow. | | |
| S 4.1.10B | Draw conclusions about "what happened before" using fossils or charts and tables. | | |
| S 4.1.11A | Test properties of soils including texture, capacity to retain water, and ability to support life. | | |
| S 4.1.11B | Summarize the effects of the oceans on land. | | |
| S 4.1.11C | Identify the sun as the major source of energy for Earth and understand its role in the growth of plants, in the creation of winds, and in the water cycle. | | |

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| 4 S PS | PHYSICAL SCIENCE | | | |
| 4 S PS 1.4.2 | Forces and Motion | Investigate and describe balance points of different objects. | | |
| 4 S PS 1.4.4 | Forces and Motion | Investigate and describe how objects can sink or float in water. | | |
| 4 S PS 2.4.1 | Structure and Properties of Matter | Investigate and describe properties of materials when they are combined (mixtures). | | |
| 4 S PS 2.4.5 | Structure and Properties of Matter | Observe and describe that different objects and materials may be composed of parts that are too small to be seen without magnification. | | |
| 4 S PS 3.4.4 | Energy and Matter - Interactions and Forms | Investigate and describe how circuits can produce light, heat, sound, and magnetic effects. | | |
| 4 S LS | LIFE SCIENCE | | | |
| 4 S LS 6.4.2 | Structure and Function | Investigate, compare, and contrast identifiable structures of plants and animals. | | |
| 4 S LS 7.4.1 | Internal and External Influences on Organisms | Investigate and describe the behavior of individual organisms when influenced by internal cues (e.g., hunger) and by external cues (e.g., environment). | | |
| 4 S LS 8.4.3 | Herdity and Diversity | Observe and describe variations among individuals within the human population. | | |
| 4 S ESS | EARTH AND SPACE SCIENCES | | | |
| 4 S ESS 10.4.1 | Earth Structures and Composition | Investigate, compare, and contrast the properties of rocks and minerals. | | |
| 4 S ESS 10.4.2 | Earth Structures and Composition | Compare and contrast the location of landforms. | | |
| 4 S ESS 10.4.4 | Earth Structures and Composition | Investigate and describe the composition of different soils. | | |
| 4 S ESS 13.4.2 | Cycles of Matter and Energy | Identify and describe various meteorological phenomena (e.g., floods, drought). | | |
| 4 S ESS 13.4.3 | Cycles of Matter and Energy | Investigate and describe the forms and uses of water. | | |
| 4 S ESS 13.4.7 | Cycles of Matter and Energy | Identify the components of our solar system (i.e., planets, moon, asteroids, comets, sun). | | |
| 4 S ESS 14.4.1 | Solar System and Universe | Observe and describe properties, locations, and movements of the sun, moon, stars, clouds, birds, and planets. | | |
| 4 S ESS 14.4.2 | Solar System and Universe | Observe and describe the changes of the moon's appearance over time. | | |
| 4 S ESS 14.4.3 | Solar System and Universe | Investigate and describe how distance affects the brightness of any light source. | | |
| 4 S ES | ENVIRONMENTAL SCIENCES | | | |
| 4 S ES 15.4.2 | Ecosystems | Investigate and describe the variables that affect the survival of organisms within an ecosystem. | | |
| 4 S ES 16.4.1 | Natural Resources | Identify the natural resources of Nevada. | | |
| 4 S ES 16.4.2 | Natural Resources | Investigate and describe resources which can be used and reused or renewed. | | |
| 4 S ES 17.4.2 | Conservation | Observe, investigate, and describe how some environmental changes occur quickly and some occur slowly. | | |
| 4 S NHS | THE NATURE AND HISTORY OF SCIENCE | | | |
| 4 S NHS 18.4.2 | Scientific, Historical and Technological Perspectives | Identify the components of scientific investigation (e.g., observing, collecting data, classifying). | | |
| 4 S NHS 18.4.4 | Scientific, Historical and Technological Perspectives | Exchange scientific observations and ideas. | | |
| 4 S NHS 18.4.5 | Scientific, Historical and Technological Perspectives | Explain that measuring instruments can be used to gather information for making scientific comparisons of objects and events for designing and constructing things that will work properly. | | |
| 4 S SI | SCIENTIFIC INQUIRY: PROCESSES AND SKILLS | | | |
| 4 S SI 21.4.1 | Scientific Values and Attitudes | Conduct fair tests to make observations. | | |

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| 4Sc1 | PHYSICAL SCIENCE | | |
| 4Sc1.1 | Investigate and describe balance points of different objects | | |
| 4Sc1.2 | Investigate and describe how objects can sink or float in water | | |
| 4Sc1.3 | Investigate and describe properties of materials when they are combined (mixtures) | | |
| 4Sc1.4 | Observe and describe that different objects and materials may be composed of parts that are too small to be seen without magnification | | |
| 4Sc1.5 | Investigate, construct, and describe how electrical circuits can produce light, heat, sound, and magnetic effects | | |
| 4Sc2 | LIFE SCIENCE | | |
| 4Sc2.1 | Investigate, describe, compare, and contrast identifiable structures and characteristics of plants and animals | | |
| 4Sc2.2 | Investigate and describe the behavior of individual organisms when influenced by internal cues (e.g., hunger) and by external cues (e.g., environment) | | |
| 4Sc2.3 | Observe and describe variations among individuals within the human population | | |
| 4Sc3 | EARTH AND SPACE SCIENCES | | |
| 4Sc3.1 | Investigate, compare, contrast, and describe the properties of rocks and minerals | | |
| 4Sc3.2 | Compare and contrast the location of landforms | | |
| 4Sc3.3 | Investigate and describe the composition of different soils | | |
| 4Sc3.4 | Identify and describe various meteorological phenomena (e.g., floods, drought) | | |
| 4Sc3.5 | Investigate and describe the properties, forms, and uses of water | | |
| 4Sc3.6 | Identify the components of our solar system (e.g., planets, moon, asteroids, comets, sun) | | |
| 4Sc3.7 | Observe and describe properties, locations, and movements of the sun, moon, stars, clouds, birds, and planes | | |
| 4Sc3.8 | Observe and describe the changes of the moon's appearance over time | | |
| 4Sc3.9 | Investigate and describe how distance affects the brightness of any light source | | |
| 4Sc4 | ENVIRONMENTAL SCIENCES | | |
| 4Sc4.1 | Investigate and describe the variables that affect the survival of organisms within an ecosystem | | |
| 4Sc4.2 | Identify the natural resources of Nevada | | |
| 4Sc4.3 | Investigate and describe resources which can be used and reused or renewed | | |
| 4Sc4.4 | Observe, investigate, and describe how some environmental changes occur quickly and some occur slowly | | |
| 4Sc5 | THE NATURE AND HISTORY OF SCIENCE | | |
| 4Sc5.1 | Identify the components of scientific investigation (e.g., observing, collecting data, classifying) | | |
| 4Sc5.2 | Exchange scientific observations and ideas | | |
| 4Sc5.3 | Model and describe contributions made to scientific thought and design technology | | |
| 4Sc5.4 | Explain that measuring instruments can be used to gather information for making scientific comparisons of objects and events and for designing and constructing things that will work properly | | |
| 4Sc5.5 | Compare the advantages and disadvantages of using technology (e.g., tools for measurement, calculators, computers) | | |
| 4Sc5.6 | Explore and research science-related careers | | |
| 4Sc5.7 | Design or construct models of mechanical devices | | |
| 4Sc5.8 | Describe how well a product/tool does what it was designed to do (e.g., zippers, can openers) | | |
| 4Sc5.9 | Identify and describe technological systems | | |
| 4Sc6 | SCIENTIFIC INQUIRY: PROCESSES AND SKILLS | | |
| 4Sc6.1 | Observe and interact with objects, organisms, and phenomena and raise questions that can be investigated and researched | | |
| 4Sc6.2 | Plan and conduct investigations and experiments independently, with a partner, or with a small group | | |
| 4Sc6.3 | Use appropriate equipment, tools, techniques, and resources to gather, analyze, and interpret data/information | | |
| 4Sc6.4 | Conduct fair tests to make observations | | |
| 4Sc6.5 | Record observations of investigations over time in a science notebook/journal (e.g., changes in structures or characteristics of a plant or animal) | | |
| 4Sc6.6 | Develop and communicate descriptions, explanations, and predictions, based on evidence | | |
| 4Sc6.7 | Create illustrations, graphs, and charts to convey ideas and record observations | | |

| Identifier | Lander - Grade 4 - Science | Introduced | Completed |
|------------|---|------------|-----------|
| 4Sc6.8 | Cooperate and contribute ideas within a group | | |
| 4Sc6.9 | Estimate numerical answers to problems before calculating | | |
| 4Sc6.10 | Determine whether measurements and descriptions are reasonably accurate | | |
| 4Sc6.11 | Generate new questions based on results of investigations and research | | |