



Nevada Academic Content Standards for DISCOVERY on Wheels

Kindergarten-Let's Eat (Food and Nutrition)

Health

- 1.2.1 Identify health behaviors that impact personal health. [\[Talk about diet and exercise.\]](#)
- 1.2.2 Identify basic anatomy. [\[Digestive System\]](#)
- 2.3.3 Discuss nutrition and physical activity in diverse families. [\[MyPlate, food and nutrition, exercise.\]](#)
- 3.3.1 Identify trusted individuals who can help promote health. [\[Family/teachers/school encouraging health eating.\]](#)
- 5.2.1 Discuss healthy options vs. unhealthy options [\[MyPlate, Good Snack/Bad Snack activity.\]](#)
- 5.2.2 Identify resources/individuals that would aid in healthy decision-making. [\[Family/teachers/school encouraging health eating.\]](#)
- 6.2.1 Define a short term, and long term personal health goal. [\[Use MyPlate every day to stay healthy in the future.\]](#)
- 6.2.2 Develop goals to practice daily health habits (i.e., personal hygiene sun safety, nutrition, and physical activity.) [\[Use MyPlate every day to stay healthy in the future.\]](#)
- 6.2.3 Identify resources when assistance is needed to develop personal health goals. [\[Family/teachers/school encouraging health eating.\]](#)
- 7.2.1 Identify responsible personal health behaviors. [\[Choosing healthy foods over unhealthy foods.\]](#)
- 7.2.2 Choose healthy foods that help you grow. [\[MyPlate\]](#)
- 8.2.1 Identify ways to promote personal and family health. [\[MyPlate, food and nutrition, exercise.\]](#)

Science

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. [\[Our bodies need food in order to live.\]](#)
- K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans). [\[Observe human body model to discuss digestive system.\]](#)
- LS1.C Organization for Matter and Energy Flow in Organisms (All animals need food and water to grow. They obtain their food from plants or other animals.) [\[Our bodies need food in order to live.\]](#)

Reading: Foundational Skills

2B. Count, pronounce, blend, and segment syllables in spoken words. [Break down the word 'per-i-stal-sis' and discuss its meaning.]

Speaking and Listening

1.0 Participate in collaborative conversations with diverse partners about kindergarten topics with peers and adults in smaller and larger groups. [Discussing how we eat, how much, and what foods are important to eat. Work with fellow students to decide foods for different mealtimes.]

1A Follow agreed-upon rules for discussions [Follow rules given for activity participation.]

1B Continue a conversation through multiple exchanges. [MyPlate, Good Snack/Bad Snack activity.]

2.0 Confirm understanding of information presented by asking and answering questions about key details and requesting clarification if something is not understood. [Review at end of session.]

3.0 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [Present open questions during group activity time.]

5.0 Add drawings or other visual displays to descriptions as desired to provide additional detail. [Posters/ activity mats/models]

6.0 Speak audibly and express thoughts, feelings, and ideas clearly. [Discussing how we eat, how much, and what foods are important to eat. Work with fellow students to decide foods for different mealtimes.]

Math

K.CC Count to answer "how many?" about things arranged in a line, rectangular array or circle, or as many things in a scattered configuration. [Talk about how many meals a day are needed and place in line order.]

K.MD Directly compare two object with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. [Compare amount of food in each meal.]

World Language

Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. [Activity participation.]

Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. [Activity participation.]

Language

1F. Produce and expand complete sentences in shared language activities. [Activity participation.]



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5.0 With guidance and support from adults, explore word relationships and nuances in word meanings. [\[Activity instructions.\]](#)

5A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [\[Meal sorting activity.\]](#)

5C. Identify real-life connections between words and their use (e.g., note places at school that are colorful) [\[Color of activity mats relating to real life objects/charts\]](#)

Social Studies

SS.K.1 With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community. [\[Introduction and activity participation.\]](#)

SS.K.2 With prompting and support generate supporting questions related to compelling questions. [\[Discussions and activity participation.\]](#)

SS.K.6. With prompting and support, participate in a structured academic discussion using evidence and reasoning. [\[What foods belong to each meal?\]](#)

SS.K.11 Explore strategies to resolve conflicts in the classroom. [\[Collaboration and cooperation during activity participation.\]](#)

First Grade-Bright Smiles, Clean Bodies (Dental Health and Hygiene)

Health

- 1.2.1 Identify health behaviors that impact personal health. [Proper brushing/flossing techniques and handwashing.]
- 1.2.2 Identify basic anatomy. [Types of teeth and gums.]
- 1.2.9 Recognize germs may cause illness/disease. [Discussion with germ models.]
- 1.2.10 Recognize basic prevention strategies for common illness/disease. [Handwashing and dental hygiene.]
- 1.2.11 Identify elements of the environment that affect personal health (sun, air, water, soil, food, pollutants) [Talk about how germs are transferred.]
- 2.3.1 Identify various sources that influence personal health behaviors. [Failure to practice dental care results in cavities, decay, and bacterial buildup.]
- 3.3.1 Identify trusted individuals who can help promote health. [Family/teachers/school encouraging health eating.]
- 3.3.2 Identify healthcare workers. [Dentist]
- 5.2.1 Discuss healthy options vs. unhealthy options [Practicing proper hygiene vs. failure to practice proper hygiene.]
- 5.2.2 Identify resources/individuals that would aid in healthy decision-making. [Family/teachers/school encouraging health eating.]
- 6.2.1 Define a short term, and long term personal health goal. [Practice proper brushing/flossing techniques, 2 times a day, every day.]
- 7.2.1 Identify responsible personal health behaviors. [Proper hygiene.]
- 8.2.1 Identify ways to promote personal and family health. [Proper hygiene.]

Reading: Foundational Skills

- 2.0 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [Types of teeth.]

Speaking and Listening

- 1.0 Participate in collaborative conversations with diverse partners about kindergarten topics with peers and adults in smaller and larger groups. [Discussions about dental care, and transfer of germs.]
- 1A Follow agreed-upon rules for discussions [Follow rules given for activity participation.]

1B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [Discussions about personal hygiene.]

1C. Ask questions to clear up any confusion about the topics and texts under discussion. [Learning the proper way to brush teeth.]

2.0 Ask and answer questions about key details in information presented. [Discussions about hygiene, dental care, and transfer of germs.]

3.0 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [Discussions about hygiene, dental care, and transfer of germs.]

5.0 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [Posters/activity materials/models]

World Language

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Language

5A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [Learning the difference between primary and permanent teeth]

Science

1-LS1-1 Crosscutting Concept- Structure and Function: The shape and stability of structures of natural and designed objects are related to their function(s). [Our teeth have different shapes for eating different types of food]



Second Grade-Making Sense of our Senses (The Five Senses)

Health

1.2.2 Identify basic anatomy. [[Sensory organs and brain.](#)]

Speaking and Listening

1.0 Participate in collaborative conversations with diverse partners about kindergarten topics with peers and adults in smaller and larger groups. [[Discussions about functions of sensory organs and brain.](#)]

1A Follow agreed-upon rules for discussions [[Follow rules given for activity participation.](#)]

1B Build on others' talk in conversations by linking their comments to the remarks of others. [[Activity participation.](#)]

1C Ask for clarification and further explanation as needed about the topics and text under discussion. [[Discussions and group activity participation.](#)]

2.0 Recount or describe key ideas or details from information presented. [[Discussions and activity participation.](#)]

3.0 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. [[Discussions about the how the sensory organs function.](#)]

World Language

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Third Grade-Wonderful Me! (Cells and Genetics)

Health

1.5.2 Explain the basic structure, function, and developmental processes of the human body systems. [\[Explore cells from various systems of the body.\]](#)

Speaking and Listening

1.0 Engage effectively in a range of collaborative discussions with diverse partners on 3rd grade topics. [\[Systems of the Body\]](#)

1B Follow agreed-upon rules for discussions [\[Follow rules given for activity participation.\]](#)

1C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [\[Discussions about cells and systems of the body.\]](#)

1D Explain their own ideas and understanding in light of the discussion. [\[Discuss the function and location of cells.\]](#)

2.0 Determine the main ideas and supporting details of information presented. [\[Talk about what are cells. How cells build and function in the body.\]](#)

3.0 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [\[Discuss the function and location of cells.\]](#)

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Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. [\[Activity participation.\]](#)

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Science

3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits. Patterns: Similarities and differences in patterns can be used to sort and classify natural phenomena exists in a group of similar organisms. [\[DNA in identical versus non-identical siblings\]](#)

3-LS3-1 Many characteristics of organisms are inherited from their parents. [\[Discuss how chromosomes are passed down from parents and building blocks of DNA\]](#)

LS3.A Inheritance of Traits [\[Dominant versus Recessive traits activity.\]](#)

Fourth Grade-Young at Heart (Circulatory and Respiratory Systems)

Health

1.5.1 Describe the relationship between health behaviors and personal health. [[Healthy lifestyle and reflections on circulatory and respiratory systems.](#)]

1.5.2 Explain the basic structure, function, and developmental processes of the human body systems. [[Explore circulatory and respiratory systems.](#)]

1.5.12 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness/disease, and premature death. [[Effects of second hand smoke.](#)]

2.5.4 Describe how various sources influence individual practices and behaviors. [[Sleep, diet, exercise habits reflect one's health.](#)]

5.5.1 Apply a healthy choice when making personal decisions. [[Choosing not to smoke, view damaged swine lungs.](#)]

5.5.2 Predict how decisions about substance use and abuse have consequences for self and others [[Smoking can lead to cancer, second hand smoke can affect others.](#)]

6.5.2 Implement goals to enhance daily health habits [[Set goals for better sleep, diet, and exercise habits.](#)]

7.5.3 Engage in behaviors that promote physical activity. [[Jumping jacks, check pulse. Exercise keeps your body healthy.](#)]

7.5.7 Demonstrate personal healthcare practices that prevent communicable and other chronic diseases. [[Discuss how blood is a biochemical and should only be handled by trained professionals.](#)]

Speaking and Listening

1.0 Engage effectively in a range of collaborative discussions with diverse partners on 4th grade topics. [[Systems of the Body](#)]

1B Follow agreed-upon rules for discussions [[Follow rules given for activity participation.](#)]

1C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. [[Present questions about the functionality of circulatory and respiratory systems.](#)]

1D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [[Review at end of session.](#)]

World Language

Standard 1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. [[Activity participation.](#)]



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Standard 2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. [[Activity participation.](#)]

Science

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival. Construct an argument with evidence, data, and/or a model. [[Blood component activity](#)]

4-LS1-1/4-LS1-2 A system can be described in terms of its components and their interactions. [[Circulatory and Respiratory Systems](#)]



Fifth Grade-What's Up Doc? (Medical Professions and Equipment)

Health

1.5.1 Describe the relationship between health behaviors and personal health. [[Healthy lifestyle and reflections on systems of the body.](#)]

1.5.2 Explain the basic structure, function, and developmental processes of the human body systems. [[Explore circulatory and respiratory systems.](#)]

3.5.1 Locate resources from home, school, and community that provide reliable health information. [[Doctors' offices.](#)]

3.5.2 Describe situations requiring professional health services. [[Eye exam; optometrist.](#)]

Speaking and Listening

1.0 Engage effectively in a range of collaborative discussions with diverse partners on 5th grade topics. [[Various systems of the Body and the medical professional specializing in them.](#)]

1B Follow agreed-upon rules for discussions [[Follow rules given for activity participation.](#)]

1C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [[Present questions about the various medical professions.](#)]

1D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [[Review at end of session.](#)]

3.0 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [[Review at end of session.](#)]

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21st Century Student Outcomes

KEY SUBJECTS AND 21ST CENTURY THEMES

Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establish and monitor personal and family health goals

CREATIVITY AND INNOVATION

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

COMMUNICATION AND COLLABORATION

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.