INSIDE YOU WILL FIND:

- Self-Guided Museum Field Trips
- Exhibits Correlated to Nevada State Standards
- Exhibits Correlated to 21st Century Standards
- Exhibits Correlated to Next Generation Science Standards
- Complimentary Admission Opportunities
- How to Bring the Museum to You
TABLE OF CONTENTS
Welcome Letter ................................. 2
General Information .......................... 3
Fall 2016 Featured Exhibit ................. 6
Spring 2017 Featured Exhibit ............... 7
Summer 2017 Featured Exhibit .............. 8
Fall 2017 Featured Exhibit ................. 9
Spring 2018 Featured Exhibit ............... 10
Exhibition & Grade Level Correlations by Subject Area .......................... 11
Discovery On Wheels House Calls ......... 30

A NEW DISCOVERY...
built on a strong foundation and grounded in a 26 year tradition.
• Early Childhood Development
• The Sciences (including Health and Nature)
• The Arts (Performing and Fine Arts)
• Culture
• Humanities

CUSTOMIZED EXPERIENCES
A field trip at DISCOVERY Children’s Museum is all about DISCOVERY! Educators and students will have the opportunity to explore the museum at their own pace; focusing on experiences that enhance the current curriculum in their classroom. In addition, shows and demonstrations are presented by a trained education team of staff and volunteers throughout the museum. These experiences are complimentary with your admission and vary each day. For more information about specific shows and program schedules, make sure to stop by our informational monitors on each floor the day of your visit or check out our website prior to your visit at www.DiscoveryKidsLV.org/calendar.

MEETING YOUR CURRICULUM GOALS INTERACTIVELY
DISCOVERY Children’s Museum has nine ongoing immersive and interactive exhibit galleries. The exhibits are aligned with the Nevada State Content Standards, Common Core and Next Generation Science Standards allowing you to explore curricular concepts in new and interactive ways, while still meeting the curriculum goals of your classroom. To make the most of your experience, you are encouraged to preview the exhibit descriptions and curriculum correlations inside this guide. Additional information and Educators’ Guides for specific exhibit areas can be found on our website at www.DiscoveryKidsLV.org/education. Students will make meaningful connections as informal and formal educational experiences are integrated, yielding lasting discoveries that extend beyond both the school and museum walls.
MAKING GROUP RESERVATIONS

We’re so happy you’re interested in bringing your class to the museum! We hope the following information will help you plan your visit.

GROUPS ARE SPECIAL!

Visiting groups are a very important part of our audience, so we offer reduced group admission fees. To ensure that everyone’s visit to the museum begins smoothly, we have a check-in process specifically for groups. It helps them enter as efficiently as possible and avoid/minimize delays at the Admissions Desk. In order to offer the benefit of a group rate, groups must comply with conditions as listed below.

WHAT IS A GROUP?

(These conditions must be met in order to qualify as a “group”)

- Your group must contain a minimum of 12 or more paying visitors. This does not include children under one year of age.
- Reservations must be made in advance of the day of the visit.
- Upon arrival at the museum, on the day of your visit, all members of your group must enter the museum at the same time.

PLEASE NOTE: Those who arrive after the group has entered the museum must pay the regular admission price for children and adults.

- The group must make one payment at Visitor Services.
- Group must stay together for a brief orientation by a DISCOVERY team member before dispersing into the museum.

WHAT IS AT THE MUSEUM?

DISCOVERY Children’s Museum has 10 traveling and ongoing immersive, interactive hands-on exhibit galleries exploring the arts, sciences, nature, early childhood development, and humanities. You and your students will be immersed in an informal learning environment highlighting DISCOVERY, exploration, and creative expression. Our museum and educator preparation materials are designed to help you meet your curriculum goals in fun and innovative ways! The Education Department develops educator preparation materials that include an exhibit overview, education goals, and connections to the Nevada State Content Standards and Common Core with vocabulary, extension activities, and a resource list. Please visit our website at www.DiscoveryKidsLV.org/education for Educators’ Programs.

LOGISTICAL INFORMATION

We recommend you allow at least a two hour time period for most field trips. Please keep in mind that your group will be sharing the museum with children of all ages. During your visit, each exploration group must be guided by one or more chaperone(s) who are at least 18 years old. For the best experience, a 1:5 adult to child chaperone ratio is strongly recommended; however, a minimum 1:10 adult to child chaperone ratio is required.

TIME SLOTS

<table>
<thead>
<tr>
<th>Day</th>
<th>Group visit time slots may be scheduled from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday - Saturday</td>
<td>9:00 a.m. to 3:00 p.m. - as available</td>
</tr>
<tr>
<td>Sunday</td>
<td>Group visit time slots may be scheduled from 12:00 p.m. to 3:30 p.m. - as available</td>
</tr>
<tr>
<td>Mondays</td>
<td>When open, group visit time slots may be scheduled from 9:00 a.m. to 3:00 p.m. - as available.</td>
</tr>
</tbody>
</table>
### EXHIBITIONS & GRADE LEVEL CORRELATIONS BY SUBJECT AREA

Shaded boxes denote strongest areas of connection between exhibition content and standards.

<table>
<thead>
<tr>
<th>Exhibition</th>
<th>Target Grade Level</th>
<th>Pre-K</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Health &amp; Physical Education</th>
<th>English Language Arts</th>
<th>Fine Arts</th>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddler Town</td>
<td>Pre-K through K</td>
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<tr>
<td>Eco City</td>
<td>Pre-K through 4th</td>
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<tr>
<td>Fantasy Festival</td>
<td>Pre-K through 8th</td>
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<tr>
<td>Water World</td>
<td>Pre-K through 8th</td>
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<tr>
<td>Young at Art</td>
<td>Pre-K through 8th</td>
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<tr>
<td>Summit</td>
<td>Pre-K through 8th</td>
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<tr>
<td>It’s Your Choice</td>
<td>1st through 8th</td>
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<tr>
<td>Patents Pending</td>
<td>1st through 8th</td>
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<td>Solve It!</td>
<td>3rd through 8th</td>
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Exhibition Overview:
Toddler Town is a desert-themed exhibition specifically designed for students from birth through 5 years old and their adults. In Toddler Town, students are busy loading “rocks” into an overhead bucket system, discovering Nevada’s animals and being train engineers. Students can role-play, explore, collaborate and cooperate, make decisions and problem solve as they play in structures designed to enhance their socialization and manipulative skills. The Crawl Zone provides a protected sensory area for students who aren’t yet walking but who are active explorers! Here, they can develop skills in tracking, self-recognition and exploration while parents sit at arm’s length on a comfortable bench that encircles the enclosure. A spacious Art Zone features hands-on activities as well as a reading area and parent resource station. A Nursing Nook is also available for nursing mothers. The target audience for school groups is Pre-K and Kindergarten.

Target Ages/Grade Levels:
Students birth to 5 years old (Pre-K - K)

Education & Experience Goals:
- Students (ages 5 and younger) explore and play in environments designed to nurture their social, physical, emotional and intellectual development.

- Students use and develop communication and language skills while playing with other students, their families or teachers.

- Students engage in dramatic play and create narratives around activities.

- Students take part in pre-reading or reading activities independently or with their adult(s).

- Students play independently or cooperatively, utilizing problem-solving and critical-thinking skills.

- Students learn more about Nevada’s animals and their habitats.

- Students express themselves creatively, using a variety of art materials.

- Parents are supported in their roles through informational labels as well as resource materials.
### Pre-K

#### Nevada Pre-K Standards

**Mathematics**
1. PK.4b Count to 10 by demonstrating one to one correspondence using objects.
2. PK.1 Sort objects by similar attributes (e.g., size, shape, and color).
3. PK.1 Compare objects by size to determine smaller and larger.
4. PK.1a Identify circles, triangles, and squares.
4. PK.1b Begin to recognize two and three dimensional shapes in the environment.
5. PK.1 Identify and sort information (e.g., interpret quantity in pictures).

**Language and Early Literacy**
- Word Analysis
- Reading Strategies
- Literacy Text
- Speaking
- Effective Writing
- Types of Writing
- Listening
- Knowledge
- Foundational Skills
- Reading: Informational Text
- Reading: Literature
- Speaking & Listening

**Social Emotional**
- Self-Confidence
- Self-Direction
- Interaction with Other Children & Adults
- Pro-Social Behaviors
- Attending and Focusing Skills

**Social Studies**
G5.PK.1 Identify direction and location (e.g., up/down and above/below).

**Science**
L.PK.4 Use the five senses to explore and investigate the natural world.
L.PK.6 Identify animals and their homes.
L.PK.7 Identify and/or sort plants and animals by observable characteristics.
N.PK.1a Observe their world.
N.PK.1b Ask questions about their world.
N.PK.2 Share ideas with others.
N.PK.3 Use tools safely to explore and explore different objects/environments.
N.PK.4 Use patterns to predict or sort items.
P.PK.2 Explore and demonstrate how objects move.

**Creative Expression**
- Creative Thinking
- Dramatic Play
- Visual Arts
- Music and Movement

**Physical Development**
2. PK.2 Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).
3. PK.1 Demonstrate locomotor movements such as up, down, forward, and backward.
3. PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).
5. PK.2 Demonstrate turn taking and cooperation during physical activities.
6. PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).
6. PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons, snaps, etc.).
6. PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.

### Nevada Pre-K Standards

**Mathematics**
1. PK.4b Count to 10 by demonstrating one to one correspondence using objects.
2. PK.1 Sort objects by similar attributes (e.g., size, shape, and color).
3. PK.1 Compare objects by size to determine smaller and larger.
4. PK.1a Identify circles, triangles, and squares.
4. PK.1b Begin to recognize two and three dimensional shapes in the environment.
5. PK.1 Identify and sort information (e.g., interpret quantity in pictures).

**Language and Early Literacy**
- Word Analysis
- Reading Strategies
- Literacy Text
- Speaking
- Effective Writing
- Types of Writing
- Listening
- Knowledge
- Foundational Skills
- Reading: Informational Text
- Reading: Literature
- Speaking & Listening

**Social Emotional**
- Self-Confidence
- Self-Direction
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6. PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).
6. PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons, snaps, etc.).
6. PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.

### Nevada Social Studies Skills
- Content Literacy
- Reading: Informational Text
- Reading: Literature
- Speaking & Listening

### Nevada Social Studies Standards
H1.K.1 Discuss the importance of working together to complete tasks.

### Nevada Fine Arts: Visual Arts Content Standards
- Knowledge
  1.0 Students know and apply visual arts media, techniques, and processes.
- Content
  3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.

### 21st Century Skills

**Learning and Innovation Skills**
- Critical Thinking and Problem Solving
  - Use Systems Thinking
  - Solve Problems
- Creativity and Innovation
  - Think Creatively
  - Work Creatively with Others

**Communication and Collaboration**
- Communicate Clearly
- Collaborate with Others
- Basic Literacy
- Information, Media and Technology Skills
- ICT (Information, Communications and Technology) Literacy
  - Apply Technology Effectively

**Visual Literacy**
- Demonstrate the ability to interpret, recognize, appreciate, and understand information presented through visible actions, objects and symbols, natural or man-made

**Life and Career Skills**

**Social and Cross-Cultural Skills**
- Interact Effectively with Others
- Work Effectively in Diverse Teams

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**Note:** Standards referenced are the Nevada Academic Standards [http://www.doe.nv.gov/Standards_Assessments].
Exhibition Overview:
Eco City is an environmentally friendly, kid-sized city filled with familiar buildings and businesses. Laid out along a boulevard, Eco City is all about how people live and work together in their community. Students experience and operate the city as an interconnected system. Key activities, such as working a job, buying groceries or withdrawing money from the bank, link businesses citywide and enable students to experience real-life scenarios. The city's Wind Turbine is the symbol of Eco City as an eco-friendly city. Throughout Eco City, students have multiple opportunities to learn about green living and make choices that they, or their caregivers, can make in the real world. The target audiences for Eco City are students ages 4 to 9 and their families, as well as Pre-K to 4th grade school groups.

Target Ages/Grade Levels:
Students ages 4 - 9 (Pre-K - 4th grade)

Education & Experience Goals:
- Students become members of the community, living and working in Eco City and making connections between the exhibition and the “real world.”
- Students “try on” different occupations and role-play people in those lines of work.
- Students practice everyday living skills including earning a paycheck, depositing or withdrawing money from a bank, shopping at a market, building at a construction site, or taking a pet to the veterinarian.
- Students make choices about “eco-friendly” behaviors and learn about “green” alternatives and lifestyles.
- Students use problem solving, critical thinking, communication, and planning skills.
- Students play individually or cooperatively with friends. Activities support both approaches.
- Students talk about what they’re doing and discovering with friends, family members or teachers. The experience launches conversations beyond the Museum.
<table>
<thead>
<tr>
<th>Grade Level Pre-K - 4th</th>
<th>Social Studies</th>
<th>Next Generation Science Standards</th>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada Pre-K Standards</td>
<td>Nevada Social Studies Skills</td>
<td>Next Generation Science Standards Practices</td>
<td>Learning and Innovation Skills</td>
</tr>
<tr>
<td>Mathematics</td>
<td>K-4th Grades</td>
<td>3. Planning and carrying out investigations</td>
<td>Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td>1.PK.4b Count to 10 by demonstrating one to one correspondence using objects</td>
<td>• Content Literacy</td>
<td>4. Analyzing and interpreting data</td>
<td>• Use Systems Thinking</td>
</tr>
<tr>
<td>2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color)</td>
<td>Nevada Social Studies Standards K-4th Grades</td>
<td>6. Constructing explanations (for science) and designing solutions (for engineering)</td>
<td>• Make Judgments and Decisions</td>
</tr>
<tr>
<td>2.PK.3 Compare sets of objects. Determine which set has more or less</td>
<td>H1.0 People, Cultures, and Civilizations Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.</td>
<td></td>
<td>• Solve Problems</td>
</tr>
<tr>
<td>3.PK.1 Compare objects by size to determine smaller and larger</td>
<td>H3.0 - Social Responsibility &amp; Change Students understand how social ideas and individual action lead to social, political, economic, and technological change.</td>
<td></td>
<td>Communication and Collaboration</td>
</tr>
<tr>
<td>4.PK.1a Identify circles, triangles, and squares.</td>
<td>G6.0 - Places &amp; Regions Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.</td>
<td></td>
<td>• Communicate Clearly</td>
</tr>
<tr>
<td>4.PK.1b Begin to recognize two and three dimensional shapes in the environment.</td>
<td>G8.0 - Environment and Society Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</td>
<td></td>
<td>• Collaborate with Others</td>
</tr>
<tr>
<td>4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions)</td>
<td>E9.0 - 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.</td>
<td>Creativity and Innovation</td>
<td></td>
</tr>
<tr>
<td>P.PK.2 Explore and demonstrate how objects move.</td>
<td>E10.0 - 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.</td>
<td>• Think Creatively</td>
<td></td>
</tr>
<tr>
<td>Social Emotional</td>
<td>E11.0 - 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.</td>
<td>• Work Creatively with Others</td>
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<tr>
<td>• Self-Confidence</td>
<td></td>
<td>21st Century Themes Civic Literacy</td>
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<tr>
<td>• Self-Direction</td>
<td></td>
<td>• Participate effectively in civic life through knowing how to stay informed and understanding governmental processes.</td>
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<tr>
<td>• Interaction with Other Children &amp; Adults</td>
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<td>• Understand the local and global implications of civic decisions.</td>
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<tr>
<td>• Pro-Social Behaviors</td>
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<td>Environmental Literacy</td>
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<tr>
<td>• Attending and Focusing Skills</td>
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<td>• Demonstrate ecological knowledge and understanding of how natural systems work, as well as knowledge and understanding of how natural systems interface with social systems.</td>
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<tr>
<td>Social Studies</td>
<td></td>
<td>• Demonstrate understanding of environmental issues caused as a the result of human interaction with the environment, and knowledge related to alternative solutions to issues.</td>
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<tr>
<td>H1.PK.1 Children begin to complete simple tasks together.</td>
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<td>• Demonstrate active and considered participation aimed at solving problems and resolving issues.</td>
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<tr>
<td>Ec9.PK.1 Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).</td>
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<td>Life and Career Skills Social and Cross-Cultural Skills</td>
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<tr>
<td>Ec9.PK.2 Demonstrate the role of different jobs in the community.</td>
<td></td>
<td>• Interact Effectively with Others</td>
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<tr>
<td>Ec10.PK.1 Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.</td>
<td></td>
<td>• Work Effectively in Diverse Teams</td>
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<tr>
<td>Creative Expression</td>
<td></td>
<td>Leadership and Responsibility</td>
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<tr>
<td>• Creative Thinking</td>
<td></td>
<td>• Act responsibly with the interest of the larger community in mind.</td>
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<td>• Dramatic Play</td>
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<tr>
<td>Physical Development</td>
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<tr>
<td>6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).</td>
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**Note:** Standards referenced are the Nevada Academic Standards [www.doe.nv.gov/Standards_Assessments].
Exhibition Overview:
Imagination reigns in Fantasy Festival! This exhibition combines a ship, castle and stage to inspire new heights of creative play, dramatic exploration and collaboration.

In Discovery Castle, students enter the Medieval era and become queens, jesters, princes, kings, princesses or other members of the royal community. Students in the castle’s throne room can create a customized throne while enjoying a puppet show. On the upper level, they’ll invent new castle models, don knight costumes and dump “boiling oil” on attackers. On the stage, students can develop their own productions and choose from a variety of backdrops and props, as well as costumes, lighting and makeup. On board the ship, students will load cargo, use a map and compass to set a new course, raise a flag and fire the cannons. For the smallest students, quiet nooks with books and activities await. The target audiences for Fantasy Festival are students ages 4-13 and their families, as well as Pre-K to 8th grade school groups.

Target Ages/Grade Levels:
Students ages 4 - 13 (Pre-K - 8th grade)

Education & Experience Goals:
- Students experience three immersive environments that inspire imagination, creativity and dramatic play.
- Students engage in dramatic play/role-playing as a natural opportunity for expression and experimentation.
- Students understand the castle, stage and ship as “communities.” Everyone has a role to play as part of a “team.”
- Students create stories as part of their play.
- Students discover that certain activities can be divided into a set of sequential tasks. A coordinated group of people may be needed to complete the activity.
- Students encounter new topics (content) or information that prompts critical thinking.
- Students solve problems and make decisions individually or as part of a group.
- Students discover new interests or natural aptitudes. Some may find that they are natural actors, some may discover they enjoy reading maps, and some may discover they’d like to learn more about Medieval history.
<table>
<thead>
<tr>
<th>Pre-K</th>
<th>Social Studies</th>
<th>English Language Arts</th>
<th>Fine Arts</th>
<th>National Standards for Theater</th>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada Pre-K Standards</td>
<td>Nevada Social Studies Skills</td>
<td>• Reading: Literature</td>
<td>• Nevada Fine Arts Theater Content Standards</td>
<td>K-4th Grades</td>
<td>Learning and Innovation Skills</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>• Content Literacy</td>
<td>• Reading: Informational Text</td>
<td>1.0 Students recognize the components of theatrical production including script writing, directing, and production.</td>
<td>Content Standard #1</td>
<td>Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td>Word Analysis</td>
<td>• Historical Analysis and Interpretation</td>
<td>• Reading: Foundational Skills</td>
<td>2.0 Students understand and demonstrate the role of the actor in the theater.</td>
<td>Acting by assuming roles and interacting in improvisations</td>
<td>• Reason Effectively</td>
</tr>
<tr>
<td>Reading Strategies</td>
<td>Nevada Social Studies Standards</td>
<td>• Speaking &amp; Listening</td>
<td>3.0 Students apply and demonstrate critical and creative thinking skills in theater, film, television, or electronic media.</td>
<td>Content Standard #2</td>
<td>• Use Systems Thinking</td>
</tr>
<tr>
<td>Literary Text</td>
<td>H1.0 People, Cultures, and Civilizations</td>
<td>Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.</td>
<td>Content Standard #3</td>
<td>Designing by visualizing and arranging environments for classroom dramatizations</td>
<td>• Solve Problems</td>
</tr>
<tr>
<td>Speaking</td>
<td>Nevada Social Studies Standards</td>
<td>H3.0 Social Responsibility &amp; Change</td>
<td>Content Standard #4</td>
<td>Directing by planning classroom dramatizations</td>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td>Social Emotional</td>
<td>Students understand how social ideas and individual actions lead to social, political, economic, and technological change.</td>
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<td>Content Standard #7</td>
<td>Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions</td>
<td>• Think Creatively</td>
</tr>
<tr>
<td>Self-Confidence</td>
<td>G5.0 The World in Spatial Terms</td>
<td>Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.</td>
<td>Content Standard #8</td>
<td>Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life</td>
<td>• Work Creatively with Others</td>
</tr>
<tr>
<td>Self-Direction</td>
<td></td>
<td></td>
<td>5th – 8th Grades</td>
<td></td>
<td>Communication and Collaboration</td>
</tr>
<tr>
<td>Interaction with Other Children &amp; Adults</td>
<td></td>
<td></td>
<td>Content Standard #1</td>
<td>Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history</td>
<td>• Communicate Clearly</td>
</tr>
<tr>
<td>Pro-Social Behaviors</td>
<td></td>
<td></td>
<td>Content Standard #2</td>
<td>Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes</td>
<td>• Collaborate with Others</td>
</tr>
<tr>
<td>Creative Expression</td>
<td></td>
<td></td>
<td>Content Standard #3</td>
<td>Designing by developing environments for improvised and scripted scenes</td>
<td>Scientific and Numerical Literacy</td>
</tr>
<tr>
<td>Creative Thinking</td>
<td></td>
<td></td>
<td>Content Standard #4</td>
<td>Directing by organizing rehearsals for improvised and scripted scenes</td>
<td>• Demonstrate ability to reason with numbers &amp; other mathematical concepts</td>
</tr>
<tr>
<td>Dramatic Play</td>
<td></td>
<td></td>
<td>Content Standard #7</td>
<td>Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions</td>
<td>Cross-Disciplinary Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Content Standard #8</td>
<td>Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures</td>
<td>• Apply knowledge, attitudes, behaviors and skills across disciplines in appropriate &amp; effective ways</td>
</tr>
</tbody>
</table>

**Note:** Standards referenced are the Nevada Academic Standards [www.doe.nv.gov/Standards_Assessments].
WATER WORLD

Exhibition Overview:
Water World celebrates water – its movement and power, the courses it finds, and the ways it interacts with objects it encounters as it flows and falls. Students will play and work with water in a variety of hands-on ways: launching balls into winding tracks, guiding boats through a lock system, fitting together plastic pipe to redirect flow, feeding a vortex or using air blowers to create currents. Students will also interact with a model of the Hoover Dam, Lake Mead, and the new Bypass Bridge. The Hoover Dam model and related activities demonstrate where the region’s water comes from, how the dam works, how electricity is generated, and the real-life forces of water. To support hands-on learning about water, hand dryers and waterproof smocks are available for students in Water World. This exhibition is designed for students ages 2-13 and their families, as well as Pre-K to 8th grade school groups.

Target Ages/Grade Levels:
Students ages 2 - 13 (Pre-K - 8th grade)

Education & Experience Goals:
- Students discover and experiment with the properties, flow, power and speed of water through open-ended, exploratory play.
- Students engage with sensory qualities of water.
- Students are active learners. They use critical thinking and problem solving skills as they manipulate the flow and power of water at exhibit components. (Students utilize the scientific method: asking a question, researching, hypothesizing, testing the hypothesis by experimenting, analyzing data, creating a new/revised hypothesis and conducting another experiment [if needed], drawing a conclusion and communicating results.)
- Students create water “events” in which cause and effect are visible, and use the flow of water to power activities.
- Students learn more about water phenomena such as pressure, flow, surface tension and Bernoulli’s or Torricelli’s principles.
- Students connect what they’re doing in the exhibit to the real world, such as the generation of hydroelectric power and the Hoover Dam.
- Students work individually, collaborate with friends, or interact with water “events” set up by other students. Activities support all approaches.
Nevada Pre-K Standards

Mathematics
1.PK.4 Count to 10 by demonstrating one to one correspondence using objects.
2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color).
3.PK.1 Compare objects by size to determine smaller and larger.
PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).

Science:
N.PK.1.a Observe their world.
N.PK.1.b Ask questions about their world.
N.PK.2 Share ideas with others.
N.PK.3 Use tools safely to observe and explore different objects/environments.
N.PK.5 Students work in small groups and share ideas with others regarding science-related activities.
P.PK.1 Explore how objects move.
P.PK.2 Explore what happens to objects in relation to other forces.
P.PK.3 Investigate how objects react when placed in water.

Social Emotional
• Self-Confidence
• Self-Direction
• Interaction with Other Children & Adults
• Pro-Social Behaviors
• Attending and Focusing Skills

Social Studies
H1.PK.1 Children begin to complete simple tasks together.

Language and Early Literacy
4.PK.5a Recall information from an event, text, or picture related to self and the world around them.

Creative Expression
Creative Thinking

Physical Development
6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).

Mathematics

Mathematical Practices
1. Make sense of problems and persevere in solving them

Mathematical Domains
Kindergarten
Counting and Cardinality (K.CC)
Measurement and Data (K.MD)
Geometry (K.G)

1st Grade
Measurement and Data (1.MD)

2nd Grade
Measurement and Data (2.MD)

3rd Grade
Measurement and Data (3.MD)

4th Grade
Measurement and Data (4.MD)

5th Grade
Measurement and Data (5.MD)

6th Grade
Statistics and Probability (6.SP)

7th Grade
Statistics and Probability (7.SP)

Science

Next Generation Science Standards Practices
1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Constructing explanations (for science) and designing solutions (for engineering)
6. Engaging in argument from evidence
7. Obtaining, evaluating, and communicating information

Next Generation Science Standards Crosscutting Concepts
1. Patterns
2. Cause and Effect: Mechanism and Explanation
3. Systems and system models
5. Structure and function
6. Stability and change

Science

21st Century Skills

Learning and Innovation Skills
Critical Thinking and Problem Solving
• Reason Effectively
• Use Systems Thinking
• Solve Problems

Creativity and Innovation
• Think Creatively
• Work Creatively with Others

Communication and Collaboration
• Communicate Clearly
• Collaborate with Others

Scientific and Numerical Literacy
• Evaluate quality of information
• Pose and evaluate scientific arguments
• Reason with numbers and other mathematical concepts

21st Century Themes

Environmental Literacy
• Demonstrate understanding of environmental issues caused as the result of human interaction with the environment, and knowledge related to alternative solutions to issues

Life and Career Skills

Social and Cross-Cultural Skills
• Interact Effectively with Others
• Work Effectively in Diverse Teams

Note: Standards referenced are the Nevada Academic Standards [www.doe.nv.gov/Standards_Assessments].
Exhibition Overview:
In Young at Art, students explore the “language” of art through hands-on investigations of the elements of art: color, line, shape, texture, space and form. Surrounded by whimsical wall murals, students explore each of the elements of art at interactive components, and also can combine the elements into unique, individualized artworks at “creative stations” throughout the gallery. To fuel inspiration, students have a variety of media at their fingertips including watercolor and fluorescent melted crayon. A playful watercolor “drying machine” and “puzzle maker” are available for students to use in the finishing process. Young at Art sparks creativity and imagination while celebrating every child’s inherent artistic mindset. The target audiences for Young at Art are students ages 4-13 and their families, as well as Pre-K to 8th grade school groups.

There are three large, oval-shaped signs in Young at Art. The signs introduce students to Young at Art and provide brief descriptions of the six elements of art explored in the exhibition. (Two of the six elements of art are addressed on each oval.)

Art Introduction:
Art is made of color, line, shape, texture, space and form. These are the “elements” of art. In Young at Art, you can explore each of them. Look for symbols on the signs, and match them to activities around the gallery. At creative stations, you can combine the elements to create your own unique artwork!

Line
Lines come in all sizes, lengths, directions, angles and curves. Lines make shapes, outlines or edges, and they can lead your eyes into and around artwork. You can create different kinds of lines with different tools, and then combine them in your artwork.

Texture
Texture is the way something feels – it might be smooth, bumpy, or rough. You can add texture to your artwork by gluing things to it, adding layers to it or using it to make a rubbing. If you find a texture you like, include it in your artwork!

Shape
Shapes are everywhere! Squares, triangles and circles are shapes you see every day, but you also can create unique shapes of your own. You can build your artwork with shapes or use them in a pattern. Look through a shape to frame what you see!

Form
When a square becomes a cube, it has form. A shape takes up space on paper, but a form is different: it’s 3D and you can hold it. When you mix the other elements of art with form, you create sculpture. Without form, the other elements fall flat!

Color
Color makes the world vivid and bright. The colors you choose for your artwork show your personality or how you’re feeling. Those colors make your artwork original! Try mixing colors to make new ones, and experiment with different combinations in your artwork!

Space
Space is the empty part between and inside things in your artwork. Space goes side-to-side, top-to-bottom and front-to-back. It helps your eyes understand what is close and far away. You can play with the space in your artwork until it looks right to your eye!

Target Ages/Grade Levels:
Students ages 4 - 13 (Pre-K - 8th grade)

Education & Experience Goals:
• Students engage with the elements of art (color, line, shape, texture, space and form) as ways of expressing themselves visually and creatively.
• Students become familiar and experiment with the elements of art as essential tools for 1) creating original artworks with greater level of skill and for 2) analyzing and understanding the works of others.
• Students follow their interests throughout the exhibition and discover their own artistic aptitudes. “Process” is emphasized over “product.”
• Students work individually or cooperatively with friends or family members. Activities support both approaches.
• Students draw inspiration from a variety of materials they can use to create and express themselves.
• Students develop or strengthen their own artistic mindset as a result of self-directed interaction with exhibit components. (Artistic mindset: you can see more art in the world and see more opportunities to be artistic.)
• Students discuss and reflect on their creations with friends, family members or teachers. The experience launches conversations beyond the Museum.
## Nevada Pre-K Standards

### Creative Expression
- Creative Thinking
- Visual Arts

### Mathematics
4.PK.1a Identify circles, triangles, and squares.
4.PK.1b Begin to recognize two and three dimensional shapes in the environment.

4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).

### Science
N.PK1.a Observe their world.
N.PK1.b Ask questions about their world.
N.PK.2 Share ideas with others.
N.PK.3 Use tools safely to observe and explore different objects/environments.
N.PK.4 Use patterns to predict or sort items.

### Social Emotional
- Self Confidence
- Self-Direction
- Interaction with other Children & Adults
- Pro-Social Behaviors
- Attending and Focusing Skills

### Physical Development
6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).
6.PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).
6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.

## Nevada Pre-K Fine Arts: Visual Arts Content Standards

### Knowledge

1.0 Students know and apply visual arts media, techniques, and processes.

### Application

2.0 Students use knowledge of visual characteristics, purposes, and functions.

### Content

3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.

### Interpretation

5.0 Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.

### Cross-curricular

6.0 Students demonstrate relationships between visual arts, the other arts, and disciplines outside the arts.

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### Note:
Standards referenced are the Nevada Academic Standards [http://www.doe.nv.gov/Standards_Assessments].
Exhibition Overview:
The Summit is a 70-foot tower that encompasses 2,200 square feet and ascends through all three floors of the Museum. Featuring 40 interactive science exhibits as well as sliding and climbing structures, the Summit is an experience that is both intellectually and physically engaging for students. On each of its 12 levels, students interact and experiment with exhibits that highlight the connections between scientific concepts and real-life applications. Each level contains hands-on components that facilitate exploration of different science strands: simple machines, sound, air pressure, earth, flight, electricity and magnets, energy, visual perception, space science and light. From lifting a car with a giant lever to taking in an amazing view at the roof, students experience science in a unique way. The target audiences for The Summit are students ages 4-13 and their families, as well as Pre-K to 8th grade school groups.

Target Ages/Grade Levels:
Students ages 4 - 13 (Pre-K - 8th grade)

Education & Experience Goals:
• Students interact with the Summit as one towering, multi-faceted exhibition spanning 12 distinct levels and encompassing 40 individual exhibit components.

• Students are self-directed learners. They choose from a variety of activities and do not need to experience the Summit in a linear fashion, from bottom to top or from top to bottom. They can enter at different levels and go up or down using “climbs” or “slides.”

• Students are active learners. They use critical thinking and problem-solving skills as they explore exhibit components. (Students utilize the scientific method: asking a question, researching, hypothesizing, testing the hypothesis by experimenting, analyzing data, creating a new/revised hypothesis and conducting another experiment [if needed], drawing a conclusion and communicating results.)

• Students explore different fields of science by 1) experimenting with exhibit components to understand core concepts (such as differences in effort required with simple machines, etc.) and 2) connecting science content with “real-life” applications through labels/graphic panels.

• Students employ both large-motor skills (using climbing tubes and slides) and fine-motor skills (using components like Helicopter and Flight Simulation) as they explore The Summit.

• Students work individually or collaborate with friends. Activities support both approaches.

• Students discuss and reflect on their discoveries with friends or teachers. The experience launches conversations beyond the Museum.
**Pre-K Mathematics**

**Mathematical Practices**
1. Make sense of problems and persevere in solving them
2. Construct viable arguments and critique the reasoning of others

**Mathematical Domains**
- Kindergarten: Counting and Cardinality (K.CC)
  - Measurement and Data (K.MD)
  - Geometry (K.G)

**Next Generation Science Standards Practices**
1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Constructing explanations (for science) and designing solutions (for engineering)
6. Engaging in argument from evidence

**Learning and Innovation Skills**
- Critical Thinking and Problem Solving
  - Reason Effectively
  - Use Systems Thinking
  - Solve Problems

**Critical Thinking and Problem Solving**
- Reason Effectively
- Use Systems Thinking
- Solve Problems

**Creativity and Innovation**
- Think Creatively
- Work Creatively with Others

**Communication and Collaboration**
- Communicate Clearly
- Collaborate with Others

**Scientific and Numerical Literacy**
- Evaluate quality of information
- Pose and evaluate scientific arguments
- Reason with numbers and other mathematical concepts

**Life and Career Skills**
- Interact Effectively with Others
- Work Effectively in Diverse Teams

### Nevada Pre-K Standards

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.PK.4b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sort objects by similar attributes (e.g., size, shape, and color).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify circles, triangles, and squares.</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions about their world.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe their world.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore and demonstrate how objects move.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify circles, triangles, and squares.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count objects by size to determine smaller and larger.</td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Kindergarten

- **Kindergarten Counting and Cardinality (K.CC)**
  - Measurement and Data (K.MD)
  - Geometry (K.G)

- **Measurement and Data (1.MD)**
  - Geometry (1.G)

- **Measurement and Data (2.MD)**
  - Geometry (2.G)

- **Measurement and Data (3.MD)**
  - Geometry (3.G)

- **Measurement and Data (4.MD)**
  - Geometry (4.G)

- **Measurement and Data (5.MD)**
  - Geometry (5.G)

- **Ratios and Proportional Relationships (6.RP)**
  - Measurement and Data (6.MD)

- **Ratios and Proportional Relationships (7.RP)**
  - Measurement and Data (7.MD)

### 1st Grade

- **Measurement and Data (1.MD)**
  - Geometry (1.G)

- **Measurement and Data (2.MD)**
  - Geometry (2.G)

- **Measurement and Data (3.MD)**
  - Geometry (3.G)

- **Measurement and Data (4.MD)**
  - Geometry (4.G)

### First Grade

- **Measurement and Data (5.MD)**
  - Geometry (5.G)

### 2nd Grade

- **Measurement and Data (2.MD)**
  - Geometry (2.G)

### 3rd Grade

- **Measurement and Data (3.MD)**
  - Geometry (3.G)

### 4th Grade

- **Measurement and Data (4.MD)**
  - Geometry (4.G)

### 5th Grade

- **Measurement and Data (5.MD)**
  - Geometry (5.G)

### 6th Grade

- **Measurement and Data (6.MD)**
  - Geometry (6.G)

### 7th Grade

- **Measurement and Data (7.MD)**
  - Geometry (7.G)

### 8th Grade

- **Measurement and Data (8.MD)**
  - Geometry (8.G)

**Note:** Standards referenced are the Nevada Academic Standards [www.doe.nv.gov/Standards_Assessments].
Exhibition Overview:
Patents Pending is an environment devoted to experimentation, curiosity, invention, problem-solving and tinkering. It’s a lively, eclectic laboratory atmosphere where students encounter design and engineering challenges, and then work to create and test their ideas. Using large-scale testing stations, students evaluate the performance and durability of their inventions. Some stations, such as Drop Zone, Air Towers or Quake Proof, pose specific design problems for students to address with materials available at work tables. Can you create something that will withstand a 14-foot drop? A sudden blast of air? An earthquake? Others, such as Contraption Challenge, combine construction and testing as students manipulate open-ended, mechanical cause and effect. The wide range of inventive opportunities engages both kids and adults in the eye-opening process of trial and error. The target audiences for Patents Pending are students ages 6-13 and their families, as well as 1st to 8th grade school groups.

Target Ages/Grade Levels:
Students ages 6 - 13 (1st - 8th grade)

Education & Experience Goals:
• Students engage with the process of invention while responding to a wide range of inventive challenges. Challenges are 1) open-ended (have multiple points of entry and support multiple outcomes) and 2) designed to appeal to different interests and learning styles.

• Students are active learners. They use critical thinking and problem-solving skills as they design “solutions” at exhibit components. (Students utilize the engineering design process: define the problem, research the issue, specify requirements, create alternative solutions, choose the best solution, build prototype, test and redesign.)

• Students are self-directed. They may choose from a variety of activities that are accessible and intuitive.

• Students connect inventive challenges and related information to scientific phenomena (like gravity or air flow) and real-world applications.

• Students work individually or collaborate with friends. Activities support both approaches.

• Students draw inspiration from a variety of materials with which to invent, create, tinker, build and assemble.

• Students discuss and reflect on their inventions with friends or teachers. The experience launches conversations beyond the Museum.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Practices</td>
<td>Next Generation Science Standards</td>
<td>Learning and Innovation Skills</td>
</tr>
<tr>
<td>2. Make sense of problems and persevere in solving them</td>
<td>1. Asking questions and defining problems</td>
<td>Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td>4. Construct viable arguments and critique the reasoning of others</td>
<td>2. Developing and using models</td>
<td>• Reason Effectively</td>
</tr>
<tr>
<td>Mathematical Domains</td>
<td>3. Planning and carrying out investigations</td>
<td>• Use Systems Thinking</td>
</tr>
<tr>
<td>1st Grade</td>
<td>4. Analyzing and interpreting data</td>
<td>• Solve Problems</td>
</tr>
<tr>
<td>Measurement and Data (1.MD)</td>
<td>6. Constructing explanations (for science) and designing</td>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>solutions (for engineering)</td>
<td>• Think Creatively</td>
</tr>
<tr>
<td>Measurement and Data (2.MD)</td>
<td>7. Engaging in argument from evidence</td>
<td>• Work Creatively with Others</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>Next Generation Science Standards Crosscutting Concepts</td>
<td>Communication and Collaboration</td>
</tr>
<tr>
<td>Measurement and Data (3.MD)</td>
<td>1. Patterns</td>
<td>• Communicate Clearly</td>
</tr>
<tr>
<td>4th Grade</td>
<td>2. Cause and Effect: Mechanism and Explanation</td>
<td>• Collaborate with Others</td>
</tr>
<tr>
<td>Measurement and Data (4.MD)</td>
<td>4. Systems and system models</td>
<td>Scientific and Numerical Literacy</td>
</tr>
<tr>
<td>5th Grade</td>
<td>5. Energy and matter: Flows, cycles, and conservation</td>
<td>• Evaluate quality of information</td>
</tr>
<tr>
<td>Measurement and Data (5.MD)</td>
<td>6. Structure and function</td>
<td>• Pose and evaluate scientific arguments</td>
</tr>
<tr>
<td>6th Grade</td>
<td>7. Stability and change</td>
<td>• Reason with numbers and other mathematical concepts</td>
</tr>
<tr>
<td>Ratios and Proportional Relationships (6.RP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics and Probability (6.SP)</td>
<td>Life and Career Skills</td>
<td></td>
</tr>
<tr>
<td>7th Grade</td>
<td>Kindergarten</td>
<td>Flexibility and Adaptability</td>
</tr>
<tr>
<td>Ratios and Proportional Relationships (7.RP)</td>
<td>K-PS2 Motion and Stability: Forces and Interactions</td>
<td>• Adapt to Change</td>
</tr>
<tr>
<td>Statistics and Probability (7.SP)</td>
<td>K-2-ETS1 Engineering Design</td>
<td>• Be Flexible</td>
</tr>
<tr>
<td>1st Grade</td>
<td>1st Grade</td>
<td>Social and Cross-Cultural Skills</td>
</tr>
<tr>
<td>1-PS4 Waves and Their Applications in Technologies for Information Transfer</td>
<td>1-PS4 Waves and Their Applications in Technologies for Information Transfer</td>
<td>• Interact Effectively with Others</td>
</tr>
<tr>
<td>K-2-ETS1 Engineering Design</td>
<td>2-PS1 Matter and Its Interactions</td>
<td>• Work Effectively in Diverse Teams</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>K-2-ETS1 Engineering Design</td>
<td></td>
</tr>
<tr>
<td>3rd Grade</td>
<td>3rd Grade</td>
<td></td>
</tr>
<tr>
<td>3-PS2 Motion and Stability: Forces and Interactions</td>
<td>4th Grade</td>
<td></td>
</tr>
<tr>
<td>3-5-ETS1 Engineering Design</td>
<td>4-PS3 Energy</td>
<td></td>
</tr>
<tr>
<td>4th Grade</td>
<td>3-5-ETS1 Engineering Design</td>
<td></td>
</tr>
<tr>
<td>5th Grade</td>
<td>5th Grade</td>
<td></td>
</tr>
<tr>
<td>5-PS2 Motion and Stability: Forces and Interactions</td>
<td>6th-8th Grade</td>
<td></td>
</tr>
<tr>
<td>3-5-ETS1 Engineering Design</td>
<td>MS-PS2 Motion and Stability: Forces and Interactions</td>
<td></td>
</tr>
<tr>
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<td>MS-ETS1 Engineering Design</td>
<td></td>
</tr>
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Note: Standards referenced are the Nevada Academic Standards [www.doe.nv.gov/Standards_Assessments].
Exhibition Overview:
Solve It! is an exhibition about the art of investigation. Unique among the Museum’s exhibits, Solve It! features changing scenarios over time. These scenarios define the environments in which students pursue answers to questions that together reveal a completed puzzle. Designed for students ages 8 - 13 (3rd to 8th grades), Solve It! highlights skills central to the processes of fact finding, analysis and theorizing, including: evidence sorting and dating, measurement, examination and comparison of objects, density calculation, decoding, and bone identification. Upon entering, students watch a brief orientation video that explains the specific scenario and mystery. With Field Notes in hand, students begin their investigation in various areas of the environment to gather and record their data. Multiple touchscreen computers provide background information on relevant topics, activity “help,” and an opportunity to file a “final report.” A wrap-up area highlights real-life “job descriptions” of investigators from different fields. The target audiences for Solve It! are students ages 8-13 and their families, as well as 3rd to 8th grade school groups. In an effort to incorporate change from one year to the next, two distinct scenarios have been developed to date. Mystery Town is currently being featured. The Mystery Town scenario represents an abandoned mining town somewhere in Nevada. (Students discover it is a mining town as they gather their data.)

Target Ages/Grade Levels:
Students ages 8 - 13 (3rd - 8th grade)

Education & Experience Goals:
• Students encounter an immersive environment that 1) represents a particular place and 2) provides the context for a series of questions to investigate. Students gather and record data, compare and contrast, research and hypothesize.

• Students investigate a thematic “scene” using tools and other resources to gather clues. Data is analyzed in a “lab” setting.

• Students utilize six basic science-process skills:
  1. Observation (the act of gathering information by noting facts or occurrences)
  2. Inference (an educated guess about something based on things you know to be true)
  3. Measurement (the process used to determine the size, length, or amount of something)
  4. Communication (the process by which information is exchanged between individuals)
  5. Classification (the systematic arrangement or sorting of items into groups or categories based on similar qualities)
  6. Prediction (a statement about what will happen or might happen in the future, based on patterns that have been observed or studied)

   • Students gather data to answer key questions tied to the scene: When was this site active? What evidence is found here? What is this material? What is this mysterious object? What was this place? What are the objects in the collapsed tunnel? Who was this person?
   
   • Students work individually or collaborate with friends or family members. Activities support both approaches.
   
   • Students analyze their findings and submit “final reports” via computer stations. Opportunities for re-evaluation or further research are highlighted.
   
   • Students connect processes and activities to the fields of investigation and archaeology and have opportunities to learn more about people in these occupations.
   
   • Students discuss and reflect on their findings and conclusions with friends, family members or teachers. The experience launches conversations beyond the Museum.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematical Practices</strong></td>
<td><strong>Next Generation Science Standards Practices</strong></td>
<td><strong>Nevada Social Studies Skills</strong></td>
<td><strong>Learning and Innovation Skills</strong></td>
</tr>
<tr>
<td>1. Make sense of problems and persevere in solving them</td>
<td>2. Developing and using models</td>
<td><strong>K-5th, 6-8th Grades</strong></td>
<td><strong>Critical Thinking and Problem Solving</strong></td>
</tr>
<tr>
<td>3. Construct viable arguments and critique the reasoning of others</td>
<td>3. Planning and carrying out investigations</td>
<td>• Content Literacy</td>
<td>• Reason Effectively</td>
</tr>
<tr>
<td>5. Use appropriate tools strategically</td>
<td>6. Structure and function</td>
<td>• Historical Analysis and Interpretation</td>
<td>• Use Systems Thinking</td>
</tr>
<tr>
<td>6. Attend to precision</td>
<td><strong>Next Generation Science Standards Disciplinary Core Ideas</strong></td>
<td><strong>Nevada Social Studies Standards</strong></td>
<td>• Make Judgments and Decisions</td>
</tr>
<tr>
<td><strong>Mathematical Domains</strong></td>
<td><strong>5th Grade</strong></td>
<td><strong>K-5th, 6-8th Grades</strong></td>
<td>• Solve Problems</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>5-PS1 Matter and Its Interactions</td>
<td><strong>H1.0 People, Cultures, and Civilizations</strong></td>
<td><strong>Creativity and Innovation</strong></td>
</tr>
<tr>
<td>Operations and Algebraic thinking (3.OA)</td>
<td></td>
<td>Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.</td>
<td>• Think Creatively</td>
</tr>
<tr>
<td>Measurement and Data (3.MD)</td>
<td><strong>6th-9th Grade</strong></td>
<td><strong>G5.0 - The World in Spatial Terms</strong></td>
<td>• Work Creatively with Others</td>
</tr>
<tr>
<td>4th Grade</td>
<td>MS-LS1 From Molecules to Organisms: Structures and Processes</td>
<td>Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.</td>
<td><strong>Communication and Collaboration</strong></td>
</tr>
<tr>
<td>Operations and Algebraic thinking (4.OA)</td>
<td></td>
<td><strong>G6.0 - Places &amp; Regions</strong></td>
<td>• Communicate Clearly</td>
</tr>
<tr>
<td>Measurement and Data (4.MD)</td>
<td></td>
<td>Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.</td>
<td>• Collaborate with Others</td>
</tr>
<tr>
<td>5th Grade</td>
<td><strong>G7.0 - Human Systems</strong></td>
<td><strong>G8.0 - Environment and Society</strong></td>
<td><strong>Scientific and Numerical Literacy</strong></td>
</tr>
<tr>
<td>Operations and Algebraic thinking (5.OA)</td>
<td>Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</td>
<td>Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resource.</td>
<td>• Evaluate quality of information</td>
</tr>
<tr>
<td>Measurement and Data (5.MD)</td>
<td></td>
<td></td>
<td>• Pose and evaluate scientific arguments</td>
</tr>
<tr>
<td>6th Grade</td>
<td><strong>5th Grade</strong></td>
<td></td>
<td>• Reason with numbers and other mathematical concepts</td>
</tr>
<tr>
<td>The Number System (6.NS)</td>
<td><strong>6th-9th Grade</strong></td>
<td><strong>Life and Career Skills</strong></td>
<td><strong>Flexibility and Adaptability</strong></td>
</tr>
<tr>
<td>Statistics and Probability (6.SP)</td>
<td>MS-LS1 From Molecules to Organisms: Structures and Processes</td>
<td></td>
<td>• Adapt to Change</td>
</tr>
<tr>
<td>7th Grade</td>
<td></td>
<td><strong>Social and Cross-Cultural Skills</strong></td>
<td>• Be Flexible</td>
</tr>
<tr>
<td>The Number System (7.NS)</td>
<td></td>
<td></td>
<td>• Interact Effectively with Others</td>
</tr>
<tr>
<td>Statistics and Probability (7.SP)</td>
<td></td>
<td></td>
<td>• Work Effectively in Diverse Teams</td>
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BRING THE MUSEUM TO YOUR CLASSROOM

DISCOVERY On Wheels: House Calls
A Health Science Educational Outreach Program brought directly to YOU by DISCOVERY Children’s Museum.

WHAT
Hands-on, interactive Health Science programs directly related to Nevada State Content Standards and local curriculum goals.

WHY
To enhance your health science curriculum by providing quality experiences involving exploration in an intimate setting. Expose your students to high quality, anatomically accurate models and “real” medical equipment. Take advantage of high quality programming without the worries of transportation.

WHO
Kindergarten – 5th grade elementary school students in Clark County, public and private. Each session can accommodate approximately 30 participants. More than one session can be scheduled at a school site on the same date to accommodate entire grade levels wishing to participate.

WHERE
Right in your classroom! A professional Museum Educator will facilitate the program, along with everything needed for the learning experience.

WHEN
NOW! We are currently taking reservations and space is limited so see the following information on how you can register your school and classes today!

COST
This year the programs are complimentary for the first grade level to book from each Clark County School District school due to the generous gifts from: gifts from: Joan Lapan, WalMart #2592 Supercenter, WalMart #4557 Supercenter and WalMart #4974 Sam’s Club.

All other groups - Private schools, libraries and community organizations may be offered a 50% discount. Call for details.
PROGRAM OFFERINGS AND GRADE LEVELS

KINDERGARTEN
Let’s Eat! - Foods & Nutrition
Explore why humans need food, the various food groups, and the nutrients foods contain. Learn about the importance of variety and moderation. Recognize healthy food choices.

FIRST GRADE
Bright Smiles and Clean Bodies - Dental Health & Hygiene
When proper hygiene is not obtained, it is very hard to maintain a healthy body. Thoroughly understanding what can happen as a result of not practicing proper hygiene will make it easier to understand the importance of good hygiene.

SECOND GRADE
Making Sense of Our Senses - The Five Senses
Things are not always what they seem. Why does food taste differently when you have a cold? Can you match different sounds? Every day we use our senses to explore the world around us. Explore the sense organs and how they are connected to the brain and spinal cord. Learn how it all works together to allow us to experience our world.

THIRD GRADE
Wonderful ME! - Cells & Genetics
The human body is an amazing machine that we must understand how to take care of properly. Take a close look at the smallest living unit of the body, the cell, and how we have developed into the person we are today. Examine the genes responsible for gender and physical characteristics.

FOURTH GRADE
Young at Heart – Circulatory & Respiratory Systems
Examine the heart, healthy versus unhealthy arteries and lungs, as well as the functions of the circulatory and respiratory systems. Use real stethoscopes to listen to your heart. Learn what blood is made of and how to correctly take a pulse. Prevention of heart disease will be addressed using models.

FIFTH GRADE
What’s Up Doc? – Medical Professions & Equipment
How does a doctor diagnose what is wrong? What are all those gadgets and machines for? Through hands-on investigations, explore medical equipment used to take your blood pressure, measure your lung capacity, read an x-ray and more!

TO REGISTER
You can register online at www.DiscoveryKidsLV.org/education. Programs are not confirmed until you receive a written confirmation. With your confirmation, you will also receive additional information on the programs including curriculum alignments, the amount of space and set-up needs for each program.

ADDITIONAL QUESTIONS?
Please email Outreach@DiscoveryKidsLV.org or call the museum at (702) 382-KIDS (3445) and ask for Outreach.
HOURS OF OPERATION

General Hours
(Day after Labor Day - May 31)
Tuesday – Friday: 9am – 4pm
Saturday: 10am – 5pm
Sunday: 12pm – 5pm
Closed Mondays except during select holidays.
Closed on Easter, Thanksgiving Day, Christmas Eve, Christmas Day and New Year’s Day

SUMMER HOURS
(June 1 - Labor Day)
Monday – Saturday: 10am – 5pm
Sunday: 12pm – 5pm

SCHOOL GROUP ADMISSION

Group/Nonprofit Rates (12 or more)
Ages 1 – 99: $12.50 per person
Children under 1: Free
Prices subject to change

Clark County School District Groups
(12 or more)
Kindergarten – 8th Grade: $7 per person
Chaperones: $7 per person
Prices subject to change
Thank you to our generous donors who support admission subsidies, which allows a discounted admission for CCSD school groups.

DIRECTIONS
360 Promenade Place Las Vegas, NV 89106
Located on The Smith Center Campus directly across the street from World Market Center